

Feminine Leadership Styles and Their Impact on Reducing Work Pressures: An Analytical Survey Study of the Opinions of a Sample of Female Leaders in Institutes and Colleges at Al-Furat Al-Awsat Technical University

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ABSTRACT

This study aims to explore the relationship between feminine leadership styles and the reduction of work pressures in educational environments. As organizations increasingly recognize the importance of a healthy work environment, understanding the role of leadership, especially feminine leadership, becomes crucial. This study seeks to identify specific leadership behaviors and styles exhibited by women in educational leadership positions that contribute to reducing work pressures among their subordinates. The study employs an analytical survey methodology to investigate how feminine leadership initiatives within organizations mitigate the negative effects of work pressures.

To achieve the study's objectives, the researcher distributed a questionnaire to employees in institutes and colleges at Al-Furat Al-Awsat Technical University, resulting in 260 responses. Data analysis was conducted using the advanced statistical software SmartPLS V.4. The study yielded several conclusions, including that feminine leadership tends to favor collaborative decision-making, enhancing a sense of inclusiveness and shared responsibility. This approach can contribute to creating a healthier work environment and potentially alleviate stress associated with top-down leadership styles.

The study provides recommendations, emphasizing the encouragement of feminine leaders to adopt inclusive leadership styles that promote collaboration, open communication, and a sense of belonging among team members. Additionally, the importance of empathy and understanding individual needs and challenges is highlighted to create a supportive work environment.

Keywords: *Feminine Leadership; Work Pressures; Institutes and Colleges at Al-Furat Al-Awsat Technical University.*

INTRODUCTION

In recent years, leadership dynamics in various sectors, including education, have undergone a significant transformation. One prominent aspect of this shift is the increasing recognition and acceptance of women in leadership roles. As traditional gender roles evolve, our understanding of the impact of different leadership styles on various

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aspects of organizational performance also evolves. This study aims to explore the impact of feminine leadership styles in reducing work pressures in the context of educational settings.

Historically, leadership within educational institutions has predominantly been male-dominated. However, with women ascending to leadership positions, it becomes imperative to investigate the potential impact of their leadership styles on the well-being of teachers and staff. Work pressures are a prevalent issue in the field of education, affecting the professional and personal lives of those involved in shaping the future generation.

The objective of this research is to study how women in leadership positions contribute to alleviating work pressures in the field of educational content. Through the analysis of leadership styles, communication methods, and decision-making processes, we aim to uncover the specific ways in which female leaders influence the levels of stress experienced by teachers. This study goes beyond mere representation and delves into the objective aspects of leadership that can lead to a healthier and more productive work environment.

Understanding the relationship between feminine leadership styles and stress reduction is not only essential for creating inclusive and equitable workplaces but also for enhancing the overall effectiveness of educational institutions. As we explore this intriguing intersection of gender, leadership, and workplace well-being, we expect to shed light on innovative strategies that can be adopted to foster a more supportive and collaborative educational environment. This research prepares to contribute valuable insights that can benefit organizational policies, practices, and leadership skill development programs within and beyond the education sector.

Analyzing the impact of feminine leadership styles on reducing work pressures is a significant research area that can contribute to understanding the diverse effects of leadership styles in the workplace. Our study's context, focusing on institutes and colleges at Al-Furat Al-Awsat Technical University, adds a specific regional perspective to this research field.

CHAPTER ONE: RESEARCH METHODOLOGY

First: Study Statement

The prevalence of work-related pressures in educational institutions is a significant concern, impacting the well-being and productivity of employees. In the quest to enhance healthier work environments, there is a growing interest in understanding the role of leadership, particularly feminine leadership, in alleviating work pressures. Despite this interest, there is a notable gap in the literature regarding the specific leadership styles employed by women in educational environments and their effectiveness in reducing employee work pressures.

Second: Study Question Marks

While numerous studies have explored leadership styles and their impact on organizational outcomes, there is a gap in comprehensive research dedicated to understanding how female leadership contributes to reducing work pressures in educational contexts. This research problem seeks to address the following key questions:

- What are the predominant leadership styles among female leaders in educational institutions?
- To what extent do employees in educational environments experience work-related pressures, and what contributing factors are involved?
- How do specific behavioral and leadership styles employed by female leaders influence the reduction of work pressures among their subordinates?

This study aims to fill the existing literature gap by examining the interaction between female leadership styles and the reduction of work pressures in educational content. By addressing these research questions, the study intends to provide valuable insights that can inform leadership practices and organizational policies, contributing to the broader conversation about creating healthier and more supportive work environments within educational institutions.

Third: The Importance of the Study and Expected Results

Understanding the impact of female leadership styles on reducing work pressures in educational environments is crucial for both academic research and practical applications. The results of this study can benefit leadership skills

development programs, organizational policies, and decision-making processes within educational institutions, ultimately leading to the enhancement of healthier and more productive work environments. Additionally, the research contributes to promoting gender diversity and inclusivity in leadership roles. The study is expected to achieve several outcomes, including:

1. Identifying key female leadership styles associated with reducing work pressures.
2. Gaining insights into specific challenges leading to work pressures in educational environments.
3. Providing recommendations for implementing effective leadership strategies to alleviate work pressures.
4. Contributing to existing literature on the role of female leadership in promoting healthy work environments.

Fourth: Study Objectives

The author or researcher aims to achieve a set of objectives through the study, which include:

1. Analyzing predominant leadership styles among women in educational environments.
2. Examining the perceived levels of work pressures among employees within educational institutions.
3. Identifying factors contributing to work pressures in educational environments.
4. Exploring the impact of female leadership styles on reducing work pressures among employees.
5. Evaluating the effectiveness of various leadership styles employed by female leaders in alleviating work pressures.

Fifth: Study Methodology

This study will utilize the survey-analytical methodology to gain in-depth insights into the impact of female leadership on reducing work pressures. This will involve a combination of survey research, interviews, and observation-based analysis. Surveys will be distributed to employees within educational institutions to collect quantitative data on noticeable levels of work pressures and the effectiveness of leadership. Additionally, in-depth interviews will be conducted with female leaders to obtain qualitative insights into their leadership styles and practices. The observational analysis will complement these methods by providing real-time assessments of leadership styles in action.

Sixth: Study Hypotheses

This study posits that specific patterns of female leadership in educational environments significantly contribute to a reduction in work-related pressures among employees. The current study hypotheses are as follows:

Null Hypothesis (H₀): There is no statistically significant relationship between female leadership styles and the reduction of work pressures in educational content.

Alternative Hypothesis (H₁): Specific patterns of female leadership in educational environments significantly reduce work-related pressures among employees.

This study aims to test these hypotheses through a detailed analysis of leadership patterns and pressure levels within the unique context of educational institutions. The results of this research will contribute to a deeper understanding of the role of female leadership in creating healthier work environments and may have implications for leadership skill development programs and organizational policies within the education sector.

Seventh: Research Model

The study model represents a depiction of relationships between study variables. The current study model illustrates the relationships between the independent variable, female leadership with its patterns (opportunity identification,

risk-taking, proactiveness, continuous learning), and the dependent variable, work pressures with its dimensions (structural dimension, cultural dimension, technological dimension, environmental dimension).

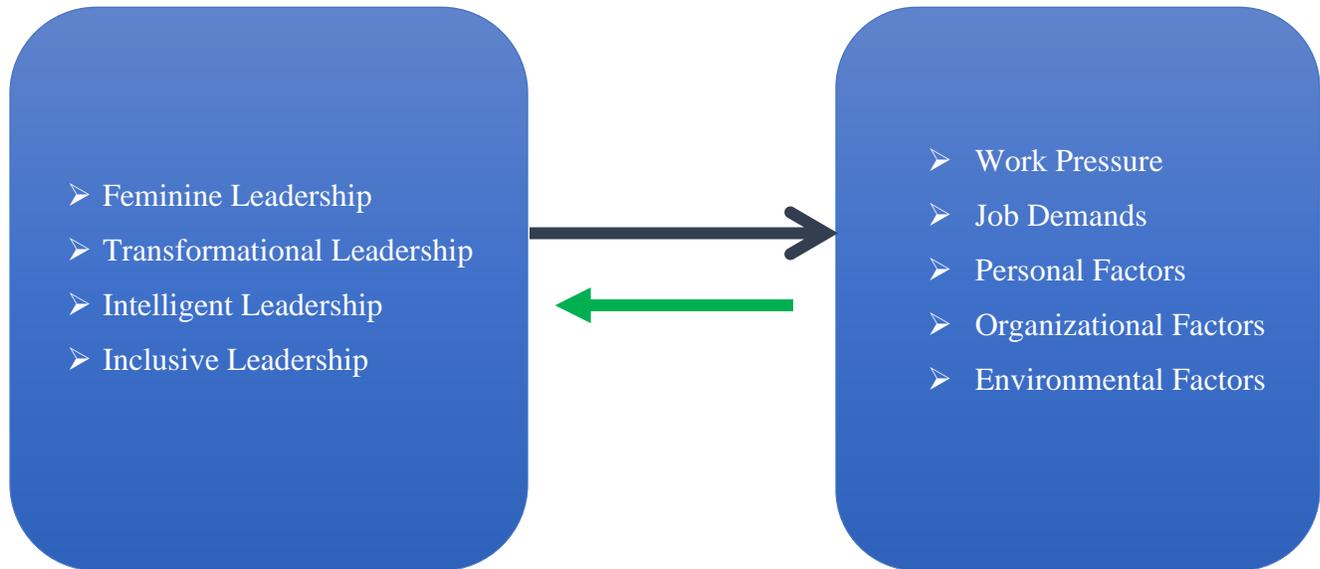


Figure 1. Study Research Model

CHAPTER TWO: THE THEORETICAL FRAMEWORK OF THE STUDY

Section One: The Theoretical Framework of the Independent Variable: Feminine Leadership

Firstly: The Concept of Feminine Leadership

For centuries, men have remained at the forefront of society, ruling countries and providing financially for their families, while women worked tirelessly in cooking, cleaning, and raising children. Women raised the males who would become educated and attain general leadership positions. With rare exceptions of powerful women like Cleopatra and Joan of Arc, women did not question the strict role assigned to them by society based solely on their gender. They simply adapted to the life destined for them, leaving untapped the rich potential of their leadership capabilities beyond the confines of the home (Sandberg, 2013: 15).

Working at home requires a great deal of leadership from women, yet women were not allowed to develop their leadership styles in the workplace until the mid-20th century. Around 1948, the women's rights movement ushered in a new era where women began to question why they were not receiving the same educational and professional opportunities as men. A few feminist activists spoke on behalf of the masses until more women found their voices, declaring that they would no longer tolerate inequality. Decades of outspoken criticism against gender inequality and unfair imbalance between men and women in academic and professional opportunities have shaped American society into what it is today. As eloquently expressed by Sheryl Sandberg in her bestselling book "Lean In: Women, Work, and the Will to Lead," "We stand on the shoulders of the women who came before us, women who had to fight for rights we now take for granted" (Deputy, 2015: 4).

Women's leadership refers to the role and impact of women in positions of authority, influence, and decision-making in various sectors of society, including business, politics, academia, and community organizations. This concept is based on the belief that diversity in leadership leads to improved decision-making processes, innovation, and overall organizational success (Glasser, 2016: 40).

Women's leadership is a multifaceted concept that encompasses how women influence individuals or groups, inspire them, and guide them toward a common goal. It involves breaking barriers, promoting collaboration, and leading positive change through diverse perspectives and approaches (Enyiukwu, 2020: 40).

Women's leadership refers to the active and influential participation of women in positions of power, decision-making, and influence in various sectors of society, including but not limited to business, politics, academia, and community organizations. This concept emphasizes the importance of achieving gender equality in leadership roles and breaking barriers that may hinder women's progress. It involves advocating for equal opportunities, challenging stereotypes, promoting diversity and inclusion, and empowering women to contribute their unique perspectives and skills in leadership positions. The goal of women's leadership is to create a more just and inclusive society by recognizing and evaluating the leadership potential of individuals regardless of their gender (Varela, 2021: 12).

Secondly: The Importance of Women's Leadership

Women in leadership bring unique perspectives, skills, and qualities that are valuable for the overall success and effectiveness of organizations. Recognizing and promoting the importance of women in leadership roles can lead to numerous benefits, including (Glasser, 2016: 39; Santiago, 2021: 14):

1. **Diverse Problem-Solving:** Women often provide diverse perspectives and approaches to problem-solving. Diverse thinking can lead to more innovative and creative solutions, as different experiences and viewpoints contribute to a wide range of ideas.
2. **Better Decision-Making:** Diverse gender leadership teams have been proven to make better decisions. A mix of perspectives helps avoid groupthink and enhances a more comprehensive evaluation of options, reducing the likelihood of overlooking critical factors.
3. **Improved Organizational Performance:** Companies with diverse gender leadership tend to outperform those with less diversity. This improved performance is often attributed to a mix of skills, experiences, and insights that women bring to leadership roles.
4. **Talent Attraction and Retention:** Organizations actively promoting women in leadership positions are likely to attract and retain top talents. Diverse leadership signifies inclusivity and equal opportunities, making the workplace more attractive to a broad range of employees.
5. **Positive Role Models:** Women in leadership roles can serve as positive role models and mentors for other employees, fostering a positive and inclusive workplace culture. This, in turn, can contribute to increased employee engagement and satisfaction.
6. **Understanding Consumer Needs:** Women often constitute a significant portion of consumer markets. Having women in leadership positions can help organizations better understand and meet the diverse needs and preferences of their customer base, leading to product and service improvements.
7. **Stronger Commitment to Social Responsibility:** Female leaders often show a stronger commitment to social responsibility and ethical business practices. Organizations committed to corporate social responsibility can benefit from the ethical leadership and sustainable decision-making often exhibited by women in leadership.
8. **Legal Compliance and Reputation:** Embracing gender diversity in leadership helps organizations comply with legal requirements related to equal opportunities and non-discrimination. It also enhances the organization's reputation, as stakeholders increasingly value companies prioritizing diversity and inclusion.
9. **Adaptability and Flexibility:** Female leaders often demonstrate a high level of adaptability and flexibility. These qualities are crucial for navigating rapidly changing business environments and promoting a culture of continuous improvement and innovation.
10. **Global Competitive Advantage:** In an interconnected global economy, having diverse leadership that reflects the diversity of markets and stakeholders can contribute to the company's competitive advantage on a global scale.

Recognizing the importance of women in leadership goes beyond gender equality; it is a strategic necessity for organizations aiming to thrive in today's dynamic and competitive business landscape. By fostering an inclusive environment that values and promotes women's contributions, organizations can benefit from a richer talent pool and a more resilient and successful future.

Thirdly: Challenges and Obstacles to Women's Leadership

Despite progress in recent years, women continue to face various challenges and obstacles in leadership roles across different sectors. Some of the key challenges and obstacles facing women in leadership include:

- **Higher Standards and Expectations:** Women often face higher standards and expectations compared to their male counterparts. They may need to prove themselves more to be considered for leadership roles.
- **Gender Stereotypes:** Stereotypes about gender and leadership capabilities can hinder women's progress. The perception that leadership requires toughness and competitiveness may work against women seen as caregivers and collaborators.
- **Glass Ceiling:** Many women find it challenging to break through the "glass ceiling," an invisible barrier preventing them from ascending to top leadership positions within organizations.
- **Underrepresentation:** Women are often underrepresented in executive positions and on boards of directors, limiting their impact and decision-making opportunities.
- **Social Expectations:** Societal expectations regarding women's primary caregiving roles can make it difficult for women to balance family responsibilities with demanding leadership roles.
- **Lack of Flexible Work Arrangements:** In some organizations, the absence of flexible work arrangements and family-friendly policies disproportionately affects women's career advancement.
- **Implicit Biases:** Implicit biases, whether from men or women, can impact decision-making processes related to promotions and leadership opportunities, often without individuals being aware of these biases.
- **Limited Networking Opportunities:** Women may have fewer opportunities to build professional networks, which are crucial for career advancement. Male-dominated networks may exclude women from valuable opportunities and information.
- **Mentorship and Role Models:** The lack of female mentors and role models in leadership positions can make it challenging for women to navigate their career paths.
- **Gender Pay Gap:** Persistent gender pay gaps affect women's financial independence and potentially hinder their ability to pursue leadership roles.
- **Workplace Harassment:** Women may face workplace harassment, creating a hostile environment that affects their confidence and willingness to pursue leadership roles.
- **Sexual Discrimination:** Gender-based discrimination can limit access to opportunities, promotions, and fair evaluations.
- **Limited Access to Education:** In some regions, women's access to quality education may be limited, impacting their development of skills and qualifications for leadership positions.
- **Underrepresentation in STEM Fields:** Women are often underrepresented in science, technology, engineering, and mathematics (STEM) fields, limiting their access to leadership roles in related industries.

Addressing these challenges requires a combination of organizational policies, cultural shifts, and individual efforts to promote gender equality and create more inclusive environments. Encouraging diversity and inclusivity, implementing fair recruitment and promotion practices, and providing guidance and support are critical steps in breaking down these barriers.

Fourthly: Feminine Leadership Styles

Feminine leadership styles can vary significantly, and it is important to recognize that there is no one-size-fits-all approach. Leadership styles are influenced by a combination of individual traits, experiences, and cultural factors. However, some general observations and common patterns have been identified in research and discussions regarding women in leadership roles. Here are some common styles: (Santiago, 2021: 14; Varela, 2021: 15) (Glasser, 2016: 42).

1. **Transformational Leadership:** Many women leaders are associated with transformational leadership qualities. This style involves inspiring and motivating others to reach their full potential, fostering a positive work environment, and encouraging innovation. Transformational leaders often prioritize collaboration and team development.
2. **Emotionally Intelligent Leadership:** Women leaders are often perceived to possess high levels of empathy and emotional intelligence. They excel in understanding and responding to others' feelings, promoting strong personal relationships, and creating inclusive and supportive work environments.
3. **Inclusive Leadership:** Many women leaders are committed to creating diverse and inclusive workplaces. They may advocate for gender equality, diversity, and equal opportunities, and work to break down barriers for underrepresented groups.

It is important to note that these patterns are generalizations, and individual women leaders may exhibit a wide range of leadership styles and traits. Additionally, societal and organizational factors play a crucial role in shaping leadership styles, and these factors continue to evolve. With more women taking on leadership roles, diversity in leadership styles becomes increasingly evident.

The Second Section: Theoretical Framework for the Dependent Variable: Work Pressures

First: Concept of Work Pressures

Work pressures are regarded as a complex and dynamic concept. There is a growing interest in work pressures worldwide among sociologists, biologists, and other researchers. Intensive research on work pressures indicates a need for more attention to the topic. The increased interest is attributed to rapid social changes, and evidence suggests that dealing with pressures is crucial for our social, physiological, and psychological well-being (Emaasit, 2016: 3). Pressure arises when external demands (or events) exceed an individual's psychological, emotional, and physiological resources. It is observed that pressure is not a one-time response to an unchanging event but involves continuous reactions to the event. Furthermore, researchers suggest a need to address work pressures as an organizational concept aimed at understanding phenomena of significant importance in human adaptation. Therefore, work pressures are more than just a single variable but consist of several variables and processes (Torres et al., 2023: 18).

Work pressures represent a prevalent issue faced by many individuals in their professional lives. Various factors can contribute to these pressures, including heavy workloads, tight deadlines, lack of control, unclear job expectations, interpersonal conflicts, and organizational changes. Chronic workplace stress can have detrimental effects on an individual's health and overall productivity (Guidarini & Hussaein, 2022: 80).

Work pressures, also known as occupational stress or job pressures, refer to the harmful physiological and emotional responses that occur when job requirements do not align with an employee's abilities, resources, or needs. It essentially involves a mismatch between what your job demands and what is available for you to deliver (Borikar & Bhatt, 2020: 22).

Work pressures encompass physical, emotional, and mental stress experienced by individuals in response to the pressures and demands they face in the workplace. It is a common aspect of professional life and can result from various factors, including high workloads, tight deadlines, interpersonal conflicts, job insecurity, lack of task control, and insufficient support from colleagues or supervisors (Javaid et al., 2023: 71).

Second: Outcomes of Work Pressures

Work pressures can have profound effects on various aspects of an individual's life, impacting their physical and mental health, as well as overall job performance. The following are some common consequences and effects of work pressures (Kasperczyk, 2015: 37; Mhechela, 2015: 8):

- **Contribution to Health Issues:** Chronic work pressures can contribute to heart problems, high blood pressure, and an increased risk of heart attacks.
- **Immune System Suppression:** Prolonged work pressures may lead to the suppression of the immune system, making individuals more susceptible to diseases.
- **Digestive Problems:** Work pressures can result in issues with the digestive system, such as irritable bowel syndrome and indigestion, and even stomach ulcers.
- **Mental Health Implications:** Continuous work pressures are linked to increased rates of anxiety and depression. The constant demands and pressures can contribute to feelings of despair and frustration.
- **Fatigue and Emotional Exhaustion:** Long-term exposure to stress without adequate coping mechanisms can lead to emotional exhaustion, characterized by emotional fatigue, detachment, and decreased job performance.
- **Sleep Disruptions:** Work pressures often disrupt sleep patterns, leading to insomnia or insufficient sleep.
- **Decreased Concentration and Productivity:** Employees experiencing chronic work pressures may find it challenging to concentrate and be productive at work, leading to an overall decline in job performance.
- **Increased Absenteeism:** High levels of work pressures can contribute to increased absenteeism, as employees may need time off to recover or deal with mental health issues.
- **Job Dissatisfaction:** Prolonged work pressures can lead to dissatisfaction with the job, fostering a negative attitude toward work.
- **Impact on Personal Life:** The effects of work pressures can extend to personal life, causing tension in relationships with family and friends.
- **Social Withdrawal:** Individuals facing high work pressures may withdraw from social activities, leading to isolation and a lack of social support.
- **Cognitive Impairment:** Work pressures can impair cognitive function, affecting memory, concentration, and decision-making abilities.
- **Inhibition of Creativity:** High-pressure work environments may hinder creative thinking and problem-solving skills.
- **Physical Symptoms:** Work pressures can manifest in physical symptoms such as muscle tension, headaches, and other forms of physical pain.
- **Physical and Mental Fatigue:** Chronic work pressures contribute to both physical and mental fatigue, contributing to a sense of exhaustion.
- **Employee Turnover:** Stressful work environments can lead to increased rates of employee turnover, as employees seek less stressful alternatives.

It is crucial for individuals and organizations to recognize signs of work pressures and implement strategies to mitigate their impact, such as providing stress management programs, promoting work-life balance, and fostering a supportive and positive work culture.

Third: Dimensions of Work Pressures

Work pressures can be a complex and multifaceted issue, often stemming from a variety of factors. Understanding the different dimensions of work pressures is crucial in identifying their sources and developing effective coping mechanisms. The following are some key dimensions that should be considered (Mhechela, 2015: 8; Kemsley, 2018: 11):

1. **Job Demands:** Excessive work requirements, tight deadlines, and a high volume of tasks can lead to feelings of fatigue and pressure. Unclear expectations, conflicting priorities, and a lack of job control can contribute to work pressures and frustration. Facing conflicting demands from different roles, such as competing deadlines or expectations from colleagues and supervisors, can be exhausting. Additionally, feeling inadequate or an excess of skill in the job can lead to boredom, frustration, and a lack of confidence.
2. **Personal Factors:** Feelings of isolation or lack of support from colleagues and supervisors can exacerbate work pressures. Ineffective communication, unclear expectations, and conflicts with colleagues can create a tense and exhausting work environment. Unfair treatment or hostility in the workplace can have a significant negative impact on well-being.
3. **Organizational Factors:** Concerns about job stability, layoffs, or a lack of advancement opportunities can be a major source of stress. Bureaucratic practices, strict policies, and a lack of control over work procedures can contribute to feelings of frustration and helplessness. Unrecognized efforts, unfair rewards, and unequal treatment can lead to dissatisfaction.
4. **Environmental Factors:** Uncomfortable work conditions, such as poor lighting, noise, or inadequate ventilation, can contribute to work pressures and fatigue. Continuous adaptation and dealing with technological challenges can increase pressure and disrupt the balance between work and life. Frequent travel or work-related relocation can disrupt routines and social relationships, affecting work pressures.

Understanding and addressing these dimensions are essential for developing strategies to manage and reduce work pressures effectively. Organizations and individuals can work together to create a more supportive and conducive work environment, promoting overall well-being and performance.

CHAPTER THREE: THE APPLIED SECTION OF THE RESEARCH**1. Response Rate**

A simple random sample was adopted to represent the target population. The researcher utilized the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the method of Partial Least Squares regression for data analysis. The collected data will be analyzed using SmartPLS 4.0 to verify the relationships between the research variables. Table (1) illustrates the response rate.

Table 1. The Response Rate

Details	Repeating	Percentage
Number of distributed questionnaires.	300	%100
Number of retrieved questionnaires.	285	%95
Number of questionnaires deemed invalid for statistical analysis.	25	%80
Number of questionnaires valid for statistical analysis.	260	%86

2. Measurement Model Evaluation

The structural modeling using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach involves two fundamental steps: a) measurement model evaluation, and b) structural model evaluation. This section will focus

on the assessment of the measurement model, encompassing the construction of measurement models for the study variables, conducting factor analysis, as well as testing validity and reliability through composite reliability tests, Cronbach's alpha, and average extracted variance.

Table (2) presents the three criteria for evaluating the measurement model using structural equation modeling with the Partial Least Squares approach, as follows:

Table 2. Criteria for Evaluating the Measurement Model

Criteria	Acceptable Threshold
Internal Consistency Reliability	Composite reliability should be ≥ 0.60 ; Cronbach's Alpha should be ≥ 0.70
Indicator Reliability	The standard saturation of the indicator should be ≥ 0.70 .
Convergent Validity	Average Variance Extracted (AVE) should be ≥ 0.50

Hair, J., Hult, T., Ringle, C. & Sarstedt, M. (2017). A primer on partial least squares structural equation modeling (PLS-SEM). Los Angeles: Sage).

Table 3. Measurement Model Test for Research Variables

Dimension	Saturations	Items	Cronbach's Alpha	Composite Reliability	AVE
Transformational Leadership	0.764	X1-1	0.768	0.779	0.578
	0.762	X1-2			
	0.844	X1-3			
Intelligent Leadership	0.717	X2-1	0.749	0.806	0.615
	0.737	X2-2			
	0.78	X2-3			
Inclusive Leadership	0.8	X3-1	0.737	0.787	0.487
	0.78	X3-2			
	0.71	X3-3			
Job Requirements	0.715	Y1-1	0.79	0.89	0.57
	0.814	Y1-2			
	0.818	Y1-3			
Personal Factors	0.791	Y2-1	0.76	0.85	0.59
	0.744	Y2-2			
	0.846	Y2-3			
Organizational Factors	0.796	Y3-1	0.74	0.80	0.66
	0.860	Y3-2			
	0.858	Y3-3			
Environmental Factors	0.814	Y4-1	0.76	0.86	0.67
	0.755	Y4-2			
	0.822	Y4-3			

Prepared by the researcher according to the outputs of the SmartPLS V.4 program

The results of the measurement model evaluation test for the research variables and phenomenon, as shown in Table (3), demonstrated the achievement of all dimensions for the required values of Cronbach's alpha, factor loading, composite reliability, and average extracted variance (AVE).

3. Structural Model Evaluation

After completing the first step of structural equation modeling using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach, the second step involves evaluating the structural model. This includes determining path coefficients, which allow for the measurement of direct effects. In addition, it involves extracting the coefficient of determination (R^2), used to assess the extent to which the independent variable explains the dependent variable.

The criteria for evaluating the structural model using the Partial Least Squares approach consist of four measures, as illustrated in Table (4). The following explains these four criteria:

Table 4. PLS-SEM four Modeling Criteria

Standard	Acceptable Threshold
Model Fit Quality	SRMR < 0.08
Assessment of Linear Correlation	Variance Inflation Factor (VIF) < 5
Path Coefficients Significance	t-value > 1.96; p-value < 0.05
Coefficient of Determination R^2	Effect size interpretations: 0.25, 0.50, 0.75 indicate small, medium, and large effects
Effect Size f^2	Cohen's f^2 effect size interpretations: 0.02, 0.15, 0.35 indicate small, medium, and large effects

Hair, J., Hult, T., Ringle, C. & Sarstedt, M. (2017). A primer on partial least squares structural equation modeling (PLS-SEM). Los Angeles: Sage.

- The author constructed the structural model depicted in Figure (2) for the purpose of testing the research hypotheses.

Figure 2. Testing the Hypotheses of Influence

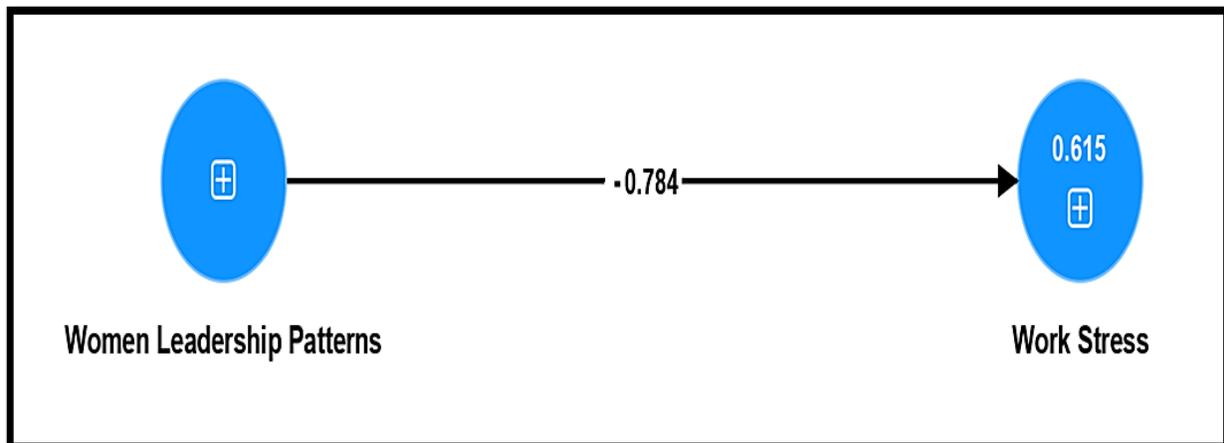


Table 5. Structural Model Test Results

R ² Rate	Coefficient of Determination R ²	Effect Size f ₂	Dissuasion	p Value	t Value	Path Coefficients	VIF	Path	Hypothesis	SRMR
0.586	0.615	0.892	قبول	0.000	11.758	-0.784	1.654	X-Y	الأولى	0.063

- Prepared by the author according to the outputs of the SmartPLS V.4 program

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Concluding the impact of feminine leadership styles on reducing work pressures in educational contexts involves considering various factors and perspectives. While research in this specific field may vary, some general observations and conclusions can be made based on current studies and trends:

1. Studies indicate that transformational leadership, characterized by inspirational motivation, intellectual stimulation, individual consideration, and idealized influence, can positively affect employee well-being and reduce work pressures. On average, female leaders often exhibit transformational leadership qualities.
2. Female leaders are often perceived as more empathetic and effective communicators. These qualities can contribute to creating a positive work environment and help reduce tension among employees.
3. Female leaders tend to lean towards cooperative decision-making, fostering a sense of inclusivity and shared responsibility. This approach can contribute to creating a healthier work atmosphere and potentially alleviate stress associated with top-down leadership styles.
4. Female leaders may be more aligned with advocating for work-life balance initiatives, recognizing the importance of employee well-being. This focus on a balanced lifestyle can contribute to reducing stress among employees.
5. Female leaders, due to their positions, can serve as role models for other women in the workplace. Additionally, they may participate in mentorship programs, providing support and guidance that can positively impact trainees' stress levels.
6. Despite these positive aspects, female leaders may face unique challenges and biases in educational environments. Overcoming gender stereotypes and biases can be a pressure in itself, making addressing these issues crucial for creating a fair and supportive work environment.
7. The impact of feminine leadership styles on reducing work pressures may vary based on the specific educational context, cultural factors, and organizational structures. What works in one environment may not necessarily apply universally.
8. It is important to recognize the intersectionality of identities and leadership styles. Female leaders bring diverse backgrounds and perspectives, and the interaction between different factors can influence the effectiveness of their leadership in stress reduction.

While feminine leadership styles can have a positive impact on reducing work pressures in educational contexts, the specific manifestations of these styles and their effectiveness may depend on various contextual factors. A comprehensive approach that considers the unique challenges and strengths of female leaders, along with a commitment to addressing gender biases, can contribute to a more supportive and less stressful work environment in educational settings.

Recommendations

Feminine leadership styles can have a significant impact on reducing work pressures in educational environments. Based on research and best practices, here are some recommendations:

1. Encourage female leaders to adopt inclusive leadership styles that promote collaboration, open communication, and a sense of belonging among team members. Emphasize the importance of empathy, and understanding individual needs, and challenges to create a supportive work environment.
2. Advocate for flexible work policies that cater to diverse employee needs, including women who may juggle between work and caregiving responsibilities. Support initiatives such as flexible schedules, remote work options, and family-friendly policies to help reduce stress and promote work-life balance.
3. Establish mentoring programs that connect female leaders with aspiring leaders within the educational institution. This enhances the sense of support, guidance, and professional development, providing opportunities for continuous professional growth and empowerment.
4. Shift the focus from strict work-life balance to promoting integration between work and life, recognizing that individuals may need to blend their personal and professional lives. Encourage leaders to model a healthy integration between work and life by prioritizing self-care and setting realistic expectations for themselves and their teams.
5. Implement recognition programs that acknowledge the contributions of female leaders and their teams. A sense of appreciation can positively impact job satisfaction and reduce stress levels. Promote a culture of gratitude and appreciation to create a positive and supportive work environment.
6. Provide training in effective communication skills and conflict resolution for female leaders. This can enhance their ability to address issues promptly and create a positive team dynamic. Foster a culture that values open communication, where team members feel comfortable expressing their concerns and seeking resolution without fear of retaliation.
7. Offer well-being initiatives, such as mindfulness programs, stress reduction workshops, and health-promoting activities, to support the mental and physical health of both leaders and team members. Create a culture that prioritizes health and emphasizes the importance of maintaining a healthy work environment.
8. Ensure diversity and inclusion practices are incorporated into leadership policies and organizational structures. This includes addressing biases and promoting equal opportunities for career advancement. Strive to form a diverse leadership team that represents different perspectives, backgrounds, and experiences.

By implementing these recommendations, educational institutions can create a conducive environment where female leaders contribute to the reduction of work pressures and foster a positive workplace culture.

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