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Breaking the Glass Ceiling: Experiences of Women Public School Heads

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ABSTRACT

Descriptive-assessment research using a questionnaire was employed to determine women public school heads' experiences in leadership and management in the Schools Divisions in the Island of Samar during School Year 2022–2023. The women public school heads' experiences along leadership as to teamwork, high emotional quotient, and focus, and management as to planning organizing, staffing, directing, and controlling were assessed as highly manifested, as supported by supervisors and peers. Indeed, the women school heads experienced success in their leadership due to their evident strategic planning mechanism that involved all personnel for collaboration, with their high emotional quotient (EQ) corroborated by the perception of immediate supervisors and peers. However, women school heads candidly perceived their leadership experiences, particularly on focus, and management specifically on organizing and controlling functions as manifested only. Admittedly, poor communication skills, and apathetic in dealing with their teachers and other stakeholders are their leadership weaknesses and can be presupposed as a gender gap between males and women leaders. Their weakness as risk-takers revealed management shortfall and manifested their difference from their male counterpart. The highly significant differences in perception of the three groups of respondents implied admission of women school heads' short falls and would infer gender inequality. Women school heads' profile variables except civil status had influenced their experiences along leadership and management. Hence, the more mature, more diligent and expert the women school heads would be, the better their students' outcomes. Problems encountered by women school heads could be minimized had they been regularly monitored and evaluated. Their onward experiences along leadership and management components were the bases of their proposed Gender and Development (GAD) program.

INTRODUCTION

The quality of education would speak of the quality its school leaders had experienced in leadership and management, as purported by Volante, Valenzuela, Diaz, Fernandez, and Mldadinic (2017). They added that school headship had been widely acknowledged as pivotal in the learners' quality education. In the sequel to the initial ideas, as evidenced by Stewart (2012), weak school leadership would lead to poor performance and high career turnover. High-performing principals or school leaders could lead to large-scale improvement. Such circumstances would not exempt Philippine education.

Another consideration of the just-concluded study was the issue of gender equality. This famous aphorism from the Sustainable Development Goals to 2030, gender equality should be a fundamental human right and a necessary foundation for a peaceful, prosperous, and sustainable world (United Nations, 2015). Accordingly, gender equality, women's rights, and empowerment should be relevant worldwide in every undertaking, especially the educational institutions.

However, despite the push for gender equality and women to occupy positions of power in the workplace, sectors still lack female representation in high offices. As Chard (2013), Morley, 2013, and Davies (2015) emphasized, scholars have observed a gender imbalance in the composition of executive managers in schools

and universities. Women appear to be underrepresented in jobs that require them to take leadership roles. The preceding phenomena have raised concern about whether the existing reforms initiated by educational institutions address the gender gap.

Further, Fuller (2013) and William, Kolek, Ramaly, and Wells (2018) concurred that academia is a male-dominated profession. Consequently, women would experience challenges in advancing their education and educational administration careers. With gender diversity among faculty, men would hold most academic leadership positions. Furthermore, as purported by Van den Besselaar and Sandstrom (2017), they reiterated that females were positioned for lower roles, which would be equivalent to saying that women had not met the requirements of the positions. Moreover, Shephard (2017) questioned the contradictory fact that women make up most of the student population and staff of many academic institutions; yet, there are few women leaders in the academe.

The premises mentioned above had prodded the researcher to have conducted this investigation. The study helped the researcher recommend gender and development activities and programs to improve the perspective of women school heads and put them on equal footing with their male counterparts in the educational arena.

Conversely, women's situation in society had improved.

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This phenomenon was revealed in White's (2012) investigation that there was an evident bias among people to expect regulatory administration positions for men. This characteristic had underestimated and marginalized women in leading an educational institution. This positive development provided equal opportunities to women who were enjoying management or administrative positions. Al-Hussein (2011) propounded that women possessed peculiar initiative attributes and abilities in leading instructive establishments and managing schools, despite odds and difficulties.

Weinstein and Muñoz (2012) also supported the above concepts. They claimed that the number of females had shown prominence in headship positions in the Chilean educational context, exceeding fifty-five (55%) percent. This phenomenon was evident, especially among private and semi-private sectors and pre-school institutions that had given a majority slot for female headship positions. Donoso-Diaz and Benavides-Moreno (2018) admitted gender inequality in Chilean education, where such education depended on the students' family socio-economical resources. Medero (2011) posited that the girls of lesser importance in the caste system were the most vulnerable group. These situations would counter the Philippine educational system, where everyone should have equal opportunity to go to school through compulsory primary education.

In the Philippines, history could vouch for the predominance of men within the position of Secretary in the Department of Education (DepEd). Since 1935, out of 37 secretaries of DepEd, only five (5) are females, to wit: Lourdes Quisumbing (1986-1989); Erlinda Pefianco (February 1996 – June 1998); Fe Hidalgo (OIC – August 2005 – October 2006); Mona Valisno (March 2010 – June 2010); and the incumbent secretary Leonor Magtolis-Briones (2016 – present). Such data would infer that only 13.5 percent of the Secretary position of the DepEd has been female. Thus, such a reality would not exempt women school heads in the Schools Divisions on the Island of Samar from gender inequalities.

The underrepresentation of women administrators in the academe had discouraged other women from pursuing leadership and managerial positions. This actuation included the present researcher due to the afore-cited situations. However, the researcher was still motivated to pursue her study on the experiences of women school heads in their plight as leaders and managers of their schools. Her findings would be evidence for her proposed Gender and Development (GAD) particular program.

Extensive efforts have been instituted to promote gender equality in the education sector and its societal practice. No less than the 1987 Philippine Constitution had created the Gender and Development (GAD) in its provision to protect and promote the rights of all citizens to quality education at all levels and accessible to all (Article XIV, Section 1). This mandate has also aligned its provision to the Universal Declaration of Human Rights and the 2030 Sustainable Development Agenda, particularly in Goal 4

on Quality Education, Goal 5 on Gender Equality, and Goal 10 on Reduced Inequalities.

Among others, the Department of Education (DepEd) had issued DepEd Order No. 32, s. 2017 stipulating the Gender Responsive Basic Education Policy. This mandate had been aligned to Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533, or the Enhanced Basic Education Act of 2013. Under the Implementing Rules and Regulations of RA No. 10533, the Department of Education (DepEd) was mandated to ensure that the primary education curriculum should be gender- and culture-sensitive (Rule II, Section 10.2). DepEd should also adhere to a time standard that shifted to the gender patterns in primary education. All these were the indicators in basic education that emphasized the salient roles of administrators or school heads regardless of gender and other forms of human dichotomies. The researchers accepted the challenges as revealed in the women school heads' experiences in the headship positions in leadership and management in the Schools Divisions on the Island of Samar.

LITERATURE REVIEW

School leaders' leadership and management capabilities had become the turning point for education improvement in many countries, as purported by Bush (2012). Concomitantly, Weinstein and Muñoz (2012) supported such a phenomenon on the pretext that the headship position would involve great responsibility and complexity and thus should be competitive. Hence, the most qualified and competent school leaders should be given the situation.

Hence, Fuller (2013) contended that the school community should have a broader perspective of going beyond the male and female varieties. Women and men should be integrated into the educational leadership stream and recognized for who and what they are. According to her, the school community should learn to understand and interact with each other. Moreover, she emphasized that to say that women should be housewives and men should be career builders and leaders would be inappropriate. Their right perception of sex, gender, race, and culture could add additional value to education. Likewise, Blackmore (2013) suggested adopting inclusive leadership in the education system, where there would be re-distribution of power among the members of the academe and everyone would be heard, leading towards collective purpose. Following this concept, the educational community should practice gender equality and equity maximally, where nobody would be left out. Conversely, Fuller (2013) declared that headship positions, especially at the secondary level, were male-dominated, despite the majority in the public schools being female teachers. Moorosi (2010) had earlier depicted such gender inequality. She further disclosed that gender issues had been associated with women in educational leadership and management, distinguishing female and male leadership in the workplace. Specifically, such an idea was triggered

by the fact that women teachers had entertained the idea of seeking headship positions like their male peers. Moreover, it appeared that people could not accept the notion of women as leaders and managers in education; instead, they presumed that males had superior leadership; while women's values were inferior. She emphasized that feminist theories were associated with women and leadership. These concepts had given women equal footing with men regarding capability and competence in headship positions. Other researchers have noted that many school leaders (male and female) tended to follow the feminine leadership style. What would matter was for male and female leaders to develop an appreciation of the following human behaviors such as the following: democratic, consultative, open or determined, visionary, and strategic. As Fuller (2013) put it, gender behavior and gender leadership were not associated with biological sex and should not be exclusive to males or females. Unfortunately, despite the experienced equality reforms and policies in the UK and other countries, women were still underrepresented in school management. Blackmore (2013) posited that the feminist theory had given leeway in practice where male leaders could adopt the female leadership style when doing their functions in the workplace. Since women and men were treated as "binary opposites," Fuller (2013) suggested developing a theory that both women and men could accept feminine and masculine actions inherent in both natures.

Consequently, Weinstein and Muñoz (2012) repeatedly emphasized fifty-five (55%) female prominence in the Chilean educational context. The evident disparity in the Chilean education system bothered Donoso-Díaz and Benavides-Moreno (2018), where public education would be compared to private and semi-private sectors. There was a wide disparity in educational opportunities between the rich and the poor, which would eventually have a bearing on the professional growth of females in education. Such phenomenon was considered the highest among the Organization for Economic Cooperation and Development (OECD) countries. Chilean public education was criticized and undervalued. Hence, Donoso-Díaz and Benavides-Moreno (2018) reiterated changes in the Chilean educational system by giving school principals absolute autonomy and authority to make decisions appropriate for their schools. Likewise, Madero (2011) was also alarmed by the girls' vulnerability in seeking equal opportunities in the Chilean educational system that had close relation between their academic standing and their family social status. In turn, this situation could hurt the female professional career.

Since the gender biases emanated from the school system, the Chilean education reforms started by creating the Equity of Gender Unit (UEG) in 2014 under the Chilean Presidency's leadership; this was the first approach toward non-sexist education, with an environment free from gender violence and discrimination within education (MINEDUC, 2015). Undeniably, there was still gender role operating inside and out of school despite

the that there was already a higher number of female school leaders. Consequently, the Equity of Gender Unit proposed a gender approach for educational policies to transform beliefs and practices which had influenced the gender gap (MINEDUC, 2015). In addition, the UEG (2015) admitted that gender had been a constitutive element of social relations based on power and dominance between men and women. Such gender inequity happens most inside the classrooms, which could affect the students' acquisition of knowledge, identity construction, and further aspirations in life (MINEDUC, 2015). All these untoward effects of gender inequities in the Chilean education system could never be remote to other educational systems, like the Philippines.

Inevitably, the principle of gender equality means equality of human beings regardless of gender status. With the afore-said gender disparity, the United Nations had called on all member nations for their commitment to promote gender equality, women's rights, and women's empowerment. These mandates were embedded in the Sustainable Development Goals (SDGs) of 2015. Most importantly, the Convention on the Elimination of Discrimination against Women (CEDAW) has engrained the global commitment to gender equality and women's rights in its policies, programs, and activities. However, despite all concerted efforts to empower women and give them equal opportunities to hold leadership positions in schools in their respective countries and communities, the problems of gender inequity were still evident elsewhere. Several kinds of literature have described the women and their leadership experiences worth considering in this study. Nevertheless, mirroring the women's professional identities would benefit the investigation. As Slay and Smith (2011) put it, individuals could develop their professional identities by their self-concepts based on beliefs, values, motives, attributes, and experiences with others. These researchers had also presumed that others could have been influenced a lot by one's family upbringing, participation in society, and professional life. Scribner and Crow (2012) alleged that school leaders or principals would influence professional identity by their behaviors, willingness, and abilities to provoke them to create and affect leadership endeavors to enhance their dynamic educational institutions. The afore-mentioned precepts could mean that professional identity would be a connection between the personal and professional world. They also added that strictly considering state standards and accountability would devalue the professionals' expertise, motivation, and commitment to improving their schools. According to Scribner and Crow (2012), this practice could be part of gender biases. These researchers, however, had seen missing characteristics of professionals, such as creativity, imagination, values beyond local adherence, ingenuity, social contribution, or civic engagement. These professional identities would make school leaders affect quality performance.

However, in UK and USA, the professional identity was focused more on the technical aspects of leadership

that were part of state policies and accountability. This practice would mean that school leadership positions were for men. Marked by their complex roles and gender issues, there was a shortage of school principals. These eventualities encouraged the revision of the USA's national standards for educational leaders in 2015, having regard for human relations beyond technical skills and considering ethics, equity, cultural responsiveness, the building of a community of care, and the engagement of families and community. The standards also considered student well-being, teachers, and principals with similar intentions found in the Ontario leadership standards as posited by Murakami, Pollock, and Tomsen (2014). Such revisions clarified the processes to recruit, hire, and evaluate female and male principal applicants with established gender-informed criteria. These perspectives could also improve school leaders' opportunities for career advancement.

Consequently, in 2015, the public education sector had increased by incorporating preschools formerly supervised by social services; thus, female school leaders had also increased. Bitterman, Goldring, and Gray (2013) reported that in 2012, 64 percent of females staffed public primary schools; 42 percent led middle schools; 30 percent led high schools, and 40 percent staffed combined schools in the K – 12 schools in the USA. Moreover, the school principals were mature to age, majority educationally qualified, and young in terms of experience as qualified by the AskTED, 2014.

This study perused several kinds of literature and delved into the impact of teamwork in educational leadership. In the article of Don and Raman (2019), the authors regarded the school organization as an assemblage of quality people who could work collaboratively following established work ethic and would vie for excellence. The people should foster group cooperation with continuous impersonal social empathy to achieve a goal initially set. As emphasized by the authors, the school leaders or principals, teachers, and staff were the elements to unite the school organizations in achieving quality improvement and performance. The school leaders or principals should take heed of the collaboration, commitment, and participation of all experts to meet quality school improvement programs and avoid wasting time and human and material resources. They further affirmed that the group should have developed and nurtured the spirit of cooperation, with a strong connection between and among the heads, teachers, and staff, including students, harmonious working environment to improve teachers' and employees' productivity. This aspect was what they referred to as school strategic management. Leadership and management of schools should go hand-in-hand. They also explained that teamwork would be a life skill applicable in dealing with family members, neighborhood or community, and others. Undeniably, not all people would have the same teamwork skills that should be honed in the process. More importantly, the authors emphasized that problems would be inevitable

in the school community. These conflicts could be due to ineffective communication, poor decision-making, and less commitment of the academic stakeholders in the school. They also reiterated that people who could work effectively should be humble, respectful, aware of their weaknesses, and appreciate the resources available in the workplace and community. According to them, the school leaders relying solely on their experiences in their headship positions would deprive them of much relevant information that could enrich their leadership potential. Hence, the women school heads should also heed these eventualities in their respective schools. All these characteristics of teamwork could help improve the women school heads' experiences in their headship positions.

The primary literature had given meaning to the just-concluded study. These remarkable ideas, principles, and perspectives about educational leadership have given much recognition to women school heads' abilities and skills to lead their constituents. They produce significant performance not only for themselves but also for the educational system.

Research Questions

This study aimed to determine the experiences in the headship positions of the women public school heads in the Schools Divisions in the Island of Samar with the end-view of proposing a Gender and Development (GAD) special program.

Specifically, the study sought to answer the following questions:

1. What is the profile of the women public school heads in the Schools Division in the Island of Samar in terms of:
 - 1.1 age;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 administrative position;
 - 1.5 number of years as school heads; and
 - 1.6 the number of relevant seminars/trainings attended?
2. What is the extent of the experiences in their headship positions of the women public school heads in the Schools Divisions in the Island of Samar as rated by the women public school heads themselves, their immediate supervisors, and their peers in terms of the following:
 - 2.1 leadership as to:
 - 2.1.1 teamwork;
 - 2.1.2 high emotional quotient (EQ); and
 - 2.1.3 focus; and
 - 2.2 management as to:
 - 2.2.1 planning;
 - 2.2.2 organizing;
 - 2.2.3 staffing;
 - 2.2.4 directing; and
 - 2.2.5 controlling?
 3. Are there significant differences in the assessment among the women public school heads themselves, their

immediate supervisors, and their peers on the extent of women school heads' experiences in their headship positions in terms of the following:

3.1 leadership, as to:

- 3.1.1 teamwork;
- 3.1.2 high emotional quotient (EQ); and
- 3.1.3 focus?

3.2 Management, as to:

- 3.2.1 planning;
- 3.2.2 organizing;
- 3.2.3 staffing;
- 3.2.4 directing; and
- 3.2.5 controlling?

4. Is there a significant relationship between the experiences in the headship positions of women school heads in terms of leadership and management?

5. What are the problems encountered by the women public school heads in their headship positions as identified by the women school heads themselves, their immediate supervisors, and their peers?

6. Based on the findings of the study, what Gender and Development (GAD) special program can be proposed?

METHODOLOGY

This study employed the descriptive-assessment method of research that determined the women public school heads' experiences in their headship positions in the Schools Divisions on the Island of Samar with the end view of proposing a Gender and Development (GAD) special program. According to Shields (2013), descriptive assessment describes the characteristics of the population or phenomenon being studied and finds the relationship between the study variables. This method was deemed appropriate for the study. The questionnaire was the primary instrument utilized in gathering the data.

The study aimed to determine the women public school heads' experiences in headship positions in the Schools Divisions on the Island of Samar. This study utilized a questionnaire to gather the data that answered the problems of the investigation. The questionnaire was adapted from Craig's (2020) Educational Leadership Instrument; other researchers in their studies had used this instrument. Thus, using the questionnaire in this study tested its validity and reliability. However, the researcher's adviser scrutinized the tools, and the panel of experts perused them for face validity during the proposal hearing. Their action assured the instrument's acceptability, readability, and suitability to the problems of the study and its respondents. The said instrument was revised according to the suggestions and sought approval from the panel of experts before the researcher produced the final copy for fielding to the study's respondents. There were two sets of instruments; one was for the women school heads, another for their immediate supervisors and peers.

The first set of instruments was for the women public school heads and was composed of three (3) parts. Part I identified the women public school heads' profile

variables: age, civil status, highest educational attainment, administrative position, years as school head, and several relevant seminars/training attended. Part II determined the women public school heads' experiences in their headship positions in terms of leadership as to teamwork, high emotional quotient (EQ), and focus; and in terms of management aspects as to planning, organizing, staffing, directing, and controlling. The women school heads themselves, their immediate supervisors, and their peers had assessed these variables. Using the scale as 5 – Highly Manifested (HM; 4 – Manifested (M); 3 – Moderately Manifested (MI); 2 - Slightly Manifested (SM) and 1 – Not Manifested at All (NM). Part III I delved into the women school heads' problems in their headship positions. The women public school heads, immediate supervisors, and peers identified the issues. They answered this by checking all the possible difficulties they encountered.

The second set of instruments was for their immediate supervisors and peers and was composed of two (2) parts. Part I sought the women school heads' experiences in their headship positions in the public elementary and secondary schools in terms of leadership as to teamwork, high emotional quotient (EQ), and focus; and in terms of management aspects as to planning, organizing staffing, directing, and controlling as rated by their immediate supervisors, and their peers. The respondents assessed this part using the scale: 5 – Highly Manifested (HM; 4 – Manifested (M); 3 – Moderately Manifested (MI); 2 - Slightly Manifested (SM) and 1 – Not Manifested at All (NM). Part II delved into the problems the women school heads encountered in their headship positions. Their immediate supervisors and peers identified all possible issues the women school heads located in their headship positions regarding leadership and management by checking them.

The data collected from the questionnaires were gathered and were statistically treated using the following statistical techniques: The study used frequency and percentage distribution to identify the profile variables of public-women school heads in terms of age, civil status, highest educational attainment, administrative position, number of years of experience as school head, and number of relevant seminars/training attended.

Weighted Mean and Standard Deviation were used to determine the extent of experiences in the headship positions of the public-women school heads in terms of leadership as to teamwork, high emotional quotient (EQ), and focus; and terms of management as to planning, organizing, staffing, directing, and controlling. One-Way Analysis of Variance was utilized to test the significance of the mean differences among the perception of the respondents on the experiences in the headship positions of women school heads in leadership and management. Post – Hoc Test using Scheffe's test was utilized to determine the mean differences among the perception of the respondents on the experiences in the headship positions of women school heads in terms of leadership and management. Pearson r Correlation and Pearson Chi-

Square tests were employed to determine the relationship between the profile variables of women school heads and their experiences in headship positions regarding leadership and management.

The ranking was used to identify the problems the women school heads encountered in their headship positions regarding leadership and management.

RESULTS AND DISCUSSION

The Profile Variables of the Women Public School Heads in the Schools Divisions on the Island of Samar

The study aimed to determine the experiences in the headship positions of women public school heads in the Schools Divisions on the Island of Samar. Specifically, the study identified the profile variables of women school heads regarding age, civil status, highest educational attainment, administrative position, years as school head, and the number of relevant seminars/training attended. The study used frequency and percentage distribution to appreciate the data.

The Experiences in the Headship Positions of Women Public School Heads in the Schools Divisions in the Island of Samar as Rated by the Respondents

On the extent of experiences in headship positions of the women public school heads in the Schools Divisions on the Island of Samar, the three (3) groups of respondents, namely the women school heads themselves, the immediate supervisors, and the peers, have assessed their experiences in the headship positions in terms of leadership and management. The women public school heads' extent of experiences in headship positions in terms of leadership aspects has an average mean of 4.60 and a standard deviation of 0.44, interpreted as "highly manifested" as teamwork, high emotional quotient, and focus. Concomitantly, in the five management functions' extent of management experiences, the average mean is 4.64, and a standard deviation of 0.44. The two components have an overall mean of 4.62 and a standard deviation of 0.44, described as "highly manifested" as perceived by the women school heads, their immediate supervisors, and their peers. These findings imply that women school heads have gratifying leadership and management experiences in their headship positions. The present study has semblance to de Paola, Giola, and Scoppa's (2018) work on teamwork, leadership, and gender; Nejati and Meshkat's (2017) study on emotional

intelligence and gender. This study is similar to Iriawan, Sasmita, and Rusdi's (2019) study, where both undertakings have applied the management functions of planning, organizing, directing, coordinating, and controlling in their schools. Their findings revealed favorable results where schools improved with implementing management functions. Saggaf, Nasriyah, Salam, and Wirawab's (2018) and Saggaf, Greetings, and Rifka's (2017) studies emphasized the quality of education services. Consequently, the educational institutions should manage all potentials optimally from the staff, students, learning processes, facilities, finance, and stakeholders. Thus, the researchers recommended that educational leaders institute new orientations or changes in the quality of all their activities.

Scrutinizing further, the researcher has found that the women school heads have the lowest assessment among the three respondents, with an average mean of 4.50 and a standard deviation of 0.44, described as "manifested" only. Although they have assessed teamwork and high emotional quotient as "highly manifested," they perceive focus as "manifested" only. Thus, the result is not gratifying. Likewise, their experience in management functions has an average mean of 4.50 with a standard deviation of 0.44, forming an overall mean of 4.49 with a standard deviation of 0.42, interpreted as "manifested" only. Specifically, the women school heads have assessed organizing and controlling as "manifested" only. The results would mean that the women school heads have been candid in evaluating themselves. They have recognized the low quality of their inputs in leadership and management not to discount their immediate supervisors' and peers' perception. These findings would imply that the women school heads have been honest about their shortfalls in their headship positions.

Test of Significance on Mean Differences Among the Perception of the Respondents on the Experiences in the Headship Positions Women Public School Heads on Leadership in the Schools Divisions in the Island of Samar

This study tried to determine the significant differences in the perception of the women school heads themselves, their immediate supervisors, and their peers on the experiences of women school heads on leadership as to teamwork, high emotional quotient (EQ), and focus on the Schools Divisions in the Island of Samar. The study used a One-Way Analysis of Variance (ANOVA) to delve

Table 1: One-Way Analysis of Variance on the Significance of the Mean Differences Among the Perception of the Respondents on the Experiences in the Headship Positions of Women Public Schools Heads on Leadership In the Schools Divisions in the Island of Samar

Experiences of Women School Heads on Leadership	Respondents	Sum of Squares	df	Mean Square	F	P-value
Teamwork	Between Groups	3.775	2	1.887	9.353**	0.000
	Within Groups	191.924	951	.202		
	Total	195.699	953			

High EQ	Between Groups	2.335	2	1.168	5.800**	0.003
	Within Groups	191.445	951	.201		
	Total	193.781	953			
Focus	Between Groups	5.840	2	2.920	13.498**	0.000
	Within Groups	205.288	949	.216		
	Total	211.128	951			
Average	Between Groups	3.643	2	1.821	10.170**	.0.000
	Within Groups	170.302	951	.179		
	Total	173.945	953			

into the result. Table 1 presents the data.

Table 1 depicts the significance of the mean differences among the perception of the study respondents on the leadership experiences of the women school heads in their headship positions as to teamwork, high emotional quotient (EQ), and focus in the Schools Divisions in the Island of Samar. In the preceding table, the overall F-value of 10.170 with a p-value of 0.000 is described as "highly significant." Since the p-value is much lower than the Alpha 0.05 level of significance, this finding has rejected the null hypothesis, which states that there are no significant mean differences among the respondents' perceptions. The women school heads, their immediate supervisors, and their peers have a heterogeneous assessment of the women school heads' leadership experiences In the Schools Divisions on the Island of Samaras.

Post – Hoc Test on the Mean Differences Among the Perception of the Respondents on Experiences in the Headship Positions of Women Public School Heads in terms of Leadership in the Schools Divisions on the Island of Samar

The study also determined who among the respondent pairs had signified mean differences in their perception of the experiences in their headship positions of the women school heads in terms of leadership as to teamwork, high emotional quotient (EQ), and focus. In the Schools Divisions in the Island of Samar. This study employed a Post-Hoc test using Scheffe's test. Table 2 displays the data.

Scheffe's Test on Perception of Respondent-Pairs. Table 2 delineates the Post Hoc test using Scheffe's test on the significant differences in the perception of respondent pairs on the experiences in their headship positions of the women public school heads in terms of leadership

Table 2: Post – Hoc Test Using Scheffe's Test on the Mean Differences Among the Perceptions of the Respondents on the Experiences in the Headship Position of Women Public School Heads in terms of Leadership in the Schools Divisions in the Island of Samar

Factors	Paired Respondents	Mean Difference	Standard Error	p-value
Teamwork	Women School Heads and Immediate Supervisors	-0.16624**	0.04263	0.001
	Women School Heads and Peers	-0.13838**	0.04402	0.007

Difference is significant at .05 level (p < .05)

as to teamwork, high emotional quotient (EQ), and focus. In the Schools Divisions in the Island of Samar. As gleaned from the above table, all respondent pairs have indicated "highly significant" mean differences in their perception as revealed by the overall means of the women school heads and immediate supervisors-pair (-0.14142, p-value= 0.002). Women school heads and

peer pair (-0.13802, p-value = 0.004) are both described as "highly significant" at 0.05 level (p < .01). Five (5) other pairs of the these findings manifest the women school heads' needs for administrative support from the Department through their immediate supervisors and peers. They should also be monitored and evaluated for appropriate interventions. DepEd Order No. 50, s. 2020

High IQ	Women School Heads and Immediate Supervisors	-0.18383**	0.04414	0.000
	Women School Heads and Peers	-0.16936**	0.04564	0.001
Focus	Women School Heads and Immediate Supervisors	-0.24320**	0.04256	0.000
	Women School Heads and Peers	-0.13110*	0.04400	0.012
Average	Women School Heads and Immediate Supervisors	-0.14142**	0.04016	0.002
	Women School Heads and Peers	-0.13802**	0.04152	0.004

** The mean difference is highly significant at .05 level (p < .01)

* The mean the study have supported these results along with teamwork, high emotional quotient, and focus, with one (1) pair described as "significant" only.

has stipulated that the teachers and school leaders should have continuous upskilling and reskilling to meet the Department's goal. Yet, research studies like the present study should vouch for professional development priorities and needs. Hence, said mandate had allowed flexibility to accommodate specific local conditions, preferences, and emerging developments.

Test of Significance on the Mean Differences Among the Perception of the Respondents on the Experiences in the Headship Positions of Women Public Schools Heads in Management in the Schools of Samar Island

The study likewise determined the significant mean differences in the perception of the women public school heads, their immediate supervisors, and their peers on the experiences in the headship positions of the women

school head in the Schools Divisions on the Island of Samar in terms of management functions as to planning, organizing, staffing, directing, and controlling. The study utilized the One-Way Analysis of Variance (ANOVA) in processing the data. Table 3 reflects the finding.

Table 3 presents the significant mean differences in assessing the respondents' three (3) groups. On the experiences in headship positions of the women school heads, the overall F-value of 22.232 and p-value = 0.000 is described as "highly significant," at 0.05 level ($p < .01$). The finding has rejected the null hypothesis since the p-value is lower than the Alpha 0.05 level of significance. This result has left the null hypothesis, which states that there are no significant differences among the perception of the three (3) groups of respondents on the experiences in their headship positions of the women public school heads in terms of management

Table 3: One-Way Analysis of Variance on the Significance of the Mean Differences Among the Perceptions of the Respondents on the Experiences I the Headship Positions of Women Public Schools Heads of Management in the Schools Divisions in the Island of Samar

Work Experiences of Women/ Respondents on Management		Sum of Squares	df	Mean Square	F	p-value
Planning	Between Groups	7.474	2	3.737	18.586**	0.000
	Within Groups	190.820	949	.201		
	Total	198.294	951			
Organizing	Between Groups	10.615	2	5.308	23.805**	0.000
	Within Groups	212.038	951	.223		
	Total	222.653	953			
Staffing	Between Groups	6.704	2	3.352	14.060**	.000
	Within Groups	226.733	951	.238		
	Total	233.437	953			
Directing	Between Groups	8.313	2	4.157	19.534**	.000
	Within Groups	202.366	951	.213		
	Total	210.680	953			
Controlling	Between Groups	8.290	2	4.145	19.090**	.000
	Within Groups	206.484	951	.217		
	Total	214.774	953			
Average	Between Groups	8.138	2	4.069	22.232**	.000
	Within Groups	174.059	951	.183		
	Total	182.197	953			

** Highly Significant at .05 level ($p < .01$)

as to planning, organizing, staffing, directing, and controlling. This result means that the women school heads, their immediate supervisors, and their peers have heterogeneous assessments of the women school heads' experiences. As to the management functions, namely: planning, organizing, staffing, directing, and controlling. Such disparity in the perception shows the glaring adverse ratings of the women school heads themselves of their management implementation, specifically on organizing and controlling. The findings would imply that the women

school heads wished that their counterpart-respondents could have been candid in their assessments of the different management functions so that they would be able to determine their strengths and weaknesses from the external perspectives. The said findings run counter to the result of the study conducted by Iriawan, Sasmita, and Rusdi (2019). The researchers concluded that every aspect of implementing the management functions had exuded good results in their respondent schools. This result is what the women school heads in the Schools

Divisions in the Island of Samar would like to experience in their headship positions. Therefore, the output of the study should consider management functions.

Post-Hoc Test on the Mean Differences Among the Perception of the Respondents on the Experiences in Headship Positions of Women Public School Heads in terms of Management in the Schools Divisions in the Island of Samar

The study likewise determined who among the respondent-pairs had signified mean differences in their

perception of the experiences in their headship positions of the women school heads in terms of management functions as to planning, organizing, staffing, directing, and controlling. The study also employed a Post-Hoc test using Scheffe's test. Table 4 reveals the data.

Scheffe's Test and Perception of Respondent-Pairs. Table 4 depicts who among the respondent pairs have significant mean differences. As gleaned from the preceding table, all respondent pairs have shown as "highly significant."

Mean differences among the perception revealed by the

Table 4: Post-Hoc Test Using Scheffe's Test on the Mean Differences Among the Perceptions of the Respondents on the Experiences in the Headship Positions of Women Public Schools Heads on Management in the Schools Divisions in the Island of Samar

Factors	Paired Respondents	Mean Difference	Standard Error	p-value
Planning	Women School Heads and Immediate Supervisors	-0.25457**	0.04481	0.000
	Women School Heads and Peers	-0.21962**	0.04633	0.000
Organizing	Women School Heads and Immediate Supervisors	-0.20070**	0.04633	0.000
	Women School Heads and Peers	-0.17664**	0.04790	0.001
Staffing	Women School Heads and Immediate Supervisors	-0.24344**	0.04377	0.000
	Women School Heads and Peers	-0.16620**	0.04526	0.001
Directing	Women School Heads and Immediate Supervisors	-0.22961**	0.04422	0.000
	Women School Heads and Peers	-0.18770**	0.04572	0.000
Controlling	Women School Heads and Immediate Supervisors	-0.22961**	0.04422	0.000
	Women School Heads and Peers	-0.18770**	0.04572	0.000
Average	Women School Heads and Immediate Supervisors	-0.23409**	0.04060	0.000
	Women School Heads and Peers	-0.17604**	0.04197	0.000

**The mean difference is highly significant at .05 level ($p < .01$)

women schools and immediate supervisors of -0.23400, with a p-value = 0.000; and women school heads and peers of -0.17604, with a p-value = 0.000, both described as "highly significant." This finding has rejected the null hypothesis, which states that there are no significant differences in the perception of the women school heads, their immediate supervisors, and their peers; since the p-values are much lower than Alpha 0.05 level 1 ($p < .01$).

Relationship Between the Experiences in the Headship Positions of Women Public School Heads in terms of Leadership and Management in the Schools Divisions in the Island of Samar

This study determined the significant relationship between the women school heads' leadership and management experiences in their headship positions. Leadership has considered teamwork, high emotional quotient (EQ), and focus. At the same time, management dealt with planning, organizing, staffing, directing, and controlling the Schools Divisions in the island of Samar, employing the Pearson r Coefficient of Correlation. Table 5 presents the data.

Leadership and Management. Table 5 depicts the significant relationship between the leadership experiences in their headship positions of the women public school heads as to teamwork, high emotional

quotient (EQ), and focus; and the management experiences in planning, organizing, staffing; directing; and controlling. As gleaned from the preceding table, there is a "highly significant." relationship between the leadership experiences in the headship positions of the women school heads as to teamwork ($r = 0.769$, p-value = 0.000); high emotional quotient (EQ) ($r = 0.776$, p-value = 0.000); and focus ($r = 0.814$, p-value = 0.000); and their management experiences as to planning ($r = 0.781$, p-value = 0.000); organizing ($r = 0.730$; p-value = 0.000); staffing ($r = 0.706$, p-value = 0.000); directing ($r = 0.751$, p-value = 0.000); and controlling ($r = 0.782$, p-value = 0.000).

These findings could mean that their leadership experiences in headship positions have been influenced by their management functions or vice-versa. In the article of Don and Raman (2019), they emphasized that in a school, there are elements that can unite a school organization in achieving quality improvement and performance. There should be an interplay of leadership and management in the school system. They added that in direction, the leaders should focus on action into practice through the nature of collaboration, commitment, and participation of all experts in quality improvement programs. The school leaders should discuss different views and settle

Table 5: Pearson r Correlation Between the Experiences in the Headship Positions of the Women Public School Heads in terms of Leadership and Management in the Schools Divisions In the Island of Samar

Management	Leadership											
	Teamwork			High EQ			Focus			Overall Result		
Average	r	Int.	p-value	r	Int.	p-value	r	Int.	p-value	r	Int.	p-value
A. Planning	0.736**	HC	0.000	0.723**	HC	0.000	0.790**	HC	0.000	0.781**	HC	0.000
B. Organizing	0.690**	Mc	0.000	0.684**	MC	0.000	0.724**	HC	0.000	0.730**	HC	0.000
C. Staffing	0.682**	Mc	0.000	0.664**	MC	0.000	0.695**	MC	0.000	0.706**	HC	0.000
D. Directing	0.684**	MC	0.000	0.709**	HC	0.000	0.735**	HC	0.000	0.751**	HC	0.000
E. Controlling	0.700**	MC	0.000	0.743**	HC	0.000	0.756**	HC	0.000	0.782**	HC	0.000
Overall Result	0.769**	HC	0.000	0.776**	HC	0.000	0.814**	HC	0.000	0.825**	HC	0.000
Scale Value												
Highly Significant at .05 level ($p < .01$) .00 - .20												
.21 - .40												
.41 - .70												
.71 - .90												
.91 - .99												
1.00												
Interpretation**												
Negligible Correlation (NC)												
Low Correlation (LC)												
Moderate Correlation (MC)												
High Correlation (HC)												
Very High Correlation (VHC)												
Perfect Correlation (PC)												

or resolve conflicts in the best way. Further, as purported by Fernandez-Berrocal, Cabello, Castillo, and Extremera (2012), emotional Intelligence has significantly influenced different areas of man's everyday life. However, Joseph and Newman (2010) and Patel (2017) underscored that even though everybody is emotionally intelligent (EI), studies had shown that females would demonstrate a higher degree of EI than males did. Furthermore, Nejati and Meshkat's (2017) study researched if there would be a difference between females' and males' emotional intelligence and their effects on school administration. Although they found no significant difference in the gender as to their total scores in emotional intelligence, the genders differed in emotional self-awareness, interpersonal relationship, self-regard, and empathy, with females scoring higher than males. These preceding perspectives were rated low by the women school heads in the present study being candid about their shortfalls and actions in their respective schools.

Meanwhile, Saggaf, Salam, Kahar, and Akib (2014), Salam (2015), and Salam, Rosdiana, Suarlin, and Akib (2014) posited that management is both a science and art. This skill delves into planning, organizing, mobilizing, and controlling the efforts of the organizing members and using the organizational resources to achieve the goals previously set. Iriawan, Sasmita, and Rusdi (2019) concretized this concept where the management functions of planning, organizing, commanding (staffing), and directing (coordinating) had been carried out well. However, the researchers concluded that implementing the controlling function was unsuitable due to a lack of control over teachers and the low discipline level. Such findings had semblance to the present study,

where organizing and controlling functions were their shortfalls. Hence, the output of this study could consider the leadership components as teamwork, cool and hot-broad emotional quotient/intelligence (EQ/EI) and focus, and all the management functions, since these functions are interconnected.

Problems Encountered by the Women Public School Heads in the Headship Positions in terms of Leadership and Management in the Schools Divisions in the Island of Samar

The study considered the problems the women's school heads encountered in their headship positions identified by the women school heads, their immediate supervisors, and their peers in the Schools Divisions on the Island of Samar. This study utilized frequency and ranking to process the problems. Table 6 shows the data.

Table 6 delineates the problems the women public school heads encountered in their headship positions identified by the women school heads, their immediate supervisors, and their peers in leadership and management. Out of fifteen (15) problem items, the researcher has taken into account the first ten-ranked problems, to wit: a) students are unmanageable (R-1); b) students tend to overthink academic requirements that lead to depression (R-2); c) external community members do not support the school's programs (R-3); d) parents are demanding and uncontrollable (R-4); e) power-tripping is manifested mainly by those in higher positions (R-5); f) higher authorities tend to aggressively impose their suggestions without consulting first the body (R-6); g) there are more mischiefs among Gen-Z students. (R-7); h) The teachers are uncooperative and resistant in terms of new program

implementations (R-8). i) teachers tend to create factions among them that dismantle the harmony in school (R-9), and i) teachers resent gossiping with their school heads

due to incompetence (R-10).

The first two problems encountered by the women school heads could be instructional problems that should

Table 6: Ranking on the Problems Encountered by Women Public School Heads in their Headship Positions as Identified by the Respondents in terms of Leadership and Management in the Schools Divisions in the Island of Samar

Problems Encountered	Women School Heads		Immediate Supervisors		Peers		Total	
	f	Rank	f	Rank	f	Rank	f	Rank
The students are unmanageable.	698	1.5	14	14	16	12	728	1
Students tend to overthink academic requirements that lead to depression	698	1.5	9	15	7	15	714	2
External community members do not support the school's programs.	115	7	53	2	33	3	284	3
Parents are demanding and uncontrollable.	63	14.5	26	5	41	1.5	250	4
Power-tripping is largely manifested by those in higher positions	84	9	18	10	23	8	243	5
The higher authorities tend to aggressively impose their suggestions without consulting first the body.	183	5	67	1	41	1.5	188	6
There are more mischiefs among Gen-Z students.	101	8	16	12.5	19	10	166	7
The teachers are uncooperative and resistant in terms of new program implementations.	131	6	16	12.5	31	4	162	8
Teachers tend to create factions among them that dismantle the harmony in school.	74	12	34	3	27	7	141	9
Teachers resent gossiping their school heads due to incompetence.	202	3	19	8.5	18	11	138	10
The teachers tend to manifest too much familiarization to students and fellow teachers to the point of not setting a demarcation line among them.	72	13	21	7	28	6	123	11
Students are often committing absences.	80	10.5	27	4	29	5	119	12
There are parents who are very combative.	63	14.5	17	11	12	14	113	13
Barangay officials seldom attend school activities when invited.	198	4	25	6	21	9	109	14
More parents are reactive than pro-active.	80	10.5	19	8.5	14	13	105	15

have been taken up with the teachers and their parents so that the latter would know their children's problems. They should also know that their children's education should not be left to the school and school officials but should be a tripartite business. The issues of the women school heads with their teachers are a weakness in teamwork, high emotional quotient/emotional intelligence, and focus. Moreover, there is also weakness in implementing management functions, especially in organizing and controlling. This finding is similar to Iriawan, Sasmita, and Rusdi's (2019) study. The school heads lack control over teachers, and a low level of discipline causes the poor implementation of the controlling function.

To scrutinize the problem items, the researcher noticed a thinning spread of the rankings among the three groups of respondents. Such disparity could mean that

the immediate supervisors and peers have not known the women's school heads very well. They have also identified their respective problems. This result could imply that there has been inadequate monitoring and supervision by their superiors or those in higher positions. These presumed perspectives have been noticed in the study of Chen and Guo (2018) when they identified some limitations: the use of perception in gathering data, which could introduce bias since these self-report data might or might not reflect the reality of their principal's behaviors. Thus, in Goldring, Cravens, Porter, Murphy, and Eliot's (2015) wisdom, future studies should consider more assessments from different stakeholders such as the principals, the principals' supervisors, and all the teachers in their schools to minimize partiality.

CONCLUSIONS

Based on the findings of the study, the researchers concluded that the women school heads were described as in their prime age, considered mature. When most of them married, their motherhood influenced their career progress. The educational qualification of these women school heads would be their baseline qualification for their administrative positions, while at the same time, they were neophytes in the service. These women school heads still had inadequate practical workshops/training to serve as their buffer for the quality performance of their duties, functions, leadership, and management.

The study findings of the women public school heads' experiences in their headship positions had gratifying leadership and management. In contrast, the results would imply that the women school heads were candid in evaluating themselves. They recognized the low quality of their inputs in leadership and management to discount them. immediate supervisors' and peers' perceptions. These findings would imply that the women school heads had been honest about their shortfalls in their headship positions.

The highly significant differences among the three groups of respondents exemplified the disparity in their perception of the women public school heads' experiences in their headship positions in terms of leadership as to teamwork, high emotional quotient, focus, and duration of management as to planning, organizing, staffing, directing, and controlling. These findings could imply that the immediate supervisors lacked monitoring and evaluation of women school heads. In the case of the male colleagues, their assessment of the women school heads could reflect gender inequity in their workplaces along with leadership and management components.

The first two problems encountered by the women school heads were instructional problems to be dealt with by the teachers and students' parents. They should understand the idea that students' education is a tripartite business. The problems of the women school heads with their teachers could be a weakness in teamwork, high emotional quotient/emotional intelligence, and focus. Moreover, there could also be a weakness in implementing management functions, especially in organizing and controlling. The disparity in identifying the problems could mean that the immediate supervisors and peers did not know the women's school heads very well. They, too, had also identified their respective problems. This result could imply that their superiors or those in higher positions had inadequate monitoring and supervision. As declared in some studies, using perception in gathering data could introduce biases. These self-report data might or might not reflect the reality of their principals' behaviors.

RECOMMENDATIONS

The researcher recommends that women public school heads could remind themselves of teamwork and high emotional quotient tenets and focus on everyday

encounters with their teachers, staff, students, and parents/community. Likewise, they may implement the management functions in all their school undertakings. The researcher may submit her study to her immediate supervisor and seek permission to implement the proposed GAD special program. And, other researchers may conduct studies on leadership and management experiences, making use of the qualitative method of research or mixed-method. They may also use other variables related to gender issues.

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