



GENDER ROLES OF ACADEMIC DEANS IN HIGHER EDUCATION INSTITUTIONS

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Abstract

One of the issues that has engaged the human mind all the time is the difference created among human beings in terms of gender. The study was focused on the management performance of Higher Education Institution Academic Deans in the province of Bohol. Specially, the study ascertained the following: management performance academic deans as perceived by faculty members and academic deans, the difference on management performance between male and female academic deans as perceived by faculty members and academic deans and the difference on the perception of the faculty members and academic deans on the management performance of male and female academic deans. The study was conducted in the fourteen (14) HEI's in the province of Bohol. The respondents were the 346 faculty members and 67 academic deans. The main instrument of this study was a modified survey questionnaire which underwent the process of validation so that reliable data can be deduced from the respondents. It contained the four-fold mandate of HEIs such as Instruction, Research, Extension, Production and also included Physical Facilities. The findings revealed that there was a difference with management performance of academic deans and perception of academic deans on the management capabilities male and female academic deans differ from the faculty members. This study concludes that it does not necessarily follow that male are better managers than female, both could comparably manage a school system. Further it is recommended that academic deans should be reoriented on their managerial roles of gender advocacy, sensitivity related activities must be encouraged, and seminars and in service training on management performance are to be held.

Keywords – Educational management, management performance, gender roles, descriptive method, Bohol, Philippines

Introduction

One of the issues that has engaged the human mind all the time, is the difference created among human beings in terms of gender. Perhaps, one of the first questions one will ask has been what these differences mean, and what has been the necessity of human beings created in two sexes.

Men and women, from a long time ago have interacted differently, and sometimes the difference between the two sexes has been so much that they were referred to as different planets. This issue is usually discussed in terms of leadership styles on how these differences manifest between men and women in the leadership arena.

Evidently, gender roles in leadership spill over to influence in organizational settings. Men and women tend to lead in different ways and make different contributions to the organization. In academe, people learn that males dominantly have authority. The school head is usually men whereas most women are in subordinate positions – teachers and support staff. The educational system continues to be structured as a traditional home where men manage the schools while women nurture the learners (Carpenter, 2015).

Former Undersecretary of the Department of Education, Fe A. Hidalgo (2010), cited the need of training teachers and other educators on gender sensitivity. She discouraged activities and strategies that have produced biases, stereotypes and prejudices about women with the hope that knowledge providers would be more aware of the gender concerns that need to be responded through gender sensitivity programs (Remedios,2015).

In response to this, numerous Gender and Development (GAD) Offices of various colleges convened to a meeting for a GAD Summit that includes a forum on best GAD practices and an exhibit on these by the Commission on Higher Education Region VII, which is chaired by Dr. Amelia A. Biglete. She emphasized the significance of addressing gender issues since they prevent both women and men from maximizing their full potential and from being able to take the necessary steps to lead complete and fulfilling and meaningful lives (Verge et al., 2018).

In the Province of Bohol, most of the school leaders down to academic leaders as represented by Academic Deans who assume leadership position in both public and private Higher Education Institutions (HEI's) in the province are male regardless of experience and age. Among the seventy – one (67) academic deans in the fifteen HEI's in the province, there are thirty-seven (37) male academic deans and only thirty (30) are female.

Prompted by the under – representation of women in today's leadership positions in the academe in particular, the researcher conducted a study on how men and women academic deans enact leadership style.

With this study on hand, it is hoped that implications for deanship could be identified in reference to Management Practices of the HEI's in the province of Bohol.

Literature Background

Today, the global commitment to the gender equality paradigm led to questioning of basic assumptions and concepts which traditionally drive development agenda and practice, including university governance. As development became a people – oriented agenda, governments and institutions are showing more commitments to close gender gaps through institutionalization of gender equitable practices.

Hence, this study is anchored on the Standpoint Theory, which offers insights into how a person's location within a culture shapes his or her life. Standpoint Theory looked on the ways in which gender, ethnicity, and class affect how people live their lives, particularly their social positions and the kinds of relationships such positions produce. This theory asserts that because to their social position, various social groups, such as women and men, develop specific talents, attitudes, ways of thinking, and perspectives on life (Wood et al., 2018). Ruddicks found that women develop a variety of attitudes and behaviors as a result of their placement in domestic caregiving responsibilities, as opposed to what many people believe to be a mother instinct that comes naturally to women.

Likewise, in consonance to Linton's Theory of "Status and Role" this study is conceived. According to him, status is attached to the position one holds in a social system. From this point, one's rank is identified in a group after all the qualities are summed up (Becchio, 2019).

The role of an administrator relates to the behavior patterns that are attributed to a position. It includes the attitudes, values and behavior socially scribed in a group. In academe, one of the positions whose main managerial role is to supervise instruction is the academic dean. For the past years, men play influential role in this position. However, at present in terms of representational structure, women occupy the deanship role. This is to reject the old concept that only men have the ability to become a leader.

Moreover, the study is also based on the Cultural Theory of Gender, which emphasizes the concept of role and specifically, how our society defines roles for women and men. This theory considered roles assigned to individuals by the society as a whole. Within our culture, one primary way to classify social life is through gender roles (Eisend, 2019).

Furthermore, those theories are supported by RA 9155 (Governance of Basic Education Act of 2001) and RA 7192 (An Act Promoting the Integration of Women as Full and Equal Partners of Men in Development and Nation Building and for Other Purposes) which are the legal bases of this research.

Section 1.2 of RA 9155 emphasized that the school managers and teachers-in-charge must exercise instructional leadership and sound administrative management of the school. Likewise, Section 2 of RA 7192 cited a policy which the state recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men. The state shall provide women the rights and opportunities equal to that of men (Robles, 2011).

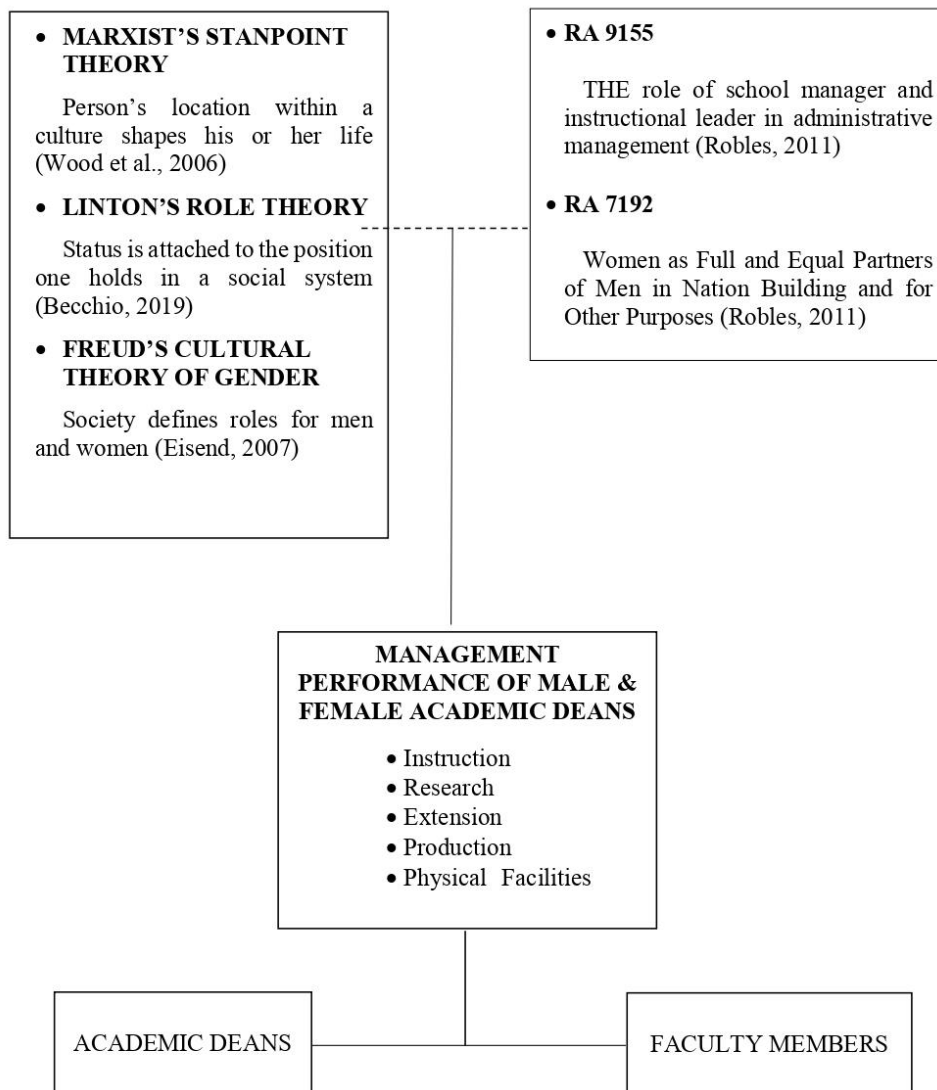


Figure 1. Theoretical and Conceptual Framework

In the same light, as discussed in Gender Sensitivity Training Manual on Gender Biases that based on current statistics, one might conclude that Philippine formal education is accessible to female as to male. However, the educational system itself shows a far more gender differentiation and far less equality than as first appears. A common parental attitude toward

higher education for women is that very useful, since women will probably get married and stay home. The same attitude is at work in some of the most prestigious institution of higher education, which imposes lower quotas and higher-point averages for women than men in admission and in highly technical courses such as law, medicine, and engineering.

Sex – segregated schools, or exclusive schools as they enthusiastically called, are the rule of the upper classes. Religious congregations mostly run these. The principle behind sex-segregated schools is that women and men have different roles in life; therefore, the education they require is different.

Corollary to this, Sun et al. (2015) in her study cited the classification of gender biases. They are classified as marginalization (which includes economics and labor), subordination, stereotyping (which includes economics and politics) and double burden. As to economics, women own 1% of the world's economy and only 1% of the world's property. In the world of work or labor, 2/3 of the world's force is comprised of women. Besides, single women are preferred than married women and top-level positions are given to men. Thus, the number of women in the workplace tapers off as they go up the organization ladder.

In like manner, there is a gender bias in terms of subordination. Grassroots organizations are accessible to working class men but are not accessible to working class women because of gender biases. Women have learned passivity and the burden of household work which hinders their active participation (Heilman, 2012).

Another classification in gender bias is stereotyping. In economics in particular, some employers prefer male over female workers. Same in politics, men are preferred over women in terms of elected and appointed positions and women vote for men because they are more decisive. Aside from that, male heroes are given more focus. In addition to, women carry a double burden in the workplace and household. Besides, women are expected to take care of sick family members (Holmes, 2010).

Likewise, there are growing body of researches that have studied the leadership styles and leadership "potential" of men and women. As Croson and Gneezy (2009) cited that, in order to exhibit leadership, males tend to communicate more directly and unilaterally. This is consistent with their ingrained belief that talking is a means of expressing one's opinions and thoughts.

Wood et al. (2018) pointed it out that men develop the ability to exert themselves verbally and to assume and maintain positions. Absolute and directive speech, however, may appear to shut down dialogue and leave no place for other speakers when one person's understanding of communication differs from another's. Men express themselves more abstractly than women do. They commonly use broad phrases that are unrelated to specific instances and devoid of emotive content.

Generally, male and female managers are characterized with different qualities and behaviors. Due to these different qualities, behaviors and gender relations constructs, men

and women are said to manage organizations differently. This study primarily aims to answer the difference in management style as practiced between male and female academic deans.

Hence, the findings of the study would provide baseline information for the formulation of plans and policies significant to the proposed program on management practices of the HEI's academic deans in the province of Bohol.

Objectives

This study was focused on the Gender Roles of HEI's Academic Deans in the province of Bohol, Academic Year 2014-2015.

Specifically, the study intended to answer the following questions:

1. What is the level of management performance of male and female academic deans as perceived by faculty members and academic deans in terms of:

- 1.1 Instruction,
- 1.2 Research,
- 1.3 Extension,
- 1.4 Production,
- 1.5 Physical Facilities?

2. Is there a difference on management performance between male and female academic deans as perceived by faculty members and academic deans?

Null Hypotheses

There is no significant difference on the gender roles academic deans as perceived by faculty members and deans.

There is no discernable difference between the perceptions of faculty members and academic deans on male and female academic deans.

Significance of the Study

The following people would find the study's conclusions to be extremely valuable.

Policy Makers of CHED. This study is beneficial to them in enhancing sensitivity to gender discrimination through trainings and in creating curricular and professional materials that do not foster biases and stereotypes.

Stakeholders. This study would help them obtain clear picture of gender roles in the educational system so that they would assist in promoting gender mainstreaming where men and

women can share equitably in management, administration and delivery of education in educational sector.

Academic Deans. The findings of this study would provide them with information on the need of giving emphasis to Gender Advocacy in creating the best working and learning environment for faculty members and students, respectively.

Faculty Members. The research work would guide the mentors in promoting student-friendly and gender-free school system and could also strengthen the working relationship among peers and academic deans.

Students. As main recipient of the study, they would be able to experience a better learning environment where best opportunities for a student-friendly and gender biased free school are cultivated.

Methodology

Design

This research investigation was descriptive in nature using inferential method. The focus was on the management performance of academic deans in the different Higher Education Institutions (HEIs) and the difference in the management performance and perceptions of faculty members and academic deans. The questionnaire was used in collecting the needed data.

Environment and Participants

This study was conducted in the fourteen (14) HEI's in the province of Bohol both in public and private institutions. Stratified random sampling was used to determine the faculty member respondents considering the population of each college.

Instrument

To come up with the data, the modified questionnaire which was anchored on the management practices of HEI's academic dean was used. It is composed of two parts. Part I is the Professional Profile of the Respondents and Part II is a tool in ascertaining Academic Dean's Performance in Instructions, Research, Extension, Production and Physical Facilities. Five-point liker scale was used in assessing deans' performance. It has thirteen components and each component has five (5) to fifteen (15) questions with a total number of ninety – two items.

Statistical Treatment

To establish the level of management performance of academic deans, weighted mean was employed and to ascertain the significant degree of distinction with management

performance of academic deans along with faculty members and academic deans' perceptions, Z-test was used.

Data Gathering Procedures

Permission was secured through a letter from the Dean of College of Advanced Studies and from the University President for the conduct of the study.

The researcher personally conducted the data-gathering procedure by distributing the questionnaires to higher education institutions in the province of Bohol. The researcher assured the respondents regarding the confidentiality of their responses to encourage them to answer honestly and objectively and at the same time request them sincere cooperation in accomplishing the data asked since the study would be advantageous to them. The questionnaires were collected after seven days.

Data treatment, analysis, and interpretation followed data acquisition.

RESULTS AND DISCUSSION

Table 1

Summary of Means of the Level of Management Performance of Academic Deans as Perceived by Faculty Members and Academic Deans

INSTRUCTION	Academic Deans				Faculty Members			
	MAD	Rank	FAD	Rank	MAD	Rank	FAD	Rank
A.1	3.89		3.85		3.44		3.01	
A.2	3.99		3.97		3.36		2.94	
A.3	3.92		3.99		2.31		3.25	
B.1	3.88		3.92		3.31		3.35	
B.2	3.85		3.88		3.25		3.37	
Grand WM	3.91	1	3.92	1	3.13	3	3.18	3
RESEARCH								
A	3.49		3.46		3.12		2.97	
B	3.07		3.05		2.69		2.74	

Grand WM	3.28	4	3.25	4	2.91	4	2.85	4
EXTENSION								
A.1	3.66		3.74		3.44		3.16	
A.2	3.86		3.84		3.81		3.72	
A.3	3.90		3.88		3.73		3.66	
Grand WM	3.81	2	3.82	2	3.66	1	3.51	1
PRODUCTION								
a.1	4.00		4.00		3.93		3.91	
a.2	3.81		3.77		3.61		3.57	
a.3	0.00		0.00		0.00		0.00	
a.4	3.05		2.40		2.94		2.94	
a.5	3.49		2.90		2.98		3.01	
a.6	3.30		3.13		2.89		3.04	
	2.94	5	2.70	5	2.73	5	2.75	5
PHYSICAL FACILITIES								
A.1	3.54		3.33		3.54		3.35	
A.2	3.53		3.91		3.53		3.58	
Grand WM	3.54	3	3.62	3	3.54	2	3.47	2

Table 1 presents the summary of means of the level of management performance of academic deans as perceived by faculty members and academic deans. It can be gleaned from table that both male and female academic deans regard instruction as their priority function. However, faculty members perceived that both genders display their strong capabilities in terms of giving support to extension. On the other hand, both respondents rated production as the least preference work of the academic deans.

People decide on their own perceptions from observing others behave in different situations. This is supported by the Festinger's Cognitive Dissonance Theory with a proposition that if a person has two beliefs that contradicts with one another, he will feel pressure and will try to relieve it by changing one of the two discordant beliefs, among other things.

Table 2

Difference on the Management Performance between Male and Female Academic Deans as Perceived by Faculty Members

Items	Weighted Mean		Critical z-value @ 0.05 Level of significance	Computed z- value	Interpretation	Decision
	Male	Female				
Instruction	3.13	3.18	1.645	-1.32	Insignificant	Accepted
Research	2.91	2.86	1.645	1.93	Significant	Rejected
Extension	3.66	3.51	1.645	5.4	Significant	Rejected
Production	3.27	3.29	1.645	-0.42	Insignificant	Accepted
Physical Facilities	3.54	3.47	1.645	3.75	Significant	Rejected
Overall		Level of Significance	Critical t-value	Computed t- value	Interpretation	Decision
		0.05	2.13	0.40	Insignificant	Accepted

The data in the table show the difference on management performance between male and female academic deans as perceived by faculty members in the five areas. It is revealed that there is no significant difference on management performance between male and female academic deans on the area of instruction and production. This is due to the acceptance of the null hypothesis because the computed z-value is lesser than the critical z-value tested at 0.05 level of significance which is 1.658. This further implies that in the management performance in terms of instruction and production were delivered by both male and female academic deans in the same extent. However, the table also showed that the computed z-value is far greater than the critical z-value tested at 0.05 level of significance which is 1.645 on the areas of research, extension and physical facilities. This result opted the researcher to reject the null hypothesis, hence there is a significant difference on the management performance on the said areas. This result could further be interpreted that male academic dean manifest well in giving support to research, extension and physical facilities than the female academic deans.

In sum, there is no significant difference on the management performance between male and female academic deans as perceived by faculty members. This is evidenced by the computed t-value of 0.40 which is less than the critical t-value at 0.05 level of significance. This implies that management performance of male and female academic deans does not differ significantly as perceived by the faculty members.

It disproves Linton's theory that status is attached the position one holds in system as well as that of Cultural Theory of Gender, that defines the role of men and women in society, it does not necessarily follow that male academic dean are better managers than female academic deans, both could comparably manage a school system, exercising instructional leadership and sound administrative management.

Table 3

Difference on the Management Performance between Male and Female Academic Deans as Perceived by Academic Deans

Areas	Weighted Mean		Critical z-value Level of Significance @0.05	Computed z-value	Interpretation	Decision
	Male	Female				
Instruction	3.91	3.92	1.658	-0.68	Insignificant	Accepted
Research	3.28	3.26	1.658	0.28	Insignificant	Accepted
Extension	3.81	3.82	1.658	-0.34	Insignificant	Accepted
Production	3.53	3.24	1.658	2.19	Significant	Rejected
Physical Facilities	3.54	3.62	1.658	-1.06	Insignificant	Accepted
Overall		Level of Significance	Critical t-value	Computed t-value	Interpretation	Decision
		0.05	2.13	0.42	Insignificant	Accepted

This result shows the difference on management performance between male and female academic deans as perceived by academic deans themselves. The table clearly showed that only 1 area that is production that the null hypothesis was not accepted because the computed z-value is greater than the critical z-value tested at 0.05 level of significance. Thus, there is significant difference on the management performance in terms of directing production by the male and female academic deans themselves. This further explains that encouragement and support of the academic deans to production does differ significantly. This managerial role is greatly exercised by male academic deans compared to their female counterpart. Nevertheless, the rest of the remaining areas have no significant difference for the computed z-value is less than the critical z-value at 0.05 level. This proved for sufficient evidence to accept the null hypothesis.

This further explains that management performance such as managing instruction, giving support to research and extension and managing physical facilities were executed by both male and female academic deans at the same level.

On the whole, the computed t-value of 0.42 is less than the critical value of 2.13 at 0.05 level of significance. Hence, the hypothesis is accepted.

The result indicated that there is no significant difference on the management performance of male and female academic deans as perceived by the academic deans themselves. This further implies that gender does not make a difference in academic deans' management performance.

Table 4

The Difference between the Perception of the Academic Deans and Faculty Members on the Management Performance of Male Academic Deans

Items	Weighted Mean		Critical z-value Level of Significance 0.05	Computed z-value	Interpretation	Decision
	AD	FM				
Instruction	3.91	3.13	1.645	0.44	Insignificant	Accepted
Research	3.28	2.91	1.645	6.45	Significant	Rejected
Extension	3.81	3.66	1.645	5.45	Significant	Rejected
Production	3.53	3.27	1.645	3.59	Significant	Rejected
Physical Facilities	3.54	3.54	1.645	0.00	Insignificant	Accepted
Overall		Level of Significance	Critical t-value	Computed t-value	Interpretation	Decision
		0.05	2.13	0.04	Insignificant	Accepted

The difference between the perception of male academic deans and faculty members on management performance of male academic deans is depicted in **Table 3**. A cursory glance of the result revealed that there were 2 areas namely instruction and production in which the null hypothesis was accepted. This data suggests that there is no significant difference in the perceptions of academic deans and faculty members in the management performance of male academic deans in terms of instruction and physical facilities. However, in terms of research, extension and production, it shows that the tabular value is lower than the computed value. Thus, the hypothesis is not accepted. It clearly indicates that what the male academic deans' perception to themselves with regards on their management performance is not what is observed by the faculty members.

Overall, the computed t-value of 0.04 is less than the critical t-value of 2.13 at 0.05 level of significance. Hence, the null hypothesis is accepted. This implies that there is no significant difference between the perception of academic deans and faculty members on management performance of male academic deans.

Table 5

Difference between the Perception of the Academic Deans and Faculty Members on the Management Performance of Female Academic Deans

Items	Weighted Mean		Critical z-value Level of Significance @0.05	Computed z-value	Interpretation	Decision
	AD	FM				
Instruction	3.92	3.18	1.645	38.81	Significant	Rejected
Research	3.26	2.86	1.645	7.49	Significant	Rejected
Extension	3.82	3.51	1.645	10.4	Significant	Rejected
Production	3.24	3.29	1.645	-0.41	Insignificant	Accepted
Physical Facilities	3.62	3.47	1.645	1.97	Significant	Rejected
Overall		Level of Significance	Critical t-value	Computed t-value	Interpretation	Decision
		0.05	2.13	0.06	Insignificant	Accepted

The table vividly showed that among the five areas, only I area that is in the aspect of production that the computed z- value is less than the critical z- value which is 1.645 at 0.05. It is clear that the acceptance of the null hypothesis must be done. Hence, there is no significant difference between the perceptions of academic deans and faculty members on female academic deans' management performance in terms of production. However, the perceptions of the two groups of respondents towards female academic deans differ significantly in the areas of instruction, research, extension and physical facilities.

The four areas have a computed z- value which is greater than the critical z- value of 0.05 level of significance which is 1.645.

In sum, the computed t-value of 0.06 is less than the critical value of 2.13 at 0.05 level of significance. Thus, the hypothesis is accepted. This signifies that there is no significant difference between the perceptions of academic deans and faculty members on the management performance of female academic deans. This holds true in the Pygmalion Effect in the Attribution Theory by Heider that self-fulfilling prophecy suggests that an employee's expectations for a manager will cause the employees to treat the manager differently and the manager will respond in a way that confirms the initial expectations.

Findings

The study revealed the following findings:

1.The level of management performance of academic deans as perceived by faculty members and academic deans.

1.1 Instruction

Male academic deans have a highest mean of 3.44 (always) in conducting a meeting while female academic deans have the highest mean of 3.37 (always) on enhancing faculty members' effectiveness as perceived by faculty members. On the other hand, faculty members perceived resolving conflict as the weakest area for male academic deans with a weighted mean of 2.31 (sometimes) while delegating tasks was the weakest area for female academic deans substantiated by a weighted mean of 2.94 (oftentimes).

The male academic deans manifested a high response in terms of delegating tasks with a weighted of 3.99 (always) while female academic deans give high response in resolving conflict with a weighted mean of 3.99 (always).

1.2 Research

Both male and female academic deans were rated oftentimes by faculty members with a general weighted mean of 2.91 and 2.85 respectively. On the other hand, male academic deans gave a high response on this aspect with a weighted mean of 3.28 (always) than female academic deans whose general weighted mean is 3.25 (oftentimes).

1.3 Extension

Male respondents received a general weighted mean of 3.66 (always) which is considered as the highest rating among the 5 areas. Similarly, female academic deans were rated high in this area with a general weighted mean of 3.51 (always).

1.4 Production

Both genders received low overall rating in this category based on the grand weighted mean of 2.73 (oftentimes) for male academic deans and 2.75 (oftentimes) for female academic deans.

Male and female academic deans both gave low rating in this category as reflected by the grand weighted mean of 2.94 (oftentimes) for male academic deans and 2.70 (oftentimes) for female academic deans.

1.5 Physical Facilities

Male academic deans were rated by the faculty members always (3.56) and female academic deans also rated always by the faculty members with a general weighted mean of 3.47 (always). Likewise, male academic deans rated themselves with a weighted mean of 3.54 while female academic a weighted mean of 3.91.

3. Difference on Management performance between male and female academic deans as perceived by faculty members.

There was an insignificant difference on the management performance of male and female academic deans in terms of instruction and production having a computed z-value lower

than the critical z-value @ 0.05 level of significance which is 1.658. However, a significant difference exist in areas of research, extension and physical facilities since the computed z-value is greater than the critical z-value @ 0.05 level of significance which is 1.658. Thus, the null hypothesis is rejected.

4. Difference on management performance between male and female academic deans as perceived by academic deans themselves.

The computed z-value is greater than the critical z-value at 0.05 in the area of production. Thus, there was a significant difference on the management performance between male and female academic deans. Nevertheless, the rest of the remaining areas such as instruction, research, extension and physical facilities have no significant difference since the computed z-value is less than the critical z-value of 0.05 level.

Conclusions

From the findings arrived at, the following conclusions were drawn:

Academic deans regard “instruction” as their crucial responsibility. Academic deans and faculty members feel that male and female academic deans have satisfactorily perform the role as instructional leader. However, in production, both genders regard as their less preference work.

Recommendations

Relative to the foregoing conclusions, the researcher recommends the following to wit:

1. Administration may design seminars and in-service training from time to time to enhance academic deans’ management performance regardless of gender.
2. Human Resource Management in the institutions may give seminar-workshop on team – building and other related seminars to both academic deans and faculty members that would strengthen their relationship.
4. Academic deans may be reoriented on their different roles in Higher Education Institutions (HEI’s).
3. Faculty members should broaden their understanding about the academic deans’ functions to develop positive perceptions on towards superiors.
5. Management level may assess academic deans’ performance by not only through their superiors but also through faculty members under his/her supervision. They must also rate the academic deans for better instructional supervision and sound administrative management.

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