
Exploring the Role of Women in Education: A Journey from Instructional Leadership to Institutional Leadership

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Abstract:

This research adopts a qualitative research design to explore the experiences of women transformation from instructional leadership to institutional leadership in educational settings. A qualitative approach is suitable for this research as it allows for an in-depth exploration of participants' lived experiences, perceptions, and meaning-making processes. A phenomenological approach is to understand the importance of participants' experiences as navigate leadership transitions. The sample size is eight participants, which includes two senior teachers, two heads of departments in the universities, two school Principals and two academic administrators working in public and private sectors. A purposive convenient sampling strategy is used to select participants. Data is collected using semi-structured interviews as a tool, through face-to-face or online. The data was analyzed using the thematic analysis, a method adopted for analyzing qualitative data. This study findings highlights that female moving from instructional to institutional leadership face multiple challenges as well as areas of strength. These include mentorship, social support, and experiential learning, along with resilience and emotional labor. Supportive policies within institutions also play a key role. Women navigate personal, social, and organizational hurdles by employing reflection, strategic planning, and adaptability to thrive in leadership roles. This study points out how crucial it is to have both formal and informal support systems to ensure fair access and ongoing involvement in educational leadership positions.

Keywords: education, instructional leadership, organizational leadership, mentorship, organizational hurdles

Introduction:

Sustainable development has been a flourishing trend in the international community since the United Nations declared the Sustainable Development Goals (SDGs) in 2015. In particular, SDG 5 aims to advance gender equality in more progressive ways. Consistent with this goal, gender issues of women and female leaders have been in the limelight during the last few years. (Galsanjigmed, E., & Sekiguchi, T., 2023). The question of women's leadership is vital in gender equality. To demonstrate this, women contribute various insights and experiences to leadership positions, thereby making better decisions, driving substantial innovation, and creating a better work environment. (Beaupre, J. G. 2022). Women leaders are also collaborative and inclusive to create a more positive and effective work environment. However, women suffer very much in terms of accessing leadership positions, including prejudice, exclusion, and promotion opportunities. The value of women's leadership in organizations and society as a whole must be recognized, and active efforts are required to eliminate gender stereotypes and prejudices. This includes challenging traditional gender roles and promoting the idea that leadership is not limited to one gender.

The role of women in education institutions has improved substantially over the past few decades, transitioning from traditional teaching roles to positions of leadership and influence within educational organization (Dhiman, D. B. 2023). Historically, female representation in the education sector in terms of teachers at primary and secondary has been high throughout. However, the representation at the leadership position i.e., School heads, Administrators, Principals, Policy makers have reflected scarcity of female population with respect to the male gender. This disproportionate representation itself reflect structural and socio-cultural barriers that have hindered the progress of female gender to higher leadership roles within the education sector (Kalim, U., et al., 2025).

Educational leadership has been assumed to fall in the domain of teaching and learning only, where female gender has been predominantly positioned as teachers, mentors and academic coordinators which is the entry point towards the leadership positions by engaging in classroom management activities (Hallinger, P., & Kulophas, D., 2020). However, the educational leadership is much more involving the administrative as well as strategic decision making not only within the dynamics of classroom teaching and learning but as curriculum developers,

policy makers, chairperson of institutions which in itself is a transition from instructional to institutional leaders, remains to be a complex and challenging journey for the females.

According to Ghundol & Muthanna (2025), female aspiring to assume the roles of governance, policy implementers, resource management and institutional changes face challenges and encounter multiple systematic as well as personal barriers such as gender bias, lack of mentorship opportunities, limited access to professional networks, and work life balance challenges. In addition to these, the traditional outlook reflecting cultural norms and gender related expectations limit female participation in these roles.

There are multiple challenges that females face arising from the societal structures and institutional processes (Reshi, I. A., et al, 2022). The most significant is the gender role stereotyping (Heilman, M. E., et al, 2024), the leader is considered to be the one with physical masculinity, which undermines the female cognitive competence towards the leadership roles. This results in female leaders being subjected to greater valuation and strict inspection than their male counterparts (Rafiq, S., et al, 2024) resulting in emotional stress amongst females and reflects lack of competence towards their capabilities.

Recent research has highlighted an imbalance between the number of females as teachers in the teaching workforce and the number of females in senior level positions as university vice-chancellors, deans, education policy makers etc. (Banker, D. V, 2023). The global reports say that even though the female make up most of workforce of teachers, yet they do not occupy strategic level positions, this raises a critical concern about the structural and institutional processes that have influenced the female leadership pathways.

In addition, yet another dimension that have significantly influenced female transition to the leadership roles is the societal expectations that they must manage their personal lives, careers as well as household responsibilities and childcare. Looking out for ways to manage these expectations alongside the leadership responsibilities is tough and an uncharted territory with not much policy level facilitation for the female gender. Studies have highlighted the struggle and hardship females go through to navigate these pathways, this is at times through negotiations on professional standards, social expectations and cultural norms (Arar et al., 2022). These experiences shape them as well their leadership style. To be able to better understand the journey as well as the end it is imperative to understand their lived experience. Emerging research have also reflected the change in the gender roles after the pandemic and

have impacted the female progression even further especially in the education sector (Fauzi, M. A., et al, 2024). The increase in the learning loss as well as the increased expectation at home underscores the urgency to examine female leadership pathways and identify challenges and recommend strategies to support their journey for the better overall societal development. Despite growing scholarly focus, there remains a gap in understanding how women transition from educational leadership roles to institutional leadership positions, particularly in specific socio-cultural contexts. Much of the existing literature focuses on women either in teaching roles or on high-level leadership without adequately addressing the transitional processes and challenges between these stages. This gap limits the development of targeted policies and interventions aimed at supporting women's leadership progression.

Women are highly represented in teaching roles but remain underrepresented in institutional leadership positions in education. Despite their involvement in instructional leadership, many face barriers, including gender bias, limited opportunities, and sociocultural constraints, that hinder their advancement to higher leadership roles (Hilal, Y. Y., 2024). Limited qualitative understanding of the transition from educational to organizational leadership, which leaves a gap in knowledge to support advancement of women. This study aims to explore these experiences and identify key challenges and enabling factors.

Female leadership in education has been captured in international literature, but there's still a considerable gap in terms of the specific challenges and opportunities for females in the context of Pakistan. Most of the studies on this topic comes from the western literature and context, whose context, gender roles and cultural expectations vary greatly from that of South Asia especially Pakistan who has a unique mix of traditional with modern approach towards female roles in society. This leaves an important question, that do the literature really provides us with true reflection of the challenges and opportunities of the female leaders in Pakistan. This study is situated in the context of Urban Pakistan examining the experiences of females moving from the instructional leadership to the institutional leadership roles. The aim of the study is to explore the key challenges both societal as well as institutional that hinders the progress towards leadership opportunities. It also would look at the factors that may contribute towards a smooth pathway such as professional development opportunities, institutional policies as well as support mechanism within the society. This study would explore the experiences of females who have transitioned from instructional leaders to institutional leaders in the education sector.

By being able to bring forth both the aspects of opportunities and challenges it will enable not only to have deeper understanding of the journey of a female that how similar or different it is than the other gender counterparts but also enable us as researchers to put forward recommendations for policy at the institutional levels as well as a thought approach as a society to provide opportunities to the female gender to showcase their potential of leadership beyond certain boundaries and be able to play a productive role in the educational sector.

The significance of the study lies in both informing policy and practice as well as guiding future research. By identifying barriers and opportunities, we can help create more inclusive routes for female pursuing leadership roles especially in the education sector. The study also offers valuable insights for educational institutions and policymakers who aim to promote gender equity in leadership positions.

Research Objectives:

1. To explore how female leaders experience the transition from instructional leadership to institutional leadership
2. To identify the challenges female leaders, face in progressing to institutional leadership roles.
3. To examine the factors that support female leaders in advancing to institutional leadership in education.

Research Questions

1. How do female leaders experience the transition from instructional leadership to institutional leadership?
2. What challenges do female leaders face in progressing to institutional leadership roles?
3. What factors support female leaders in advancing to institutional leadership in education?

Literature Review:

Feminist Theory and Gendered Leadership in Education

Leadership can be studied critically through a feminist theoretical approach to understand the influence of gender and the discourses surrounding it. Leadership is not viewed as neutral or merit-based; it is shaped by many different influences. Feminist scholars challenge the notion that knowledge and leadership are neutral entities, arguing that they are shaped by power

structures, gender roles, and socio-political contexts (Harding, 1991; Tong & Botts, 2017). Fuller (2014) noted that leadership in education is not a black-and-white area but rather an evaluation of performance and capabilities shaped by social expectations and gender roles. This leads women to balance multiple roles, which makes leadership a negotiated identity rather than a concrete phenomenon.

Similarly, Spano (2020) highlighted on the role of institutional policies in shaping the female leadership representation. This reflected that leadership identities are shaped thorough the dominant culture of the organization. If the institutional cultures are pre-dominantly shaped by the patriarchal norms, then the leadership roles are not only about taking a leadership title or position but also about negotiating the acceptance and validity of their title and position they have acquired.

The theory of feminism also analyzes neoliberalism (the move of public to private entities) in higher education leading to individualism and competition. Brabazon and Schulz (2020) mentioned that this leads towards institutional inequalities. These inequalities underpin gender disparity through meritocracy, this point is important for consideration as it reflects the systematic inequality which has dissipated through the concept of meritocracy.

Researchers have been increasingly interested in female's role as leaders, as to bring about the issues of fairness, inclusion and organizational change (Gallegos et al., 2025). Women are often associated with leading through practices that incorporate others' voices, taking a bottom-up approach that challenges top-down approaches. The women's leadership is seen as a symbol of social justice, promoting a supportive and collaborative environment, giving voices to teachers, academic specialists, and communities.

Thus, feminist theory shifts the focus from meritocracy to structural and institutional cultures, helping to understand women's journey as complex and contested within knowledge and institutions shaped by dominant cultures.

Challenges in Women's Transition to Institutional Leadership

Over the last several years, we have seen a tremendous growth of female representation in leadership roles, though the literature has consistently highlighted the challenges and institutional barriers that have hindered their progress into positions of power.

The foremost challenge is the underrepresentation of women in leadership roles in the education sector, despite the fact that women dominate the teaching faculty. Hannan et al.

(2025) have clearly highlighted that despite females constituting the largest number as the teaching workforce, they have been under-represented in leadership roles as Deans, Chancellors, Vice-Chancellors. This reflects persistent systematic inequalities, which creates a 'glass ceiling' i.e., invisible barriers that restricts vertical mobility.

There are social and cultural norms that makes the progression of females a challenge for them. Maheshwari and Nayak (2020) have mentioned multiple factors such as societal expectations of maintaining a work life balance as well as lack of professional development opportunities and networks as major factors of female progression. These factors are more pre-dominant in the developing world context where the gender roles are more clearly pronounced and impact the career growth of the females (Khalid et al., 2025). At the global level, the UNESCO (2024) report reinforces the research findings, although majority of the teachers are women, leadership positions are predominantly held by men, indicating a systematic bias in the pathway to leadership. This clearly shows the disparity between the assumed roles of women as teachers and men in general as leaders.

Similarly, institutional promotion systems carry an inherent bias and gendered perception of leadership. Hannan et al. (2025) mention that merit and fairness have an implicit gender bias, which disadvantages the women candidates.

Overall, the studies suggest that the journey towards leadership is not linear but structured through cultural, institutional, and familial expectations.

Experiences of Women in Educational Leadership

Beyond structural challenges, the literature has also examined the experiences of women who have journeyed this road. These experiences provide valuable insight into women's constructions of their leadership identities and their negotiations of social, cultural, and institutional expectations.

Spano (2020) shares that leadership is a dynamic approach; women leaders often engage in self-narration and reflection, which showcases those women shape their leadership identities through institutional and social discourses. They construct their pathways through interaction with the people and policies around.

Fuller (2014) elaborates that women leaders employ different leadership styles, accommodating multiple perspectives and audiences in different contexts and under varying expectations. This adaptability is due to the need to maintain balance between cultural and

institutional expectations vis-à-vis gender roles; this reflects the complex nature of institutional leadership for women.

One of the significant factors that shapes the leadership experience for women is mentorship. Brabazon and Schulz (2020) suggested that there are mentorship Programmes in institutions that support early-career academics, though they are critiqued for their quality and effectiveness. When these programs are institutionalized, they also follow certain gender norms, dissipating inequalities rather than helping to overcome them.

In the context of developing countries, experiences are shaped by the challenges one overcomes as well as the enabling factors. Khalid et al. (2025) reveal that the factors that enable women to move towards the leadership position is mainly the supportive environment, either at the institutional or personal level. This also includes networking opportunities. Similarly, Maheshwari and Nayak (2020) highlight the importance of family support and mentorship as key factors shaping women's leadership journeys.

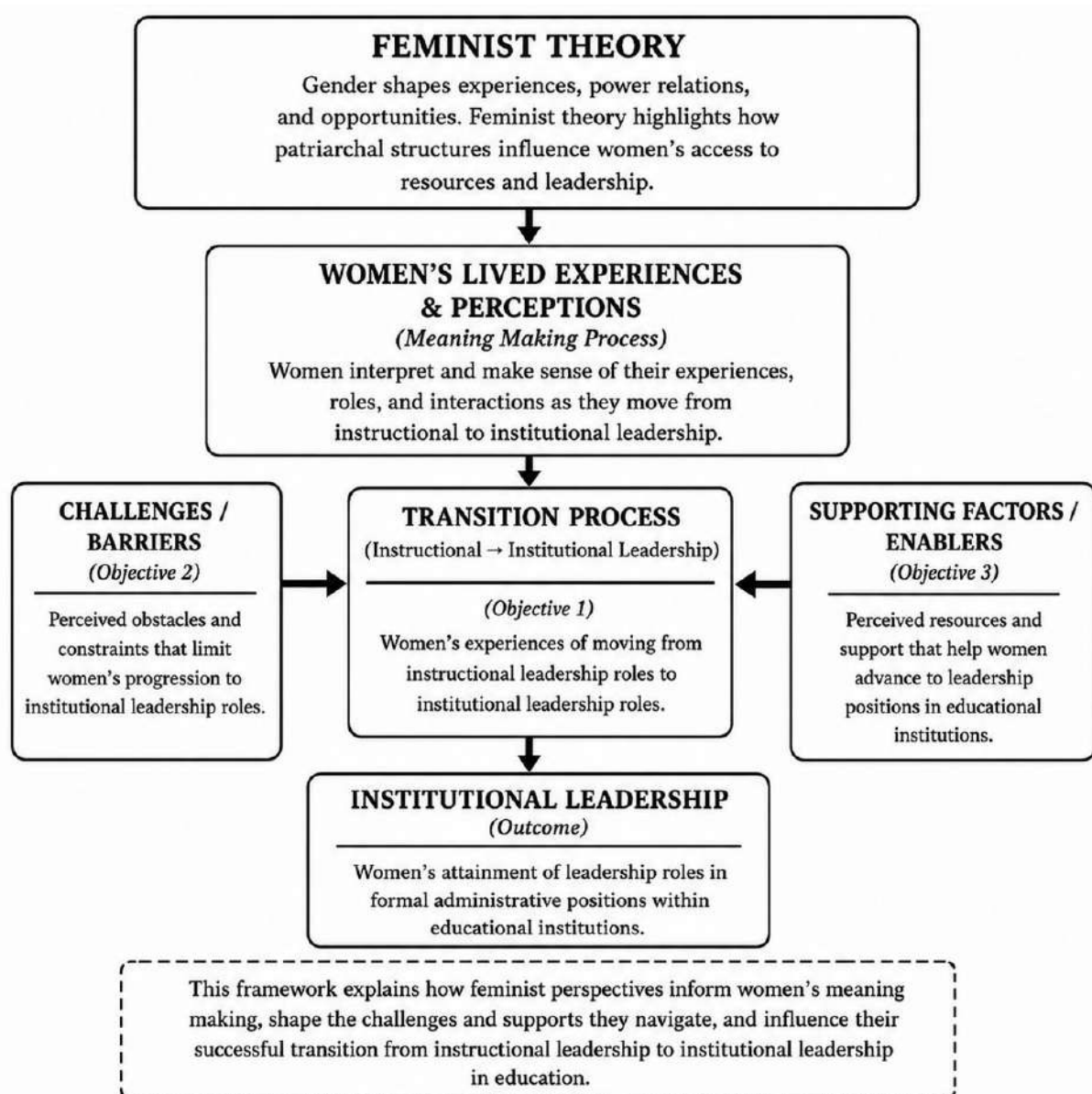
These studies collectively show that the women's leadership journeys are not similar but different, shaped not only by culture and context but also by self-agency, which led the women to negotiate their positions in leadership roles.

Synthesis and Research Gap

The reviewed literature indicates that the journey of females from the instructional leader to the institutional leader is a synergy of structural, cultural and experiential factors. Feminist theory helps us provide a framework to understand the interplay of these factors on the gender-perspective on leadership. Literature have reflected persistent challenges and barriers that have stemmed from institutional culture and policies, societal expectations assigned to gender roles. In addition to this, the studies on the women who have travelled this path have shown resilience, adaptability and a well-established familial support system. However, the gap that remains is the understanding of all the interplay of the factors that have been highlighted in the literature in the context of global South, where the gender roles are pre-determined and pronounced and the societal expectations over-power meritocracy. This study aims to contribute to the literature on the journey of females from the perspective of the global South moving on the pathway of institutional leadership.

Theoretical Framework:

This study is based on the Feminist theory. This theory provides us the basis of how gender, power and societal expectations influence the role of female leadership in education .The framework helps to highlight factors such as gender roles, institutional policies alongside limited growth opportunities, which have either facilitated or hindered the transition of female from instructional leader to institutional leadership roles. Ultimately, it demonstrates how these experiences, constraints, and enablers influence women’s attainment of institutional leadership roles in formal administrative positions within educational institutions.



METHODOLOGY

This research adopts a qualitative research design to explore the experiences of women transformation from instructional leadership to institutional leadership in educational settings. A qualitative approach is suitable for this research as it allows for an in-depth exploration of participants' lived experiences, perceptions, and meaning-making processes (Creswell & Poth, 2021). The study is grounded in an interpretivist paradigm, which assumes that reality is socially constructed and highlights the subjective nature of human experiences.

A phenomenological approach is to understand the importance of participants' experiences as navigate leadership transitions. Phenomenology is appropriate as it focuses on the lived experiences of individuals and interprets the meanings assigned to those experiences (Neubauer et al., 2019).

This research focuses on women educators who have experienced both educational and organizational leadership roles. A purposive convenient sampling strategy is used to select participants who have direct experience relevant to the research topic; this is to ensure that the data collected is rich and meaningful. The sample size is eight participants which includes two senior teachers, two heads of departments in the universities, two school Principals and two academic administrators working in public and private sectors.

Data is collected using semi-structured interviews as a tool, as this enables an opportunity to probe and gather in-depth experiences alongside the emotions and thought processes. Interviews were conducted using onsite as well as online medium as per the convenience of the participants. All the interviews were audio recorded for transcription purposes. All the interviews were conducted and recorded with the consent of the participants. These interviews were then transcribed verbatim for accuracy and transparency.

The data was analyzed using the thematic analysis, a method adopted for analyzing qualitative data (Braun & Clarke, 2021). A systematic process was undertaken for the analysis which involved with the familiarization of the data, generation of codes, development of themes and organization of codes into themes, these themes were finalized for reporting purposes.

The ethical considerations regarding the informed consent from the participants was duly acquired before the beginning of the interview, the data has been reported anonymously using pseudonyms throughout the research to maintain the confidentiality of the participants.

Findings:

a) Opportunities / Strengths

Theme 1: Mentorship and Professional Development

Mentorship and Professional development opportunities emerged as one of the key factors that enables leadership progression. One of the participants mentioned, *“The guidance from the seniors was something that helped me understand the institutional dynamics as well as an understanding of how to navigate through that system (Participant 1)”*. Another participant who said that, *“The experienced leaders in the organization are a guiding force that step by step guide us through, built upon this. This enables me not only to understand but also manage both the aspects of educational sector administrative as well as academic (Participant 4).”* One of the participants stressing on the importance of professional development mentioned, *“These sessions provide an opportunity to interact with similar minds and exposes you to different practices beyond an individual institution (Participant 5).”*

The given information indicates that the mentoring from the seniors and their experience help the females to chart their way through the challenging landscape of the organization. In addition, it is also mentioned by few participants that the opportunity to professionally develop helps one to strengthen their skills of critical thinking and strategic planning which helps them polish their skills and capabilities.

Theme 2: Personal and Social Support Systems

The data highlighted that the family support and acceptance is of utmost importance as these create mechanisms of support, *“It was very difficult at first to balance the work responsibilities as well as household chores but through the support of my family especially my in-laws that helped me balance these chores (Participant 1 and 2).”* Another participant also supported this. Who shared, *“though I do not have a direct responsibility of the household but it is important to have a peace of mind that your family understand your work dynamics and are ready to accommodate late hours and travels (Participant 5).”*

The findings also reflected that it is not only the support of the family but also of their peers and friends, that is also a motivating factor, Participant 3 said that *“It was my peers and friends who constantly pushed me to give my best and to try new and additional responsibilities, because in the beginning they were the ones to who I would cry my heart out if something does not go right.”*

The given findings suggest that a person alone is not capable of moving mountains it requires the support and motivation of masses to do so. It is through this only that a female can balance between societal expectations as well as organizational responsibilities.

Theme 3: Career Progression and Experiential Learning

The interviews helped us understand the journey of progression of these females, participants mentioned that there is no formal mechanism that leads them to move from one job role to another but also there are multiple roles that are assigned to them, and they learn through trial and error. *“My journey of progression was from a classroom teacher to an academic coordinator and then to the role of the principal, this wasn’t through any formal way or training, I was asked to take up additional responsibilities over time and was expected to learn through observing others in a similar role or shadow my seniors to learn that (Participant 1).”* Another participant emphasized on the role of exposure, *“by providing me with an opportunity to be engaged in multiple activities and interacting with individuals in the field helped me develop my skills, it was not only about how to do things and more about how not to do things (Participant 3).”*. These responses highlight that the gradual involvement in tasks have been fundamental in their journey towards leadership. Participants also highlighted that these practices not only provided them with experiential learning opportunity but also developed a reflective approach for them to take up in their journey towards leadership.

Theme 4: Self-Reflection, Resilience, and Strategic Planning

The findings suggested that reflective approach is paramount as they move in their journey, as mentioned earlier that the learning trajectory was mainly through observation and exposure. One of the participant mentioned, *“During my journey I had to constantly have to stop myself and reflect on my decisions and steps that I would take up in my role. This would help me improve further and enabled me to grow mentally (Participant 1).* This was asserted by another participant who said, *“learning from my mistakes is only possible when I analyze each and every decision that I take, this leads me to make better decisions in future (Participant 4).* Another aspect was the ability to not only think short run but also in the long run. *“These reflective practices enabled me to develop a wider scope of thought and broaden my horizon. This has been greatly helpful when I had been asked to be a part of strategic planning (Participant 4).”*

b) Challenges/ Weaknesses

Theme 5: Gendered Challenges and Societal Expectations

Participants unanimously mentioned that gender-roles associated by the society is the first most challenge that female faces. *“It is a general assumption that male gender is better suited for leadership position than a female counter-part due to their physical strength as well as they are free of other responsibilities so that they can spend more time towards organization (P7).”*

There was another angle to the expectation associated with the leadership role. *“As a female we are expected to be more empathetic, understanding and accommodating as people who report to us have a feeling that we would accept any excuse (Participant 4).* When probed further it was disclosed that it is with assumption that as females had gone through challenges or difficult male seniors they would become more accommodating once they take up leadership role. This balancing act makes it very difficult for the females to make their juniors understand the value of work as well and to impose organizational rules.

The challenge that was also highlighted that, *“we have to ascertain our authority day in and day out. It becomes more emotionally stressing, as it seems that we have to prove our mettle to the organization repeatedly (Participants 4 and 6).*

Theme 6: Complexity of Leadership Responsibilities

Another challenge reported by the participants was the intricacies of the leadership responsibilities, which becomes coupled with the societal expectations. Participants mentioned that as an educational leader it is already about managing multiple roles as the number of stakeholder's increases, you are expected to work with students, parents, teachers, government officials, senior leadership as well as other institutions to fulfill the daily responsibilities. This when coupled with the societal expectation becomes more emotionally stressful, *“balancing the leadership responsibilities becomes more stressful when as female I have to constantly think about the household issues or family relationship dynamics (Participant 8).*

P7 mentions that, *“After a full day of work, there is still an expectation that I would be the one to be responsible for dinner and cleaning up and also to plan for the next day, this is at times more emotionally stressful than a heavy day at work (Participant 7).*

c) Support female leaders:

Theme 7: Institutional Policies and Cultural Support

The importance of valuing women's voices, supportive policy frameworks, and family-friendly arrangements is also the facilitation that helps female achieve their responsibilities. Participants

emphasized supportive policies and inclusive culture. Participant 1 said, *"Transparent promotion processes and flexible work arrangements facilitate women's advancement."*

R3 mentioned that *having childcare facility, in itself is a big support for mothers striving to work in a leadership position. This way they don't need to sacrifice their years waiting for the child to go to school to re-start their careers.* In addition, the understanding of a young child being sick and need attention is through a small gesture but creates a lasting sense of comfort for the female working in the organization,

Discussion:

The findings from this study strongly suggest that professional development exposures and mentorship of the seniors are the corner stone enabling females to move from instructional leader to institutional leaders. Effective mentorship helps females not only gain confidence towards their abilities but also enables them to have a work-life balance. Brabazon and Schulz (2020) though emphasized on the institutionalized mentorship program to enable females to move on their career path, however, the study reflected that not necessarily, there is a need of institutionalized training Programs but there is a need for an institutional culture of mentoring, which can be informal enabling females to take up a transformative role. The mentoring is not only in relation to the organizational responsibilities but also in relationship to managing the balance between work and life.

Another enabler of female progression is the social and familial support system that includes help at house chores and responsibilities. This indicates that with such support females are prone to develop resilience (Thien, L. M., et al., 2025). Females are faced with gender-based challenges in terms of competence, Maheshwari and Nayak (2020) stressed that female's faces skepticism regarding their abilities and have to go through much more scrutiny than their male counterparts do. The study also highlights that for females who have moved higher on the career ladder still has to prove themselves repeatedly. This observation is consistent with literature identifying structural and cultural barriers for women in leadership (Baroudi, S., & Hojeij, Z, 2025) and showing that biases persist in institutional as well as societal culture.

The participants in this study mentioned that as there is a lack of formal training opportunity, the learning is through trial and error and thorough experiential, this is also backed by the research that showcases that experiential learning is as crucial for development of competence as formal credentials (Kabar, S. F., & Şentürk, İ. 2026). This trial-and-error approach enables

reflective practices and approach that helps them to learn and move on the career path (Kalbarczyk, A., et al, 2025) through resilience, which leads them to prioritize their tasks. Participants also described the complexity of leadership responsibilities, including emotional labor and administrative coordination. Managing staff relationships involved significant emotional labor, and balancing academic, administrative, and interpersonal tasks required adaptability, suggesting leadership involves both technical and relational work and extending prior research on emotional labor in education. Finally, institutional policies and cultural support were pivotal as mentioned that transparent promotion policies and flexible arrangements for females in terms of child care, leading towards organizational policy to ensure equity of gender (Thien, L. M., et al., 2025). This reflects that for progression both structural as well as cultural factors needs to be enabled.

To sum up, the study reflects that informal mentorship alongside institutionalized professional developments are essential structural components that needs to be strengthen for females to progress into leadership roles. It has also been reflected that the females who have progressed into these roles more heavily rely on trial and error as well as reflective approach. The females have strongly recommended that societal support and facilities enabling work-life balance would help females immensely to move up in their careers.

Conclusion

This study highlights that female moving from instructional to institutional leadership face multiple challenges as well as areas of strength. These include mentorship, social support, and experiential learning, along with resilience and emotional labor. Supportive policies within institutions also play a key role. Women navigate personal, social, and organizational hurdles by employing reflection, strategic planning, and adaptability to thrive in leadership roles. This study points out how crucial it is to have both formal and informal support systems to ensure fair access and ongoing involvement in educational leadership positions.

Recommendations:

- Educational institutions implement mentorship programs that combine technical guidance and psychosocial support for emerging women leaders.
- Institutional leaders and policymakers develop flexible work arrangements and family-friendly policies to reduce work-life conflicts.

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- Training coordinators provide leadership workshops focusing on experiential learning, decision-making, and strategic planning.
 - School and university administrators promote transparent promotion processes with clear criteria to reduce gender bias.
 - Senior administrators and governance boards foster a culture that values women's voices and contributions in decision-making.
 - Proper child day care facilities should be put into place in the institutions with trained and qualified staff.

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