

# Original Article: Perceptions of Students on Woman President-ship to FINA in Sherubtse College

Yeshe Dorji<sup>1</sup>, Puran Gurung<sup>\*2</sup>

<sup>1</sup>Assistant Economic Development & Marketing Officer, District Administration Punakha, Royal Government of Bhutan

<sup>2</sup>Associate Lecturer, Department of Humanities & Social Sciences, Norbuling Rigter College, affiliated to the Royal University of Bhutan



**Citation** Y. Dorji, P. Gurung\*. Perceptions of Students on Woman President-ship to FINA in Sherubtse College. *Int. J. Adv. Stu. Hum. Soc. Sci.* 2024, 13 (1):60-70.

<https://doi.org/10.22034/IJASHSS.2024.397252.1143>



## Article info:

**Received:** 2023-05-13

**Accepted:** 2023-07-24

**Available Online:** 2023-07-26

**Checked for Plagiarism:** Yes

**Language Editor:**

Dr. Fatimah Ramezani

**Editor who Approved Publication:**

Dr. Basem Abu Zneid

## Keywords:

**Perception;**    **Student;**    **Women**  
**Presidentship;**    **Leadership;**  
**Sherubtse College.**

## ABSTRACT

The purpose of this study is to explore the student perceptions of women's presidency within the Forum for National and International Awareness (FINA), which is the highest student governing body at Sherubtse College. This research will help to clarify the existing structure of the president at Sherubtse College. A purposeful non-random sampling strategy will be used to collect and analyze data, with a total of six selected students. Semi-structured interviews will be conducted using Facebook Messenger as the medium for data collection. While taking notes, the replies will be captured using Messenger's Audio function. The captured data will be meticulously analyzed using open coding, axial coding, and selective coding approaches. The existence of discrimination within students' views towards voting a woman president for FINA is expected to be determined through this extensive investigation. Furthermore, the study intends to offer insight on how common conventional views about women's inadequacy in leadership roles influence students' decision-making mentality, particularly when it comes to choose women to the leadership positions.

## Introduction

The Forum for International and National Awareness (FINA) is Sherubtse College's highest student governing body. FINA's president and vice president are elected by students and lecturers by postal ballot and electronic voting machines. The student-elect for the position of president is the candidate who receives the most total votes. A small variation in the history of democratic principles and voting systems is that in this college, the student-candidate who receives the second-highest vote does not become vice-president by default, despite the fact that human intuition

would anticipate someone with the second highest vote to occupy the post. The vice presidentship is taken by the other sex (exactly the opposite sex of the highest vote securing student), who secures the highest number of votes in his/her sex category, whatever the number of votes are secured. For the last twenty-nine years from its inception, the mentioned college did not have the record of female president having been elected. However, for the first time in the history of Sherubtse College, in 2018, Ms. Sonam Deki broke the long record to be elected the 30<sup>th</sup> FINA President. Although it gave a new taste and pride moment to the Sherubtse fraternity, the precedence set

\*Corresponding Author: Puran Gurung (purangurung2008@gmail.com)

by her leadership did not prove promising since her successor the following year was again a man. This once-in-a-blue-moon change in FINA leadership by Ms. Deki has given more skepticism for women leadership than gaining the trust and confidence. Student body do not know how long Sherubtse College would consider again to elect another woman president.

However, a strong expression is around capability of woman despite non-existence of gender disparity in electing the president. To ascertain whether it is the gender effect or confidence level, there is no research undertaken on this issue so far. Hence, this research paper will be an attempt to examine the perception of students on women leadership in regards to FINA presidency in Sherubtse College.

In Bhutanese society, Tshering (2015) has reasoned out that the under representation of women in leadership roles is associated with traditional beliefs which portrays the sexual vulnerability and lack of physical strength.

However, Wright (2011) suggested that women in leadership positions need to be willing to seize the moment's risks. Finally, it is recommended that the feminine turns out, may have special advantages that deserve to be honored.

While the current literature shows the prevalence of prejudices in the mindset of people and societal norms regarding the leadership roles of genders, it lacks the explicit information particularly about the college goers and education institutions. Meanwhile, it can be people who are erroneous to generalize. Similarly, it is possible to be wronged to generalize the existence of gender inequality in Sherubtse College using the research done in national level. Thus, the availability of current literature is less to contextualize and understand the scenario of Sherubtse College.

The current research would help researchers and academics, in general, to understand the nature of electoral process happening in the educational institution like college.

It also would explicate the influential factors which affect the outcome of the presidential elections, specifically in Sherubtse College

which can be relatable to the country's scenario in large.

Moreover, it would set a groundwork for further study of gender disparity in the view of leadership in other sister colleges under Royal University of Bhutan. Through these, it would provide valid findings that would help policy makers to solve the issues of gender inequality and motivate women to come forward. Hence, this would determine whether the stereotypical notion of women inferiority or the capabilities of women that affect the presidential election results to FINA in Sherubtse College.

### Literature Review

Gender and leadership have become one of the important yet profound research areas in which researchers probe in. In the first instance, Moore and Klingborg (2014) defined leadership as "the process-oriented, non-specific practices of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart" while UNESCO (2003) refers gender to the social differentiation of roles and responsibilities of men and women created in our families, societies, and cultures.

Bringing both leadership and gender to the confluence of leadership comparison, Hejase *et al.* (2013) stated that in spite of the massive admittance of women into the workplace, and the increasing numbers of women holding mid-level managerial positions, top-level positions remain as elusive to women today as they were more than a decade ago.

Moreover, Rey (2005) mentioned that, over the last five decades, despite the dramatic increase in their formal employment globally, women are still under-represented in positions of power, responsibility, and leadership. Wright and Greene (2011) mentioned that, among other things, being the female leader was incompatible to the power arrangements people were used to in the society which rarely let women to occupy the highest rank in the organization.

Moreover, contextualizing to Bhutanese scenario, Wangdi (2017) stated that though women account for 35.3 percent of the total civil service, only 10 percent (25 women to 228

men) held executive and specialist positions. Therefore, review of this article will explore the perception of the people towards women's leadership and varying leadership attributes of the respective gender.

A number of writings by various scholars emerged in the literature that examine the gender differences in leadership as well as women's leadership which is relevant to one self's research question. Although there is scarce article published on such perceptions of students on woman Presidentship to FINA in Sherubtse College, contexts would be drawn from relevant literature from the global repository, as follows:

Similarly, there are a multitude of literature which focus on leadership behaviors. For instance, Appelbaum *et al.* (2003) asserted that leaders are born and not made. In contrast, Rey (2005) argued that leadership can be taught and learned as it is organizational oriented, but not biologically determined.

However, it is accepted that both male and female has their distinct leadership styles. Stanford (as cited in Appelbaum, Audet, & Miller, 2003) enlisted the characteristics described as essentially feminine are, among others, heightened ability to be a good listener and to be empathetic, advanced intermediary skills and showing tolerance, well-developed interpersonal skills, and a soft approach to handling people while, in addition to the aforementioned attributes, other perspective points to some other leadership styles as mentioned by Rey are being more participatory, democratic, more sensitive, nurturing, and caring. Women are also described as more likely to lead from behind, compared to men who lead from the front, and to be encouraging of participation, sharing of power and information (2005).

Moreover, Wright (2011) emphasized connection, egalitarianism, and collective and cooperative style of working, seen by many as a more democratic style and it is labelled as feminine style of leadership and is said to be more productive.

While oneself does not completely disagree with the aforementioned points, it is noteworthy that there are no major distinct leadership attributes between the genders

since the leadership characteristics of women mentioned above is also visible in man as well. Similarly, Kolb *et al.* (as cited in Appelbaum, Audet, & Miller, 2003) demonstrated in their research that there are far more similarities than differences in the leadership behaviors of men and women, and they are equally effective. Even though there is difference in leadership styles for men and women, either of the gender deserves to be elected, if there is no existence of social prejudice among the electorates. Moreover, the feminine leadership style is equally competent to hold the post of president.

Therefore, arguably, one should question that, is it because of the little dissimilarities of leadership styles of women from men that bars women from getting elected as the president to FINA so far?

To substantiate the statement, Appelbaum *et al.* also mentioned that besides many researches which have found both the similarities and few differences in the abilities of male and female managers, stereotypes persist that portray women as less capable leaders than men (2003).

Furthermore, Sinclair (2014) has reasoned out that the pre-colonial period's concepts and assumptions underpinning leadership tilted towards male experience set the tradition of superiority of the male counterparts in leadership.

In addition, Hejase *et al.* had done their survey among the Lebanese managers and employees to evaluate their attitude and behavior towards Lebanese female leadership, and to identify factors that may result in discrimination and bias against women in managerial positions. As a major finding, they found out that, though Lebanese women are treated, encouraged, motivated and paid the same as their male colleagues, a considerable number of respondents believe that women are less competent, reliant, and bound to private sphere of gender roles (2013).

Secondly, in Bhutanese context as well, Wangdi (2017) mentioned that there is no overt gender discrimination rather women enjoy more social freedom in the recent era than the past. Specifically, the constitution of the kingdom of Bhutan mentions, "A Bhutanese

citizen shall have the right to equal access and opportunity to join the public service” (2009) which guarantees equal rights to women and men.

In addition, Wangdi (2017) supported his stance by mentioning Global Gender Gap Index 2016 which ranked Bhutan 121 out of 144 countries whereas she ranked 93<sup>rd</sup> in the following year which shows a great leap. The Gender gap Index gives an insight to women empowerment by measuring women participation in parliament and attainment of higher education by women. (Tshering, 2015). Herein, the lowest rank signifies the highest value of inequality. Thus, the journey for Bhutan towards reducing gender inequality seems promising.

Statistically, “In 2010, GNH index was 0.704 for women compared to 0.783 for men, thereby demonstrating a difference of 0.079 (approximately an 11.2% difference). In 2015, it was 0.730 for women and 0.793 for men with the difference of 0.063 (approximately 8.6% difference). Hence, the gender gap closed by only 2.6%.” (Ura & Verma, 2015). Since the GNH Index is holistic measurement of the overall wellbeing of the population rather than subjective happiness alone, generally, one can infer the gender difference in leadership as well from it.

Nevertheless, among the South Asian countries, Bhutan is regarded as having a high level of gender equality in comparison to others (Choden, 2015). Narrowing down, Asian Development Bank (2018) shows that, in 2013 election, women gained only 3 of the 47 seats in the national assembly and none of the 20 elected seats in the national council which shows the landslide occupation of leadership seats by the man.

Therefore, one self’s opinion is also in favor of the literatures which reveal the existence of the gender difference in Bhutan, specifically, in the area of attainment of highest career by woman. Since one could not come across any prior research done in Sherubtse College, the ultimate way is to generalize the findings of Bhutan to one self’s research setting.

It is noteworthy that though the gender gap is narrowing each year, the representation of women in highest leadership position is still

comparatively low, partly, because of the prevalence of the masculine environment in Bhutan. To support the statement, Chuki (2015) has mentioned that social, cultural, economy, psychology, and geography barriers the women from seeking compatible position as that of man, in broader sense, the political trust in women is underestimated.

Furthermore, Tshering (2015) has reasoned out that the under representation of women in leadership roles is associated with traditional beliefs which portrays the lack of physical strength and sexual vulnerability. A Buddhist belief of men being superior by nine lives to women which further reinforces inferiority of women. Meanwhile, Gyeltsen (2015) found out that the understanding of leadership is greatly affected by the Bhutanese culture, which is strongly Buddhist in nature, besides personal experiences and trainings.

Similarly, Choden (2012) has mentioned that men are seen as more capable and confident than women, particularly in public sector where women are seen as physically weak and unsuitable. Therefore, I believe that the leadership attributes of women in society of Bhutan, no exception of Sherubtse College, is judged through the lens of raw physical strengths and socio-cultural norms unlike the ones enlisted by Appelbaum *et al.* as mentioned above.

On the other hand, Chuki (2015) revealed that Bhutanese political environment since the democratic transition has demonstrated the change. Dema also (2017) has revealed that Bhutan achieved the Millennium Development Goals target for gender equality in school with progress in tertiary enrolment but there is a gender gap in education and its outcome. Subjectively, I am of the opinion that the prevalence of gender stereotypes in education institutions should be negligible as students learn about gender equality.

Therefore, education institutions and other organizations, as a platform of leadership exhibition, should also create a suitable environment while stereotypical norms should be forgotten.

Thirdly, Mass (1960) has recommended that the structure and the scenario of the organization and enterprise should be



influential and conditional enough to let the women to attain the highest position as that of man.

Furthermore, Turner *et al.* (2008) mentioned that organizations should solve the problems of power to function effectively to have effective leadership which can unify, coordinate, corporate action towards a common goal by large masses of people.

For instance, "the rise of female leadership in the US in 1970s is attributed to factors such as legislation of initiatives to protect women against discrimination, the rise of feminist activists, and the introduction of women's study programs in higher education institutions" (Gyeltsen, 2015). Thus, policies and structural environment of the organization also affects the women leadership.

However, in Sherubtse College, the policies and environment provide equal opportunity for both genders. There is no rule that ostracizes women from participating in the presidential election to FINA and in fact, the gender reserve system provides equal representation.

From the research done on the nature of academic leadership at the colleges of the Royal University of Bhutan, Gyeltsen has found out that leaders are left to learn informally especially from senior leaders (who did not undergo leadership training), and on their individual reading on leadership, as well as their personal experiences of leadership (2015) which shows that leadership qualities are learned from others and one self's experiences.

In the same vein, Lupi and Martin have advised that an effective leader in education should have the ability to recognize and define challenges and opportunities continuously. One should be able to collaborate with a broad range of stakeholders to develop appropriate strategies to ameliorate the weaknesses build on the strengths of existing programs, practices, and policies (2005).

Moreover, Wright, having her own experiences as a president of Eastern Group Psychotherapy Society (EGPS) reveals that women in leadership positions need to be willing to seize the moment's risks. They should expect criticism and also know that they may be scrutinized vigorously than male counterparts (2011).

Therefore, not to undermine the capabilities of women, but the aforementioned points should be incorporated in not only women's, but also men's leadership.

All in all, there is a communal admittance that gender inequality is lessening in the generic sense, but its significant existence is still visible to these days as well. Crapol (as cited in Rosenberg 1990) has stated, "American diplomacy remains male-dominated and male-oriented." Similarly, in Bhutan, the 2015 labor force survey, as mentioned by Wangdi (2017) revealed that gender disparity in terms of overall employment, as the labor force participation rate is 71.2 for males and 55.9 for females.

More noticeably, very a smaller number of women occupies the highest rank in the organization. The general reasoned is mentioned by Appelbaum *et al.* (2003) that it is because of the existence of the stereotypes that portray women's leadership styles as less capable and effective. Similarly, numbers of literature show the prevalence of patriarch system of cultural stereotypes in Bhutanese society that subjugates women from attaining the highest level of career as that of man. In the same way, students' perception towards women leadership is determined by the similar factors.

However, Wright (2011) advised that women in leadership positions need to be willing to seize the moment risks. They should expect criticism and need to take it as constructive rather than losing esteem. Finally, people should remember that the feminine turns out, may have special advantages that deserve to be honored.

## Method

### *Participants and Sample Size*

The potential participants for my research will be only the students of Sherubtse College as they have an adequate knowledge about the FINA and its roles and responsibilities.

The students have equal right to participation in the election process of FINA president and in return, the impact of the leadership of the FINA is felt by the students.

Therefore, students can have the relative perceptions on it compare to any other. In the same context, lecturers take part in the election of FINA president. However, they will not be part of the research's participants because majority of the voters is made up of students and more importantly, my study focuses on the student's perception only.

The sampling size of the respondents will be 6 students, comprising of a male and a female from each year enrolled since the academic year, 2017. The reason is to get inclusive data from participants, representing all the three academic years.

In contrast, the sample size is kept significantly small as Bryman says, "sample should not be so large that it is difficult to undertake a deep, case-oriented analysis" (2012, p.425).

### *Sampling and Data Collection Method*

The purposive or judgmental form of non-probability sampling method for the selection of the samples will be used as Bryman (2012) mentions that purposive sampling focuses on particular characteristics of a population that are of interest, which will best enable the researcher to get answers to the research questions.

Moreover, it would allow oneself to select the respondents according to the availability of the respondents and with different social and educational status which is crucial to finding the different perceptions of the students.

Therefore, the samples will be selected based on my own judgment and availability of the samples. Basically, besides being responsive and knowledgeable about the system of the FINA, the samples for my research will be of students with different social background and educational status as I consider that, these have considerable psychological influence to the students' perceptions on woman to be elected in the highest institutional position.

For the data collection, semi-structured form of interview will be employed as it is flexible besides its helpfulness in keeping the researcher in track of the objectives of the research question. If needed, it can also provide a platform for the discovery or elaboration of

information and asking of further questions until the theoretical saturation is attained (Bryman, 2012), which is not initially thought of.

Therefore, interview will be my instrument for measurement which contains a series of statements or questions which would be answered by the respondents.

### **Materials and Procedures**

The interview guide (mentioned in Appendix) is one of the important materials for my research and it would assist the smooth flow in asking questions to the respondent during the conversation.

With its guidance, the collected data will be regarding as individual perceptions of the respondents towards women's leadership, probable reasons behind the patriarchal FINA president-ship, and enhancement alternatives of women leadership in Sherubtse College.

In addition, mobile phone will be another instrument to contact the participants to ask permission for their participation in this research for the purpose of formality. Later, Facebook Messenger App will be used to establish conversation and interview the participants as it has voice and video call feature besides the text messaging. Moreover, the conversation can be recorded if need. However, failing to contact through Messenger app disqualify the individual to be the sample for this research even if we could establish contact through Mobile phone initially.

Moreover, during the analysis, using different colors of ink of the pen would help me differentiate the different categories of data while making the logic diagram at the same time. Hence, pens and papers will be another material. The RQDA software will be used for the easy analysis of the data. All in all, the major guide for the procedure and data analysis of my research will be the textbook "Qualitative Inquiry and Research design" written by Creswell and Poth (2018) because it has comprehensive information required for the conduct of the grounded theory which is the one I adapted for my research.

As a procedure, firstly the participants will be identified based on my own judgment but they

should be the students of Sherubtse College enrolled from the academic year, 2017. Since, face to face interview will be less possible given the unfavorable circumstances because of COVID-19 pandemic, I will phone call the selected participant, briefly explaining the purpose of my research, seeking his/her interests in the study. Their phone number will be availed from friends if they are not in my contact list.

However, this shall not be the case if the expected participants are already in my Messenger friend zone. I would inbox them the consent form (attached in Appendix A) rather than phone calling, which have brief synopsis of my research and declaration of anonymity and confidentiality of their response.

To do so, participants will be educated with the objectives and intended outcome of the study. If they want to take part in the research, they are expected to agree with the conditions in the consent form. Probably, the selected samples will be the people I know already. Having accepted the conditions in the consent form, depending upon the conveniences of the respondents, the interview will be conducted, guided by the interview guide (attached in Appendix B) using Facebook messenger through either voice chat or video call depending upon the choice of the respondents. This process is more cost-effective compare to the phone call. The interview will be conducted in a silent and disturbance-free room of both the counterparts. The responses of the participants will be recorded using memoing process.

Lempert (as cited in Creswell & Poth, 2018) defines the memoing as writing down the ideas about the evolving theory throughout the data procedures in an effort to discover patterns. Moreover, it will be audio recorded but only if the respondent allows.

The language mode for the interview will be either Dzongkha or English for it is a common language in use by the students and will be helpful for the quick translation and understanding. I will use word-for-word type of translational process to translate from Dzongkha to English. The estimated time for the interview is minimum of 10 minutes each for the participants.

At last, the participant will be acknowledged for his/her time and responses with an incentive of mobile data recharge, if the respondents accept.

### Research Design

The research design will be exploratory in nature due to limited published materials and prior knowledge about these particular research questions (Surf the net for additional information).

Therefore, this study aims to explore the pertinent attitudes and stereotypical notions of students about women's leadership as a dependent entities and FINA Presidentship as an independent variable.

Moreover, these researches will be conducted using qualitative research approach since it is an approach for exploring and understanding the meaning of an individuals or groups ascribe to a social or human problem (Creswell, 2014).

Specifically, grounded theory will be the guiding framework for my research. Creswell (2014) asserted that it is a design of inquiry from sociology in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants.

### Data Analysis

As cited by Kawulich (2004), LeComte and Schensul defines data analysis as a process a researcher uses to reduce data to a story and its interpretation and to reduce large amount of collected data to make sense of them.

For these reasons, I would adapt the three processes of Corbin and Strauss (2015), namely open coding followed by axial and selective coding because it is in chronological procedure and hence, would easily guide me while doing the analysis.

Creswell and Poth (2018) also mentioned that they rely on them to illustrate grounded theory procedures because their systematic approach is helpful to individuals learning about and applying.

Firstly, in open coding, the researcher forms categories of information about the phenomenon being studied by segmenting

information. Within each category, the investigator finds several properties, or subcategories, and looks for data to dimensionalize, or show the extreme possibilities on a continuum of the property (Creswell & Poth, 2018).

Next, as mentioned by Creswell and Poth (2018), I am expected to assemble the data in new ways after open coding. In this axial coding, I will form a coding paradigm or logic diagram (i.e. a visual model) in which central category, causal conditions that influences the central category, specific strategies (i.e. the actions or interactions that result from the central phenomenon), and the context and intervening conditions that influence the strategies will be visualized in the model.

Thirdly, as Creswell and Poth (2018) has written, in selective coding, the researcher may write a "story line" that connects the categories. Alternatively, propositions or hypotheses may be specified that state predicted relationships. A model can serve as a helpful visual representation of the relationships among categories. Therefore, I shall follow the procedure.

## Results and Discussion

From my research on students' perception on women's FINA Presidentship in Sherubtse College, the most prominent finding that it is expected is the existence of stereotypical notion of women's inferiority regarding the leadership which bars individuals from voting for women during FINA election.

In contrast, an assumption is to find out that the personal capabilities of the women participants decide the votes of the students. Moreover, as a secondary finding, one expects to find out that there is substantial influence in the students' perception by social background regarding the gender stereotyping.

In the end, the study on students' perceptions of women's FINA Presidentship at Sherubtse College yielded numerous significant findings. To begin, a common result suggests the prevalence of stereotyped views about women's inadequacy in leadership posts, which sadly works as a barrier for citizens voting for women in FINA elections. This research

emphasizes the permanence of gender prejudices and the importance of confronting and fighting these assumptions within the student body.

The research, on the other hand, reveals that the personal capabilities of the female candidates have an important influence in shaping students' voting preferences. This suggests that, while gender prejudices may persist, students are open to recognizing and honoring the competence and ability of female participants, potentially breaking down stereotypical barriers.

Furthermore, the secondary finding emphasizes the significant effect of students' social backgrounds on their impression of gender stereotyping. This suggests that society norms, cultural ideas, and individual experiences impact students' perceptions towards women in leadership roles. Addressing these underlying impacts, as well as fostering diversity and inclusion in leadership opportunities, becomes critical in confronting and reforming gender stereotypes within the student population.

In conclusion, this study gives insight on the continuation of gender prejudices and stereotyped notions of women's leadership among students in the context of FINA presidentship. It also emphasizes the significance of recognizing and appreciating the personal skills of female participants.

Furthermore, the study emphasizes the important impact that social backgrounds have in shaping students' perceptions of gender stereotyping, highlighting the need for larger measures to promote inclusion, and fighting such biases within the student community.

## Appendix A: The respondent's consent form

This research attempts to examine the perception of students towards women presidentship to the Forum for National and International Awareness (FINA), which is considered the highest student governing body in Sherubtse College.

This, in turn, would assist in explicating the current patriarchal system of Presidentship in Sherubtse College. For the purpose of analysis, a total of six students will be selected through



purposive non-random sampling method and, semi-structured form of online interview will be employed using Facebook Messenger.

The responses will be audio-recorded with the use of audio recording feature of the Messenger and note taking process, which will be analyzed using open coding, axial coding, and selective coding. As a result, it's expected to ascertain the existence of prejudice in the mindset of the students in electing woman president to FINA, and how the prevalence of stereotypical notion about the inferiority of women in leadership affects their morale in decision making, especially in terms of electing women to leadership positions.

At the end, the participant's private information will be kept confidential, it will not be subject to an individual disclosure, but will be included in the research report as part of the overall result and findings.

The participant has the right to withdraw or discontinue responding the questions any time without prior notice. Likewise, the refusal to participate or discontinue answering the questions will not affect the respondent in any way.

I thoroughly read the document and hereby declare to take part in the research.

## Appendix B: The interview guide

This research aims to examine the perception of the students of Sherubtse students towards Women FINA President-ship. In this regard, in what follows is supposed to ask themes of questions.

### General introduction

As to make the conversation welcoming and friendly, I will acknowledge the respondents for their response to contact me. May be, I will initiate a casual talk about I will introduce myself to the respondents and about the interview briefly. To do so, I will inform and inbox the consent form. If the respondent agree to it and consent to be the respondent, in what follows are the draft questions to be asked. Before I convene the interview, I will ask for the respondent's brief bio data such as name, Programme, and year of study.

### FINA presidency

I will initiate a conversation on the institution of FINA president-ship and its administrative functions and mechanism. In this regard, I may ask them about what they know about FINA's functions and administrative significance they see in the college.

About the historical accounts and living scenarios can be also inquired through which change in its structures and mechanism can be known. The topic of electoral processes regarding the election of FINA President can be also brought in to the conversation. If they lack knowledge about these topics, I may provide them with information which will help them to provide views on following questions.

### Women leadership

In this regard, I will ask the respondents to provide their description of leadership, perceptions on why women should be included in the field of leadership, the change in mechanism of leadership dynamism in our society, and the existence of stereotypical notions about the leadership of women.

### Women leadership and FINA presidency

I may ask the respondent to provide their views about how a woman leader should be especially in the context of FINA presidency. In this line, I expect that the respondent would share their views compared with the leadership qualities of man. Otherwise, I may extend the conversation by asking about it.

The next is, in reference to the history of the FINA presidency, I may ask the respondent to provide their views on why we have only one female candidate elected as a FINA presidency so far.

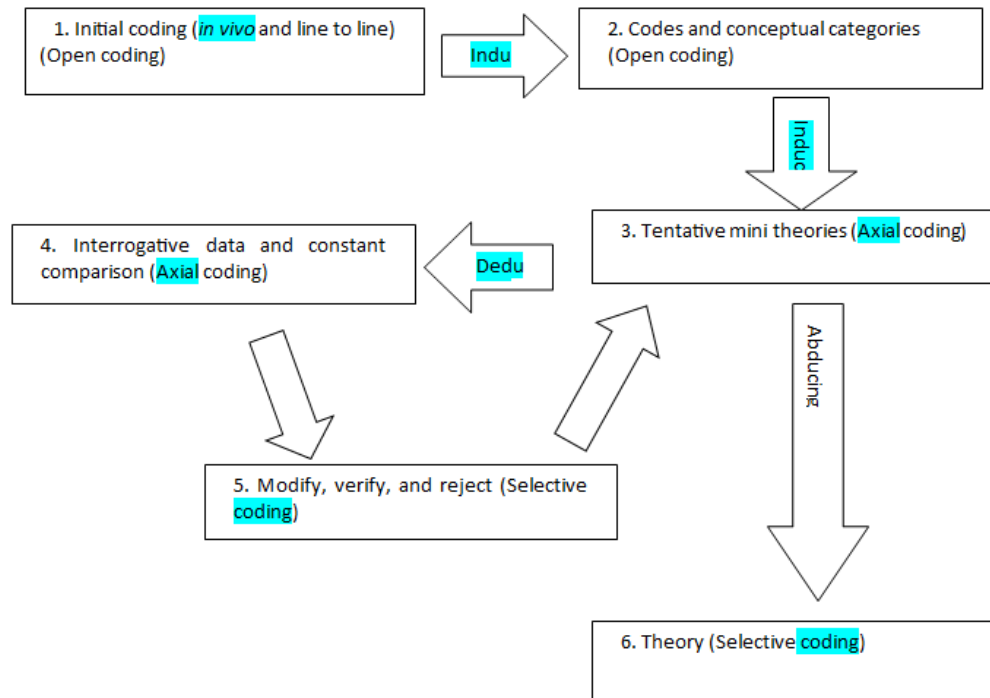
How does it affect the perception of the student? Does it motivate or demotivate the women candidates?

To get further knowledge on student's perception on this topic, I may ask the respondent to explain the basis of their preferences of the candidate during the election. Through this, I will be able to understand if the respondent's presumption of

gender stereotypes defeats the competency and capability of the candidate.

Another is to ask the respondents to provide their views/ prediction on how the FINA

leadership system would change in future. Will student again elect woman president or the regular successors will be man only?



## Reference

- [1]. S.H. Appelbaum, L. Audet, J.C. Miller, *Leadership & Organization Development Journal*, **2003**, 43. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [2]. Asian Development Bank. **2018**. [[Google Scholar](#)], [[Publisher](#)]
- [3]. V. Braun, V. Clarke, *Qualitative Research in psychology*, **2008**, 3, 77-101. [[Google Scholar](#)], [[Publisher](#)]
- [4]. A. Bryman, *New York: Oxford University Press*, **2012**. [[Google Scholar](#)], [[Publisher](#)]
- [5]. P. Choden, *Doctoral dissertation, Queensland University of Technology*, **2012**. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [6]. N. Bhutan, **2015**. [[Google Scholar](#)], [[Publisher](#)]
- [7]. S. Chuki, *Queensland University of Technology*, **2015**. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]

- [8]. J.B. Ciulla, *Business Ethics Quarterly*, **1995**, 5, 5. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [9]. J.W.Creswell, *California: SAGE Publications*, **2014**. [[Google Scholar](#)], [[Publisher](#)]
- [10]. J.W. Creswell, N.C. Poth, *london: SAGE publications Ltd*, **2018**. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [11]. T. Dema, *The Druk journal*, **2017**. [[Google Scholar](#)], [[Publisher](#)]
- [12]. M.C. Greene, *Eastern Group Psychotherapy Society*, **2011**, 255. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [13]. T. Gyeltzen, *Queensland: Queensland University of Technonlogy*, **2015**. [[Google Scholar](#)], [[Publisher](#)]
- [14]. H. Hejase, Z. Haddad, B. Hamdar, R. Massoud, G. Farha, *American Journal of Scientific Research*, **2013**, 28. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [15]. B. Kawulich, *Research Gate*, **2004**, 96. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]

- [16]. M.H. Lupi, S.M. Martin, *Counterpoints*, **2005**, 284, 1. [[Google Scholar](#)], [[Publisher](#)]
- [17]. B. Mass, *New York: Harper and Brothers*, **1960**. [[Google Scholar](#)], [[Publisher](#)]
- [18]. D. Moore, J.D. Klingborg, S.V. Hammond, *Journal of Veterinary Medical Education*, **2014**. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [19]. E. Reuben, K. Timko, *IZA institute of economic labour*, **2017**. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [20]. C.d. Rey, *Agenda: Empowering Women for Gender Equity*, **2005**, 65, 4. [[Google Scholar](#)], [[Publisher](#)]  
doi:103.197.177.101
- [21]. J. Ritchie, L. Spencer, O'Corner, *Qualitative research practice: A guide for social science students and researchers* **2003**, 219. [[Google Scholar](#)], [[Publisher](#)]
- [22]. E.S. Rosenberg, *American Journal of history*, **1990**, 77, 116. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [23]. A. Sinclair, A feminist case for leadership. In j. Damousi, K. Rubenstein, M. Tomsic, *Diversity in Leadership*, **2014**, 17. [[Google Scholar](#)], [[Publisher](#)]
- [24]. *Thimphu: Kuensel corporation ltd*, **2009**.
- [25]. S. Tshering, *Murdoch University*, **2015**. [[Google Scholar](#)], [[Publisher](#)]
- [26]. J.C.Turner, K.J. Reynolds, E. Subasic, *Perspectives and practices*, ANU Press, **2008**. [[Google Scholar](#)], [[Publisher](#)]
- [27]. UNESCO, **2003**. [[Google Scholar](#)], [[Publisher](#)]
- [28]. K. Ura, R. Verma, *Journal of Political Ecology on Culture, Power, Degrowth*, **2015**. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
- [29]. T. Wangdi, *The Druk Journal*, **2017**.
- [30]. P. Wright, *Gender in Group Psychotherapy*, **2011**, 35, 247. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]

Copyright © 2024 by SPC ([Sami Publishing Company](#)) + is an open access article distributed under the Creative Commons Attribution License(CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.