

IJSST

International Journal of Social Science Tomorrow

Published by SPIRI (Society For Promoting International Research and Innovation)



Comparison of Male and Female Leaderships Status of First Cycle Head Teachers in the Atwima Kwanwoma District

Frederick Joe Santuoh, Lecturer, Business Studies Department, Christian Service University College

Theodora Owusu Ansah, Teacher, Education Service, Amansie West District

Kofi Kwarteng, Senior Lecturer, Takoradi Polytechnic, Dean, School of Business Studies

Abstract

Purpose: The purpose of this paper is to compare the leadership styles of female to that of male head teachers in the first cycle institutions in the Atwima Kwanwoma District in the Ashanti Region of Ghana and to investigate the role of gender on educational leadership in the district. The emphasis will be on finding out whether gender appears to impact on leadership styles and roles in education by examining the extent of female participation in leadership across first cycle educational institutions in the Atwima Kwanwoma District highlighting differences and similarities between them.

Design / Methodology / Approach

This study is mostly quantitative and adopted the survey approach in collecting the data, specifically through the use of interviews and questionnaires. The basic hypothesis was that there is female under representation in headship of first cycle schools in the Atwima Kwanwoma District of Ashanti Region. Again, the hypothesis test that the head teacher's leadership is influenced by their relationship with their staff members.

Findings

The results of the analysis showed males dominate the headship of first cycle school in the Atwima Kwanwoma district, and that most of these male head teachers had not very good relationship with their staff members.

1. Introduction

Leadership is probably the most frequently studied topic in the organizational sciences. Thousands of leadership studies have been published and thousands of pages on leadership have been written in academic books and journals, business-oriented publications, and general interest publications. Despite this, the precise nature of leadership and its relationship to key criterion variables such as subordinate satisfaction, commitment, and performance is still uncertain, to the point where Fred Luthans, in his book *Organizational Behavior* (2005), said that leadership does remain pretty much of a black box or unexplainable concept.

Research shows that school leaders, that is, heads / deputy heads of schools, advisors, heads of education offices make the difference in schooling outcomes, skillful school leaders influence school and class room processes that have direct impact on student learning.

Diversities in education systems shaped by different cultural context and other parameters such as gender are also quite evident in the number of educational leadership.

The perception existing in modern societies is that there is high proportion of men in higher managerial position and a rather under representation of women in such post across professional sectors, including the educational sectors.

The advancement of women participation in management of educational institutions in Ghana is quite low. Even though women are being encouraged in recent years to occupy positions, only few women are found at the top of the management ladder of Ghana education service.

The specific objectives of this study is to find out the common leadership style of male and female head teachers and the differences between them in the Atwima Kwanwoma District of Ashanti region, Ghana.

2. Different Schools of Thought about Male and Female Leadership

For the past two decades, gender differences in leadership styles have been the most intensely studied topics in the field of leadership. Are there inherent differences in the way men and women function as leaders, and if so, are these differences linked?

This question has commanded attention because researchers have been trying to provide an explanation about why there have been so few women leaders. Even though women have become an increasingly large proportion of the workforce, they still do not hold a proportionate share of the top administrative positions.

But is it a difference in leadership style that has impeded women's progress? The various propositions propounded by different authors generally can be grouped into two different schools of thought. Those who believe women merit top leadership positions in educational institutions and authors who advance arguments that the top leadership positions should be the preserve of men.

A study by Brinia V. (2011) shows that "a wide range of influencing factors alongside a series of leadership styles are displayed by male school leaders in Greece" which distinguish them from their female counterparts.

A study by Canter L. (2008) shows "Men still hold the top executive positions more often than women "and that "most women serve in administration positions such as principal of elementary schools". The study further shows barriers of women in education administration to be due to "discrimination, socialization, societal attitudes, women's lack of confidence and conflicting discourse".

According to a study by Williams, C. L. (1989) on male leadership styles, "men are more likely to use a directive command-and-control style. They rely on the formal authority of their position for their influence base"

As far as the differences between male and female leadership styles are concerned, three distinct points of view have emerged.

- **No Differences:** - Women who pursue the nontraditional career of manager reflect the feminine stereotype and have needs, value, and leadership style similar to those of men who pursue managerial careers.
- **Stereotypical Differences:** - Female and male manager differ in ways predicted by stereotypes, as a result of early socialization.

- **Non Stereotypical Differences:** Female and male managers differ in ways opposite to stereotypes, because women managers have to be exceptional to compensate for early socialization experiences that are different from those of men.

Schein (1989) states that, although research shows differences between males and females, the variations between them are fewer than is commonly believed, and the differences within each sex are greater than the differences between the sexes."

For Hearn & Parkin (1986-87): "The assumption that leadership equates with maleness is deeply embedded in both our thinking and language. Leaders are often described with adjectives such as "competitive, <<aggressive>> or <<dominant>>, which are typically associated with masculinity. A female leader is frequently regarded as an aberration and <<women who became leaders are often offered the presumed accolade of being described as being like men" For instance, Margaret Thatcher was often described as the <<best man>> in Great Britain.

Denmark (1977) speculated that: "sex role stereotypes accounted for the lack of women in leadership positions. Early research on sex role stereotypes in the late 1960s and 1970s revealed that men were seen as more competent, and women were seen as warm or expressive". The "Female sex role stereotype labels women as less competent and warmer emotionally than men, but the stereotypes of the effective manager matches the masculine stereotype of competence, toughness, and lacking in warmth", Bass (1981).

These gender stereotypes often lead to a substantial bias against women and present a major problem for those trying to function as leaders in organizations. Again, Bass (1981) puts it thus." Stereotypes have their effects on behaviour.

We expect women to be more submissive, so we have trouble taking orders from women, no matter what they are like individually. Women leaders themselves are in conflict when facing divergence in what is expected from them in their roles as managers and in their roles as females"

For Henning & Jardim and Harragan (1977): "if women wanted to succeed, they need to learn to act more like men and to learn to play those male games <<their mothers never taught them>>." Henning & Jardim compared the business world to a foreign country and advised women to learn the language and the customs of this male realm". In the opinion of Kanter, R.M. (1977) "if women behave differently from men in organizations, it is a result of their being more often in positions of little influence or of little opportunity for advancement".

Eagly and Johnson (1990) noted: Males prefer competitiveness, hierarchical authority and high control for the leader, and the women preferring cooperation, collaboration between managers and subordinates, and lower control for leaders. Again, Eagly and Johnson found that men tended to adopt a more autocratic or directive style.

This view is supported by Powell & Butterfield (1989) when they equate <<maleness>> with leadership and <<femaleness>> does not. Equally, Eisler (1991) postulates: Qualities such as decisiveness, assertiveness, and risk taking that have been considered masculine will be valuable in creating workplace of the future.

Additionally, Douglas McGregor (1967) accepted the above school of thought in his writing." The model of the successful manager is a masculine one. He is not feminine, he is not soft or yielding or dependent or intuitive in the womanly sense.

Eagly, & Johnson (1990) endorse supports this leadership style of men when they acknowledge the leader should have agentic qualities – autocratic and directive, typically focusing on systems, structures, rules, outcomes, tasks, and hierarchy.

Taking sides with the above school of thought, Cullen & Luna (1993) writes: "females are too emotional, too weak physically, and males resent working with females". The above school of thought is the position of Sandra Lee Gupton, when in writing on Women in Educational Leadership in the US, Gupton, S.L. (1996), the author remarks. "" The proportion of women administrators, [in academic administration] decreases as the level of position and responsibility increases" and the author continues "today, they are still lagging far behind in their proportionate representation in administration in education at all levels." Finally the author quotes the American council on Education in 1986, thus. "Nationally, there are fewer women than men throughout higher education's upper level administrative positions [i.e. presidents, Provosts vice presidents, deans, and departmental chairpersons), particularly at four-year institutions. There are exceptions of course, but in the national landscape of institutions of higher education, males continue to dominate the leadership positions."

Tallerico & Burstyn (1996) share the same position as the above views when they write, "women are not assertive enough, don't want power, lack self-confidence, don't aspire for line positions, lack self-confidence, don't aspire for line positions, are unwilling to play the game or work the system and they don't apply for jobs".

There are some schools of thought that have it that educational leadership is the preserve of women. For instance, Carter, (2008) in *Women in Educational leadership* writes, "women are destined to the school of every city... In the near future, we will have more women than men in executive charge of the vast educational system. It is a woman's natural field, and she is no longer satisfied to do the greatest part of the work and yet be denied leadership".

According to Zenger, J & Folkman, J. (2012) "Female leaders excel at <<nurturing>> competences such as developing other and building relationships, and many might put exhibiting integrity and engaging in self-development in that category as well. And in all four cases our data concurred-women did score higher than men." It continues "But the women's advantages were not at all confined to traditionally women's strengths. In fact at every level, more women were rated by their peers their bosses, their direct reports, and their other associates as better overall leaders direct reports, and their to her associates as better overall leaders than their male counterparts – and the higher the level, the wider that gap grows"

Again, Zenger J. & Folkman J. added "our research shows these leadership skills are strongly correlated to organizational success factors such as retaining talent, customer satisfaction, employee engagement and profitability"

Study conducted by Williams, C.L. (1989) concluded that "women tend to adopt a more democratic leadership style. They encourage participation, share power and information, and attempt to enhance followers' self-worth. They lead through inclusion and rely on their charisma, contacts, and inter personal skills to influence others." The study continues further. "The tendency for women are in male-dominated jobs. Apparently, group norms and masculine stereotypes of leaders override personal preferences so that women abandon their feminine styles in such jobs and act more autocratically".

The study further continues "In today's organizations, flexibility, teamwork, trust, and information sharing are replacing rigid structures, competitive individualism, control and secrecy. The best managers listen, motivate, and provide support to their people. And women seem to do those things better than men" "The leadership styles women typically use can make them better at negotiating, as they are less likely to focus on wins, losses, and competition, as do men. They tend to treat negotiations in the context of a continuing relationship-trying hard to make the other party a winner in its own and other's eyes"

Barbara B. Morgan, in writing on Gender differences in leadership style quotes Burns, (1978) as "over the centuries, femininity has been stereotyped as dependent, submissive and conforming, and hence women have been seen as lacking in leadership qualities.

The male bias is reflected in the false conception of leadership as mere command or control. As leadership comes properly to be seen as a process of leaders engaging and mobilizing the human needs of followers, women will be more readily recognized as leaders and men will change their own leadership styles" Eagly and Johnson also came up with the findings that women were more concerned with both maintenance of interpersonal relationships and task accomplishment.

Equally Eagly & Johnson noted that women tended to adopt a more democratic or participative style.

The above is also the view of Eagly and Johnson (1990) when they wrote: "These women actively work to make their interactions with subordinates positive for everyone involved more specifically, the women encouraged participation, share power and information, enhance other people's self worth, and get others excited about their work. All these things reflect their belief that allowing employees to contribute and feel powerful and important is a win-win situation-good for the employees and the organization".

Marilyn Loden (1985) echoes this view too in this remark. "In some respects, it seems that women managers may be better prepared to cope with the challenges of the future than many traditional male leaders who succeeded in the past. For many of the characteristics being touted as critical for future success-concern for people, interpersonal skills, intuitive management and creative problem solving-are qualities that women as a group are encouraged to develop and rely on throughout their lives"

A research by statham (1987) corroborates the views of Eagly and Johnson Statham states "Here women were seen as focusing more on the task to be done and the people working for and with them, paying careful attention to what is happening in their areas of responsibility and interacting with others a great deal The men were seen as focusing on themselves and the need to <<back away>> from those who work with them, emphasizing the power they have, the contribution they make in a situation (and less the task itself): they felt the ideal way to manage is to <<stay out of it>>".

Writing in support of the above position Conner (1992) puts it thus: "Because women's main focus is on relationships, they interact more frequently than men with teaches, students, parents, non-parent community members, professional colleagues and super ordinates".

3. Materials and Methods

Data source

Considering limitation of resources, the study was confined to one district – Atwima Kwanwoma district, in the Ashanti region. The study adopted the quantitative approach and survey method in collecting the data, specifically, through the use of interviews and questionnaires. The sources of data were the heads of first cycle schools, teachers and administrative staff of the selected first cycle schools. In all 200 education staff were used for the study. The cluster groupings were chosen for the sampling frame of the educational circuits in the first cycle institutions in the Atwima Kwanwoma District. Clusters were selected using the simple random sampling. Ten (10) teaching and non-teaching staff from each of the twenty (20) sample size of first cycle schools were finally sampled using the simple random sampling method.

Empirical Results

For the purpose of this research, the author uses a confidence level of 95 percent to analyse the results. The following tables give the analysis of leadership styles of male head teachers to that of female head teacher in the Atwim Kwanwoma District.

TABLE 4.1 Genders of Respondents

GENDER OF RESPONDENT			
CATEGORIES	SAMPLE SIZE	PERCENTAGE BREAK-UP	VALID PERCENTAGE BREAK-UP
MALE	79	37.4	40.5
FEMALE	116	55	59.5
Total	195	92.4	100
System	16	7.6	
	211	100	

Table 4.1 depicts the gender of respondents interviewed.

Total respondents interviewed were 211. Out of this 79 were males representing 40.5 % and 116 were females representing 59.5 % of valid respondents.

Table 4.7 Gender of Headteacher of your School

CATEGORIES	SAMPLE SIZE	PERCENTAGE BREAK-UP	VALID PERCENTAGE BREAK-UP
MALE	109	51.7	54.5
FEMALE	91	43.1	45.5
Total	200	94.8	100
System	11	5.2	
	211	100	

Out of the valid 200 respondents interviewed, 109 schools had male headteachers whilst 91 had female headteachers. A picture, thus, of modest male dominance of leadership of first cycle schools in the Atwima Kwanwoma district.

Table 4.9 Relationship between Headteacher and Staff

CATEGORIES	SAMPLE SIZE	PERCENTAGE BREAK-UP	VALID PERCENTAGE BREAK-UP
EXCELLENT	47	22.3	24.1
GOOD	67	31.8	34.4
SATISFACTORY	81	38.4	41.5
Total	195	92.4	100
System	16	7.6	
	211	100	

The analysis of table 4.9 showed that 47 (24.1%) of headteachers, had excellent relationship with their staff, 67 (34.4%) had good relationship with their staff and 81 (41.5%) had satisfactory relationship with their staff. A general picture, then, of cordial relationship between headteachers and their staff in the Atwima district of first cycle school can be deduced from the analysis.

Table 4.12 Deligation and Supervision of Task

CATEGORIES	SAMPLE SIZE	PERCENTAGE BREAK-UP	VALID PERCENTAGE BREAK-UP
YES	174	82.5	87
NO	26	12.3	13
Total	200	94.8	100
System	11	5.2	
	211	100	

Analyses of tables 12 and 13 shows that 174 (87%) and 163 (84.5% of respectively of respondents said their headteachers delegated and supervised task to staff accordingly with only 20 (13%) and 30 (15.5%) saying task were not delegated and supervised in that order. Overall, we have the picture headteachers in first cycle schools in the Atwima Kwanwoma district do delegate and supervise task to their staff which augurs well for their administration.

Table 4.13 Supervise the task

CATEGORIES	SAMPLE SIZE	PERCENTAGE BREAK-UP	VALID PERCENTAGE BREAK-UP
YES	163	77.3	84.5
NO	30	14.2	15.5
Total	193	91.5	100
System	18	8.5	
	211	100	

Table 4.16 Chi-Square Test of Independence of Shared Goals and Visions

CROSS TABULATION OF RELATIONSHIP OF HEAD TEACHERS AND STAFF AGAINST SHARED GOALS AND VISION					
		GOAL AND VISION SHARING		Chi-Square	P-Value
		YES	NO	12.327	0.002
RELATIONSHIP	EXCELLENT	47	0		
	GOOD	58	9		
	SATISFACTORY	63	18		
Total		168	27		
Cramer's V		0.251	0.002		

Table 4.16 presents results of a cross tabulation of relationship of head teachers and staff against shared goals and vision. The hypothesis here is that the headteachers' relationship with staff is independent of the headteacher's ability to share with his/her staff the vision and the goals. The author uses cross tabulation method to see if the headteachers ability to share with his/her staff the vision and the goals is influenced by the headteacher's relationship with the staff at 5 degrees of freedom, the p-value is < 0.05 . Hence it proves a point that the headteachers ability to share with his/her staff the vision and the goals is influenced by the headteacher's relationship with the staff of the alternative hypothesis. The Cramer's V statistics show the extent to which the headteachers relationship influences the ability to exercise shared vision and goal with his/her staff. It was found to have a high association with effect size of 0.251

Table 4.17
CROSS TABULATION OF RELATIONSHIP OF HEAD TEACHERS AND STAFF AGAINST SHARED PROBLEMS AND DECISION

Count		PROBLEMS AND DECISION MAKING SHARING		Chi-Square	P-Value
		YES	NO		
RELATIONSHIP	EXCELLENT	47	0	7.406a	0.025
	GOOD	59	8		
	SATISFACTORY	69	12		
Total		175	20		
Cramer's V		0.195	0.025		

The table 4.17 gives a cross tabulation of relationship of headteachers and staff against shared problems and decisions. The hypothesis here is that the headteacher's relationship with staff is the problems and the decisions. The author uses cross tabulation method to see if the headteacher's ability to share with his/her staff the problems and the decisions is influenced by the headteacher's relationship with the staff at 5 degrees of freedom, the p-value is < 0.05 . Hence it proves a point that the headteacher's relationship with the staff of the alternative hypothesis. The Cramer's V statistics shows the extent to which the head teacher's relationship is influenced by the ability to exercise shared problems and decisions with his/her staff. It was found to have a low association with effect size of 0.195.

Table 4.18 Relationship of Head Teacher and Task Supervision

RELATIONSHIP		SUPERVISE THE TASK		Chi-Square	P-Value
		YES	NO		
	EXCELLENT	40		19.937	0.0000
	GOOD	61			
	SATISFACTORY	57	3		
Total		158	30		
Cramer's V		0.326	24		

Count		DELIGATION OF SOME TASK		Chi-Square	P-Value
		YES	NO		
HEADTEACHER_OF_YOUR_SCHOOL	MALE	98	11	1.792a	0.181
	FEMALE	76	15		
Total		174	26		
Cramer's V		0.095	0.181		

Count		SHARE GOALS AND VISION		Chi-Square	P-Value
		YES	NO		
HEADTEACHER_OF_YOUR_SCHOOL	MALE	91	18	1.792a	0.181
	FEMALE	82	9		
Total		173	27		

Count		SUPERVISE THE TASK		Chi-Square	P-Value
		YES	NO		
HEADTEACHER_OF_YOUR_SCHOOL	MALE	96	6	15.383a	0.0000
	FEMALE	67	24		
Total		163	30		
Cramer's V		0.282	0		

The results of the hypothesis of table 4.18 is that the headteacher's relationship with staff is independent of the headteacher's ability to supervise task given to his/her staff. The author uses cross tabulation method to see if the headteacher's ability to supervise task given to his/her staff is influenced by the headteachers relationship with the staff at 5 degrees of freedom, the p-value of $0.000 < 0.05$. Hence it proves a point that the headteacher's ability to supervise task given to his/her staff is influenced by the headteacher's relationship with the staff of the alternative hypothesis. The Cramer's V statistics show the extent to which the headteacher's relationship influence the headteacher's ability to supervise task given to his/her staff. It was found to have a low association with effect size of 0.326.

4. Conclusion

From the study, It can be concluded that male headteachers dominate in the Atwima Kwamwoma first cycle educational institutions in the Ashanti Region of Ghana and the headteacher's ability to share problems and decision of his administration is highly dependent on the relationship that exist between the headteacher and his or her staff members. It was generally found that the relationship that existed between the headteachers and their staff members were very good. Again, it can also be found that the headteachers mostly corrected the staff of what you have been done when task given to them were not executed to expectation.

Frederick Joe Santuoh,
Lecturer,
Business Studies Department,
Christian Service University College

Theodora Owusu Ansah,
Teacher,
Education Service,
Amanse West District

Kofi Kwarteng,
Senior Lecturer,
Takoradi Polytechnic,
Dean,
School of Business Studies

References

- Adentwi, K. I. (2005); Principles, Practices & Issues in Teacher education, Biraa Press, Kumasi
- Adentwi, K. I. & Archer, F.K. (2006): Educational Management & school Administration, Biraa Press, Kumasi.
- Bloisi, W., Cook, C. and Hansaker, P. (2003), *Management and Organizational Behaviour*, McGraw-Hill Education, London.
- Brewis, J. & Linstead, S. (1999), *Gender and Management*, in Fulop, L. and Linstead, S.(Eds), *Management a Critical Text*, Macmillan Business, London.
- Carter, L. (2008), *Women in Educational leadership*, Tennessee.gov/educ/, Tennessee State University.
- Conner, N.L. (1992). *Restructuring schools: Will there be a place for women?* Clearing House, 65(6).
- Denmark, F.L. (1977). *Styles of Leadership*. *Psychology of Women Quarterly*, 2(2).
- Graen, G., & William S. (1978) *Leader-Member Agreement: A Vertical Dyad*
- Hallinger, P. and Heck, R. (2003). *Understanding the contribution of Leadership to Schools improvement*, in Wallace, M. and Poulson, L (Eds), *Learning to Read Critical in Educational Leadership and Management*, Sage, London.
- Hearn, J., & Parkin, P.W. (1986-87). *Women, Men and leadership: A critical review of assumptions practices and change in the industrialized nations*. *International Studies of Management & Organisation*.
- Lieberman, A., Saxl, E.R. and Miles, M.B. (2000), *Teacher Leadership: ideology and practice*, in Lieermann, A., Saxl, E.R. and Miles, M.B. (Eds), *The Jossey Bass Reader on Educational Leadership*, Jossey-Bass, Chicago, IL.
- Saunders, NK.M. et al (2000): *Research Method for Business Students*, Pitman Publishing.
- Statham, A. (1987): *The gender model revisited: Differences in the management styles of men and women*. *Sex Roles*, 16(7/8).
- Vassiliki, B. (2011). *Male educational leadership in Greek primary schools: A theoretical Framework based on experiences of male school leaders*. *International Journal of Educational Management*, Vol 25 Iss. 2, pp. 164-185.
- Williams, C.L. (1989): *Gender differences at work: Women and men in nontraditional occupations*. Berkley: University of California Press.
- Zenger, J. & Folkman, J. (2012). *Are Women Better Leaders than Men?* Zenger Folkman Inc.