
The Future Of Female Leadership In Education: Challenges And Opportunities

Nabin Khanal

Lecturer, Jana Adarsha Multiple Campus, Chitwan

Ph. D. Scholar, Faculty of Education, TU

Email: nabin.khanalba@gmail.com

ABSTRACT

Though female surpass men both in quantity and quality in academic world as a whole, many of them evade themselves from workforce participation because of various causes. Further, those who are in workforce are very rare in top roles and are massively in subsidiary roles. In addition, women have to overcome a variety of hurdles when in leadership roles and being an aspirant for it. Based on the above background, this review was started aiming to access the challenges women face ascending the leadership positions. The gap in leadership roles and the future prospects of women to occupy the roles made this study a necessity.

Two major academic and scientific journals as ResearchGate and Google Scholar have been selected. Twenty different review articles were selected for analysis and thematized into five heads namely female in politics, female in education, need of female leaders in education, barriers and biases to female leadership and strengthening female leadership through inclusion.

Even though women are doing well in education and politics, developing networking and leadership skills, they are still blocked to achieve leadership roles. Persistent barriers exist for women to achieve the position which ranges from personal, organizational, and cultural as well. These insights have implications for the future personnel management especially in leadership positions in the educational institutions in the scenario of teaching being the job of less attraction for males.

Keywords: Female, leadership, barrier, education, inclusion

Introduction

The avenue of foreign employment has exerted mixed effect on Nepali workforce management. On the one hand it has assisted for settling unemployment issues to some extent. On the other, leaving some ecological belts desolate, creating unbalance in population distribution. Consequently, there is going to be uneven supply of human resources in Nepali job market. Study of the demography of out-migration signals workforce dynamics that means the male human resource is bound to be less available for the workforce. However, there is a saying 'every cloud has silver lining' this situation is likely to give birth to the situation for the utilization of hitherto less preferred workforce i.e. females. Assessing this context, education sector should plan human resource management prioritizing the development of females as school leaders.

Leadership in simple word is influence other and get the work done. Maxwell (2019) put it 'leadership is influencing, nothing more, and nothing less'. In the writer's view the crux of leadership is influencing the people to accomplish the goal of the organization. Nevis (2021) compares leaders with that of heroes and concludes leaders to be much more influential than heroes as they exert lasting effect the latter is on concerned only with the immediate influence. Despite the great upheavals in the world, women's position in leadership remained a hopeless issue. The data shows that 77 percent of the board positions are still held by men. A mere of 8.4 percent of board chair, 6 percent of CEOs, 17 percent of CFOs are women (Deloitte, 2023). Even in the advanced countries the plight of women is not much different at the top from that of others expect some Scandinavian countries (Breslin, 2018). In the political realm women represent 26.1 percent of the parliamentary positions and just 22.6 percent ministerial positions worldwide (World Economic Forum, 2021).

In the context of Nepal, females are slowly and gradually uplifting their economic, social, academic, and political status. Women constitute about 1.6 million more workforce than man and the number is increasing constantly (DTUDA, 2022). Merely 23.8 percent of women have ownership of house and property whereas 31.55 percent are the head of households (National Statistics Office, 2021). In the political realm, the representation of females has been unprecedented because of reservation policy endorsed by the nation. More importantly the stride made in educational attainment has garnered some limelight regarding the future of females in our country.

Females surpass males in university enrollment in general and in education faculty in particular. More than 60 percent of education pursuing students are females (University Grand Commission, 2022). However, in the field of leadership there is dearth of females more specific in education. Despite the compounding benefits of female leadership, the focus of Nepali scholars as well as the nation is far less than it deserves. There are abundant literatures available in the intellectual scenario that portrays the infinite benefits of females in leadership positions. Devicienti et al. (2016) finds that females in leadership could help decrease involuntary part-time work and on the other help in enhancing work-life balance of the employees who have child care and elderly care responsibilities. In the same way assessing the leadership advantages of females Eagly and Carli (2003) finds even though the typical leadership styles are advantages for women, the masculine office culture evaluates their competence with prejudice. However more women are rising in the top. The article concludes that by appointing more women in the key positions, the organizations could cope with flux and modernity. Adding further the leadership advantages of women Offermann and Foley (2020) recommends that if the organizations want to reap the advantages of diverse workforce, women leadership is a must.

Schools and universities are also taken as the conscience of society (Fitzgerald, 2015). The advancement level of any human society is gauged taking education as standard measuring rod. On the basis of this syllogism, schools are the most important places from which prosperity germinates. For the effectiveness of school education, school leadership is perceived as the second factor next to classroom instruction (UNESCO, 2018). The success of school is heavily burdened upon the shoulders of the school leaders and the types of leadership s/he displays. More importantly in Nepal, school leadership is understood almost solely the headteacher and his/her business. School leadership comprises of both male and female population. However, very few females are in leadership roles though there is influx of female teachers in education field. The rapid increase of female teachers especially in basic level 72 percent and sluggish in secondary level 17.4 percent depicts unbalanced female teacher's representation in school workforce. If we move on to the headship, we get only 17.7 percent of females (Ministry of Education, 2019).

Statement of Problem

Despite the incessant efforts from the state and other national and international agencies for promoting females in education, very little gain has been achieved. Gender Inequality Index (GII) remains at 0.542, in the same way Gender Empowerment Measure (GEM) remains limited at 0.62 and the same report further depicts 19.3 percent of girls between 15 to 19 years get married (National Women Commission, 2022). There is a total of 282585 teaching personnel in Nepal. Female constitute mere 39 percent out of 51 percent population whereas in leadership roles, only 17 percent females appear (Ministry of Education, 2019). In the recent times, a trend of out-migration to the foreign countries has surged abruptly affecting personnel management in the educational institutes.

The researcher has foreseen the low supply of male teachers in general and leadership in particular. As the entry in the profession is the pipeline for leadership and the newly recruited are heavily dominated by females. Therefore, to save school system female leaders are needed to inculcate leadership skills. Developing leadership skills is time consuming project. Hence, the nation should start this mission without any delay. It needs workaholic effort from all the stakeholders more importantly the policy makers and those who aspires the positions. The analysis of the following statistical data reflects this study's eminence. The absent population is composed of more than 80 percent of males (National Statistics Office, 2023). In the same way, those who receive labor approval in the year 2023, constitute more than 90 percent of male. Similar is the trend of the no objection certificate bearers. In addition to this, more than 94 percent of the prison population is male. The minute study this data hints the situation of male deficit in school workforce in the near future. The easy remedy to such problem could be developing women to size them up in the roles. For this purpose, let us observe the academic situation of the females. Surprisingly females marveled males in academics. Out of university enrollment 53.52 percent are females and their number constitute 62.60 percent education pursuing students (University Grand Commission, 2022). The mandatory provision for opting education stream for becoming teaching professional and the data of education pursuing students hints the growing availability of the female workforce in the job market. The consistency of female teachers in job retention is higher. Therefore, it is wise to invest time and resources for their development so that it helps for the sustainable development of education sector.

Low female representation in leadership roles in the schools of Nepal has been taken as the problem in this study. If the number of female leaders in the schools are not developed, there will be leadership void in the schools because there likely to be very few males in teaching and if we do not strengthen females to take over the roles, it will create a critical situation. The state has endorsed female friendly policies like the increase in the maternity leave, some ease in licensing for females, shortening probation period, some favor in placement and so

on (Gurung, 2016). However, their upliftment in leadership is increasing in the snail pace. This study will access the measures for the development of female in leadership. The severity of the issue will garner attention from the concerned authority and the scholars will be motivated to make much study in the issue in the days to come. The Primary objective of this paper is to explore the issue related to women in education leadership.

Methodology

This study used interpretivist paradigm along with qualitative research approach and narrative research design. The literature related to women leaders and their experiences were collected so as to unfold the deeper understanding regarding the issues of females in leadership positions. Literatures were collected from the various educational and managerial settings via internet search engines namely Google Scholar and ResearchGate. Twenty different reviewed articles were collected on the heads 'women in leadership' and 'measures for female leadership development'. After the study of the research articles on the basis of their commonality of the ideas different five themes were constructed. This methodology was opted because it helped us to infer conclusions skimming all the researches from the entire globe on the contrary to other research conducted on a limited sample using a specific method and in a specific time frame.

Results and Discussion

Results section has been split into five thematic heads like female in politics, female in education, female in education leadership, need of female leadership in education and barriers to female leadership in education and strengthening female leadership through inclusion.

1. Female in politics

Politics is the guideline of the highest order. The injustices faced by women and minority will not receive due attention from the politicians and public officials until sufficient numbers of them are in positions of leadership (Abdela, 2000). Overt segregation of women from the beginning of human civilization, 'are now seen as a clog in the wheel of national and international developmental agenda' (Aina & Olayode, 2011) the African continent is re-awakening interest on gender issues and gender mainstreaming in public policy and planning. This paper addresses issues and prospects in embracing Gender Equality and Women Empowerment (GEWE). However, the issue emerges as the multi-headed hydra-the one you demolish the other head emerges in no time.

Policy and practice paradoxes

Female makes more than half of Nepali population (National Statistics Office, 2023). Historically women faced many inequalities and discriminations. With much delay, Nepali society has also realized the importance of female empowerment for the prosperity of humanity as a whole. Consequently, mainly after the promulgation of the Constitution of Nepal 2015, Nepal adopted different female friendly policies for their upgrading. The endorsement of new constitution has been proved as a watershed movement which allowed influx of large number of females in leadership roles (Sapkota, 2024). After the election of 2017, the phenomenon representation of women as the head of state, speaker in the house of representative and the head of judiciary aroused hope in the aspiring female leaders. The Constitution of Nepal 2015 has ensured fundamental decisions in the issues like citizenship by either of the parental identity, daughters' right to parental property, mandatory provision for Dalit females' representation in local governance, 33 percent of reservation for females in federal and state parliament, mandatory distribution of state power in vital posts among gender and so on. The same constitution has provisioned Right to Equality and Rights of Women. In addition to it, there are other international treaties and developmental agendas that Nepal has been signatory of. Therefore, the nation is obliged to abide by it (National women commission, 2022). Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) also focus on development of female and girls ultimately to the decision-making level. These situations are creating some optimistic rays for the better future of the world. However, Karr (1849, as cited in Appelbaum, 2021) views that the huge political changes cannot meet the expectation of the people for real change, rather they conceal the fact that the status quo in society tends to remain unchanged. In this sense we have to evaluate critically to the changes made in the policies and systems. Systems and policies do not guarantee change it is human attitude and implementation procedure for its effectiveness.

Despite number of efforts, women face structural and systemic barriers for meaningful participation. The women in politics are scrutinized by the society and the media for negative comments. In the local election of 2022, the main political parties of Nepal like CPN UML, Nepali Congress, CPN Maoist, Janta Samajbadi Party and Rastriya Prajatantra Party nominated candidacy of merely 4.1, 3.08, 3.92, 5.09 and 6.15 percent of females in the total post respectively. This data represents the seats except the mandatory ones. Similarly, women won 25 mayoral, 567 deputy mayoral, 69 ward president and 442 ward members in the same election (Election Com-

mission, 2020). If we see the data of women from other ethnic minorities and other women from difficult social realities, their presence is negligible. In the state assembly and federal assembly parliament, female representation is not much different. Still 19 percent of girls between the age of 15 to 19 get married, the Gender Inequality Index (GII) remains 0.542 and Gender Empower Measure (GEM) to 0.62 (National women commission, 2022). The activities of girls and women trafficking is increasing instead of decreasing. Merely developing policies and systems favoring women do not guarantee change. Strong political commitment, change in the mindset of people and agile supervision measures should be carried out.

We can perceive incongruity between policies made and practices carried out for increasing women's participation in politics in the context of Nepal. Females constitute about half of the population; however, they have been reserved only 33 percent seats reserved for them in politics. Why they are not getting 50 percent reservation in political offices? Though women elected visibly high in number, they are rarely present at decision making level. The policies and the constitution itself vow for the environment of equal participation of all the citizens in every walks of public life, females access in diplomatic sectors, national security and constitutional bodies is very scanty. The potentiality of women in politics is undermined as they are always linked with their husband or fathers by the public media and the society as well. Within the political parties as well, the male domination in decisive role, limit women in subsidiary roles. There might be some women as board members, but they are there for 'rhetoric'.

2. Female in education

Females are doing better in education than other fields. Rights to Education is described as fundamental right. School education is committed to be free and compulsory. Early Child Development (ECD) classes are managed mostly with only female teachers. More than 90 percent ECD, 47 percent of basic level and 17 percent of secondary teachers are females (Ministry of education, 2023). However, they lack their substantive representation. On the contrary, males those who constitute 45 percent of university enrollment hold 83 percent of the positions in leaderships. Further females number in pursuing education faculty is more than 60 percent (University Grant Commission, 2022). Though women make dominating presence in higher education and still underrepresented in top roles, we can assume that persistent barriers exist. The cataloguing of the obstacles, their discourse so as to change the situation took place. Different intervention programs like day meal programs, female friendly WASH facilities in the schools, scholarship for girls, free uniform, free textbooks and learning materials, hostel facility in case of distance, providing transportation facilities, special scholarship for daughters and daughters-in-laws, mandatory provision for the appointment of female teachers and so on has been launched to motivate girl children (Khatri, 2022). In the same way, Börü (2018) finds government plan and policies to be one of the most influential motivational factors for teachers. In case of female teachers in Nepal, paid maternity leave of 98 days, two weeks of paternity leave, probation period as half of male peers, some easiness in licensing and promotion and so on, have been provisioned (Gautam, 2020). Teachers Service Commission (TSC) has also adopted the inclusive measure in its recruitment plan. The primary level competition is on district level and lower secondary and secondary on national level. In spite of all these efforts very little gains have been achieved. Still girls constitute the highest school dropouts; 57 percent, 52 percent and 51 percent in primary, lower secondary and upper secondary level respectively (UNICEF, 2022). There is discrepancy of 14 percent point gap between the male and female literacy (Central Statistics Office, 2023). Only 17 percent of women are in leadership roles in schools. In addition to this, women's less prevalence in STEM fields means that they are pursuing such stream which yields less and has less job placement. The educational inputs for sons and daughters are different (Pacáková & Ježek, 2016) in the traditional societies. Women get the opportunity of headship in the schools if none of the males have required qualifications or interest or the institution is in serious crisis. In some contexts, even the primary level male teacher is given the headship of secondary schools even if senior female teachers are there. Need of female leadership in education

School leadership is taken as second-largest in-school impact on students learning outcomes next to classroom instruction (UNESCO, 2018). It is positively correlated with pupil's educational outcomes (Bloom et al., 2015). Effective school leadership is the ability to create a shared vision, build relationships, develop people, and drive change (Fullan, 2002, as cited in Pant, 2023). Whereas, ineffective leadership is that condition in which the supervisors do not empower the teachers, teachers are not motivated and are not involved in decision making, so much so not rewarded on excellence performance (Aslam et al., 2014). The school population has

become heterogenous in the present world. The intervention of the global developmental organizations polices have endorsed mandatory obligations for educating every child. Consequently, all the countries in the entire world drafted their policies lining up the organizations. Furthermore, the concept of inclusive education and its philosophy 'children that learn together, learn to live together' despite their physical, mental and cultural diversities complicated the responsibilities school management further. The development of the new leadership theories and practices have created the appropriate spaces for aspiring female leaders. In the previous days, leadership was ascribed to those who exert power however in the postindustrial era it is taken as the skill of sharing the power and developing collaborative relationship (Eagly & Carli, 2003). Female possesses more collaborative and power sharing tendencies than man. Hence, they are appropriate to lead the present time. The following heads discuss the importance of female leadership.

Leadership competencies and future direction

Female leaders possess different leadership competencies according to different organizational psychological studies. Researches show that female leadership is more honest and intelligent than their male counterpart, enabler of fairer treatment in an organization, one of the best means to mitigate deep-rooted stereotypes, more productive and so on. They display transformational leadership styles aligning people with the mission of the organization. In terms of competencies women are viewed equally competent as men. Collaboration and team building styles are very distinct features of female leaders.

Eagly et al. (1992) made a meta-analysis on leadership styles and found female leaders to be more transformational and they could be more inspirational to other team members to align along with the mission and are likely to epitomize what is good in the organization. Adding to the competencies of female leaders, Taylor et al. (2008) came to the conclusion that women leaders are more intelligent, honest, compassionate, outgoing and creative than their male counterpart. Similarly, the mere presence of female in the leadership role helps in anticipation of the team members of the fairer treatment in the organization and greater projected salary and status. In the same way, Eagly et al. (2020) 93 adults in a meta-analysis collected opinions including 16 different representative polls consisting more than 30,000 adults from 1946 to 2018. The findings showed that the competence stereotypes went through sea change over time. In 2018 poll, 86 percent believed men and women were equally competent whereas in 1946 polls, only 35 percent believed that men and women were equally competent and there were more people to express men were competent than women.

Female leadership is appropriate in the organizations from the view point of saving the mother earth as well. Kurosaki and Gao (2020) found correlation between board diversity and reducing emissions to some extent. The study further disclosed that the share of emissions of the companies which have more than 30 percent of the females on the board was just 0.6 percent whereas companies without females on the board was 3.5%. Furthermore, women leadership is found emphasizing long-term consideration rather than short term (Adams & Ferreira, 2009; Matsa & Miller, 2013, as quoted in Komariah et al., 2020). So, female leaders should be developed for mitigation of the environmental crisis and sustainability as well. Since, schools are the most important places for inculcation of leadership skills, the idea of developing females as leaders will be easier to be materialized if school leadership is dominated by female numbers.

Education is synonymous to opportunity and the legacy to leadership. In the present world, women and girls are outperforming men and boys in an average and the gap is widening in favor of women and girl day by day. In this scenario the twenty first century is going to be led by women in most of the parts of the world. This situation was seen in the Europe, Australia and America before the new century started. In Nepal, female performance in education both in quantity and quality better than their male peers. On the basis of this logic, we can claim as Offermann and Foley (2020) argue "...women's leadership is not only warranted but also instructive for organizations hoping to reap the benefits of diverse workforce."

4 Barriers and biases to female leadership in education

Women face different barriers in their pathways to leadership and in their power positions. It ranges from structural to organizational; personal to sociocultural; policy to gender and so on.

Barriers to women leadership in education

Barriers to women in education leadership is crystal clear in the context of Nepal as they constitute more than one third of the total teaching force in the schools and less than one fifth in the top roles. Women's barriers to leadership could be seen from multivariate analytical level as no single factor is solely responsible for this phenomenon of underrepresentation. There are scores of viewpoints to fathom this discourse. However, this study explores barriers in three different levels; personal, family and society and organizational.

Personally, women lack confidence to aspire for the post. A study made in Australia displays that 84 percent of men claiming for senior leadership position whereas only 16 percent of women aspire for it (Francis & Stulz, 2020). The researches show that women apply for the post if she meets all the criteria and men apply if they meet some. It may be because women generally underestimate oneself than their male counterpart. They perceive leadership roles demand higher dedication and commitments leaving little or no time to balance work life (Sandberg, 2013). Further, since very few women are at the top, the aspirants lack mentors and sponsors. Connectivity to leadership network is such an important measure that provides immense benefits for those who want top roles. However, the juggling responsibility of work and life leaves very few or sometimes no time for leadership networks (American Association of University Women, 2016). On the basis of the discussion I came up with the idea that work life balance for females is almost universal phenomena. Though the world has been striding into the direction of egalitarianism, still we have to work harder to materialize it. The lack of confidence in female aspirants for leadership is because of less welcoming office environment and uneven responsibility towards home and family.

The barriers women face for leadership roles is affected by family and society to a larger extent. As the world was and is still governed by obstinate patriarchy, it has injected the mind of human, both men and women with the vile of ampule that male sex is superior than female. Ultimately influencing the ideology of people by large and wide to accept this fallacy. Consequently, women are understood as home maker and the primary care takers. However, feminism, a school of thought came academically to retaliate patriarchal mindset of the human especially after 1960s. Despite the incessant toil of the feminism the world has to patiently wait for further 131 years to achieve gender parity (World Economic Forum, 2021). Women make leadership choices on the basis of the culture and society they belong to. When we see women less represented and unwilling to ascend the top roles, we should ponder upon the lacking in our systems.

The women employees face difficulties in the organizations from the day of their appointment for their growth and carrying out their responsibilities. First of all, it is difficult for the women employees to get mentors and sponsors. Networking with influential leaders is more important than job performance for career development (Eagly & Carli, 2007; Hewlett et al., 2010). Then after, the demanding leadership roles in the organization leaves very little or no times for the aspirant women leaders. Furthermore, their discontinuous service in the organization because of maternity obligations in most of the cases is taken as less dedication in the career and are passed over for promotions. Since there is pay gap between men and women that is in favor of men, the condition in which either of the spouses have to leave the job, it would have been mostly the lady because her job would yield less than her husband (American Association of University Women, 2016).

Biases against women in leadership

Biases refer to the difference in attitude, feeling and behavior one displays towards others which generally impedes their progress. Sinclair (1998, as cited in Fitzgerald, 2015) revealed that even before they open their mouths or act, men are likely to be endowed with power and potential for leadership. This is the reason why millions of female fetuses are killed before their natural birth. Moreover, the higher intensity of such biases is rampant in the developing countries than in the developed countries. In Nepal too, such biases are heavily proliferated from the level of family in most of the cases. Sons and daughters are sent to different educational institutions; sons to the higher quality institutions. Parents take daughters as temporary family members hence hesitate to invest in their education (Singh, 2012). The boys are mentored to be decisive, bold, argumentative, eloquent whereas girls are to be subservient, dutiful, docile, unquestioning and so on. Girls are expected to stay nearby the house and close to the elders whereas boys are harshly treated and spend time out of the house with their peers (Määttä & Uusiautti, 2020). In Nepali context, sons are preferred to daughters from the religious view point (Branson, 2010). Different festivals and ceremonies are directly ascribed to boys even if the girls participated the events. In the context of Nepali women leaders, our society do not accept them as natural leaders. Such kind of biases are replicated in the workplaces which impede the leadership environment for women. Women leaders are always in the surveillance of the society, media scrutiny, skeptically observed by her male counterparts from the view point of captious critics. Such kind of biases are injected into the minds of the children through different means of socialization like, family, friends, religion, school, culture, media, literature and so on. So, to rupture such biases we have to rewrite our literature and religious texts from gender balance perspective and subvert those false ideology inculcated by those social institutions. Biases that are both conscious and unconscious prevail to hurdle females in the top roles.

5. Strengthening female leadership through inclusion

Leadership has been taken synonymous to masculinity almost all over the world. This situation is sheer obstacle for the development of the just and equitable society and ultimately for pursuance of prosperous welfare states which the entire world is hankering for. In this regard all of the genders should be equally energized for the utilization of the opportunities and resources for their personal, social, national and the global advancement. Gurung (2014) expresses inclusion is necessary for the economic prosperity of the nation. A country cannot economically grow and develop if only a limited category of its population has access to the resources and opportunities. If this situation takes place, the limited category of the population has to shoulder the entire burden and responsibility of economic growth and development of the whole population. As a result, the privileged group seems to be well off compared to the other poor and marginalized group inside the country, but not so compared to the world. Adding the necessity of inclusive team in better performance Scott (2008) admitted that a team comprising of members of different groups perform better than the team composed of individuals from the same group because members of different groups bring varied skills, tools, and perspectives than the other. It is therefore necessary for sharing leadership opportunities among different groups within the organization for better performance. In the same line diversity, in the view of Surowiecki, (2005) helps in better decision making or resolution as it adds perspectives that would be missed if the decision is made by a single person even if the decider is an expert. So, he adds that there is wisdom in the crowd. On the contrary, he further puts his logic that a group having too much alike members hardly get an opportunity to learn because each member brings less and less afresh information to discussion.

Through the lens of the authors if we see our school headship, mostly males are in positions and very rarely females; both from the same sections of the society in most of the cases. As a result, they can hardly bring different perspectives and avenues to solve the problems and rare chances to learn from the group dynamics. In the present context of low school achievement, high school drop-out, increasing class repetition, degrading school discipline, low academic achievement of some ethnic groups of students and so on could be corrected with the help of leveling leadership imbalance. Diversity in the organization is also sometimes linked with creativity and innovation. It has now become an universal issue and is being internalized by all the organizations (Shahid, 2016). Despite having immense benefits of diversity, scholars have also found some challenging factors like hostility, disrespect and discrimination among the varied group of people in the workplace. Such factors could degrade the morale of the workforce. Therefore, organizations should address the causes of such issues to utilize full potentials of diversity (Cletus et al., 2018). On the basis of these literature, we can argue that the school workforce and leadership should be composed in such a way that it could reflect diversity. Since the issue of this study is female school leadership and females are underrepresented in leadership even though they occupy half of the population, their potential and talent should be deployed for better results. One unforgettable issue is that there is intersectionality within females in multicultural context of Nepal. Some females from supposedly main-stream sections of society are doing well whereas marginals are in vicious circle backwardness. We have to level leadership imbalance not between male and female but among females of different sections of society and ensure equality of opportunity along with the equality of outcomes for downtrodden.

Conclusion

In the recent years, the heavy out migration of workforce from Nepal has resulted in the workforce dynamics in the country. Consequently, this phenomenon has made spaces for the influx female workforce especially in teaching. With the introduction of different interventions, the presence of females in teaching increased however their role in leadership is not replicated to the proportion of their number, means they are underrepresented. There are different barriers found by this study like, personal, organizational, cultural and so on. Such barriers could be evacuated if the environment is created in such a way that it could build up self-confidence in female aspirants through increased connectivity to mentors and sponsors. Organizational culture is another important aspect that needs to be changed which has adopted bias norms for the promotion and recruitment. Still organizational culture assumes male as natural leaders and the evaluation system aligns this supposition. Finally, we can increase the aspirants for leadership if we make policies that could accommodate all the genders and their committed application. Organizational policies should also be audited from the view point of gender as well.

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