

Leadership Positions and Leadership Types in Work Setting: The Role of Gender

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Abstract

Introduction: Leadership is a multifaceted and socially driven phenomenon that manifests in diverse contexts, most notably within professional work. The research has focused on examining the impact of racial discrimination on the assumption of leadership roles inside the workplace.

Objective: This study aims to investigate the workplace challenges associated with the identification of appropriate candidates for leadership roles, with a specific focus on the influence of gender in this process. Additionally, an examination was conducted to investigate the impact of various leadership styles on the performance of individuals in the workplace.

Method: The present study comprehensively examines the scholarly works published between 2019 and 2023. The selection criteria employed in this study encompassed the requirement for articles to be written in English, possess a substantial connection to the subject domain of leadership, and be grounded in either quantitative or qualitative research methodologies. Following a comprehensive and rigorous assessment of the articles, 12 were incorporated into the study.

Findings: The existing research on diverse leadership styles and their relationship with gender is quite scarce. Our study encompasses twelve publications, with five studies explicitly focusing on various leadership styles and the remaining seven articles examining the impact of gender on leadership. Gender discrimination plays a role in influencing the selection of specific individuals for advancement to higher positions. The gender of their supervisor might influence the perception of leadership actions among subordinates. In general, existing data indicates that gender biases and stereotypes persistently influence the formation of perceptions and expectations around leadership positions. Nevertheless, there are signs of shifting gender perceptions and diminished gender biases inside leadership positions. The significance of supervisors and their assistance in cultivating leadership aspirations is paramount. The promotion of gender equality in leadership roles necessitates the recognition and rectification of gender prejudices, hence underscoring the need to challenge and overcome such biases.

Keywords: Leadership, Gender, Identities, Work Setting, Leadership Types

1. Introduction

In modern society, individuals across various professional domains endeavor to advance their careers, ascend to leadership positions, and select a leadership style that aligns with their preferences. The procedure mentioned above is comparatively less complex for male employees than their female counterparts, who continue to encounter lingering effects of gender-based discrimination despite their integration into the labor force. As previously indicated, individuals employ various approaches when determining how to fulfill their leadership responsibilities. *Authoritarian leadership* is a prevalent approach employed by leaders to fulfill their responsibilities (Antonopoulou et al., 2022a). Authoritarian management is distinguished by a hierarchical structure where team members are subject to stringent supervision and have limited involvement in decision-making and the initiation of projects (Gkintoni et al., 2021a). The individual occupying the position of power is vested with the authority to make final decisions on all matters about the profession and bears the primary accountability for ensuring the effective operation of the organization.

Consequently, this position is frequently regarded as possessing "absolute" power. Another style of leadership that has gained increasing acceptance from organizations in recent years is "transactional" leadership. The transactional leader demonstrates a propensity for innovation and is willing to be receptive to the ideas put forth by their team members (Antonopoulou et al., 2023). The individual in question also regards discussion as the most effective means of resolving disputes, consistently considering opposing perspectives and demonstrating a willingness to compromise (Antonopoulou et al., 2021a). Women employees in contemporary work environments often encounter significant barriers when attempting to assume positions of authority. This phenomenon can be attributed to the underestimation of individuals' skills and abilities due to gender bias. One of the challenges they encounter in their endeavors for progress is the manifestation of sexism stemming from categorizing occupations into gender-specific domains (Antonopoulou et al., 2021b). The eventual aspiration for procreation, specifically motherhood, can hinder assuming leadership roles within an organization. Due to these factors, women perceive a need to exert additional effort to manage their responsibilities (Antonopoulou et al., 2020). This perspective substantially impacts the development of the female leadership identity. This systematic review aims to examine the various leadership styles commonly observed in the professional domain, as well as the influence of gender on leadership dynamics.

2. Literature Review

The concept of leadership continues to be extensively studied and discussed within the complex framework of workplace dynamics. Leadership encompasses more than just holding a superior position; it entails the ability to exert influence, inspire, and guide individuals to achieve common objectives (Gkintoni et al., 2021b). Leaders may adopt various styles, approaches, and strategies, which can exhibit variations influenced by their characteristics, personal experiences, and cultural backgrounds. *Gender* is a significant determinant that has a profound impact on leadership (Antonopoulou et al., 2019). Throughout history, the concept of gender has substantially influenced the determination of leadership positions, leadership styles, and the perception of individuals occupying such roles. The historical prevalence of male-dominated hierarchies and the subsequent evolution towards more inclusive work environments have made the intersection of gender and leadership a prominent issue for organizations globally (Gkintoni et al., 2022b). This paper explores the intricacies of leadership roles, the various forms of leadership observed in professional environments, and the significant impact of gender on shaping these dynamics.

Gender can have an impact on leadership roles within the workplace. According to a study conducted by Brown et al. (2011), it has been demonstrated that leadership preferences based on gender can be influenced by the specific qualities sought in a leadership position (Antonopoulou et al., 2022b). For instance, research conducted by Brown et al. (2011) suggests that women are often preferred for leadership positions emphasizing communal traits, as they are commonly perceived to possess a greater abundance of such characteristics than men. Nevertheless, despite empirical evidence indicating no discernible disparity in leadership styles and effectiveness between women and men occupying leadership roles, it is evident that labor markets and work organizations remain distinctly segregated based on gender (Jonsen et al., 2010; Gkintoni et al., 2023a). Vertical gender segregation at upper management echelons persists as a prevalent occurrence across diverse organizations (Seo & Han, 2017). According to Chen and Shao (2022), role congruity theory posits a perceived congruity between men and leadership roles, whereas women are perceived as incongruent (Antonopoulou et al., 2021). The phenomenon of favorability towards leaders can be accounted for by the alignment between the desired characteristics associated with a leadership role and the stereotypical attributes attributed to leaders, as elucidated by Brown et al. (2011). The scholarly research suggests a significant correlation between leadership behaviors and masculine characteristics, such as assertiveness or agency (Seo & Han, 2017; Gkintoni et al., 2023b).

Nevertheless, it is imperative to acknowledge that leadership styles and behaviors are not intrinsically associated with gender, and no discernible disparity exists in the efficacy of women and men in leadership roles (Seo & Han, 2017). Women being underrepresented in senior leadership positions can be explained by long-standing gendered social hierarchies within organizations (Seo & Han, 2017). The portrayal of women as less suitable for senior leadership positions is frequently perpetuated by organizational structures (Seo & Han, 2017). In order to rectify this discrepancy, it is imperative to discern the fundamental mechanisms at play and enact strategies to foster diversity in leadership concerning gender and gender-role traits (Chen & Shao, 2022; Gkintoni et al., 2021c). It is imperative for organizations to actively mitigate the prevalence of gender stereotypes and facilitate leaders in acquiring and applying a successful amalgamation of leadership qualities and feminine traits (Chen & Shao, 2022). Research has indicated that the presence of gender diversity in leadership roles is crucial for the achievement of organizational success (Kubik-Huch et al., 2019; Gkintoni et al., 2023a). According to Kubik-Huch et al. (2019), teams that consist of individuals with diverse genders tend to exhibit superior performance. Moreover, gender diversity across the workplace is crucial for enhancing patient care research and addressing shortages in different professional domains (Giannoulis et al., 2022a). Nevertheless, a notable lack of female representation persists in leadership positions, both within the academic sphere and the field of radiology (Denend et al., 2020; Silva et al., 2022; Kubik-Huch et al., 2019; Gkintoni & Ortiz, 2023).

In summary, gender notably influences leadership positions within the professional setting. Leadership preferences based on gender can be influenced by the specific qualities that are desired in a leadership position. Despite empirical evidence indicating no significant disparity in leadership styles and effectiveness between women and men, labor markets and work organizations exhibit gender-based divisions. According to role congruity theory, there exists a perception that men are more aligned with leadership positions, whereas women are perceived as less compatible with such roles (Giannoulis et al., 2022b). The lack of adequate representation of women in high-ranking leadership roles can be attributed to the pervasive influence of deeply ingrained gender-based social hierarchies within organizational structures (Gkintoni et al., 2022a). The promotion of gender and gender-role trait diversity in leadership, the reduction of gender stereotypes, and the implementation of measures to

address the existing disparity are essential measures in the pursuit of gender equality within leadership positions (Gkintoni & Dimakos, 2022).

3. Methodology

Purpose

The primary objective of this systematic review is to examine the various leadership styles commonly observed in the professional domain and the influence of gender on leadership dynamics. The study sample comprises scholarly research articles published in reputable scientific journals pertaining to leadership and its relationship with gender.

Material and Method

The present study entails a comprehensive examination of existing scholarly literature, employing a methodical approach to identify relevant articles by utilizing specific keywords such as "leadership, gender, women, men, identities, leadership styles." The search was conducted in prominent international bibliographic databases, namely PubMed and Scopus. The inclusion criteria for articles in the study encompassed the following aspects: being written in the English language, exhibiting a high degree of relevance to the study's topic, having a recent publication date within the years 2019 to 2023, and being published in a reputable scientific journal. Furthermore, the articles considered for inclusion must be based on either quantitative or qualitative studies. Upon conducting a comprehensive search of the databases, 1532 articles were retrieved. Upon evaluation, 12 articles were identified.

1. Total articles retrieved from the Frontiers in Psychology search (N= 951)
2. Articles rejected after reading the title (N= 838)
3. Articles rejected after reading the abstract and the article (N= 101)
4. Total articles resulting for further evaluation (N= 12)
5. Final set of study articles (N = 12)

Evaluation and selection of studies

Following the compilation of the bibliography, the articles' assessment is conducted per pre-established criteria. The articles underwent scrutiny based on their titles, and those with titles unrelated to the subject matter of our study were excluded. Following this, the abstracts and complete articles were thoroughly examined, and any considered unsuitable were excluded from the review. Subsequently, a meticulous examination of the methodological analysis of the studies was conducted, whereby only those adhering to both quantitative and qualitative methodologies were included.

4. Results

The articles encompassed in the systematic review were authored by researchers from various countries, including four from China, four from the United Kingdom, one from Turkey, two from the United States, and one from Canada. A total of ten studies were published, with two studies released in 2023, three in 2022, two in 2021, two in 2020, and one in 2019. All of the studies included in this analysis were published in English, with a total of nine studies being funded.

Several studies conducted surveys on employees and students. A study was conducted to investigate the impact of authoritarian leadership on the adherence to safety protocols among employees in natural resource extraction companies. A comparable study investigated the impact of spiritual leadership on employee morale and, subsequently, their level of productivity. An additional investigation was conducted to explore the correlation between employee leadership and their psychological safety, as well as the acquisition of knowledge. Three studies examined the variables that influence staff trust in school leadership, the type of leadership that yields the highest effectiveness in student academic performance, and how female school principals shape their leadership identity.

The subsequent two studies examined the impact of gender stereotypes on women's self-evaluations and external evaluations of their leadership capabilities. Additionally, two additional studies investigated the strategies employed by women who successfully ascended to senior leadership roles and their approaches to navigating the challenges and barriers encountered along their career trajectories. As highlighted in a previous study, gender bias had a notable impact on recruitment processes and opportunities for advancement within the organizational hierarchy. A separate research endeavor investigated how women of various age groups perceive and engage in the exertion of power, as well as how they articulate their experiences in this domain.

The findings derived from the examination of various leadership styles.

In their study conducted in 2022, Wang et al. examined the correlation between authoritarian leadership and two key variables: employee trust in leadership and compliance with appropriate safety measures. Questionnaires were administered in two phases to a sample of 700 individuals. The initial phase of the study investigated the correlation between authoritarian leadership and the level of trust employees have in their leaders. The subsequent phase focused on exploring the psychological factors that contribute to individuals' sense of control and their engagement in safety-related behaviors. The study's findings indicate a significant negative relationship between authoritarian leadership and trust in leadership, safety participation behavior, and safety regulation compliance behavior.

Nevertheless, the study's findings revealed a noteworthy and statistically significant correlation between trust in leadership, safety participation behavior, and safety regulation compliance behavior. Hence, the researchers concluded that the authoritarian management style exhibits notably detrimental impacts on employees' trust in this type of leadership, their adherence to directives, and their engagement in safety protocols. The authoritarian leadership style often leads to individuals exhibiting rebellious behavior and developing counterproductive work attitudes, posing challenges for businesses and individuals.

In contrast to authoritarian leadership, the study by Juan Jiang et al. (2023) revealed that spiritual leadership primarily focuses on enhancing employee morale and improving organizational efficiency. In the present study, participants were asked to complete a questionnaire utilizing a 7-point Likert scale. The questionnaire sought information regarding gender, duration of employment, job position, type of work, and industry sector. The study examined the beneficial impact of spiritual leadership within organizational settings. Spiritual leadership emphasizes the attainment of work-related objectives, the cultivation of spiritual growth, and the application of positive psychology principles. The primary attributes of this approach encompass ethical principles, fostering support and direction, cultivating positive relationships, and inspiring employees toward the attainment of shared objectives. Research has demonstrated that it fosters motivation, enhances accountability, and cultivates employees' efficacy in the workplace. Simultaneously, advancements were observed concerning morale, interpersonal trust, and self-efficacy—the variables in question exhibit interconnectivity. Given the significant role that work plays in individuals' daily routines, this study concludes by emphasizing the importance of

addressing employees' spiritual needs to enhance their well-being and job satisfaction, ultimately benefiting the profitability of businesses.

The study conducted by Zada et al. (2022) suggests that the acquisition and administration of knowledge are contingent upon the specific style of leadership implemented within an organization. The statistical analysis revealed a significant positive correlation between leadership and psychological safety, indicating that higher levels of leadership are associated with increased psychological safety within a given context. Conversely, the analysis also identified a negative correlation between leadership and the accumulation of knowledge, suggesting that as leadership levels increase, the accumulation of knowledge tends to decrease. Simultaneously, a negative correlation was observed between psychological safety variables and knowledge accumulation. The study's findings indicate that leadership in the psychological context is associated with psychological equilibrium, yet it hinders the accumulation and sharing of knowledge among employees.

In their study conducted in 2023, Baxter et al. utilized the interview method to investigate the various factors that influence trust in school leadership. The interview was conducted in eight primary schools located in South Africa, with four schools classified as low-performing (LP) and the remaining four schools classified as high-performing (HP). The participants in the study consisted of educators, including teachers, department heads, principals, assistant principals, and district officials. The interview findings were categorized into two distinct factors: those that positively contribute to trust in school leadership and those that negatively impact trust in leadership. In the initial analysis, 29 factors were identified as contributing to establishing trust in school leadership, while 31 factors were found to have a detrimental effect on trust. Nevertheless, the researchers consolidated all the abovementioned positive and negative factors into six overarching themes that were subsequently subjected to further analysis. The six topics under consideration are:

- 1) The social aspects. Typically, schools with subpar academic performance were predominantly situated in socioeconomically disadvantaged communities, wherein parents, influenced by their unfavorable educational backgrounds, required a sense of confidence in the school administration. Consequently, the lack of community engagement resulted in unresolved issues within the school. Furthermore, social background has emerged as a significant concern within high-performing educational institutions. The level of trust in leadership experienced a notable decline due to the divergence in language and cultural characteristics between the school staff and the community. When high-performing educational institutions opted to enroll students from non-white backgrounds, it diminished trust in leadership among individuals of white ethnicity. Conversely, when these institutions refrained from admitting non-white students, there was a discernible rise in trust among white individuals.
- 2) The impact of unions on trust in leadership has been substantial. In certain educational institutions, unions were perceived as beneficial in fostering trust in leadership, irrespective of individual performance. This perception stemmed from the enhanced organizational structure and heightened sense of responsibility that unions brought about. Nevertheless, several school principals have reported an adverse impact resulting from the presence of unions. The individuals believed educators failed to fulfill their educational responsibilities due to their active involvement in said obligations.
- 3) Parenting: Numerous educational institutions encountered the challenges associated with addressing the socioeconomic disadvantages and disparities experienced by caregivers. This is why parents entrust their children's educational support to the school. Nevertheless, their

- academic performance was notably subpar when the children lacked familial support. Consequently, this increased the need for parents to place greater trust in the school's leadership.
- 4) The governmental power and corruption issue was examined in the context of schools included in the sample. Most of these schools favored government involvement in school affairs, as it was perceived to enhance trust in the leadership. A limited number of educational institutions have acknowledged that government control can exert a detrimental influence on the efficient operation of the school system, leading to a subsequent erosion of trust in leadership.
 - 5) The leadership attributes exhibited by school principals significantly impact the level of trust placed in their leadership abilities. In most high-achieving educational institutions, principals are commonly depicted as individuals who possess trustworthiness and provide support, thereby fostering a sense of trust in their leadership abilities.
 - 6) The concept of communication is closely intertwined with the notion of trust. Leaders who perceived teaching solely as a mechanism for transmitting factual information, disregarding its humanistic and sociological dimensions, substantially eroded school staff's trust and faith in their leadership.

Hence, the researchers have established that trust in school leadership is influenced by multiple factors that can have positive or adverse effects.

In their study conducted in 2023, Maqbool et al. investigated the impact of various leadership styles on the maintenance of academic excellence in secondary education. A quantitative survey was carried out in Pakistan, encompassing a sample size of 103 schools. Specifically, educators occupying various roles within the educational institution participated. Data collection for the study on the factors contributing to academic excellence involved the administration of questionnaires consisting of 33 items. These questionnaires were designed to assess three specific leadership styles, namely Strategic, Cultural, and Didactic. The findings of the study indicate that the predominant utilization among teachers is the implementation of instructional strategies, with educational and cultural leadership being the most employed approaches. The study's results placed significant emphasis on the pivotal role that various leadership styles play in preserving academic excellence. Indeed, there is a notable correlation between leadership styles and excellence, as research indicates that educators' utilization of strategic, cultural, and didactic leadership styles leads to enhanced academic performance. The findings about the influence of gender on leadership outcomes.

In 2020, a study conducted by Pontso Moorosi examined the decision-making process of female school principals in Africa regarding selecting their leadership style and establishing their leadership identity. The methodology was qualitative, as it involved the analysis of interview transcripts from a sample of three female participants. The data analysis employed a narrative approach. Initially, the interviews were thoroughly examined, systematically categorizing their content into thematic categories. The three participants originated from distinct African nations while adhering to a comparable way of life. The study revealed that leadership identity development among the three women was primarily driven by their intuitive understanding, which was largely informed by their personal experiences.

In contrast, it was discovered that their formative experiences during childhood exerted a significant influence on them. Mara's narrative specifically illustrates her leadership style as reminiscent of a parental figure, as she draws a connection between parenthood and effective leadership. Despite displaying dynamism, she frequently doubts her abilities and efficacy in her role, yet ultimately embraces her identity as a leader. In contrast, Lineo unequivocally embraces its role as a leader. More specifically, through her narration, she seems to desire and claim her advancement in the hierarchy while she is dynamic and constantly tries to take initiative. Ultimately, Thobeka is progressively

developing her leadership identity. Initially, the individual experienced challenges in identifying herself as a leader. However, her self-assurance in her capabilities progressively grew as she began demonstrating proactive behavior. The more confident she felt about herself, the more active she became in her role.

Karakulak et al. (2022) conducted a study in Turkey, wherein they discovered a noteworthy impact of gender stereotypes and prejudices on the leadership domain. This phenomenon frequently leads to the favoritism of men in leadership positions compared to women. This research encompassed the implementation of three distinct studies. During the initial laboratory experiment, participants engaged in collaborative decision-making activities and were subsequently queried regarding their inclination to assume leadership roles. The effect of prejudices on women's self-evaluation was evident in these results. The second study examined the extent to which individuals perceive and comprehend the potential capabilities of both genders. This particular case pertained to the involvement of employees and supervisors tasked with evaluating and assessing the leadership abilities of individual employees.

The findings indicated that the dominant perceptions regarding men's leadership primarily center around the inherent suitability of men for leadership roles. The most recent study focused on the constructs of warmth and competence, utilizing the supervisors who had previously participated in the second study as the sample population. The study employed ANCOVA to examine the relationship between gender and WAL condition (leadership) as independent variables and respondent gender as a covariate, with perceptions of concern as the dependent variable. The findings indicate distinct variations in warmth, competence, and leadership capabilities between males and females. There needs to be more consequences for warmth and competence among women who possess high leadership warmth and competence (WAL). Men with high leadership WAL exhibit lower levels of competence than men with low leadership WAL. In summary, this study highlights the impact of prevailing gender biases, which lead to adverse treatment and the internalization of such biases among women, resulting in a diminished perception of their leadership abilities.

In 2020, a study conducted by Paula Burkinshaw and Kate White examined how women from various age groups articulate their perceptions of female leadership in higher education and the consequential influence of these perspectives on their career advancement. In summary, the researchers investigated the potential variations in leadership styles among women from different generations. The study employed qualitative venture capital interviews as a research method to gather data from a sample of older women. The study employed semi-structured interviews to gather data from 18 female individuals occupying senior higher-education positions as professors. The findings indicated that older women believed leadership should adhere to male norms, prompting their participation in male-dominated leadership environments. Conversely, the younger generation of women opposes the aforementioned cultural practices, as their discontent towards these practices is readily apparent.

In 2019, a study conducted by Player et al. examined the significance of leadership skills in both men and women, utilizing two experimental approaches. Participants make decisions regarding selecting suitable candidates based on their leadership attributes. Nevertheless, the participants' decision-making process was found to be influenced by the gender of the candidates, resulting in a greater emphasis on the potential for leadership rather than the actual performance of male candidates. In contrast, female candidates were evaluated based on their demonstrated leadership performance rather than their leadership potential. The study's findings indicated that female participants preferred female candidates who demonstrated strong leadership abilities, as opposed to male candidates. Simultaneously, it is evident that the individuals in question held the belief that male candidates possessing leadership skills would outperform those with demonstrated leadership performance.

Concerning the experimental protocol, participants were subsequently instructed to select the most suitable individual for a leadership role. Furthermore, it was discovered that the gender of the candidates for leadership positions significantly impacted their likelihood of being selected, often overshadowing the leadership qualities possessed by the candidates, which seemed to have a lesser influence. The gender of a candidate for a leadership position determines their likelihood of assuming or not assuming said position, with the gender that assumes a more active role being more likely to occupy the position.

In a recent study by Margaret M. Hopkins et al. (2021), the researchers investigated the influence of gender on evaluations of employee performance, potential, and behavior. Over two years, five cohorts comprising the institution's highest-ranking executives actively engaged in a leadership development training program facilitated by a reputable local university. The leadership behaviors of the participants were initially evaluated using a tool that incorporated behavioral indicators specifically developed to assess leadership capabilities. Furthermore, the study investigated two specific factors, "engages others," encompassing competencies associated with effective peer communication, such as conflict management, collaboration, and empathy. On the other hand, the second developed factor pertained to the concept of "guiding others." This factor encompassed various abilities associated with the motivation and inspiration of team members, such as self-confidence, initiative, and achievement orientation. In order to evaluate the performance and potential of the participants, the assessments conducted during the year of the study and the two preceding years were considered.

The findings of the analyses revealed a statistically significant interaction between gender and abilities related to interpersonal engagement. On the other hand, a negative association was observed between performance and "involvement with others," specifically among women. In examining the interplay between gender and the perceived capacity to guide others, it was observed that men exhibited a positive association with the potential to guide others, whereas women displayed a negative association. Furthermore, it is imperative to underscore the fact that women encountered prejudice in assessing their aptitude and achievements due to their gender. For instance, the directive behaviors exhibited by men were regarded favorably in terms of their leadership prowess, whereas the same behaviors were viewed negatively when displayed by women. This discrepancy may be attributed to the deviation from the stereotypical gender norms associated with females. Moreover, even when women conformed to behaviors more closely aligned with traditional gender roles, their evaluations remained lower than their male counterparts. In conclusion, it can be observed that women may face devaluation in terms of their behavior aligning with gender stereotypes and their performance and potential when compared to men.

In their study, Cosentino et al. (2021) investigated the experiences of women occupying senior leadership positions within the realm of professional sports in Canada, focusing on the strategies employed by these individuals to navigate the challenges encountered throughout their ascent to prominent roles. The data was collected through interviews with a sample of seven female individuals who occupied prominent positions, primarily at the vice president level. It is worth noting that women accounted for seven out of 58 vice president positions at the time of the study. Based on the insights from the interviews conducted with female participants, it became evident that the presence of role models, mentors, and sponsors plays a crucial role in facilitating the advancement of individuals aspiring to attain higher positions. Including more women in sponsorship and mentorship roles would yield advantages, as they can serve as exemplars and sources of motivation for others.

Moreover, women frequently encounter a challenge in the form of a requirement for a dating network. Networking is a valuable asset for individuals seeking professional advancement, and research suggests that women tend to possess fewer connections than their male counterparts. Undoubtedly, a significant challenge that individuals must confront pertains to the scrutiny and skepticism they encounter from

external sources, compounded by their self-deprecation and doubts regarding their capabilities—the approach employed to address these challenges involves systematically developing skills and confidently demonstrating their abilities.

There needs to be more female representation in leadership roles within the academic sphere. In 2022, Sharon Kruse conducted a study examining the barriers women encounter in pursuing high-ranking roles, such as the presidency, and the difficulties they encounter upon attaining senior management positions. The study employed qualitative interview methods. The data utilized in this study was derived from a broader corpus of information about individuals' experiences in leadership positions, with a specific emphasis on women's experiences. The objective was to highlight women's experiences through the inquiries. The data analysis revealed that assuming leadership positions involves a set of responsibilities and challenges for individuals. However, it was observed that women encounter additional obstacles and perceive their roles differently due to gender stereotypes. Women frequently encounter sexual harassment and experience a devaluation of their skills and capabilities. The accounts individuals provide reveal the presence of various challenges and conflicts that they must navigate and address. At the outset, individuals endeavor to strike a harmonious equilibrium between their aspirations for career advancement and the weariness induced by sustained exertion. The cultivation of self-awareness is of utmost importance, as individuals must comprehensively understand their strengths and limitations. However, it is disconcerting that individuals who exhibit genuine and authentic leadership qualities are often met with skepticism, as they do not conform to the preconceived notions associated with traditional leadership stereotypes. The attribution of warmth, compassion, and empathy to their leadership roles was frequently linked to their gender as women, owing to the prevailing gender stereotype that associates caregiving with women. Ultimately, it is imperative to acknowledge their accomplishments despite their inherent challenges in having their perspectives acknowledged within the predominantly male-centric realm of academia.

Table 1. *Summary table of studies*

Publication	Research Design	N	Purpose	Results
Baxter et al. 2023	Interview	213	The relationship between trust and leadership in schools	Social and cultural factors that increase or decrease trust in schools
Wang et al. 2022	Questionnaire	636	The relationship between authoritarian leadership and employee trust	Negative effect of authoritarian leadership on employees' trust in leadership
Karakulak et al. 2022	Laboratory study	858	Influence of stereotypes in the field of leadership	Unequal treatment of women and internalization of this prejudice
Burkinshaw et al. 2020	Interview and quantitative research	103	Intergenerational women's perception of leadership	Imitation of older women in the masculine exercise of leadership
Maqbool et al. 2023	Questionnaire	540	The importance of leadership styles in maintaining academic excellence	Achieving academic excellence using strategic, cultural and instructional leadership styles
Player et al. 2019	Experiment	297	The effect of gender on leadership recruitment.	The gender of the candidate leader plays a major role in holding the leadership position

Moorosi, 2020	Interview	3	Exploring how African female school principals construct leadership identities	Constructing leadership identities based on their experiences and having different leadership styles
Jiang et al. 2023	Questionnaire	278	The impact of spiritual leadership in workplaces	Positive effect of spiritual leadership on employee psychology
Zada et al. 2022	Questionnaire	347	The effect of leadership on knowledge accumulation	The existence of leadership has a negative effect on the accumulation and management of knowledge
Hopkins et al. 2021	Using a multi-rater assessment tool	91	Examining how gender affects assessments of employee performance and potential	Existence of bias in the evaluation of women, negative evaluation compared to men
Kruse, 2022	Interview	20	Examining the experience of women in trying to advance in academia	Obstacles faced by women in achieving a leadership position, as well as difficulties that arise during the exercise of the duties
Cosentino et al. 2021	Interview	7	Exploring the experiences and strategies of successful women in professional sport	Description of the difficulties they face in trying to conquer leadership positions

5. Discussion and Conclusion

The process of appointing leadership positions is significantly influenced by gender. Various leadership styles are employed to achieve distinct work objectives and have varying impacts on the work process and employee performance. The construction of leadership identities is significantly impacted by gender, with women encountering more significant challenges than men in their upward mobility within hierarchical structures. Nevertheless, the presence of leadership within various professional settings undermines the dissemination of knowledge among employees and amplifies the spirit of competition.

Potential areas for future research include investigating the impact of employees' age on their leadership capabilities and behaviors and, what strategies can be implemented to address and mitigate discrimination against perceived minorities and women in selecting individuals for hierarchical positions.

The study is subject to several limitations, including a restricted pool of articles about various leadership styles, the influence of gender, and the limited availability of scientific journals for reference. In summary, leadership is crucial in contemporary work environments' operational dynamics. Therefore, it is imperative to prioritize identifying the most efficient methods of exercising leadership and explore their practical application within professional settings.

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