

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION
INSTITUTE OF SOCIAL SCIENCE**

**BARRIERS FACING WOMEN SEEKING LEADERSHIP POSITIONS
AT THE MINISTRY OF EDUCATION IN LIBYA**



MASTER'S THESIS

Manal Elhadi EL WADDAD

Department of Management

Master of Management Program

AUGUST 2017

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION
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**THE UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION
INSTITUTE OF SOCIAL SCIENCE**

I hereby declare that all the information in this study, I presented as my Master's Thesis titled "Barriers Facing Women Seeking Leadership Positions at the Ministry of Education in Libya", has been presented in accordance with the academic rules and ethical conduct. I also declare and certify with honor that I have duly cited and referenced all the sources I made use of in this present study.

25 August 2017

Manal Elhadi Ali Elwaddad



DEDICATION

First, I thank God for giving me the strength and ability to accomplish this research.

I dedicate this thesis to my parents, Elhadi Ali Elwaddad and Salema Omar Elwaddad, with all my love for guiding me through my life journey, for giving me all the opportunities, for their sacrifice while I am in Turkey, and for their prayers for me.

I shall not forget my dear husband Mohamed Ali who was with me in every step of my scientific and practical life.

Thanks to my brothers: Rabi and Mohammed, for their trust in me and their support. My dream to obtain Master's degree has now become a reality.

Thanks to my sisters: Seham, Rabab, Aya, Nawal, Enas, and Rawasi, for Support in different ways.

I also dedicate this work to my children Fatima and Feras, and ask them to forgive me for the passage of time without them, and for not taking very good care of them.

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ABSTRACT

Barriers Facing Women Seeking Leadership Positions At The Ministry Of Education In Libya

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Master, Department of Management

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Women usually aspire to be in leadership status at organizations. Some researchers attribute the absence of women in leadership positions to a scanty number of educated women, despite the fact that women have lately made important achievements in education. This hard mindset, often-in male-dominated cultures such Libya, denies women the opportunity to gain top management and leadership positions in the functional hierarchy of organizations.

This thesis shows and analyzes many barriers that face women in obtaining senior management leadership positions at the Ministry of Education in Libya, through a quantitative approach. The aim of this quantitative study is to discover and understand the experiences and barriers encountered by women while aspiring, seeking, and serving in high-level leadership positions. All is to identify actions that they employed in overcoming those barriers. Effective educational management is a prerequisite for quality education, so barriers facing female managers need to be addressed. While researchers have studied the barriersfacing female educational leaders in other countries, there is a scarcity of literature about female managers in Libya. Among recent studies that focus on a full range of leadership styles, the current study seeks to use the leadership style of working women in order to give a clear description of these three leadership styles which include Transactional Leadership, Transformational Leadership, and Laissez faire Leadership and argues which of them is the most effective and Identify the relationship between leadership styles and both personal barriers and the use of actions taken by females who seek to reach leadership

positions through the implementation of a multifactor leadership questionnaire to measure leadership styles, In addition, the participant questionnaire in Libya was used to collect data more broadly on the identification of barriers, characteristics, and actions also to validate the questionnaire of the participant and sample size, which used in the study were 387 female teachers.

Keywords: Women, leadership, barriers, quantitative approach



ÖZET

Libya'daki Eğitim Bakanlığında Liderlik Pozisyonu Arayışında
Olan Kadınlara Yönelik Engeller

Elwaddad, Manal Elhadi Ali

Yüksek Lisans, İşletme Anabilim Dalı

Tez Danışmanı: Assoc. Prof. Dr. Suat BEGEÇ

Ağustos 2017, 129 sayfa

Kadınlar genellikle kurumlarda liderlik konumunda olmayı çok istemektedirler. Kadınlar son zamanlarda eğitimde önemli kazanımlar elde etmelerine rağmen, bazı araştırmacılar kadınların liderlik konumlarında olmayışını eğitilmiş kadınların sayısının az olmasına bağlamaktadırlar. Bu katı yaklaşım kadınları genellikle Libya gibi erkek egemen kültürlerde kurumların kariyer basamaklarında üst yönetim ve liderlik görevlerine yükselme fırsatından yoksun bırakmaktadır.

Bu tez nicel bir yaklaşımla Libya Eğitim Bakanlığında üst yönetimde liderlik görevleri elde etmek isteyen kadınların karşı karşıya kaldığı çok sayıda engeli açıklamakta ve analiz etmektedir. Bu nicel çalışmanın amacı üst düzey liderlik konumlarında görev almak isteyen kadınların bu konumlarda çalışırken kazandıkları deneyimleri ve karşı karşıya kaldıkları sorunları ve engelleri ortaya koymaya ve anlamaya çalışmaktır. Bu çalışma söz konusu sorunların üstesinden gelmeye çalışırken kadınların ortaya koyduğu faaliyet ve çabaları kapsamlı bir şekilde tanımlamaktadır. Kadın yöneticilerin karşı karşıya kaldıkları sorunların ele alınması gerekli olduğu için, etkili bir eğitimsel yönetim kaliteli eğitim için de bir önkoşuldur. Araştırmacılar başka ülkelerde eğitimle ilgili kadın yöneticilerin karşı karşıya kaldıkları engelleri inceleme olanağına sahipken, Libya'da kadın yöneticiler ile ilgili literatür yetersizdir. Son zamanlarda çok kapsamlı liderlik tarzi üzerinde odaklaşan çalışmalar arasında öne çıkan mevcut bir çalışma etkileşimsel liderlik, dönüşümsel liderlik ve bırakınız yapsınlar-bırakınız geçsinler anlayışına bağlı liderlik tipini

kapsayan üç liderlik tarzının açık bir tarifini yapmak için, çalışan kadınların liderlik tarzından yararlanmayı amaçlamakta, onların hangisinin daha etkili olduğunu tartışmakta ve liderlik tarzlarıyla hem kişisel engeller hem de liderlik konumuna ulaşmak için çabalayan kadınlar tarafından ortaya konulan eylemlerin kullanılması arasındaki ilişkiyi, liderlik tarzlarını ölçmek ve değerlendirmek için çok faktörlü liderlik anketinin uygulanması vasıtasıyla, tanımlamaktadır. Buna ek olarak, Libya’da katılımcı anketi özelliklerin ve eylemlerin tanımlanması konusunda çok daha fazla kapsamlı veri toplamak ve ayrıca katılımcının anket formunu ve örnekleme boyutunu geçerli kılmak için kullanılmış ve araştırmada 387 kadın öğretmen yer almıştır.

Anahtar Kelimeler: Kadın, liderlik, engeller, nicel yaklaşım



CHAPTER ONE

THEORETICAL FRAMEWORK

1.1 Background

Looking back at leaders and decision-makers during the past years, it is hard to find women in leadership. In addition, women are obviously still yet absent in leadership positions. When talking about working women and women in leadership in the world, the concept glass ceiling often comes up which, in this context, refers to a barrier that women face, or have faced, in the business arena. Glass ceiling comes across in an organization at the top of the hierarchy and prevents women from achieving the same positions as men (The Glass Ceiling Effect 2001). Some argue that the glass ceiling has already been shattered, while others argue otherwise. Maybe instead of a glass ceiling, women are now facing a glass labyrinth. Women have the possibility to be at higher positions but they face many obstacles on their way and not getting ahead straight forward as men often do (Tanhua, 2012).

In Finland, equality between men and women is considered far developed. Finland was the first country in Europe to give women the right to vote in 1906. In 2011, according to research, Finland was the third most gender-equal country in the world when it comes to health and education. Both men and women are well educated, and women can choose to have both; a career and a family.

Most recent reports confirm that women rule the majority of households in the Arab Countries. Even nowadays, many women work outside the house and still run their home. They are the cooks, organizers, cleaners, and babysitters. This task requires a lot of leadership ability and responsibility. It can be seen that in politics and in large corporations where women are leaders, there are difficulties facing those women in leadership. In addition, there is no doubt that with the existence of

opportunities for women in leadership after overcoming all difficulties, people say that behind every successful man there is a better woman.

There are many challenges facing women in leadership. Some of those challenges come from the organizations, while some others come from women themselves. Women need to have confidence in themselves and their ability to do anything anyone else can do, not just a man. In addition, society needs to start accepting women as leaders in everything. The success should not depend on the gender segregation and keep a positive attitude. So even though challenges facing women in leadership are many, everyone still continues to strive for the equality of all and respect for their successes.

Women issue has been studied in regional and international conferences, such as the Women's Rights Conference held in Tripoli in April 2007. The topics discussed in this conference were rights of Arab and African women and the resisters who use religion to limit the rights and freedoms of women, laws that limit the exploitation of women through media and discussed the reasons for restricting the rights of women to participate in leadership and decision-making (Manea 2012).

1.1.1 Overview of Chapters

Chapter One: Theoretical framework

This is an introductory chapter, which explains the study's research topic and background together with the Organization of the thesis, which includes research problem, importance of research, research objectives, research theory, research hypotheses, research questions and materials and method finally, it shows previous studies of women's leadership in Libya.

Chapter Two: Leadership

This chapter provides an account on the concept of leadership, effective leader, and a review of styles and theories of leadership. It also provides a review of the available literature about gender in leadership, and women in Arabic literature.

Chapter Three: Barriers and characteristics

This chapter provides an introduction to barriers that prevent women from achieving positions of leadership, characteristics of women seeking leadership positions, and actions they employed in tackling those challenges.

Chapter Four: Research methodology

This chapter explains the methodology used in this research. In order to reach the the research objectives, the researcher used the following means to collect evidence and analyse the questionnaire which included three areas: demographic data, defined access to management position (barriers, personal characteristics, actions), and leadership style, which shows how a sample was selected. Method of determining sample size, reliability, and validity of data also include data analysis and results of study and discussion of findings.

Chapter Five: Conclusion

It includes the conclusion of the suggestions obtained from the study, for future research. Finally, there are the appendixes and references.

1.2 Organization of Thesis

To write a good thesis, these stages should be followed: Figure (1-1).

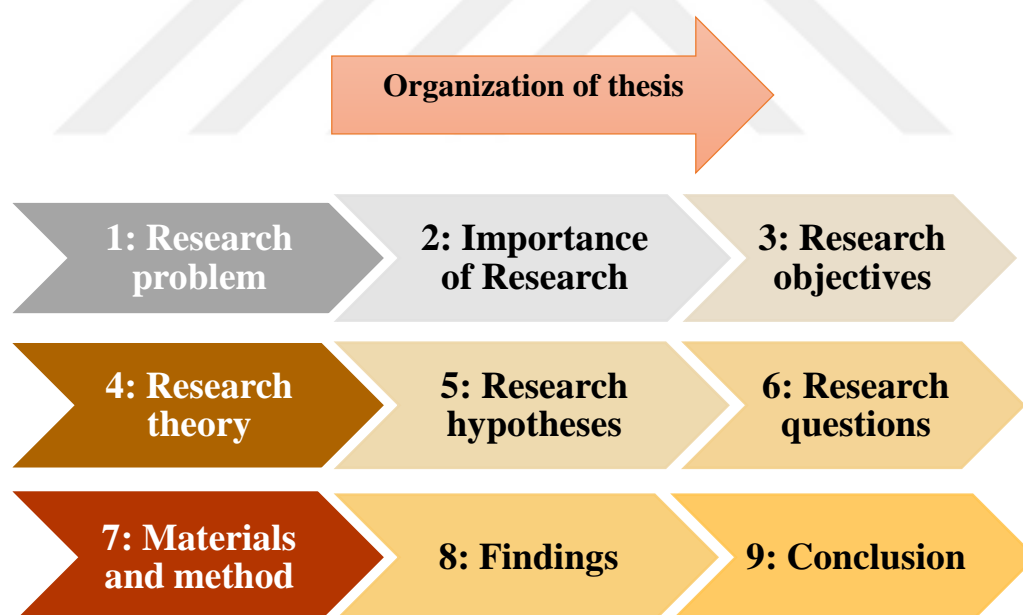


Figure 1.1: Organization of thesis, Source: designed by (Manal, 2017).

1.2.1 Research Problem

There are several challenges that still prevent women from being at a leadership level. Many organizations are implementing leadership growth programs aimed just at women's leadership success. These programs identify barriers such as lack of a family

support, lack of employment opportunities, gender discrimination, lack of peer/collegial support, family responsibilities such as raising children, taking care of parents or siblings, lack of self-confidence, racial/ethnic discrimination, and personal lack of tenacity (see appendix 1), then suggest actions for women to avoid these barriers. The aim of these programs is to facilitate excellent women's leadership abilities. In other words, women are still striving to obtain Business Chief Executive Leadership roles in most of the countries where this research is Particular importance in Libya; it is highlighted in the following paragraph.

1.2.2 Importance of Research

This thesis highlights and explains the negative impact of Libyan culture on Libyan female leadership as an important issue, which needs more enlightenment to create positive change in Libyan society. It is important for the Libyan society, where there is a knowledge gap regarding Libyan women's leadership. In addition, it is useful to conduct this research with the aim of giving a voice to women leaders in Libya and highlight their important role, by doing a questionnaire to answer questions that show the real difficulties facing women in achieving the following objectives.

1.2.3 Research Objectives

This study examines challenges that female educational managers face in Libya, and it aims to explore the relationship between personal characteristics on one hand and women's leadership status on the other hand. The study also aims to diagnose the personal difficulties that influence reaching such a status, and identify actions that they employed in tackling those challenges, in addition to exploring and analyzing the following aspects:

1. Challenges that Libyan woman face in obtaining and maintaining their managerial positions.
2. Investigate the nature of these challenges.
3. Know what personal characteristics women have in leadership.
4. Identify actions that they employed in tackling those challenges.
5. Determine the type of relationship between styles of leadership and both barriers and actions used to overcome them, and any appropriate style for

Libyan women in education.

1.2.4 Research Theory

This part of the thesis is very important because it explains the most important points and sources on which the thesis is based. This research is mainly based on two questionnaires: one of which focuses on barriers and characteristics of leaders in the framing questions created by Dr. Judy G. Stouder, 1998, Sumaira Taj, 2016, and he named it the participant questionnaire. (<http://liblink.bsu.edu/catkey/1117113>).

This research uses categories of leadership style, which includes transactional leadership, transformational leadership, and Laissez-faire leadership, and it was accepted because it was important and very common. In addition, the categories, which it was used, refer to Full Range Model of Leadership (FRML), and have been addressed by several researchers according to Eagly, 2003; Hanan Alabani, 2010; Feldmann, 2012; Salter, 2014; Khan, 2016; and Anderson, 2017. Future researchers may use the three styles above, measured by the second questionnaire (MFQ). The Multifactor Leadership Questionnaire focuses and measures leadership styles, which have validity and reliability, published by Bass and Avolio (1994) and has been tested and used in many studies (Avolio, Bass, & Jung, 1999, Judge, Piccolo, & Ilies, 2004, Rowold & Herrera, 2003, Rowold, 2004). The most popular - the Form 5X (MLQ-5X; Avolio & Bass, 2002) - are as follows: (Multifactor Leadership Questionnaire Leader Form, (5x-Short) Published by the Mind Garden, Inc., www.mindgarden.com

1.2.5 Research Hypotheses

Description of the relationships and correlations between the variables in the questionnaire as follows:

1. There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on demographic factors.

- a) There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on age.
 - b) There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on level of education.
 - c) There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on tenor.
 - d) There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on supervisory status.
 - e) There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on marital status.
 - f) There are group differences among women groups towards personal barriers (degree of difficulty), personal characteristics and influential actions based on the number of children.
2. There is a relationship between the personal barriers and the use of actions by females seeking superintendence positions.
 3. There is the relationship between the personal characteristics and the use of actions by females seeking superintendence positions.
 4. There is the relationship between the leadership istyle and the use of actions by females seeking superintendence positions.
 5. The researcher believes that there is relationshipi between the leadership style and personal barriers (degree of difficulty) facing females seeking superintendence positions.

1.2.6 Research Questions

In order to meet the objectives of thesis, the following research questions were identified:

1. Does women's leadership status vary based on demographic factors?
2. What are the challenges that prevent Libyan women from achieving

leadership positions in Libya?

3. Is there a relationship between personal characteristics of women and women's leadership status?
4. What are the actions that they employed in tackling those challenges?
5. What kind of leadership style do they have in their workplace?

1.2.7 Materials and Method

Means of data collection and management of measurement

Questionnaire design:

In order to answer the research questions of this thesis and meet the goals of the research, five hypotheses have been formulated and referred to above concerning the factors that effect the status of women in leadership. Whether positive factors which help woman, or negative factors that prevent women. With the aim to test the hypotheses, it was decided to conduct a survey using a questionnaire because it can provide us with an efficient way of collecting responses from each sample using quantitative analysis, and also to get more insight into the topic by gathering different views from female leaders, wherein answers were shorter but even more pertinent. Another reason for conducting a questionnaire is striving to provide our readers with reliable results by using the statistical analysis software SPSS.

In addition, a questionnaire has been presented to a group of specialists in the field of statistics and management, who are Arbitrators to adjust and review it and find out if there were technical errors in the Questionnaire or not, and to make sure that the questions in the questionnaire were linked to our five hypotheses. Before distributing it in the sample so that our participants can fully understand the questions.

(Multifactor Leadership Questionnaire Leader Form, (5x, Short). MLQRD, ©1995, Bruce Avolio, and Bernard Bass. All Rights Reserved. Published by the Mind Garden, Inc., www.mindgarden.com

(Bass, Avolio, 1990), (Bass et al, (1995), and `Transformational Leadership Questionnaire (TLQ) (Metcalf, 2000), and (Hanan Muammer Alabani, 2010)

In addition, the researcher used the Participant Questionnaire, which was created by Judy G. Stouder (Sumaira Taj, 2016).

Scales for the measurements:

Gaining access to superintendence positions:

The Participant Questionnaire, which Stouder developed in 1998 for her dissertation titled a profile of Female Indiana School.

A. Barriers: barriers have to be identified before they are rated. Identified barriers are then measured according to the degree of difficulty according to the following way:

None = 1 Modest = 2 Severe = 3

B. Personal characteristics: personal characteristics are measured according to their level of importance as follows:

Not at all important = 0 moderately important = 1 extremely important = 2

C. Actions: Actions are measured according to their degree of influence as follows:

No Influence = 0 Modest Influence = 1 Strong Influence = 2

Leadership Style: leadership style is measured by a modified version of the multifactor questionnaire (MLQ, 5x, and short), Bass, B., Avolio, B., and Jung, D. (1995). This version combines nine descriptive statements. These components are as follows:

Statements 1, 2, 3, 4 and 5 are for transformational leadership style. Statements 6 and 7 are for transactional leadership style. Statements 8 and 9 are for the Laissez-Faire style.

Leadership style is measured in a five-point scale representing the frequency for each respondent. These points are as follows:

(1)= Not at all (2) =Once in a while (3) = Sometimes (4) = fairly often
(5)=Frequently if not always.

Statistical methods used in the research:

Statistical techniques are used through the software (SPSS):

1. Descriptive statistics (ratios and frequencies) are used to define barriers, actions and personal characteristics of women.
2. Anova statistical analysis is used to test means differences due to demographic factors.
3. Regression analysis is used for building a model of relationships between factors.
4. Correlations is used to measure the correlation between variables.

1.2.8 Previous Studies on Women's Leadership in Libya

There are many rules in history, but this study started from the Kingdom era.

Kingdom Era.

The independence constitution of 1951 gave all Libyans (including women) many human and civil rights. Article 10 reads: Libyans shall be equal before the law. They shall enjoy equal civil and political rights, shall have the same opportunities, and be subject to the same public duties and obligations, without distinction of religion, belief, race, language, wealth, kinship or political or social opinions. Freedom of thought shall be guaranteed. Everyone shall have the right to express his opinion and to publish it by all means and methods. However, this freedom may not be abused in any way, which is contrary to public order and morality. However, this constitution had its flaws; it failed to

Establish a balance of powers, provide for a strong judiciary or include provisions for the management of elections.

Since independence, Libyan leaders sought to support women's rights and opportunities within the framework of religious values. Libyan women continued to assert their rights during the 1960s. They exercised the right to vote and participate in political activities. They could own and dispense with property independent of their husbands, form their own associations (as early as 1955) and had the right to hold office.

The Gaddafi Era.

On December 11, 1969, a constitutional proclamation was made granting women equal rights with men under the law. Women became more active in education and many other professions. However, their role in economic life remained little; three percent in the 1973 census compared to 37 percent for men, which is considerably slower than in other Arab countries. In the 1980s, women's employment was only 7 percent of the national manpower— a two percent increase in twenty years.

During the 1970s, laws were passed regulating women's employment, including equal pay for equal work. Other laws encouraged women to continue to work even after marriage and childbirth, and allowed them to retire at age 55 with a pension. A minimum age of 18 was set for marriage, and women were given equal rights for divorce assets of both women and men prior to marriage were protected in case of divorce. In employment, women were overwhelmingly employed as teachers. As for

other vocations included nursing and clerical workers, despite the improving employment opportunities, women continued to be discriminated against in high offices and having influence in the government.

Even though there were gains in women's rights during this era, women had suffered disproportionately under the oppressive regime because Libyan women traditionally sacrifice themselves for their family.

The survey of existing studies of female leadership in the Libyan context has identified five Libyan studies namely are Hander (2000), Al-Ssapa- (2001), Altabeb (2004) and Al-Fakeh (2006), (Hanan Muammer Alabani, 2010). To the best of the researcher's knowledge, that is all what has been found with respect to academic studies about female leadership in Libya. The shortage of this type of research might be because researchers have simply overlooked Libyan female leadership in research studies because of the low number of Libyan women who occupy leadership roles.

However, this indication alone highlights the importance of this research and the potential of this study, and its study of the unique leadership experiences of Libyan female leaders in senior positions who might have different perspectives. In the next chapter, leadership and women in leadership will be discussed in details.

CHAPTER TWO

LEADERSHIP

2.1 Who Are The Leaders, and What Is Leadership?

According to Northouse (2015), the definition of leadership has been a topic of interest on which popular debates arose, and did not possess a yet agreed definition. It is also worth noting that Warren Bennis and Burton Nanus identified 850 definitions of leadership.

Although leadership lacks categorization for simplicity, it can be grouped into formal and informal hierarchies, which are inside and outside of organizations. Likewise, a leader may be defined by the position occupied by personality or charisma, by moral authority, the power held, or by intellectual contributions. As discussed by Barbara Kellerman in her book *followership, how the followers are creating modification and changing leaders* (2008). Followers of a leader also matter since the power of a leader emanates from the willingness of the followers to obey commands. This article studies the leaders and leadership from a managerial perspective instead of other forms of leadership without suggesting that the latter do not matter. It states that it is also possible for other informal leaders who have a huge influence over followers to emerge. Thus, according to this study, the leader is someone who can affect others and has a managerial authority. In conclusion, the paper focuses on positional leaders who have formal authority and are rewarded in observable ways.

2.1.1 Who Are Managers and What Is Management?

The study clearly states that there are no single criteria for determining who can become a manager. This is due to every kind of manager existing across all managerial positions, be it men or women, youth or old people and that they work in all aspects

and positions which are found across all industries and countries. The study also notes that, although there are many different types of managerial posts and Leaders, they have main common characteristics, which are: they have a distinct purpose, which has a set of goals that they should achieve. Secondly, it is up to the followers to achieve these goals by obeying the command of the leaders and finally, every organization has a set of rules, which limit the behavior of its members to an extent. According to this way, everybody in the organization can be guided on what to do and what not to do. This enhances the overall production of an organization and makes it easy for leaders to rule.

What is management?

Management is a set of processes to achieve goals effectively and efficiently. A good manager should always try to do things both efficiently and effectively because the efficiency is to obtain the more outputs with the least amount of inputs. Effectiveness describes completing tasks to achieve organizational goals. In addition, this involves not only setting goals, but also establishing strategies by working with and through the people in order to achieve them.

According to this way, the activities of the followers can be monitored, compared and corrected in order to bring about maximum efficiency and highly effective results, Being effective is about doing the right things. Being efficient is about doing the things in the right manner. Figure (2-1) shows that in a comparison between the manager and the leader, the manager does things right (efficient), and the leader does the right things (effective).

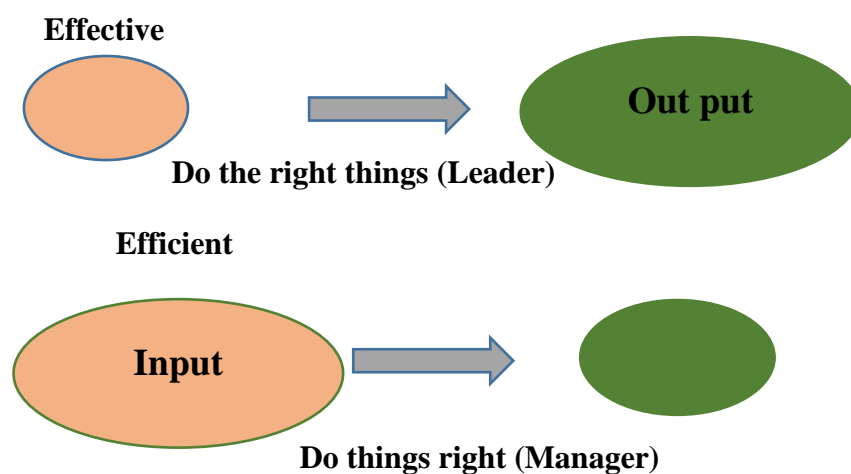


Figure 2.1: Efficiency and effectiveness (public health notes May 18, 2017).

Four Functions of Management

a) Planning the management function, which involves setting aims, posting strategies for achieving those aims and developing plans to integrate and organize activities.

b) Organizing management function which involves structuring and arranging work to accomplish the goals of organization.

c) Leading the management function, which involves working with and through people to achieve organizational aims.

d) Controlling the management role, which involves comparing, monitoring, and correcting work performance, setting objectives, strategies and plans in order to organize activities to control and determine what is needed and how it is done, and any other activities, which include dealing with people to control, do the actions in order to ensure that they are done as planned. Achieving organization has declared to several of the objectives. Figure (2-2) illustrates the four functions of management.

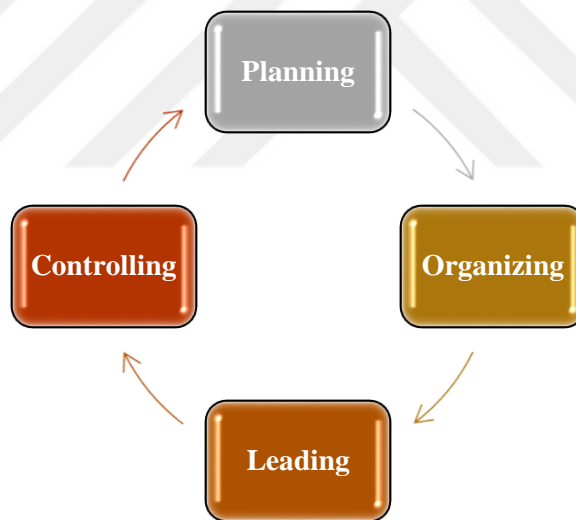


Figure 2.2: Four functions of management (Minggu, September 2015).

Managers should be leaders

As stated, managers should be ideal leaders because leadership is one of the four functions for the management by recalling that this research focuses on leader's managerial perspective, this section will describe the leader's characteristics in accordance with Islamic culture at early history.

2.2 Leadership Styles and Theories

The study of leadership has become scholarly and professionally prominent and focusing on an ever-changing, multi-dimensional globalized world. Despite abundant scientific and anecdotal work on the effectiveness and potency of “good” leadership, several leadership-related questions have remained unanswered. For instance, what does good effective leadership look like? What is a leadership ‘style’ at its most basic definition? What are leadership styles at a leader’s disposal? While leadership may be seen as one of the most over-researched topics, it remains one of the most misunderstood phenomena of our time (Gandolfi & Stone, 2016).

The leadership theories are classified into classical and modern approaches.

2.2.1. Early theories of leadership focuses on

- A. The person (leader trait theories).
- B. How a leader behaves with his or her group, members, (behavioral theories).
 - 1) What traits must leaders have?
 - 2) What do you know about leadership?

Most people put a list of characteristics of leaders, which they admire off such as charisma, intelligence, decisiveness, enthusiasm, strength, courage, integrity, and self-confidence.

e) Trait theories, to search for characteristics or traits that distinguish between the leaders from non-leaders. If this concept were available, then all leaders would have to possess those unique characteristics making it easier for us to find leaders at organizations.

f) However, this is not going to happen: in spite of the best efforts of researchers, they have not found a set of traits which would always differentiate between a leader (the person) and non-leader.

g) Effort to identify traits related to leadership (the process not the person) have always been more successful.

A. The traits of leadership:

1. Drive: leaders are hard ambitious workers. They have a high desire for achievement and a lot of power to do work, they constantly work and show initiative without being tired in their activities.

2. The desire to lead: leaders have strong desire to impact and lead people, and willingness to take all responsibility.

3. Honesty and integrity: leaders establish a trusting relationship among their followers by being not deceptive, and higher consistency between deed and word.

4. Self-confidence: followers look for leaders who do not doubt themselves. Thus, leaders need to be confident of themselves to persuade their followers of their aims and decisions.

5. Intelligence: they have to be intelligent enough in order to collect synthesis, explain a large amount of information, and be able to create visions, make the right decisions and solve problems.

6. Job-relevant knowledge: effective leaders have a higher degree of knowledge about the company industry and financial matters, In-depth knowledge lets them inspire good decisions and absorb effects of those decisions.

7. An extraversion: leaders are energetic, active, sociable, and assertive people, and rarely be drawn or silent.

8. Feeling guilty: guilt proneness is positively concerning with leadership effectiveness because it brings a strong sense of responsibility for others.

B. Behavioral theories of leadership

If theories of behavior could determine the critical behavior of the leadership, people could be trained to be leaders behind the management development of the premise programs.

1. University of IOWA

Behavioral dimension of democratic style includes the client, delegate authority, and participant. It is hard to imagine that democratic leaders achieve their goals without direct participation of others. Participation is the key to successful democratic projects.

a) Autocratic style: leaders in this behavior make decisions without taking opinion of their teams. An old proverb says "it is my way or the highway", which is considered as a good example of this kind of leadership. On the other hand, it is not a

bad behavior because sometimes there are situations where fast, decisive decisions need to be made, and an autocratic leader typically makes that kind of decisions, give a work method, limit decision makers and participation.

b) The Laissez-Faire style: Laissez-faire is a French expression that means “leave it alone”, which is addressed to the followers or working team. Followers have the total freedom to select, to set their own objectives and to monitor their own work (Kurfi, 2009). “Laissez-Faire leader is a one who believes in freedom of choice for the employees, leaving them alone so they can do as they want” (Goodnight, 2004, p. 822). Moreover, two things are essential for the basis of Laissez-Faire leadership. On the one hand, as the French expression signifies, to leave the employees alone to do their jobs because of the strong belief that they know their jobs best. On the other hand, the Laissez-Faire leadership implies that the leader does not want to exert power and control which could stoke fear (Goodnight, 2004). The main characteristics of the Laissez-Faire leadership style are minimal information and resources, virtually no participation, no involvement or communication and the understanding of job requirements, policies and procedures solely occur among employees (Goodnight, 2004). Thus, laissez-faire is often described as a form of “non-leadership” (Bass, 1985; Harland et al., 2005 and Kurfi, 2009) because the leader holds nearly no influence over his followers.

Within The Laissez-Faire leadership style, it is hard to identify who the leader is and who the followers are (Kurfi, Leadership Styles: The Managerial Challenges in Emerging Economies, 2009).

Laissez-Faire (LF) is the avoidance or absence of leadership. In its extreme, nothing is transacted between the leader and the follower. When the leader delays decisions and gives neither instructions nor feedback, there is no attempt to motivate followers nor does the recognition and satisfaction of their needs to take place. Laissez-faire leadership is the most ineffective leadership (resp. non-leadership) style in the full range of leadership. Taking all the different styles and behavior facets together the full range of leadership.

According to Bass and Avolio (1994), (Bass & Avolio, 2004b). “Laissez-Faire leadership style reflects a lack of leadership which manifests itself as non-leadership behavior, having a propensity of escaping responsibilities”. Laissez-Faire leaders demonstrate limited participation in vital organizational matters and incline to

procrastinate their response to critical issues. Researchers highlight that Laissez-Faire leaders are least attentive to the completion of duties and productivity (Anderson & McColl-Kennedy, 2005). The avoidance of involvement is a fundamental characteristic of the Laissez-Faire leadership style. This avoidance behavior leads to excessive frustration among followers and low level of followers' self-esteem. Laissez-Faire leaders show very little care for followers' actions, and their consequent impact on organizational outcome rather becomes a source of followers demotivation given the negative characteristics of the Laissez-Faire as a style. To conclude, despite mixed results that were carried out by later studies, democratic style of leadership is the most effective (Anderson, 2017).

2.2.2 Major Contingency Theories Of Leadership

Contingency theories reveal that success of a leader hinges on the specific situation at hand. Certain factors come to play that define whether a particular leader or leadership style will be effective for the given situation. Those factors include task, personality of the leader, and the composition of the group meant to be led. Its basic assumption is that leadership – success or failure – is situational. There is a number of different sub-theories that fall under the general contingency umbrella. They include Fiedler's Contingency Theory, Situational Leadership Theory, and Path-Goal Theory. While all are superficially similar, each one offers its own distinct view on leadership.

1. Fiedler's Contingency Theory

Fred Fiedler has developed the first model for leadership.

The Fiedler contingency model proposed that effect in-group performance entirely depends on matching the leader's style, amount of influence and control in the situation. This model is based on the hypothesis that a specific leadership style would be highly effective in different kinds of situations. There are two keys:

- a) Explain the different types of situations and leadership styles.
- b) Identify the suitable style and situation for each group. (Avishek, 2017).

Fiedler suggested one of the major factors in leadership success, which oriented an individual task or relationship. Fiedler tried to develop the Least Preferred Co-worker (LPC) questionnaire as a way to classify the styles of a leader, which includes 18 pairs of contrasting adjectives such as difficult-easy, alive-dead, friendly-unfriendly. Fiedler wanted the respondents to give their opinions about all the co-

workers they worked with, and tell if they were bad or they enjoyed work with them by rating him/her on a scale of 1 to 8 (8 for the very positive adjective and 1 for the very negative).

Sometimes, the leader may give the least preferred co-worker a positive mark or using a simple word like "high" which refers to LPCi score (a score of 164 or above). A respondent finds the good personal relations with co-workers are too attractive, which is considered as relationship oriented. On the other side, it may be noticed that the least preferred co-worker is in favorable terms (a low LPC, a score of 157 or below), so s/he will be interested in productivity and how to get the job done, and the style would be classified as a task oriented.

A few number of people may feel confused between these two terms and do not know how to deal with the cut-and-dried leadership style. Fiedler specified an important point i.e. the person's leadership style which was fixed in any case of the situation. In other words, if you were a relationship-oriented leader, you would always use the same style for the task oriented. Evaluation of the situation for the purpose of matching the leader with the situation comes after the LPC evaluation of an individual leadership style. Fiedler declared a research, which defined the key situational factors in the effectiveness of a leader through three emergency dimensions. Figure (2-3) shows the Fiedler model:

1. Relation between leader and followers, which depends on the degree of self-confidence, and respect of employees to their leader, is classified as poor or good relations.

2. Structure of the task, which is about the degree of formalization of job assignments and structure, is classified as low or high.

3. Position power, which is about the leader's influence on activities such discipline, hiring, promotions, and wages.

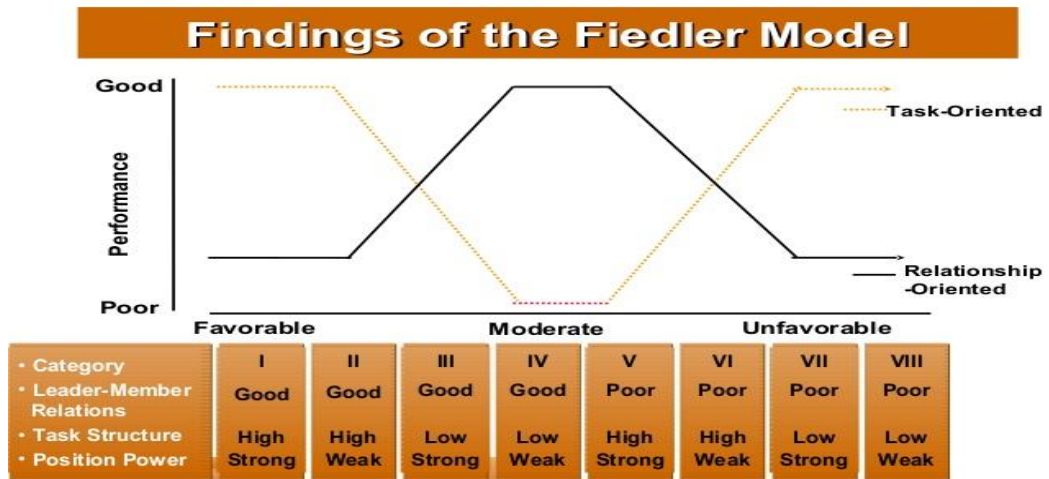


Figure 2.3: The fiedler model (Avishek, 2017).

1. The Situational Leadership Theory

Situational Leadership Theory (SLT), a theory that has been developed by iPaul Hersey and Ken iBlanchard, focuses on the ireadiness of followers. First, two important questions need to be answered: why does the ileadershipittheoryifocuses on the ifollowers? What is the purpose of the readiness term? To answer the first question ,it should be noticed that the following important aspect has been forgotten in most of the leadership theories, which focuses on the leadershipi effectiveness that reflectsi the reality of the followers who reject or accept the leader. Despite whati the leader does, the igrup's ieffectiveness depends on the follower's job. With regard to the purpose of the term of readiness, according to Hersey and Blanchard, it refers to the extent to iwlich people ihave the ability and iwillingness to finish a particular task.

2. Path-Goal Theory

Path-goal theory stated that the leader's role is to give support and help to the followers in order to reach their goals, and to ensure that their goals are compatible with the goals of the organization. Later, Robert House developed this theory and indicated that it takes key elements from the expectation of the theory of motivation.

These elements have been classified into four:

1. Directive leader is the one who lets an inferior knows what is expected of him/her, and provide guidance on how to get tasks done.
2. Supportive leader is the one who is friendly and cares about followers' needs.
3. Participative leader is the one who cares about member's opinions and considers their suggestions.

- Achievement-oriented leader is the one who challenges his followers to do their best to reach his goals.

Although, Fiedler's opinion showed that the leader's behavior is fixed, House said that leaders are flexible and can use any or all styles of leaderships subject to the situation, of course. Figure (2-4) shows that the path-goal theory has two situational variables:

Those in the environment that are outside the control of the follower (factors including task structure, formal authority system, and the work group).

Those that are part of the personal characteristics of the follower (include control, experience and perceived ability).

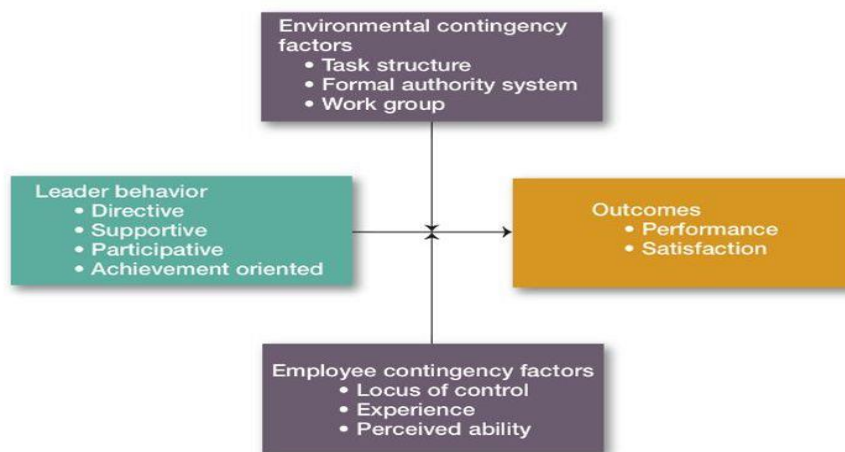


Figure 2.4: Path-goal model (Stephen Robbins, 2017).

- Supportive leadership is one of the leadership styles found in path-goal theory, and it aims to get a high employee performance and satisfaction. Therefore, the leader's role is only to support his followers without telling them what they have to do.
- Directive leadership is another style of leadership, which is considered as a useless guidance to his followers because they are very capable and have a great experience, so they do not need a leader to give them directions.
- Achievement-oriented leadership is a style by which leader puts challenging goals and competes against his employee(s), so followers know what the expectations are.

2.2.3 Contemporary Views Of Leadership

There are four modern views of leadership:

1. Leader-Member Exchange theory (LMX).
2. Transformational-Transactional Leadership.
3. Charismatic-Visionary Leadership.
4. Team Leadership. (Stephen-p-Robbins, San Diego State University, Mary coulter Missouri State University, David A. Decenzo Coastal Carolina University 2017).

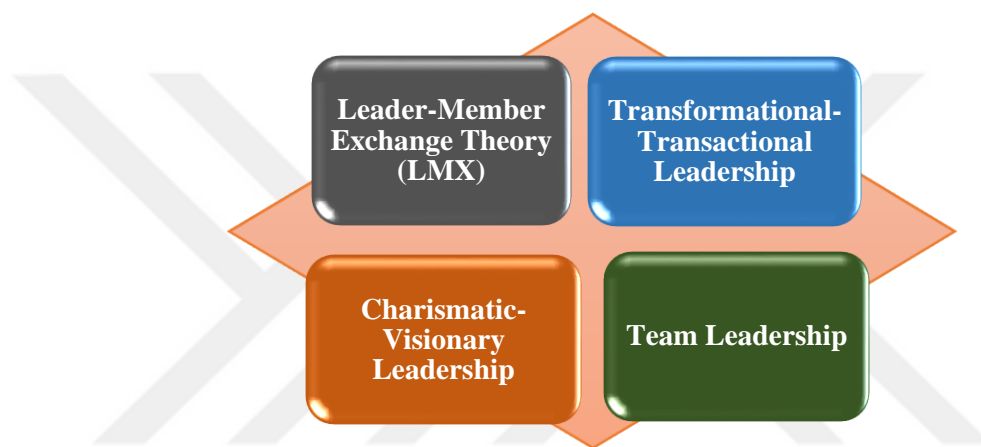


Figure 2.5: Contemporary views of leadership style source: created it by (Manal, 2017).

A. What do the four contemporary views of leadership tell us?

At the beginning of this chapter, it was mentioned that leadership studies have long had the goal of what it takes to be an effective leader. And the need to know that the goal did not change. However, these views of leadership have a common topic: a leader who interacts with inspiration and supports his followers.

1. Leader-Member Exchange Theory (LMX).

Every leader had "favorites" in the group. Leaders create 'in' and 'out' groups and those who are in "in group" will have higher performance ratings, less turnover and greater job satisfaction, which is a study pointed out by Leader-Member Exchange Theory. LMX theory stated that the relationship between a leader and a particular follower which would be classified him as an 'in' or 'out'. To maintain this relationship, both the leader and the follower need to invest in relationship. Followers who want to be in "in group" have to be demographic, and have attitude and

personality, and have a higher qualification than "out group" members in order to be chosen by leaders.

2. Transformational-Transactional Leadership

Many early theories of leadership viewed leaders as transactional leaders i.e. leaders who lead through using social exchanges (or transactions). Transactional leaders direct or motivate followers in order to work towards established goals by exchanging rewards for their productivity. However, there is another type of leaders - a transformational leader - stimulates who inspires (transforms) followers in order to accomplish extraordinary results. How can he do that? He can do that by taking into consideration the concerns and developmental needs of individual followers; changing followers' awareness of problems by helping those followers to look at old problems in new ways; and followers need to be more excited, arousing, and inspired to give extra effort in order to achieve group goals.

Transactional and Transformational Leadership should not be known as opposing approaches to get things done. It is developed from Transactional Leadership. Transformational Leadership provides levels of employee efforts and performance that go beyond what may happen with a Transactional approach alone. Furthermore, Transformational Leadership is more than just charisma since the transformational leader tried to instill the ability to question in follower's minds not only certain views but also those views held by the leader.

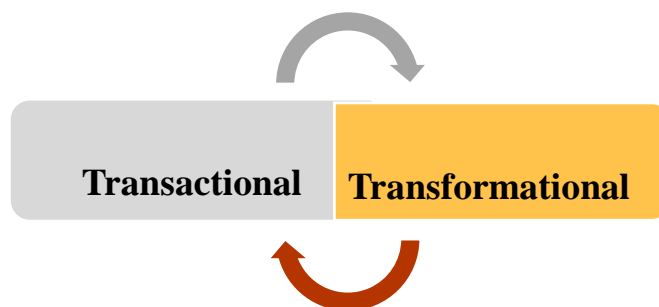


Figure 2.6: Transactional and Transformational leadership source: created it by (Manal, 2017).

The evidence that supports the transformational leadership over transactional leadership is overwhelmingly interesting. For example, studies that are carried out at managers in different environments, which include the military and business, found out that transformational leaders were evaluated as more effective, interpersonally

sensitive, higher performers than their transactional counterparts. In addition to that, evidence refers to that transformational leadership is strongly connected with lower turnover rates and higher stages of productivity, work engagement, employee satisfaction, creativity, goal achieving, and follower well-being.

Transactional leadership style comprises three components; contingent reward, management-by-exception (active) and management-by-exception (passive). A transactional leader follows the scheme of contingent rewards to explain performance expectation to the followers and appreciates a good

Performance. Transactional leaders believe in contractual agreements as principal motivators (Bass, 1985) and use extrinsic rewards towards enhancing followers' motivation. The literature revealed that the "transactional style retards creativity and can adversely influence employees job satisfaction. Management-by-exception explains leaders' behavior with regard to detection of deviations from expected followers' behavior.

Transformational leadership links with positive outcomes on individual as well as organizational levels. Transformational leaders emboldens followers to attain higher-order needs like self-actualization, self-esteem (Bass, 1985), and are influential in surging followers' motivation in the direction of "self-sacrifice and achievement of organizational goals over personal interests (Bass, 1995). Leaders with idealized influence demonstrate heightened concerns and cognizance of followers' needs and generate a sense of shared risk-taking" (Jung et al., 2008). Inspirational Motivation affords a cradle of encouragement and challenges followers to achieve the set goals, whereas, Intellectual Stimulation inspires followers to be more creative and innovative in their problem-solving skills. The next sub-section addresses the difference between Charismatic and Visionary Leadership.

3. Charismatic-Visionary Leadership

Third theory in the modern approach includes two theories:

A. Charismatic Leadership

Personal characteristics of charismatic leader have been classified into five characteristics:

- a) They have a vision.
- b) Their ability to express that vision.

- c) Desire to take risks to achieve it.
- d) Sensitivity towards followers' needs and unusual behaviors.
- e) Is it good to be charismatic?

There are obvious relations between a charismatic leader and his followers. However, if charisma is required, how can people learn to be charismatic leaders? First, many of them were born with these features, and others may gain these charismatic behaviors through training, regardless that some experts indicated that charisma could not be learned. For example, undergraduate students have been successfully taught to be charismatic by teaching them how to communicate, have high performance expectations, have confidence, and sympathize with their followers' needs. In addition, students need to be trained on how to use charismatic nonverbal behaviors such as how to deal with followers when communication is through direct eye contact and have a relaxed posture and animated facial expressions.

At last, it is worth mentioning that charismatic leadership does not always lead to high level of performance, and could be due to the ideological aims or to the stress and uncertainty environment. Charismatic behaviors may appear at politics, religion or wartime. For example, Martin Luther King Jr brought social equality by peaceful means. In addition, Steve Jobs has a great loyalty and commitment from his staff when he innovated a vision of personal computers in the early of 1980s. (Grabo, 2017).

B. Visionary leadership

Although the term vision is often linked with charismatic leadership, visionary leadership is different; it is the ability to create and articulate a realistic, credible, and attractive vision of the future that improves based on the present situation. This vision, if properly selected and implemented, is so energizing that it "in effect" jump-starts the future by calling the forth skills, talents, and resources to make it happen.

An organization's vision should offer a clear and compelling imagery that taps into people's emotions and inspires enthusiasm to pursue the organization's goals. It should be able to generate possibilities that are inspirational and unique and offer new ways of doing things that are clearly better for the organization and its members. Visionary leadership is the ability to create a realistic, credible and attractive vision of the future, which helps to improve the current situation. It is considered as a jump-start to future.

The organization's vision should be aware of possibilities and offer new things that are better for the organization and its members. Therefore, it needs to provide clear images that influence people to reach the organization's goals. For example, Michael Dell created a vision of business that can sell and deliver PCs to customers directly in less than a week.

In business, visionary leaders are effective at leading a team towards achieving a common goal. These leaders promote organized learning, creativity, and the development of strong relationships within the team. Visionary leadership is useful for organizations that focus on the future and possess an entrepreneurial spirit. While every visionary leader manages differently, many of these leaders share a few common characteristics (Northouse, 2015). After this theory, there is the latest style of modern approach which is Team Leadership.

4. Team Leadership: Fourth type of Contemporary theories of leadership.

Because leadership is increasingly taking place within a team context and more organizations are using work teams, the role of a leader in guiding team members has become increasingly important. The role of a team leader is different from the traditional leadership role, Team leadership does not come naturally to them, but they can learn it.

The challenge for many managers is learning how to become an effective team leader; they have to learn skills such as patiently sharing information, being able to trust others and to give up authority, and understanding when to intervene. In addition, effective team leaders have mastered the difficult balancing act of knowing when to leave their teams alone and when to get involved. New team leaders may try to retain too much control at a time when team members need more autonomy, or may abandon their teams at times when the teams need support and help (Anderson, 2017).

a) This study addressed many of the scientifically categorizations of leadership styles, but focused on the contemporary classification which includes three styles of leadership due to the extent of importance and address most of the researchers for this classification, and focused specifically on the categorization of leadership styles based on the

Scientific work of Lewin, Lippit, and White (1939). In their seminal work, Lewin, Lippit, and White (1939) categorized and introduced three leadership styles that set the framework for future styles to emerge (Martin, 2015) – Autocratic,

Democratic, and Laissez-Faire. These three leadership styles were investigated by a great number of researchers and are often used for the determination of leadership effectiveness (Avolio, Bass, & Jung, 1999; Brassey Schouten, 2011; Goodnight, 2004). Figure (2-7) shows those categorizations of leadership styles (Gandolfi, 2017).

In addition, there is another category of leadership style called the Full Range Model of leadership (FRML) proposed by Burns (1978): a completely similar to those categories proposed by Lewin, 1939) and his colleagues, and continuously tested by various researchers, also known as Transformational-Transactional Leadership Theory. It has been a topic of much interest and research in the literature. Professor Robbins (2005) has termed the model as cutting-edge leadership theory. It suggests that leaders who are charismatic and motivate employees by inspiring them, consider them individually, and stimulate their intellectual needs are transformational leaders. The other category is Transactional leaders who specify tasks and monitor performance to achieve the tasks by providing a reward system. The third category in this model is the style of leadership, which avoids involvement and is called a Laissez-Faire Style of leadership.

In other words, the range of behaviors starts with Transformational leader behaviors to Transactional leader behaviors reaching to the lowest leader interaction of laissez-faire leader behaviors (MLQ, undated; Bass et al., 2003). These parts of the model are measured by Bass and Avolio's Multifactor Leadership Questionnaire (MLQ) (Form 5X).

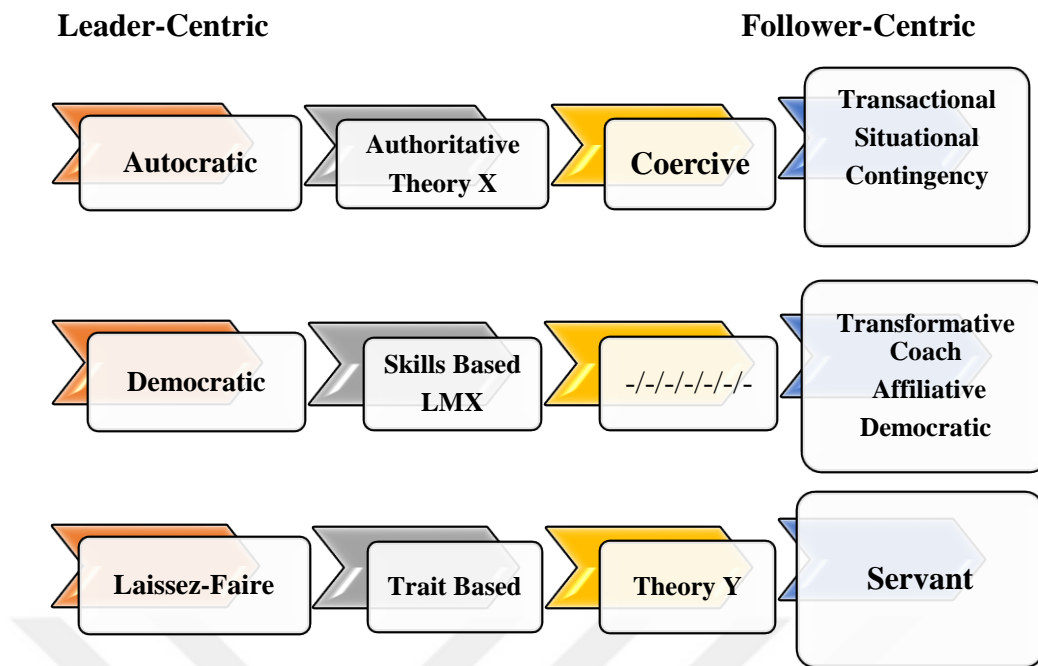


Figure 2.7: Categorization of leadership styles (Dr. Franco Gandolfi, Dr. Seth Stone, 2017).

They explained that the first style is autocratic reflecting the Transactional leadership, the second style is the democratic reflecting the Transformational leadership, and the third style is Laissez-faire leadership reflecting the Servant leadership. In addition, there are many categorizations of leadership styles as mentioned above, and here in this research it used the following categories, which include The Transactional Leadership, Transformational Leadership and Laissez-Faire Leadership. It was accepted due to the fact that it was important and very common, and has been measured by several researchers according to (Eagly, 2003), (Hanan Alabani, 2010), (Feldmann, 2012), (Salter, 2014), (Khan, 2016), (Anderson, 2017). Moreover, the future researchers may use it in their studies.

2.2.4 History of Leadership and Women Leaders in the Arab World

According to Islamic norms, a leader is a person who has the attributes of honesty, competence, inspiration, humility, patience, and seeks consultation from others. They do acknowledge that leaders who have all of these attributes are rare, but this represents an ideal that leaders, in politics or in business, should strive to achieve. Likewise, leading monks in Christian monasteries in Mount Lebanon would undoubtedly require exceptional leaders.

Aside from the religious conception of leaders, leadership – as a social phenomenon – has a long history in the Arab world. Ibn Khaldun was probably the first to specify what leadership is and how it is formed. Although he was mainly interested in political leadership, his conceptualization is important for understanding leadership in any context, business or non-business, especially in this region of the world.

Ibn Khaldun was born in Tunis in 1332. His life was characterized by significant (although mostly not successful) political undertaking and intellectual enterprise. After being imprisoned for two years, he secluded himself in a fortress and started writing his version of the history of the world. He finished his most important book titled *Al-Muqaddimah* (Prolegomena or the Introduction), in 1377. In *Al-Muqaddimah*, Ibn Khaldun emphasizes the personal qualities of the leader. He calls those qualities “perfecting details.” Such qualities include generosity, forgiveness of error, patience and perseverance, hospitality towards guests, maintenance of the indigent, patience in unpleasant situations, execution of commitments, respect for the religious law, reverence for old men and teachers, fairness, meekness, consideration to the needs of followers, adherence to the obligations of religious laws, and avoidance of deception and fraud. Good leadership, according to Ibn Khaldun, requires kindness to, and protection of, subjects. He emphasizes the need for the leader to be mild to his followers and to gain their love. He notes, probably surprisingly, that a Leader should not be too shrewd. This is the case because such a quality would distance him from his subjects.

Islam shows that the leader should have some features like honesty, competence, humility and patience. Leadership has a long history in the Arab world; Ibn Khaldun tried to explain what leadership is and how it is formed in an objective manner. In his book “*Al-Muqaddimah*”, he described the personal attributes of a leader: generosity, forgiveness, patience, hospitality, execution of commitments, respect for the religious law, fairness and meekness.

At Middle Eastern societies, leadership appears in political situations and business organizations. For example, prophetic-caliph model which declared by Bashir Kadhra consisted of four main elements:

- a) Personalism.
- b) Individualism.

- c) Lack of institutionalization.
- d) The importance of the great man. (Ahlrichs, 2003; Covey, 2006; De Pree, 2008; Folkman & Zenger, 2002; Perra, 1999; Wheatley, 2011).

Enhancement of the role of woman and appreciation of her contribution in the development process spring off a strong belief that elevation of the Arab working women status represents one of the fundamental pillars of the social and progressive development.

Major changes the world has gone through, due to the consequences of the globalization, liberation of the commercial exchanges, the reforming structural programs, development of the communication and information technologies, all gave imposed new challenges facing the Arab women, that urgently demands awareness of women causes and the importance of her role in the elevation progress of society.

Women have been leaders throughout history. From the pharaohs of Egypt to the queens of England, women rulers are found in nearly every culture and time period. Yet, in almost all circumstances, male leaders greatly outnumber female leaders. Moreover, customs and laws against female leadership can be found throughout history, most notably in every major religion

Woman has an effective role in the progress of the society, such a role depends to a great extent on the merits of securing a higher social status for women, provision of work opportunities, and her latent abilities to express herself, which in turn shall assist to enhance her personality and her awareness of the problems sustained by the society. In addition, the growth of her contribution to the progress and changes in spite of the major changes related to women, and the provision of the circumstances to engage her in work, including education and rehabilitation, as well as the legislations related thereto, in addition to the increase in numbers of working women, and her involvement in wider variety of working fields, and her involvement in politics, and the general change the attitude of individuals of society towards her work and her status. Besides, in spite of the results of the research and studies that ascertained her abilities and adequate, yet sometimes over qualifications, despite all that there is still a large gap between the abilities and aspires of women at one side and the actual reality latent in the administrative and organizational working attitude. Women representativeness in the leading administrative posts is not adequate nor is it fair, in both the public and private sectors, even in the industrial countries the numbers of

women in the higher employment posts is small compared with numbers of working women in aggregate.

Women Leaders across time from the history, it should understand that women used to be a leader, this started a long time ago from the time of ancient Egyptian until the Queens of England. Recently, male leaders are much more than female leaders. In addition, some laws were set up to restrict the female and make her have a less chance to be a leader (Christ, 2014). On the other hand, when it comes to the social movements' women have remarkable situations; for example, Native American women led their own women's clubs to learn subjects that they had been denied access to because of their gender and ethnicity (Tetzloff, 2007). Moreover, nowadays women put a great effort to improve the health care and sanitation, they were responsible for social changes such as the peace movement and consumer unions, education reform (Keohane, 2012). In the volunteering field, we see that women have helped to build important institutions, which created a pathway for the women to be in the position of charge, which is not new for them (Swanwick, 2017).

2.3 Gender in Leadership

There is a leadership gap between women and men, and it is not only in business; but even statistics indicate that only 5 percent of companies had female chief executive officers. In Politics, there is only one female member from every five members of the U.S Congress and only six female governors in the States. (Merluzzi, 2016). This gap also appears in the legal profession, religious institutions, and many other institutions. On the other hand, in the nonprofit sectors, numbers of women increases in leadership positions but they remain underrepresented, as only 21 out of 151 nonprofit organizations had boards with at least 50 percent women. The gender gap is acute. In Asia, black and Hispanic women only present fewer than 3 percent of board directors in companies, and they present 17 percent of workers and fewer than 4 percent of executive officials and managers. There are barriers and bias in equity partners too, as, people of color only present 8 percent of Equity partners; women accounts present just 29 percent of Asian partners, 33 percent of black, and 24 percent of Hispanic partners.

However, for lesbian, bisexual, and transgender (LBT), a recent study found that they received 30 percent fewer callbacks than other women did. (Anderson, 2017).

While in less developed countries such inadequate representations are prevailing and widespread in not only the higher administrative levels but also in all middle and supervisory levels. And in spite of some attempts to make women absentees and depriving her the opportunity to or denying recognition of her abilities, and planning to keep women within the limits of the main administrative or routine jobs and posts aiming to minimize her employment level, and the promotion of the notion that women are more emotionally by nature, and that she gives more attention to her personal life than to professional life, and that she has no incentive to creativity and renovation for the ultimate production (Al-Shahaby, 1998). Such prejudices shall lead to raising various problems and obstacles that face progress and development of women. Moreover, this is what has caused the decrease in ratios of women holding higher leading administrative posts.

To raise the level of performance of working women and all different fields and spheres of work, is an essential factor to qualify women to hold higher leading positions in work, and major posts in the decision-making arena, hence this requires combining both the abilities and skills in drawing up strategies and to outline features and future concepts of what women status shall become in the upcoming years. And this, in particular, requires recognition of problems and obstacles that face women and keeps them away from holding leading managerial posts, Moreover, to find the suitable essential solutions and diminishing their negative effects and to take serious steps to enhance confidence in the abilities of women to hold leading posts and positions. And that the most important precondition of the professional success strategy is the ability of a woman to cope with the power of such a leading post and her role in her family and how to deal with her colleagues at work as well as the clients and dealers and to win the confidence of others through her will and ability and diligence.

In order that a woman resists and confronts such fears and anxieties, she should strengthen her self-confidence and improve her self-awareness, and to know the strength possibilities in her personality and to try to flaunt it in a positive way. In addition, in order to achieve such goals a woman should know her true abilities and the jobs that are suitable to her, and in what fields of work she can face challenges with other male colleagues within the same and general frame of work in order to get the

best of her latent abilities.

In addition to that, the leading woman should also be able to diagnose threats facing her when occupying such leading positions so that she can proceed in fulfilling her goals and realize her ambitions. This research has been studied type of concerns or barriers and how to overcome them.

2.3.1 Gender Differences In Leadership In The Arabi World

Men occupy the leadership position in the Arabi world. "Sheik" which is a male figure with religious authority has dominant secular leadership prototype in Arab culture; however, there are many examples of women leaders who reached top decision-making positions. Some say that the success of these women is because of their family or male connections. Women have been exposed to many obstacles because they still consider themselves as accountable to male scrutiny stereotypes, customs and traditions. In addition, in case they got work, it influenced and shaped by family and religion. Arab Leaders behave cannot be divided the cultural and social contexts.

There are many stories of women who equal opportunities in the Islam history. In Kuwaiti and iMorocco religion is used as a iplatform to promote the role of women, however, There is a huge scarcity of iwomen in top leadershipi positions. This issue found in many developed and developing societies and that is why there are few numbers of women workers in the Arab world, the economic activity rate of women is about 27 percent, which is the lowest in the world.

On the other hand, various Arabi human developmenti reports highlighti the problemsi that iArab women face in ieducation, work, and iparticipation in ibusiness and political iarenas. Focusi on igender issues leadingi to fair and ibalanced societal development has been a imajor area for women's iorganization within and ioutside the Arabi world. These highlights help to fair and balanced societal development but it is stilli falling shorti of accomplishing imajor strides in iachieving gender iequity and inclusivenessi on a wide iscale.

Such meagre ratios of women occupying leading posts do not go in harmony with ratios achieved by the Libyan women to hold leading posts in working and production positions, and do not represent women aspirations for greater contribution in progress and having an equal opportunities and the enhancement of position of

women in all fields of business and work, coping with the economic and social developments.

2.3.2 Women's Leadership

Throughout the history, women had a significant contribution to the history exactly as the same as men had. Employment of women in any society is important indicators of the progress of this nation. Since women have a significant role in every nation, the participation of women in national activities makes a huge difference in lots of aspects of our life such as the social, economic or political progress of any country, and without the women participation, all of those aspects will be affected negatively. In contrast, the whole society does not believe in women's contribution to the nation and how they have a positive effect on the development of the society, and they just restrict them in the challenges they have due to their family responsibilities. (Eklund, 2017).

In Libya women used to be, a homemaker and they did not have a work outside their homes. However, in the recent decades due to their education level and the development of the society and the awareness, also because of the increasing, the cost of living all of these reasons led women to start to have different careers and they participated in different fields. Although in Libya, the society still believes that women should have a special kind of jobs such as teaching, nursing and in clerical sectors. So according to Libyans men women are not capable of doing some kind of Jobs. On the other hand, women believe that they have a long and challenging way to prove that they have the same ability, which men have; also, they can join any kind of job and do what men do without any difference. To illustrate, women capabilities are underestimated from men perspective even if women are more qualified than men are. Moreover, in Libya women do both households work in addition to her job, and men generally do not offer any kind of help in the household works, which put too much effort on women shoulders. (Kumari, 2014).

Although women face many challenges, discrimination and gender bias but recently in the last few decades they could prove that they are capable of working as men, and they are qualified to do any kind of job. Therefore, nowadays we see that the number of women successful in politics, technology etc. is definitely on the rise. In addition, these days women almost involved in all of the professions it can find

them in each field, they work as lawyers, nurses, doctors, social workers, teachers, secretaries,

Managers, and officers. However, it is true that workers have to face problems by virtue of their sex. Women have a critical situation where they are subjected to the torture and abusiveness in their homes and in their workplaces. There is different kind of the torture which women is subjected to. Men abuse women physically, sexually and mentally in addition to the discriminatory practices, and safety and security issues.

According to (MacCarthy, Rasanathan, Ferguson, & Gruskin, 2012), they did a research about the challenges, which women face in their career development. The result was that most of the women employees were dissatisfied with career development programs and women were discriminated against in career development opportunities. This study led the organizations to make sure that career development programs are made to enhance and help the women employees. Finally, the study recommended that the top management with the organizations should take an action to urgently address career development of women (Merluzzi, 2016).

CHAPTER THREE

BARRIERS AND CHARACTERISTICS OF WOMEN IN LEADERSHIP

In this chapter, the challenges, which face women in leadership, will be discussed. The role of women in the world has changed dramatically in the last 50 years. The proportion of women attending college, matriculating from graduate schools, and obtaining doctorate degrees has increased dramatically. No longer are women associated with low expectations in both education and the workforce. Women now seek and obtain the highest leadership roles in education. There are still many obstacles preventing women from obtaining this leadership level (e.g., glass ceilings). Many organizations are implementing leadership development programs aimed solely at women's leadership success. These programs identify barriers and obstacles and then suggest strategies for women to circumvent these barriers. The goal of these programs is to facilitate excellent women's leadership abilities. In this chapter, the barriers which face the women at workplace will be discussed, Characteristics and actions.

3.1 The Barriers Prevent Women From Achieving Positions Of Leaders

Challenges definition is "A new or difficult task that tests somebody's ability and skill" However, challenges in the school is different. For example (Shafa, 2003), equated challenges with the broad categories of problems, tensions, dilemmas, and paradoxes. Shafa has defined the problem as puzzling situations that can be resolved. He said that tensions are more related to mental stress because they include more than two equally compelling options. Also from his point of view the dilemmas are the realities, which people face at one point or another in their lives, and "they [dilemmas] have their roots in value systems, beliefs, traditions and personal philosophies". Finally, paradoxes are contradictory situations complicated by the fact that both

options seem appealing. The challenges have generally used instead of problems, Tensions, dilemmas or paradoxes, because the study is focusing on the factors that contribute to the challenges, regardless of their type and complexity. In addition, the barrier term has been used instead of challenges in many places through the section “Gaining Access to Managerial Positions” because it refers to obstacles that research participants have already faced in their journey to management (Taj, 2016).

Access to superintendence, there is valuable and relevant research studies that address the problem which prevent women to become superintendents. For instance, Estler (1975) has suggested three Illustration models for the under-representation of women in superintendent positions. These were the Women Placement, Discriminatory, and Meritocracy Models. He was highlighted the assumptions of each of these models. The Women Placement Model includes assumptions related to sex-role differences and in the social expectations in order to remain compliant to those differences, which are barriers to the attainment of superintendence.

The Discriminatory Model involves the assumption that the excluding of the participation of one group is just a result of the efforts of another group want that (Estler, 1975, p. 369).

The Meritocracy Model bases on the assumption which people's professional advancement relies on their abilities. Estler also assessed the applicability of all models with statistical evidences in existing research. The data did not support the Meritocracy Model, so, there is not any difference in competencies among both genders men and women. However, the data supported the other two models. Estler has assumed that the assumptions in each model refers to the factors that discourage women to seek for the superintendence and women faced discriminatory attitudes implicit in patriarchal principles in an organization, also expect for them to take submissive roles. Estler concluded that it was not the lack of ability, which prevent women from the top positions in education.

There is another valuable contributor to this field of research called Kalbus (2000). In her work, she provided personal thoughts on the process of how she went into superintendence. She analyzed her experiences through the lens of group faultiness, which refers to the hypothetical division of a group into subgroups based on certain features. Using that approach, she worked from the discriminated-against perspective of a female, Asian-American educator who had followed superintendence,

concluded that gender and demographics were the two big group faultiness. Although every experience is unique and subjective in interpretation, it is difficult to generalize it; however, her gender and her origin were obstacles to her to be superintendent. Derrington and Sharratt (2009) did similar research to Kalbus'; they performed their studies over 14 years, to find different barriers at different times. In 1993, their first study exposed that women thought, societal principles, such as race and sex discrimination, were the major barriers in their journey to access to superintendence. Yet, in 2007, they identified that family concerns as their main barrier to be superintendent. Another study carried out by Derrington and Sampson (2009) emphasized the imposed barriers in women's decision to enter to superintendence.

They found that there has been a significant change in women's perceptions of the barriers to the superintendence. Although priorities have changed over the years, social expectations/ practices and family were still considered as challenges for women who wants to get in superintendence, even 34 years after Estler's (1975) study. These and other research studies have identified some trends in women's access to superintendence. The trends include, but not limited to, family barriers, discrimination by race and gender, hiring processes, and lack of professional networking. (Taj, 2016).

Lack of family support, there are several studies that have revealed that family is considered as a barrier to women pursuing superintendency. For example, in Jones and Montenegro's 1982 study, they reviewed literature about the barriers to female representation in the administration, and classified barriers into two groups, Internal and External factors.

Internal Factors refer to psychological aspects of one's personality, but external factors refer to environmental factors, both of which may affect access to the superintendence. For Jones and Montenegro, External barriers include family responsibilities, conflicting demands of the job and role expectations of the society, and absence of sponsorship and models of positions. Thus, their literature review proves Derrington and Sharratt (2009)'s results, although the studies were 27 years apart. Likewise, Marshall (1986) carried out a Study to discuss barriers and constraints to aspiring female superintendents in the U.S.A, and find out how they overcame them. She interviewed 10 superintendents and one assistant superintendent. One of her results was that the responsibility of raising children was greater on mothers than fathers, which is considered as a big barrier to the pursuit of superintendence. Marshall (1986)

also said that family mobility was a barrier for women. This could be connected with a patriarchal regime in the community that is highly driven by sex-role expectations. Chase and Bell (1994) had similar targets to Marshall, they interviewed 27 women superintendents, 44 schools board members, and six consultants to talk about the experiences of women in superintendency and explain how male-dominance is perpetuated and challenged in the superintendence. They also said that some of the cultural assumptions about the different roles of men and women, and the difference between salaries, were the barriers to superintendency. This study proved Jones and Montenegro's (1982)'s findings. In another relevant study, Björk and Keedy (2001) surveyed 2262 superintendents across the country in order to know about the social changes in the USA population, the diversity in schools, and in school leadership. They explored the factors that obstacle the mobility of women and they found out that family dislocation was a barrier.

Grogan and Brunner (2005) surveyed 723 superintendents and 472 central office personnel to investigate the place of women in superintendency, how they reach there and what kind of strengths they brought. Their study was interesting because the sample included of both men and women. They made comparative analyses among males and females. They argued about the

Differences in terms of gender discrimination, career paths, professional preparation, and family barriers. They found that raising a family was a barrier for Women who are pursuing superintendency and many participants had to wait until their children were grown up before pursuing their professional goals .however, Mahitivanichcha and Rorrer (2006) presented literature and three restrictions for women pursuing superintendence. These restrictions include structural time issue, ideal worker norms, and labor.

Mahitivanichcha and Rorrer (2006) argued that these obstacles prevent women to reach superintendence. For instance, "The structural time problem exists when the conflict between long working hours and family commitments is considered normal". Therefore, they identified this case as problematic because it is difficult for women to deal with family and their job. They recommended policy makers to change policies to make them more suitable for women who have a family. Derrington and Sharratt (2009) also pointed in their study that women had to compromise because they were expected to take care of their families. Their findings revealed that women needed to

take a short break from their careers to raise their children. In most cases, their decisions of not applying for high positions that carried serious repercussions when they returned to their careers.

Derrington and Sharratt (2009) argued that advanced age and less experience in teaching contributed to get few opportunities of being hired as superintendents.

In the discussing of the discrepancy in representation among men and women in superintendence, Quilantan and Menchaca-Ocha (2004) argued that the professional tracks differ for both genders. The main difference is in the way of their paths to find different levels at different ages. Men tend to start to get ready for superintendence in their twenties in secondary schools, while women prefer to work in elementary school leadership, and usually start in their thirties. Researchers found that the majority of members preferred experienced secondary-level administrators. Therefore, the decision of giving priority to family over career poses resistance to their advancement later on. Derrington and Sharratt (2009) called it a “self-imposed barrier.” They Suggested recognizing self-imposition as a barrier so that women can find solutions.

Work-life balance research, Derrington and Sharratt (2009) also mentioned some horrible consequences women faced who tried to put their career as a priority. For example, their research participant shared her story of how the clash of her career goals with her husband affected their marriage. She could not change her husband’s traditional views about a wife’s role in the family, so their marriage failed. The sacrifice of married life and the multiplicity of workplace challenges made her emotionally weak. She was struggling in order to appear as powerful as her male counterparts did; however, she suffered from the difficult choice between career, marriage and motherhood (Derrington & Sharratt, 2009). On the other hand, another research participant called Martha; she believed that her success goes back to her family support, including her mother and husband. Also, believed in sharing and asking for help from family when it is needed (Derrington & Sharratt, 2009). Both of these opposite examples confirmed the importance of family role in supporting or banning women professional advancement. Derrington and Sharratt (2009) discussed that balancing between home, work demands was difficult for women, so they will put one of them at risk. These researchers found that women might choose not to apply for superintendence because of their aging parents, which has been proved once again that family concerns are obstacle to females’ pursuing top-level positions. Sampson and

Davenport (2010) conducted a study of 91 female superintendents in Texas to investigate in the lack of participation of women in superintendency through exploring the barriers they faced to get the job and the Challenges in superintendency, all through a feminist construct lens. They found that family mobility and family responsibilities were among the most important barriers to superintendency for women, with family concerns, gender and race are also discussed in the literature.

Gender and race discrimination, There are many studies have found that gender and race discrimination were considered as barriers facing aspiring female superintendents. For instance, Stockard and Kempner (1981) explained changes in sex-segregation and sex-discrimination in educational administration because of feminist movements and new laws and regulations in order to end discrimination.

They looked into the representation of women in three fields, including participate in professional meetings; enroll in graduate programs, and in administrative roles. They have gathered data from five states, Oregon, California, Washington, Idaho, and Colorado, and found little increase in all three fields. They concluded, "While the ideological [feminist Movement] and legal [laws and regulations] changes may have promoted some alterations in recent years, sex inequalities remain" (Stockard & Kempner, 1981, pp. 89-90). Yet, due to their small sample size (N=5), it was difficult to generalize that the situation was prevalent at the entire world through those years. Still, it can be said that at least in one territory, the situation of women in education professions did not change much because there is no equality in society (Stockard Kemper, 1981).

Women do not have the skills needed to fulfill leadership roles. In a recent nation-wide study conducted by Shepard (1997) of those responsible for hiring leaders in K-12 school districts, one-half of the school board presidents and one-fifth of the superintendents indicated that they did not see women as having the self-confidence to be in leadership or management positions. Women were seen as being timid, too emotional, and crying easily. In a positive vein, women were seen as having the interpersonal skills, which are associated with the expressive or interpersonal leadership style to a greater degree than men. These skills include being sensitive to the needs of others, being warm and friendly, getting people to work together, and having social skills and tact. The issue to be addressed here is how to overcome the perception that women do not have the self-confidence, are too emotional, and that

they do not have the skills needed for task or instrumental leadership styles. As long as this perception prevails, women will continue to have difficulty moving into leadership positions. This perception may not be true, but this perception is the reality of the employer. How can women overcome this perception? How can women be taken seriously? One of the keys is their communication skills. Women need to be aware of both verbal and nonverbal communication skills which give or perpetuate the perception that they are less self-confident than men. Between competing expectations, women have had much to overcome. Many women lack the self-confidence to take on leadership roles (Dawson & Kleiner, 1992; Dodd & Jurgens, 2003, Pini, 2002). Dodd and Jurgens (2003) believe that "empowering women to develop their own leadership skills can lead to enhanced self-confidence, a critical ingredient in women's pursuit of leadership roles" (p. 201). Denmark's (1993) studies on political female leaders found that instead of focusing on the challenges, these women emphasized how their success could be attributed to strong confidence in their abilities. Denmark (1993) concluded that aspiring female leaders' confidence can be fortified by supporters' messages or: a) love and uniqueness, b) ability to do anything, c) freedom and courage to dare, d) creative and positive aggression, and e) dreaming of all possibilities.

Taking a further look at Women in the Workplace, it seems that women on the path to leadership tend to get less access to the opportunities that accelerate careers. Several studies have tried to uncover the reasons for the lack of women in top management positions. These studies have revealed and introduced concepts such as the glass ceiling and the glass cliff. The glass ceiling is a metaphor for the barriers women experience when they try to move into top management positions and the glass cliff is a phenomenon where women are recruited for positions where they are likely to fail. (Taj, 2016). The next part will explain Characteristics of women seeking leadership positions.

3.2 Characteristics Of Women Seeking Leadership Positions

Cristina is an academic and professional qualified, (2004) has found that enhanced academic qualification (Ph.D. degree) and professional administrative experience are strong points that used to serve their region by successful superintendents. They have also related the personal features of strong self-identity and coping skills with women's success. Garn and Brown (2008) showed that women

volunteered in

Several school and district-wide activities in order to gain leadership experience, accept extra responsibilities as coaches and assistant and associate superintendents in order to sharpen their skills through experience.

Tillman and Cochran (2000) with clear focus and collaboration pointed in their literature review about Black female superintendents and said that, (a) successful women had the competence means necessary skills to effectively implement their responsibilities as superintendents, including a tolerance for risk taking, good organizational skills, high energy, and knowledge about all aspects of administration areas; (b) were hard workers and resourceful who worked diligently in order to achieve their goals; (c) possessed high self-esteem and confident in their abilities in order to lead their school districts effectively; (d) had the strength to persevere among demands and pressures of superintendency; (e) tend to establish and maintain positive Interpersonal relationships within humanistic and motivational context of the school system; and (f) exhibited productively in applying their authority and effectively enhancing their power base. (2004) Cristine et al, found that successful superintendents had had to take challenges as opportunities for their professional growth while struggling in a male environment. These women always focused on their long-term plans and improved their communication and social skills during their careers. (2005) Alston has analyzed the leadership forms of Black superintendents and found that their leadership style was in their strength. She believed that Black superintendents' leadership style almost fell into Servant Leadership. According to Greenleaf, servant leaders are one who wants to serve and serve first. Then conscious choice brings one to aspire to lead (As cited in Alston, 2005, p.681). Over and above, she argued that Black and successful superintendents are spiritual people, and that encourages them to struggle for excellence.

According to Dantley spirituality, she said that "internal mechanism that guides human beings to make meaning of their lives, to establish purpose for themselves, to enter into connections or relationships with others, and serves as the facility for people to create through inspired imagination" (as cited in Alston, 2005, p.682). At last, these results show that these successful female superintendents took a collaborative approach in order to achieve professional success (Dantley spirituality, 2013).

Although there are many obstacles preventing women achieving the superintendence, research has shown that playing this role is just as challenging, if not more so. There is an important body of scholarly work, which discuss the types, and nature of the challenges in the superintendence. This part quoted a relevant literature in order to describe what those challenges are, included family indifference, Gender bias and discrimination, closed organizational structures in the USA, and lack of consulting opportunities. (1995) Pavan has made an important contribution to the available Knowledge concerning the entry-level challenges female superintendents face. He showed the main challenges that four women faced to get entry-level superintendents and the strategies they used to deal with them. Therefore, he summarized the experiences of the research participants as within their first year on the job, the women:

1. Need to learn recognizing and accepting politics as a reality,
2. Get on the job with a formal entry plan, then developed a district one,
3. Participate in learning and making connections with all stakeholders,
4. Studied past practices,
5. Practicing in creative problem solving instead of confrontation,
6. Protect their personal/family time,
7. Provide information to the school board (abstract).

Pavan has found that new superintendents are fighting to understand the sociopolitical system of the regions they serve. They also try to become more visible by working with stakeholders, and seek to achieve balance between work, family and time. Many studies describe how the family is considered as a challenge for women in the superintendence. For example, (2005) Grogan and Brunner showed in their study that 13% of the divorced women superintendents believed that divorce was necessary in order to achieve the demands of their duties. Yet, there are many married superintendents who have children who believed that their success goes back to the support of their husbands. In a way, a family can either become a source of motivation to serve and succeed, or, through indifference to a woman's career, family may push females to make hard decisions. (2009) In similarly, Derrington and Sharratt considered that the family is a challenge for women superintendents because sometimes their gender defined their role in the family and their roles as superintendents, if not always, they conflict with each other, and gender bias and

discrimination there is an example of scholarship that addresses the issue of persistent gender discrimination against women in administrative positions. For instance, (1998) Brunner interviewed 12 women superintendents and with 24 people who let her knew them to explore the strategies that the superintendents used for success. She set seven strategies that have been employed in jobs carried out by successful women, and all of them were gender specific. Women's career and collegiality are significant among the factors influencing women's career are workplace and collegial supports, which have been identified as important factors in job satisfaction (Harris et al., 2007).

They included the balancing between two groups of role expectations which are: (gender-related and role-related), keeping agendas simple, remaining women in communication while striving to be heard in masculine culture, ignore the perception of acting like a man, get rid of all the obstacles that prevent women to success, having a strategic plan, a courageous attitude, and sharing power and credit. She concluded that people should understand that gender biases just would not vanish even when women reach high positions.

In a related study, Skrla (1998) conducted an interview with three female superintendents who had left their jobs voluntarily in order to study the intersection of gender and politics and to know the ways in which gender became a conflict between board members and superintendents. She found that gender structure conflicts are at the individual, community, and social levels.

First, at the individual level, board members' behaviors toward these superintendents were gender biased and used a language they do not use with male superintendents. Then, at the community level, the board was unsupportive in the public arena and showed that they would not support their female superintendents in public spaces. At last, at the societal level, conflicts happened due to the assumptions related to gender in society. In another qualitative study, explored what it is like to be a female superintendent.

Grogan (2000) collected a poem from the interview data of a participant. Who suffer many aspects of her job, including discrimination? (2000) Brunner also conducted a qualitative experiment in order to study the same subject related to the interviews that he made with 12 women superintendents to find out if there were any problems in the inequality in their experiences. This study proved the persistence of gender bias in the workplace. (2000) Björk showed similar studies that were done on

women in school administration and concluded, that over the past decades, research on women and gender in educational administration has clarified how cultural and professional Principles have produced masculine legends about the existence of the one best way to lead and perpetuate expectations and gender bias in the superintendence. Their study focused on the lack of representation of Black women in superintendency, the strengths that black women superintendents brought to urban school districts, factors that contributed to the success of Black female superintendents, and the challenges they faced. They referred to entry-level and survival-level barriers to their participants, including discriminatory hiring and promotion practices, issues related to mentoring and support, lack of commitment to Diversity in colleges, schools, and university departments of education. (2004) a qualitative study with Hispanic

Superintendents have been conducted by Quilantan and Menchaca Ochoa in order to examine the types of challenges that they face and found that traditional sex-role expectation was one of them. By using qualitative data, the researchers found that participants faced challenges at the professional, personal and organizational levels because of their Hispanic identity. (1996) Gil and Vasquez made a similar claim and said that in general, women face several challenges in their careers; Hispanic women face the added challenge of overcoming common stereotypical sex-role expectations. Ruled by a value system that has been existed many years ago, young Hispanic women are expected to remain passive. Tradition and culture dictate certain behaviors that Hispanic women must obey in their personal and professional lives.

Furthermore, they argued that behavior expectations in society have affected badly to female choice and retention in superintendency. (2000) Tallerico's study proved the above argument. She found evidence of 'prejudicial gender stereotyping' in his research. A board member representative is quoted in his work saying, "Sure, gender biases still exist on boards. Even when the female candidate becomes a finalist, then the question becomes, 'Do we have to pay her as much as the male contender?"

(1997) Riehl and Byrd also point out that "cultural norms about sex stereotyped domestic and professional roles are often the basis of selection biases such as these" (as cited in Tallerico, 2000, p.33). (2000) Skrla, et al provided three categories of sex-role stereotypes. They found another aspect of sexism in the superintendency experiences of our participants, which came in the form of stereotypical expectations

from board, school, and community members for our study participants' behaviors, roles, and job performance.

Our interviewees classified these sex-role stereotypes into three categories: perceptions of malleable personalities, assumptions about appropriate activities, and expectations of feminine behavior. These results showed that women face problems because of two important stakeholders: board members and community members, in their jobs.

The number of women in top business leadership roles still lags behind that of men, but there is no question have made great strides in the workforce. While there's no single recipe for success, women who do well tend to share some of the same traits. Here, some characteristics successful female leaders have in common. Successful women do not dream about being the best in their section or department. Their eyes are set on the best in the state or country, at least. Most want to change the world. And they know how to deal with disappointment in a way that keeps them from getting down and staying down. They know the future will be bright for them.

The women in high position these women do not stay static. They are continually improving themselves, and use mentors and coaches to accelerate their improvement. In addition, they do what they believe in and believe in themselves. Women excel at networking and using social media to support their connections, both personal and business. Take a lesson from their willingness to share and communicate freely. Successful women leaders do not just embrace challenges – they face them head-on. Moreover, they are excellent listeners, they seek out feedback, and they are genuinely interested in what others have to say about the issues they are faced with. Highly respected women listen to multiple points of views before they decide on the best possible decision. Delegation is a key skill in leadership and, handled well, women should have ability to delegate. The women who ask high positions should have tenacity and determination to do work. It is very important for women to be flexible. For women, engagement with the flexibility agenda and their utilization of options offered by employers is influenced by their personal circumstances, attitudes and the stage of their careers. There is a connection between women looking good and feeling capable. When women look best, they feel confident. In addition, research shows there is also a big link between the appearance and whether they are perceived as competent or not. Among the challenges often mentioned for the woman administrator

(particularly a novice), it might include: Understanding the unwritten 'rules' of the academic/campus culture, developing her communication skills, learning to use power and advocate for resources, High quality and quantity of administrative experience, Being an Effective manager, planning and organizational skills, Support of influential reference, Compatibility with the higher management, High quality and quantity of teaching experience, being a woman and Human interaction skills.

Montz and Wanat (2008)'s scholarship identified characteristics, skills, and barriers to women seeking superintendency. They used a survey as their main data tool and performed twotier analyses. Their analyses confirmed the types of challenges, including discrimination that female superintendents face in their journey toward superintendency. They suggested professional development and support to overcome barriers to superintendency. Their suggestion is alluring; however, as previous studies showed that qualified women were declined by board members, it remains unclear if simply focusing on the training of women will change the situation. board members in three districts. They used the data from another study that they collected from 1986 to 1989 from 27 women superintendents in six states. They found that both parties (superintendents and board members) agreed that gender played a crucial role in the selection and hiring process.

In a similar manner, Shakeshaft (1989) claimed that societal representatives (board members) lean toward those candidates who are like them, i.e. white male Americans. In a related study, Helgensen (1990) found that women's leadership styles were not compatible with men, and hence were not considered as favorite candidates for the job. Tallerico (2000)'s study illustrates "elements in the hiring process SiBjörk and Keedy (2001) also recognized the different career paths to superintendency taken by men and Women. Consistent with previous studies, they found that the majority of men moved to superintendency from high school Principalship, which equipped them with valuable skills such as finance and administration, while women's choice of remaining within the arena of curriculum and instruction deprived them from acquiring the skills that are necessary for superintendency. However, Grogan and Brunner (2005) also argued that women's time in classrooms provide them with valuable experience to serve as instructional leaders, in that they are more prepared to work with teachers on matters related to curriculum and pedagogy.

Garn and Brown (2008) conducted an exploratory study with 15 women superintendents to gain insight into how gender influenced their access to superintendence. The researchers employed a transcendental phenomenological approach to collect information about personal experiences of the superintendents. Their sample included 27% of minority superintendents.

They found women's instructional, rather than administrative, experience to be a disadvantage in the selection process. Additionally, Garn and Brown (2008) found that women were not completely self-motivated in their ambitions to become educational administrators; rather, someone else in their field encouraged them to apply for the position.

In another qualitative study that explored what it is like to be a female superintendent, Grogan (2000) composed a poem from the interview data of a participant who lamented many aspects of her job, including discrimination. Brunner (2000) also carried out a qualitative study examining the same subject matter in which he conducted interviews with 12 women superintendents to find out if there were issues of inequality in their experiences. Brunner's study confirmed the pervasive and persistent existence of gender bias in the workplace. Björk (2000) reviewed similar studies that were done on women in School administration and concluded: Over the past several decades, research on women and gender in educational Administration has illuminated how cultural and professional norms have created masculine myths of the existence of the one best way of leading and have perpetuated expectations and gender bias in the superintendence.

Tillman and Cochran (2000) claimed that mentorship and networking are significant contributors to women's professional development. However, a significant number of researchers, such as Kowalski, Theodore, and Stouder (1999), have claimed that due to the small amount of women in superintendency, female superintendents have difficulty finding mentors and connecting to professional networks. Cristina, et al., (2004) argued that mentorship and socialization support professional development of the Hispanic women in superintendency and acknowledged the importance of same sex mentors.

Brunner (1998) synthesized the findings of many of the relevant studies when he presented the following strategies that successful female superintendents employed in their jobs. These included:

1. Female superintendents need to learn to balance two sets of expectations. The first set is role-related; the second, gender-related. There are numerous approaches to balancing these two: Female superintendents need to keep their agendas simple in order to focus on their primary purpose: the care of children, including strict attention to their academic achievement.

2. Female superintendents need to develop the ability to remain “feminine” in the ways they communicate and, at the same time, be heard in a masculinized culture.

3. Female superintendents need to disregard the old myth that they must “act like a man” while in a male role. It doesn’t work.

4. Female superintendents need to remove or let go of anything that blocks their success. Female superintendents need to remain fearless, courageous, risk-takers, “can do” people. At the same time, they need to have a plan for retreat when faced with the impossible. Female superintendents need to share power and credit. (p. 179) Anderson (2000) explored the strategies used by female superintendents to overcome professional challenges. A total of 216 female public school Superintendents from across the nation participated in that study. She found family support, developing a strong self-concept, and learning the characteristics of the school district to be the most effective strategies. The least effective strategy was identified as invoking affirmative action and Title IX. Similarly, Alston (2005) focused on Black female superintendents’ persistence in their positions in relation to the concepts of tempered radicalism and servant leadership. Reed and Patteson (2007) conducted a related study and examined how female superintendents apply strategies to confront adversity and become more resilient in the process. They interviewed fifteen female superintendents in New York State. Their findings regarding resilient leadership are reflected in five action themes that emerged from the data: (a) remain value-driven, not event-driven; (b) comprehensively assess past and current reality; (c) stay positive about future possibilities; (d) maintain a base of caring and support; and (e) act on the courage of your convictions.

Cristina, et al., (2004) found that enhanced academic qualification (Ph.D degree) and professional administrative experience are strengths that successful superintendents used to confidently serve their districts. They also associated the personal traits of strong self-identity and coping skills with women’s success. Garn and Brown (2008) described that women volunteered in various school and district-

wide activities to gain leadership experience, accepting additional responsibilities as coaches and assistant and associate superintendents in order to hone their skills through experience.

Successful women had the competence (i.e. the necessary skills of effectively carrying out their responsibilities as superintendents, including a tolerance for risk taking, good organizational skills, high energy, and knowledge about all aspects of district administration); (b) were industrious, resourceful individuals who worked diligently toward their goals; (c) possessed high self-esteem and were confident in their abilities to lead their school districts effectively; (d) had the strength to persevere amid the demands and pressures of superintendence; (e) had the propensity for establishing and maintaining positive interpersonal relationships within humanistic and motivational context of school system; and (f) exhibited productively in exercising their authority and in effectively enhancing their power base.

Cristine, et al., (2004) found that successful superintendents took challenges as opportunities for their professional growth while struggling in a predominantly male environment. These women always remained focused on their long-term plans and developed their communication and social skills throughout their careers. In the next part will explain the actions that they employed in tackling those barriers.

3.3 The Actions That They Employed In Tackling Those Barriers

The findings in this phase showed that research participants utilized learning from professional training, personal experiences, collaboration with colleagues, acknowledging subordinates, understanding politics and culture, trusting their skills, and showing flexibility in their goal formations, in order to increase their effectiveness and overcome challenges. All of these findings are in line with existing literature. For example, Cristina, et al. (2004) suggested that improving qualifications and professional administrative experience were effective actions in managing districts. They further argued that increasing self-reliance in managers was also helpful in leading the district. In the Reinforcement phase, it can be seen that managers have significantly improved confidence due to their ongoing professional development workshops.

They learned the value of taking stakeholders into confidence before implementing any reform. Similarly, Sampson and Davenport (2010) noted that

superintendents believed that mentoring was an effective strategy in their efforts to deal with challenges. This study is in line with their arguments because research participants accredited their success to seniors, officers, and mentors. Though managers have not been Assigned or chosen any formal Mentors, they do consult their trustworthy colleagues. They trust in their mentors' help and acknowledge their support in carrying out their duties effectively Likewise, Tillman and Cochran (2000) examined the competencies of superintendents and argued that female leaders' confidence in their own competencies was a strength. This study had similar findings.

Results showed that managers were more confident in their competencies, which made them stronger in their abilities to arrive at and implement the administrative decisions that would lead to the accomplishment of their goals. The following section discusses the final phase of the study.

Cristine, et al., (2004) found that successful superintendents took challenges as opportunities for their professional growth while struggling in a predominantly male environment. These women always

Remained focused on their long-term plans and developed their communication and social skills throughout their careers. Alston (2005) analyzed the leadership styles of Black superintendents and found that their leadership style was their strength. She believed that Black superintendents' leadership style, largely, fell into Servant Leadership. According to Greenleaf, servant leaders are, "one[s] [who] wants to serve, and serve first. Then conscious choice brings one to aspire to lead" (as cited in Alston, 2005, p.681). She further argued that Black and successful superintendents are spiritual, which encourages them to struggle for excellence. According to Dantley spirituality is, "that internal mechanism that guides human beings to make meaning of their lives, to establish purpose for themselves, to enter into connections or relationships with others, and serves as the facility for people to create through inspired imagination" (as cited in Alston, 2005, p.682). These findings show that these successful female superintendents took a collaborative approach to achieve professional success. In the next chapter will go to the reaserch part by details.

CHAPTER FOUR

RESEARCH METHODOLOGY

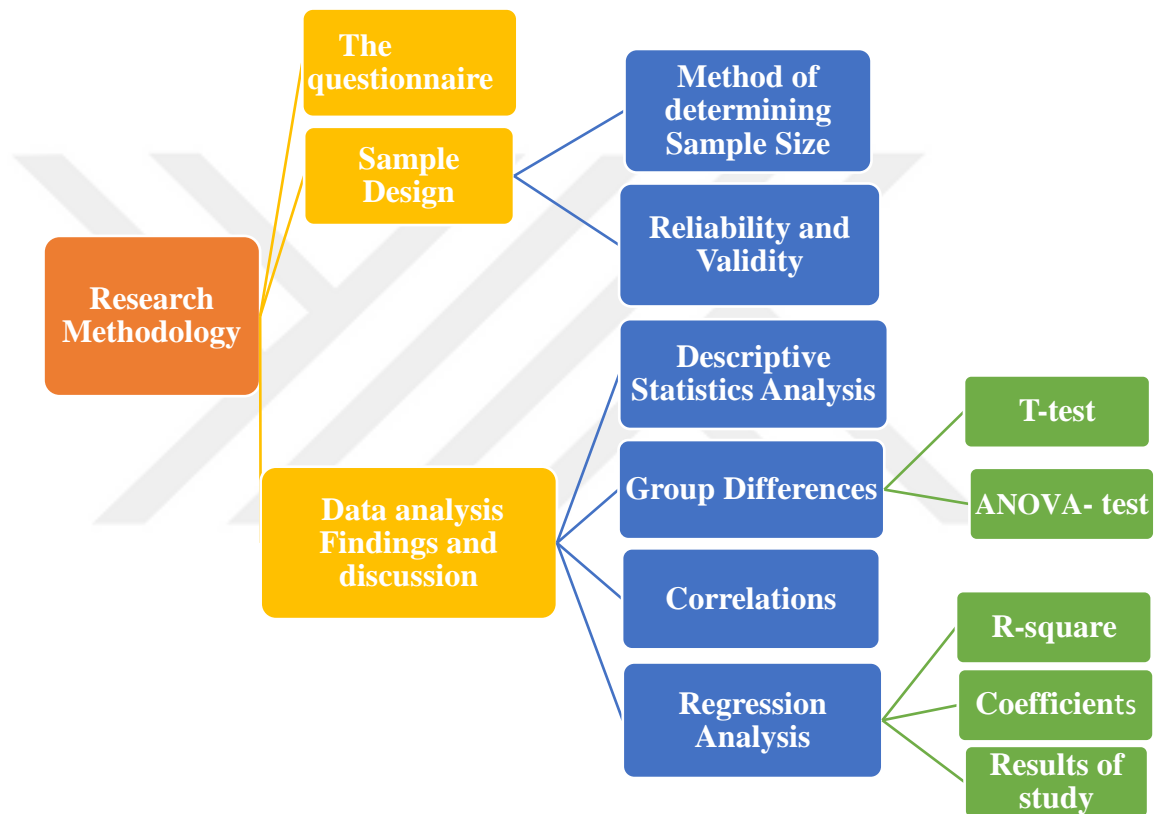


Figure 4.1: Practical side plan.

4.1 The Questionnaire (Survey)

The primary intentions of this study were to provide insight into the challenges research Participants faced in obtaining and maintaining managerial positions and to identify the strategies used to deal with those challenges. It also sought to understand the thinking process of participants concerning the questionnaire in order to validate the survey tool for use in Libya.

In order to answer our research questions of the dissertation, it was formulated five hypotheses concerning the factors that effect on the status of women in leadership. Whether positive factors are that, help woman or negative factors that prevent women. With the aim to test the hypotheses, it was decide to do a survey using a questionnaire, because it can provide to us an efficient way of collecting responses from the sample before the quantitative analysis, also to get more insight into the topic by gathering different views from female leaders, answers were shorter but even more pertinent. Another reason for conducting a questionnaire is that we strive to provide our readers with reliable results by using the statistical analysis software SPSS.

The pilot research relied on the questionnaires as the main method to gather the data from the participants, an instrument to support the questionnaires. The questionnaire is considered as a common technique, widely used in research (Tejeda et al, 2001). A study of the literature revealed that there are two questionnaires, which are Multifactor Questionnaire (MLQ), (Bass, Avolio, 1990), (Bass et al, 1995), and `Transformational Leadership Questionnaire (TLQ) (Metcalf, 2000), (Hanan Muammer Alabani, 2010).

The reliability and validity of the Multifactor Leadership Questionnaire, published by Bass and Avolio (1994) has also been tested on numerous occasions (Avolio, Bass, & Jung, 1999, Judge, Piccolo, & Ilies, 2004, Rowold & Herrera, 2003, Rowold, 2004). The most popular is the Form 5X (MLQ-5X; Avolio & Bass, 2002) The reliability ratings of all items on the scale ranged from $r = .74$ to $r = .94$, while the validity ratings for these items ranged from $r = .79$ for transformational leadership styles, $r = .56$ for transactional leadership styles, and $r = .91$ to $r = .84$ for passive leadership style (laissez-faire leadership), (Salter, 2014, 59).

In addition, presented a questionnaire to a group of specialists in the field of statistics and management Dr. Mahmud Tawel, Dr. Ali Omer R. MOHAMED who are Arbitrators to adjust and review it, if there were technical errors in the questionnaire or no also, to make sure that the questions in the questionnaire were linked to our five hypotheses.

Before the distributed, it in the sample and that our participants can fully Understand the questions. (The Multifactor Leadership Questionnaire Leader Form, (5x-Short).

A researcher used multifactor questionnaire (MLQ) which was created by the

Bass and his colleagues (Bass, 1985), and which aimed to examine and measure both transformational and transactional leadership styles. Multifactor questionnaire has been revised many times in order to be appropriate to the needs of its users (Hartoge et al, 1997), (Sumaira Taj, 2016). In addition, the researcher used the Participant Questionnaire, which was created by Judy G. Stouder (Sumaira Taj, 2016).see appendix (1), (2).

4.2 Sample Design

The sample consists of the female educational officers in Libya. However, the population of this study is composed of Libyan female educational managers because homogeneity in policies and organizational cultures allows for generalizability to all female managers. The following section delineates the sample in this phase.

This quantitative case study required a thick description of data, and the survey was the major tool of data collection. The questionnaire was distributed to 550 copies and returned 387 samples.

4.2.1 Method Of Determining Sample Size

The number of questionnaires distributed was 550 and the number of responses was 387, this means that we have received about 70% of the total distributed questionnaires.

Cochran's, (1977) sample size formula for both continuous and categorical data is used.

This formula is based on error estimation and variance estimation and uses the following equation for determining sample size:

$$n = \frac{(t)^2 \times (s)^2}{(d)^2}$$

Where:

n: is sample size

t: is the value for selected alpha level, in 0.05 two-tailed is (1.96).

s: is the estimate of standard deviation; calculated by dividing the number of points

on a scale, in my scale, mainly 3, by the number of standard deviations (Bartlett et al 2001), in my case 2, one on each side.

d: is the number of points on primary scale multiplied by the acceptable margin of error.

$$\text{So } n = \frac{(1.96)^2 \times (3/2)^2}{(3 \times 0.05)^2}$$
$$= 385$$

Expected rate of returned questionnaires is between 70-80%.

References: Cochran, W.G, (1977). Sampling itechniques, (3rd. ed.). New York, iJohn Wiley- Sons.

https://scholar.google.com/scholar?q=Cochran%2C+W.+G.+%281977%29.+Sampling+techniques%2C+%283rd.+ed.%29.+New+York%2C+John+Wiley+%26+Sons.&btnG=&hl=ar&as_sdt=0%2C5

Bartletti II, J. E-Kotrlik, J. W, and iHiggins C. C, (2001). Organizationali Research, Determining Appropriatei Sample Size in the Surveyi Research, Information Technology, learningi and Performance Journal, iVol-19 N1.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.486.8295&rep=rep1&type=pdf>

4.2.2 Reliability and Validity

Reliability and validity of scales:

Values for Weak, Moderate, and Strong Correlation Coefficients:

Coefficient of correlation	Strength of the relationship
1) $\pm .70 - 1.00$	Strong
2) $\pm .30 - .69$	Moderate
3) $\pm .00 - .29$	None (.00) to weak

Three reliability and validity tests are carried out; one for each scale, Barriers “Degree of Difficulty”, Personal Characteristics and Leadership Style Table, (4-1) shows that scale Cronbach's. Alpha for each scale are; 0.953, 0.892 and 0.756 respectively. These results indicate good scales that can be used in measurements of the indicated variables.

Table 4.1: Reliability statistics.

Scale	Reliability Statistics	
	Cronbach's Alpha	(N) of Items
Barriers "Degree of Difficulty"	0.953	08
Personal Characteristics	0.892	21
Leadership Style	0.756	09

4.3 Data Analysis Findings and Discussion

Statistical Analyses of Data

Statistical analyses performed are descriptive statistics analysis, and group differences based on demographic factors, correlations, and regression analysis. The SPSS software was used for these analyses. Descriptive statistics for demographic variables are produced to see how the sample is divided groups and how many subjects fall into each group. In addition, a bar chart is drawn for each demographic variable. Cases are also, summarized for identifying barriers that existed in the field of education. This is done to see which barriers might be excluded from the analysis. The decision will be based on the parentage each barrier achieves, so if a barrier gets less than 50% availability then that barrier becomes a matter of suspect and is eliminated from analysis.

Group differences Analysis, based on demographic factors, is used to test the variability between women groups towards Personal Barriers (Degree of Difficulty), Personal Characteristics and influential Actions on the basis of age, education level, tenor, supervisory status, marital status and number of children (demographic factors).

The analysis is carried out using Independent Samples Test (t-test) when the demographic factor is split into two groups In addition; ANOVA analysis is used when the demographic factor is split into three groups. For differences to be statistically significant between two groups, Sig. (2-tailed) t test must be less than 0.05. For differences to be statistically significant between three or more groups, Sig. F test must be less than 0.05.

Correlations between factors are measured using Pearson Correlation. These correlations are; correlations between Personal Barriers and Influential Actions in reaching superintendence, correlations between the importance of Personal

Characteristics and Influential Actions in reaching superintendence, correlations between Leadership Styles and Influential Actions in reaching superintendence and correlations between Leadership Styles and Personal Barriers (degree of difficulty). A significant correlation is a correlation that has a Sig. (2-tailed) a value less than (0.05.) The strength of the correlation is marked with stars where; (**.) The Correlation is Significant at the 0.01 level, (2-tailed) and (*.) The Correlation is significant at the 0.05 level (2-tailed).

The Regression analysis is used to test learner relationships of personal characteristics as predictors of influential actions in reaching superintendence, leadership styles as predictors of influential actions in reaching superintendence and leadership styles as predictors of the degree of difficulty of personal barriers that women face in reaching superintendence. The choice of these regressions is based on tests of correlations and relevance to a workplace. The strength of the correlation model is measured by R-square, the percentage of the response variable variation that is explained by a linear model around its mean. Coefficients of the predictors in each model show how much a change in predictors brings about the change in the outcome. The effect is measured in values that range from 0.1 to 0.9.

4.3.1 The Descriptive Statistics Analysis

The descriptive statistics are used to describe the basic features of data in a study; they provide simple summaries about the sample and measures. Together with the simple graphics analysis, it form the basis of virtually every quantitative analysis of the data. Under the descriptive statistical analysis, Descriptions for demographic variables are produced. In addition, a bar chart is drawn for each demographic variable.

Table (4-2) shows frequencies for age groups, 52.2% of subjects fall into the age group 25 to 35 years old, 47.8% are between 36 and 45 years old. This indicates a younger generation in working women is the trend in population. Figure (4-2) represents these values in a bar chart.

Table 4.2: Frequencies for age groups.

		Frequency	Percent	Valid Percent	Cumulative, Percent
Valid	25 to 35	202	52.2	52.2	52.2
	36 to 45	185	47.8	47.8	100.0
	46 and above	0	0	0.0	0.0
Total		387	100.0	100.0	

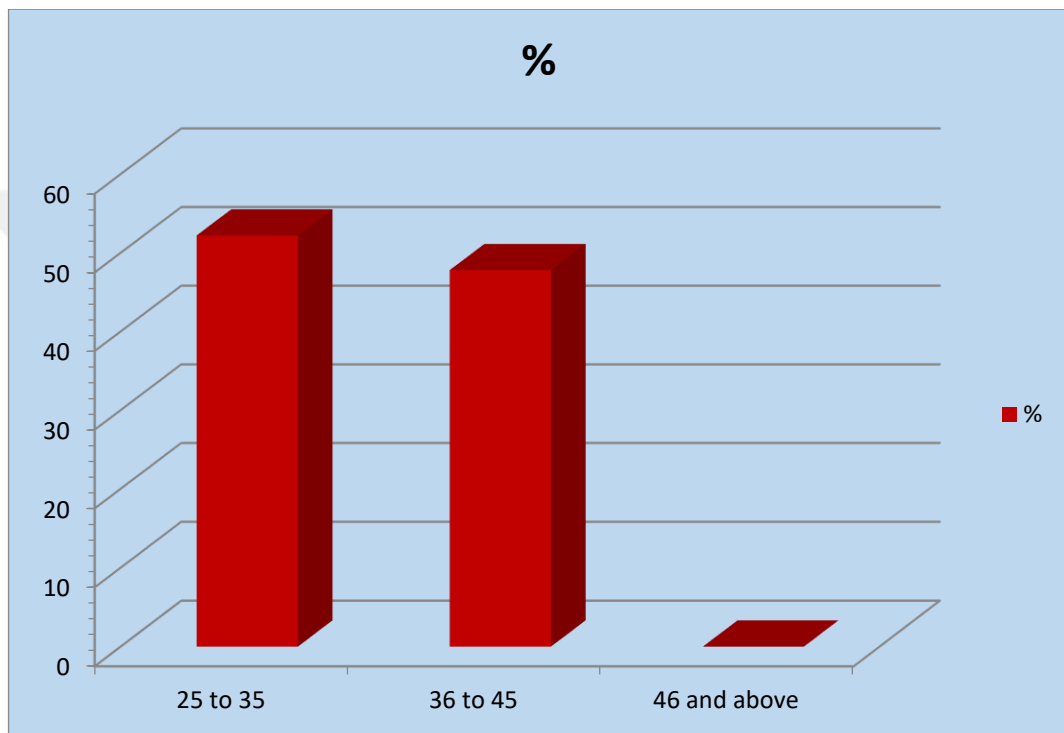


Figure 4.2: Sample age groups.

Table (4-3) shows the frequencies for Level of Education groups, 47% of subjects had higher education and 40.6% are at Master and above level. This is an indication of a high level of qualifications achieved by these women, this means that the sample of women is a little included in the third group, namely Diploma level and below by 12.4%, there is evidence of educated Libyan women with high qualifications. Figure (4-3) represents these values in a bar chart.

Table 4.3: shows frequencies for the level of education.

		Frequency	Valid Percent	Cumulative, Percent
Valid	Diploma level and below	48	12.4	12.4
	High education	182	47.0	59.4
	Master and above	157	40.6	100.0
	Total	387	100.0	

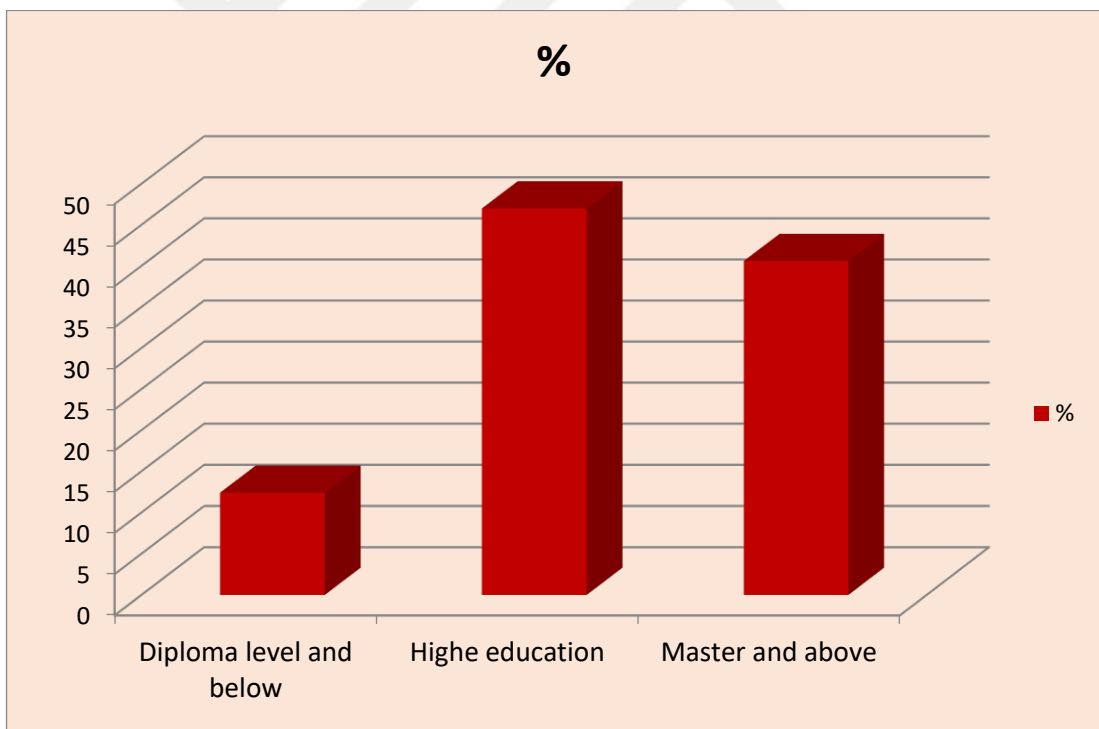


Figure 4.3: Sample level of education groups.

Table (4-4) shows the frequencies for Years of Experience groups, 54.8% of subjects fall into the Years of Experience group less than 5 years of Experience, 30.2% had work experience between 5 and 15 years and only 15% had Years of Experience above 15 years. This indicates that a high majority of working women are still in their early years of Experience; this does not mean that they have few experiences and from opinion's researcher that the availability of high educational skills and qualifications qualifies them to be leaders. Figure (4-4) represents Years of Experience groups in the bar chart.

Table 4.4: Frequencies for years of experience.

		Frequency	Percent	Valid, Percent	Cumulativ, Percent
Valid	Less than 5 years.	212	54.8	54.8	54.8
	5 to 15 years	117	30.2	30.2	85.0
	Above 15 Years	58	15.0	15.0	100.0
	Total	387	100.0	100.0	

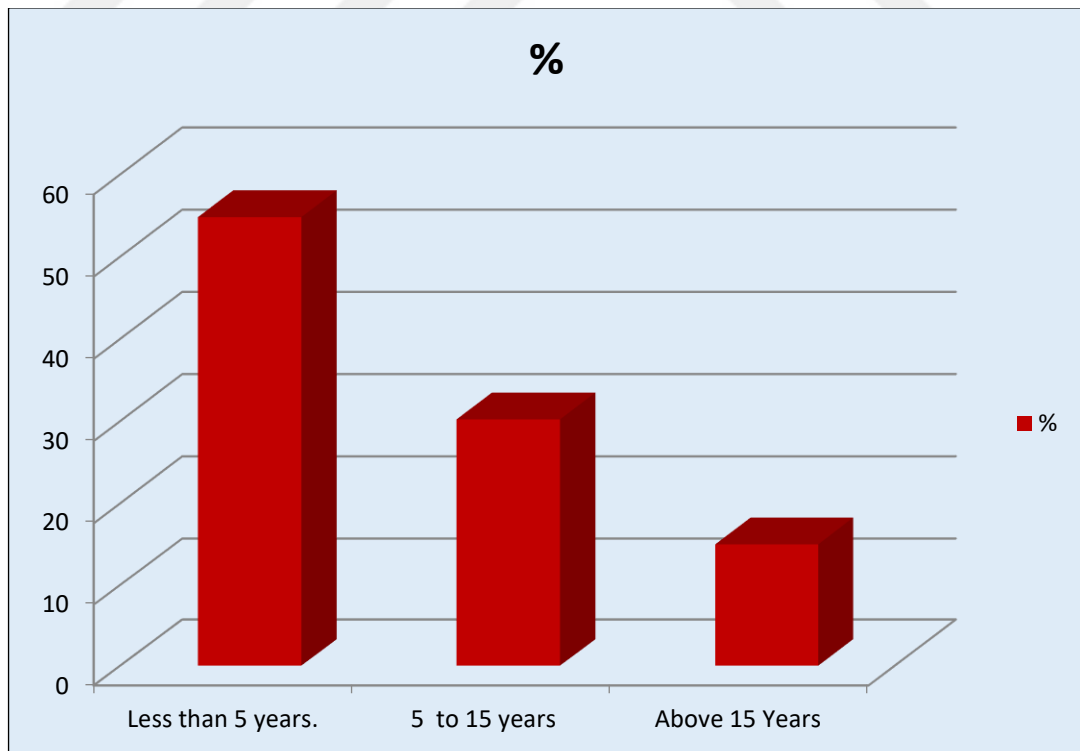


Figure 4.4: Sample years of experience groups.

Table (4-5) shows the frequencies for Supervisory Status; only 14% of women have worked as a Supervisor. 86% of women did not work as a supervisor. This indicates a low share for working women in the management jobs, That is, the percentage of women who worked as supervisors is very weak. This means that there are real barriers that prevent women from holding leadership positions. Figure (4-5) represents the number of women in both categories in the bar chart.

Table 4.5: Frequencies for supervisory status.

		Frequency	Percent	Valid Percent	Cumulative, Percent
Valid	Has no supervisory work	333	86.0	86.0	86.0
	A Supervisor	54	14.0	14.0	100.0
	Total	387	100.0	100.0	

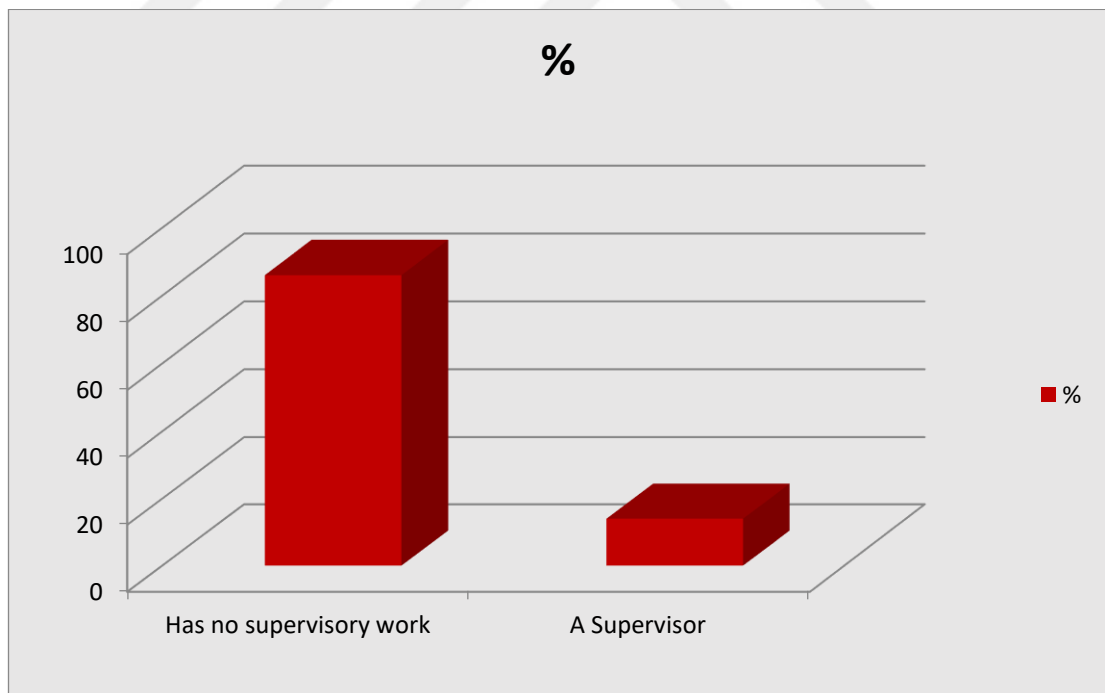


Figure 4.5: Supervisory status.

Table (4-6) shows the frequencies for marital status groups it found 7.2% of women are single and 92.8% of women are married, an indicator of high stability in social life among sample subjects. Figure (4-6) represents the number of women in each category in the bar chart.

Table 4.6: Frequencies for the marital status.

		Frequency	Percent	Valid Percent	Cumulative, Percent
Valid	Single	28	7.2	7.2	7.2
	Married	359	92.8	92.8	100.0
	Widow/Divorced	0	0	0.0	0.0
	Total	387	100.0	100.0	

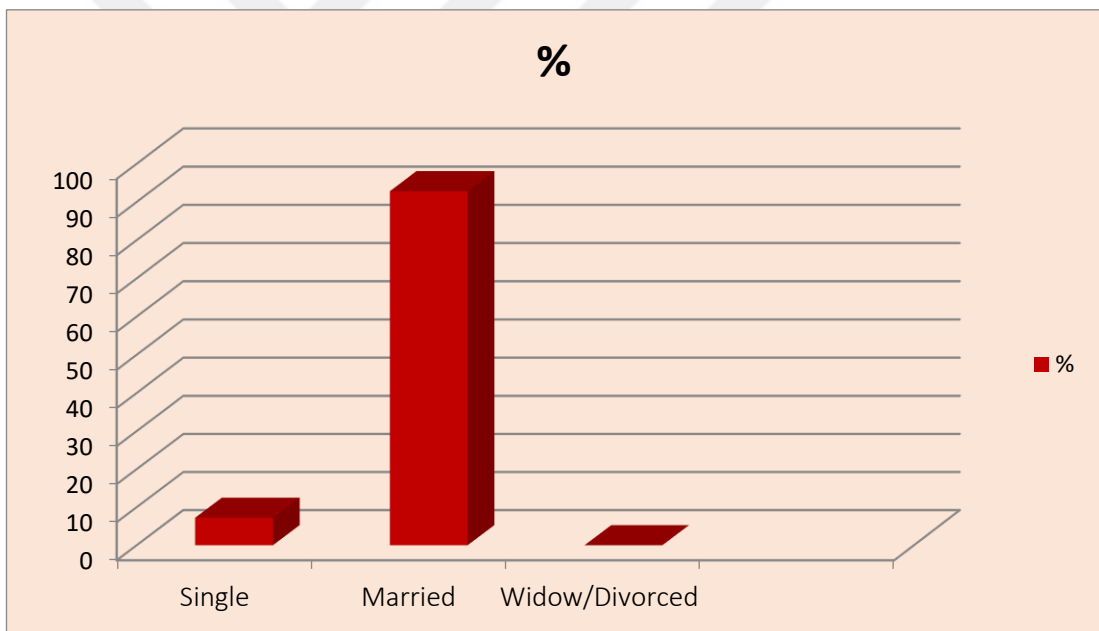


Figure 4.6: Sample marital status groups.

Table (4-7) shows the frequencies for a number of children groups it found 8.0% of women have no children, 5.7% only one child and 86.3% of women have two or more children an indicator of high family demands among sample subjects; the large number of children is possible to prevent women from leading positions due to the large number of responsibilities. Figure (4-7) represents the number of women in each category in the bar chart.

Table 4.7: frequencies for the number of children.

		Frequency	Percent	Valid Percent	Cumulative, Percent
Valid	No Children	31	8.0	8.0	8.0
	Only One Child	22	5.7	5.7	13.7
	Two or more Children	334	86.3	86.3	100.0
	Total	387	100.0	100.0	

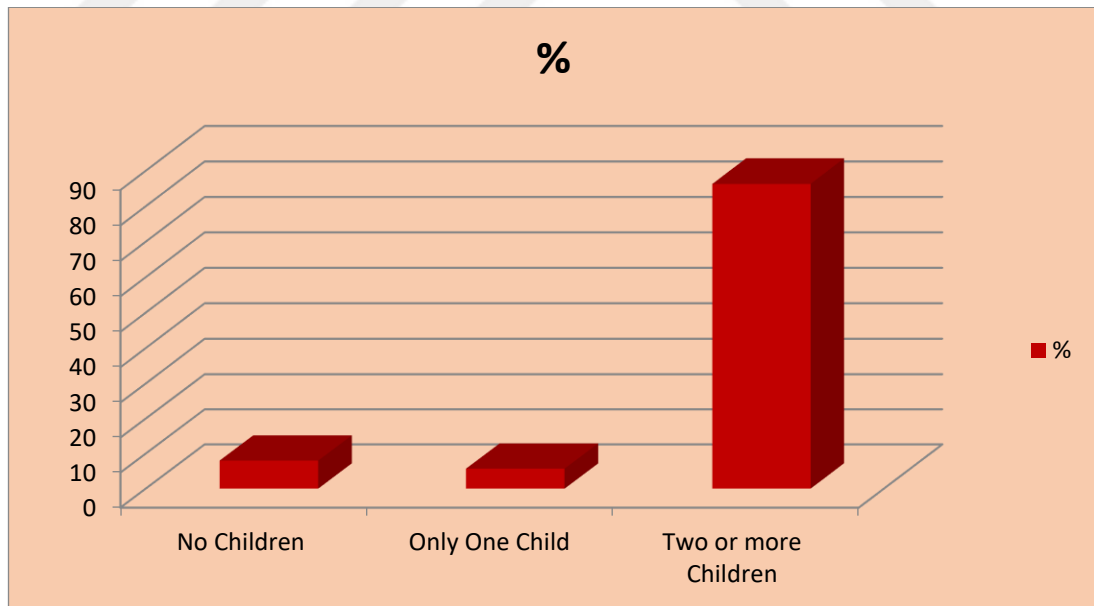


Figure 4.7: Sample Number of children for each group.

A) Identification of barrier existence

Cases were summarized for identifying barriers that existed in the field of education. Most barriers achieved 85% of the answer that they are barriers in reaching superintendence; therefore, no barrier was excluded from the analysis. Table (4-8) shows the distribution of answers for identification of barrier existence.

Table 4.8: Distribution of answers for identification of barrier existence.

Barriers	Lack of family support	Lack of employment opportunity	Gender discrimination	Lack of peer/collegial support	Familial responsibilities	Lack of self-confidence	Racial/ ethnic discrimination	Personal lack of tenacity
Cases	387	387	387	387	387	387	387	387
Yes, a barrier	330	330	330	330	386	387	330	330
No, Not a barrier	57	57	57	57	1	0	57	57
Yes %	85%	85%	85%	85%	1%	100%	85%	85%
No %	85%	85%	85%	85%	99%	0%	85%	85%

4.3.2 Group Differences Based On Demographic Factors

Group differences are based on demographic factors Analysis is used to test the variability between women groups towards Personal Barriers (degree of Difficulty), Personal Characteristics and influential Actions on the bases of age, level of education, year of experience, supervisory status, marital status and number of children (demographic factors). Analysis is carried out using Independent Samples Test (t test) when the demographic factor is split into two groups and Anova analysis is used when the demographic factor is split into three groups. Results of group differences tests' tables are shown below under each demographic factor. For Descriptive, see Appendix (3).

A) Age As a Variability Factor

Table (4-9) shows the results of Independent Samples Test (t- test). According to the significance of t test performed ($\alpha=0.05$), there is no variability between women's groups based on age and Personal Barriers (degree of Difficulty) and Personal Characteristics. Actions 7, 8 and 9 show significant t test ($\alpha=0.05$) which indicate that women vary on these actions according to their age group. Actions 7, 8 and 9 are; obtained support from family/ friends, developed/utilized a network and gained leadership experience outside education respectively. These results give partial support to a hypothesis number (1a).

Some explanations regarding table number (4-9).

Independent Samples Test displays the results most relevant to the Independent Samples t test. There are two parts that provide different pieces of information:

1. Levene's Test for Equality of Variances and.
2. T-test for Equality of Means.

A Levene's Test for Equality of of Variances: This section has the test results for Levene's test. From left to right:

- a) F. is the test statistic of Levene's test
- b) Sig. is the p-value corresponding to this test statistic

When the p-value of Levene's test is < 0.05 , we reject the null of Levene's test and conclude that the variance is significantly different. This tells us that we should look at the "Equal variances not assumed" row for the t-test (and corresponding confidence interval) results. (If this test result had not been significant -- that is, if we had observed $p > \alpha$ -- then we would have used the "Equal variances assumed" output.)

T-test for Equality of Means provides the results for the actual Independent Samples t Test. From left to right:

- 1) t. is the computed test statistic
- 2) df. is the degrees of freedom
- 3) Sig. (2-tailed) is the p-value corresponding to the given test statistic and degrees of freedom
- 4) Mean Difference is the difference between the sample means; it also corresponds to the numerator of the test statistic
- 5) Std. Error Difference is the standard error; it also corresponds to the denominator of the test statistic

6) C. Confidence Interval of the Difference:

This part of the t-test output complements the significance test results. Typically, if the CI for the mean difference contains 0, the results are not significant at the chosen significance level.

Table 4.9: Independent samples test: age as a variability factor.

		Levene's Test, for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Barriers	E v a	.002	.963	-1.458	385	.146	-.10235	.07022	-.24042	.03572
	E v n a			-1.458	382.490	.146	-.10235	.07020	-.24038	.03568
Personal Characteristics	E v a	6.370	.012	-1.111	385	.267	-.02321	.02088	-.06427	.01785
	E v n a			-1.114	384.684	.266	-.02321	.02083	-.06416	.01774
Action1	E v a	.004	.953	.030	385	.976	.001	.034	-.066	.068
	E v n a			.030	381.786	.976	.001	.034	-.066	.068
Action2	E v a	1.964	.162	-.709	385	.479	-.036	.050	-.135	.063
	E v n a			-.709	382.769	.479	-.036	.050	-.134	.063
Action3	E v a	.013	.910	-.056	385	.955	-.002	.030	-.061	.058
	E v n a			-.056	382.513	.955	-.002	.030	-.061	.058
Action4	E v a	2.166	.142	-.733	385	.464	-.030	.040	-.109	.050
	E v n a			-.735	384.653	.463	-.030	.040	-.109	.049
Action5	E v a	5.124	.024	-1.123	385	.262	-.033	.030	-.091	.025
	E v n a			-1.131	382.853	.259	-.033	.029	-.091	.025
Action6	E v a	.351	.554	-.296	385	.767	-.015	.049	-.111	.082
	E v n a			-.296	382.560	.767	-.015	.049	-.111	.082
Action7	E v a	18.193	.000	2.102	385	.036	.092	.044	.006	.178
	E v n a			2.113	384.394	.035	.092	.044	.006	.178
Action8	E v a	18.193	.000	2.102	385	.036	.092	.044	.006	.178
	E v n a			2.113	384.394	.035	.092	.044	.006	.178
Action9	E v a	18.193	.000	2.102	385	.036	.092	.044	.006	.178
	E v n a			2.113	384.394	.035	.092	.044	.006	.178

(E v a) Equal variances assumed.

(E v n a) Equal variances not assumed.

c) Level of Education as a variability factor

Table (4-10) shows the results of one-way Anova. According to the significance of the f tests performed ($\alpha=0.05$), there is no variability between women groups based on the level of education and Personal Barriers (degree of Difficulty) and

Personal Characteristics. Action 4 shows a significant f test ($\alpha=0.05$) it found sig.**.003** which indicate that women vary on identifying and maintaining sponsors according to their level of education group. These results give partial support to hypothesis **number (1b)**.

Table 4.10: ANOVA: Level of education as a variability factor.

		(Sum of Squares)	df	(Mean Square)	F	Sig
Barriers	Between a Groups	1.158	2	.579	1.214	.298
	Within Groups	183.186	384	.477		
	Total	184.344	386			
Personal Characteristics	Between Groups	.025	2	.012	.295	.745
	Within Groups	16.241	384	.042		
	Total	16.266	386			
Action 1	Between Groups	.277	2	.139	1.231	.293
	Within Groups	43.263	384	.113		
	Total	43.540	386			
Action 2	Between Groups	.142	2	.071	.290	.749
	Within Groups	94.044	384	.245		
	Total	94.186	386			
Action 3	Between Groups	.369	2	.185	2.091	.125
	Within Groups	33.900	384	.088		
	Total	34.269	386			
Action 4	Between Groups	1.822	2	.911	5.967	.003
	Within Groups	58.643	384	.153		
	Total	60.465	386			
Action 5	Between Groups	.155	2	.078	.916	.401
	Within Groups	32.496	384	.085		
	Total	32.651	386			
Action 6	Between Groups	.030	2	.015	.064	.938
	Within Groups	89.598	384	.233		
	Total	89.628	386			
Action 7	Between Groups	.031	2	.015	.082	.922
	Within Groups	72.155	384	.188		
	Total	72.186	386			
Action 8	Between Groups	.031	2	.015	.082	.922
	Within Groups	72.155	384	.188		
	Total	72.186	386			
Action 9	Between Groups	.031	2	.015	.082	.922
	Within Groups	72.155	384	.188		
	Total	72.186	386			

d) Years of Experience as a variability factor:

Table (4-11) shows the results of one-way Anova. According to the significance of the f tests performed ($\alpha=0.05$), there is no variability between women groups based on Years of Experience and Personal Barriers (degree of Difficulty) and Personal Characteristics. Action 4 shows a significant f test ($\alpha=0.05$) which indicate that women vary on identifying and maintaining sponsors according to their Years of Experience level group, Action 4 is Identified and maintained sponsors. These results give partial support to a hypothesis **number (1C)**.

Table 4.11: ANOVA: Years of Experience as a variability factor.

		(Sum of Squares)	df	(Mean Square)	F	Sig
Barriers	Between a Groups	.031	2	.016	.033	.968
	Within Groups	184.312	384	.480		
	Total	184.344	386			
Personal Characteristics	Between Groups	.033	2	.016	.387	.679
	Within Groups	16.233	384	.042		
	Total	16.266	386			
Action1	Between Groups	.533	2	.267	2.381	.094
	Within Groups	43.007	384	.112		
	Total	43.540	386			
Action2	Between Groups	.153	2	.077	.313	.732
	Within Groups	94.033	384	.245		
	Total	94.186	386			
Action3	Between Groups	.114	2	.057	.639	.528
	Within Groups	34.155	384	.089		
	Total	34.269	386			
Action4	Between Groups	.981	2	.491	3.167	.043
	Within Groups	59.484	384	.155		
	Total	60.465	386			
Action5	Between Groups	.121	2	.060	.712	.491
	Within Groups	32.531	384	.085		
	Total	32.651	386			
Action6	Between Groups	.127	2	.063	.272	.762
	Within Groups	89.501	384	.233		
	Total	89.628	386			
Action7	Between Groups	.008	2	.004	.022	.979
	Within Groups	72.178	384	.188		
	Total	72.186	386			
Action8	Between Groups	.008	2	.004	.022	.979
	Within Groups	72.178	384	.188		
	Total	72.186	386			
Action9	Between Groups	.008	2	.004	.022	.979
	Within Groups	72.178	384	.188		
	Total	72.186	386			

B) Supervisory Status as a Variability Factor

Table (4-12) shows the results of Independent Samples Test (t- test) the independent samples T-test, (or independent t-test, for short) compares the means between two unrelated groups on the same continuous dependent variable. According to the significance of the t test performed ($\alpha=0.05$), there is no variability between women groups based on Supervisory Status and Personal Barriers (degree of Difficulty), Personal Characteristics and all influential Actions. These results give partial support to a hypothesis **number (1d)**.

Table 4.12: Independent samples test supervisory status as a variability factor.

		(Levene's Test for Equality of Variances)		T-test for Equality of Means						
		F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	(95% Confidence Interval of the Difference)	
									Lower	Upper
B	E v a	4.305	.039	-.830	385	.407	-.08415	.10142	-.28356	.11526
	E v n a			-.877	74.511	.383	-.08415	.09595	-.27532	.10702
P C	E v a	2.465	.117	-.493	385	.623	-.01485	.03014	-.07412	.04442
	E v n a			-.513	73.594	.609	-.01485	.02894	-.07253	.04283
Action1	E v a	.758	.385	-.426	385	.670	-.021	.049	-.118	.076
	E v n a			-.447	74.062	.656	-.021	.047	-.115	.073
Action2	E v a	.508	.477	.414	385	.679	.030	.073	-.113	.173
	E v n a			.409	70.658	.684	.030	.073	-.116	.176
Action3	E v a	.089	.765	-.149	385	.882	-.007	.044	-.093	.080
	E v n a			-.151	72.174	.880	-.007	.043	-.092	.079
Action4	E v a	7.926	.005	-1.285	385	.199	-.075	.058	-.189	.039
	E v n a			-1.457	79.504	.149	-.075	.051	-.176	.027
Action5	E v a	1.108	.293	-.516	385	.606	-.022	.043	-.106	.062
	E v n a			-.558	76.100	.578	-.022	.039	-.101	.057
Action6	E v a	.181	.671	-.205	385	.838	-.015	.071	-.154	.125
	E v n a			-.205	71.324	.838	-.015	.071	-.156	.126
Action7	E v a	.074	.786	.134	385	.894	.009	.064	-.116	.133
	E v n a			.134	71.434	.894	.009	.063	-.118	.135
Action8	E v a	.074	.786	.134	385	.894	.009	.064	-.116	.133
	E v n a			.134	71.434	.894	.009	.063	-.118	.135
Action9	E v a	.074	.786	.134	385	.894	.009	.064	-.116	.133
	E v n a			.134	71.434	.894	.009	.063	-.118	.135

(B) Barriers / (P C) Personal Characteristics.

(E v a) Equal variances assumed.

(E v n a) Equal variances not assumed.

C) Marital Status as a variability factor:

Table (4-13) shows results of Independent Samples Test (T-test). According to the significance of the t test performed ($\alpha=0.05$), there is no variability between women groups based on Marital Status and Personal Characteristics and all influential Actions except action. Action 5 (Consistently evaluated personal strengths) shows a significant t test ($\alpha=0.05$) which indicates that women vary on their evaluation of personal strengths on the basis of their Marital Status. Personal Barriers (degree of Difficulty) show a significant t test ($\alpha=0.05$) which indicate that women vary on the degree of difficulty they had in overcoming each barrier on the basis of their Marital Status. These results give partial support to a hypothesis number (1E).

Table 4.13: Independent samples test marital status as a variability factor.

		(Levene's Test for Equality of Variances)		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B	E v a	92.235	.000	-7.850	385	.000	-.98960	.12606	-1.23745	-.74176
	E v n a			-24.874	286.246	.000	-.98960	.03978	-1.06791	-.91130
P C	E v a	6.112	.014	-1.137	385	.256	-.04578	.04026	-.12494	.03339
	E v n a			-1.002	30.216	.324	-.04578	.04570	-.13908	.04753
Action 1	E v a	6.287	.013	-1.394	385	.164	-.092	.066	-.221	.038
	E v n a			-1.135	29.659	.266	-.092	.081	-.257	.073
Action 2	E v a	23.661	.000	1.480	385	.140	.143	.097	-.047	.334
	E v n a			1.578	32.090	.124	.143	.091	-.042	.328
Action 3	E v a	2.453	.118	-.823	385	.411	-.048	.058	-.163	.067
	E v n a			-.697	29.921	.491	-.048	.069	-.189	.093
Action 4	E v a	7.502	.006	1.204	385	.229	.093	.078	-.059	.246
	E v n a			1.479	34.216	.148	.093	.063	-.035	.222
Action 5	E v a	15.729	.000	1.762	385	.079	.100	.057	-.012	.212
	E v n a			6.317	358.000	.000	.100	.016	.069	.131
Action 6	E v a	2.187	.140	-1.140	385	.255	-.108	.095	-.294	.078
	E v n a			-1.085	30.876	.286	-.108	.099	-.310	.095
Action 7	E v a	10.315	.001	-1.338	385	.182	-.113	.085	-.280	.053
	E v n a			-1.593	33.676	.120	-.113	.071	-.258	.031
Action 8	E v a	10.315	.001	-1.338	385	.182	-.113	.085	-.280	.053
	E v n a			-1.593	33.676	.120	-.113	.071	-.258	.031
Action 9	E v a	10.315	.001	-1.338	385	.182	-.113	.085	-.280	.053
	E v n a			-1.593	33.676	.120	-.113	.071	-.258	.031

(B) Barriers / (P C) Personal Characteristics. (E v a) Equal variances assumed. (E v n a) Equal variances not assumed.

D) Number of Children as a variability factor:

Table (4-14) shows the results of one-way Anova. According to the significance of the f tests performed ($\alpha=0.05$), there is no variability between women's groups based on the number of children and Personal Characteristics. Influential Actions 2 and 5 are Action 5 (Relied of flexible goals), (Consistently evaluated personal strengths) show a significant f test ($\alpha=0.05$) which indicate that women vary in their reliance on flexible goals and their evaluation of personal strengths on the bases of their number of children. Personal Barriers (degree of Difficulty), also, show a significant f test ($\alpha=0.05$) which indicate that women vary on the degree of difficulty they had in overcoming each barrier on the bases of their number of children. These results give partial support to a hypothesis number (1F).

Table 4.14: ANOVA: Number of children as a variability factor.

		(Sum of Squares)	Df	Mean Square	F	Sig.
Barriers	Between a Groups	20.328	2	10.164	23.797	.000
	Within Groups	164.015	384	.427		
	Total	184.344	386			
Personal Characteristics	Between Groups	.145	2	.072	1.723	.180
	Within Groups	16.121	384	.042		
	Total	16.266	386			
Action1	Between Groups	.219	2	.110	.971	.380
	Within Groups	43.321	384	.113		
	Total	43.540	386			
Action2	Between Groups	1.857	2	.928	3.862	.022
	Within Groups	92.329	384	.240		
	Total	94.186	386			
Action3	Between Groups	.033	2	.016	.183	.833
	Within Groups	34.236	384	.089		
	Total	34.269	386			
Action4	Between Groups	.327	2	.164	1.044	.353
	Within Groups	60.138	384	.157		
	Total	60.465	386			
Action5	Between Groups	.531	2	.266	3.177	.043
	Within Groups	32.120	384	.084		
	Total	32.651	386			
Action6	Between Groups	.719	2	.359	1.552	.213
	Within Groups	88.909	384	.232		
	Total	89.628	386			
Action7	Between Groups	.587	2	.294	1.575	.208
	Within Groups	71.599	384	.186		
	Total	72.186	386			
Action8	Between Groups	.587	2	.294	1.575	.208
	Within Groups	71.599	384	.186		
	Total	72.186	386			
Action9	Between Groups	.587	2	.294	1.575	.208
	Within Groups	71.599	384	.186		
	Total	72.186	386			

4.3.3 Correlations

Correlation refers to the strength of a relationship between two variables. A statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel; a negative correlation indicates the extent to which one variable increases as the other decreases.

Table (4-15) shows Correlations between Personal Barriers and influential actions in reaching superintendence. There were no significant correlations to support hypothesis number 2. This means there is no statistically significant relationship between the personal barriers and use of the actions by females seeking superintendence positions.

Table 4.15: Correlation between personal barriers and influential actions in reaching superintendence.

Barriers		B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8
Action 1	Pearson Correlation	-.050	-.050	-.050	-.050	.086	. ^b	-.050	-.050
Action 2	Pearson Correlation	-.044	-.044	-.044	-.044	-.008	. ^b	-.044	-.044
Action 3	Pearson Correlation	-.015	-.015	-.015	-.015	-.057	. ^b	-.015	-.015
Action 4	Pearson Correlation	.028	.028	.028	.028	-.001	. ^b	.028	.028
Action 5	Pearson Correlation	.054	.054	.054	.054	-.091	. ^b	.054	.054
Action 6	Pearson Correlation	-.019	-.019	-.019	-.019	.069	. ^b	-.019	-.019
Action 7	Pearson Correlation	.003	.003	.003	.003	.062	. ^b	.003	.003
Action 8	Pearson Correlation	.003	.003	.003	.003	.062	. ^b	.003	.003
Action 9	Pearson Correlation	.003	.003	.003	.003	.062	. ^b	.003	.003
**. The Correlation is significant at the 0.01 level, (2-tailed).									
*. The Correlation is significant at the 0.05 level (2-tailed).									
. ^b Cannot be computed because at least one of variables is constant.									

Table (4-16) shows the correlations between importance of personal characteristics and influential actions in reaching superintendence. Two positive correlations found the first is between personal characteristics and action 5

(Consistently evaluated personal strengths), the second is between personal characteristics and action 6 (Became more visible professionally). The correlations are 0.146 and 0.102 respectively. These results give partial support to hypothesis **number 3**. This means there is a partial support to the relationship between personal characteristics and the use of actions by females seeking superintendence positions.

Table 4.16: Correlation between importance of personal characteristics and influential actions in seeking superintendence.

Items		Action1	Action2	Action3	Action4	Action5	Action6	Action7	Action8	Action9
Personal Characteristics	Pearson Correlation	-.036	.040	-.056	.086	.146**	.102*	-.052	-.052	-.052
**. The Correlation is significant at the 0.01 level (2-tailed).										
*. The Correlation is significant at the 0.05 level (2-tailed).										

Table (4-17) shows the correlations between leadership styles and influential actions in reaching superintendence. The highest correlation is the positive relationship (0.267) between transactional leadership style and action 3 (Attended seminars in career planning). Transactional leadership style was also positively related (0.198) to action 1 (Identified and maintained mentor) and negatively related (-0.168) to action 4 (Identified and maintained sponsors). Transformational leadership style had positive relationships with actions 6 to 9; correlations are 0.156 for action 6 and 0.116 for the other three actions. Laissez-Faire Leadership style was positively related to the action 3 and the negatively related to action 4. Results give support to a hypothesis **number4**; there is a significant relationship between leadership style and use of actions by females seeking superintendence positions. These results, also,

Indicate a mixture of leadership styles is available at the educational environment without any dominance to any one of them. Therefore, whenever this leadership style is followed, it helps women to apply a specific procedure in their workplace to reduce the degree of difficulty of barriers.

Table 4.17: Correlations between leadership styles and influential actions in reaching superintendence.

		The Transformational leadership style	The Transactional leadership style	The Laissez Faire Leadership style
Action 1	P.Correlation	.056	.198**	.078
Action 2	P.Correlation	-.008	.028	.038
Action 3	P.Correlation	.096	.267**	.147**
Action 4	P.Correlation	.061	-.168**	-.129*
Action 5	P.Correlation	.014	-.046	.007
Action 6	P.Correlation	.156**	.073	-.002
Action 7	P.Correlation	.116*	.062	.062
Action 8	P.Correlation	.116*	.062	.062
Action 9	P.Correlation	.116*	.062	.062
**: The Correlation is significant at the 0.01 level (2-tailed).				
*: The Correlation is significant at the 0.05 level (2-tailed).				

Table (4-18) shows the correlations between leadership styles and the personal barriers (degree of difficulty). There are negative correlations (-0.123 for 6 barriers) between the Transformational Leadership style and the barriers of gender and racial discriminations. These results give support to hypothesis number 5; there is a relationship between the Transformational Leadership style and Lack of employment opportunity, gender discrimination, Lack of peer/collegial support, racial/ ethnic discriminations and Personal lack of tenacity. This means as the leadership style becomes more transformational these barriers' degree of difficulty decreases. There is also an opposite relationship between the style of transformational leadership and barriers, ie, whenever transformational leadership is adopted as a style in workplace whenever there is a lack of barriers this conclusion is consistent with the nature of transformational leadership.

Table 4.18: Correlations between leadership styles and barriers (Degree of Difficulty).

Items		The Transformational leadership style	The Transactional leadership style	The Laissez-Faire Leadership style
Barriers Degree of Difficulty 1	Pearson Correlation	-.123*	-.032	-.020
	Sig. (2-tailed)	.015	.528	.692
	N	387	387	387
Barriers Degree of Difficulty 2	Pearson Correlation	-.123*	-.032	-.020
	Sig. (2-tailed)	.015	.528	.692
	N	387	387	387
Barriers Degree of Difficulty 3	Pearson Correlation	-.123*	-.032	-.020
	Sig. (2-tailed)	.015	.528	.692
	N	387	387	387
Barriers Degree of Difficulty 4	Pearson Correlation	-.123*	-.032	-.020
	Sig. (2-tailed)	.015	.528	.692
	N	387	387	387
Barriers Degree of Difficulty 5	Pearson Correlation	.050	.208**	.055
	Sig. (2-tailed)	.327	.000	.278
	N	387	387	387
Barriers Degree of Difficulty 6	Pearson Correlation	. ^c	. ^c	. ^c
	Sig. (2-tailed)	.	.	.
	N	387	387	387
Barriers Degree of Difficulty 7	Pearson Correlation	-.123*	-.032	-.020
	Sig. (2-tailed)	.015	.528	.692
	N	387	387	387
Barriers Degree of Difficulty 8	Pearson Correlation	-.123*	-.032	-.020
	Sig. (2-tailed)	.015	.528	.692
	N	387	387	387

4.3.4 Regression Analysis

This technique is used for forecasting, time series modelling and finding the causal effect relationship between the variables.

Personal characteristics and influential actions in reaching superintendence.

Regression analysis is used to test linear relationships of personal characteristics as predictors of influential actions in reaching superintendence. These actions are; consistently evaluating personal strengths and becoming more visible professionally. The choice of these two actions is based on the significant correlations obtained between personal characteristics and these two variables. Results obtained give partial support to hypothesis number 3; there is a relationship between the personal characteristics and use of actions by females seeking superintendence positions.

Table (4-19) shows a model summary where personal characteristics are predictors of action five; consistently evaluating personal strengths. R square of the

model is, 0.021. It means that the model explains only 2.1% of the variability of the response data around its mean. (R- Square) It is a special regression means the ability of the model to explain the difference.

Table 4.19: The Model Summary of personal characteristics are predictors of action five.

Model	(R)	(R- Square)	Adjusted, R Square	Std. Error of the Estimate
1	.146 ^a	.021	.019	.288
The Predictors: (Constant), Personal Characteristics				

Coefficients table (4-20) shows a significant β value. It means that one unit change in Personal Characteristics brings about 0.207 units of change in consistently evaluating personal strengths. The regression coefficient measures the strength of the relationship between the parties we obtained in the model summary to be statistically significant (Sig).

Table 4.20: Coefficients.^a

Model		(Unstandardized Coefficients)		(Standardized Coefficients)	t	Sig
		B	Std. Error	Beta		
1	(Constant)	2.328	.200		11.628	.000
	Personal Characteristics	.207	.071	.146	2.896	.004
a. Dependent Variable: Action5: consistently evaluating personal strengths						

Table (4-21) shows a model summary where personal characteristics are predictors of action 6; becoming more visible professionally. R square of model is 0.010. It means that model explains only 1% of the variability of the response data around its mean.

Table 4.21: The Model Summary of personal characteristics are predictors of action 6.

Model	(R)	R Square	Adjusted R Square	Std. Error of the Estimate
1	.102 ^a	.010	.008	.480
a. Predictors: (Constant), Personal Characteristics				

Coefficients table (4-22) shows a significant β value. It means that one unit change in Personal Characteristics brings about 0.239 units of change in becoming more visible professionally. This model is stronger than the model before it.

Table 4.22: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.968	.334		5.899	.000
	Personal Characteristics	.239	.119	.102	2.006	.046

a. Dependent Variable: Action 6; becoming more visible professionally.

A) Leadership styles and influential actions in reaching superintendence

Regression analysis is used to test learner relationships of leadership styles as predictors of influential actions in reaching superintendence. These actions are; identifying and maintaining a mentor, attending seminars in career planning, identifying and maintaining sponsors, becoming more visible professionally, obtaining support from family/ friends, developing/utilizing a network and gaining leadership experience outside education. The choice of these seven actions is based on the significant correlations obtained between leadership styles and these seven variables that is why used just seven actions. Therefore, three regression models are tested for each action to find out the best fitting model in each case. Results obtained give partial support to hypothesis number 4; there is a significant relationship between the leadership styles and use of actions by females seeking superintendence positions.

B) Identifying and maintaining a mentor as an outcome:

Table (4-23) shows the summaries of three models. R-square (0.056), the percentage of the response variable variation that is explained by a linear model, is best for model two. The model explains only 5.6% of the variability of the response data around its mean. This means that the working environment follows the second model, which includes (The Transactional leadership style, The Laissez-Faire Leadership style).

Table 4.23: The Model Summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	Df 1	Df 2	Sig. F Change
1	.198 ^a	.039	.037	.330	.039	15.765	1	385	.000
2	.237 ^b	.056	.051	.327	.017	6.880	1	384	.009
3	.239 ^c	.057	.050	.327	.001	.281	1	383	.596
a. The Predictors: (Constant), The Transactional leadership style									
b. The Predictors: (Constant), The Transactional leadership style, The Laissez-Faire Leadership style									
c. Predictors: (Constant), The Transactional leadership style, The Laissez-Faire Leadership style, The Transformational leadership style									

Table (4-24) shows the coefficients of the predictors in each model. Reading model two, we find that the Transactional leadership style and the Laissez-Faire Leadership style are both significant predictors of identifying and maintaining a mentor. Their coefficients are (0.305) and (-0.128) respectively.

Table 4.24: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.336	.136		17.212	.000		
	Transactional leadership style	.165	.041	.198	3.971	.000	1.000	1.000
2	(Constant)	2.266	.137		16.503	.000		
	Transactional leadership style	.305	.067	.367	4.519	.000	.372	2.686
	Laissez-Faire Leadership style	-.128	.049	-.213	-2.623	.009	.372	2.686
3	(Constant)	2.329	.182		12.820	.000		
	Transactional leadership style	.311	.069	.375	4.539	.000	.361	2.769
	Laissez-Faire Leadership style	-.120	.051	-.200	-2.355	.019	.341	2.933
	Transformational leadership style	-.034	.065	-.033	-.530	.596	.643	1.555
a. Dependent Variable: Action1 Identifying and maintaining a mentor								

Table (4-25) shows the summaries of three models. R-square (0.082), the percentage of the response variable variation that is explained by a linear model, is best for model two. The model explains only 8.2% of the variability of the response

data around its mean.

Attended seminars in career planning as an outcome

Table 4.25: The model summary.

Model	R	R Square	Adjusted, R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	Df 1	Df 2	Sig. F Change
1	.267 ^a	.071	.069	.288	.071	29.564	1	385	.000
2	.287 ^b	.082	.078	.286	.011	4.626	1	384	.032
3	.289 ^c	.083	.076	.286	.001	.382	1	383	.537
a. The Predictors: (Constant), The Transactional leadership style									
b. The Predictors: (Constant), The Transactional leadership style, Laissez- Faire Leadership style									
c. The Predictors: (Constant), The Transactional leadership style, Laissez-Faire Leadership style, Transformational leadership style									

Table (4-26) shows the coefficients of the predictors in each model. Reading model two, it find that Transactional leadership style and Laissez-Faire Leadership style are both significant predictors of women attending seminars in career planning. Their coefficients are (0.297) and (-0.092) respectively.

Table 4.26: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.263	.118		19.116	.000		
	Transactional leadership style	.197	.036	.267	5.437	.000	1.000	1.000
2	(Constant)	2.213	.120		18.421	.000		
	Transactional leadership style	.297	.059	.404	5.037	.000	.372	2.686
	Laissez-Faire Leadership style	-.092	.043	-.172	-2.151	.032	.372	2.686
3	(Constant)	2.277	.159		14.329	.000		
	Transactional leadership style	.304	.060	.412	5.064	.000	.361	2.769
	Laissez-Faire Leadership style	-.084	.045	-.157	-1.878	.061	.341	2.933
	Transformational leadership style	-.035	.057	-.038	-.618	.537	.643	1.555
a. Dependent Variable: Action3: Attending seminars in career planning								

Identified and maintained sponsors as an outcome

Table (4-27) shows the summaries of three models. R-square (0.064), the percentage of the response variable variation that is explained by a linear model, is best for model three. The model explains only 6.4% of the variability of the response data around its mean.

Table 427: The Model Summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	Df 1	Df 2	Sig. F Change
1	.168 ^a	.028	.026	.391	.028	11.207	1	385	.001
2	.168 ^b	.028	.023	.391	.000	.019	1	384	.890
3	.252 ^c	.064	.056	.384	.035	14.423	1	383	.000
a. The Predictors: (Constant), Transactional leadership style									
b. The Predictors: (Constant), The Transactional leadership style, Laissez-Faire Leadership style									
c. The Predictors: (Constant), The Transactional leadership style, The Laissez-Faire Leadership style, Transformational leadership style									

Table (4-28) shows the coefficients of the predictors in each model. Reading model three, it find that The Transactional leadership style and The Transformational leadership style are both significant predictors of women identifying and maintaining sponsors. Their coefficients are (0.226) and (0.289) respectively. This shows that while The Transactional leadership style is a negative predictor of women identifying and maintaining sponsors, Transformational leadership style is a positive predictor of the same action.

Table 4.28: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.341	.161		20.767	.000		
	Transactional leadership style	-.165	.049	-.168	-3.348	.001	1.000	1.000
2	(Constant)	3.345	.164		20.372	.000		
	Transactional leadership style	-.173	.081	-.177	-2.150	.032	.372	2.686
	Laissez-Faire Leadership style	.008	.058	.011	.139	.890	.372	2.686
3	(Constant)	2.815	.213		13.196	.000		
	Transactional leadership style	-.226	.080	-.231	-2.810	.005	.361	2.769
	Laissez-Faire Leadership style	-.058	.060	-.082	-.965	.335	.341	2.933
	Transformational leadership style	.289	.076	.234	3.798	.000	.643	1.555

a. Dependent Variable: Action 4; Identifying and maintaining sponsors

Became more visible professionally as an outcome

Table (4-29) shows summaries of three models. R-square (0.045), the percentage of the response variable variation that is explained by a linear model, is best for model three. The model explains only 4.5% of the variability of the response data around its mean.

Table 4.29: The model summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.073 ^a	.005	.003	.481	.005	2.050	1	385	.153
2	.122 ^b	.015	.010	.480	.009	3.691	1	384	.055
3	.213 ^c	.045	.038	.473	.030	12.198	1	383	.001

a. The Predictors: (Constant), Transactional leadership style

b. The Predictors: (Constant), Transactional leadership style, Laissez-Faire Leadership style

c. The Predictors: (Constant), The Transactional leadership style, The Laissez-Faire Leadership style, The Transformational leadership style

Table (4-30) shows the coefficients of the predictors in each model. Reading model three, we find that Laissez-Faire Leadership style and Transformational leadership style are both significant predictors of women becoming more visible professionally. Their coefficients are (-0.212) and (0.327) respectively. This shows that while the Laissez-Faire Leadership style is a negative predictor of women becoming more visible professionally, Transformational leadership style is a positive predictor of the same action.

Table 4.30: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.354	.198		11.881	.000		
	Transactional leadership style	.087	.061	.073	1.432	.153	1.000	1.000
2	(Constant)	2.279	.201		11.322	.000		
	Transactional leadership style	.237	.099	.199	2.399	.017	.372	2.686
	Laissez-Faire Leadership style	-.137	.071	-.159	-1.921	.055	.372	2.686
3	(Constant)	1.680	.262		6.405	.000		
	Transactional leadership style	.178	.099	.149	1.794	.074	.361	2.769
	Laissez-Faire Leadership style	-.212	.074	-.246	-2.877	.004	.341	2.933
	Transformational leadership style	.327	.094	.217	3.493	.001	.643	1.555
a. Dependent Variable: Action6; becoming more visible professionally.								

Obtained support from family/ friends as an outcome

Table (4-31) shows summaries of three models. R-square (0.014), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.4% of the variability of the response data around its mean.

Table 4.31: The model summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.116 ^a	.014	.011	.430	.014	5.294	1	385	.022
2	.116 ^b	.014	.008	.431	.000	.001	1	384	.970
3	.117 ^c	.014	.006	.431	.000	.027	1	383	.869
a. The Predictors: (Constant), Transformational leadership style									
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style									
c. The Predictors: (Constant), The Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style									

Table (4-32) shows the coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women obtaining support from family/ friends. Its coefficient is (0.157). It is a weak predictor of this action.

Table 4.32: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.759	.214		8.233	.000		
	Transformational leadership style	.157	.068	.116	2.301	.022	1.000	1.000
2	(Constant)	1.762	.226		7.811	.000		
	Transformational leadership style	.159	.082	.118	1.946	.052	.702	1.424
	Transactional leadership style	-.002	.065	-.002	-.037	.970	.702	1.424
3	(Constant)	1.749	.239		7.309	.000		
	Transformational leadership style	.163	.085	.121	1.908	.057	.643	1.555
	Transactional leadership style	.008	.090	.007	.089	.929	.361	2.769
	Laissez-Faire Leadership style	-.011	.067	-.014	-.165	.869	.341	2.933
a. Dependent Variable: Action7; Obtaining support from family/ friends								

Developed/ utilized a network as an outcome

Table (4-33) shows the summaries of three models. R-square (0.014), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.4% of the variability of the response data around its mean.

Table 4.33: The Model Summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.116 ^a	.014	.011	.430	.014	5.294	1	385	.022
2	.116 ^b	.014	.008	.431	.000	.001	1	384	.970
3	.117 ^c	.014	.006	.431	.000	.027	1	383	.869
a. The Predictors: (Constant), Transformational leadership style									
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style									
c. The Predictors: (Constant), Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style									

Table, (4-34) shows coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women developing/utilizing a network. Its coefficient is (0.157). It is a weak predictor of this action.

Table 4.34: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.759	.214		8.233	.000		
	Transformational leadership style	.157	.068	.116	2.301	.022	1.000	1.000
2	(Constant)	1.762	.226		7.811	.000		
	Transformational leadership style	.159	.082	.118	1.946	.052	.702	1.424
	Transactional leadership style	-.002	.065	-.002	-.037	.970	.702	1.424
3	(Constant)	1.749	.239		7.309	.000		
	Transformational leadership style	.163	.085	.121	1.908	.057	.643	1.555
	Transactional leadership style	.008	.090	.007	.089	.929	.361	2.769
	Laissez-Faire Leadership style	-.011	.067	-.014	-.165	.869	.341	2.933
a. Dependent Variable: Action8; Developed/utilized a network								

Gained leadership experience outside education as an outcome

Table (4-35) shows the summaries of three models. R-square (0.014), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.4% of the variability of the response data around its mean.

Table 4.35: The Model Summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.116 ^a	.014	.011	.430	.014	5.294	1	385	.022
2	.116 ^b	.014	.008	.431	.000	.001	1	384	.970
3	.117 ^c	.014	.006	.431	.000	.027	1	383	.869
a. The Predictors: (Constant), Transformational leadership style									
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style									
c. The Predictors: (Constant), Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style									

Table (4-36) shows the coefficients of the predictors in each model. Reading model one, it find that only transformational leadership style is a significant predictor of women gaining leadership experience outside education. Its coefficient is (0.157). It is a weak predictor of this action.

Table 4.36: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.759	.214		8.233	.000		
	Transformational leadership style	.157	.068	.116	2.301	.022	1.000	1.000
2	(Constant)	1.762	.226		7.811	.000		
	Transformational leadership style	.159	.082	.118	1.946	.052	.702	1.424
	Transactional leadership style	-.002	.065	-.002	-.037	.970	.702	1.424
3	(Constant)	1.749	.239		7.309	.000		
	Transformational leadership style	.163	.085	.121	1.908	.057	.643	1.555
	Transactional leadership style	.008	.090	.007	.089	.929	.361	2.769
	Laissez-Faire Leadership style	-.011	.067	-.014	-.165	.869	.341	2.933
a. Dependent Variable: Action 9; gaining leadership experience outside education								

Leadership styles and degree of difficulty of personal barriers

Regression analysis is used to test leaner relationships of leadership styles as predictors of the degree of difficulty of personal barriers that women face in reaching superintendence. Based on tests of correlations and relevance to work place, five barriers were identified. Because only the five barriers are related to the work environment in terms of meaning. They are; Lack of employment opportunity, Gender discrimination, Lack of peer/collegial support, Racial/ ethnic discriminations and Personal lack of tenacity. Only the Transformational leadership style is a significant predictor of the above barriers. This gives support to hypothesis **number 5**; there is a relationship between the leadership styles and barriers that women face in reaching superintendence.

Lack of employment opportunity as an outcome

Table (4-37) shows summaries of three models. R-square (0.015), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.5% of the variability of the response data around its mean.

Table 4.37: The model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Squar Change	F Change	df1	df2	Sig. F Change
1	.123 ^a	.015	.013	.893	.015	5.937	1	385	.015
2	.130 ^b	.017	.012	.894	.002	.686	1	384	.408
3	.138 ^c	.019	.011	.894	.002	.870	1	383	.352
a. The Predictors: (Constant), Transformational leadership style									
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style									
c. The Predictors: (Constant), Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style									

Table (4-38) shows coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women facing the barrier of Lack of employment opportunity in reaching superintendence. Its coefficient is (-0.345).

Table 4.38: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.060	.444		6.896	.000		
	Transformational leadership style	-.345	.142	-.123	-2.437	.015	1.000	1.000
2	(Constant)	2.937	.468		6.276	.000		
	Transformational leadership style	-.422	.169	-.151	-2.493	.013	.702	1.424
	Transactional leadership style	.111	.134	.050	.828	.408	.702	1.424
3	(Constant)	3.090	.496		6.231	.000		
	Transformational leadership style	-.470	.177	-.168	-2.656	.008	.643	1.555
	Transactional leadership style	-.011	.187	-.005	-.056	.955	.361	2.769
	Laissez-Faire Leadership style	.130	.139	.081	.933	.352	.341	2.933

a. Dependent Variable: Barriers Degree of Difficulty2: Lack of employment opportunity

Gender discrimination as an outcome

Table (4-39) shows the summaries of three models. R-square (0.015), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.5% of the variability of the response data around its mean.

Table 4.39: The model summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.123 ^a	.015	.013	.893	.015	5.937	1	385	.015
2	.130 ^b	.017	.012	.894	.002	.686	1	384	.408
3	.138 ^c	.019	.011	.894	.002	.870	1	383	.352

a. The Predictors: (Constant), The Transformational leadership style

b. The Predictors: (Constant), The Transformational leadership style, Transactional leadership style

c. The Predictors: (Constant), The Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style.

Table (4-40) shows the coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women facing the barrier of gender discrimination in reaching superintendence. Its coefficient is (-0.345). Here is an inverse relationship if the leadership of transformational leadership increases as gender discrimination decreases.

Table 4.40: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.060	.444		6.896	.000		
	Transformational leadership style	-0.345	.142	-.123	-2.437	.015	1.000	1.000
2	(Constant)	2.937	.468		6.276	.000		
	Transformational leadership style	-.422	.169	-.151	-2.493	.013	.702	1.424
	Transactional leadership style	.111	.134	.050	.828	.408	.702	1.424
3	(Constant)	3.090	.496		6.231	.000		
	Transformational leadership style	-.470	.177	-.168	-2.656	.008	.643	1.555
	Transactional leadership style	-.011	.187	-.005	-.056	.955	.361	2.769
	Laissez-Faire Leadership style	.130	.139	.081	.933	.352	.341	2.933

a. Dependent Variable: Barriers Degree of Difficulty3; gender discrimination

Lack of peer/collegial support as an outcome

Table (4-41) shows summaries of three models. R-square (0.015), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.5% of the variability of the response data around its mean.

Table 4.41: The model summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.123^a	.015	.013	.893	.015	5.937	1	385	.015
2	.130^b	.017	.012	.894	.002	.686	1	384	.408
3	.138^c	.019	.011	.894	.002	.870	1	383	.352

a. The Predictors: (Constant), Transformational leadership style
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style
c. The Predictors: (Constant), Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style

Table (4-42) shows coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women facing the barrier of Lack of peer/collegial support in reaching superintendence. Its coefficient is (-0.345).

Table 4.42: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.060	.444		6.896	.000
	Transformational leadership style	-.345	.142	-.123	-2.437	.015
2	(Constant)	2.937	.468		6.276	.000
	Transformational leadership style	-.422	.169	-.151	-2.493	.013
	Transactional leadership style	.111	.134	.050	.828	.408
3	(Constant)	3.090	.496		6.231	.000
	Transformational leadership style	-.470	.177	-.168	-2.656	.008
	Transactional leadership style	-.011	.187	-.005	-.056	.955
	Laissez-Faire Leadership style	.130	.139	.081	.933	.352

a. Dependent Variable: Barriers Degree of Difficulty4: peer/collegial support

Racial/ ethnic discriminations as an outcome

Table (4-43) shows summaries of three models. R-square (0.015), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.5% of the variability of the response data around its mean.

Table 4.43: The model summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.123 ^a	.015	.013	.893	.015	5.937	1	385	.015
2	.130 ^b	.017	.012	.894	.002	.686	1	384	.408
3	.138 ^c	.019	.011	.894	.002	.870	1	383	.352

a. The Predictors: (Constant), Transformational leadership style
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style
c. The Predictors: (Constant), Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style

Table (4-44) shows the coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women facing the barrier of racial/ ethnic discriminations in reaching superintendence. Its coefficient is (-0.345).

Table 4.44: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.060	.444		6.896	.000		
	Transformational leadership style	-0.345	.142	-.123	-2.437	.015	1.000	1.000
2	(Constant)	2.937	.468		6.276	.000		
	Transformational leadership style	-.422	.169	-.151	-2.493	.013	.702	1.424
	Transactional leadership style	.111	.134	.050	.828	.408	.702	1.424
3	(Constant)	3.090	.496		6.231	.000		
	Transformational leadership style	-.470	.177	-.168	-2.656	.008	.643	1.555
	Transactional leadership style	-.011	.187	-.005	-.056	.955	.361	2.769
	Laissez-Faire Leadership style	.130	.139	.081	.933	.352	.341	2.933

a. Dependent Variable: Barriers Degree of Difficulty7: Racial/ ethnic discrimination

Personal lack of tenacity as an outcome

Table (4-45) shows summaries of three models. R-square (0.015), the percentage of the response variable variation that is explained by a linear model, is best for model one. The model explains only 1.5% of the variability of the response data around its mean.

Table 4.45: Model summary of three models.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.123^a	.015	.013	.893	.015	5.937	1	385	.015
2	.130^b	.017	.012	.894	.002	.686	1	384	.408
3	.138^c	.019	.011	.894	.002	.870	1	383	.352

a. The Predictors: (Constant), Transformational leadership style
b. The Predictors: (Constant), Transformational leadership style, Transactional leadership style
c. The Predictors: (Constant), Transformational leadership style, Transactional leadership style, Laissez-Faire Leadership style

Table (4-46) shows coefficients of the predictors in each model. Reading model one, it find that only the transformational leadership style is a significant predictor of women facing the barrier of Personal lack of tenacity in reaching superintendence. Its coefficient is (-0.345).

Table 4.46: Coefficients.^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.060	.444		6.896	.000
	Transformational leadership style	-.345	.142	-.123	-2.437	.015
2	(Constant)	2.937	.468		6.276	.000
	Transformational leadership style	-.422	.169	-.151	-2.493	.013
	Transactional leadership style	.111	.134	.050	.828	.408
3	(Constant)	3.090	.496		6.231	.000
	Transformational leadership style	-.470	.177	-.168	-2.656	.008
	Transactional leadership style	-.011	.187	-.005	-.056	.955
	Laissez-Faire Leadership style	.130	.139	.081	.933	.352

a. Dependent Variable: Barriers Degree of Difficulty8: Personal lack of tenacity

4.3.5 Discussion

1. The Descriptive Statistics Analysis:

In the table (4-2) frequencies for age groups most responses were split between first age group (25 to 35) and the second (36 to 45) This means that a sample of the questionnaire is not in the third age group (46 and above).

In the table (4-3) the frequencies for Level of Education groups, 47% of subjects had higher education and 40.6% are at Master and above level. This is an indication of a high level of qualifications achieved by these women, this means that the sample of women is a little included in the third group, namely Diploma level and below by 12.4%, there is evidence of educated Libyan women with high qualifications.

In the table (4-4) the frequencies for Years of Experience groups, 54.8% of subjects fall into the Years of Experience group less than 5 years of Experience, 30.2% had work experience between 5 and 15 years and only 15% had Years of Experience above 15 years. This indicates that a high majority of working women are still in their early years of Experience.

In the table (4-5) the frequencies for Supervisory Status, only 14% of women have worked as a Supervisor. 86% of women did not work as a supervisor. This indicates a low share for working women in the management jobs, that is, the percentage of women who worked as supervisors is very weak. This means that there are real barriers that prevent women from holding leadership positions.

In the table (4-6) most responses were split between first group (Single) and second (Married) this means that a sample of the questionnaire is not in the third group (Widow/Divorced), This result shows from opinion's researcher that there is no obstacle to reaching leadership positions because their personal lives are stable and calm.

In the table (4-7) the frequencies for a number of children groups it found 86.3% of women have two or more children an indicator of high family demands among sample subjects; a large number of children is possible to prevent women from leading positions due to a large number of responsibilities.

In the table (4-8), Cases were summarized for identifying barriers that existed in the field of education. Most barriers achieved 85% of the answer that they are barriers in reaching superintendence; therefore, no barrier was excluded from the analysis, this means that there are real barriers facing women in her work environment. With a note that the frequency of responses in the same number rarely occurs in studies. The reason is due to a logical analysis by the researcher that the selected sample of the same culture and habits in the same workplace as teachers, they face the same barriers. Another logical reason is that most women said that they did not work as supervisors that mean they suffer from the same barriers.

2. Group differences based on demographic factors:

In the table (4-9), there is no variability between women's groups based on age and Personal Barriers (degree of Difficulty) and Personal Characteristics. Actions 7, 8 and 9 show significant t test ($\alpha=0.05$) which indicate that women vary on these actions according to their age group.

In the table, (4-10) shows there is no variability between women groups based on the level of education and Personal Barriers (degree of Difficulty) and Personal Characteristics. Action 4 shows a significant f test ($\alpha=0.05$) it found sig.003 which indicate that women vary on identifying and maintaining sponsors according to their level of education group.

In the table (4-11) According to ANOVA test the significance of the f tests performed ($\alpha=0.05$), there is no variability between women groups based on Years of Experience and Personal Barriers (degree of Difficulty) and Personal Characteristics. Action 4 shows a significant f test ($\alpha=0.05$) which indicate that women vary on identifying and maintaining sponsors according to their Years of Experience level group.

In the table (4-12) the results of the t test performed ($\alpha=0.05$), there is no variability between women groups based on Supervisory Status and Personal Barriers (degree of Difficulty), Personal Characteristics and all influential Actions.

In the table (4-13) according to the significance of the t test performed ($\alpha=0.05$), there is no variability between women groups based on Marital Status and Personal Characteristics and all influential Actions except action. Action 5 (Consistently evaluated personal strengths) shows a significant t test ($\alpha=0.05$) which indicates that women vary on their evaluation of personal strengths on the basis of their Marital Status.

In the table (4-14) According to the significance of the f tests performed ($\alpha=0.05$), there is no variability between women's groups based on the number of children and Personal Characteristics. Influential Actions 2 and 5 are Action 5 (Reliediof flexible goals), (Consistently evaluated personal strengths) show a significant f test ($\alpha=0.05$) which indicate that women vary in their reliance on flexible goals and their evaluation of personal strengths on the basis of their number of children.

3. Correlations:

In the table (4-15), there were no significant correlations to support hypothesis number 2. This means there is no statistically significant relationship between the personal barriers and use of the actions by females seeking superintendence positions.

In the table (4-16), two positive correlations found, the first is between personal characteristics and action 5 (Consistently evaluated personal strengths), the second is

between personal characteristics and action 6 (Became more visible professionally). The correlations are 0.146 and 0.102 respectively. These results give partial support to hypothesis **number 3**.

In the table (4-17) the highest correlation is the positive relationship (0.267) between transactional leadership style and action 3 (Attended seminars in career planning). Laissez-Faire Leadership style was positively related to the action 3 and the negatively related to action 4. These results indicate a mixture

Of leadership styles is available in the educational environment without any dominance to any one of them.

In the table (4-18) there are negative correlations (-0.123 for 6 barriers) between the Transformational Leadership style and the barriers there is a relationship between the Transformational Leadership style and Lack of employment opportunity, gender discrimination, Lack of peer/collegial support, racial/ ethnic discriminations and Personal lack of tenacity. This means as the leadership style becomes more transformational these barriers' degree of difficulty decreases. There is also an opposite relationship between the style of transformational leadership and barriers, ie, whenever transformational leadership is adopted as a style in workplace whenever there is a lack of barriers this conclusion is consistent with the nature of transformational leadership.

4. Regression Analysis:

a) Personal characteristics and influential actions in reaching superintendence.

In the table (4-19) and based on the significant correlations obtained between personal characteristics and these two variables. These actions are; consistently evaluating personal strengths and becoming more visible professionally. There is a relationship between the personal characteristics and use of actions.

b) Leadership styles and influential actions in reaching superintendence.

Based on the significant correlations obtained between leadership styles and actions. Therefore, three regression models are tested for each action to find out the best fitting model in each case from the table (4-23) to a table (4-36) those tables show the summaries of three models include (The Transactional leadership style, The Laissez-Faire Leadership style, The Transformational leadership style) It was found that most of the results obtained indicate that the work environment follows the second model, which includes (The Transactional leadership style, The Laissez-Faire

Leadership style) the result is logical in Libyan fact.

c) Leadership styles and degree of difficulty of personal barriers

Based on tests of correlations and relevance to work place, five barriers were identified. Because only the five barriers are related to the work environment in terms of meaning. There is a relationship between the leadership styles and barriers that women face in reaching superintendence.

From the table (4-37) to a table (4-46) the coefficients of the predictors in each model. Reading model one, it finds that only the transformational leadership style is a significant predictor of a woman facing the barriers this means there is an inverse relationship if the leadership of transformational leadership increase in the work place the barriers will decrease.

4.4 The Most Important Results Of Study

This part of the thesis presents all the results that have been reached

1. The findings of this research have indicated that women seeking superintendence identified eight barriers. These barriers achieved at least 85% of the answer that they are barriers in reaching superintendence.

2. Age of most leading women was in the range for age groups, 52.2% of subjects fall into the age group 25 to 35 years old, 47.8% are between 36 and 45 years old. This indicates a younger generation in working women is the trend in population between 36 and 45 years and most of them having higher and specialized education qualifications and this goes parallel with previous studies made in this respect which ascertain that such an age level provides the vocational experience and the ability to bear the responsibilities of leading posts for women. The majority of the research samples were married women, and this represents a burden in the path to reach leading posts due to the familial commitments that affect women aiming such goals.

3. There was variability between women groups towards Personal Barriers (degree of Difficulty), Personal Characteristics and influential Actions based on age, education level, tenor, supervisory status, marital status and number of children. The results showed most confirmation of women leaders the importance of traits and characteristics [personal, organizational, ethical and social] among women who held leadership positions, which support and promote adequacy and achievement.

4. There were no significant correlations between personal barriers and the use

of actions by females seeking superintendence positions. Also, The study also showed that the social problems had an effective role in leading women, for society has, in general, a stereotyped opinion on working women arising from creeds and tradition which approves the discrimination between men and women in addition to men fear that women might compete with them in holding such leading posts. All this narrows down the chances that women can take role easily in holding leading posts.

5. There were partial significant correlations between personal characteristics and the use of actions by females seeking superintendence positions.

6. There were partial significant correlations between leadership style and the use of actions by females seeking superintendence positions.

7. There were a partial significant the correlations between leadership style and the Personal Barriers (degree of Difficulty) facing females seeking superintendence Positions. As for the results of the influence of the Personal Problems relating to women themselves, which might hinder their attempts to hold leading posts, are latent in the familial circumstances and the house commitments that the husband puts on her burden, in addition to lack of self-confidence as a result of the (male social raising) that opens the doors wide for males and females to tangle the life arena which enhances the males' self-confidence, in addition to the fears of the families regarding females makes women always afraid of failure that shall confront her in work life.

4.4.1 Comparison Between Results Of The Present Study And Previous Studies

This part of the thesis presents by comparing this study with other studies. The findings are consistent with the conclusion of the (The Inter Parliamentary Union, 1999a) that barriers to access women to in leadership positions. Therefore, there is not much improvements and progress for women empowerment and enhancement in higher-level leadership over the last three decades. It was found that although there is a similarity between this thesis, those studies there are also some differences summarize the outcomes of the comparison between this thesis, and another studies consequently, this study has discovered different findings. There are a number of reasons for this outcome.

Firstly, it might be due to the fact that the five studies were conducted in succession in which are Hander (2000), Al-Ssapa- (2001), Altabeb (2004) and Al-

Fakeh (2006), (Hanan Muammer Alabani, 2010) whereas the current thesis is the most recent being in 2017 secondly, is the methodology, where the other studies are based on a qualitative approach and interviews as the main instrument and the questionnaire as extra instrument. They relied on statistical analysis, whilst the current thesis is based on distributed questionnaires as the main instrument. This thesis is analyzed using the questionnaire as a technique, and it showed many real results. These results illustrate the reasons for their answers and provide a clear picture of women leaders in senior roles from their experiences and perspectives. In addition, the previous studies study women leaders at a middle level, for example, a department head and a school headmaster (Hander, 2000), In addition (Al-Tabeb, 2004). Even those who deal with managers (Al-Ssapa, 2001), and (AlFakeh, 2006) are in companies and not in such a ministry, as those leaders in the middle level. Given the situation and men's attitudes, it might be felt that the fear of talking About the details, especially as they know their answers are going to be published might cause the findings of those studies to be less accurate than the current thesis. The present thesis has focused on women who are in a senior position who are decision makers. The Ministries

Have responsibilities for many organizations and schools; thereby the groups of women in this thesis have a strong impact on other organizations. In addition, the outcome of the current thesis is similar to AL-Fakeh, (2006) as she found the efficiency of a woman manager and the obstacles, which faced them in seeking to reach leadership positions, is due to traditions in Libyan culture. The current thesis is in line with AiSapa (2001) who found that the biases of gender issues are still a Problem for women leaders.

In the current thesis, it is found that women suffer from all the barriers that prevent them from reaching leadership positions without prejudice to a particular barrier this finding is different with the Sumerra Taj 2016 study, which found that women vary in their degree of difficulty to the same barriers, which used in the two studies. However, these two studies (current and Sumira Taj) agree with the same degree of importance to the personal characteristics of the leader and the use of procedures by women that help them overcome barriers.

In addition, the current study differs with other studies in determining the relations between leadership styles and both barriers and actions in the work environment, while previous studies did not address such a measure was it found in

the current study that leadership styles have a correlation to emerging barriers in the work environment, as well as a correlation between leadership styles and help women in the use of measures to overcome barriers

The study found that leadership styles are associated with the emergence of barriers in the work environment, as well as a link between leadership styles and help women to use actions to overcome the barriers of the work environment.



CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This thesis set out to study women's possibilities in management in Libya and what makes a woman succeed in work life (Characteristics to be a good leader). The idea of the thesis was based on the observation that women are still underrepresented in leadership positions, even though Libyan women are well educated.

The aim of this quantitative study was to discover and understand the experiences, challenges, and barriers, which women encounter while aspiring, seeking, and serving in high-level leadership positions in Libya and to identify the actions that they employed in overcoming those challenges, this researchi explored women superintendents' perceived barriersi through a quantitative approach and the quantitative approach, which used in this thesis is the Participant Questionnaire in Libya for collecting data on a larger scale and to validate the participant questionnaire in Libya and 387 teachers participated in Complete the questionnaire, in addition it used iMultifactor Leadership iQuestionnaire (MLQ, X5), for measure leadership styles and the aim of the thesis was also to find the best ways to promote female leadership and the importance of having women in a high level of management as well. The lack of research studies and the ignoring of some researchers to do such a kind of research on women's issues, May serve as a motive for future researchers rather than as a deterrent to negative concerns. It is important for Libyan society, where there is a gap regarding the knowledge about Libyan women's leaders, to explore the difficulties that they face from the point of view of females in reaching their first leadership positions superintendence.

In conclusion, the work of this research highlighted the most important issue for working women in Libyan society; in addition, the study gave also an opportunity and a voice to the working Libyan woman in the Ministry of Education to identify the most difficult barriers facing them in reaching leadership positions.

The publication of this research will serve as an awareness of the responsible bodies and will help women overcome all the challenges that prevent them from accessing supervisory places as leaders by following a suitable leadership style for women and the use of those measures proposed by female educational managers as solutions to overcome all obstacles in their workplace. By analyzing the results, It is found that there are several barriers which women might be experiencing In the Ministry of Education in Libya from Lack of family support, Lack of employment opportunity, Gender discrimination, Lack of peer/collegial support, Familial responsibilities, Lack of self-confidence, Racial/ ethnic discrimination and Personal lack of tenacity In contrast, the majority of women working In the Libyan Ministry of Education have high educational qualifications and have personal characteristics that qualify them to be successful leaders, in addition, it was found that the work environment follows two styles of leadership (The Transactional Leadership Style, The Laissez-Faire Leadership Style), the result is logical from the point of view of the researcher because it matches the Libyan working environment using the two styles, in Libyan fact, more than the third style of leadership is the transformational leadership it also matches with problem and the importance of research, which helped in the emergence of barriers that hinder workers women in the pursuit of leadership positions in the work environment, therefore, it is better for the working environment (the Libyan Ministry of Education) to, follows style of Transformational leadership in dealing with its staff according to the nature of this type of leadership as participatory, motivational and communicative by following transformational leadership, Women can reduce difficulties and barriers in leadership positions and from any problems possible arise.

5.2 Suggestions

Since there are many barriers in this study, the researcher has some suggestions for the future.

1. Based on those eight barriers that were found from Lack of family support,

Lack of self-confidence, Lack of peer/collegial support and Racial/ ethnic discrimination it suggest the following: Giving more attention and care to the successful attempts made by women administrative leaders currently existing in various posts on the consideration that such success is pioneer proof of the ability of Libyan women and her success in various fields of work, in order to improve their self-confidence and their latent abilities and qualifications, and to entice their aspirations to reach such posts, and this, in turn, shall attract the attention society especially those administrative from men (collegial) in various positions of family (the husband, father, and brothers) to the importance of the woman and that she is not anyway less than men, because she is successful and able to achieve the commitments required when holding leading posts.

2. As for the lack of job opportunities and gender discrimination, the researcher suggested To provide fair work chances and opportunities for working women with the men in cases of having the required qualifications, and experience. To hold the leading administrative posts and not to discriminate women in this respect. In favor of men, but to adopt the rational basis in the choice.
3. To ease the family responsibilities the researcher suggested consideration to provide the atmosphere and requirements that give relief to women from the housekeeping burdens to be able to perform her work, through the provision of adequate babysitting and kinder garden facilities as well as an understanding of men to her work and assist her to relieve her of such anxieties.
4. Building on above outlined, it is very important to adopt the policy to attract and support women in leading administrative posts and to encourage them to continue achieving their ambitions and help them to how transaction with Racial / ethnic discrimination.
5. As the for personal lack of tenacity the researcher suggested make leading women be aware of the general culture and special knowledge and to widen awareness of things by means of continued reading of modern books and the scientific magazines and specialty articles and to look into the modern scientific achievement in various fields aiming to develop new dimensions

that go beyond mere knowledge and vocational rank to the development of skills and motives and to adjust behavior types and performance and trust how to deal with colleagues.

6. Promotion of young women's qualifications promising to hold leading posts in the future, and to pave the paths for them to flaunt their talents, powers and work to enhance their skills to be able to perform their duties properly in the future.
7. It is recommended working to increase annual surveys of women working in different sectors it will be helpful for future and define the leading posts in such sectors and to verify the ratios of women holding leading posts therein. In order to follow up the progress of leading women and what specialty fields they occupy, by means of building up a database of information and statistics related to working women and their positions with special care to leading women. Finally, use a suitable style of leadership in the work place to avoid any barrier.

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APPENDIXES

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Appendix-A: The Participant Questionnaire

First: Demographic Data

1. Age

25-35 36-45 46 and above

2. Level of Education

Diploma level and below High Education Master and above

3. Years of Experience

Less than 5 years 5 to 15 years above 15 years

4. Supervisory status

A supervisor Has no supervisory work

5. Marital status

Single Married Widow/Divorced

6. Number of children

No children only one child Two or more children

Second: GAINING ACCESS TO MANAGEMENT POSITION

A. Barriers: The following is a list of barriers commonly identified by female Administrators who have aspired to become superintendents. For each, indicate whether **the barrier existed for you**. Do this by placing a check mark on the appropriate line.

Perceived Barrier	Personal Experience
Definitely a barrier for me	Not a barrier for me
1.1 Lack of family support	
1.2 Lack of employment opportunity	
1.3 Gender discrimination	
1.4 Lack of peer/collegial support	
1.5 Familial responsibilities such as raising children, Taking care of parents or siblings	
1.6 Lack of self-confidence	
1.7 Racial/ ethnic discrimination	
1.8 Personal lack of tenacity	

This item contains the same possible barriers listed in the previous question. For those items you have identified as **personal barriers**, indicate **the degree of Difficulty** you had in overcoming each barrier. Place a check mark on the appropriate line to indicate your response.

Perceived	Degree of Difficulty		
	None	Modest	Severe
2.1 Lack of family support			
2.2 Lack of employment opportunity			
2.3 Gender discrimination			
2.4 Lack of peer/collegial support			
2.5 Familial responsibilities such as raising children, Taking care of parents or siblings			
2.6 Lack of self-confidence			
2.7 Racial/ethnic discrimination			
2.8 Personal lack of tenacity			

B. Personal Characteristics: The following is a list of **personal characteristics**, which have been identified by female superintendents as **positive career tactics**. For each characteristic, indicate by placing a check mark on the appropriate line the perceived level of importance of this characteristic in your reaching the superintendence.

Personal Characteristic	Level of Importance		
	Not at all important	moderately important	extremely important

- | | | | |
|--|--|--|--|
| 3.1 Philosophy of education, (Your beliefs about education). | | | |
| 3.2 Being a woman | | | |
| 3.3 Human interaction skills | | | |
| 3.4 Planning skills | | | |
| 3.5 Organizational skills | | | |
| 3.6 Philosophy of administration (What administration means to you?) | | | |
| 3.7 Philosophical compatibility with The higher management | | | |
| 3.8 Support of influential references | | | |
| 3.9 Quantity of teaching experience | | | |
| 3.10 Quality of teaching experience | | | |
| 3.11 Quantity of administrative experience | | | |
| 3.12 Quality of administrative experience | | | |
| 3.13 Being an effective manager (i.e. knowing how to do things) | | | |
| 3.14 Being an effective leader (i.e. knowing what to do) | | | |
| 3.15 Having an earned doctorate | | | |
| 3.16 Personal appearance | | | |
| 3.17 Understanding politics | | | |
| 3.18 Ability to delegate | | | |
| 3.19 Self-confidence | | | |
| 3.20 Tenacity/ determination/ persistence | | | |
| 3.21 Flexibility | | | |

C- Actions: The following is a list of actions identified by female superintendents as influential in reaching superintendence. For each item, place a check mark on the appropriate line to indicate the degree of influence personally experienced as you ascended to the superintendence.

Actions	Degree of Influence		
	No Influence	Modest Influence	Strong
4.1 Identified and maintained a mentor			
4.2 Relied on flexible goals			
4.3 Attended seminars in career planning			
4.4 Identified and maintained sponsors			
4.5 Consistently evaluated personal strengths			
4.6 Became more visible professionally			
4.7 Obtained support from family/ friends			
4.8 Developed/utilized "new girl" network			
4.9 Gained leadership experience outside education			

The multifactor Leadership questionnaire

(The Multifactor Leadership Questionnaire Leader Form, 5x, Short)

Third: The Leadership Style: To what extent do these statements apply to your manager at the place where you work? Judge how the frequently each statement fits the person you are describing?

1-Instills pride in me for being associated with her /him 10

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

2- Acts in ways that builds my respect. 21

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

3- Considers me as having different needs, abilities, and aspirations from others. 29

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

4- Suggests new ways of looking at how to complete assignments 32

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

5- Spends time teaching and coaching. 15

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

6- Makes clear what one can expect to receive when performance goals are achieved.

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- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

7- Focuses attention on irregularities, mistakes, exceptions, and deviations from standards. **4**

- (a) Not at all (b) Once in a while (c) Sometimes (d)
Fairly often (e) Frequently, if not always

8- Fails to interfere until problems become serious. **3**

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

9- Avoids getting involved when important issues arise. **5**

- (a) Not at all (b) Once in a while (c) Sometimes
(d) Fairly often (e) Frequently, if not always

Appendix-B: Arabic Participant Questionnaire

استبيان عن التحديات (الحواجز) التي تواجه المرأة الليبية لتولي المناصب القيادية

قطاع التعليم

أختي الكريمة,,, : بعد التحية,,, نأمل منكم التكرم بالإجابة على فقرات الاستبيان بكل دقة وموضوعية ، وهذه الإجابات سوف تستخدم لأغراض البحث العلمي فقط لنيل درجة الإجازة العلمية الماجستير في كلية إدارة الأعمال ، وتهدف هذه الدراسة إلى التعرف على العقبات التي تواجه المرأة الليبية للمشاركة في المواقع القيادية ، والمهارات التي تمتلكها النساء في القيادة. يمكنك الإجابة استنادا إلى الأفكار الشخصية والخبرة وتؤكد بأن إجابتك ستساهم في إثراء البحث و الوصول إلى نتائج دقيقة وحقيقية.أقدم لكم شكري وامتناني على مشاركتكم في هذه الدراسة وتقبلوا مني فائق التقدير و الاحترام.الباحثة .

أولا : البيانات الديمجرافية:-

- 1- العمر
() 25 – 35 سنة () 36 – 45 سنة () 46 سنة فما فوق
- 2- المستوى التعليمي
() الدبلوم المتوسط فما دون () تعليم عالي () ماجستير فما فوق
- 3- سنوات الخبرة
() أقل من خمس سنوات () من 5 إلى 15 سنة () أكثر من 15 سنة
- 4- حالة الإشراف (تربوي – إداري)
() عملت كمشرفة () لم أقم بأي عمل إشرافي
- 5- الحالة الاجتماعية
() أنسة () متزوجة () أرملة / مطلقة
- 6- عدد الأطفال
() لا يوجد أطفال () طفل واحد فقط () طفلين أو أكثر

ثانياً: الوصول إلى المناصب الإدارية

أ- **الحواجز:** هذه قائمة بالحواجز التي حددتها نساء إداريات لديهن الطموح ليصبحن مشرفات. أمام كل حاجز ضعي إشارة تدل ما إذا واجهت هذه الحواجز

ت	الحاجز	بالتأكيد حاجز	لا ليس حاجزاً
1	نقص الدعم العائلي		
2	نقص فرص العمل		
3	التمييز بسبب الجنس		
4	نقص دعم الزملاء		
5	المسؤوليات العائلية مثل تربية الأطفال أو الاعتناء بالوالدين		
6	نقص الثقة بالنفس		
7	التمييز بسبب العرق		
8	نقص العناد أو الصلابة لدي		

يحتوي هذا الجزء على نفس الحواجز السابقة، الرجاء تحديد درجة الصعوبة في التغلب على كل حاجز من الحواجز التي ذكرت بأنها "بالتأكيد حاجز". ضعي علامة أمام الاختيار المناسب. تجاهلي التي ذكرت بأنها "ليس حاجزاً"

ت	الحاجز	درجة الصعوبة		
		عالية	متوسطة	ضعيفة
1	نقص الدعم العائلي			
2	نقص فرص العمل			
3	التمييز بسبب الجنس			
4	نقص دعم الزملاء			
5	المسؤوليات العائلية مثل تربية الأطفال أو الاعتناء بالوالدين			
6	نقص الثقة بالنفس			
7	التمييز بسبب العرق			
8	نقص العناد أو الصلابة لدي			

ب- الخصائص الشخصية: هذه قائمة بالخصائص الشخصية التي حددتها نساء عملن كمشرفات. هذه الخصائص تعد أساليب إيجابية في العمل. حددي لكل خاصية الأهمية المناسبة التي تترين أنها تساعدك للوصول للمناصب الإشرافية

نت	الخاصية الشخصية	درجة الأهمية		
		عالية	متوسطة	ضعيفة
1	فلسفتك التربوية (ما تعتقديه حول التعليم والتربية)			
2	كونك امرأة			
3	مهارات التعامل مع الآخرين			
4	مهارات التخطيط			
5	مهارات التنظيم			
6	فلسفتك الإدارية (ما تعنيه الإدارة بالنسبة لك)			
7	توافق فلسفتك مع فلسفة الإدارة العليا			
8	دعم الأشخاص المؤثرين			
9	كمية الخبرة التدريسية			
10	جودة الخبرة التدريسية			
11	كمية الخبرة الإدارية			
12	جودة الخبرة الإدارية			
13	كونك مدير فعال (تعرف كيف تقوم بالأشياء)			
14	كونك قائد فعال (تعرف ما تفعل)			
15	كونك حاصلة على درجة علمية عالية			
16	المظهر الشخصي			
17	فهمك لسياسات العمل			
18	القدرة على تكليف الآخرين بالعمل			
19	الثقة بالنفس			
20	العناد والمثابرة والإصرار			
21	المرونة			

ج. **لأفعال:** هذه قائمة بالأفعال التي حددتها بعض المشرفات على أنها مؤثرة في الوصول إلى الوظائف الإشرافية. ضعي علامة أمام كل عنصر من العناصر تحدد درجة تأثيرها كما خبرته بنفسك من أجل الوصول إلى الوظائف الإشرافية

ت	الأفعال	درجة التأثير		
		عالية	متوسطة	ضعيفة
1	أستعنت بناصح و عملت بنصيحته			
2	اعتمدت على أهداف مرنة			
3	حضرت محاضرات في التخطيط الوظيفي			
4	أستعنت بمن يرعاني و عملت تحت رعايته			
5	قمت بتقييم خصائص القوة لدي دائما			
6	اظهرت كفاءتي المهنية			
7	حصلت على دعم من العائلة أو الأصدقاء			
8	قمت بتطوير أو استخدمت شبكة علاقات			
9	أكتسبت خبرة قيادية خارج مجال التعليم			

ثالثاً: نمط القيادة الإدارية

إلى أي مدى تنطبق العبارات التالية على المدير حيث تعملين؟ حددي مدى انطباق كل عبارة على الشخص الذي تصفينه:

مدى إظهار السلوك					الأفعال	ت
مطلقاً	نادراً	أحياناً	غالباً	دائماً		
					يعزز اعترازي بنفسي كوني اتعامل معه/معها	1
					يتعامل بطرق تولد الاحترام	2
					يقدر بأن لي حاجات وتطلعات تميزني عن الآخرين	3
					يقترح طرق جديدة لتحقيق الواجبات والأهداف	4
					يبذل جهداً في التعليم والتوجيه	5
					يوضح المرود الذي يمكن أن يتلقاه الفرد عند تحقيقه للأهداف	6
					يركز اهتمامه على المخالفات والأخطاء والاستثناءات والانحرافات عن المعايير	7
					يفشل في التدخل لحل القضايا حتى تصبح الأمور خطيرة	8
					يتجنب التدخل في القضايا الحساسة والمهمة	9

Appendix-C: Descriptive

Table (A) Group Statistics Age as a variability Factor					
	Age	N	Mean	Std., Deviation	Std. ,Error Mean
Barriers Degree of Difficulty	25 to 35	202	2.1726	.69242	.04872
	36 to 45	185	2.2750	.68748	.05054
Personal Characteristics	25 to 35	202	2.7848	.21095	.01484
	36 to 45	185	2.8080	.19877	.01461
Action1	25 to 35	202	2.87	.336	.024
	36 to 45	185	2.87	.337	.025
Action2	25 to 35	202	2.56	.497	.035
	36 to 45	185	2.60	.491	.036
Action3	25 to 35	202	2.90	.299	.021
	36 to 45	185	2.90	.297	.022
Action4	25 to 35	202	2.79	.407	.029
	36 to 45	185	2.82	.384	.028
Action5	25 to 35	202	2.89	.312	.022
	36 to 45	185	2.92	.265	.019
Action6	25 to 35	202	2.63	.484	.034
	36 to 45	185	2.64	.480	.035
Action7	25 to 35	202	2.29	.456	.032
	36 to 45	185	2.20	.401	.029
Action8	25 to 35	202	2.29	.456	.032
	36 to 45	185	2.20	.401	.029
Action9	25 to 35	202	2.29	.456	.032
	36 to 45	185	2.20	.401	.029

Table (B) Descriptive for Personal Barriers (degree of Difficulty), Personal Characteristics and influential Actions according to each education level group									
		N	Mean	Std. Deviation	Std. Error	95%, Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Barriers Degree of Difficulty	G1	48	2.0859	.69341	.10009	1.8846	2.2873	1.25	3.00
	G2	182	2.2603	.70305	.05211	2.1575	2.3631	1.25	3.00
	G3	157	2.2182	.67521	.05389	2.1117	2.3246	1.25	3.00
	Total	387	2.2216	.69107	.03513	2.1525	2.2906	1.25	3.00
Personal Characteristics	G1	48	2.8095	.18793	.02712	2.7550	2.8641	2.48	3.00
	G2	182	2.7878	.21039	.01560	2.7570	2.8186	2.38	3.00
	G3	157	2.8010	.20521	.01638	2.7687	2.8334	2.38	3.00
	Total	387	2.7959	.20528	.01043	2.7753	2.8164	2.38	3.00
Action1	G1	48	2.92	.279	.040	2.84	3.00	2	3
	G2	182	2.88	.320	.024	2.84	2.93	2	3
	G3	157	2.84	.367	.029	2.78	2.90	2	3
	Total	387	2.87	.336	.017	2.84	2.90	2	3
Action2	G1	48	2.54	.504	.073	2.40	2.69	2	3
	G2	182	2.60	.491	.036	2.53	2.67	2	3
	G3	157	2.57	.496	.040	2.50	2.65	2	3
	Total	387	2.58	.494	.025	2.53	2.63	2	3
Action3	Secondary and below	48	2.98	.144	.021	2.94	3.02	2	3
	Higher Education	182	2.90	.299	.022	2.86	2.94	2	3
	Master and above	157	2.88	.327	.026	2.83	2.93	2	3
	Total	387	2.90	.298	.015	2.87	2.93	2	3
Action4	Secondary and below	48	2.63	.489	.071	2.48	2.77	2	3
	Higher Education	182	2.82	.382	.028	2.77	2.88	2	3
	Master and above	157	2.84	.367	.029	2.78	2.90	2	3
	Total	387	2.81	.396	.020	2.77	2.85	2	3
Action5	Secondary and below	48	2.85	.357	.051	2.75	2.96	2	3
	Higher Education	182	2.91	.284	.021	2.87	2.95	2	3
	Master and above	157	2.92	.276	.022	2.87	2.96	2	3
	Total	387	2.91	.291	.015	2.88	2.94	2	3
Action6	Secondary and below	48	2.65	.483	.070	2.51	2.79	2	3
	Higher Education	182	2.63	.485	.036	2.56	2.70	2	3
	Master and above	157	2.64	.481	.038	2.57	2.72	2	3
	Total	387	2.64	.482	.024	2.59	2.68	2	3
Action7	Secondary and below	48	2.27	.449	.065	2.14	2.40	2	3
	Higher Education	182	2.25	.433	.032	2.18	2.31	2	3
	Master and above	157	2.24	.430	.034	2.17	2.31	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3
Action8	Secondary and below	48	2.27	.449	.065	2.14	2.40	2	3
	Higher Education	182	2.25	.433	.032	2.18	2.31	2	3
	Master and above	157	2.24	.430	.034	2.17	2.31	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3
Action9	Secondary and below	48	2.27	.449	.065	2.14	2.40	2	3
	Higher Education	182	2.25	.433	.032	2.18	2.31	2	3
	Master and above	157	2.24	.430	.034	2.17	2.31	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3

Table (C) Descriptive for Personal Barriers (degree of Difficulty), Personal Characteristics and influential Actions according to each tenor group

		N	Mean	Std. Deviation	Std. Error	95% , Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Barriers	Less than 5 years	212	2.2264	.69445	.04770	2.1324	2.3204	1.25	3.00
	5 to 15 years	117	2.2233	.68501	.06333	2.0979	2.3487	1.25	3.00
	Above 15 Years	58	2.2004	.70242	.09223	2.0157	2.3851	1.25	3.00
	Total	387	2.2216	.69107	.03513	2.1525	2.2906	1.25	3.00
Personal Characteristics	Less than 5 years	212	2.7940	.20495	.01408	2.7663	2.8218	2.38	3.00
	5 to 15 years	117	2.8075	.20380	.01884	2.7702	2.8448	2.38	3.00
	Above 15 Years	58	2.7791	.21159	.02778	2.7235	2.8348	2.38	3.00
	Total	387	2.7959	.20528	.01043	2.7753	2.8164	2.38	3.00
Action1	Less than 5 years	212	2.88	.323	.022	2.84	2.93	2	3
	5 to 15 years	117	2.82	.385	.036	2.75	2.89	2	3
	Above 15 Years	58	2.93	.256	.034	2.86	3.00	2	3
	Total	387	2.87	.336	.017	2.84	2.90	2	3
Action2	Less than 5 years	212	2.60	.491	.034	2.53	2.67	2	3
	5 to 15 years	117	2.56	.499	.046	2.46	2.65	2	3
	Above 15 Years	58	2.57	.500	.066	2.44	2.70	2	3
	Total	387	2.58	.494	.025	2.53	2.63	2	3
Action3	Less than 5 years	212	2.91	.293	.020	2.87	2.95	2	3
	5 to 15 years	117	2.91	.281	.026	2.86	2.97	2	3
	Above 15 Years	58	2.86	.348	.046	2.77	2.95	2	3
	Total	387	2.90	.298	.015	2.87	2.93	2	3
Action4	Less than 5 years	212	2.83	.380	.026	2.77	2.88	2	3
	5 to 15 years	117	2.74	.443	.041	2.65	2.82	2	3
	Above 15 Years	58	2.88	.329	.043	2.79	2.97	2	3
	Total	387	2.81	.396	.020	2.77	2.85	2	3
Action5	Less than 5 years	212	2.92	.272	.019	2.88	2.96	2	3
	5 to 15 years	117	2.88	.326	.030	2.82	2.94	2	3
	Above 15 Years	58	2.91	.283	.037	2.84	2.99	2	3
	Total	387	2.91	.291	.015	2.88	2.94	2	3
Action6	Less than 5 years	212	2.64	.482	.033	2.57	2.70	2	3
	5 to 15 years	117	2.62	.489	.045	2.53	2.70	2	3
	Above 15 Years	58	2.67	.473	.062	2.55	2.80	2	3
	Total	387	2.64	.482	.024	2.59	2.68	2	3
Action7	Less than 5 years	212	2.25	.431	.030	2.19	2.30	2	3
	5 to 15 years	117	2.25	.434	.040	2.17	2.33	2	3
	Above 15 Years	58	2.26	.442	.058	2.14	2.37	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3
Action8	Less than 5 years	212	2.25	.431	.030	2.19	2.30	2	3
	5 to 15 years	117	2.25	.434	.040	2.17	2.33	2	3
	Above 15 Years	58	2.26	.442	.058	2.14	2.37	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3
Action9	Less than 5 years	212	2.25	.431	.030	2.19	2.30	2	3
	5 to 15 years	117	2.25	.434	.040	2.17	2.33	2	3
	Above 15 Years	58	2.26	.442	.058	2.14	2.37	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3

Group Statistics Supervisory status as a variability factor					
	Supervisory Status	N	Mean	Std. Deviation	Std. Error Mean
Barriers Degree of Difficulty	Didn't work as a Supervisor	333	2.2098	.69822	.03826
	Worked as a Supervisor	54	2.2940	.64663	.08800
Personal Characteristics	Didn't work as a Supervisor	333	2.7938	.20700	.01134
	Worked as a Supervisor	54	2.8086	.19568	.02663
Action1	Didn't work as a Supervisor	333	2.87	.339	.019
	Worked as a Supervisor	54	2.89	.317	.043
Action2	Didn't work as a Supervisor	333	2.59	.493	.027
	Worked as a Supervisor	54	2.56	.502	.068
Action3	Didn't work as a Supervisor	333	2.90	.299	.016
	Worked as a Supervisor	54	2.91	.293	.040
Action4	Didn't work as a Supervisor	333	2.80	.404	.022
	Worked as a Supervisor	54	2.87	.339	.046
Action5	Didn't work as a Supervisor	333	2.90	.295	.016
	Worked as a Supervisor	54	2.93	.264	.036
Action6	Didn't work as a Supervisor	333	2.63	.483	.026
	Worked as a Supervisor	54	2.65	.482	.066
Action7	Didn't work as a Supervisor	333	2.25	.433	.024
	Worked as a Supervisor	54	2.24	.432	.059
Action8	Didn't work as a Supervisor	333	2.25	.433	.024
	Worked as a Supervisor	54	2.24	.432	.059
Action9	Didn't work as a Supervisor	333	2.25	.433	.024
	Worked as a Supervisor	54	2.24	.432	.059

Group Statistics Marital status as a variability factor					
	Marital Status	N	Mean	Std. Deviation	Std. Error Mean
Barriers Degree of Difficulty	Single	28	1.3036	.09877	.01867
	Married	359	2.2932	.66569	.03513
Personal Characteristics	Single	28	2.7534	.23510	.04443
	Married	359	2.7992	.20277	.01070
Action1	Single	28	2.79	.418	.079
	Married	359	2.88	.328	.017
Action2	Single	28	2.71	.460	.087
	Married	359	2.57	.496	.026
Action3	Single	28	2.86	.356	.067
	Married	359	2.91	.293	.015
Action4	Single	28	2.89	.315	.060
	Married	359	2.80	.401	.021
Action5	Single	28	3.00	.000	.000
	Married	359	2.90	.301	.016
Action6	Single	28	2.54	.508	.096
	Married	359	2.64	.480	.025
Action7	Single	28	2.14	.356	.067
	Married	359	2.26	.437	.023
Action8	Single	28	2.14	.356	.067
	Married	359	2.26	.437	.023
Action9	Single	28	2.14	.356	.067
	Married	359	2.26	.437	.023

Table (D) Descriptive for Personal Barriers (degree of Difficulty), Personal Characteristics and influential Actions according to each number of children group									
		N	Mean	Std. Deviation	Std. Error	95% C. onfidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Barriers	No Children	31	1.4677	.51838	.09310	1.2776	1.6579	1.25	3.00
	One Child	22	2.5114	.50135	.10689	2.2891	2.7337	1.50	3.00
	Two Children or more	334	2.2725	.67267	.03681	2.2001	2.3449	1.50	3.00
	Total	387	2.2216	.69107	.03513	2.1525	2.2906	1.25	3.00
Personal Characteristics	No Children	31	2.7558	.23320	.04188	2.6702	2.8413	2.43	3.00
	One Child	22	2.8615	.19546	.04167	2.7748	2.9481	2.38	3.00
	Two Children or more	334	2.7953	.20274	.01109	2.7734	2.8171	2.38	3.00
	Total	387	2.7959	.20528	.01043	2.7753	2.8164	2.38	3.00
Action1	No Children	31	2.81	.402	.072	2.66	2.95	2	3
	One Child	22	2.82	.395	.084	2.64	2.99	2	3
	Two Children or more	334	2.88	.325	.018	2.85	2.92	2	3
	Total	387	2.87	.336	.017	2.84	2.90	2	3
Action2	No Children	31	2.74	.445	.080	2.58	2.91	2	3
	One Child	22	2.77	.429	.091	2.58	2.96	2	3
	Two Children or more	334	2.55	.498	.027	2.50	2.61	2	3
	Total	387	2.58	.494	.025	2.53	2.63	2	3
Action3	No Children	31	2.87	.341	.061	2.75	3.00	2	3
	One Child	22	2.91	.294	.063	2.78	3.04	2	3
	Two Children or more	334	2.90	.295	.016	2.87	2.94	2	3
	Total	387	2.90	.298	.015	2.87	2.93	2	3
Action4	No Children	31	2.90	.301	.054	2.79	3.01	2	3
	One Child	22	2.82	.395	.084	2.64	2.99	2	3
	Two Children or more	334	2.80	.403	.022	2.75	2.84	2	3
	Total	387	2.81	.396	.020	2.77	2.85	2	3
Action5	No Children	31	3.00	.000	.000	3.00	3.00	3	3
	One Child	22	3.00	.000	.000	3.00	3.00	3	3
	Two Children or more	334	2.89	.311	.017	2.86	2.93	2	3
	Total	387	2.91	.291	.015	2.88	2.94	2	3
Action6	No Children	31	2.52	.508	.091	2.33	2.70	2	3
	One Child	22	2.55	.510	.109	2.32	2.77	2	3
	Two Children or more	334	2.65	.477	.026	2.60	2.70	2	3
	Total	387	2.64	.482	.024	2.59	2.68	2	3
Action7	No Children	31	2.16	.374	.067	2.02	2.30	2	3
	One Child	22	2.14	.351	.075	1.98	2.29	2	3
	Two Children or more	334	2.26	.441	.024	2.22	2.31	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3
Action8	No Children	31	2.16	.374	.067	2.02	2.30	2	3
	One Child	22	2.14	.351	.075	1.98	2.29	2	3
	Two Children or more	334	2.26	.441	.024	2.22	2.31	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3
Action9	No Children	31	2.16	.374	.067	2.02	2.30	2	3
	One Child	22	2.14	.351	.075	1.98	2.29	2	3
	Two Children or more	334	2.26	.441	.024	2.22	2.31	2	3
	Total	387	2.25	.432	.022	2.20	2.29	2	3

CURRICULUM VITAE

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