

Women Principals in Education: A Literatur Review on Leadership, Gender, and Empowerment

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Abstract: Publications on the topic of women's leadership have grown rapidly since gender equality became a strategic issue worldwide. The aim of this publication is to map publication trends on the topic of women's leadership, including authors who write extensively on the topic, organizations involved in the publication, and publication trends from year to year. The method used is bibliometric analysis using VosViewer. The data used is from the Scopus database with the search keyword "women's leadership," yielding 74,046 documents, consisting of 54,288 journal articles, 6,582 book chapters, 4,747 reviews, 3,568 conference proceedings, 2,497 books, 1,046 notes, 707 editorials, 311 short surveys, 164 letters, 70 errata, 32 conference reviews, 26 retracted publications, and 6 data papers. The results of the analysis show that publication trends from 1980 to 2024 have continued to increase significantly. The two authors with the most publications are not primarily focused on the social sciences. Two institutions have the highest number of publications on "women's leadership in education," namely the University of Alabama and Northwestern University. Authors from these two universities are known to have collaborated on publications. Further recommendations suggest that publications on the "women's leadership in education" theme can be developed into empirical research, particularly by connecting it to other fields of study.

Keywords: Bibliometric, Gender Empowerment, Literature Review, Women's Leadership

A. Introduction

Leadership has become a specialized field of study increasingly being researched and linked to various other disciplines. Leaders serve as an organization's brand, making their presence a focal point of attention (Manning & Curtis, 2019). Research in leadership continues to grow as leaders are evaluated from multiple perspectives. Leadership is a concept that involves an individual's ability to lead, direct, and influence others to achieve specific goals. Leadership is not merely tied to a particular position or title. However, it is also a series of qualities, attitudes, and actions that enable someone to serve as a guide or role model in achieving collective success.

Leadership is also associated with the context or institution where a leader operates. Education leadership has unique characteristics. Education leaders must possess strong social skills because education is a social institution (Junita & Agilitas, 2021). Educational leaders must also have high empathy because, in many cases, not everyone can afford quality education according to established standards (Manning & Curtis, 2019). Based on these demands, educational leadership has its uniqueness. Education leadership must be based on ethics, integrity, and justice values. Educational leaders must set a good example, promote high moral standards, and make decisions grounded in the interests of students and society (Bush, 2020).

In the current phenomenon with the existence of policies in various countries that women have the same opportunities for careers as men, many women leaders have begun to emerge (Komariah et al., 2020; Weir et al., 2023). These women leaders then become the world's attention because there are still many negative stigmas regarding women leaders associated with issues of gender equality and feminism (Weir et al., 2023). In several studies on gender equality in work, it is explained that women are more consistent in carrying out work (Komariah et al., 2020). However, some studies also explain that women leaders tend to be volatile in decision-making (Şahin, 2018).

Women's leadership is also closely related to feminine traits. The nature of women described in feminine behavior is considered gentle, patient, and empathetic (Manning & Curtis, 2019). Many women leaders have emerged in education, especially in primary, secondary, and higher education. Women leaders have become increasingly prevalent in education, particularly in primary, secondary, and higher education. Leadership positions in Indonesian primary schools are still predominantly held by women. Women principals are considered highly suitable for primary schools because primary school leadership's core tasks and functions are complex and require patience (Hallinger & Kulophas, 2020; Purbadi et al., 2024).

In this article, the author is interested in exploring the theme of women's leadership through a literature review analysis. Based on a review of research publications using the keywords "Leadership," "Leaders," and "Leader" in the Scopus database. publications on this topic have been appearing since 1943 until now. A total of 74,046 documents were identified, consisting of 54,288 journal articles, 6,582 book chapters, 4,747 reviews, 3,568 conference proceedings, 2,497 books, 1,046 notes, 707 editorials, 311 short surveys, 164 letters, 70 errata, 32 conference reviews, 26 retracted publications, and 6 data papers. The research shows that Scopus provides a consistent and steady increase in the number of publications and citations across multiple disciplines, making it more reliable for bibliometric analysis (Bakhmat et al., 2022).

Meanwhile, literature review publications with a more specific focus on "Women Principal Leadership" in the Scopus database revealed only one article titled "A postcolonial feminist exploration of the scholarship on women and educational leadership with a bibliometric approach," authored by Kuzhabekova in 2021. Kuzhabekova's analysis used the Web of Science database from 1975 to 2020 and identified 823 publications. In contrast, this article introduces novelty by utilizing the Scopus database as a data source, which is considered

more comprehensive, and focusing on the keywords "women principal leadership," yielding a dataset of 366 publications (Kuzhabekova, 2023).

This article highlights the importance of publication trends on "women's principal leadership." The bibliometric analysis conducted will enable the mapping of future research trends in women's leadership studies. This analysis will also offer insights into previously unexplored linkages between research areas, providing new perspectives for future studies. The focus of this research is to answer the research question

RQ 1 : What are the trends in publications on the topic of woman principal leadership?

RQ 2 : Who are the authors who have publications on the topic of woman principal leadership

RQ 3 : Which organizations are involved in publications on the theme of woman principal leadership

B. Methods

This article employs bibliometric analysis as the primary analytical tool. In bibliometric analysis, mapping the field of scientific study aims to construct a literature review map that illustrates how a specific scientific field, keyword, or research topic can be systematically and conceptually mapped (Ifani & Kartiwi, 2023). Bibliometric analysis can provide a holistic overview of a particular field of study and reveal relevant relationships between each publication within that field. (Bauwens et al., 2022; Gümüş et al., 2020).

The authors use data from the Scopus database, which is considered one of the most comprehensive and reputable databases for bibliometric analysis. The bibliometric analysis in this article is conducted through three main phases as shown in figure 1. The first phase is the data collection, which includes identifying criteria for selecting data from the Scopus database and refining the collected records. (Bauwens et al., 2022) The second phase is the data visualization phase, where analysis is performed using VOSviewer software to map relationships between authors, countries, journals, and fields of study. The third phase is the data analysis phase, which aims to identify the discussed theme, specifically regarding women's principal leadership.

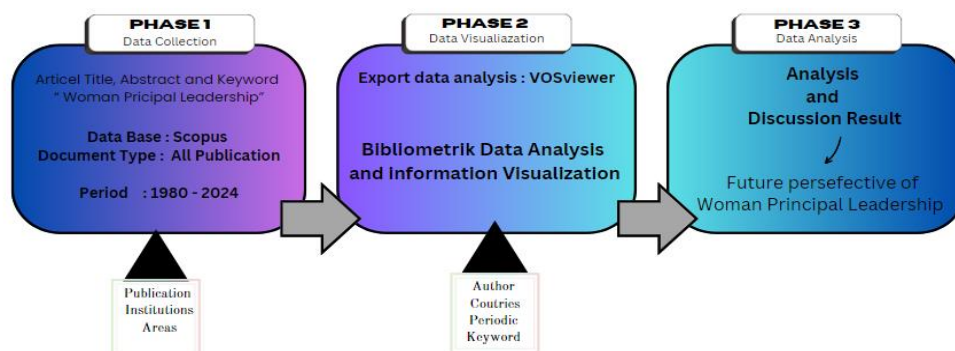


Figure 1: Bibliometric Research Design

The bibliometric method is one of the analytical methods used to identify trends in scientific literature studies. Additionally, this analysis can systematically organize the results of scientific publications within a large database. Literature review analysis through bibliometrics ensures the quality of information and the processed results or products. The documents in this study were collected from the Scopus database, considered a comprehensive database for bibliometric analysis, encompassing information published in journals indexed across multiple fields of knowledge. This database has been widely used in bibliometric analysis.

The search was conducted on August 19, 2024, using the keyword "women principal leadership". The search period covered publications from 1980 to 2024. For a broader analysis of publications, the authors focused on the social sciences field and included only published works. Initially, the Scopus search returned 366 publications article, paper, news and unpublished document. After applying filters for the field of study, publication type, and language (English), 233 publications remained. These filtered data were then used for co-authorship and co-occurrence analyses, enabling the creation of network maps for authors, countries, and keywords. Additionally, citation analysis was conducted to generate a network map of scientific journals. The bibliometric analysis in this study employed VOSviewer software (version 1.6.17, Leiden University, Leiden, Netherlands) as the primary analytical tool. This software was used to construct and visualize bibliometric networks, allowing the extraction of information from publications, such as authorship, journals, organizations, countries, and keywords.

C. Results and Discussion

Publication Trends on the Theme of Women Principal

From the extraction of titles, article titles, abstracts, and keywords in the Scopus database on August 19, 2024, the authors obtained data on 366 publications using the keyword "women principal leadership." The data revealed that publications on this topic first appeared in 1980. In that year, two publications in the form of articles addressed this topic: one by Paddock (1980) titled "Women Principals: The Rule or the Exception?" and another by Kim and Cho (1980) titled "Studies in Family Planning."

The collected data show that the majority of publications are articles (293 documents), followed by reviews (28 documents) and book chapters (28 documents). Other types include conference papers, editorials, short surveys, and letters. Of the total data collected,

358 publications have been finalized and published.

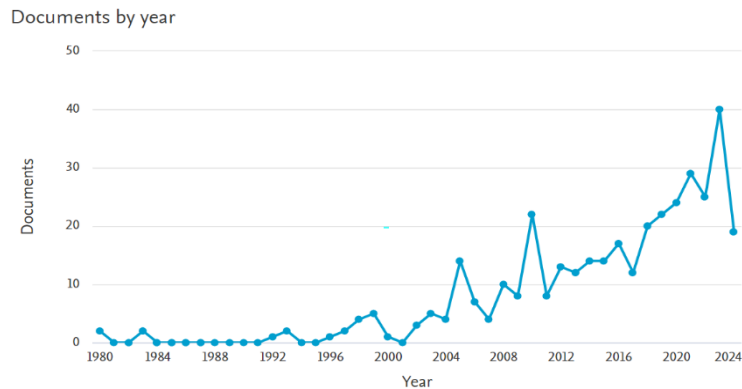


Figure 2: Graph of Publication Trends on the Topic of "Women Principal Leadership"

This trend graph shows the fluctuating publication trends on the "women principal leadership" theme over 44 years. The publication trend on this topic has experienced significant growth over the past seven years. Based on the trend graph, it can be observed that the publication trend began to rise in 2010 with 22 documents, peaking in 2023 with 40 documents. In 2024, 19 documents have been published.

Authors with the Most Publications on the Topics of Women Principal

The co-authorship analysis aims to identify the authors who have published the most on women's principal leadership. Based on the Scopus database retrieved on August 19, 2024, six authors were identified as having the highest number of publications on the theme "women principal leadership": Mark Yudin., and Deborah Money each with 7 documents, followed by Julia Van Schalkwyk, Jacky Lumby, Andre Gruslin, and Khalid Arar, each with 6 documents.

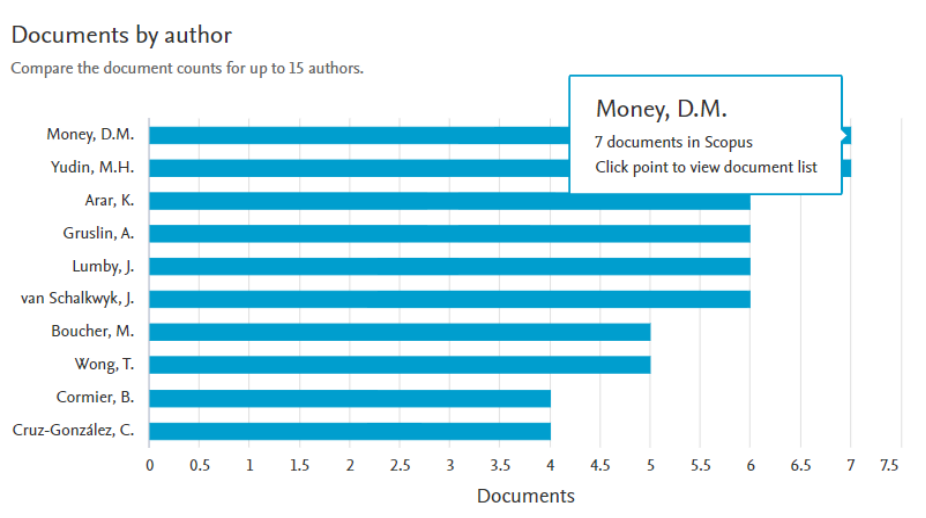


Figure 3: Graph of Authors with the Most Publications on the topic of "Women Leadership"

Based on bibliometric analysis using VOSviewer, several author networks with publications on the "Women Principal Leadership" theme were identified. Cluster 1 Consists of 9 authors, including Dzau, Brennan, Trull, Goldszer, Otten, and Paulus (2005). These authors have 2 documents, but they are connected through 19 networks. This cluster primarily published documents in 2005; Cluster 2: Consists of 3 authors. Khalid Arar is the most prolific author with 6 documents, Tamar Shapira with 5 documents, and Faisal Azaiza with 2 articles. Together, these three authors form a total of 14 networks. Publications in this cluster were released in 2013; Cluster 3 Consists of 4 authors with 24 networks. On average, each author in this cluster has 2 documents; Cluster 4 Includes 4 authors, each averaging 4 publications, with a total of 4 networks. The documents in this cluster were published in 2021.

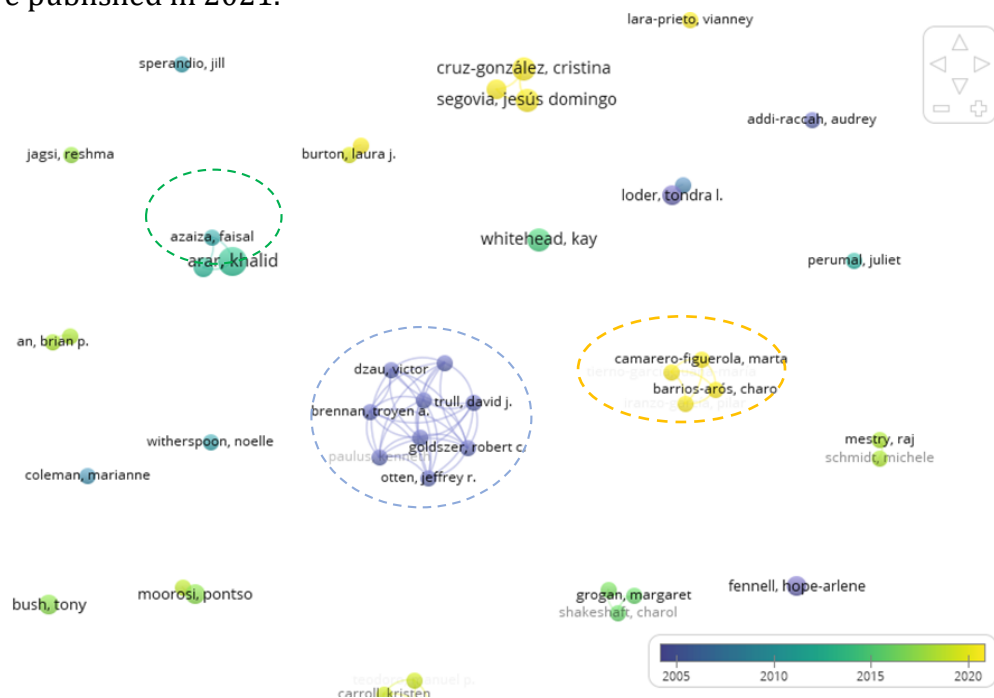


Figure 4: Co-Authorship by Author Map

Based on Figure 2 (Co-Authorship Analysis by Author), this analysis illustrates the collaboration patterns among authors publishing on the theme of "Women Principal Leadership." Cluster 1 (marked with a blue outline) consists of nine authors with strong network connections. Names such as Dzau, Brennan, Trull, Goldszer, Otten, and Paulus stand out in this group. The authors in this cluster have close connections, forming a significant collaboration network. Cluster 2 (marked with a green outline) consists of three main authors: Faisal Azaiza, Khalid Arar, and another collaborator. The connections in this cluster are more limited than in Cluster 1 but still demonstrate consistent collaboration. Cluster 3 (marked with a yellow outline at the top) includes two main authors: Cristina Cruz-González and Jesús Domingo Segovia. Collaboration in this cluster appears more focused on connections between these two authors within a smaller group. Cluster 4 (with an orange outline on the right) includes four authors with fairly close connections. Namely,

Camarero-Figuerola, Marra, Barrios-Álvaro, and Charo emerge as key figures.

Based on Figure 3, cluster 1 has a more complex network than the other clusters, indicating the role of these authors in building broader collaborations. Clusters 2 and 3 show more focused collaborations with fewer authors but remain effective. This trend indicates the presence of several core groups in research related to "Women Principal Leadership," with varying strengths and scopes of connections.

Distribution of Institutions Involved In Publications On Women Principal Leadership

To analyze the relationships between organizational networks involved in publications on the theme of "Women Principal Leadership," the authors conducted a bibliometric coupling analysis by the organization. Based on the analysis using the VOSviewer application, it was found that six organizations have two publication documents each and an average citation count above four. These organizations include the University of Alabama, Northwestern University, the University of Warwick, the Department of Education Leadership, the University of Nottingham, and the School of Engineering and Science. The total strength of the connections from each institution is represented by 92 networks, as shown in Figure 5.

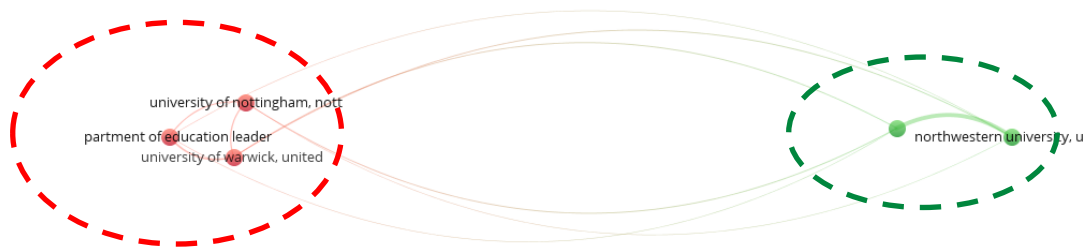


Figure 5: Bibliometric coupling by organization

To analyze the relationships between organizational networks involved in publications on the theme of "Women Principal Leadership," the authors conducted a bibliometric coupling analysis by the organization. Based on the analysis using the VOSviewer application, it was found that six organizations have two publication documents each and an average citation count above four. These organizations are the University of Alabama, Northwestern University, University of Warwick, Department of Education Leadership, University of Nottingham, and School of Engineering and Science. The total strength of the connections from each institution is represented by 92 networks, as shown in Figure 5.

Publications on "Women Principal Leadership" first appeared in 2005 at the *University of Alabama*. These publications were later developed into further publications at the *University of Warwick*. In the overlay visualization, darker-colored nodes and lines represent older years compared to lighter-colored ones. The most recent "Women Principal Leadership" publication emerged in 2020 at the *University of Nottingham*. Publications at the *University of Nottingham* have a total link strength of 15. Two published documents are networked with four other universities: *the Department of Education Leadership*, *the University of Warwick*, *the University of Alabama*, and *Northwestern University*.

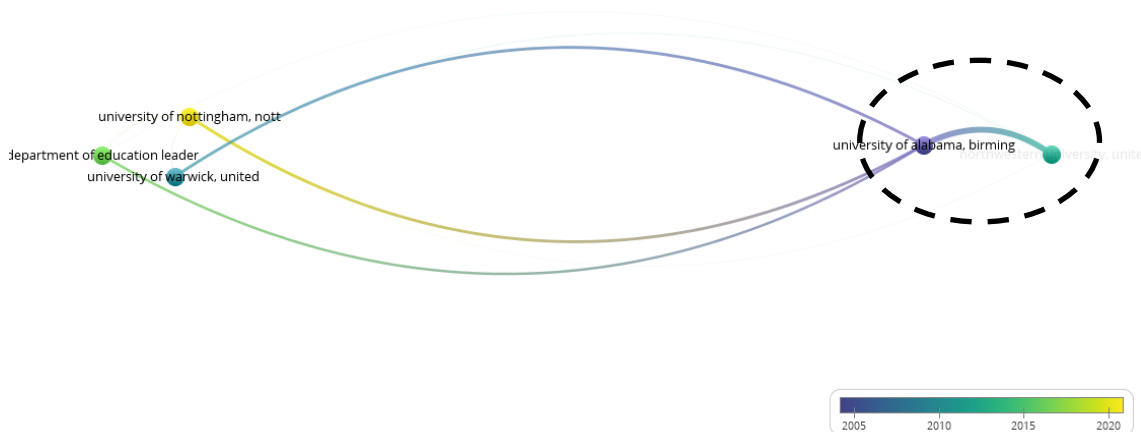


Figure 6: Overlay Visualization Bibliometric Coupling By Organization

A particularly strong network connection is observed between the *University of Alabama* and *Northwestern University*, with a total link strength of 59, as shown in Figure 6. Despite having only two documents, the high total link strength suggests that publications on "*Women Principal Leadership*" at these two universities are authored by researchers deeply dedicated to this field of study.

DISCUSSION

Publication Trends on the Theme of Women Principal Most Publications on the Topics of Women Principal

The author identified 366 publications using the keyword "*women principal leadership*." The findings indicate that the earliest publications on this topic were from 1980, with two articles published that year: "*Women Principals: The Rule or the Exception?*" by Paddock (1980) and "*Studies in Family Planning*" by Kim and Cho (1980). The publication trend rose significantly in 2010, with 22 documents recorded. The highest number of publications was observed in 2023, reaching 40 documents, while 2024 has recorded 19 publications.

The trend in publications during 2023 showed an increase in the form of published articles, including those written by Kerry Weir, Mary Lynn Boscardin, and Linda Griffin, titled "*Leadership Experiences of Women Administrators of Special Education*"; Dorris Ann McGinnis, Jae Young Kim, Ain Grooms, Duhita Mahatmya, and Ebonee Johnson, titled "*A Psychology of Working Perspective on Women of Color K-12 Educational Leaders' Work Experiences*"; Kimberly T. Luthi and Michael K. Kosloski, titled "*Advancement Experiences of Women in Academic Senior Leadership Positions in STEM Disciplines: A Delphi Analysis*"; and Michele Schmidt and Raj Mestry, titled "*South African Indian Women Principals in the Gauteng Province*." These articles had an average of over 15 citations in the past year (Luthi & Kosloski, 2023; McGinnis et al., 2023; Weir et al., 2023).

The rising trend in publications with the theme "*women principal leadership*" in 2024 included a total of 19 documents, 11 of which focused on the characteristics of women

leaders in educational institutions and their roles as leaders. (Leavy et al., 2024; Moyo, 2024). Notable articles include:

- a. "Situational Leadership During the Post-Pandemic Crisis: A Case of Amanah Institute" by Irfan Saleem, Muhammad Ashfaq, and Shajara Ul-Durar. (Saleem et al., 2024)
- b. "The Unique Professional Journey of Women High School Principals in Utah" by Deon Leavy, Donald Baum, Isaac Calvert, Bryan Bowles, Heidi Erickson, Michael Owens, and Jessica Ashcraft. (Leavy et al., 2024)
- c. "Significance of Cultural Context in Shaping Women School Leadership and Management in Zimbabwe" by Zvisinei Moyo. (Moyo, 2024)
- d. "Challenges of Women Principals in Madrasah Leadership in Banda Aceh: A Gender Analysis" by Sakdiah, Eka Srimulyani, Syabuddin Gade, Syaiful Akmal, and Muhammad Furqan (Sakdiah et al., 2024)

Several articles published in 2024 explored the leadership roles, traits, characteristics, and leadership approaches of women principals, particularly in educational settings. For instance, Deon Leavy and colleagues (2024) highlighted the challenges frequently encountered by women principals in Utah. These challenges often mirror those faced by women leaders in other fields. Women principals are typically expected to behave more like "mothers" rather than assertive leaders. Their voices are often overlooked, and they are frequently perceived as less capable compared to their male counterparts. Research indicates that support from mentors and examples of inclusive leadership can help women overcome these barriers. This article sheds light on recurring themes such as gender stereotypes, discrimination, and lack of support (Leavy et al., 2024).

Authors with the Most Publications on the Topics of Women Principal

Using co-authorship analysis, it was found that the authors with the highest number of publications on the theme of "women principal leadership" are Mark H. Yudin and Deborah Money, each with seven documents. Both authors share a focus in the field of obstetrics and gynecology (Ob-Gyn), with their research centering on reproductive health and women's diseases in general. After filtering through the Scopus search engine for publications specifically in the field of social science, 260 documents on the theme of "women principal leadership" were identified. Two authors with the highest number of documents in this field are Khalid Arar and Jacky Lumby, each with six publications. Khalid Arar has six documents, many of which emphasize the keyword Educational Leadership. One notable publication, written in collaboration with Sedat Gümüş and Izhar Oplatka, is titled "Review of International Research on School Leadership for Social Justice, Equity, and Diversity" and was published in the *Journal of Educational Administration and History* in 2021. This publication has garnered 50 citations (K. Arar, 2020; K. Arar et al., 2023; K. H. Arar, 2019).

Arar's focus is primarily on leadership in the context of education, as reflected in his publications from 2019 to 2023, which address themes such as Refugee Education, Case Studies, English Language, School Leadership, Managers, Leadership in Education, Professional Identity, and related topics (Source: Scopus Database).

Jacky Lumby also has six publications on the theme of *Women Principal Leadership*. Some of her notable works include:

- a. Valuing Knowledge Over Action: The Example of Gender in Educational Leadership", published in the journal *Gender and Education* in 2013.
- b. Women Principals in South Africa: Gender, Mothering, and Leadership", published in the *British Educational Research Journal* in 2014.
- c. Leading Schools in Communities of Multiple Deprivation: Women Principals in South Africa", published in the journal *Educational Management Administration and Leadership* in 2015 (Lumby, 2011, 2013b, 2013a, 2019).

Lumby's work focuses on leadership, women, and gender, particularly in the field of education. She has been publishing regularly on the theme of Women Leadership since 2013, with an average of 10 to 15 citations per article. Other authors contributing to the theme of Women Principal Leadership include Cruz-Christina Gonzalez and Kathryn Whitehead, each with four publications. Meanwhile, other authors typically have one to three publications on this topic (Cruz-González, Lucena Rodríguez, Domingo Segovia, & Mula Falcón, 2021; Whitehead, Andretzke, & Binali, 2018). Authors publishing documents on the topic of Women Principal Leadership, particularly within the social sciences, began to emerge after 2020. This suggests that the topic has gained increasing academic interest since that time. Researchers publishing in this area generally specialize in leadership studies.

Distribution of Institutions Involved In Publications On Women Leadership

In the distribution of organizations affiliated with authors publishing documents on the theme of "women principal leadership," several institutions were identified, including University of Alabama, Birmingham, United States; Northwestern University, United States ; University of Warwick, United Kingdom ; Department of Education Leadership, University of Nottingham, Nottingham ; and School of Engineering and Science. Among these institutions . (Allen et al., 2024; Amir et al., 2024; Bryce et al., 2024; Heriberta et al., 2024; Kapse et al., 2024)

The findings indicate that the University of Alabama and Northwestern University are two institutions significantly engaged in scholarly publications related to *women principal leadership*. The University of Alabama has produced more than two publications with a total of 83 citations, while Northwestern University has published two articles that have received 49 citations. Although their output may not be high in volume, the academic impact of these publications is considerable, as reflected in their citation counts. One of the noteworthy contributions from the University of Alabama is an article by Newton R.M., titled "*Does Recruitment Message Content Normalize the Superintendency as Male?*", published in 2006, which has garnered 26 citations. This study addresses gender representation in recruitment practices for leadership roles in education, a critical issue in understanding the persistent underrepresentation of women in top educational leadership positions. Another key publication involves Tondra L. Loder (University of Alabama) and John Spillane (Northwestern University), who co-authored the article "*Is a Principal Still a Teacher? US Women Administrators' Accounts of Role Conflict and Role Discontinuity*",

published in 2005, with 16 citations. This collaboration exemplifies early inter-institutional research networks focusing on role identity and conflict experienced by women in school leadership (Akoto et al., 2024; K. H. Arar, 2019; Armstrong & Hunt, 2024; Khera et al., 2024; Kong et al., 2024; Şahin, 2018).

Northwestern University has also contributed significantly through the work of Simone Ispa-Landa and Sabu Thomas S., whose 2019 article *"Race, Gender, and Emotion Work Among School Principals"* has received 24 citations (Ispa-Landa & Thomas, 2019). This publication expands the discourse by integrating intersectional perspectives of race and emotional labor, highlighting the unique psychosocial challenges faced by female school leaders, particularly those from minority backgrounds. Perhaps the most impactful publication, with 69 citations, is a 2010 study by John Spillane and Brian Hunt of Northwestern University, titled *"Days of Their Lives: A Mixed-Methods, Descriptive Analysis of the Men and Women at Work in the Principal's Office."* This article offers a comprehensive analysis of the day-to-day routines of school principals, employing a mixed-methods approach to uncover gendered differences in administrative practices.

These publications collectively demonstrate a sustained collaborative effort between the University of Alabama and Northwestern University, particularly between 2019 and 2021, in exploring issues of gender and leadership in educational contexts. The collaboration reflects a shared research agenda and methodological alignment that has significantly contributed to the academic conversation surrounding *women principal leadership* (Schmidt & Mestry, 2023; Venter et al., 2024).

D. Conclusions

Based on the findings, it can be concluded that a significant increase in publications on the topic of *"Woman Principal Leadership"* occurred in 2023, with a total of 40 documents. The authors who published the most on this topic were Yudin and Money, whose area of expertise is obstetrics. Meanwhile, other authors specializing in social sciences produced a maximum of six documents on this topic. The institutions most actively involved in publishing documents on *"Woman Principal Leadership"* were the University of Alabama, Birmingham, and Northwestern University, United States. These two institutions collaborated on two jointly authored documents, although these were not the ones with the highest citation counts. This study is expected to be beneficial for future research in the field of leadership studies, either as empirical research or literature reviews in related disciplines.

E. Acknowledgement

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