

The impact of attitudes and human resources policies and practices on gender equality: A focus on the university of the Gambia

Alasana Gitteh

Department of Management Sciences, School of Business & Public Administration,
University of the Gambia. Email: alasanaigitte@gmail.com

Matarr Njie (Ph.D.)

Department of Economics & Finance, School of Business & Public Administration,
University of the Gambia. Corresponding Email: njagga25@yahoo.com

ABSTRACT

The aim of this paper is to review the attitudes and HR policies and practices of the University of the Gambia (UTG) and to assess how they impact gender equality in the institution. To achieve these objectives, the study used a mixed methods research approach, whereby both quantitative and qualitative data was collected. In terms of the quantitative data, a questionnaire with close-ended questions was designed and distributed to a sample of fifty employees in the administrative department of the University of the Gambia (UTG). A qualitative data approach was also used to collect primary data through interviews, which is helpful in collecting different opinions and views from the study participants. After analysing the data, we find that attitudes and HR policies and practices can negatively impact women's empowerment, which therefore creates gender inequality in the institution. Based on these findings, the paper makes two key recommendations. First, for the university of the Gambia to develop recruitment policies that will address the issue of gender inequality, especially in senior management, by ensuring the university has clearly described implementable gender-equality policies and practices. Second, the university should introduce policies and practices that will create flexible work schedules for women in order for them to be able to have time for their children. This can positively enhance employee devotion, particularly the commitment of female employees to their jobs because they will feel that the University cares about their family life.

Keywords:

Gender, equality, women,
empowerment, attitudes, policies

Article History:

Received: 21 Mar 2023

Accepted: 19 Apr 2023

Available Online: 15 May 2023



© 2023 The authors. This is an open access article under the Creative Commons Attribution 4.0 International (CC BY 4.0) License.

1. INTRODUCTION

Whereas gender equality is defined as the process of being fair to men and women and ensuring fairness (UNESCO, 2003),¹ gender inequality in contrast, is a set of circumstances where women, compared to men, have fewer rights, opportunities and resources to improve their standard of living (Makama, 2013). Furthermore, Turner (2023) argues that the introduction of more flexible working practices will enable employers to have a better chance of retaining valuable female talent, which means HR has an important role to play in educating leadership about the benefits of embracing flexible working and getting creative with the measures put in place to ensure a successful return from maternity leave. Makama (2013) argues that even though women contribute more to social and economic development when compared to men, their contribution towards societal resources is insignificant. In an attempt to analyse the gender composition of editorial committees and editors-in-chief of biomedical journals, Alonso-Arroyo et.al. (2021) contend that the presence of women in decision-making positions, such as on editorial committees of biomedical journals, is not the same as that of men. In fact, the percentage of women promoted to leadership positions remains low, and as they move up the academic ladder, their presence decreases, a phenomenon referred to as the "glass ceiling" (Ibid). Such antagonistic and paternalistic attitudes towards women lead to gender inequality as stated by Stamarski and Son Hing (2015). Organizations often practise gender stereotype where they have different expectations for men's and women's job performance and competence. Stamarski and Son Hing (ibid) further explain that men are associated with higher status than women and, therefore, women who perform confidently in leadership roles and are competitive are less hireable than men who act in a similar fashion. Numerous social-role theories of gender differences expect that the gaps between men and women will decrease as equality between them is achieved (Eagly

et.al., 2004; Else-Quest et al., 2010). Theories such as social-role theories of gender differences posit that cognitive and personality gender differences are derived from socially constructed gender identities based on erroneous essential beliefs (stereotypes) that men and women are intrinsically different (Wood and Eagly, 2013 as cited in Balducci (2023:1-2). These gender stereotypes are based on the division of labor in ancient hunter-gatherer societies, wherein greater strength allowed men to engage in more power-related activities, while women were tasked with nurturing duties because of their ability to breastfeed (Eagly and Wood, 1999 as cited in Balducci (2023:1-2). Such gender hierarchy has long characterized most societies, with men typically possessing greater advantages than women (Rucker and Galinsky, 2016). Within a group's hierarchy, or even between two individuals, power differences often emerge due to inequalities in the resources that people control (ibid).

Based on these observations, Stamarski and Son Hing (2015) contend in their research that human resources policies, regardless of women's job-related skills, knowledge and abilities, are inherently biased and lead to institutional gender inequality. Policies, in relation to recruitment and selection, training, performance and pay, can contribute to discrimination against women in the workplace. Stamarski and Son Hing (ibid) thus state that gender inequality be formalized into HR policy if key performance metric (face time – rewards employees who are at the workplace more) favours men over women. Therefore, women are more likely than men to face penalties due to the time they take off work to care for their families. As argued by Klugman and Twigg (2016), women on every global indicator are economically disadvantaged as fewer women actively participate in the labour force. Globally, evidence shows that almost half of women's productive potential is not used effectively, thereby contributing to low productivity and poverty. To eliminate poverty and continuously develop, countries need to fully maximize their productive potential

¹ <https://uis.unesco.org/en/glossary-term/gender-equity>

by utilizing the productive potential in women on a national, community, family and individual level (Klugman and Twigg, 2016). On the other hand, although the world needs more women to participate in the labour force, Klugman and Twigg (2016) contend that there has been a steady decline in the women's labour force participation rate from 57 to 55 per cent over the last two decades.

Another study by Morton et al. (2014) states that women, especially in developing countries, are underrepresented in every type of industry and more likely to be laid off work thus eliminating them from the labour force. Globally, women are twice as less likely than men to have a full-time job that provides the highest level of benefits, wages, protections and benefits (Morton et al., 2014). Full-time wage employment for any given worker translates to higher levels of well-being; consequently these gaps cause gender inequality which affects the entire globe adversely. In Africa, Klugman and Twigg (2016) affirm that across the continent, about 15 per cent are employed full-time and many of the women in the labour force are confined to household enterprises and farming. Such gender inequalities persist due to disadvantageous economic opportunities and differences in levels of education (93 girls for every 100 boys – secondary level). A study done by Aluko (2017) supports these findings by further stating that women face obstacles such as social and cultural norms which impact their training, funding and institutional opportunities. Therefore, women's creative expression, reputation and abilities are negatively affected and limited by stereotypes which confine them to 'female' themes. A majority of the studies look for differences between men and women entrepreneurs or their businesses and across a long range of psychological and attitudinal and also other background factors. There were, however, many more similarities between male and female entrepreneurs than there were differences.

Characteristics held to be typical for entrepreneurs such as the need for achievement and risk-taking propensity, independence and locus of control were similar for men and women (Ahl & Marlow, 2012). Management practices were also largely similar between the sexes (Williams, Kilanski & Muller, 2014). There are 4 differences which were found within groups of female entrepreneurs and between different occupational groups as entrepreneurs and managers (Bellu, 1993) and between entrepreneurs in different countries (Kolvereid, Shane, & Westhead, 1993). A few studies point to women's relational management style but the so-called integrative perspective (Brush, 1992; Buttner, 2001) which posits that women see their businesses in a very different way from men is not supported (Chell & Baines, 1998). Performance studies were common (Anna, Chandler, Jansen, & Mero, 2000; Boden & Nucci, 2000; Carter, Williams, & Reynolds, 1997; Cuba, Decenzo, & Anish, 1983; Lerner, Brush, & Hisrich, 1997). The "female underperformance hypothesis," while appearing in several studies (Chaganti & Parasuraman, 1997; Fasci & Valdez, 1998; Fischer, Reuber, & Dyke, 1993; Miskin & Rose, 1990; Rosa & Hamilton, 1994) did not hold when put to rigorous tests, accounting for structural factors (DuRietz & Henrekson, 2000; Kalleberg & Leicht, 1991). Studies trying to figure out the personality of female entrepreneurs typically envision two possible versions. They call one of them masculine and the feminine or one entrepreneurial and the other feminine and then administer various tests to see how men and women entrepreneurs' score. An example would be a study which modelled two possible ways of management. One model assumed that men and women managed in an identical way. This model was called the successful entrepreneur and the other model assumed that women behave differently as entrepreneurs and managers (Chaganti, 1986) and this model was labelled the feminine entrepreneur. Already the labelling indicates that a feminine model is an exception, of less value, and the other one a norm. The model tells the story of the successful entrepreneur, who is detached, rational, calculative, bold, decisive, aggressive and result-oriented. Thus, as can be seen from the foregoing, the relationship between organizational HR policies and practices and gender equality has been extensively studied, with most of the studies emphasizing the dominance of men over women in the work place in particular and in society at large. However, there is limited consensus on the dynamic relationship between these issues in the workplace, particularly in the context of an educational institution.

In the Gambia, there is also a commonality of belief that a woman's place is in the 'kitchen'. This norm has encouraged discrimination against women who struggle to have a formal

education and full-time employment. However, this assertion has not been formally investigated. Therefore, a significant gap exists in both the theoretical and empirical literature about the impact of attitudes and human resources policies and practices on gender equality in the Gambia, particularly in the environment of an educational institution. As a result, the main research question that this paper seeks to address is, how do attitudes, HR policies and practices impact women at the University of the Gambia? This paper aims to build on the existing literature by reviewing the current gender inequality problem that exists in the administrative level of the University of the Gambia by focusing on the existing attitudes, HR policies and practices of the institution. The aim is to highlight how women fare in terms of access to economic and other opportunities at the University, by identifying the major constraints that hinder their empowerment. Finally, this paper provides human resources-based solutions in the form of recommendations to help establish a gender-equality atmosphere based on the findings of the study. In order to achieve these broad objectives, the rest of the paper proceeds as follows. We will begin in Section 2 by describing and presenting the data and methodology of the study. Section 3 presents the results of the data analysis in order to determine the major factors that contribute to gender inequality at the University of the Gambia. Section 4 concludes the study and offers policy recommendations for improving HR policies and practices on gender parity at the university.

2. DATA AND METHODOLOGY

To gather data that is relevant to the study, we used both primary and secondary data. Primary data was gathered using interviews and questionnaires. A questionnaire with close-ended questions was designed and distributed to a sample of fifty employees in the administrative department of the University of the Gambia. The second set of data was secondary data which had been previously gathered and recorded by other researchers for other purposes other than the current study. This data included official university statements and stored files that would aid the research. This data was used to assess the impact of attitudes and human resources policies and practices on gender equality at the University of the Gambia.

3. DATA PRESENTATION AND ANALYSIS

This section presents the data gathered to determine the major factors that contribute to gender inequality at the university, by using tables and charts.

3.1 Characteristics of Respondents

3.1.1 Gender Statistics

Gender is differentiated by cultural roles or social roles; usually pertaining to male roles or female roles in an organization. During data collection, we posed a question about gender to the respondents to analyse the gender distribution. The male-to-female ratio was 1:2, where males represented 68% and females represented 32% of the study participants (Figure 1).

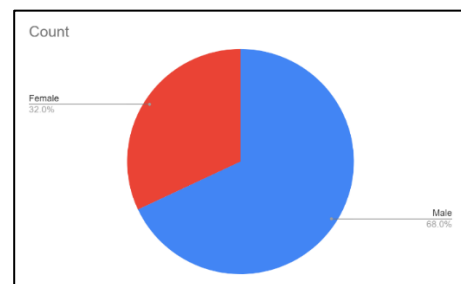


Fig. 1. Gender Count

3.1.2 Employment Duration Statistics

To get a better understanding of the characteristics of the respondents, the study sought to determine the duration of their employment. This information was used to assess their familiarity with the attitudes, HR policies and practices of the University of the Gambia. Duration of employment was subdivided into 4 groups, i.e. less than 5 years, between 5 and 9 years, 10 and 15 years and more than 15 years (Figure 2). As can be seen in Figure 2, 48% of the respondents had been working at the UTG for less than 5 years, while 38% had worked with the organization between 5 and 9 years and 6% of the respondents had worked with the organization between 10

and 15 years, while the remaining 8%, had been with the organisation for more than 15 years.

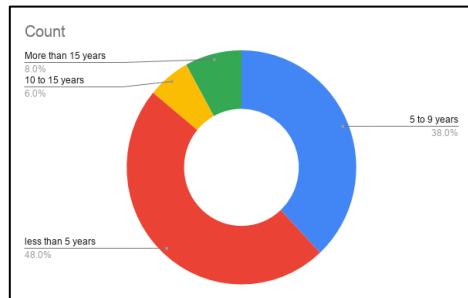


Fig. 2. Employment Duration Statistics

3.2 Gender Discrimination at The University of The Gambia

In the questionnaire, respondents were asked if they had experienced gender discrimination at the university. The study established that out of 50 respondents, 86% reported that they had not experienced any form of discrimination, while 14% reported they had (Figure 3). More women than men reported they had experienced gender discrimination. A study done by Makama (2013) indicates that workplaces where the majority are men will have women report higher cases of gender discrimination as they are deemed to be less competent.

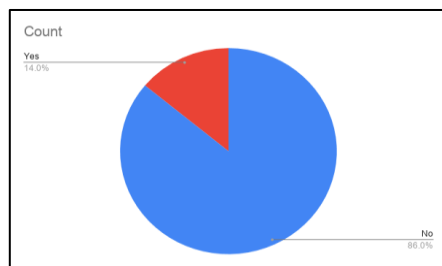


Fig. 3. Experience with Gender Discrimination

3.3 Findings on Human Resources Policies and Practices

3.3.1 Equal Opportunity Policy

When asked if the University of the Gambia has an equal opportunity policy, 36% responded "Yes", 16% of respondents answered "No", while the majority, (48%) were not aware of such a policy (Figure 4). Together, policies and practices serve as a roadmap for day-to-day operations in a firm and, therefore, they ensure compliance with laws and regulations. Such policies and practices provide guidelines for decision-making, and streamline internal procedures (Makama, 2013). At the point when everybody is following policies and practices, an organization can run easily. Furthermore, the study concluded by Makama (2013) shows that employees' knowledge about policies and practices can help manage missteps and hiccups in cycles which can be immediately distinguished and attended to. At the point when staff are following such policies and practices, the organization will utilize time and assets more effectively. Consistency in practices is likewise ideal for workers because through this, they understand what they are answerable for, what is anticipated from them, and what they can anticipate from their directors and associates. This motivates them to manage their responsibilities with certainty and greatness.

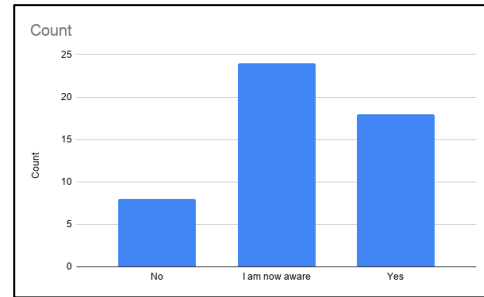


Fig. 4. Awareness of the Equal Opportunity Policy

3.3.2 Policy on Equal Wage Increment for Women and Men

The study further sought to establish the level of awareness among the participants on the policy on equal wage increment for women and men at the University of the Gambia. According to the results from the interviews with the staff who participated in the study, 36% of employees were unaware of any existing policy that ensured equal wage increment for women and men at the university. In contrast, 58% of the respondents were aware, while the rest, i.e. 6%, were neutral. Developing a compensation package that incorporates "option to ask for" or "bill of rights" would help guarantee that all workers at the university of the have access to essential data about compensation practices and arrangements in the institution. Such data could incorporate the organization's compensation strategy, the compensation range for open positions, a portrayal of the cycle used to decide salary increases, data on sex and racial compensation holes inside the organization, and data on how regularly pay reviews are embraced (Makama, 2013). Having this kind of data accessible would help establish a standard degree of comprehension for all employees (men and women), which in turn could provide clarity about the compensation arrangements of the organization.

3.3.3 Policy to Educate and Train Staff on Gender Equality

Workers cannot follow strategies they do not have a clue about. Numerous organizations actually use paper-based approach manuals, passing out folios containing the worker handbook. Lamentably, these manuals often end up stuffed in a cabinet or on a rack gathering dust. An overview by Makama (2013) found that 43% of millennial representatives and 30% of non-millennial workers had not read a large portion of the worker handbooks of their organization. Data from this study show that 30% of respondents stated that they were not aware of such a policy, whereas 26% responded "No" and the remaining 14% answered "Yes", that they were aware of the existence of a policy to educate and train staff on gender equality at the UTG (Figure 5). While it may be necessary to ensure employees read policies and strategies in a bid towards guaranteeing consistency in their application, this alone may be insufficient. The organization needs to prepare employees on how best to achieve this goal. Intensive preparation on approaches and methodology ought to occur for each fresh recruit during the on-boarding cycle. Measurements from the study by Makama (2013) show that employees who get formal on-boarding pick up full capability quicker, and are bound to be more successful in their workplace.

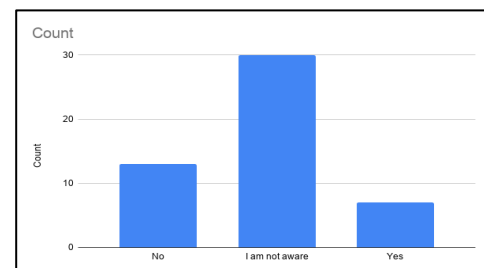


Fig. 5. Awareness for Policy to Educate and Train Staff on Gender Equality

3.4 Findings on Attitudes

This section presents and discusses the findings from the survey on the impact of attitudes on gender equality at the University of the Gambia. These attitudes, which will be discussed next, include those that view a woman as someone who should disregard her job or study to raise her children; men make better leaders; and that there are gender-specific roles.

3.4.1 *A Woman Should Disregard Her Job or Studies to Raise Her Children*

Data was collected from the questionnaire distributed to the respondents, who were asked to indicate the extent to which they agree or disagree with the statement, "A woman should disregard her job or studies to raise her children". 35% of the respondents agree that a woman should disregard her job or studies to raise her children. This is consistent with the traditional marriage perception, where men earn money and support the house, whereas women are expected to assume the duty of being a mother and being responsible for housework (Ercani and Ucar, 2021).

3.4.2 *Do Men Make Better Leaders?*

A further issue raised, which was posed to the respondents, was whether men make better leaders, decision-makers or more suited to holding positions of power and responsibility at the UTG. The data collected showed 32% of the respondents agreed with the statement that men make better leaders, whereas 22% disagreed and 16% concurred that men at the UTG perform better under pressure than women and therefore are better decision-makers and thus are more suited to holding positions of power and responsibility in the institution. A previous study in 2008 by Pew Research Centre supports the findings of this study. According to the Pew study, a mere 6% of respondents in a survey of 2,250 adults in America say that, overall, women make better political leaders than men, whereas about 21% say men make better leaders, while the majority – 69% – say men and women make equally good leaders.

3.4.3 *Female and Male Roles*

A further question posed to the respondents was whether female and male roles differ. Specifically, the assertion is that men and women are naturally suited to different tasks and responsibilities, and have naturally distinctive – often oppositional personal characteristics. For example, women are often characterized as being emotional and are therefore better child caregivers, while men are rational and are therefore better politicians. Furthermore, firefighters are male and medical caretakers are female, for instance. However, imagine a scenario in which an occupation, since it's new to society, is seen as neither male nor female. Utilizing an extraordinary arrangement of information from a microfinance bank in Central America, co-creators Doering and Thébaud (2017) found that customers immediately treated beforehand sexual orientation equivocal functions as though they were male-or female-composed, and gave greater position to the managers who filled the job when they connected the employment with men instead of women. These findings are consistent with our discovery, because we found that 26% of respondents concurred while 16% emphatically consented to the assertion that men and women have foreordained jobs. Again, 22% emphatically differ and accept that jobs depend on abilities instead of sex. Doering and Thébaud (2017) demonstrated that men, by and large, are seen as more skilful administrators than women. A man who ventures into a female-composed job will encounter a sort of stream down impediment.

4. DISCUSSION

The aim of this section is to further examine the findings of the paper and to assess the impact of HR policies and attitudes on women's empowerment at the University of the Gambia.

4.1 *The Impact of HR Policies on Women's Empowerment at The University of The Gambia*

Without a fair and robust parental leave policy, the University of the Gambia risks making it difficult for women to get back to work in the wake of having children. Times have changed. And the time has come to change the "usual job" position. Women offer a one-of-a-kind and alternate point of view to the business world. This is something the UTG needs to celebrate through policy and action. Rather than urging women to take on the jobs they have done for quite a long time, the university needs to give more consideration to the advancement of new jobs and rules for how the enlistment of savvy women is made.

Un-enabled women at the work environment imply that women can have less command over their lives. This further implies giving them the fewer opportunities to make their own projects, pick up new abilities, and gain self-sufficiency. Strengthening women is made when the qualities that they bring to the workplace environment are acknowledged and utilized (Makama, 2013). At the UTG, pioneers know the significance of enabling women at work. The intensity of women in the working environment is presently clear. Progressively, the University needs to contemplate its policies with respect to women, strengthening to reinforce female authority and direct the discussion. Regardless of whether it is to set clear objectives for variety or actualize activities by effective female pioneers, being "crucial" in the work environment has never been more significant.

4.2 *The Impact of Attitudes on Women's Empowerment at The University of The Gambia*

Attitudes, which can originate from strict convictions, ancestral administration, or neighbourhood history, arise as a significant hidden factor in practically all the obstructions and facilitators that women experience. Attitudes at the University of the Gambia can confine women's financial doors by restricting their admittance to data and organizations, occupations, and resources. Gender standards additionally legitimize a gendered word-related isolation that frequently consigns women to occupations that are considered less important and, subsequently, pay lower compensation. Gender standards are additionally referred to legitimize savagery towards women and lewd behaviour which has been reported in the survey. At times, laws to ensure women either do not exist or are not upheld. Attitudes essentially influence women's monetary strengthening by impacting discernments about the proper jobs that people should play in the public arena, at home, and in the financial circle. Perspectives towards ourselves as well as other people are at the core of numerous monetary and social choices, with enormous ramifications for government assistance. One basic territory where such mentalities are regularly found to be one-sided is capabilities of people. Holding execution steady, women have been found to be less sure about their own capacity in math and science than men, contributing to monetarily significant contrasts in monetary dynamic, scholastic execution, and professional decisions (Barber and Odean 2001; Buser et al., 2014). One-sided convictions about others likewise shape victimization for both women and minorities (Bohren, et al., 2019). Such inclinations are conflicting with the standard model of statistical discrimination (Norman, 2003), in which harmony convictions are precise. Recognizing the wellsprings of inclination in beliefs about oneself as well as other people is a huge yet inadequately understood issue.

5. CONCLUSION AND RECOMMENDATIONS

This study is useful for exploring and providing the factors of achieving gender equality based on the data we collected from interviews and previous studies. Even though the empirical findings are based on interviews with UTG participants, the study is also useful for other organizations that plan to promote gender equality in the workplace. Understanding the importance of achieving gender equality and the factors affecting this issue provide an equal work environment as well as improve members' job satisfaction (Atewologun and Singh, 2010). According to the findings of this study, culture, organization, management and government's efforts are four factors that have impacts on achieving gender equality at the University of the Gambia. According to the respondents, gender representation is unequal at the UTG. The reasons to improve this situation are because the aim of the university is to promote gender, diversity and inclusion at the institution. In line with the findings of this study, the following recommendations have been made:

- The University of the Gambia should have recruitment policies that address the issue of inequality in the organization, especially at the senior management level. This can be done through the encouragement from the Government by ensuring that the University has operational policies that have clearly described gender and equality policy guidelines.
- Without a fair and robust parental leave policy, the university risks making it difficult for women to get back to work in the wake of having kids. Time has changed, and the time has come to change the "usual job" position. Women

offer a one-of-a-kind and alternate point of view to the business world. This is something the university needs to celebrate through policy and action. Rather than urging women to take on the jobs they have played for quite a long time, the university needs to give more consideration to the advancement of new jobs and rules for how the enlistment of savvy women is made.

- The university should introduce policies that will create flexible work schedules for women in order for them to be able to have time for their children. This can positively lead to the enhancement of employee commitment to their job because they will feel that the university cares about their family life.
- The UTG should continue to practise a needs-based training programme rather than allocating training needs based on factors such as seniority. Therefore, a regular assessment of training needs must often be enacted and before making any training provisions. In this way, the issue of gender diversity and inclusion will not be sidelined.
- Similarly, a proactive system that monitors the development of the needs-based training programme should be implemented regularly, so that managers are aware of the types of strategies to adopt. This system will help compare past and current performance in terms of gender equality, while also identifying any discrepancies in the way work is performed at all levels by ensuring that inclusion is reflected. This transparent system also reveals ways to combat any gaps that cause low performance.

It is expected that when employees are developed, they become more confident and more satisfied with their daily tasks, which, in the long run, leads to their never-ending loyalty and increased productivity. These recommendations, if implemented, could help create sustainability for the University of the Gambia, because its employees, including female employees, will have their skills, knowledge and attitudes regularly updated and therefore enable them to become more proactive in terms of how they handle the day-to-day complexities in the environment in which they operate.

6. REFERENCES

- Ahl, H. and Marlow, S. (2012). Exploring The Dynamics of Gender, Feminism and Entrepreneurship: Advancing Debate To Escape A Dead End? *Organization*, 19(5), Pp.543-562.
- Alesina, A., Giuliano, P. and Nunn, N. (2013). On The Origins of Gender Roles: Women and The Plough. *The Quarterly Journal of Economics*, 128(2), Pp.469-530.
- Ali, T. S., Krantz, G., Gul, R., Asad, N., Johansson, E., and Mogren, I. (2011). Gender roles and their influence on life prospects for women in urban Karachi, Pakistan: A qualitative study. *Global Health Action*, 4, 7448.
- Alonso-Arroyo, A., González de Dios, J., Aleixandre-Agulló, J. and Aleixandre-Benavent, R. (2021). Gender inequalities on editorial boards of indexed pediatric journals. *Pediatric Research*, 90:300-314; <https://doi.org/10.1038/s41390-020-01286-5>.
- Aluko, R. (2017). Applying UNESCO Guidelines on Mobile Learning in the South African Context: Creating an Enabling Environment through Policy. *International Review of Research in Open and Distributed Learning*, 18(7).
- Anna, A.L., Chandler, G.N., Jansen, E. And Mero, N.P. (2000). Women Business Owners In Traditional and Non-Traditional Industries. *Journal of Business Venturing*, 15(3), Pp.279-303.
- Atewologun, D. and Singh, V. (2010). Challenging Ethnic and Gender Identities. *Equality, Diversity and Inclusion: An International Journal*, 29(4), P.332.
- Balducci, M. (2023) Linking gender differences with gender equality: A systematic-narrative literature review of basic skills and personality. *Front. Psychol.* 14:1105234. doi: 10.3389/fpsyg.2023.1105234
- Barber, B.M. and Odean, T. (2001). Boys Will Be Boys: Gender, Overconfidence, and Common Stock Investment. *The Quarterly Journal of Economics*, 116(1), Pp.261-292.
- Boden Jr, R.J. and Nucci, A.R. (2000). On The Survival Prospects of Men's and Women's New Business Ventures. *Journal of Business Venturing*, 15(4), Pp.347-362.
- Bohren, J.A., Imas, A. and Rosenberg, M. (2019). The Dynamics of Discrimination: Theory and Evidence. *American Economic Review*, 109(10), Pp.3395-3436.
- Brush, C.G. (1992). Research On Women Business Owners: Past Trends, A New Perspective and Future Directions. *Entrepreneurship Theory and Practice*, 16(4), Pp.5-30.
- Bellu, R. (1993). Task Role Motivation and Attributional Style as Predictors of Entrepreneurial Performance: Female Sample Findings. *Entrepreneurship & Regional Development*, 5(4), Pp.331-334.
- Buser, T., Niederle, M. and Oosterbeek, H. (2014). Gender, Competitiveness, and Career Choices. *The Quarterly Journal of Economics*, 129(3), Pp.1409-1447.
- Buttner, E.H. And Moore, D.P. (1997). Women's Organizational Exodus to Entrepreneurship: Self-Reported Motivations and Correlates with Success. *Journal of Small Business Management*, 35, Pp.34-46.
- Buttner, E.H. and Rosen, B. (1988). Bank Loan Officers' Perceptions of the Characteristics of Men, Women, and Successful Entrepreneurs. *Journal of Business Venturing*, 3(3), Pp.249-258.
- Buttner, E.H. (2001). Examining Female Entrepreneurs' Management Style: An Application of A Relational Frame. *Journal of Business Ethics*, 29(3), Pp.253-269.
- Carter, N.M., Williams, M. And Reynolds, P.D. (1997). Discontinuance among New Firms in Retail: The Influence of Initial Resources, Strategy, And Gender. *Journal of Business Venturing*, 12(2), Pp.125-145.
- Chaganti, R. And Parasuraman, S. (1997). A Study of the Impacts of Gender on Business Performance and Management Patterns In Small Businesses. *Entrepreneurship Theory and Practice*, 21(2), Pp.73-76.
- Chaganti, R. (1986). Management in Women-Owned Enterprises. *Journal of Small Business Management*, 24, P.18.
- Cliff, J.E. (1998). Does One Size Fit All? Exploring the Relationship between Attitudes towards Growth, Gender, and Business Size. *Journal of Business Venturing*, 13(6), Pp.523-542.
- Collinson, D.L., Knights, D. and Collinson, M. (1990). *Managing To Discriminate*. London: Routledge.
- Cuba, R., Decenzo, D. And Anish, A. (1983). Management Practices of Successful Female Business Owners. *American Journal of Small Business*, 8(2), Pp.40-46.
- Doering, L. And Thébaud, S. (2017). The Effects of Gendered Occupational Roles on Men's and Women's Workplace Authority: Evidence From Microfinance. *American Sociological Review*, 82(3), Pp.542-567.
- Du Rietz, A. and Henrekson, M. (2000). Testing the Female Underperformance Hypothesis. *Small Business Economics*, 14(1), Pp.1-10.
- Eagly, A. H., Beall, A.E. and Sternberg, R.J. (Eds.). (2004). Social role theory of sex differences and similarities: Implications for the partner preferences of women and men. In *The psychology of gender*, pp. 269-295. Guilford Press. <https://www.scholars.northwestern.edu/en/publications/social-role-theory-of-sex-differences-and-similarities-implicatio-2>
- Eagly, A. H., and Wood, W. (1999). The origins of sex differences in human behavior: Evolved dispositions versus social roles. *American Psychologist*, 54, 408-423.
- Else-Quest, N.M., Hyde, J and Linn, M.C. (2010). Psychological Bulletin 136(1):103-27. DOI:10.1037/a0018053
- Esposito, A. & Jain, L. C. (Eds.). (2016). Modeling emotions. In *Toward robotic socially believable behaving systems series* (Vol. 1). <https://doi.org/10.1007/978-3-319-31056-5>
- Ercani, E.E. And Ucar, S. (2021). Gender Roles, Personality Traits and Expectations of Women and Men Towards Marriage. *Educational Policy Analysis and Strategic Research*, 16 (N1), Pp.1-14.
- Fagenson, E.A. and Marcus, E.C. (1991). Perceptions of the Sex-Role Stereotypic Characteristics of Entrepreneurs: Women's Evaluations. *Entrepreneurship Theory and Practice*, 15(4), Pp.33-48.
- Fasci, M.A. and Valdez, J. (1998). A Performance Contrast of Male-And Female-Owned Small Accounting Practices. *Journal of Small Business Management*, 36(3), P.1.
- Fischer, E.M., Reuber, A.R. and Dyke, L.S. (1993). A Theoretical Overview and Extension of Research on Sex, Gender, and Entrepreneurship. *Journal of Business Venturing*, 8(2), Pp.151-168.
- Hofstede, G. and Minkov, M. (2010). Long-Versus Short-Term Orientation: New Perspectives. *Asia Pacific Business Review*, 16(4), Pp.493-504.
- Højgaard, B. (2002). Optimal Dynamic Premium Control in Non-Life Insurance. Maximizing Dividend Pay-Outs. *Scandinavian Actuarial Journal*, 2002(4), Pp.225-245.
- Kalleberg, A.L. and Leicht, K.T. (1991). Gender and Organizational Performance: Determinants Of Small Business Survival And Success. *Academy Of Management Journal*, 34(1), Pp.136-161.
- Klugman, J. And Twigg, S. (2016). Gender at Work in Africa: Legal Constraints and Opportunities for Reform. *African Journal of International and Comparative Law*, 24(4), Pp.518-540.
- Kolvereid, L., Shane, S. and Westhead, P. (1993). Is It Equally Difficult For Female Entrepreneurs To Start Businesses In All Countries? *Journal of Small Business Management*, 31(4), P.42.
- Kreitner, R., Kinicki, A. and Buelens, M. (2002). *Organizational Behaviour*. London: Mcgraw Hill.
- Lerner, M., Brush, C. and Hisrich, R. (1997). Israeli Women Entrepreneurs: An Examination of Factors Affecting Performance. *Journal of Business Venturing*, 12(4), Pp.315-339.
- Lunyolo, G.H., Ayodo, T.M.O., Tikoko, B. And Simatwa, E.M.W. (2014). Socio-Cultural Factors That Hinder Women's Access To Management Positions In Government Grant-Aided Secondary Schools in Uganda: The Case Of Eastern Region. *Educational Research*, 5(7), Pp.241-250.
- Makama, G.A. (2013). Patriarchy and Gender Inequality in Nigeria: The Way Forward. *European Scientific Journal*, 9(17).
- Maseko, T. I. (2013). *A comparative study of challenges faced by women in leadership: a case of Fokor and the Department of Labour in Mhlathuze Municipality* (Doctoral dissertation, University of Zululand).

- Men Or Women: Who's The Better Leader? Pew Research Centre, Washington, D.C. (August 25, 2008) <https://www.pewresearch.org/social-trends/2008/08/25/men-or-women-whos-the-better-leader/>.
- Miskin, V. and Rose, J., (1990). New Venture Initiation: Factors Influencing Success. *Journal of Small Business Strategy*, 1(2), Pp.1-9.
- Morton, M., Klugman, J., Hanmer, L. and Singer, D. I. (2014). *Gender at Work: A Companion To The World Development Report On Jobs* (No. 89273, Pp. 1-92). The World Bank.
- Norman, P. (2003). Statistical Discrimination and Efficiency. *The Review of Economic Studies*, 70(3), Pp.615-627.
- Plagnol, A. (2010). Subjective Well-Being over the Life Course: Conceptualizations and Evaluations. *Social Research: An International Quarterly*, 77(2), Pp.749-768.
- Rosa, P. And Hamilton, D. (1994). Gender and Ownership In UK Small Firms. *Entrepreneurship Theory and Practice*, 18(3), Pp.11-27.
- Rucker, D. D., and Galinsky, A. D. (2016). The agentic-communal model of power: Implications for consumer behavior. *Current Opinion in Psychology*, 10, 1-5.
- Stamarski, C.S. and Son Hing, L.S. (2015). Gender Inequalities In The Workplace: The Effects Of Organizational Structures, Processes, Practices, And Decision-Makers' Sexism. *Frontiers In Psychology*, 6, P.1400.
- Stid, D. and Bradach, J. (2009). How Visionary Nonprofits Leaders Are Learning To Enhance Management Capabilities. *Strategy & Leadership*.
- Torres, A.M. (2010). International Committee of The Red Cross: Emblems Of Humanity. *Marketing Intelligence & Planning*. 28(2):223-235. DOI:10.1108/02634501011029709
- UNICEF, 2017. *UNICEF Annual Report 2010*. UNICEF.
- Wahl, A. And Hook, P. (2007). Changes in Working with Gender Equality In Management In Sweden. *Equal Opportunities International*, 26(5), Pp.435-448.
- Waikayi, L., Fearon, C., Morris, L., and McLaughlin, H. (2012). Volunteer management: an exploratory case study within the British Red Cross. *Management Decision*.
- Walby, S. (2005). Measuring Women's Progress in a Global Era. *International Social Science Journal*, 57(184), Pp.371-387.
- Walker, Lauren Elizabeth (2015). A Woman's Right: Promoting the Pursuit of Gender Equality in the Workplace. *Honors Theses*. 576. https://egrove.olemiss.edu/hon_thesis/576
- Williams, C. L., Kilanski, K., & Muller, C. (2014). Corporate diversity programs and gender inequality in the oil and gas industry. *Work and Occupations*, 41(4), 440-476. <https://doi.org/10.1177/0730888414539172>Zikmund,
- Wood, W., and Eagly, A. H. (2013). Biology or culture alone cannot account for human sex differences and similarities. *Psychol. Inq.* 24, 241-247. doi: 10.1080/1047840X.2013.815034
- W. G., Ward, S., Winzar, H., Lowe, B., & Babin, B. J. (2014). *Marketing Research: 3rd Asia Pacific Edition*. Cengage Learning.
- Zippel, K.S. (2006). *The Politics of Sexual Harassment: A Comparative Study of the United States, the European Union, and Germany*. Cambridge University Press.