

WOMEN LEADERSHIP COMPETENCY FROM THE PERSPECTIVE AMONG LECTURER AT UNIVERSITY XYZ

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Abstract

In an increasingly competitive and changing environment, women leaders in education face a variety of challenges. Although women dominate the labor force in large number, however in higher education sector, most of senior lecturers are men. The purpose of this study is to examine the leadership competency of women lecturer in the perspective of a lecturer at University XYZ and the effect of gender in ranking of competency skill. This study also intended to know the role of ranking in advancing women to a senior lecturer positions. This quantitative study used simple random sampling technique with 361 lecturers of University XYZ as the sample of the study. Questionnaire was distributed through online. The data was then analyzed by using Statistical Package for Social Science v22 (SPSS version 22). The results shows that self-management are the most important leadership competencies needed by women lecturers, follow by communication, business acumen, and leadership ability. Leadership competency is needed for the career development especially for women leaders in education. The model of leadership competency is a guideline for a women leader to evaluate their leadership competency in education sector.

Keywords: *Women leadership, Competency, Education, Lecturer, Higher Education*

1. Introduction

Prior to the industrial revolution, men have always been considered as the best leaders to lead without any objection from the past to now. League (2017) found that negative stereotypes of women have become deeply rooted and widely spread in Asian culture, even in countries with strong anti-discrimination legislation that caused gender equality and underutilization of women talent. Previous studies stated that women are rated higher for their honesty, intelligence, creativity, outgoingness, and compassion compared to men in the same positions (Madsen, 2012).

According to Winnie Byanyima, there are research evidence shows that more women representation in leadership which able provides the benefit for women, children, and families in general such as promote women's right legislation, children's right. Women can have both typical leadership qualities of both a female and a male leader (Jogulu & Wood, 2011). As more women take on leadership positions, it seems logical to learn the successes of other women in these roles and the factors that contributed to their development and success (Michelene Desroches Dean, 2010).

2. Problem Statement

Women at an organizational level, face exclusion from informal networks, lack of mentorship opportunities, lack of sponsorship, salary inequalities, gender discrimination, and workplace harassment (Hewlett, Peraino, Sherbin, & Sumberg, 2010). Next generation of women are becoming leaders in their domains are poised for countries further success and also warns that the new gender gaps in advanced technologies which is human skills are significantly important and complementary to the technology (The Global Gender Gap Report, 2018). That means the world was cannot deprive the women of their talents because all the sectors are scarce of the talents especially women as the leaders. Despite the progress, the underrepresentation of women

in position of educational leadership is a trend that can be witnessed worldwide (Sobehart, 2009).

The Department of Statistics Malaysia (2018) stated that women in the country now hold 54.7 percent and men hold 80.1 percent of labor force participation rate in Malaysia. Meanwhile, women as professional and technical workers are lower than men which are 44.7 percent of women and 55.3 percent of men. According to the statistic of the Minister of Education (2017) show that the enrolment in the education of women was 24,631 and men was 9,214 in 2017. Although the statistic showed that the number of enrolment women in education is higher which is the number of the lecturer by citizenship and gender in Government University, University XYZ is lower which are 291 of women and 408 of men as lecturer.

3. Research Objectives

The objectives of the research are:

1. To examine the competency that required for women leaders from perspective of lecturer in University XYZ.
2. To determine the differences if the ranking of competency of skills differs by gender.
3. To determine the ranking contributes to women advancing to senior lecturer.

4. Literature review

Leadership in education is a collaborate process that unite the talent and forces of educators, student, parents, public policy makers and the public (Hallinger & Heck, 2010). Leadership in education is usually associated with formal organization position in university (“What is the theory behind educational leadership”, 2017). Leadership in education today is all about the relationship among the stakeholder groups (Sahota, 2014).

Women that take on leadership positions do not always have an easy career path to follow because commonly confronted with the glass ceiling and not being able to go beyond a certain level of leadership positions, and the labyrinth must navigate a complicated path in order to reach top positions. Interestingly, women in senior positions experienced gender harassment in particular when their immediate superior was men while women as immediate superiors were less likely to engage in gender harassment (Muhonen, 2016).

According to Moulton & Sunardi (2017), competency can be categorized into one of four groups, organization-based, individual-based, technical and behavioral. For behavior competencies which are usually an expression of the softer skills that involved in a leader’s effective performance at the university. For technical competencies which are usually concerned with effective use of IT systems and computers or any technical skill that necessary for a job role.

Leadership competencies are leadership skills and behaviors that contribute to superior performance (Bartram, 2005). The perception, skills and behaviors that education leader integrate to motivate others to action play a critical role in the success goal. By using a competency-based approach to leadership, education sector can better to identify and develop the women leader in the department with required leadership competencies on the specific leadership level in the organization. Leadership competencies that needed for women leader to their own professional development which used to help women leader reflect and assess where they may need to hone their leadership skills in education.

5. Methodology

This study used quantitative approach through survey method with 361 lecturers of University XYZ as the respondents. The respondents is chosen through simple random sampling. This survey was conducted using questionnaire as research tool. This study used self-administered survey method as the data obtained were controlled by the researcher. This study uses descriptive statistical analysis. The Statistical Package for Social Science (SPSS) was used as a tool to analyze the data that has been collected.

Finding

The first objective of this study is to examine the competency required by women leader in the perspective of lecturer in University XYZ. Finding shows that the self-management has the highest mean which is 5.25. Meanwhile, the lowest mean is business acumen with mean of 5.13. We can conclude that all the leadership competencies are required for women leaders from the perspective among lecturer at University XYZ.

Item	Mean	Rank
Communication	5.24	2
Self-management	5.25	1
Business acumen	5.13	4
Leadership abilities	5.19	3

The second objective of this study is to determine the differences if the ranking of competency of skills differs by gender. Mann- Whitney U Test is used to analysis the data. Table below showed the mean rank of the four leadership competencies. The rank of the first is self-management with mean rank of 348.93, second is communication with mean rank of 348.62, third is business acumen with mean rank of 348.19 and the last is leadership abilities with mean rank of 348.13.

Item	Mean	Rank
Communication	348.62	2
Self-Management	348.93	1
Business acumen	348.19	3
Leadership abilities	348.13	4

The third objective of this study is to determine the ranking contributes to women advancing to senior lecturer. Finding shows that the highest frequency is 103 women respondents which is age between 31 to 40 years old. Meanwhile, the lowest frequency is 1 women respondent which is age between 51 years old and above. Therefore, there are majority of respondents in very high ranking which is 150 out of 166 women respondents.

Age	Mean Score		Total
	3.50-4.74	4.75-6.00	
30 years old and below	0	6	6
31-40 years old	11	92	103
41-50 years old	4	52	56
51 years old and above	1	0	1
Total	16	150	166

Table 4.6 showed that the frequency and mean of all competencies. The highest frequency is 73 women respondents is lecturer. Meanwhile, the lowest frequency is 1 women respondent is associate professor. Therefore, there are majority of respondents in very high ranking which is 150 out of 166 women respondents

Designation	Mean Score		Total
	3.50-4.74	4.75-6.00	
Assistant lecturer	1	20	21
Lecturer	4	69	73
Senior lecturer	10	58	68
Associate Professor	0	1	1
Professor	1	2	3
Total	16	150	166

6. Conclusion

The result revealed that the leadership competencies required for women leaders which is communication, self-management, business acumen and leadership abilities. Women leaders can use the competency of self-management to increase to increase the self- motivation and facilitate job performance (Bakker, 2017). Business acumen developing critical metrics and scorecards to measure the organizational performance which to supporting strategy and anticipating problems that affect performance (Longenecker & Fink, 2015). A good women leader must have the experience, knowledge, commitment, patience, and skills to negotiate and work with other (Ololube, Amanchukwu, & Jones Stanley, 2015).

Women leaders must have the high affordability to work under these stressful which is manage the stress effectively without harm their physical and mental health and avoid them from depression especially they had to take care their families. This valuable competency is required that the leaders and their subordinates to involved because a competent leader must balance in internal to external such as spiritual, mental, physical and social. The need of for a comprehensive self- management was increase because to minimize time waste in order to complete the quality works within a period. Therefore, the mean rank of self-management is the highest with 348.92.

Effective communication is the adhesive force that supports you in developing your networks to others and improves collaboration, result orientation and problem solution (Jamil, 2015). Therefore, the mean rank of the second highest with 348.62. Women are known to have characteristics such as honesty, intelligence, and compassion that differ from the typical masculine qualities such as being aggressive and dominate (Crystal Waits, 2016). Business acumen is the third highest mean rank with 348.19.

A leader must make sound and timely decision which is use good problem solving, decision making and planning tools as the basic principle of leadership (Ololube, Amanchukwu, & Jones Stanley, 2015). Therefore, leadership abilities are the fourth highest mean rank with 348.13. This leadership abilities are important to a leader because the abilities are included all the leadership competencies which help the women leaders to maximize efficiency and achieve university's goal with their subordinates.

There are only two mean score that functioning in the ranking contributes to women advancing to senior lecturer which is the ranging between 3.50 to 4.74 and 4.75 to 6.00. The age and designation with all competencies mean that contributes to women advancing to senior lecturer. There highest frequency is 150 which is the extent level is very high. Meanwhile, the lowest frequency is 16 which is the extent level is high. Therefore, the age and designation are contributed to women advancing to senior lecturer at University XYZ.

7. Recommendation

Women leaders are more encourage to participation in the leadership because women able to provide the benefits for everyone in general. Women have both typical leadership qualities of both a female and a male (Jogulu & Wood, 2011). For the future study can improved by doing the research onto different types of sectors with quantitative and qualitative method to increase the reliability for the future research.

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