Gender Perspective of Leadership for Professional Identity: A Qualitative Perspective Higher Education

Sakuntala Pageni [a] ✉, Shruti Sharma [b]

✉ pagenisakuntala@gmail.com

[a] Tribhuvan University, Prithvi Narayan Campus
[b] Rainbow International College, Kathmandu

Article Info

Abstract

This paper explores gender perspectives in leadership within higher education, with a focus on how representative leadership can enhance gender inclusion and professional identity. The main goal is to understand how such leadership influences gender-related views and practices in educational settings. The study looks at different leadership styles in the field, highlighting how representative leadership encourages participation across gender, race, ethnicity, and other dimensions, fostering a more inclusive learning environment. Theoretical connections are drawn from representative leadership theory to provide a conceptual framework for this study. Employing a qualitative approach, the researcher follows a phenomenological study with four participants based on primary data from an in-depth interview. This analysis explores representative leadership approaches and their impact on effective school leadership in higher education. In summary, the study highlights the importance of fostering inclusive leadership, adopting effective leadership models, and focusing on gender equity and professional development. These strategies are essential for improving leadership effectiveness, creating equitable educational institutions, and addressing the diverse needs of their communities.

Introduction

Professional identity in higher education is shaped by looking at leadership through a gender lens. Women often face barriers organizational, societal, and personal that limits their chances to take on leadership roles in academia. These barriers include gender stereotypes, limited involvement in decision-making, and a lack of support for balancing work and family life. Qualitative analysis shows that gender can influence leadership styles, with women often using more inclusive and collaborative approaches. This study focuses on two key tents, which are representation and access to leadership roles for people from different social backgrounds. In Nepal, many challenges prevent proper representation of women in leadership roles. Socio-cultural factors strongly impact how leadership is viewed and practiced in educational institutions, making this the main focus of the research (Rodrigues & M, 2015). Women are often underrepresented in many jobs, struggle to reach leadership roles, and face challenges that block the creation of policies and educational spaces that support gender equality. Females are often underrepresented in various professional roles, face difficulties in attaining influential positions, and encounter barriers to the development of gender-oriented policies and female-friendly educational organizations (Kalpazidou & Cacace, 2019).

Bringing more women into leadership roles is key to helping institutions succeed. To grow and meet their goals, institutions need to embrace new leadership styles. Male-dominated models could benefit from fresh, diverse ideas, including the use of technology to stay up-to-date with advancements (Wagman & Pagano, 2017). The main research objectives are to explore different facets of leadership from a gender perspective and to evaluate the current situation of women in leadership roles at the university level. At its core, leadership involves the capacity to inspire a group to reach educational goals and objectives with passion and dedication (Mugisha, 2023). It involves influencing the activities and behaviors of people towards the common goals

of an educational organization. In educational institutions, leadership plays a vital role in understanding and predicting organizational and group behavior. Effective leaders build trust within their teams and provide clear directions to achieve goals. Educational leadership is closely linked to improving quality management and student achievement.

The Future Leaders of Nottingham program aims to increase diversity in leadership roles within the city's prominent organizations. It will identify talented individuals from various backgrounds and equip them with the expertise, skills, and experience needed to thrive in senior management positions (Huddleston & Unwin , 2013).

Leadership perspectives, including human rights perspectives, emphasize the importance of representing different social strata in leadership roles. Ensuring that underrepresented communities have a voice in university leadership is crucial. This can be achieved through regular classes, seminars, workshops, and mentorship programs that help prepare individuals for leadership. However, representation in leadership is more complicated than just following the usual rules of political representation. It involves processes and guidelines that ensure individuals are chosen to represent public interests responsibly and transparently.

In higher education, especially at the university level, several institutional factors influence leadership. Research has shown that the impact of various leadership styles varies depending on how knowledge-sharing is embedded as a norm within an educational institution (Elrehail & Emeagwali, 2018). To enhance leadership effectiveness in higher education, it is essential to advance inclusive leadership practices that go beyond mere participation to ensure genuine access and equal opportunities for all groups, particularly teachers and other underrepresented individuals. Embracing Representative Leadership models that focus on democratic governance and broad representation can address the limitations of traditional bureaucratic structures. By integrating diverse perspectives into decision-making, institutions can achieve more effective and inclusive leadership that meets the needs of various constituencies. It remains a significant issue in higher education, with females being particularly vulnerable. Despite its prevalence, this issue has been systematically ignored by authorities. Sexual harassment has increasingly emerged as a significant issue in higher education for multiple reasons, creating an ongoing challenge. Effective school leaders assess success not only through test scores but also through personal and social growth, staff motivation, engagement, well-being, and the quality of education. Additionally, they highlight the school's contribution to the community (College, 2009). In some contexts, the absence of senior females in leadership roles raises questions about the potential for gender-inclusive leadership. Senior male leaders should work together to develop complementary leadership styles that reflect changing perspectives on leadership (Zhu et al., 2015).

Females' access to higher education must be improved, channeling them into roles in teaching, managing, and leading. This not only ensures that girls have role models in schools and universities but also fosters effective learning environments where females can command their classrooms and influence the educational process. One of the key indicators of gender parity in education is the ratio of teachers at both the school and university levels. To enhance the quality of school leadership, it is important to design motivation structures that attract high-quality candidates and improve job satisfaction for those in leadership positions. This might include providing administrative support, competitive salaries, and reward systems, as well as increasing responsibilities for personnel and budget management (Vuori, 2019).

Although women have made significant achievements, they are still underrepresented in senior academic roles, which impact their professional identity and limits leadership diversity in higher education. Leadership is crucial in shaping followers' behavior and performance, yet there is a noticeable gap in research on leadership in higher education, particularly regarding this issue (Alonderiene & Majauskaite, 2016). Most studies have focused on how different leadership styles affect job satisfaction in educational institutions. Leadership is shaped by various factors within the teaching and learning environment, including gender, caste, ethnicity, geographic location, and religion. These elements, which affect students' decisions, should be carefully considered in the field of education (Buckingham, 2013). Female perceptions of leadership quality and their ability to overcome socio-cultural barriers are critical to creating a more gender-equal society (Manstead, 2018). True representation in governance and leadership roles within academic institutions such as department heads, committee chairs, and school principals is essential for the higher performance of these institutions (King, & Boyatt, 2015). The educational sector features a variety of leadership styles, with representative leadership evolving from participatory leadership and being influenced by social inclusion (Kok, & McDonald,

2017). This study explores gender perspectives in leadership within higher education, with a focus on how representative leadership can enhance gender inclusion and professional identity. It emphasizes the need for innovative leadership approaches that foster gender inclusivity and address the challenges faced by females in leadership roles.

Statement of the Problem

More women in leadership, especially in politics, have been shown to improve conditions for women in society. However, a major barrier to employment is childbearing, as many women leave their jobs after having children. This issue is made worse by traditional social values in Nepal, where women are often expected to prioritize family over careers (Yu, 2015). The school education system and organizational culture in Nepal are mostly male-dominated. Women often have fewer chances or motivation to compete with men at work. Research shows that women are often seen as passive listeners and followers and are criticized for not empowering themselves or improving their skills through professional development (Wheat & Hill, 2016). Historically, Nepalese society has been patriarchal, with females primarily engaged in household responsibilities such as child care, cooking, and hosting guests. Despite their inherent managerial skills, females remain confined to domestic roles, largely due to economic dependence on men and cultural norms that prioritize male representation in public and social work (Singh, 2015). However, representation of females in these educational institutions remains limited, despite gradual increases influenced by evolving education systems. In South Asian countries, the teaching profession is still predominantly male-dominated (Bergstresser et al., 2020).

In this context, teachers typically have a limited role in both instruction and educational leadership, especially within higher education. Although there is policy provisions aimed at enhancing consciousness and empowerment, these policies are not effectively implemented (Movono & Dahles, 2017). Increasing the representation of females in leadership roles within schools, colleges, and policymaking branches of the Ministry of Education should be a priority for any government committed to gender equality (Koehler, 2016). In the context of educational reform, the role of teachers has been both professionalized and de-professionalized. While reforms have stimulated teacher development and increased accountability, they have also strengthened managerial positions at the expense of professional autonomy (Jan & Angela, 2008). Representation, whether political or social, involves selecting individuals to formulate public interests in an accountable manner. This process is complex, involving both institutional norms and the actions of individuals. In this context, it seeks to address existing research gaps by exploring how leadership in higher education is influenced by societal factors rather than focusing solely on gender differences.

Theoretical Framework

Representative leadership is crucial for establishing strong human relations and fostering motivation within educational institutions. Conceptual perspectives on leadership variables offer valuable insights into promoting gender equality and effective leadership (Leithwood & Day, 2006). Representative leadership is particularly effective in higher education, where leaders must connect with followers on a personal level, appealing to their values and beliefs. In hierarchical institutions like colleges and universities, transformation of leadership, which focuses on inspiring employees to excel and fostering positive motivation, contrasts with the transactional approach that emphasizes compliance and discipline. Representative leadership is rooted in Abraham Maslow's theory of need and motivation, particularly the concept of self-actualization.

 Transformational leaders engage with others in ways that elevate both leaders and followers to higher levels of motivation and morality. These leaders inspire extraordinary outcomes by developing their followers. As such, representative leadership is often considered a more humane and effective approach to leadership in educational settings. However, in many institutions, leaders such as presidents and principals may have limited contact with faculty and staff, which can hinder the effectiveness of transformational leadership (Leih & Teece, 2016). Trait theories of leadership emphasize certain personality characteristics that set leaders apart from non-leaders, implying that leadership is primarily an inherent quality rather than one that can be cultivated through education or experience. While trait perspective emphasizes individual capacity, it has been criticized for oversimplifying the complexities of leadership and neglecting other factors that influence successful leadership.

Methodology

This study employed a qualitative research approach, using phenomenology as the research design to understand the experiences and perspectives of the participants. The primary data for the study were collected through in-depth interviews with female teachers and field observations for field notes. The secondary data was collected through document analysis. To ensure a comprehensive understanding and validate the findings, data triangulation was applied by conducting interviews with four female teacher educators. These participants were specifically chosen through purposive sampling from Tribhuvan University, focusing on selecting individuals who could provide rich and relevant insights into the topic being studied.

This study explored models of Representative Leadership (RL) and suggests that effective leadership in schools requires representing a diverse range of stakeholders and upholding democratic governance principles. Promoting gender equity and broad representation is crucial for advancing effective school leadership. In practice, good school leadership involves setting strategic direction, managing resources, and addressing diverse needs through better planning and time management for both students and teachers.

In this study, four participants chose pseudonyms: Sita, Gita, Mita, and Sabita. To ensure ethical considerations, including participant privacy and member checking, the analysis uses Representative and trait leadership theory. It argues that leadership in educational management should not be limited to participatory and representative roles. Instead, representative leadership can be successfully applied in higher education, benefiting both administrative and non-administrative staff, as well as the local community. The study also examines the unique organizational features of universities, like faculty autonomy and diverse academic views, through the participants' perspectives within this theoretical framework.

Data Analysis and Interpretation

The process of data analysis and interpretation involves collecting and preparing reliable data, exploring it to understand key patterns, applying appropriate analytical methods, interpreting results to draw meaningful conclusions, reporting findings clearly, making recommendations, and continuously reviewing and validating the analysis to ensure accuracy and relevance.

Empowering leadership through a gender lens

Representative leadership is based on the principles of inclusion, empowerment, and equal access, aiming to bring together diverse groups. It focuses on creating fair opportunities for all and addressing inequalities to encourage broad participation. This analysis looks at leadership in higher education, particularly through the lens of gender. It highlights how leadership styles that embrace inclusivity and equal opportunities play a key role in promoting gender inclusion and shaping professional identity. The study explores how representative leadership affects gender dynamics and practices in educational management, examining various leadership approaches in the field. It also emphasizes how this form of leadership fosters participation across gender, race, ethnicity, and other factors, helping to create a more inclusive academic environment.

The analysis underscores the importance of fostering leadership that prioritizes inclusivity and gender equity. By adopting leadership models that encourage the active involvement of women and support professional development, institutions can enhance their leadership effectiveness. These strategies are critical for creating equitable educational environments that address the diverse needs of their communities.

One of the participants, Mita, noted that: *"I have faced several challenges at work because I am female. My male colleagues usually take over and dominate decisions, which leave me with little say in the process. However, my female coworkers always encourage me to strengthen my confidence and empowerment."* The participant emphasizes that inclusive leadership not only fosters fairness but also enhances institutional growth by ensuring leadership reflects the gender diversity of its members' capabilities. By promoting gender inclusion, institutions can create environments where diverse perspectives are valued, ultimately driving more effective leadership. Inclusive leadership not only promotes fairness but also supports institutional growth by ensuring leadership reflects gender diversity. This approach is key to achieving gender equality in leadership roles, leading to more balanced and representative decision-making in higher education.

Representation and inclusion at the university level

In higher education, representative leadership should prioritize the inclusion of all groups to ensure effective leadership styles. Despite provisions for broader representation of teachers, implementation often falls short, emphasizing participation over equal access. In Nepal, female leaders at universities encounter major obstacles because of ingrained gender norms and systemic challenges. Despite attempts to boost their presence, females in these roles often meet resistance and biases. They have to deal with traditional expectations, scarce chances for career growth, and the difficulty of balancing work and personal life. Improved organizational maturity and better working conditions are necessary to foster leadership roles and commitment across different dimensions. Participant Sita noted: *"Despite qualifications and experience, their leadership capabilities were frequently questioned, making it challenging to assert their authority in male-dominated environments."*

Other participant Mita explained: *"Our achievements were often downplayed compared to their male counterparts. This lack of recognition has been a persistent barrier to climbing the academic ladder, with some leaders citing the need to work twice as hard to gain the same acknowledgment.* In this context, both participants experience a male-dominated atmosphere at their workplace, which prevents them from effectively performing their roles as leaders and from having a supportive environment to work in.

Unlocking the power of leadership styles

There is growing concern about the gap between the increasing diversity in society and the limited democratic practices in school leadership. This analysis introduces a model of Representative Leadership (RL), which comes from political and institutional discussions, and emphasizes the importance of representing diverse groups for effective organization. It looks at how organizational settings, leaders' views on diversity, personal interests, authority, and politics influence each other and how RL can support democratic governance. Gender equity and representation are major issues in school leadership, and university leaders often use transformational strategies to address them.

The participant Sabita noted that *"My main aim is to inspire and encourage both our faculty and students to reach greater objectives while nurturing a helpful and creative atmosphere. I emphasize the significance of mentoring and empowering individuals to improve the overall effectiveness of the institution."* Other participants in the Gita also shared, *"Educational institutions have traditionally used leadership styles like autocratic, democratic, and laissez-faire. However, modern leadership approaches such as representative leadership and participatory transformation are now needed to better support disadvantaged groups."*

Both participants expressed the need for a shift in leadership approaches, recognizing that traditional methods may no longer be effective. They believe that adopting more modern and inclusive leadership styles, such as participatory or representative leadership, would better meet the needs of their teams and create a more collaborative and empowering environment. This change, they feel, is necessary to foster growth, enhance decision-making, and ensure that all voices are heard, especially those from underrepresented or disadvantaged groups.

The pillars of leadership: Key focus areas

Effective school leadership involves strategic direction and development, focusing on teaching and learning, efficient staff and resource deployment, and time management. Leaders must plan and address various issues throughout the school year, prioritizing tasks to ensure effective management and development. Leadership provides the foundational ideals and vision, while management implements and supports these ideals through structured systems. It is crucial for leaders to reflect on their underlying beliefs and how these beliefs shape their leadership styles and management strategies in higher education. Many in leadership positions at universities come up against various obstacles that hinder their progress, like gender prejudice, insufficient support, and a dearth of avenues for career advancement. The presence of resistance from their male colleagues and the pressure of conforming to societal norms that historically confine female's capabilities also add to their challenges.

The participant Sita, heading a university department, stresses the significance of empathy and inclusivity in leadership. She stated, *"I believe grasping the distinct hurdles students and staff encounter is essential for effective leadership. Also, I promote a participative leadership approach that values and listens to all voices,*

aiming to create a supportive environment that nurtures growth and innovation." Other participant Gita underlines the difficulties of juggling personal and professional duties. She points out that societal expectations often impede the progress of leaders.

Gita explained," I *insist that persistence and resilience are vital in surmounting obstacles for mentorship and networking as crucial tools for leaders to succeed and drive change in academic settings."* Participant Mita, underscores the significance of academic freedom and autonomy in leadership roles. She contends that leaders should uphold academics' rights to explore and innovate without unnecessary interventions. She said, *"I stress the requirement for policies supporting gender equality in research funding and academic advancements, ensuring females have equal opportunities for success."* Sabita highlights that despite existing legal frameworks for gender equality, their implementation often lacks." *I call for stricter enforcement of these policies and increased accountability in university systems. I also emphasize the necessity of leadership training programs tailored specifically for females to help them navigate the distinct challenges they encounter."*

In this context, each participant talks about the personal challenges they faced in their academic and professional journeys. Though their experiences are different, they all have unique abilities, showcasing their individual interpersonal skills.

From access to advancement: Empowering women through education

Empowering females in education involves improving access and opportunities. While conditions for females in education are improving, particularly in rural areas, there remains significant room for progress. Economic empowerment is crucial for females to overcome poverty and improve their well-being. Self-empowerment and access to educational opportunities are essential for a female's advancement. According to participant Sita, female's empowerment starts with access to higher education and possibilities. She underlined the value of mentorship initiatives and the necessity of having role models in positions of leadership. Sita emphasized," *Although rules exist, there is a big disparity in their application, which is frequently brought about by cultural prejudices that still regard females as second-class citizens and candidates for leadership positions."* Gita revealed that having access to networks and resources is a prerequisite for empowerment. She talked about how, in spite of obstacles, the encouragement she received from other like-minded females enabled her to succeed in the predominantly male academic setting.

 According to Gita, *"Colleges should promote an inclusive environment where females are empowered to assume leadership roles and are given the resources they require."* Mita spoke on the difficulties of juggling obligations to one's family and professional goals. She pointed out, *"A lot of females in academics battle to balance work and family obligations, which frequently prevents them from taking on leadership roles. In order to encourage females to thrive both personally and professionally."* Sabita emphasized the advancements made recently, pointing out a rise in the number of females enrolled in degree programs. But she also made the point that females won't truly be empowered unless they feel secure and encouraged in their positions. According to Sabita, *"Embracing females involves more than simply statistics; it also entails fostering an atmosphere in which they feel free to express their thoughts and make significant choices."*

In the given context, all participants emphasize the importance of empowering women and highlighting their roles in various academic activities. They believe that women should be actively involved in every part of the academic process. Despite their academic responsibilities, these participants also manage to maintain a balance between their studies and household duties. They recognize that this balance is essential for women to succeed in both areas and advocate for creating an environment that supports women in managing these dual roles effectively.

Female participation in decision-making

The participation of females in decision-making processes within higher education is increasing. Power-sharing arrangements and employee involvement schemes are crucial for effective decision-making and problem-solving. Decisions that involve various stakeholders, including experts, NGOs, government agencies, and the public, illustrate the importance of inclusive participation. Sita draws attention to the continuous battle female face in order to participate in academic decision-making. She makes the point that although laws are in place to advance gender equality, they are frequently not carried out. According to Sita, *"Social conventions still relegate females to a subordinate position, which makes it challenging for leaders to voice their thoughts. I*

am nevertheless dedicated to promoting more inclusive decision-making processes in spite of these obstacles.

Gita also noted, *"When I am trying to participate in decision-making, particularly from male coworkers who might not appreciate the opinions of females. Also, more education and awareness campaigns to help the campus community understand the significance of gender-balanced leadership.* "Ita talks about how she was treated unfairly during decision-making at her institution. She describes situations in which her contributions were disregarded or neglected, and she blames this on deeply established gender prejudices. According to Mita, *"A transformation in the perception of leadership is necessary for real change to happen, with a greater focus on ability than gender. Regarding female's participation in decision-making at the university level."*

The participant Sabita is more upbeat. She has noticed a slow but steady development, with more females being called to leadership positions and groups that make decisions. She does concede, though, that these developments are brittle and quickly undone if robust rules and a dedication to gender parity are not in place at all levels of the university.

Essential skills for successful leadership

Encouraging employees to develop managerial skills is vital for organizational growth. Representative leadership should focus on professional development goals, whether job-specific or general, such as cross-training or involvement in professional organizations. These skills contribute to the overall development and effectiveness of the organization. The participant Sita emphasized," *An effective academic leadership environment requires the development of technical and interpersonal managerial skills, as well as effective communication and emotional intelligence. Mentoring and supporting others is crucial for leadership success and empowerment in the academic setting.* "Gita highlights the need for more leadership training programs specifically tailored for females in universities. She points out, *"Academic qualifications are important, but women often miss out on practical managerial experience, which can hinder their progress into leadership roles. More mentorship and networking opportunities are needed to help women build the skills and confidence necessary for leadership. These resources would help bridge the gap between education and leadership, giving women the support they need to advance their careers."* Mita also emphasizes that: *"I faced the challenges of balancing my professional and personal responsibilities. I believe that managerial skills development should include training on time management and work-life balance."* Mita stresses the importance of creating supportive environments where leaders can thrive without compromising their personal lives. Sabita shares her experiences, *"I also emphasize the need for inclusive policies and systemic changes to support women in leadership roles at universities. experience of overcoming gender biases in her leadership journey,*

The participants in the interviews recognized that, in addition to having strong academic qualifications, systematic policies and a supportive work environment are crucial for success. They understood that having clear, well-implemented policies and a positive, encouraging workplace culture play a significant role in helping individuals, especially women, advance and thrive in their careers.

Prioritizing what matters for inclusive organization

Effective educational organizations must collaborate with their teams to identify and achieve their goals. Managers should work with employees to develop professional development plans, including specific goals and timelines. This collaboration ensures alignment with organizational objectives and supports employee growth and success. Sita highlights, *"I think institutions should concentrate on developing guidelines that actively encourage leadership. I claim that by doing this, females will be empowered to make important decisions that support the university's long-term goals in addition to being represented."*

Gita emphasizes how crucial it is to match academic aims with more general goals of social development. According to her, *"A university's effectiveness should be determined by how successfully it affects social change, especially in terms of strengthening underprivileged and female groups. I think that by pushing for inclusive and progressive educational changes, leaders are essential to this process.* "Ita makes the point that objectives for an organization should be set together and transparently, especially with participation from leaders. According to her, *"The institution is more likely to implement plans that take into account the demands of all stakeholders when females are involved in formulating these goals.* Additionally, Mita supports continual leadership development to guarantee that females are equipped to lead successfully. Sabita emphasizes, *"I feel that leaders provide a special viewpoint to this process, stressing the significance of developing learning*

environments that are both academically demanding and encouraging of each staff member and student's personal and professional development."

They noted that these factors are essential for fostering successful leadership by providing the necessary support and resources, creating equal opportunities, and ensuring that leaders can thrive and reach their full potential. By combining academic achievements with robust organizational practices and a nurturing environment, leaders are better positioned to succeed and drive meaningful change in their organizations.

Conclusion and Implication

This study emphasizes the significance of inclusive leadership in higher education, concentrating on the necessity for practices that cater to the needs of diverse groups. While efforts for broader representation exist, the challenge lies in ensuring equal access, not just participation. Leadership styles that are persuasive and participative boost commitment more effectively than rigid, authoritative approaches. Empowering women, especially in rural areas, through economic and professional development is essential for breaking barriers.

Encouraging collaboration and participation helps educational institutions promote employee growth and achieve organizational success. Leadership and management go hand in hand, with greater participation improving decision-making and building trust within the community. Representative leadership, which focuses on autonomy and individual strengths, is especially effective for success. Understanding this leadership theory is important for educational leaders, policymakers, and stakeholders to drive positive change in education.

References

Alonderiene, R., & Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management*.

Buckingham, D. (2013). *Media education: Literacy, learning and contemporary culture*.

National College for Leadership of Schools and Children's Services. (2009). *10 strong claims for successful school leadership*. National College for Leadership of School and Children's Services.

Elrehail, H., & Emeagwali, O. L. (2018). The impact of transformational and authentic leadership on innovation in higher education: The contingent role of knowledge sharing. *Telematics and Informatics, 35*(1), 55-67.

Huddleston, P., & Unwin, L. (2013). *Teaching and learning in further education: diversity and change*. Routledge.

Jan, T., & Angela, A. (2008). Addresses central issues in the professionalization and deprofessionalization of teachers. Retrieved from https://www.springer.com/gp/book/9781402081859.

Kalpazidou, S., & Cacace, M. (2019). Setting up a dynamic framework to activate gender equality structural transformation in research organizations. *Science and Public Policy, 46*(3), 321-338.

King, E., & Boyatt, R. (2015). Exploring factors that influence adoption of e-learning within higher education. *British Journal of Educational Technology, 46*(6), 1272-1280.

Koehler, G. (2016). Tapping the Sustainable Development Goals for progressive gender equity and equality policy? *Gender & Development, 24*(1), 53-68.

Kok, S., & McDonald, C. (2017). Underpinning excellence in higher education–an investigation into the leadership, governance and management behaviors of high-performing academic departments. *Studies in Higher Education, 42*(2), 210-231.

Leithwood, K., & Day, C. (2006). *Successful school leadership: What it is and how its influences pupil learning* (Research report 800).

Manstead, A. S. (2018). The psychology of social class: How socioeconomic status impacts thought, feelings, and behavior. *British Journal of Social Psychology, 57*(2), 267-291.

Movono, A., & Dahles, H. (2017). empowerment and tourism: A focus on businesses in a Fijian village. *Asia Pacific Journal of Tourism Research, 22*(6), 681-692.

Rodrigues, A., & M, F. (2015). The impact of transactional and transformational leadership style on organizational citizenship behaviors. *Psico-USF, 20*(3), 493-504.

Singh, S. (2015). The effects of microfinance programs on female members in traditional societies. *Gender, Place & Culture, 22*(2), 222-238.

Mugisha Baine, E. M. (2023). The Challenges of Implementing Effective Policies Against Sexual Harassment in East Africa:'The Case of Equality University'. In *Higher Education in Sub-Saharan Africa in the 21st*

Century: Pedagogy, Research and Community-Engagement (pp. 157-182). Singapore: Springer Nature Singapore.

Vuori, J. (2019). Distributed leadership in the construction of a new higher education campus and community. *Educational Management Administration & Leadership, 47*(2), 224-240.

Wagman, J. B., & Pagano, C. C. (2017). *Studies in perception and action X: Fifteenth International Conference on Perception and Action*. Psychology Press.

Wheat, C. A., & Hill, L. H. (2016). Leadership identities, styles, and practices of female university administrators and presidents. *Research in the Schools, 23*(2).

Yu, H. H. (2015). An examination of females in federal law enforcement: An exploratory analysis of the challenges they face in the work environment. *Feminist Criminology, 10*(3), 259-278.

Zhu, W., He, H., Treviño, L. K., Chao, M. M., & Wang, W. (2015). Ethical leadership and follower voice and performance: The role of follower identifications and entity morality beliefs. *The Leadership Quarterly, 26*(5), 702-718.