

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

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Potential competing interests: No potential competing interests to declare.

The article "Exploring the Relationship Between Gender and Sustainable Development Competencies in Higher Education Institutions: Insights from a Zimbabwean University" has several limitations that should be taken into consideration:

Limited scope: The study focuses on a single university in Zimbabwe, which limits the generalizability of the findings to other institutions and contexts.

Small sample size: The study involves only 43 academics, which is a relatively small sample size, and may not be representative of the entire academic staff of the university.

Gender bias: The study focuses on female academics and their experiences, which may not fully capture the perspectives and experiences of male academics.

Lack of quantitative data: The study relies primarily on qualitative data collected through interviews and online questionnaires, which may not provide a comprehensive picture of the gender dynamics in the university.

Self-reported data: The study relies on self-reported data from the respondents, which may be subject to bias and may not accurately reflect the respondents' experiences and perceptions.

Limited consideration of intersectionality: The study primarily focuses on gender as a single variable, without fully considering the intersections of gender with other social categories such as race, class, and sexuality, which may impact the experiences of female academics in the university.

Lack of comparative analysis: The study does not provide a comparative analysis of the experiences of female academics in other universities, which may limit the understanding of the unique challenges faced by female academics in the studied institution.

Limited consideration of the impact of the COVID-19 pandemic: Although the study acknowledges the impact of the COVID-19 pandemic on the university's operations, it does not fully explore the ways in which the pandemic may have exacerbated existing gender disparities in the institution.

Lack of empirical data on sustainable development competencies: The study relies on self-reported data from the respondents regarding their sustainable development competencies, which may not accurately reflect their actual abilities and skills in this area.

Limited consideration of the broader societal context: The study primarily focuses on the experiences of female academics within the university, without fully considering the broader societal context in which gender disparities in higher education institutions are shaped and perpetuated.

In summary, while the study provides valuable insights into the experiences of female academics in a Zimbabwean university, it has several limitations that should be taken into consideration when interpreting and generalizing the findings.