Women's Leadership in School Administration: A Review Recasting the Literature

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Abstract: Although, most of the literature in leadership does not assert gender differences in effectiveness, there still remains a gender imbalance in most leadership positions. The purpose of this study is to ascertain that while women leaders are quite similar to men in leadership effectiveness, they tend to have styles of leadership that are well suited for contemporary organizational needs. Through investigating studies and theories focused on gender, leadership and the school administration, this outlines leadership perspectives that verify effective women's leadership and clarifies characteristics of women leadership styles. Finally, this study confirms a constructive match between women's leadership styles and the demands of the current educational reform for school leadership.

Key words: Leadership, women, gender differences, school administration, educational reform

INTRODUCTION

Studies have identified gender differences in leadership styles. They consistently argue that women tend to adopt a more democratic and participative style while men tend to adopt a more autocratic or directive style (Gibson, 1995). Although, this statement could lead us to seize misunderstanding about gender specific essentialism-saying all women as the same and all men as the same, the aim of the studies is to find typical style that women usually possess when they practice leadership in various professional areas. Some scholars even say that since women's leadership styles are better aligned with current organizational reform, higher administrative positions in public education, for instance, should be filled by women (Bjork and Keyed, 2003; Brunner and Kim, 2010; Kowalski, 2003).

Such conclusions, however, do not reflect reality. According to a study conducted by Taylor as early as 1977, the majority of school board members thought sex should not be a determining criterion in the selection of superintendents and secondary principals, yet even in 2005 the majority of these positions were occupied by men. In fact, 82% of superintendents in the United State are men (Brunner and Grogan, 2005; Glass *et al.*, 2002). Does this mean, then that men's leadership generally results in greater student achievement or higher school performance than women's leadership? The answer to this question could be drawn from gender comparison in leadership effectiveness.

To be sure, women have different leadership experiences than men. Although, most of the literature identifying gender differences in leadership does not assert gender differences in effectiveness, there still remains a gender imbalance in most leadership positions with particular higher level administrative roles such as secondary principalship and superintendency. Early studies tended to focus only on leadership traits and the situational context in order to identify effective leadership. However, if one considers that leadership is a more complex concept including the know-how to build relationships with others, the measure of the effectiveness of contemporary leadership should be changed to include more relations-centered and process-oriented abilities.

Contemporary social, economic and political conditions require school administrators such as superintendents to work as agents of change capable of improving learning and teaching, increasing management efficiency and effectively responding to community demands (Bjork *et al.*, 2005). For example, throughout consecutive waves of school reform, the role expectation of the contemporary superintendent has evolved and been further compounded by additional expectations, such as collaborator and culture re-builder (Brunner *et al.*, 2002). Regarding gender and school leadership, the literature provides evidence that women leaders tend to have typical styles which are well suited to contemporary organizational and school needs.

The purpose of this study is to explore leadership perspectives explaining effective women's leadership and to clarify the characteristics of women' leadership styles

through investigating studies and theories focused on gender and leadership. Finally, this study aims to confirm a constructive match between women's leadership styles and the demands of current educational reform for school leadership.

PERSPECTIVES OF WOMEN'S LEADERSHIP

Many contemporary leadership theories support women's leadership style with their own logic for a new type of leadership and organizational development. Some of these theories directly focus on gender issues in leadership and try to give women practical information and guidelines for their activities as leaders in organizations. One also gains indirect but very useful suggestions for women's leadership from these theories. Based on the literature about contemporary leadership theories, four leadership perspectives are presented in this paper: transformational leadership perspective, connective leadership perspective, social and organizational perspectives and feminist postmodernism perspectives.

TRANSFORMATIONAL LEADERSHIP PERSPECTIVES

Leadership referred to as "transformational" can be found in many areas of leadership study. One interesting empirical study, mentioned earlier, conducted by Mandell and Pherwani (2003) examined the relationship between emotional intelligence (EQ), transformational leadership style and gender. EQ can be defined as the "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's own thinking and actions" (Mandell and Pherwani, 2003). Bar-On (1997) another theorist, defined emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Mandell and Pherwani, 2003). Additional research has contributed to the construct of emotional intelligence by emphasizing the important role of this type of intelligence in organizational leadership (Mandell and Pherwani, 2003).

Transformational leadership, also called charismatic leadership, is characterized by the leader's unique power or skill to captivate and energize a follower to want to struggle for shared aspirations (Bass, 1985, 1990; Kouzes and Posner, 1995; McWhinney, 1997; Yammarino *et al.*, 1997). This type of leadership involves leaders gaining the respect, trust and confidence of others and transmitting an awareness of the mission or vision of the organization

to followers. Transformational leadership also includes a relationship between leader and subordinates that is personal and not based on formal, institutional rules, regulations, rewards or punishment (Bass and Avolio, 1994; Yammarino *et al.*, 1997).

In contrast, transactional leadership approaches emphasize the exchange process in which leaders help followers accomplish objectives by exchanging for rewards (Bycio *et al.*, 1995). Transactional leadership generally uses the concepts of traits, behavior and situational styles. The leaders in this leadership style believe that a follower's reinforcement is contingent on accomplishing objectives and will result in higher performance and satisfaction (Northouse, 2004). In addition, they only get involved with the follower when there is an exceptional situation or problem. This management style by exception, therefore, causes the relations between leaders and followers to be minimal and passive (Bass and Avolio, 1994; Northouse, 2004).

Bass and Avolio (1994) proposed that transformational leadership comprises four dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. Transformational leaders, as measured by the Multifactor Leadership Questionnaire (MLQ) were more effective and satisfying leaders than were transactional leaders. Transformational leaders appear to be more aware of behavior and less emotional when dealing with stress and conflict. They demonstrate an internal locus of control, self-confidence and self-acceptance (Bass and Avolio, 1994). They also appear to be better adjusted than transactional leaders with a strong sense of responsibility and clear goals. However, transactional leadership occurs when the leader rewards or disciplines the follower with regards to performance. They emphasize work standards, assignments and task-oriented goals (Bass and Avolio, 1994).

The outcomes of many studies focused on these two leadership types show that women leaders are rated as displaying transformational leadership behaviors more frequently than men leaders (Bycio *et al.*, 1995; Druskat, 1994; Yammarino *et al.*, 1997). The Mandell and Pherwani (2003)study, however, found few differences in patterns of the relationship between leadership style and gender, but did find a significant difference in the emotional intelligence scores of men and women managers women get higher scores. They found no significant difference in the transformational leadership scores of men and women managers. Although, Mandell and Pherwani did not identify the gender differences in transformational leadership scores, they suggested that women might be better at managing their emotions and the emotions of

others when compared to men. And certainly, other researchers did find that women were better transformational leaders than were men. Society and organizations today are faced with many challenges that require exceptional leadership. Leaders should possess not only effective managerial skills but also highly developed social and emotional skills.

CONNECTIVE LEADERSHIP PERSPECTIVES

The traditional masculine and unilateral leadership style is not suitable any longer in the globally interdependent and dramatically changing workplace of the twenty-first century. Connective leadership as a new type of integrative model can be an alternative to meet the needs of interdependent global organizational environments. Bluman (1992) searched for a relationship between achievement style (L-BL achieving styles model) and a new form of leadership, connective leadership which connects individuals not only to their own task and ego drives, but also to those of the group and community who depend upon the accomplishment of mutual goals.

Achievement style models in the Bluman (1992) study included three sets of achievement methods: direct, instrumental and relational. She asserted that US leadership images represent a masculine ego-ideal which draws on a very limited set of achievement styles, "direct styles," emphasizing individualism, self-reliance and belief in one's own abilities as well as power, competition and creativity. Traditionally, other sets of learned behaviors, "instrumental and relational achieving styles" which are ordinarily associated with more feminine behavior, have been rejected within the leadership field.

In the current networked world, however, these achievement styles include important aspects of leadership which connect individuals creatively to their tasks and visions, to one another, to the immediate group and the larger network, empowering others and instilling confidence (Bluman, 1992). Connective leadership integrates and revitalizes individualism with a crucial feminine perspective, "that is, seeing the world as a total system of interconnected, uniquely important parts, rather than as independent, competitive, isolated and unequal entities" (Bluman, 1992).

Although, connective leadership tries to encompass many aspects of human behaviors and leadership styles transactional and transformational behaviors, individualism and charisma and competition and collaboration the components of connective leadership are still more familiar to women than men. Men are generally accustomed to rule-bound competitive situations and hierarchical structures while women feel safety in the informal situations of connecting to caring for and taking responsibility for mediating the conflicting needs of others (Bluman, 1992). Since, the informal system necessitates knowledge of relationships, human interactions, emotions and group processes which are important aspects of connective leadership, women leaders have great potential for connective leadership.

SOCIAL AND ORGANIZATIONAL PERSPECTIVES

Traditionally, leadership has been understood to be the traits of leaders and the way they exercise their positional power (Gemmill and Oakley, 1992; Kezar, 2000). This stereotyped point of view, however, no longer works in our contemporary society. The structural changes in current society and organizations require a new type of leadership that is able to cope with rapid social changes and diverse organizational needs. Current organizations understand that leadership is a social process rather than solely the traits of leaders (Gemmill and Oakley, 1992). At this point in history, knowledge of correct responses to organizational culture and diversity are critical factors determining the effectiveness of leadership (Kezar, 2000). These factors are more specifically discussed in three subsections focused on: cultural leadership, collaborative leadership and pluralistic leadership.

Cultural leadership: Most studies of leadership have treated organizational cultures only peripherally and leadership in organizational cultures has not been systematically explored (Trice and Beyer, 1991). However, given that cultural values shape cognitive schemas or sets of shared meaning among individuals (Erez and Earley, 1993) and the fact that leadership entails some person's influencing the understanding of followers, leadership cannot be understood without knowledge of the cultural background of a society or organization. Trice and Beyer (1991) suggested that while instrumental leadership indicates the degree to which instrumental behaviors and ideas are affected by the leadership process, cultural leadership indicates the degree to which understandings and expressive behaviors are affected by the leadership process. Shared understandings about how to cope with and manage the uncertainties which people in organizations face day-to-day can be established through social interaction and behavior (1991). To consolidate their shared understandings, members in an organization should repeatedly communicate through cultural forms such as myths, symbols, rites and rewards (1991). At this point, the role of the leader is

to facilitate communication so that followers all come to share the same understandings.

In cultural leadership, the relationship between leaders and followers is not unilateral; rather, followers can be any set of stakeholders such as the board of directors or lower-level managers. Since the authority of cultural leadership practices stem from the acceptance and approval of some sets of followers, it will not survive without followers belief that their own successful performance is due to the influence of the leaders (Trice and Beyer, 1991). Cultural leadership practices can be positively accepted by "initiating feelings of satisfaction and motivating the followers to contribute to the organization in terms of performance and extra-role behaviors" (Gibson, 1995).

Gibson (1995)'s research about gender differences in different cultural sets of leadership (cases from four countries) found that emphasis placed on many of the leadership behaviors (goal setting and interaction facilitation) and styles (directive and non-directive) did not vary across genders or cultures. The percentage of variance explained by gender differences was relatively small, even though he found that men in all four countries emphasized goal setting in behavior dimensions more than did women. In contrast, women emphasized interaction facilitation more so than did men. Therefore, cultural leadership theories provide some suggestions for women's leadership. Cultural leadership is more likely to be effective when leaders use and emphasize cultural forms that are ordinarily considered as informal systems and instruments for organizational management.

Collaborative leadership: Modern organizations consider leadership as a process rather than the role of individual. This viewpoint focuses more on the role of influence in relationships between leaders and followers than on the traits of leaders or the functions of leadership. Leadership as a social process can be defined "as a process of dynamic collaboration, where individuals in the organization authorize themselves and others to interact in ways that experiment with new forms of intellectual and emotional meaning" (Gemmill and Oakley, 1992). In this respect, emergent leadership moves from traditional views of management command and control style to collaborative stewardships characterized by process, interaction in relationships, responsiveness to the collective wishes of participants in the organization, pursuit of collective goals and allowance of bottom-up influence (Levinson and Ember, 1996).

According to Putnam (1995), "social capital" as a feature of social life networks, norms and trust enable participants to act together more effectively to pursue shared objectives and mutual benefits. Collaboration and coordination in this notion of social processes are the basic activities in communities and organizations. Collaboration, based on trust among members, creates and maintains a long-term initiative for shared goals of organizations. In order to build up collaborative organizational cultures, leaders should include conciliatory, nurturing and consensual styles of leadership as opposed to traditional, hierarchical types of leadership (Slater, 1996; Chrislip and Larson, 1994). Collaborative leaders take responsibility for building broad-based involvement among people in the organization. They work with followers as peer-problem solvers by helping groups instead of through making decisions (Chrislip and Larson, 1994). The quality of this type of leadership is evidenced by the ability of members to develop trust, share power, clarify organizational visions and mentor followers. The characteristics of collaborative leadership have been shown to be preferred by women leaders and managers (Rosenthal, 1998). Rosenthal studied gender differences in collaborative styles of behavior and suggested that women appear to bring different preparatory experiences to favor more collaborative leadership styles; women leaders on average obtain higher scores on collaborative scales in contrast to men.

Pluralistic leadership: Avenell insisted that "societies have become more pluralistic in make-up and the demands of communities more diversified and insistent. Consequently, the nature of leadership has altered and become more complex, much less predictable, less structured and more value-laden". New leadership for this pluralistic society should include "the judicious balancing of stability and change, the incorporation of diverse opinions including those of subordinate as well as dominant individuals and groups and the ability to learn from school (organization)] discord and failure" (Willie, 2002). According to Kezar (2000), pluralistic leaders produce a climate that values diversity, draws on aggregate voices and resources of the organizations, fully integrates all cultures into the organizational system and finally, reduces intergroup conflict.

Pluralistic leadership which is a derivative of the Equal Opportunity movement focused on disadvantaged groups, recognizes all types of difference rather than broad stereotypes. According to Cox (Kezar, 2000) while disregarding differences in the cultural diversity of organizations leads to inefficiency, lack of productivity, reduced quality and inability to meet organizational goals, acknowledging cultural difference enhances work relationships, effectiveness and the ability to reach

organizational goals. In pluralist organizations, the uniqueness of each group and person is recognized by diverse aspects such as gender, ethnicity, religion and physical and intellectual ability. Pluralistic leadership assumes that acceptance can be reached by understanding, valuing and utilizing the differences across groups.

As mentioned above, women interpret leadership differently than traditional models based on men-centered in positions of authority. They tend to emphasize responsibility toward others and empower others to act within organizations. The components of pluralistic leadership correspond well with these women's conceptions of leadership. Pluralistic leaders develop a vision for diversity which is established by diverse stakeholders in the organization (Kezar, 2000). Through multicultural and interpersonal systems, these leaders can create an environment where members openly and safely communicate and build relationships. Pluralistic leaders have an advantage over risk managers because they consider conflicts and dissents within organization as a resource and an opportunity which provides valuable information for understanding organizational vision and eventually supports sustainable organizational development (Kezar, 2000).

FEMINIST POSTMODERNISM PERSPECTIVES

Within this perspective, one find two areas of related philosophical scholarship that enable us to understand contemporary women's leadership: feminism and postmodernism. Feminism, as one point of view of social progress, is concerned with gender relations at a given time and place. Feminist theory "advocates action that results in a more equitable distribution of resources and opportunities for those who have been marginalized" (Grogan, 1996, 1999, 2000). Postmodernism, as another useful philosophical base for understanding women's leadership is largely a reaction to the assumed certainty of scientific efforts to explain reality. This philosophical perspective negates authoritative definitions and singular narratives of any trajectory of events. Postmodernism provides a disruption of certainty, a rejection of modernist rationality, a move from objective reality (Grogan, 1996). As Brunner (2002) pointed out, a few researchers (Brunner, 2000b; Chase, 1995; Chase and Bell, 1990; Grogan, 1996, 1999; Skrla *et al.*, 2000) combine feminist and postmodernism perspectives to analyze women's leadership in education.

The core logic of this perspective is to deconstruct and debunk the traditional assumptions and presuppositions to leadership (Grogan, 1996). Gemmill and

Oakley (1992) problematized the social myth of leadership as a stable dichotomy that exists between leaders and followers in organizations. Basically, within this dichotomy leaders are considered by their followers as actors who perform both protective and nurturance functions in the face of external threats and internal conflicts within organizations. In this relationship, followers perceive themselves as freed from the anxiety and risks that they could face in the future through leaders' protection and, finally, they adapt authoritative and dominant leadership (Gemmill and Oakley, 1992). In this socially constructed meaning of leadership, "power over" relationships which represent a masculinized use of dominance, exist between leaders and followers. Feminist postmodernism, however, negates this power relationship in the organization or society.

According to Grogan (1999), feminist postmodernism blends a commitment to social change with a sense of shifting perspectives. This framework advocates that "women and others similarly situated on the fringes of power have not been served as well as the middle- and upper-class White man, who has traditionally wielded the most power". Grogan (2000) asserted that "leadership becomes the capacity to involve others honestly by respecting and legitimizing different perspectives". In this respect, empowering others and encouraging participation of followers is an important quality of leaders. In order to accept and make use of multiple perspectives, Brunner (2000b) further suggested that the communication patterns of leaders must be changed from one-way and top-down to ones that are open and at least two-way, with equal access to information.

Feminist postmodernism perspectives of leadership support the idea that leaders must appreciate dissent. Drawing from Foucault, Grogan (2000) advocated that educational leaders should consider how differing voices contribute to a better understanding of pluralistic contexts. As mentioned in pluralistic leadership, dissent and different voices in organizations can be a source of good information and a resource for understanding organizational culture. Furthermore, for achieving goals and sustainable development, organizational visions should be created and shared by the diverse members of the organization.

Postmodernism counteracts social and organizational certainty and unified truth. Leaders grounded in this perspective cannot tell others what is best. Instead they should take a position where they are questioning what is, rather than determining what is (Brunner, 2002a, b). Feminist postmodernism, as a practical and critical scholarly entity, concentrates on social change for marginalized people in terms of disability, ethnicity,

gender and sexual orientation. Therefore, with the leadership perspective of feminist postmodernism, leaders should be focused on social justice. They must avoid any discriminative opinion and prejudice toward socially alienated people and groups when leading organizations. Finally, they should take an ethical stand on issues of social justice in relationships with others (Brunner, 2002; Grogan, 2000).

CHARACTERISTICS OF WOMEN'S LEADERSHIP

In sum of leadership theories outlined here, women's leadership styles are different from traditional and men-centered leadership styles which were generally characterized with personal traits and situational context in organizations. Transformational and connective leadership theories examined the relationship between intelligence/behavior and leadership style. Cultural, collaborative and pluralistic leadership theories from the social and organizational perspectives primarily illuminate that women's leadership is generally aligned with contemporary organizational changes and needs. Feminist-postmodernism provides the philosophical background for the idea that women who have been

frequently and systematically marginalized in all social arenas including educational administration, should be appropriately represented in leadership based on the social value of justice and equality (Fig. 1).

Although, each leadership theory and perspective has its own logic and typical strategies for coping with current social and organizational demands, they all also have common points that provide clues establishing an overall standard of contemporary leadership style and also provide important implications for women's leadership in practice. Some of these theories directly include gender issues in the leadership field and assist women to act as effective leaders in organizations. And the other theories appreciate the potential of women leaders in new kinds of leadership. They suggest that the leadership styles of women are suitable to deal with the diverse and insistent social and organizational changes.

Based on the literature, the characteristics of women's leadership when compared and contrasted with traditional leadership styles can be identified as follows: democratic vs. autocratic, participative vs. directive, informal power vs. positional power, relation-oriented vs. task-oriented, emotional vs. rational, collaborative vs. competitive (or individualistic) and interactive vs.
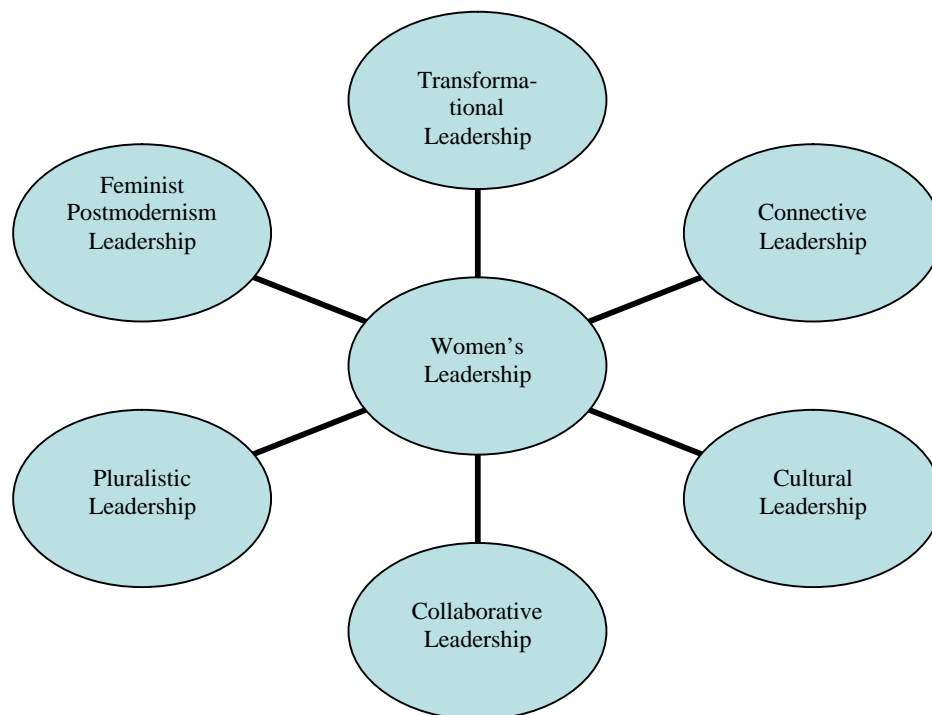

Fig. 1: Theories of women's leadership

command-and-control. First, women's leadership includes emotional skills to influence followers ability to succeed in coping with environmental demands and pressures as well as rational decision-making skills. Most recently the emotional skills of leaders have been understood as one of the most important qualifications of effective leadership. Women leaders with emotional skills can motivate followers to work with others, facilitate followers' understandings about organizational missions and visions and keep the relationship among members flexible. As a result, organizational conflicts could be minimized and the capacity of organization to achieve goals would be maximized.

Second, these emotional skills of leaders could be exhibited in the organizational environment where leadership emphasizes relationships and networks among members to achieve organizational goals rather than individual tasks that are assigned based on rule and job manuals. Women leaders tend to adopt relational achievement rather than task-oriented achievement. Third, one of the most important points in facilitating relationships is that all members of the organization should share the same understandings and culture through open communication. Women leaders are more likely to emphasize cultural form and informal systems in organizational management.

Fourth, women leaders tend to practice collaborative power which stems from referent bases (French and Raven, 1959) and the acceptance and respect of followers, rather than positional power coming from coercive and legitimate bases in organizations. They tend to emphasize responsibility towards others and empower followers to act within organizations. Fifth, accepting the diversity of organizational needs is one of the important characteristics of women's leadership. Diversity and chaos do not always lead to organizational disorder. Instead, plural opinions and interpretations established by various interests of members develop a wiser sense of what is going on and what needs to be done in an organization (Wheatley, 1999). Such organizations become more intelligent. Women leaders using pluralistic leadership consider conflicts and dissent within organizations as a resource and an opportunity that provides valuable information for development. And finally, feminist postmodernism focuses on social change for marginalized people, including women; women have been situated on the fringes of leadership. Leadership should be the ability to involve others honestly by respecting different perspectives. Leaders, in this respect, should be oriented toward social justice. They must avoid any discriminative prejudice against socially alienated people and groups in managing an organization.

EDUCATIONAL REFORM NEEDS FOR SCHOOL LEADERSHIP

Current educational reform is highly critical of previous reform recommendations that placed emphasis on organizational and professional issues rather than students' well-being and learning (Bjork *et al.*, 2005). This reform focused on children's learning and providing support to families as essential to enhancing children's capacity to learn, rather than on organizational structures or teacher professionalism. In the same vein as these canons of the reform, several recent reform initiatives, including the No Child Left Behind Act, reflects "the importance of strengthening teaching to enhance student learning particularly with children viewed as being at risk and they suggest that leadership is central to the success of school improvement" (Bjork, *et al.*, 2005). Regarding this reform initiative, Leighwood and Riehl and Bjork *et al.* (2005) have provided five ways in which school leaders can successfully respond to the need of the reform and positively influence student learning as follows:

- First, successful school leaders can positively affect student learning by distributing leadership; enacting moral, instructional and transformational leadership roles and establishing high academic expectations
- Second, successful leaders can identify a core set of leadership practices that have shown to be successful across educational contexts including setting directions, building the capacity of school staff and developing the organization
- Third, successful school leaders can view accountability as both challenges and opportunities to align changing practices with school contexts and needs
- Fourth, successful leaders can approach the education of diverse groups of students by developing a better understanding of community contexts and examining prevailing school practices
- Fifth, successful school leaders can help nurture the educational culture of families by building trust, improving communication, providing parents with the knowledge and resources needed to help their children succeed and improving school practices (Bjork *et al.*, 2005)

Without a doubt, role expectation for contemporary school leaders can be characterized as multi-functional leadership compounded with new roles such as collaborator, communicator and cultural re-builder. The most recent change in educational leadership requires

leaders to be collaborators, working with others and sharing leadership as one who provides guidance rather than one who is a powerful and directive manager. In this respect, leadership in educational administration is now associated with words such as collaboration, community, cooperation, teams and relationship-building (Brunner *et al.*, 2002). Recent social and educational reform needs also require school leaders to be responsive to community feedback and to build consensus between school and community to improve educational environment. To consolidate the relationship with community and build organizational and social consensus, school leaders should be able to create or rebuild educational cultures and climates. Shared understandings and cultures in schools can be established by moral and ethical leadership by diverse and multicultural acknowledgements and by open communication (Kowalski, 1999).

To be sure, women's leadership styles presented in this paper have great match with role expectations for contemporary school leaders. Although apparent gender disparity still exist in educational administration with particular secondary principalship and superintendency, a solution for the effectiveness of school leadership practice and the successful implementation of reform initiatives can be found through promoting women's leadership roles.

CONCLUSION

Studies related to women's leadership have represented that women at the least are no less able or talented than men in terms of certain leadership skills including transformational skills and emotional intelligence which are considered as important aspects in coping with problems stemmed from complicated relationships, cultural diversity and rapid social changes. However, women still suffer from gender disparity, especially, in higher-level of administrative positions. In order to identify the characteristics of women's leadership styles and implications of women's leadership on school administration, this study reviews gender differences in leadership and leadership perspectives that support women's leadership styles.

Leadership perspectives presented in this paper has confirmed that women's leadership styles have great potential and competitiveness for meeting the demands of current organizations in terms of intelligence or behavior patterns, relationship with other persons and power use styles. Meanwhile, considering the various needs of educational reform for school leadership, role expectations for the contemporary school leaders can be

characterized not as simple managerial leadership but as multi-functional leadership compounded with new roles such as collaborator, communicator and cultural re-builder. For example, current school leaders should be able to build broad-based involvement of community to improve educational cultures and environment. They also should be able to acknowledge cultural difference among student groups by developing a better understanding of community contexts. At this point, consequently, it is clear that these role expectations of school leaders in current educational reform have positive match for women's leadership styles presented in this study.

Many scholars and the media assert that the educational leadership of United States public schools including principalship and superintendency is facing a pipeline crisis characterized by diminishing tenure rates, smaller applicant pools and declining quality in candidates (Glass and Bjork, 2003; Kowalski, 2003; Tallerico, 2003). Discrimination against women and people of color in higher-level leadership positions is mentioned as contributing to the crisis. In other words, if gender disparity were eliminated, the hiring of more women would be one solution to the school leadership shortage. As long as gender disparity exists in school leadership, however, squandering of qualified human resources in educational system might remain unsolved. Consequently, the major objectives of educational reform in US cannot be realized through the overriding use of man-centered leadership.

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