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## A Systematic Review on the Impact of Gender Equity on Educational Leadership

Reniel C. Laki<sup>1</sup>, Benjie O. Badon<sup>2\*</sup>

College of Education, University of Southeastern Philippines

**Corresponding Author:** Benjie O. Badon [benjie.badon@usep.edu.ph](mailto:benjie.badon@usep.edu.ph)

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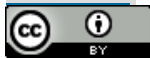
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### ABSTRACT

People have often discussed about whether men or women are better leaders. This ongoing discussion has led to debates and theories about male and female leadership. It shows that many are still curious about how being male or female might affect someone's leadership style. In educational institution, leaders deal with a lot of changes in a constantly changing and competitive environment. This study reviews the effects of gender equity on educational leadership, which focuses specifically on how it influences leaders regardless of gender. After conscientious evaluation guided by the review protocols, 12 were finally selected from the initial 436 articles. The findings indicate that gender equity fosters a variety of perspectives and strengths in both male and female leaders, enriching decision-making processes and promoting innovation. Moreover, it helps in reducing biases and creating a more inclusive environment, benefiting individuals of all genders. The review emphasizes the significance of promoting gender diversity in leadership positions for the overall improvement of educational. Further, it is recommended for extensive research not limited to identifying the common challenges and experiences face by leaders in both genders. Hence, this review put emphasize on the essence and significance of gender equity to the leaders in every educational institution that will result for a more creative and inclusive learning environment to achieve it common organization objective

## INTRODUCTION

Throughout history, there has been a widespread discussion and debate between men and women as leaders. This discussion encompasses various claims, theories, and speculative ideas about the distinction approaches to leadership that are often attributed to each gender (Abonyi, Boateng, Adjei-Boateng, & Ansaah, 2022). It implies that there is ongoing interest and analysis in understanding how gender may influence leadership behaviour and styles (Saint-Michel, 2018). Educational leaders encounter a variety of obstacles in an ever more competitive and dynamic setting. Despite women being the majority in the workforce, men largely hold the top managerial positions (Kairys, 2018). Most leadership positions in education and elsewhere are held by men. The notion of leadership is heavily influenced by gender. Across various culture settings, leadership remains associated predominantly with males (Catalyst, 2023). Despite women holding leadership roles and responsibilities, there persists a tendency to view the ideal leader as male (Saint-Michel, 2018).

According to the National Center for Educational Statistics' research, women made up a larger percentage of public-school teachers and principals in 2017–2018 than they did in 1987–1988—a 30-year difference in representation. Data from the 1987–1988 Schools and Staffing Survey (SASS) showed that women made up 71% of all public-school teachers. The National Teacher and Principal Survey (NTPS) statistics from 2017–2018 indicated that the rate had risen to 77%. During that time, the proportion of female public-school principals more than doubled, rising from 25% in 1987–1988 to 54% in 2017–2018. Women have always made up more than half of the teaching workforce, even in spite of legislative changes and increased employment options. Based on data from the Bureau of Labor Statistics, nearly in all occupations, women are paid less than men. The gap for public elementary and secondary teachers' compensation is smaller than the average.

Studies show different conclusions. Some support that there are differences in the leadership

style between men and women and some do not support the said idea. Despite that, men and women have different types of leadership, it concluded that there were only small differences in leadership styles (Tarbutton 2019), they stress that female leaders in organizational settings tend to be more democratic and participative than men, who tend to lean more towards autocratic behavior. In the study it states that male is more likely to be transactional leaders while women are transformational leaders (Tabutton, 2019). Further, affirmed by the meta-analysis (Gao, Wang, & Liu, 2024) it shows the difference in the self-perception of male and female leaders.

Furthermore, in most of the male-dominated establishments, women adopted the type of style men are doing to demonstrate that women are capable and versatile and a more stereotypical masculine style of leadership than males. Further, the study found few to no differences in gender styles of leadership (Babiak and Bajar, 2019).

This review aims to revalidate the similarities and differences of impacts of gender as one of the determinants of education leadership. The findings will give enlightenment on the gaps, similarities and differences of leadership styles when gender is being focused. Moreso, it will give deeper understanding to synchronize the contracting ideas on the gender of educational leadership.

## METHODS

### Protocol and Registration

The systematic review was carried out using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Liberati et al., 2009). It adhered to the identification, screening, eligibility, and inclusion phases of the review procedure. A review methodology was created prior to the search being carried out. It offered options for databases, search phrases, and screening standards. This review looked for publications using a number of databases, including Google Scholar, Science Direct, ProQuest, and Taylor & Francis. These databases were selected via a two-round process. These databases were first only accessible online. Second, the goal was to extend the review process's reach to as many papers that are exclusively

published in the aforementioned databases as possible.

### Criteria

Included in the review methodology, we selected the publications based on a set of criteria. These standards served as a guide for the review to guarantee that the study's goals were met. The inclusion criteria that we adhered to were as follows:

(1) articles that focus on gender equity; (2) articles that focus on leadership and management in higher education; and (3) articles that discuss the effects of leadership on both men and women. Numbers of articles were written in connection to the review criteria, but this review only pointed on articles that were published around 6 years prior to the review were considered.

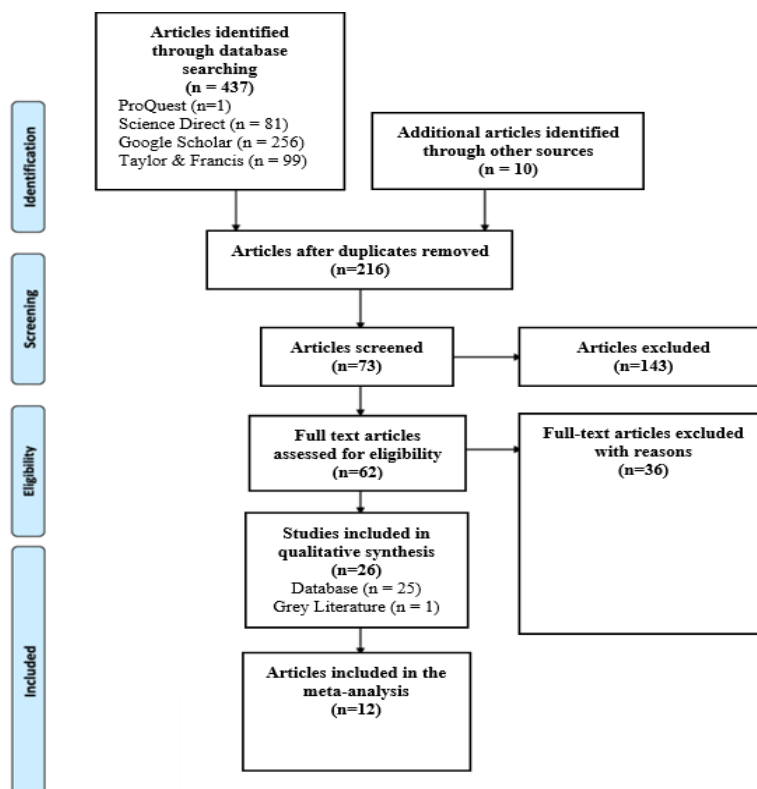


Figure 1. PRISMA Flow Diagram on Screening of Articles on the Review

### Database Information Source

The following database information sources were considered in searching for the relevant article for the review: Google Scholar, Science Direct and Taylor & Francis with search phrase “Gender Equity in Leadership”, “Leadership and Management on Higher Education” and “Leadership Impacts of Men and Women”. These databases offered pertinent, abundant relevant resources for articles on gender parity, management and leadership, and the impacts of men and women on leadership, all of which are pertinent to the goals of this review.

### Search

The extensive search using the terms “Gender Equity in Leadership”, “Leadership and Management on Higher Education” and “Leadership Impacts of Men and Women yielded 437 articles in

Francis & Taylor, ProQuest, Science Direct, and Google Scholar. For the Google Scholar, the "advance search" option and specified the "in the title of the article" (Google Scholar) or "where the title contains" for the search terms were utilized. Similar technique of using advance search was used for Science Direct, ProQuest, and Francis and Taylor.

### Article Selection

In selecting relevant article for this review, Figure 1 shows that there were 436 articles identified relevant to the given review which came from different databases. These articles were came from Science Direct (81), Google Scholar (256), ProQuest (1), and Taylor and Francis (99). There were also 10 article identified through other sources. Two hundred and sixteen articles were removed for duplication. The remaining 221 articles, 72 were screened, and

143 were excluded in the selection after evaluating the articles which does not discussed gender equity in leadership and management. Excluded article were not in line with the review objectives. The remaining articles resulting in 62 were considered for assessing its eligibility. On the other hand, 36 articles were removed due to irrelevant review objectives. Twenty-six articles were included in the qualitative synthesis where 25 of these are from databases and 1 from the grey literature and assess for final selection. The selection process only includes final numbers of 10 articles 10 that was used for the review.

### Data Collection

The identified article was processed using Excel, which included the storing of the data. Duplications of articles published in two or more databases were treated as one, removing one entry. After this process, content analysis was conducted by carefully reading each article and considering the research focus, methods, and authors. As shown in the Table 1, A total of ten (10) articles were chosen for review, each of which was given special attention by the authors. The papers are then examined to come up at conclusions based on the research questions.

Table 1. Summary of the Articles that Were Chosen

TITLE OF THE ARTICLE	AUTHOR/S	JOURNAL	YEAR PUBLISHED
Gender-based leadership in quality assurance development: A phenomenological study	Rohmatun Lukluk Isnaini Zainal Arifin Sri Rahmi Ahmad Syafii	Cogent Education Journal	2023
Investigating the Employee Acceptance towards Women Leadership in Public Sector	Hafizan Hamzah Azizan Zainuddin Nur Badrina Mohd Barakbah	International Journal of Academic Research in Accounting, Finance and Management Sciences	2023
Factors Affecting Trust in Female and Male School Leaders	Kenan Özcan Aydin Balyer, Fikret Firat	International Journal of Educational Leadership and Management	2022
Promoting gender equity in school leadership appointments: A comparison of male and female headteachers' instructional leadership practices in Ghana	Usman Kojo Abonyi FredKofiBoateng Emmanuel Adjei-Boateng Ellen Ansaah	Sage Journals	2022

The Intersectionality of Race and Gender on African American Women in Higher Education Leadership Roles in Two Southern States: Louisiana and Mississippi	Arlanda J. Williams	ProQuest Dissertations Publishing	2022
Indication of Gender Parity in the Indonesian Higher Education Institution: A Literature Study	Ribeh Najib Muhammad Nurul Hasanah Fajaria Arini Nurul Hidayati	European Union Digital Library	2022
The Glass Ceiling: Exploring the Leadership Journey of Men and Women in High-Tech	Shelia Faye Krueger	Digital University of San Diego Libraries	2020
Explaining the gender gap in school principalship: A tale of two sides	Miryam Martínez Martínez Manuel M Molina-López Ruth Mateos de Cabo	Sage Journals	2020
Leadership Perceptions Based on Gender, Experience, and Education	Taylan Budur Ahmet Demir	International Journal of Social Sciences and Educational Studies	2019
Leader gender stereotypes and transformational leadership: Does leader sex make the difference?	Sarah E. Saint-Michel	CAIRN International	2019
The Influence of Gender on Leadership in Education Management	Moira Rose Kairys	International Journal of Educational Management	2018
Gender leadership and inequality study on higher education in Indonesia	RR. Iswachyu Dhaniarti, M.H. Dr. Dani Harmanto	IEOM Society International Journal	2018

## **RESULTS AND DISCUSSION**

Based on the analysis using the PRISMA model to conduct a systematic review, and as the result by the articles examined, there are many aspects or impacts on the quality of services provided by male and female leaders within educational institutions.

### **Impacts of Gender Equity on Educational Leadership**

The systematic review of articles gathered conclude that gender equity in educational leadership contributes to organization significantly by giving effective performances. The study shows and highlighted the positive correlation between gender-equitable leadership practices and various dimensions of leadership effectiveness (Lukluk, Arifin, Rahmi, & Syafii, 2023). It includes decision-making, communication, and team collaboration (Radwan, Razak, & Ghavifekr, 2020). According to the result in the literature study, the impact of gender inequality on the leadership, decision-making is recognized as a key point skill needed to the effectivity of the leadership, and the study aims to provide the insights into the gender disparities in leadership roles. (Muhammad, Fajaria, & Hidayati, 2022). It is not by the evaluation of leaders' virtues, indicating that both male and female leaders are perceived similarly in terms of morale, knowledge, and attitude.

Research findings suggest that it is more effective if gender is a diverse because it will show and suggest different ideas and better equipped to address complex challenges and capitalize on diverse perspective, ultimately leading to more unique, innovative and more effective solutions (Kairys, 2018). Furthermore, the study of gender-equity leadership and management create a culture of inclusion and belonging, where all the members in educational sector or community feel respected, valued, and empowered to contribute their distinct talents, skills, and insights.

Additional result, gender-equitable leadership has an implication for teachers and staff the outcomes and work satisfaction. Studies implies that gender-diverse leadership teams tend to deliver

higher levels of employee engagement, academic performance, and school climate satisfaction (Özcan, Balyer, Firat, 2022). This suggests that gender-equitable leadership practices positively influence the learning environment and student experiences, leading to improved educational outcomes for all the learners.

### **Effectivity on the Quality of Services Provided by a Leader**

The articles discussed and examined and provide insights about gender equity in educational leadership influences the quality of service provided by the leaders. Gender-equitable leaders are more passionate and more likely to prioritize the interests and the needs of diverse people in the academe, including the students, teachers, parents, and community members. Through adopting inclusive decision-making processes and advocating collaborative technique to leadership (Williams, 2022). It also creates opportunities for open and good participation and engagement among all stakeholders in an institution. The results in the developments of programs, policies, and initiatives that address the unique needs and challenges of the educational community, that will lead to greater opportunity of satisfaction and trust in leadership. Furthermore, this kind of leaders demonstrate a great commitment to professional growth and development among staff members. The study suggests that both genders show a good transformational leadership qualities like coaching, mentoring, counseling which really contribute to the professional betterment and job satisfaction of teachers and staff (Saint-Michael, 2019). Promoting a supportive and inclusive work environment, gender-equitable leaders enhance motivation, retention rate, morale among educators, most importantly benefiting the entire educational community.

## **CONCLUSION**

This systematic review emphasizes the importance and significant impact of gender equity on educational leadership and its implications for the quality of service provided by the leaders in the educational sector (Martínez, 2020). It promotes

diversity, inclusivity, and collaboration. Through accepting gender equity in leadership roles, it can use effectively the diverse perspectives and experience of their leaders to solve complex challenges, improve students and teachers' outcomes, and enhance the entire performance (Lukluk, Arifin, Rahmi, & Syafii, 2023).

The analysis of all research articles revealed a strong correlation between gender-equitable leadership and good educational outcomes. It is concluded that schools with different or diverse leadership teams benefit from a bigger range of ideas, promoting unique innovation and unique solutions for difficult challenges (Williams, 2022). Furthermore, gender equity creates a culture of inclusion where everyone is valued and able to contribute for common good. The research supports the positive influence of gender equity in educational leadership. Leaders that prioritize diversity can create a more supportive and inclusive atmosphere for all.

However, while our review highlights the impact of gender equity on educational leadership, there are somehow areas that still need more. We need longer studies to see how these practices affects the schools over time. Future research could also look at how gender interacts with other factors like income, ethnicity, and race. Furthermore, we need more studies that show exactly how gender-equitable leadership makes a difference, including mentorship or proper training. By filling in these gaps, we can better understand how to create inclusive and effective in educational institution.

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