Women as a Leader in School

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Abstract: *Sex differences in humans have been studied in a variety of fields. It is known long ago leadership is perceived as being masculine and that puts women into a disadvantage position regardless of their capabilities. Research too suggests that tall individuals have an advantage over short individuals in terms of status, prestige, and leadership, though it is not clear why. Applying an evolutionary psychology perspective, we predicted that taller individuals are seen as more leader-like because they are perceived to be more dominant, healthy, and intelligent. Being fit and physically imposing were arguably important leadership qualities in ancestral human environments—perhaps especially for males—where being a leader entailed considerable physical risks. Female leaders are always seen only mediated by perceived intelligence. Leadership is perceived as being masculine and as a result, women are less likely to be seen as leaders regardless of their capability. Therefore this put women into a very disadvantage position.*

Keywords: Women, leader, School.

1. Introduction

Leadership implies a sense of control and a hierarchical power structure which carries a range of emotive notions such as responsibility, authority and power. They are very uncomfortable with the notion of leadership with authoritative connotations that reflects a commanding structure [1]. 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. [2]. Leadership in education also indicates that woman leaders are involved in the leadership of the school, some with and without a formal leadership position. These positions include principals, assistant principals, and teachers. The population of women are higher in the education line so it gives women a higher change to become a leader .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. Previously, woman only depends entirely to husband, but it's already not suitable at our time. Nowadays, most women are highly educated and so women being in the field of leadership should be of no problem. 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 , 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 . Governments are investing substantial sums as they believe that it will produce better leaders and therefore have more effective schools. 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.

2. Leadership in School

Leadership is the position or function of a person who guide or directs a organization, management and administration of education around the world. Educational leadership is unique and requires extensive knowledge because it involves people from a variety of different age at a time [13]. Women leadership in school play an important role in the development of human capital. It has to have a strong identity, competent, generous personality, and skills to fill the needs of the advanced countries of the 21st century. National Education Philosophy (Malaysia) gives a clear picture of the individual forms to be produced through the education system, the individual who has a balanced intellectual, emotional, physical and spiritual character. This is a main pillar in the education of Malaysia. 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. Here, the school leadership has a responsibility for the development of human capital. This is because if the school has the leadership, the school is able to implement successfully 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. The purpose of studying in schools in general provides to gain knowledge and develop skills relevant to the needs of the current environment. During co-curricular activities or involvement in club students were in planted in them the spirit of a leadership in school, the in. Here the concept of leadership can be seen clearly. A student who is liked by his peers and has outstanding leadership trait will be appointed. A person appointed as a leader will try their best to lead its members well. Participative leadership may also be conceptualized as 'distributed'. Pupils should be a move away from 'single

person' leadership to an approach which stresses collaborative decision-making: 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. against women [11].

3. The Role of School Leadership

The role of school leadership is important, it is becoming more critical as the international trend towards devolution of school management .The evidence that this is increasingly more important to the success of the system, as it was widely accepted. In addition, schools in themselves are becoming more complex, with effective leadership required to ensure young people acquire the skills and knowledge needed in the 21st Century. [6].

In what high-performing leaders do and display, will make them effective leaders, the report generally known as effective leadership. High-performing women leaders in school need the following;

1) Build a shared vision and sense of purpose
2) Are optimistic and enthusiastic.
3) Set high performance expectations
4) Role-model the behavior and practices they desire
5) Establish effective teams and distribute leadership among school staff
6) Protect teachers from issues that distract them from their work
7) Design and manage the teaching and learning program
8) Establish school routines and norms of behavior
9) Monitor performance
10) Recognized and reward achievement
11) Take risks and challenge accepted beliefs and behavior
12) Connect the school to parents and the community
13) Understand and develop people
14) Focus on student achievement and put children ahead of personal or political interests
15) Are resilient, persistent and adaptable

3.1 Transformational Leadership

Transformational leadership looks at leadership differently. It sees a true leader as one who can distil the values and hopes and needs of followers into a vision, and then encourage and empower followers to pursue that vision. A transactional leader thinks of improvement or development as doing the same thing better. A transformational leader thinks about changing the world, even if only on a small scale

Transformational leadership as the Multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences [7].

3.2 Elements of transformational leadership

The transformational leader conceives of leadership as helping people to create a common vision and then to pursue that vision until it's realized. She elicits that vision from the needs and aspirations of others, gives it form, and sets it up as a goal to strive for. The vision is not hers: it is a shared vision that each person sees as his or her.
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The conception behind transformational leadership is thus providing and working toward a vision, but also has elements of empowerment, of taking care of people, and even of task orientation. The job of the transformational leader is not simply to provide inspiration and then disappear. It is to be there, day after day, convincing people that the vision is reachable, renewing their commitment, priming their enthusiasm. Transformational leaders work harder than anyone else, and, in the words of a spiritual, "keep their eyes on the prize".

The methods that transformational leaders can vary transformational leaders may also use sharing power, setting an example, and/or persuasion to help move a group toward its goal. What style does all that imply? The managerial style is perhaps least appropriate to transformational leadership, since it pays no attention to vision. The autocratic pays little attention to the ideas of others, and is not generally congenial to the transformational leader. On the other hand, there was Hitler, who tapped into the deepest emotions of those he led, and voiced them in a frightening but highly effective way. There is no guarantee that a transformational leader will work for the betterment of humanity, although he may couch his vision in those terms. The intersection of the transformational and the autocratic is not impossible, but it usually has, at best, mixed results.

The democratic and collaborative styles are both better possibilities for transformational leadership. Both allow for input from everyone, and both encourage participation in the realization of long-term goals. It can be difficult for a highly motivated, charismatic leader to operate in the collaborative mode, but it can also be tremendously satisfying. There is an argument to be made that, because of the high degree of ownership of the vision in a collaboratively-run organization, the collaborative style could be the most successful for transformational leadership [8]. Conceptualize transformational leadership along eight dimensions:

1) Building school vision
2) Establishing school goals
3) Providing intellectual stimulation
4) Offering individualism support
5) Modeling best practices and important organizational values
6) Demonstrating high performance expectations
7) Creating a productive school culture
8) Developing structures to foster participation in school decisions

3.3 Transactional Leaders

Transformational leadership is the model that comes closest to providing a comprehensive approach to leadership although he subsequently states that "transformational leadership practices ought to be considered a necessary but not sufficient part of an effective leader's repertoire" it also referring also to

issues of school context.

Transactional leadership, as its name implies, views leadership as based on transactions between leader and followers. The leader sees human relations as a series of transactions. Thus rewards, punishments, reciprocity, exchanges (economic, emotional, physical) and other such "transactions" are the basis of leadership. In simplest terms, I lead this organization by paying you and telling you what you need to do; you respond by doing what you need to do efficiently and well, and the organization will prosper. [9]Principals are often perceived as accountable for student achievement, but most researchers found that principals have very little direct impact on achievement. The researchers hypothesized that principals indirectly contributed to student achievement through teacher commitment and beliefs about their collective capacity. In transactional leadership, leaders and followers exchange needs and services in order to accomplish independent objectives.

3.4 Combining the Two Views of Leadership Style

These two ways of looking at leadership style are not mutually exclusive: in fact, it's easier to look at leadership in the context of both. Assuming, as almost all leadership theorists do, that transformational is either better than, or a necessary addition to, transactional leadership, what elements go into creating a transformational leader? What styles are transformational leaders likely to employ, and how?

3.5 Organic Leadership

Organic Leadership. is defined as a shift away from conventional, hierarchical patterns of bureaucratic control toward what has been referred to as a network pattern of control, that is, a pattern of control in which office staffs are actively involved in organizational decision making, staff cooperation and collegiality supplant the hierarchy as a means of coordinating work flows and resolving technical uncertainties, and supportive forms of administrative leadership emerge to facilitate line employees' work.

3.6 Instructional Leadership

The concept of instructional leadership theory's empirical origin studies came about during the 1970's and 80's in poor urban communities where students had succeeded despite the odds. These schools typically had strong instructional leadership, which included a climate free of distraction, a system of clear teaching objectives and high teacher expectations for students. The average, instructional leadership on student achievement was three to four times that of transformational leadership

4. Conclusion

Leadership should have clear values and beliefs and it should have a vision. The vision is articulated by leaders who seek to gain the commitment of staff to a better future for the students. The concepts of school leadership are complex and diverse. They provide clear normative frameworks by which leadership can be understood but relatively weak empirical support for these constructs. They are also artificial distinctions in that most successful leaders are likely to embody most or all of these approaches in their work. Women leaders and future leaders must not be intimidated by what society may consider as the norm, male leadership behaviors. Women can no longer remain on the side lines hoping for recognition for a job well done. Women must be adamant in spreading the word, sharing the research, and expecting to be treated equitably. The message that must be echoed is there are not just women leaders, but simply leaders–leaders who are willing to do effectively whatever the position entails.

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