Philippine Women Educators' Leadership Styles and Managerial Skills

Emeteria Leonila A. Perez

College of Arts and Letters and College of Education-Graduate Studies, Polytechnic University of
the Philippines, Manila, Philippines
Email: elaperez@pup.edu.ph

Abstract

The main thrust of this study is to determine the managerial skills and leadership styles of the women administrator-educators in state universities and colleges at the National Capital Region (NCR) and use them as bases for a proposed capability enhancement program. The study applied the mixed method of research, i.e., the use of quantitative technique through survey supported by the qualitative technique through one-on-one interviews to measure the respondents' level of adeptness in four managerial skills such as technical, conceptual, interpersonal, and decision-making and their exercise of leadership styles such as authoritarian, democratic, and delegative.

Keywords: Managerial Skills; Leadership Styles; Women Administrator-Educators; Capacity Enhancement Program

Introduction

The famous Burmese diplomat, author, and Nobel Peace Prize Laureate Aung San Suu Kyi (n.d.) once said that, "the education and empowerment of women throughout the world cannot fail to result in a more caring, tolerant, just, and peaceful life for all".

In the olden times, women were confined to the homes, were not allowed to vote, and were not even entitled to own properties. But those days have long been gone. Women have come a long way since the historic success of women textile workers' strike in Lawrence Massachusetts which inspired the renowned poet, James Oppenheim in his poem titled, Bread and Roses to write that, "The rising of the women means the rising of the race". True enough, until today, gender equality and women empowerment remain among the focal concerns in the development agenda of most countries in the world.

The United Nations General Assembly created UN Women in 2010 to address the challenges that women face today. UN Women convenes every year to implement the 2030 Agenda for Sustainable Development including the Sustainable Development Goals, one of which is the fifth goal, on gender equality and women empowerment (UN Women Annual Report 2017-2018). UN Women Executive Director Ngcuka states that they would like to achieve gender equality by 2030 in as many countries as possible and leave no one behind. The UN Development Group for Europe and Central Asia reported in 2017 that there is a certain progress in advancing gender equality in Europe and Asia and the MDG goal to promote women empowerment was only partly achieved. "Gender is a universal structural inequality which affects all people in all countries and is not confined to developing countries alone. It cuts across other inequalities such as race, disability, age and sexuality and is always a key defining feature of economic inequality within countries. Each woman and girl experiences discrimination differently, but there are also shared realities and barriers. In no country has gender equality yet been achieved." Hence, Goal 5 was included in the SDG's and it was implemented in a gender-responsive way. The UNDP recognizes that gender equality is vital to achiev-

ing the SDG's 2030 Agenda which envisions a world of "universal respect for human rights and human dignity," and a world in which every woman and girl enjoys full gender equality and all legal, social, and economic barriers to their empowerment have been removed. Gender equality is a necessary foundation for a peaceful, prosperous, and sustainable world.

It has been said that gender equality has multiplier effects across the spectrum of development. When women are empowered, it results in lower poverty, higher economic growth, more resilient communities, and better education of children. When we fail to address discrimination and gender inequalities, the achievement of the SDG's will be disrupted. To achieve the SDG's requires great effort in recognizing women's contributions and ensuring their equal and meaningful participation in the world.

Women in leadership roles are considered instrumental for economic growth and sustainability because of their contribution that makes a great impact. Having women as leaders in the academe will have a significant influence in the institutions' knowledge. The presence of women leaders will make positive experiences which are not possible in gender-homogenous leadership (Hashim, 2016).

The State Universities and Colleges (SUCs) at the National Capital Region (NCR) have their own women administrators. They have vice presidents, assistant to the vice presidents, deans, directors, chiefs, chairpersons, and heads of units or offices among others who are women.

The main purpose of this study is to assess the level of managerial skills and to identify the dominant leadership styles of the women administrator-educators of the State Universities and Colleges in the National Capital Region. This study aims to provide additional research-based bases or guideposts for further managerial skills enhancement and leadership capability development of the Filipino women administrator-educators in the context of the unique Philippine socio-cultural realities. The study also intends to enhance the proportion and potential of the women administrators. When this is achieved, the SUCs under the National Capital Region will adhere to the goals of the United Nations, Magna Carta for Women (R.A. 9710), and to the CHED Memorandum Number 1 Series of 2015 on gender equality and women empowerment.

Materials and Methods

This study used the mixed method of research. According to the Center for Innovation in Research and Teaching (n.d.), it is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This is used when the integration provides a fuller understanding of the research problem. Quantitative data includes close-ended information such like rating scales, behaviors like observation checklists, and performance instruments. Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus group discussions, and observations.

The respondents of this study came from the following institutions: Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Marikina Polytechnic College (MPC), Philippine Normal University (PNU), Philippine State College of Aeronautics (PHILSCA), Polytechnic University of the Philippines (PUP), Rizal Technological University (RTU), and Technological University of the Philippines (TUP).

Table 1 shows the total population size and the sample size of the respondents of the study. There are seven state universities and colleges under the National Capital Region. All of the schools agreed to be the respondents of this research. From the population size of PNU that is 22, 13 or 8.2% were included in the sample size. For TUP, it is the same, 13 out of 22. For EARIST, out of

40, 24. For Philsca out of 11, 7 were included. For RTU out of 34, 21. For PUP out of 106, 65 were included in the sample and in MPC out of 24, 15 were included.

Table 1. Population and Sample Size by Respondent

School	Population Size	Sample Size	Percentage (%)
PNU	22	13	8.2
TUP	22	13	8.2
Earist	40	24	15.2
Philsca	11	7	4.4
RTU	34	21	13.3
PUP	106	65	41.1
MPC	24	15	9.5
Total	**259**	**158**	**100**

The respondents were 158 women middle-level administrators. Out of a total population of 259, the respondents were trimmed down to 158 by using the Slovin's Formula.

$$n = \frac{N}{(1 + Ne^2)}$$

Where:
n = number of samples
N = total population
e = margin of error

n= 259_____
 (1 + 259 * 0.05²)

n= 259_____
            (1 + 259 * 0.0025)
        n= 259_____
              (1 + 0.6475)
        n= 259_____
            1.6475
        n= 158

The researcher asked the seven SUCs about the number of their men and women administrators. This was done to get the sampling frame for the study. Then, the researcher asked permission from the presidents of the institutions to conduct the study. The researcher waited for the approval of each president. When it was approved, she distributed the questionnaire to the state colleges and universities in NCR. Further, the researcher also interviewed some women administrators from those institutions. This study also used a one-on-one in-depth interview or a structured interview to some of the respondents. Scott and Morrison (2007) said that structured interviews are standardized to the extent that the question, its wording, and sequence are fixed and identical for every interviewee who is referred to as the respondent.

The researcher conducted several follow-ups in order to retrieve the questionnaires.

After that, the data gathered were tallied, tabulated, analyzed, and interpreted. The gathered data were collated, tallied, and summarized correspondingly by the researcher. The following statistical tools and techniques were used to answer the problems posed in the study:

Frequency Count and Percentage Distribution is a statistical tool used to quantify the demographic profile of the respondents in terms of age, sex, body mass index, educational level and allowance. It is computed as:

$$P = \frac{f}{n} \times 100$$

Where:
P is Percentage
f is the Frequency
n is the Total Frequency
100 is a constant

Weighted Mean is a type of mean that is calculated by multiplying the weight (or probability) associated with a particular event or outcome with its associated quantitative outcome and then summing all the products together.

$$\overline{x} = \frac{\sum_{i=1}^{n}(x_i \times w_i)}{\sum_{i=1}^{n} w_i}$$

Where:
w is the weights
x is the value

Analysis of variance (ANOVA) is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors. The systematic factors have a statistical influence on the given data set, while the random factors do not. Analysts use the ANOVA test to determine the influence that independent variables have on the dependent variable in a regression study.

F= MST/MSE

where: F=ANOVA coefficient
MST=Mean sum of squares due to treatment
MSE=Mean sum of squares due to error

Table 2 shows the frequency distribution of dominant leadership style of women administrators. It can be seen from the table that, 90 or 57% women-administrator respondents consider the democratic leadership as their dominant style followed by delegative with 25 or 15.8%, delegative and democratic having 16 or 10.1%, authoritarian with 10 or 6.3%. 7 women-administrator-respondents or 4.4% with all the 3 leadership styles, while the other 7 women administrators or 4.4% authoritarian and delegative and the remaining 1.9% or 3 respondents having both authoritarian and democratic leadership style.

Table 2. Dominant Leadership Style of Women Administrators

Leadership Styles	Frequency	Percentage (%)
Authoritarian/Autocratic	10	6.3
Authoritarian/Autocratic and Delegative/Free Reign	7	4.4
Authoritarian/Autocratic and Democratic/Participative	3	1.9
Authoritarian, Democratic and Delegative	7	4.4
Delegative/Free Reign	25	15.8
Delegative/Free Reign and Democratic/Participative	16	10.1
Democratic/Participative	90	57.0
Total	**158**	**100.0**

In the study of Kotur and Anbazhagan (n.d.), titled, "The Influence of Age and Gender on the Leadership Styles", the democratic leadership style is the most dominant among the employees followed by delegative leadership style. This is the same with the findings of this study.

Moreover, in the researcher's interview with a woman administrator, she said that her leadership style is more of the participative and democratic. In most of their assessment or planning sessions, she prepares the plans and then presents it to her subordinates. She lets them critique it. They discuss ideas and she allows them to give their input. From there, they come up with a product or output. Meanwhile, in another separate interview with a woman administrator, she said that her leadership style is authoritative and democratic. She said that she follows rules and expect people to do it as well. But she also listens to both sides of the story and she adjusts to the situation of faculty and students.

This just shows that though more women administrators are democratic or participative, a small number of them are authoritarian at the same time democratic.

Another reason why most of the women administrators exhibited democratic leadership is that it is the most appropriate style in democratic nations like the Philippines, in international associations, public universities like the state universities and colleges, worker owner corporations, neighborhoods, and cooperative groups. It is embedded in the history of the Philippines that Filipinos want a democratic leader. Filipinos abhor dictators or authoritarian leaders, as also shown in the results of the study that the least style is authoritarian with a mixture of another style.

Table 3 depicts the frequencies, weighted mean of each item, and its corresponding verbal interpretation. It can be seen from the table that 6 questions got a weighted mean that fall on the range 3.51-4.50 that corresponds to "frequently true", namely: 1, 3, 4, 6, 7 and 10. While 3 got a weighted mean that falls on the range 2.51-3.50 that corresponds to "occasionally true", namely: 5; 7; and 8, and the remaining, question 2, got a weighted mean that falls on the range 1.51-2.50 which corresponds to "seldom true".

To sum it up, the assessment on the extent of practice of the leadership styles of the women administrators with respect to authoritarian or autocratic got a computed weighted mean of 3.49 which corresponds to the verbal interpretation "occasionally true", implying that the women administrators observe the behavior in some few cases.

Table 3. Extent of Practice of Authoritarian or Autocratic Leadership Styles of the Women Administrators

Authoritarian	Almost Never True	Seldom True	Occasionally True	Frequently True	Almost Always True	Weighted Mean	Verbal Interpretations
	Frequency						
	1	**2**	**3**	**4**	**5**		
I always retain the final decision-making authority within my department or team.	1	2	13	83	59	4.25	Frequently True
I do not consider suggestions made by my employees, because I do not have the time for them.	76	23	24	25	10	2.18	Seldom True
I tell my employees what has to be done and how to do it.	0	3	24	74	57	4.17	Frequently True
When someone makes a mistake, I tell them not to ever do that again and make a note of it.	7	11	36	65	39	3.75	Frequently True
New hires are not allowed to make any decisions unless I approved these first.	29	26	43	42	18	2.96	Occasionally True
When anything goes wrong, I tell my employees that a procedure is not working correctly, and I establish a new one.	1	13	37	80	26	3.75	Frequently True
I closely monitor my employees to ensure they are performing correctly.	0	3	14	76	65	4.28	Frequently True
I like the power that my leadership position holds over subordinates.	24	14	41	53	22	3.23	Occasionally True
Employees must be directed or threatened with punishment to get them to achieve the organizational objectives.	51	26	26	33	21	2.66	Occasionally True
Employees seek mainly security.	8	12	41	60	35	3.65	Frequently True
Overall Weighted Mean						**3.49**	**Occasionally True**

Legend: "Almost Always True (4.51-5.00)", "Frequently True (3.51-4.50)", "Occasionally True (2.51-3.50)", "Seldom True (1.51-2.50)", "Almost Never True (1.00-1.50)"

The highest weighted mean corresponds to: "I closely monitor my subordinates to ensure they are performing correctly". When a woman administrator was interviewed by the researcher, she said that women administrators are hands-on. They are keen on details. She also mentioned that when she gives a task to her subordinates, at the back of her mind she knows how it should be done.

The item with the lowest weighted mean states that "I do not consider suggestions made by my subordinates because I do not have the time for them." This got the lowest mean because as stated in the previous tables, women administrators' leadership style is more of democratic or participative which means that they listen to the suggestions of their people.

Table 4 presents the frequencies, weighted mean of each item, and its corresponding verbal interpretations. It can be seen from the table that all of the questions got a weighted mean that falls on the range 3.51-4.50 which corresponds to the verbal interpretation "frequently true".

To sum it up, the assessment on the extent of practice of the leadership styles of the women administrators with respect to democratic or participative got a computed weighted mean of 4.30 which corresponds to the verbal interpretation "frequently true", implying that the women administrators observe the behavior in the majority of cases.

The item that garnered the highest weighted mean states that, I ask for subordinate's ideas and inputs on upcoming plans and projects. During the interview of the researcher with a certain woman administrator, she said that she involves people or her subordinates in all their projects, events, and so on.

The item that got the lowest weighted mean states that, "I ask subordinates for their vision of where they see their jobs going and then use their vision where appropriate. This is in conjunction with the article by Fessler (2017), in her article titled, "Good Managers Give Constructive Criticism—but Truly Masterful Leaders Offer Constructive Praise", it is rare for administrators to ask their subordinates about their vision about the company or about themselves.

Table 5 shows the frequencies, weighted mean of each item, and its corresponding verbal interpretations. It can be seen from the table that questions 3 and 5 got a computed weighted mean that falls on the range 2.51-3.50 which corresponds to "Occasionally true", while the remaining items got a computed weighted mean that falls on the range 3.51-4.50 that corresponds to the verbal interpretation "Frequently true".

To sum it up, the assessment on the extent of practice of the leadership styles of the women administrators with respect to delegative or free reign got a computed weighted mean of 4.03 which corresponds to the verbal interpretation "Frequently true", implying that the women administrators observe the behavior in the majority of cases.

The item that got the highest weighted mean is: "I allow my employees to determine what needs to be done and how to do it". According to a woman administrator when she was interviewed by the researcher, she does not compete with her subordinates. She lets them have their own way when she thinks it is necessary.

Furthermore, the item that garnered the lowest weighted mean is: "My workers know more about their jobs than I, so I allow them to carry out the decisions to do their job." A woman administrator, in her interview with the researcher, stated that she is a hands-on administrator. She does not delegate everything. She reiterated that when she gives a task to her subordinates, she knows at the back of her mind how it should be done. It coincides with the item that the administrators know what they are doing and they do not just allow their people to do their jobs.

Table 4. Extent of Practice of Democratic or Participative Leadership Styles of the Women Administrators

Democratic	Almost Never True	Seldom True	Occasionally True	Frequently True	Almost Always True	Weighted Mean	Verbal Interpretations
	Frequency						
	1	2	3	4	5		
I always try to include one or more employees in determining what to do and how to do it, but I maintain the final decision-making authority.	3	1	10	77	67	4.29	Frequently True
I ask for employee ideas and inputs on upcoming plans and projects.	0	1	11	54	92	4.50	Frequently True
When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	2	2	18	63	72	4.28	Frequently True
I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision-making process.	0	0	9	62	87	4.49	Frequently True
I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	1	6	20	78	53	4.11	Frequently True
I allow my employees to set priorities with my guidance.	0	4	16	81	56	4.20	Frequently True
When there are differences in role expectations, I work with my employees to resolve the differences.	0	0	10	73	75	4.41	Frequently True
I like to use my leadership power to help subordinates grow.	1	3	17	72	63	4.24	Frequently True
Employees will exercise self-direction if they are committed to the objectives.	0	2	15	76	65	4.29	Frequently True
Employees know how to use creativity and ingenuity to solve organizational problems.	0	0	16	94	47	4.20	Frequently True
Overall Weighted Mean						**4.30**	**Frequently True**

Legend: "Almost Always True (4.51-5.00)", "Frequently True (3.51-4.50)", "Occasionally True (2.51-3.50)", "Seldom True (1.51-2.50)", "Almost Never True (1.00-1.50)"

Table 5. Extent of Practice of Delegative or Free Reign Leadership Styles of the Women Administrators

Delegative	Almost Never True	Seldom True	Occasionally True	Frequently True	Almost Always True	Weighted Mean	Verbal Interpretations
	Frequency						
	1	**2**	**3**	**4**	**5**		
My employees and I always vote whenever a major decision have to be made.	3	3	14	72	66	4.23	Frequently True
For a major decision to pass in my department, it must have the approval of each individual or the majority.	6	4	18	73	56	4.08	Frequently True
To get any information out, I send it by email, memo, or voice mail; I very rarely call any meeting. My employees are then expected to act upon the information.	15	30	30	54	29	3.33	Occasionally True
I allow my employees to determine what needs to be done and how to do it.	0	2	11	69	76	4.39	Frequently True
My workers know more about their jobs than I, so I allow them to carry out the decisions to do their job.	29	10	39	55	24	3.22	Occasionally True
I delegate tasks to implement a new procedure or process.	0	0	17	78	63	4.29	Frequently True
Each individual is responsible for defining his or her job.	0	5	11	69	73	4.33	Frequently True
I like to share my leadership power with my subordinates.	2	0	14	72	70	4.32	Frequently True
Employees have the right to determine their own organizational objectives.	4	11	32	67	42	3.85	Frequently True
My employees can lead themselves just as well as I can.	0	3	15	79	60	4.25	Frequently True
Overall Weighted Mean						**4.03**	**Frequently True**

Legend: "Almost Always True (4.51-5.00)", "Frequently True (3.51-4.50)", "Occasionally True (2.51-3.50)", "Seldom True (1.51-2.50)", "Almost Never True (1.00-1.50)"

Table 6. One-way Analysis of Variance (ANOVA): Comparison between the Leadership Styles of Women Administrators when they are Grouped According to Age

Indicators	Age	Mean	F value	p-value	Decision	Remarks
Authoritarian	21 to 30	3.5714	1.518	.200	Fail to Reject Ho	Not Significant
	31 to 40	3.4815				
	41 to 50	3.4456				
	51 to 60	3.4047				
	61 to 65	3.8006				
Democratic	21 to 30	4.2857	1.366	.248	Fail to Reject Ho	Not Significant
	31 to 40	4.2103				
	41 to 50	4.3508				
	51 to 60	4.2695				
	61 to 65	4.4600				
Delegative	21 to 30	4.1571	2.911	.023	Reject Ho	Significant
	31 to 40	3.9222				
	41 to 50	4.0148				
	51 to 60	3.9711				
	61 to 65	4.3400				

Table 6 shows the comparison between the leadership styles of women administrators when they are grouped according to their age using one-way analysis of variance. It can be seen from the table that 2 out of 3 leadership styles got a computed p-value that is greater than the level of significance 0.05, implying that authoritarian and democratic leadership styles do not have significant difference when the women administrators are grouped according to their age. While delegative leadership style got a computed p-value that is less than the level of significance, rejecting the null hypothesis and implying that there exists a significant difference between the said leadership style when women administrators are grouped according to their age.

According to Kao (2006) most executives use the delegating or delegative leadership style most frequently in any age group. Moreover, in the study of Kotur and Anbazhagan (2014), titled, "The Influence of Age and Gender on the Leadership Styles" they said that age has its influence on the leadership styles of the workers.

As an observation, those who are older have a different way of delegating than those who are younger. The older women administrators delegate more tasks to their subordinates than the younger or middle-aged (31-40) administrators. The older administrators have more authority than the younger ones, hence, they are followed by many.

Table 7. One-way Analysis of Variance (ANOVA): Comparison between the Leadership Styles of Women Administrators when they are Grouped According to Educational Attainment

Indicators	Educational Attainment	Mean	F value	p-value	Decision	Remarks
Authoritarian	Bachelor's	3.2000	.398	.810	Fail to Reject Ho	Not Significant
	With MA units	3.3636				
	Master's	3.5346				
	With doctoral units	3.4958				
	Doctoral degree	3.4516				

Indicators	Educational Attainment	Mean	F value	p-value	Decision	Remarks
Democratic	Bachelor's	3.7750	2.389	.053	Fail to Reject Ho	Not Significant
	With MA units	4.3636				
	Master's	4.2782				
	With doctoral units	4.2757				
	Doctoral degree	4.3859				
Delegative	Bachelor's	3.6500	1.069	.374	Fail to Reject Ho	Not Significant
	With MA units	3.8636				
	Master's	4.0291				
	With doctoral units	4.0387				
	Doctoral degree	4.0797				

Table 7 shows the comparison between the leadership styles of women administrators when they are grouped according to their highest educational attainment using one-way analysis of variance. It can be seen from the table that all of the leadership styles got a computed p-value that is greater than the level of significance 0.05, implying that authoritarian, democratic, and delegative leadership styles do not have significant difference when the women administrators are grouped according to their highest educational attainment.

In a similar study conducted by Jones and Bekhet (2015) titled, "Leadership Styles and Personal Demographic Profile: An Empirical Study on Private Business Organizations in Egypt", there is no significant difference between the leadership style and highest educational attainment of the respondents.

Furthermore, according to Francis and Nwanzu (2017), leader behavior or styles do not have a significant difference with educational background, marital status, social class, career path, professional membership and publication. It means that even educational attainment has no bearing on the kind of leadership style that a woman administrator has.

Table 8. One-way Analysis of Variance (ANOVA): Comparison between the Leadership Styles of Women Administrators when they are Grouped According to Academic Rank

Indicators	Academic Rank	Mean	F value	p-value	Decision	Remarks
Authoritarian	Instructor	3.6667	0.632	0.845	Fail to Reject Ho	Not Significant
	Assistant Professor	4.1667				
	Associate Professor	3.6444				
	Professor	4.111				
Democratic	Instructor	4.444	0.949	0.522	Fail to Reject Ho	Not Significant
	Assistant Professor	4.350				
	Associate Professor	40.50				
	Professor	4.378				
Delegative	Instructor	3.6364	1.163	0.323	Fail to Reject Ho	**Not Significant**
	Assistant Professor	4.444				
	Associate Professor	4.3478				
	Professor	4.556				

Table 8 presents the comparison between the leadership styles of women administrators when they are grouped according to their academic ranks using one-way analysis of variance. It can be seen from the table that all of the leadership styles got a computed p-value that is greater than the level of significance 0.05, implying that authoritarian, democratic, and delegative leadership styles do not have significant difference when the women administrators are grouped according to their academic ranks.

The women administrators' academic rank has no bearing on their leadership styles. For instance, a professor could be both a delegative and autocratic leader in as much as an instructor could also be autocratic or democratic.

Table 9. One-way Analysis of Variance (ANOVA): Comparison between the Leadership Styles of Women Administrators when they are Grouped According to Present Position

Indicators	Present Position	Mean	F value	p-value	Decision	Remarks
Authoritarian	Assist. To the VP	3.0750	.417	.891	Fail to Reject Ho	Not Significant
	Director	3.4923				
	Dean	3.4346				
	Chairperson	3.5806				
	Chief	3.4714				
	Head of Office	3.5036				
	Administrative officer	3.3750				
	Others	3.3818				
Democratic	Assist. To the VP	3.9750	1.712	.110	Fail to Reject Ho	Not Significant
	Director	4.5296				
	Dean	4.2538				
	Chairperson	4.2660				
	Chief	4.3397				
	Head of Office	4.2571				
	Administrative officer	4.2500				
	Others	4.3455				
Delegative	Assist. To the VP	3.5750	.781	.604	Fail to Reject Ho	Not Significant
	Director	4.1241				
	Dean	3.9577				
	Chairperson	4.0611				
	Chief	4.0333				
	Head of Office	4.0234				
	Administrative officer	4.1000				
	Others	4.0455				

Table 9 shows the comparison between the leadership styles of women administrators when they are grouped according to their present position using one-way analysis of variance. It can be seen from the table that all of the leadership styles got a computed p-value that is greater than the level of significance 0.05, implying that authoritarian, democratic, and delegative leadership styles do not have significant difference when the women administrators are grouped according to their present position.

Present position also refers to experience. In the study of Sawati et. al. (2013), titled, "Do Qualification, Experience, and Age Matter for Principals Leadership Styles?" they found out that there is no difference between the leadership style of the principals and their experience. It coincides with the idea on Table that the leadership styles of the women administrators are the same whatever the present position is.

Table 10. One-way Analysis of Variance (ANOVA): Comparison between the Leadership Styles of Women Administrators when they are Grouped According to their Length of Service in the Institution

Indicators	Length of Service	Mean	F value	p-value	Decision	Remarks
Authoritarian	5 years	3.4625	.770	.595	Fail to Reject Ho	Not Significant
	6 to 10	3.3905				
	11 to 15	3.5471				
	16 to 20	3.7053				
	21 to 25	3.3289				
	26 to 30	3.5103				
	31 and above	3.5007				
Democratic	5 years	4.2500	.164	.986	Fail to Reject Ho	Not Significant
	6 to 10	4.3196				
	11 to 15	4.3118				
	16 to 20	4.2381				
	21 to 25	4.3305				
	26 to 30	4.3345				
	31 and above	4.3144				
Delegative	5 years	4.0750	.171	.984	Fail to Reject Ho	Not Significant
	6 to 10	4.0095				
	11 to 15	4.0588				
	16 to 20	4.0074				
	21 to 25	3.9654				
	26 to 30	4.0759				
	31 and above	4.0562				

Table 10 shows the comparison between the leadership styles of women administrators when they are grouped according to their length of service using one-way analysis of variance. It can be seen from the table that all of the leadership styles got a computed p-value that is greater than the level of significance 0.05, implying that authoritarian, democratic, and delegative leadership styles do not have significant difference when the women administrators are grouped according to their length of service.

The Leadership styles of the women administrators are the same however long or short their service in the institution is. For instance, the one who has stayed for 30 years can be autocratic like the one who just stayed for 5 years. According to Finch (2019), leadership styles are mostly affected by factors such as organizational environment, resources, economic and political factors, culture of an organization, and technology.

Conclusion

Based on the findings given in the study, the following conclusions are presented:

1. Most of the women administrator-educators have the proper academic qualifications needed for their academic and administrative positions. Likewise, their range of experiences gained through many years of holding varied positions has provided them with enough knowledge and competencies that are useful in their present and future designations.

2. The women administrator-educators' levels of technical, conceptual, and decision-making skills have a high degree of adeptness. While in the level of interpersonal skill, they have a very high degree of adeptness.

3. The dominant leadership style of the women administrator-educators is democratic or participative which is really appropriate and acceptable in a democratic nation like the Philippines and even in public institutions like the state universities and colleges.

4. Most of the women administrator-educators frequently practice both the Democratic and Delegative or Free Reign style of leadership, while they least practice the Authoritarian style. This indicates that there is a need to further deepen their understanding of the differences between the Democratic and the Free Reign Styles including its advantages and drawbacks. This is to avoid the tendency to be "too democratic" which may lead to lack or loss of control of the operations and targets of the units within their supervision.

5. There is no significant difference in the women administrator-educators' managerial skills (i.e. technical, conceptual, interpersonal, and decision-making) when the respondents were grouped according to their educational attainment, academic rank, administrative rank, and present position. However, there is significant difference in their exercise of technical and decision-making skills when grouped according to age; in their exercise of technical and conceptual skills when grouped according to their civil status; in their exercise of technical skills when grouped according to previous position and in their exercise of conceptual skills when grouped according to length of service in the institution.

6. There is no significant difference in the leadership styles of the women administrator-educators when grouped according to civil status, educational attainment, academic rank, administrative rank, present and previous position, and in their length of service in the institution. However, there is a significant difference in their Delegative leadership style when they were grouped according to age.

7. Based on suggestions and analysis of the findings, a leadership and management capacity enhancement program for women administrators may be proposed to empower them.

References

Aisenberg, Nadya and Harington M. (1988). Women of the Academe. The University of Massachusetts Press.

Aldaibat, Bassam. (2017). Impact of Leadership Styles in Organizational Commitment. Retrieved from www.researchgate.com

Allio, Robert. (2009) Leadership — the five big ideas. Strategy and Leadership Vol. 37 No. 2. Emerald Group Publishing Limited.

ASEAN Secretariat 2017. Retrieved from https://asean.org/2017

Authoritarian, Democratic, and Laissez-faire Leadership. (n.d.). Retrieved from https://enotes.com

Balaoeg, Ma. Andrew, Garcia K., Marquez J. (2001). Women's Managers and Their Subordinates' Perceptions on their Work Relationship and Work Performance in a Predominantly Male Organization. Unpublished Thesis. De La Salle University.

Bennis, W. (1992). Managing the Dream: Leadership in the 21st Century. Journal of Organizational Change Management 2 (1) pp. 6-10. Retrieved from https://emeraldinsight.com

Breneman, Anne. (2006) Can Women Be Effective Leaders? Asian Women Vol. 22. No. 3.

Burkinsaw, P. and White, K. (2017). Fixing the Women or Fixing the Universities: Women in HE Leadership. Retrieved from www.mdpi.com

Cherry, K. (2018). Leadership Styles and Frameworks You Should Know. Retrieved from https://www.verywellmind.com

Commission on the Status of Women. (2018). UNwomen.org/en/csw/csw62-2com

David, Clarissa, Albert JR, Vizmanoz JF. (2017). Filipino Women in Leadership Government in Industry. Retrieved from pidswebs.pids.gov.ph

Doctor, Jinamarlyn. (2010). Managerial Skills and Functions of Female Administrators in Selected Colleges in Metro Manila: Basis for Management Training Program. Unpublished Dissertation. Eulogio Amang Rodriguez Institute of Science and Technology

Dokko, G., Wilk S., Rothband N. (2008). Unpacking Prior Experience: How Career History Affects Job Performance. Retrieved from https://pubsonline.informs.org

Dunn, Dana, Gerlach J., Hyle A. (2014). Gender and Relationship: Reflections of Women in Higher Administration. International Journal of Leadership and Change 2 (1) 2. Retrieved from http:// digitalcommers.wku.edu/ijlc

Einarsdottir U. and Christiansen T. (2018). It's a Man who runs a Show: How Women Middle Managers Experience their Professional Position, Opportunities, and Barriers. Retrieved from https://journals.sagepub.com.

Espartero, Rosalie. (2014). Leadership Styles, Managerial Skills, 21st Century Competencies and Role in Community Development of Women Leaders in the Universities: Basis for a Management Development Program. Unpublished Dissertation. University of San Agustin Graduate School

Facts and Figures: Leadership and Political Participation. (2017). Retrieved from http://www.unwoman.org/en/about-us

Fester, Leah. (2017). Good Managers give constructive criticism but truly masterful leaders give constructive praise. Retrieved from https://qz.com

Finch, Carola. (2019). External Factors Affecting Leadership. Retrieved from https://bizfluent.com/info

Francis U. and Nwanzu L. (2017). Gender, Education, and Marital Status as Determinants of Leadership among Pastoral Leaders. Retrieved from https://ijels.com/detail/gender

Goochnov, Liz (2012). Philippines Leads Pack in Promoting Female Academics Special Reporters: The Female Factor (Accessed 4 June 2018)

Green, A. (2017). Take Five: Women in the Organization view themselves as Leaders. Retrieved from www.unwomen.org/en

Gurab M. and Ganal N. (2014). Demographic Profile of Public School Heads and School Related Problems. International Journal of Multi-Disciplinary Research I (4) 2014. Retrieved from https://www.academia.edu

Hashim R., Mohammad N., Kaur A. (2016). Women Leadership on Higher Education: Can the Glass Ceiling be Broken? Retrieved from researchgate.net

Hega, Mylene. (2003) Participation of Women in Philippine Politics and Society: A Seduationer. Retrieved from www.library.fe.de./pdf.files

Howard, Christine. (2001). Women and Careers in Higher Education: What is the Problem? Breaking Boundaries: Women in Higher Education. Taylor and Francis Publishers.

Ibarra, Herminia, Helly R, Kalb D. (2013). Women Rising: The Unseen Barriers Harvard Business Reviews

Ilac, E. (2011) What makes a Filipino Leader? Retrieved from www.researchgate.net

Jarmon, L. (2014). Cracking the Glass Ceiling: A Phenomenological Study of Women Administrators in Higher Education. Retrieved from https://lib.dr.iastate.edu

Jones, S. and Bekhet K. (2015). Leadership Styles and Personal Demographic Profile: An Empirical Study on Private Business Organizations in Egypt. Retrieved from gssr.org/index

Kadyrkulova, Ainura. (2008). Female and Gender Leadership. Unpublished Master's Thesis. Baltic Business School. (Accessed 4 June 2018)

Kavanagh, Earon. (n.d.). Three Leadership Models: Kurt Lewin Hershey and Blanohard, and Edwin Friedman. Retrieved from www.earonkavanagh.ca/article

Khan M., Khan I., Qureshi Q., Ismail H., Rauf H., Latif A., Tahir M. (2015). The Styles of Leadership: A Critical Review

Kodikal, R. and Suosh S. (2015). Managerial Skills and Job Satisfactions: A Study among Nurses in Healthcare Sector. Retrieved from https://www.researchgate.net.publication

Kotur B. and Anbazhagan S. (2014). The Influence of Age and Gender on the Leadership Styles. Retrieved from https://www.semanticscholar.org

KPMG Women's Leadership Study. (2015). Retrieved from www.kpmg.com

Lao, Maria Elisa. (2017). Gender and the University. Retrieved from https://www.ateneo.edu/news/research

Legaspi, Nora. (2003). Leadership Style and Goal Attainment of Women Managers of Higher Education Institutions in Panay. Unpublished dissertation. University of San Agustin– Graduate School

Lewin's Framework. (2017). Retrieved from https://www.virgin.com

Lizarraga M., Baquedano M., Elawar M. (2007). Factors that affect Decision-making: Gender and Age Differences. Retrieved from https://psynet.apa.org

Magbojos, Carina. (2012). Managerial Skills Development of Selected Private Institutions of Higher Learning in Batangas, Philippines. IAMURE International Journal of Business and Management 3 (2012). Retrieved from www.research.lpubatangas.edu.ph

Managerial Skills— 3 Types of Skills Each Manager will Need. (n.d.). Retrieved from careerbuilder.com

Mangahas, M. (2005). Why we Filipinos are a Nation of Pessimists. Retrieved from www.khaleejtimes.com

Manlulu, Corazon. (2012). Multifactor Leadership Styles of Elementary Schools Principals and their Relationship to the Performance Rating of Teachers in the Division of Pasig City, Taguig City, Pateros, and Makati City. Unpublished Dissertation. Polytechnic University of the Philippines Graduate School

Marshall, James. (2012). Leadership Style Management Competencies and Leadership Effectiveness of School Administrators of Maranatha Christian Academy in the Philippines: Basis for Management Development Program

Martinsen, O. (2017). Women are better suited to lead universities. Retrieved from https://www.timeshighereducation.com/blog/women

Mc Closkey, Jean. (2001). Women in the Workplace: Leadership Competencies. Asian Women Leaders in Higher Education II.

Modeling Leadership. (2015). Retrieved from www.kpmg.com

Noblezada, Janine, Salazar, A, Taguba C, and Villanueva, M. (2012). Leadership Style Effects on Employee Job Satisfaction, Organizational Commitment and Developmental Opportunities. Unpublished Thesis. De La Salle University.

NSO Gender and Development Committee. (2009). Retrieved from https://psa.gov.ph.

Osi, Enrico. (2017). Women on Top: A Phenomenological Study on the Leadership Experience of Filipina Business Executives. Unpublished Dissertation. Ateneo De Manila University

Packard, Thomas. (n.d.). Leader and Performance in Human Services Organizations

Perkens, Brian. (2000). Defining Crisis Management. Wharton Alumni Magazine. Retrieved from www.saylor.orgsite.

Pflanz, Mary. (2011). Women in Positions of Influence: Exploring the Journeys of Female Community Leaders. Retrieved from digitalcommons.unl.edu

Phillipson Sivanes and Phillipson S. (2014). Contexts of Leadership Development

Pricellas, V., May, R., Nierva, R., Tubis, A. (n.d.). Effectiveness of School Administrators' Leader Leadership Skills and Behaviors and their School Performance in Area III

Leyte Division, Philippines. IOSR Journal of Business and Management 18 (8) 106-126. Retrieved from iosrjournals.org

Reyes, Joseph Bernard. (2010). Leadership Orientation and Performance of Prinicipals and their Relationship to Teachers' Rating in Selected Public Elementary Schools in the Division of Bulacan. Unpublished Dissertation. Polytechnic University of the Philippines

Ricafort, Nona. (2013). Women Leadership in the Philippines: A Case Study. Unpublished Dissertation. Eulogio Amang Rodriguez Institute of Science and Technology

Rivers, C. and Barnett R. (2016). Older Workers can be more reliable and productive than their younger counterparts. Retrieved from https://www.recode.net/2016

Ruiz, Adela. (2005). Diversity of Management Strategy of Women Deans in Selected Universities: An Analysis. Unpublished Dissertation. Eulogio Amang Rodriguez Institute of Science and Technology

Ryan, Trudi. (2007). Should age matter in Coaching Relationships? Retrieved from https://www.personneltoday.com

Saludes, Mark. (2015). Philippine Gender Gap narrow but women leaders still needed. Retrieved from www.rappler.com/move-ph/

San, Niitum. (2005). Situational Leadership Styles of Women Principals in Secondary Schools of District II in Nueva Ecija, Philippines

Santos, Aida. (2004) Do Women Really hold up Half the Sky? Notes on the Women's Movement in the Philippines. Ewha Womans University Press

Sawati M., Majoka M., and Anwar S. (2013). Do Qualification, Experience, and Age Matter for Principals' Leadership Styles? Retrieved from https://researchgate.net

Shakeshaft, Charal, Brown G, Ziby B., Grogan M., Balinger J. (2007). www.academia.edu.

Shahtalibi, Somaye, Yar Mohammadian H. and Ajami S. (2011). Women's Success Factors from Leadership in Higher Education. Retrieved from www.sciencedirect.com

Sharma, S., Garg P., Rastogi, R. (2013). Workplace Spirituality and Managerial Effectiveness among Indian Managers. Retrieved from https://researchgate.net

Silvestre, Jaylyn. (2002). The Rise of Women Leaders in the Philippines: A Study of Corazon Aquino and Gloria Macapagal-Arroyo. Retrieved from www.capwip.org/readingroom/silvestre.pdf

Statistics Portal 2018. Retrieved from https://www.statista.com/statisticportal

Tayao-Juego, A. (2018). Women Leaders Have it Good in PH. Retrieved from https://business.inquirer.com

UN Women Annual Report 2017-2018. (2018). Retrieved from unwomen.org

Viani, Agnes. (2003). Leadership Dimensions and Psychological Well-Being of Female School Administrators of the Holy Spirit Schools in Metro Manila. Unpublished Master's Thesis. De La Salle University

Vitasa, Zenaida. (2014) Managerial Skills, Leadership Qualities for Competitiveness of Women Leaders in.SUCs and Private HEIs in CALABARZON. Unpublished Dissertation. Laguna State Polytechnic University

Ward, Kelly and Eddy P. (2013). Women and Academic Leadership Leaning Out. Retrieved from https://www.chronicle.com/article

What is Leadership? (2007). Retrieved from www.sagepub.com

Women's Empowerment Principles Global Trends Report 2018. (2018). Retrieved from UNwomen.org

www.managementsstudyhq.com

www.undp.org

www.thinkers50.com

www.managementstudyguide.com

Young, Paula. (2004) Leadership and Gender in Higher Education: A Case Study. Retrieved from www.leeds.ac.uk

Zepp, Raymond. (2018). Perceptions of Good and Bad Leaders by Philippine Teachers. Retrieved from www.sciedu.ca