Explore the Key Aspects of Women's Development: to Enhancing Women's Management Abilities - Research on the Management Ability of Female Leaders in Universities in Kunming, Yunnan Province, China

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Abstract

This study aims to explore the management abilities of female leaders in universities in Kunming, Yunnan Province, China, focusing on six key aspects: strategic thinking ability, creative thinking ability, decision ability, emotion management ability, emergency ability, and sense of efficacy. The research objectives are to analyze the level of management ability among female leaders and to propose recommendations for enhancing their abilities of management. The study employs a quantitative research design, utilizing a questionnaire survey as the primary research instrument. Data were collected from 264 female leaders across nine universities in Kunming. Data analysis involved multiple linear regression to examine the impact of social participation, social support, and achievement motivation on management abilities. The findings reveal that social participation, social support, and achievement motivation significantly and positively influence the management abilities of female leaders, with achievement motivation having the strongest impact. Based on these results, the study recommends strengthening social participation, establishing multi-level social support systems, and implementing effective achievement incentives to enhance the management abilities of female leaders. These measures aim to foster the development of female leaders and contribute to the overall optimization of university management.

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Introduction

With the growing global focus on female leadership, an increasing number of studies have begun to explore the roles and influence of women across various fields of leadership and management (Chen et al., 2022). In China, the growth and development of female leaders have become significant areas of research (Yu & Wang, 2014). Kunming, the capital city of Yunnan Province, those are universities with rich educational resources and substantial social influence. The management abilities of female leaders in these universities serve as important examples, playing a crucial role in advancing both the development of Kunming's universities and the promotion of gender equality.

In China's higher education system, the position of female leaders is gradually improving, however, many challenges remain. Factors such as traditional gender role expectations, implicit workplace biases, and the dual burden of work and family responsibilities can hinder women's career advancement and leadership performance (Ren, 2020). Consequently, conducting in-depth research on women's leadership and management abilities is vital not only help address these challenges but also for providing suggestions that can help policymakers and educational institutions foster a more inclusive and supportive environment for women. As diverse educational institutions, Kunming universities have certain advantages in nurturing female leaders, offering a wide range of disciplines and academic resources that provide ample opportunities for women to grow (Liu et al., 2011). Nevertheless, while there has been some initial exploration into female leadership within Kunming universities, comprehensive studies on the specific management abilities and challenges faced by female leaders remain insufficient. Therefore, it is essential to undertake thorough research on the management abilities of female leaders in these universities to uncover their strengths and the obstacles they face in practice, and subsequently propose feasible recommendations for improvement.

In conclusion, research on the leadership and management abilities of women in universities in Kunming, Yunnan Province, can deepen our understanding of the role and impact of women in higher education institutions. It also provides valuable insights and suggestions for promoting gender equality and enhancing

female leadership. This research will not only contribute to improving the overall management level of universities in Kunming but also positively influence the progress of gender equality in China's higher education sector.

Research Objective

1. To analyze the level of management ability and influencing factors affecting management ability of contemporary women leaders in Kunming Universities.

2. To propose the recommendations to promote management ability of contemporary women leaders in Kunming Universities.

Research Methodology

1) Documentary research study

1. Management ability of women leaders

Female leaders are central to organizational interpersonal relationships, managing all aspects that influence organizational harmony and efficiency. They prioritize effectively aligning the needs of each individual within the organization with its overall goals, fostering an environment characterized by harmony and team spirit, which enhances organizational performance. The strengths of female leaders are increasingly recognized and valued in both current and future contexts. However, research on the leadership styles and models of female leaders in China remains limited and lacks comprehensive development (Zhao, 2013). Studies on women's management abilities not only contribute to the enrichment and expansion of leadership theory but also offer a practical exploration of gender differentiation. As society and the economy continue to develop, women's educational levels have risen, and the number and proportion of women participating in social and economic activities have simultaneously increased. This expansion has also led to a growing presence of women in organizational decision-making roles. Consequently, a notable number of female leaders have emerged across various sectors of society (Li, et al., 2023).

2. Management abilities of women leaders in universities

2.1 Strategic thinking ability Strategic thinking involves planning for overall, long-term, and fundamental issues, applying a scientific worldview and

methodology to practical work, and is a critical reflection of the quality and capabilities of leading cadres. Currently, profound changes are occurring globally, in national contexts, and within the Party. To embrace new responsibilities and achieve new milestones on the journey to comprehensively building a modern socialist country, China urgently requires leaders at all levels to enhance their strategic thinking ability (Ren, 2023). Women in leadership and management roles particularly need strong strategic thinking skills. This type of thinking enables leaders to anticipate future challenges, plan holistically, and accurately understand the overall trends and directions of development. Strategic thinking is an essential quality and capability for leaders. On one hand, female leaders often exhibit meticulous attention to detail, but on the other hand, this focus can sometimes cause them to become overly fixated on specifics, thereby neglecting broader, long-term perspectives. Therefore, enhancing strategic thinking abilities is a vital component in advancing female leadership (Zhang, 2022).

2.2 Creative thinking ability The importance of creative thinking for leaders is shaped by the historical mission they undertake at various levels. As government functions evolve and society develops, the need for innovation in different areas of government work has become increasingly prevalent. Female leaders, as a unique group within the leadership team, possess creative thinking ability that significantly impact both their work development and personal advancement (Xi, 2010). Female leadership and management require the ability for creative thinking. Firstly, female leaders should have a strong awareness of organizational issues, excel at identifying existing problems, and embody a spirit of continuous inquiry. Secondly, they should be capable of independent thinking, ensuring their thoughts remain uninfluenced by others. This involves conducting thorough investigations and research, gathering extensive information, resisting the influence of others' preconceived notions, boldly challenging opposing views, and confidently expressing independent opinions. Thirdly, female leaders should be skilled in multi-directional and reverse thinking, willing to pioneer, challenge conventional thinking patterns, and not be bound by traditional conclusions. They should break free from the constraints of conventional, traditional, and past experiences, adapt to changing circumstances, and solve problems in novel and unique ways. Lastly, female leaders should value diversity, listen actively to different perspectives within the organization, tolerate dissent, and foster an

innovative organizational atmosphere where diverse viewpoints interact constructively (Zhang, 2022).

      2.3 Decision ability Management scholar Herbert A. Simon once noted that management is fundamentally about decision-making, and decision-making is integral to all management activities. Decision-making is one of the most frequent tasks in leadership roles, particularly for women in leadership positions, where it is crucial to focus on making important, urgent, and critical decisions. The relationship between leadership and female leadership can be both general and specific (Zhang, 2019). According to modern leadership theory, leadership primarily consists of two key elements: decision-making power and influence. The relationship between these elements can be expressed through the formula "leadership = decision-making power × influence." In the "ten forces" model of leadership, decisiveness is ranked as the most important factor (Liu, 2014). Enhancing decisiveness is essential for improving leadership, as effective leadership is inherently based on the ability to make decisive decisions (Gao, Wang, Xu, Liu & Liu, 2023). Numerous studies have found that exceptional female leaders possess key qualities such as determination, a willingness to take responsibility, and perseverance. The essence of female leadership is demonstrated by the courage to face difficulties in challenging situations, the courage to adhere to principles when under pressure, and the courage to accept responsibility in the face of mistakes (Zhang, 2022).

      2.4 Emotion management ability Emotion management involves the process of perceiving, controlling, and regulating the emotions of individuals and groups (Xu, 2001). Emotion management refers to the use of appropriate methods and effective strategies to control one's emotions, maintain a positive emotional state, and exhibit constructive behavior (Shi, 2006). This capability requires leaders to not only perceive their own emotions and those of others but also to adjust, control, and express emotions appropriately. This helps transform negative emotions and maintain a positive emotional state (Lu, 2021). According to Perrin's pendulum theory, a rational and calm mental state is essential for effective leadership decision-making (Xiao, 2024). To enhance emotional management abilities, female leaders should first develop accurate self-awareness, clarify their roles and responsibilities, strengthen their sense of agency, and cultivate a proper

worldview, life outlook, and values. Secondly, they should practice introspection and self-awareness. Through self-reflection and continuous inner dialogue, they can overcome the psychological tendency to attribute problems externally, address personal shortcomings, and continually cultivate self-improvement. By being consistently self-aware and observing their own behavior, they can gain mastery over their emotions, thereby creating a psychological environment conducive to ongoing leadership development (Zhang, 2022).

2.5 Emergency ability As key figures in emergency management, leaders face numerous challenges when dealing with emergencies. Decision-making time is often limited, and effective control can be difficult to achieve. Additionally, due to the influence of multiple factors, emergencies are continuously evolving, which increases the complexity and uncertainty of decision-making and its outcomes (Liu, 2014). Ulrich Beck, a German sociologist, argues that "while industrial society has brought economic benefits, it has also created risks that lead to dangerous situations and political possibilities within a risk society" (Beck, 2018). Modern industrial society is indeed a high-risk environment, where various crises, including public emergencies, not only endanger people's lives and health but also threaten the sustainable development of society, government legitimacy, and the creation of social wealth. Enhancing leaders' abilities to respond to public emergencies is crucial for mitigating various hidden dangers in a risk society, safeguarding lives and property, and advancing the modernization of national governance systems and capacities (Ma, 2021). In universities, many teachers and students exhibit a weak sense of crisis. A survey indicates that while students are most vigilant about violent incidents, such as the murder of Majiaju at Yunnan University, their awareness and knowledge of how to respond to natural disasters like earthquakes and epidemics are insufficient. Crisis awareness is the foundation of effective emergency management and prevention. Developing a strong sense of crisis can significantly reduce the likelihood of crisis events and help maintain normal teaching activities in academic institutions (Yu, 2010).

2.6 Sense of efficacy Bandura argues that even when an individual understands the potential outcome of a certain behavior, this knowledge alone does not necessarily compel them to engage in that behavior or undertake a specific activity. Before taking action, the individual must first assess whether they are capable of performing the task. Do they possess the ability and confidence

required to carry out this act? This process of evaluation and estimation is, in fact, a reflection of self-efficacy. Thus, human behavior is influenced not only by outcome expectations but also by self-efficacy expectations, which serve as a decisive factor in determining behavior (Bandura, 1986). Leadership activities are inherently complex and demanding, requiring a high level of self-confidence and a strong, stable psychological state. However, due to the constraints and influences of various factors—such as traditional culture, educational environment, social gender systems, and policies—many female leaders often experience a lack of confidence and initiative. This deficit in self-assurance is a primary reason for the perceived lack of decisiveness among women, which significantly limits their achievement motivation and leadership efficacy, thereby hindering the development and advancement of leadership roles for women (Zhang, 2022).

3. Influencing factors of female leadership and management ability in universities:

3.1 Social participation Social participation plays an important role in improving the management ability of female leaders in universities. By participating in social activities and various decision-making processes inside and outside the school, female leaders can obtain more social capital and resources, expand their horizons and contacts, and thus enhance their strategic thinking and decision-making ability (Ren, 2021). By actively participating in social activities and decision-making processes inside and outside the school, female leaders can broaden their horizons and accumulate experience, thereby enhancing their management ability. Social participation not only improves women's professional quality, but also enhances their leadership confidence and decision-making ability (Ren, 2020).

3.2 Social support Social support is one of the key factors affecting the leadership and management ability of women in universities. Support from family, colleagues, superiors, and social networks can provide necessary emotional and material support for female leaders (Wei & Zheng, 2017). This support not only helps relieve stress at work, but also provides women with the mental encouragement and strength to focus more on management. In addition, good support mechanisms within organizations, such as mentorship systems and peer support networks, can also help female leaders gain more experience and guidance

in their career development process, and enhance their decision-making and emergency management ability.

3.3 Achievement motivation Achievement motivation has a significant impact on the improvement of female leadership and management ability in universities. The achievement motivation theory points out that appropriate incentive measures can improve individuals' inner motivation and work efficacy (Cheng, 2011). For female leaders, achievement incentives can be achieved through clear goal setting, performance feedback, and material and non-material rewards. By providing promotion opportunities, recognizing good leadership behavior, and creating opportunities for professional development, universities can motivate women leaders to work and promote their continuous pursuit of excellence in management (Liu & Zhong, 2023). Achievement incentives not only boost women's sense of self-efficacy, but also encourage them to demonstrate greater leadership and innovation at work.

2) Quantitative research

2.1 Reliability analysis The reliability analysis results show the following table: the reliability of the overall scale of social participation is 0.927, the reliability of the overall scale of social support is 0.907, the reliability of the overall scale of achievement motivation is 0.910, and the reliability of the overall scale of management ability is 0.826. The results show that the reliability values of all levels or constructs are greater than 0.8, indicating that the reliability of all levels or constructs is ideal.

Survey Scale	Cronbach's Alpha	Number of Questions
Whole scale of social participation	0.927	15
Whole scale of social support	0.907	5
Whole scale of achievement motivation	0.910	15
Whole scale of management abilities	0.826	30

Table 1 The reliability of women leaders' management ability and affecting factors of women leaders' management ability

2.2 Participants As the capital city of Yunnan Province and the center city of central Yunnan City cluster, Kunming has 9 Universities. The main group of this study is women leaders in those universities. In this study, 264 valid

questionnaires were collected online from female leaders of nine universities in Kunming through the questionnaire research method.

       2.3 Data Collection The questionnaire collected in this study consists of three parts with a total of 87 questions. All data were collected through an online questionnaire. Thirty questionnaires were collected for reliability and validity analysis, and 264 questionnaires were collected for research analysis.

       2.4 Data Analysis This research first clarified the correlation among the factors of social participation, social support, achievement motivation and female management ability, and then used multiple linear regression statistics to analyze the effects of social participation, social support and achievement motivation of female leaders' management ability in universities.

Results

1. Correlation

       According to the principle of statistics, we know that if the absolute value of the correlation coefficient is less than 0.2, there is a weak linear correlation. There is a low linear correlation between 0.2 and 0.4. There is a moderate linear correlation between 0.4 and 0.7. There is a high linear correlation between 0.7 and 0.9; There is a very strong linear correlation above 0.9.

	Management ability	Social participation	Social support	Achievement motivation
Management ability	1			
Social participation	.598[**]	1		
Social support	.601[**]	.697[**]	1	
Achievement motivation	.799[**]	.553[**]	.625[**]	1
Mean value	3.85	3.38	3.99	3.70
Standard deviation	.72	.78	.74	.68

*. At the 0.05 level (bilateral), indicating a significant correlation

**. At the.01 level (bilateral), indicating a significant correlation

Table 2 Correlation between female management ability and social participation, social support and achievement motivation

       The analysis results of the above table on the correlation between "management ability and", "social participation", "social support" and "achievement motivation" are as follows:

1) The correlation coefficient between "management ability" and "social participation" is 0.598, reaching a significant level at the significance level of 0.01, indicating that there is a significant positive moderate correlation between "management ability" and "social participation".

2) The correlation coefficient between "management ability" and "social support" is 0.601, reaching a significant level at the significance level of 0.01, indicating that there is a significant positive moderate correlation between "management ability" and "social support".

3) The correlation coefficient between "management ability" and "achievement motivation" is 0.799, reaching a significant level at the significance level of 0.01, indicating that there is a significant positive and high correlation between "management ability" and "achievement motivation".

According to the above results, multiple regression analysis can be further carried out.

2. Regression

Research hypothesis: H1: Social participation has a positive impact on management ability; H2: Social support has a positive effect on management ability; H3: Achievement motivation has a positive impact on management ability; With "social participation", "social support" and "achievement motivation" as independent variables and "management ability" as dependent variables, the results of regression analysis are shown in the following table.

	Calibration variable: Management ability			t	Sig.	Collinear statistics	
	B	Standard error	Beta			Tolerance	VIF
(Constant)	.454	.155		2.923	.004		
Social participation	.183	.046	.199	3.936	.000	.492	2.033
Social support	.192	.052	.201	3.695	.000	.431	2.318
Achievement motivation	.697	.049	.657	14.174	.000	.582	1.718
R^2	0.675						
F	179.713**						

Table 3 The relationship between management ability and social participation, social support and achievement motivation

The results of the above table show that R2 of the model is equal to 0.675, indicating that the joint interpretation of the independent variables is 67.5%. In the analysis of variance and F-test of the model, the F-value is 179.731, reaching a significant level, indicating that the matching regression line is meaningful, that is, at least one regression coefficient has a significant impact on the calibration variable.

The tolerance value is between 0 and 1, when the tolerance value is closer to 0, it indicates that there is more linear coincidence problem between variables, while the variance expansion coefficient value is greater than 10, it indicates that there is linear coincidence problem between independent variables. As can be seen from the table, The tolerance value of the above analysis model ranges from 0.431 to 0.582, and the value of the variance expansion coefficient, namely "VIF", is not greater than the evaluation index value 10, indicating that there is no linear coincidence problem among the independent variables entering the regression equation.

As for the significance test results of the regression equation parameters and regression coefficients, the non-standardized regression coefficients of "social participation", "social support" and "achievement incentive" were 0.183, 0.192 and 0.697, and the standardized regression coefficients were 0.199, 0.201 and 0.657, respectively. The P value of the significance level corresponding to the three predictors was all less than 0.01, and reached the significance level at 0.01, indicating that "social participation", "social support" and "achievement motivation" had a significant positive impact on "management ability". Hypothesis H1, H2 and H3 were verified. From the size of the standardized regression coefficient, it can be seen that "achievement motivation" has the greatest impact on "management ability".

The non-standardized regression equation is: management ability =0.454+0.183* social participation +0.192* social support +0.697* achievement motivation.

Discussion

This study uses multiple linear regression model to analyze and test the factors that affect the management ability of female leaders in universities. The results show that social participation, social support and achievement motivation

can affect the management ability of female university leaders, among which achievement motivation has the greatest impact. This can be explained as follows:

Women's social participation has a significant impact on the management ability of female leaders in universities. Research shows that social participation not only improves women's leadership skills, but also enhances their management effectiveness (Ren, 2020). The active participation of women in social activities has increased their online resources and influence. These resources and influence translate into stronger management skills that enable women to more effectively conduct strategic planning and team management in a college setting. The report states that social participation provides women with more opportunities to practice leadership, which enhances their ability to cope in complex situations (Tong, 2008). The research of Ren (2020) shows that the diverse experiences and perspectives gained by women through social participation can help them overcome the challenges brought by gender bias. Studies have shown that social participation improves women's leadership effectiveness and enables them to show stronger strategic thinking and innovation ability in university management.

Women's social support system, including friends, colleagues and social circle, has an important impact on the management ability of female leaders in colleges and universities. Research shows that these support networks can significantly improve women's performance in leadership roles. The social support women leaders receive, such as encouragement and resources from friends and colleagues, increases their job satisfaction and leadership skills. Research has shown that this support helps women maintain resilience in the face of workplace challenges and enhances their decision-making and team management skills (Wei & Zheng, 2017). A wide social circle plays a key role in the career development of female leaders. Women with strong social support are better able to cope with gender bias and challenges in the workplace. Positive interactions and resource sharing in social circles help women leaders enhance their leadership effectiveness and management skills (Li et al., 2016).

Need for achievement, need for power and need for affiliation in achievement motivation theory have significant influence on the management ability of female leaders in universities. Recent research provides insight into how these needs affect the performance of female leaders in educational management. Research has found that female leaders with high achievement needs often set

higher goals and actively seek challenges, which enhances their innovation and problem-solving skills in management. The achievement drive drives these leaders to improve performance and promote educational reform in universities (Sui, 2023). Secondly, female leaders with high power demand tend to actively strive for more influence and decision-making power, which enables them to coordinate resources and implement strategies more effectively in university management. Demand for power enhances their influence and leadership in complex organizational environments. Helgensen proposed the theory of female management style in the 1990s, believing that female management style should focus on communication, coordination, good interpersonal relationship and collective success. Fu Guoguang point out that female leaders with high affinity needs excel in building and maintaining positive team relationships, which contributes to team collaboration and employee satisfaction. This need helps women leaders create supportive work environments in universities that enhance overall management effectiveness (Fu, 2021).

New Knowledge

Impact of Achievement Motivation on Leadership Skills: This study shows that achievement motivation has a strong positive effect on important management skills, such as strategic thinking, creative problem-solving, decision-making, emotional control, handling emergencies, and confidence in one's abilities. This highlights how internal motivation plays a key role in improving leadership performance.

Different Findings on Achievement Motivation and Confidence- Sense of efficacy: Unlike earlier research by Li et al. (2022), which found no clear link between teachers' achievement motivation and their confidence Sense of efficacy, this study found a strong positive connection between the two for female university leaders in Kunming. This challenges past conclusions and shows how female leaders, who are both managers and educators, have unique experiences that shape their motivation and confidence Sense of efficacy.

Local and Role-Based Insights: By focusing on female leaders in Kunming, Yunnan Province, this study offers insights specific to this region and highlights the need to consider the context and specific roles of leaders when studying

motivation and confidence. This helps us better understand how leadership works in higher education settings.
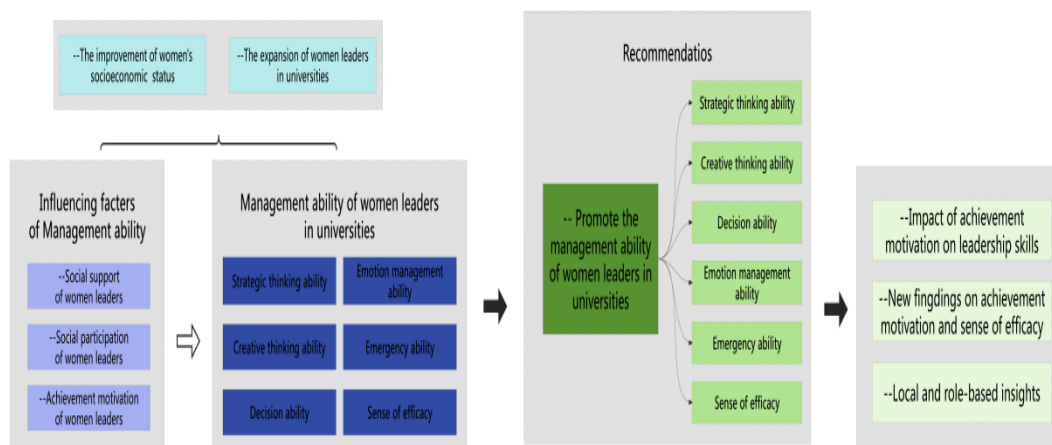

Figure 1 Knowledge Assets

Conclusion and Suggestion

This study comprehensively examined the management abilities of female leaders in universities within Kunming, Yunnan Province, focusing on six key areas: strategic thinking ability, creative thinking ability, decision ability, emotion management ability, emergency ability, and sense of efficacy. By analyzing the influence of social participation, social support, and achievement motivation, the research highlights critical factors shaping leadership performance. The findings demonstrate a significant positive correlation between these dimensions and management abilities, with achievement motivation having the greatest impact, followed by social support and social participation.

Moreover, the study underscores the importance of external factors, such as institutional social support and opportunities for active social participation, in empowering female leaders. By engaging in policy-making, academic collaboration, and decision-making processes, female leaders can expand their professional networks, enhance their strategic outlook, and refine their leadership practices. Despite these advancements, challenges such as balancing multiple roles, addressing implicit biases, and overcoming structural barriers remain significant.

This research not only deepens our understanding of female leadership in higher education but also offers actionable insights for fostering gender equity and

improving leadership development in academic institutions. These findings contribute to both theoretical knowledge and practical strategies for optimizing university management and advancing the role of women in leadership positions.

Policy recommendations

1) Develop Comprehensive Management Development Programs for Women in Higher Education

Set up management ability training that focuses on strategic thinking, creative thinking, decision-making, emergency management, and improving self-efficacy. These programs should have workshops, mentoring, executive coaching, and leadership simulations. Universities should work with government agencies and leadership organizations to create training modules that help female leaders solve challenges in their roles. These programs should also help women share knowledge and grow in their careers.

2) Strengthen Institutional Support and Gender Inclusive Policies

Make policies that help with work-life balance, like flexible work schedules, on-campus childcare, and longer tenure tracks. Make sure promotion rules are clear and fair for everyone. Check regularly for gender equality in leadership. Build support networks so female leaders get resources, funding, and decision-making chances. This will help them develop their skills and move forward in their careers.

3) Increase Female Representation in Decision-Making

Get more women into key leadership roles by setting clear targets for their inclusion in university boards and national education councils. Create leadership programs that offer mentorship, policy training, and networking to prepare women for decision-making roles. Encourage universities to nominate female faculty members for leadership positions. This will help women shape policies, drive new ideas, and improve higher education.

Operational recommendations

1) Strategic thinking ability: Encourage women leaders to actively participate in the strategic decision-making process inside and outside the school, and increase their participation in strategic planning through seminars and workshops. Use achievement motivation theory, provide challenging strategic tasks,

help women build self-efficacy, and provide necessary guidance and feedback through social support, such as mentorship systems and peer support networks.

2) Creative Thinking ability: Create a campus culture that encourages innovation and stimulates the creativity of female leaders. Women leaders can be encouraged to come up with and implement new ideas through innovation project funds, and resources and collaboration opportunities can be provided through social support systems. At the same time, the achievement incentive theory is used to reward those female leaders who are brave to innovate and achieve results, and enhance their innovation motivation.

3) Decision ability: Provide a variety of decision-making training and practical exercises to simulate different situations and improve the decision-making skills of female leaders. Through social engagement, women leaders are invited to participate in cross-departmental decision-making teams to enhance their decision-making ability in complex environments. Use social support networks to build a decision support system that can provide quick feedback and suggestions to help them better evaluate and adjust their decisions.

4) Emotion management ability: Emotional control is crucial for leadership, and emotional intelligence training can help female leaders better manage their emotions. Provide social support, such as mental health resources and peer support groups, to help them cope with the emotional challenges of leadership. Achievement motivation theory can further stimulate the growth motivation of female leaders by recognizing their outstanding performance in emotional control.

5) Emergency ability: Organize regular emergency management training and exercises to improve the response ability of female leaders in emergencies. Through social support networks, psychological support and professional counselling are provided to help them stay calm and cope effectively in a crisis. At the same time, women leaders should be encouraged to assume emergency roles in community and social organizations to enhance their sense of social participation and improve their emergency response capacity.

6) Sense of efficacy: Set clear goals and performance evaluation mechanisms so that female leaders can see their progress and achievements and enhance their sense of self-efficacy. Provide more opportunities to showcase and develop their talents through social participation, such as participation in academic

conferences and community events. Make use of social support system, establish a culture environment of encouragement and feedback, so that female leaders feel continuous support and encouragement, so as to further improve work effectiveness.

Suggestions for future research: Future research should study how social participation, social support, and achievement motivation affect female university leaders' management abilities. It should also look at how institutional policies and leadership programs impact their career growth and decision-making. Researchers should find out what barriers stop women from reaching high-level leadership in different institutions and cultures. Studies should compare universities, regions, and disciplines to find the best ways to support gender-inclusive leadership. Future research should also test how crisis management training and mentorship networks help female leaders improve strategic thinking and leadership resilience in higher education.

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