

# Review of: "Exploring the Relationship Between Gender and Sustainable Development Competencies in Higher Education Institutions: Insights from a Zimbabwean University"

Maria Amélia Martins-Loução<sup>1</sup>

<sup>1</sup> Universidade de Lisboa

Potential competing interests: No potential competing interests to declare.

The manuscript is very interesting and it is an update issue that needs to be explored and studied.

However, there is a lot to be improved before acceptance. The methodology must be much more detailed, there is a need of clarification about the type of questionnaire submitted, the number of total respondents as well as a better description of data universe. Methodology and data treatment have different flaws that need to be corrected for acceptance. Please see below specific questions:

"Research and curriculum development: Intersectionality encourages more comprehensive research and curriculum development that considers the multidimensional nature of human experiences (Butler-Henderson, 2022). It promotes interdisciplinary approaches that consider gender, class, and other factors in sustainable development studies and related fields."

Are you really sure that curriculum development is an important issue? How, and in what ways? Research and curriculum must be focused on quality and accessibility rather than gender factors.

Some strategies were presented to overcome the common obstacles and to enhance the women' role in society, ( Ventura et al., 2021, *Sustainability* 2021, 13(22), 12754; <https://doi.org/10.3390/su132212754>) something that you didn't refer. Is there any knowledge, and consequently strategy towards"

Female academics have been denied research opportunities, lack mentorship, limited chances of promotion, and restricted attendance at international conferences (Fathima et al., 2020). "

At least in Europe this is not the case. I do think you should specify where is this because it's important for the context of your work.

"Despite the acknowledgment of women's abilities and rights to participate, gender gaps persist across all sectors of the economy. This corroborates Zvavahera et al. (2021) findings that female academics lack competencies in research and innovation, which are crucial pillars of HEIs and sustainable development."

I don't understand why gender gaps across sectors of economy show that female academics lack competencies. One

thing is not a direct consequence of the other.

“According to Van Veelen and Derks (2021), female academics in the early stages of their careers lack support and face occupational stereotypes, hindering their job engagement and sense of identity and direction. This lack of support and orientation leads to a deficiency in critical competencies for sustainability.”

I don't think that job engagement and direction is due to a lack of support. This is quite normal in Europe, independently of being a male or female. Job engagement and orientation is dependent on people motivation and assertive direction to proceed. So, please specify this as well as on how male dominance is perpetuated within management and enrolment structures.

In your methodology you said that approach 43 persons within the staff. However in your table 1 you have only 29. This means that only 67% of people has answered? What is the legend of figure 1? Thinking in terms of a university with different subjects as you refer, 43 persons is too little. So, I do think you should describe the type of university are you dealing in your study: number of students, number of different curricula, number of total staff as professors, researchers and administrative. How difficult was for you to have feedback from staff university, under the covid pandemics?

More critically, what kind of questions did you insert in your questionnaire in order to fulfil all your objectives? Did you write specific questions for each objective? how did you take your conclusions concerning the answers received?