

**SHAPING WOMEN LEADERS OF FAITH-BASED
EDUCATIONAL INSTITUTIONS:
UNDERSTAND THE PROCESS THROUGH CLINTON
LEADERSHIP EMERGENCE THEORY**

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Women in Leadership

Historically, in the Philippines, a woman played a very important role in the society. She was the ***babaylan*** or the priestess, the healer and the advisor to the chief.

Presently, women continue to play major leadership roles in the home and in the society. The Philippines has had two women presidents.

In faith-based educational institutions, however, very few women have the opportunity to occupy senior leadership positions (Joseph, 2014).

PURPOSE OF THE STUDY

Using narrative inquiry, to trace the leadership development process of retired women who had served in senior leadership posts in faith-based educational institutions.

RESEARCH QUESTION

1. How can the leadership development process of women leaders in faith-based educational institutions be traced through the Clinton's leadership emergence theory?

THEORETICAL FRAMEWORK

Leaders undergo stages of development such as sovereign foundations, inner-life growth, ministry maturing, life maturing, convergence, and afterglow (Clinton, 2018).

CLINTON'S LEADERSHIP EMERGENCE THEORY

Sovereign
Founda-
tions

Inner Life
Growth

Ministry
Maturing

Life
Maturing

Convergen
e

Afterglow



METHODOLOGY

Approach

Qualitative Research

Design

Narrative Inquiry, Biographical Approach, Thematic Analysis

Data Sources

In-depth interview, document analysis

PARTICIPANTS' PROFILE

Names	Age	Educational Degrees	Civil Status, Number of Children	Leadership Posts
1. Maria	99	BS Education, MA Education, PhD Education	Single, 0	Principal, chair, dean, vice president for academic affairs
2. Miriam	88	BS Education, MA Education, PhD Education	Married, 3 children	Chair, dean, vice president for academic affairs
3. Rita	66	BS Education, MA Education, EdD	Married, none	Principal, associate superintendent
4. Elizabeth	61	BS Education, MA Education, PhD Education	Married, 3 children	Principal, chair, dean, vice president for academic affairs

NARRATIVE PROSE - ELIZABETH

My mother died when I was 6. Growing up, I heard many stories of people saying how she helped them and how much they loved her. I told myself, I wanted to be like her—to help other people and to be loved.

My two older siblings and I were adopted by my aunt, who later married at an old age. She and my adoptive father loved me very much. My biological father abandoned my siblings and me.

My maternal grandfather was a mayor. I took it as a sacred legacy. I always told myself, *I am a leader. I can be a leader.*

NARRATIVE PROSE - ELIZABETH

I did very well in school. I did any thing my teachers asked me to do—sing, dance, deliver a speech, teach a class while they attended a meeting, lead a group. I ran for leadership office, even campaigned to get it.

I was very active in church. I started teaching a Sabbath School class at age 9. I was willing to do any thing—sing, teach, preach. The pastor encouraged me to take leadership roles. I became a youth leader.

When I was ready for college, my adoptive parents told me they could not afford to support me. I told them I could find a way. I went to an Adventist college. I worked in the sugarcane fields, in the vegetable and flower garden, later in the cafeteria. I worked and worked and worked. At the end of the year, I was awarded as best worker. I also got As in all my classes.

NARRATIVE PROSE - ELIZABETH

After my first year in college, I went home because my adoptive father died. We received his last pension check two weeks after he was buried. My mom said we would use that money to start a small store. That night, I prayed and cried to the Lord and asked Him if that was the end of my dreams. When my mom came to my bed, she said, "I changed my mind. I think you should use the money for your fare to go back to school." I went back to school. I got a scholarship for my tuition, but I didn't have money for dorm and meals and other needs. Mine was a very hard life. I slept on the floor. Many times I missed my meals. But God sent people to give me food, cash, a word of encouragement. I finished college; I was an officer of the graduating class. I was also club president and dorm president.

After my graduation, I was offered a scholarship for a master's program at the University of the Philippines, which I finished in 18 months. Then my college alma mater hired me as a faculty. Later I was sent for a PhD program.

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 1: SOVEREIGN FOUNDATIONS

An
empowered
mom

A good
provider dad

Faith in God



Theme 1: Growing
up in a loving
Christian home

Value on
Christian
Education

Close family
ties

CATEGORY 1: AN EMPOWERED MOM

“She only was Grade 1. She was illiterate. But I saw in her that even though she was not educated, she had command. That kind of command that when she talked we listened. Even with other people, when she spoke, they listened. She was respected. She was able to let people follow.”

(Elizabeth)

CATEGORY 2: VALUE ON FAITH-BASED EDUCATION

“My parents believed in education, so my siblings and I (6 of them) started our formal schooling in the public elementary school in our town and then on to the Adventist College in Manila.” (Miriam)

CATEGORY 3: FAMILY'S FAITH IN GOD

“Both of them (parents) believed in the Bible as the Holy Word of God. They were faithful church goers and pillars of the Seventh-day Adventist Church in their local territory. The Bible was the central and the most important book in our home. Father read from it at family worship, morning and evening.” (Miriam)

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 1: SOVEREIGN FOUNDATIONS

Poverty

World War II

Theme 2: Living in and through troublous times

Status of Women

CATEGORY 1:WORLD WAR II

O God, our God, our only Help in times like these -

Our Refuge sure, our Rock secure,

When all around us are threatening life;

When men and nations are deep in strife;

O God, our Shelter from the bombing blast,

Keep us all together safe

Until the cruel war is past!

O God, our God, cover us with Your armor and shield -

You and only You are our Hiding Place;

We plead for your mercy and unending grace.

CATEGORY 1:WORLD WAR II

O God, our God, where are You?

Across the horizon bullets, shrapnel slinging;

Gunfire, cannons, arsenals exploding;

Spread over us Your wings everlasting

Through the uncertain hours,

“Till we see another morning!

(Miriam)

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 2: INNER-LIFE GROWTH

Theme 1: Deepening faith in God

Theme 2: Choosing the positive view towards life

THEME 1: DEEPENING FAITH IN GOD

“Even though I was good in math, I knew we were poor. I remained to be humble. I got praises from teachers, but it did not make me proud because I knew my background - our life. Definitely, because of that I became totally dependent on God. That’s how it is, total dependence on the Lord and allowing Him to use me. That helped me on how to deal with people and how to be a leader that depends totally on God. It was a blessing for me that my life was like that. I went through a lot of struggles and I saw the hands of God.” (Elizabeth)

THEME 1I: CHOOSING THE POSITIVE VIEW TOWARDS LIFE

“The teacher made it plain to the class that we should avoid saying “Ma’am, Ma’am” if we would like to recite. We should raise our hands quietly with elbows on our desk. I was tempted to say the expression several times because I wanted to be the first in answering her questions. Since she was sitting right on my desk, she suddenly thrust her fingers into my mouth to silence me. I never did it again. Although I was hurt, I did not harbor ill feelings against her. I continued to respect her.” (Maria)

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 3: MINISTRY MATURING

IN THE CHURCH

- Training in speaking, signing, and Bible study
- Taking leadership roles (teaching children, leading youth)
- Being mentored by pastor and church members

IN THE SCHOOL

- Achieving high academic performance
- Being actively involved in extra-curricular activities
- Being mentored by teachers
- Taking leadership roles (class/club officer, usually president)

IN THE WORKPLACE

- Receiving mentorship from both men and women leaders
- Going through the leadership ladder: faculty, principal/chair, dean, vice president for academic affairs/education superintendent

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 4: LIFE MATURING

The Calling

**Philosophy of
Leadership**

THEME 1: CALLING

“I never aspired for any position. But whatever is given to me, I never said No. I see whatever is given to me as God’s appointment.”
(Maria)

“I never said No. When we were called to work in Africa, we were in Thailand. It was the best place. We had doubts—to go or not. . . . Our family went on a vacation in Phuket. God delivered us from the tsunami that killed thousands. We were going to the beach, but there was a delay. The Lord prevented us to be at the beach for 15 minutes when the tsunami happened. We said, ‘Lord, you have saved us from this, we will go where You want us to go.’” (Elizabeth)

THEME 2: PHILOSOPHY OF LEADERSHIP

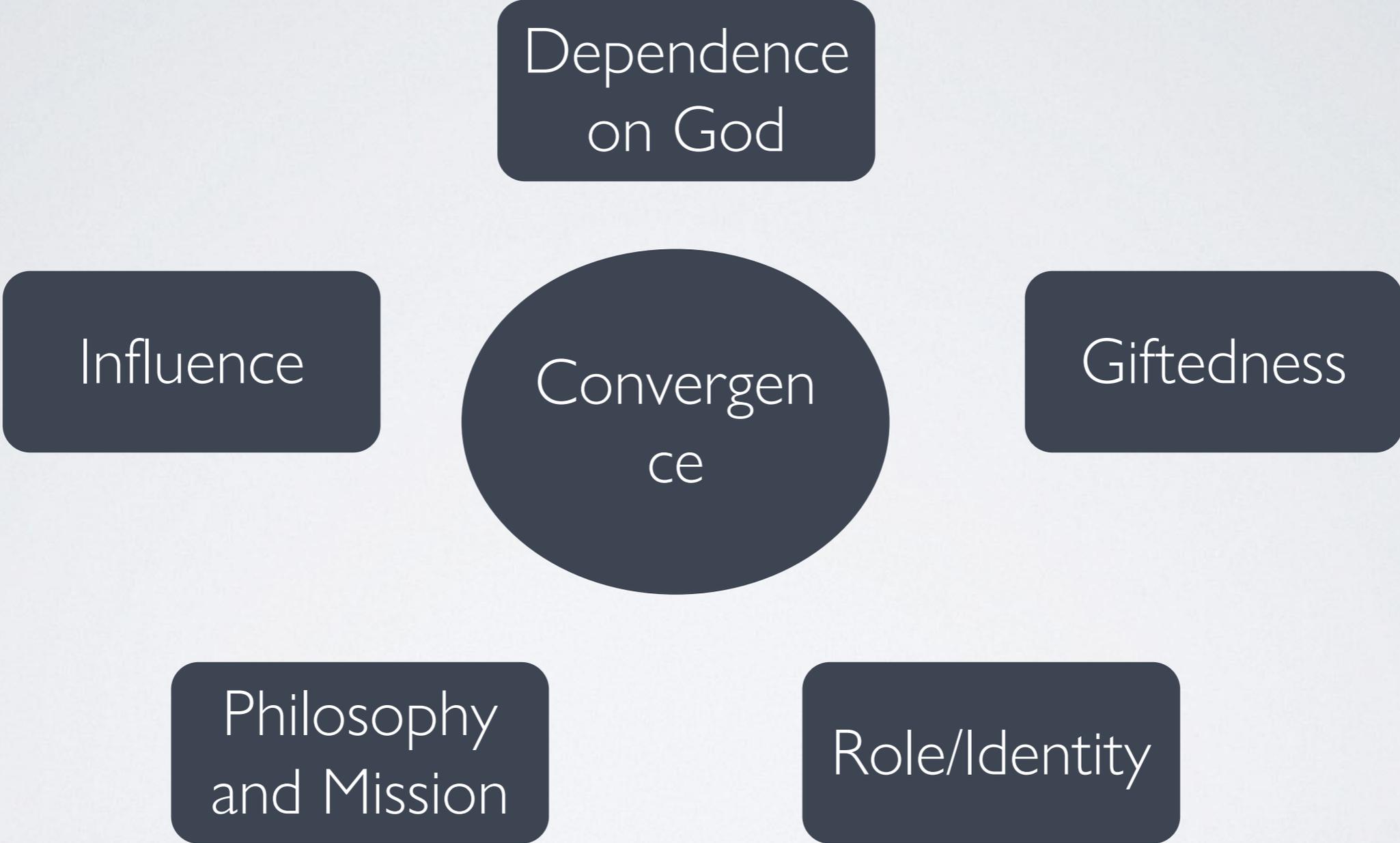
“Servant leadership is the best example. For that you should be willing to train others to become better than you are.”

(Rita)

“Position is not power to subjugate other people nor is it a favor-dispensing tool to draw attention to as their leader. Rather, I regard myself as a servant and facilitator for people’s growth, serving and helping the weak to be strong and the strong, just.” (Miriam)

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 5: CONVERGENCE



CONVERGENCE

“I look back and say, Lord, you gave me an education and then you gave me a place in service and not a place but leadership in service and then you gave me a family. And you gave children who have reached their goals and have remained faithful.” (Miriam)

SHAPING WOMEN LEADERS THROUGH CLET

STAGE 6: AFTERGLOW

“When you influence some students or your fellow workers to be also good leaders. It goes a long way. You ask the Lord, “Lord, increase my territory. “ Then you are able to make a difference in the life of a student or a colleague on their leadership because of your example. For me, that is your greatest contribution.” (Elizabeth)

“It has been an extraordinary life. Traveling and meeting people who have the same goals and vision as I have, being married to the most wonderful man in the whole world.” (Rita)

CONCLUSION

The leadership development of women leaders in faith-based educational institutions can be traced through CLET—from the influence of their home, the church, the school to mentors and network in the workplace. They recognize leadership as a calling, a divine election. They consider seeing another person grow into leadership as their greatest accomplishment. Retirement brings them a high sense of achievement and even a greater purpose to continue their lifework.