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Management styles and gender issues awareness in local universities and colleges of Bohol

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ABSTRACT

This study focused on determining the management styles and gender issues awareness in Local Universities and Colleges of Bohol for the Academic Year 2025-2026. It employed a descriptive-correlational research approach, using a questionnaire for data collection and statistical analysis, including percentages, means, and Pearson's Chi-square test with Monte Carlo simulation of p-values. Respondents were 89 students, 45 teaching personnel, and 26 non-teaching personnel. Findings revealed that the respondents often participated, engaged and supported the engagement initiatives related to management styles and gender issues. Moreover, in terms of challenges encountered in the implementation of management styles and gender issues, most of the respondents disagreed. Lastly, in relation to demographic variables and level of management styles and gender issues awareness, there is a significant relationship (p-value .031) in gender-based discrimination and gender in students, while for teaching personnel, all variables were rated no significant relationship, and for non-teaching personnel, gender inclusivity and age show a significant relationship (p-value .010). It can be concluded that when an institution highly implements the management styles and gender issues, there is a higher level of awareness among students, teaching, and non-teaching staff in the Local Universities and Colleges of Bohol. Emphasizing the multifaceted arising concern towards management styles and gender issues prevailing in every institution. It was recommended that a GAD Training Plan, that focused on addressing diversity and inclusion, addressing challenges encountered in implementing management styles, and gender issues in the institution, be crafted.

Keywords: Development education, management styles, gender issues, engagement, challenges, local universities and colleges, Bohol, Philippines.

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INTRODUCTION

In Bohol's Local Universities and Colleges (LUCs), management styles are important in addressing the province's geographically differences and socio-economically communities. With the LUCs spreading across coastal, rural, and urban areas, effective leadership must balance the policy implementation and community practices. In addition, adaptive and comprehensive management styles enable the LUCs administrators to align every institutional

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goal with the faculty, staff, and students' growth, and ensure equitable access to quality education.

In education, gender equality has received increasing emphasis. LUCs have limited attention on basic gender practices, that may lead to a great impact to lesser leadership and management approaches on teachers' awareness on Gender and Development concepts and responsiveness to address gender related concerns, while basic and higher education institutions have been studied extensively, LUCs especially in Bohol remain underrepresented in studies exploring management styles and gender awareness. In the study of Tarrayo et al. (2021), they focused on educators' awareness or success in integrating gender perspectives, rather than capturing their experiences or the role of management approaches.

With the importance of having basic knowledge on gender concepts, there is still a gap in understanding the awareness of faculty in assessing management styles and gender issues in the local universities and colleges. The researcher was motivated to conduct this study out of the results from the study (Perez, 2018) about "Gender Mainstreaming Strategy in Batangas State University Campuses'', noting that there was no clear policy to mainstream gender in the university and insufficient administrative support or dedicated staff to anchor gender and development initiatives among faculty. This study suggested that administrators and policy makers must have intentional management initiative in the province of Bohol specifically in the Local Universities and Colleges.

This study was essential to provide emphasis on gender equality in local universities and colleges with the significant gap directly influenced the management styles and gender issues awareness among teachers, particularly in local universities and colleges. The result of this study would aid in identifying which management styles best promote gender awareness. Moreover, this study could inform leadership development programs, policy formulation, as well as capacity-building in Bohol's LUCs specially the teaching and non-teaching personnel and students of every institution.

In the theory Transformational leadership by Burns 1978 which was expanded by Bass in the year 1985, leaders are agents of change who inspire and elevate their followers. In education, leaders who embody this style are more likely to promote gender equity and challenge traditional norms. The original idea behind transformational leadership was that leaders can appeal to followers' moral values in order to achieve (reforming) goals (Burns, 1978) and influence followers to transcend their self-interest for the larger good of their team and organization in order to realize optimal performance levels (Bass, 1985, Burns, 1978).

Moreover, this research is grounded on the Social Role Theory formulated by Eagly, (1987) which argues that widely shared gender stereotypes develop from the gender division of labor that characterizes a society. In addition, the gendered division of labor gives men and women differentiated skills. When gender stereotypes are salient in a group because of a mixed sex membership or a task or context that is culturally associated with one gender, stereotypes shape behavior directly through the expectations members form for one another's behavior.

The theory of Planned Behavior by Icek Ajzen (1991), in broad terms, is found to be well supported by empirical evidence. Intentions to perform behaviors of different kinds can be predicted with high accuracy from attitudes toward the behavior, subjective norms, and perceived behavioral control; and these intentions, together with perceptions of behavioral control, account for considerable variance in actual behavior.

These theories explain how attitudes, subjective norms, and perceived control influence behavior. Gender awareness can be shaped by institutional expectations. Gendered expectations affect both perception and behavior in every management style and gender issue awareness that may result to the faculty's unconscious replication on traditional gender roles in management practices.

In the 1987 Philippine Constitution Article II, Section 14 states: "The State recognizes the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men." This provision emphasizes the importance of women's contributions to the nation and mandates equal treatment under the law for both genders.

This section serves as a foundation for gender equality policies and programs in the Philippines. It ensures that women are not discriminated against and have the same opportunities as men in various aspects of life, including legal rights and access to resources. With this, the faculty management practices must align with this constitutional mandate in educational settings.

CHED Memorandum Order No. 01, Series of 2015 establishing the policies and guidelines on gender and development in the Commission on Higher Education and Higher Education Institutions. It requires faculty and administrators to undergo gender sensitivity training, create gender-responsive curricula, and integrate gender awareness in management and institutional operations.

Management styles that ignore or undermine gender initiatives may violate CHED's guidelines. These Guidelines seek to introduce and institutionalize gender equality, and gender responsiveness and sensitivity in the various aspects of Philippine higher education. The Guidelines shall apply to CHED, i.e., the Central and Regional Offices, and to all higher HEIs, private and public.

The Magna Carta of Women also known as Republic Act no. 9710 under section 2. Recognizing that the economic, political, and sociocultural realities affect women's current condition, the State affirms the role of women in nation building and ensures the substantive equality of women and men. It shall promote empowerment of women and pursue equal opportunities for women and men and ensure equal access to resources and to development results and outcome. Further, the State realizes that equality of men and women entails the abolition of the unequal structures and practices that perpetuate discrimination and inequality.

The theories used in the study provided a strong foundation for understanding how management styles influence the handling of gender issues in local unit colleges. These theories highlighted the importance of inclusive leadership, equitable decision-making, and gender-sensitive approaches in educational management for a responsive academic institution.

Statement of the problem

The study aims to determine the respondents' level of awareness of management styles and gender issues, as well as their level of engagement in initiatives related to management styles and gender issues awareness.

1. What is the respondents' level of awareness of management styles and gender issues in terms of gender stereotypes, gender inclusivity, gender-based discrimination, and gender equality in the workplace?
2. What is the respondents' level of engagement in initiatives related to management styles and gender issues awareness?

METHODOLOGY

This section outlines the research design, respondents, sampling methods, instruments, procedures, and analysis techniques used to gather and interpret data and ensures that the study is conducted in a structured, reliable, and replicable manner, providing a clear basis for validating the findings.

The research utilized a quantitative methodology, which entails a formal, objective, and systematic process aimed at testing relationship among variables. More specifically, the research design adopted is a descriptive survey, a time efficient method that involves engaging the individuals central to the research subject.

This design was chosen to meet the objectives of the study, namely: to determine the demographic profile of the teaching, non-teaching and students, assessment on the management styles and gender issues awareness, determine the respondents level of engagement on the management styles and gender issues initiatives, challenges encountered, significant relationship between the level of engagement of the teaching, non-teaching and students' initiatives and management styles on gender issues awareness and challenges encountered among teaching, non- teaching and students. The questionnaire was distributed to obtain data from the respondents. Appropriate statistical tools were employed in the interpretation.

This shows the flow of the study from the formulation of the problem out of the survey that involves representations of faculty members in the three districts of Bohol Province. Demographic information on the respondents such as age, gender, and number of trainings/seminars attended related to gender issues for the last 3 years, assessment on the management styles gender issues awareness, level of engagement of faculty members in initiatives or activities related to gender issues awareness, and the challenges encountered by faculty members in relation to the management styles on gender issues awareness.

The researcher conducted the study after receiving consent from the relevant authorities from the Local Universities and Colleges of Bohol. The actions required to complete this study are as follows: On each of the Local Universities and Colleges under the three districts of Bohol, the respondents were chosen through stratified random sampling technique to ensure representation across local universities and universities within the population. The population was divided into schools. After stratification, a simple random sampling method was applied within each school to select respondents proportionally. This approach ensured that each subgroup was adequately represented, and every member within each of the schools. The respondents were given research questionnaires individually. As soon as the respondents completed the questionnaires, the questionnaires were retrieved. To address the specific research issues, several statistical calculations and analysis were performed on the acquired data.

The research procedure is followed in the process of the study using appropriate research approach toward designing an action plan to better equip administrators and faculty in creating a safe and inclusive environment. The respondents of the study were determined by randomly selected techniques as a requirement for the intended study. The respondents of the study were mainly the students, teaching, and non- teaching personnel from the three districts of Bohol Province namely, Tagbilaran City of the 1st District, Municipality of Trinidad from the 2nd District and the Municipality of Carmen for the 3rd District.

Survey questionnaires were employed in this investigation consisting of 4 sections. The demographic profile of the respondents was established in the first part through the collection of data on age, gender, and number of trainings/seminars attended related to gender issues for the last 3 years. The second part of the study was assessing the management styles on gender issues awareness in terms of gender stereotypes adapted from Tadros, (2020), gender inclusivity in the study Gender Inclusivity in Higher Education Institutions: A Leadership Perspective, by Sundar, et.al. (2019), another is on gender- based discrimination adapted from Chaudhry, et.al. (2019), lastly is on gender equality in workplace the questionnaire is adapted from Morley, (2014).

The third part of the questionnaire contained the level of engagement in the implementation of gender issues adapted from the study of Morley, L. (2013). This part used a 4-point Likert scale, 4-always, 3-often 2-sometimes, 1-never. The fourth part is the challenges

encountered in the implementation of management styles on gender issues adapted from the study of Subrahmanian, (2005).

RESULTS AND DISCUSSION

This chapter presents the results gathered from the respondents of the study and interprets these findings in direct relation to the objectives of the investigation, which centered on the respondents' level of awareness toward management styles and gender issues and their corresponding level of engagement in gender-related initiatives. The discussion that follows is grounded strictly in the data collected through the survey instrument administered to the respondents, with mean scores, standard deviations, and descriptive values serving as the primary statistical indicators used to interpret the level of awareness and engagement. All numerical values, including means, standard deviations, and descriptive ratings, are retained exactly as computed and are interpreted in relation to the specific objectives guiding this study.

Gender stereotypes

The respondents' level of awareness on gender stereotypes was examined across three domains, namely gender and academic abilities, gender and classroom participation, and gender and career aspirations, using standard deviation, mean score, and descriptive value. Within the domain of gender and academic abilities, the respondents moderately agreed that boys are better at STEM, that girls are more talented in language and arts, and that teachers expect boys more in technical subjects, with the means for these three statements reflecting an agree descriptive value and thus indicating a persistence of traditional academic stereotyping. The fourth statement, concerning the belief that girls are less encouraged into STEM, obtained a lower mean of 2.47, suggesting that respondents demonstrate limited awareness in actively supporting gender inclusivity in this specific area. Given the limited number of related studies, caution must be exercised in drawing broader comparisons or inferences from this finding. This pattern resonates with the nascent proposal of Master and Meltzoff (2020), whose STEMO framework, an integration of stereotypes, motivation, and outcomes, draws on educational research, human development, and social psychology to explain the mechanisms underlying gender gaps in STEM. Their hypothesis describes how female STEM students encounter negative stereotypes that produce biased self-representations regarding their group membership, which in turn affect their interest and academic performance.

The second domain, gender and classroom participation, revealed that statements 5 and 6 obtained means ranging from 2.25 to 2.34, both carrying a descriptive value of disagree. This indicates that respondents tend to disagree with or are less inclined to believe that boys are more confident than girls in answering in class, or that teachers give more recognition to boys, suggesting that the stereotype of boys dominating classroom participation or receiving greater recognition is less endorsed among respondents. However, statement 7 obtained a mean of 2.90, indicating that respondents do believe that female students are more likely to receive praise for neatness or behavior rather than for academic performance. This result suggests that while stereotypes concerning participation and recognition are weaker or less agreed upon compared to stereotypes about ability, the stereotype that girls are praised for behavioral rather than academic qualities remain present. This finding aligns with Riegle-Crumb and Peng (2021), who note that young women may underestimate their abilities in math-related fields due to the general perception that these fields are male-dominated.

The domain of gender and career aspirations yielded the highest ratings among the three domains, with statement 8 obtaining a mean of 3.16, statement 9 obtaining a mean of 3.14, and statement 10 obtaining a mean of 2.84, indicating stronger agreement with the notion that gender influences career encouragement. Specifically, respondents perceived that boys are more steered toward engineering and technology while girls are steered toward caring and teaching professions, and that teachers and parents do suggest gender-influenced career options. These results indicate that within the sphere of career aspirations, stereotypes appear strongest and most agreed upon by respondents. This finding is consistent with the assertion of Lv et al. (2022), Mohtar et al. (2019), Nugent et al. (2015), and Wang et al. (2020) that self-efficacy significantly affects individuals' academic performance in STEM fields and their interest in related careers. The results of the PISA 2015 assessment likewise show that boys possess significantly higher self-efficacy than girls in mathematics and science (OECD, 2015), and Rabenberg (2013) found that females with strong gender stereotypes exhibit significantly lower self-efficacy than males. Su et al. (2009) further emphasize that girls' choices of STEM majors and careers are strongly influenced by their interest in STEM careers, while Wang and Duan (2021) note that individual interest in STEM careers is directly influenced by self-efficacy and perceptions of STEM careers, and indirectly by environmental factors such as parents, peers, schools, and media.

The overall composite mean of 2.73, with a standard deviation of 0.85 and an agree descriptive value, indicates that respondents generally hold a positive attitude toward agreeing that gender stereotypes exist across the domains of academic ability, classroom participation, and career aspirations. These results reveal that gender stereotypes remain present within educational settings, particularly in the manner by which career trajectories are suggested and encouraged. While respondents were somewhat less inclined to endorse overt biases regarding classroom participation or recognition, such as beliefs that boys are more confident, they nonetheless recognized that girls are more likely to be praised for neatness or behavior rather than academic performance, and they strongly acknowledged that teachers and parents steer boys and girls toward traditional gender-typical career fields. These findings suggest that interventions promoting gender equity in education should extend beyond classroom participation concerns and focus more deliberately on the transition from schooling into subject choices and career pathways, ensuring that both boys and girls receive equal encouragement, exposure, and expectation across STEM and non-STEM fields alike. This is consistent with the observation of Morales and Lacanaria (2025) that gendered encouragement significantly influences the choice of college program, particularly in rural schools.

Gender inclusivity

The respondents' awareness on gender inclusivity was likewise examined across three domains, namely policies and opportunities, participation and representation, and respect and expression, using standard deviation, mean score, and descriptive value. Within the domain of policies and opportunities, the three constituent statements yielded means ranging from 3.52 to 3.82, reflecting that respondents perceive their institution as highly valuing equality regardless of gender identity. The highest mean of 3.82, pertaining to equal opportunities for leadership, indicates that leadership roles are perceived to be distributed fairly among male and female students, while the lowest mean of 3.52 still reflects strong agreement that student contributions are valued regardless of gender. These results indicate that institutional policies have successfully fostered an environment in which both male and female students perceive equal access to opportunities, an inclusivity that promotes empowerment, participation, and recognition of diverse gender identities. This finding is supported by Santos and Abocejo (2021), who note that gender-inclusive policies in schools contribute significantly to equitable

educational outcomes and reduce gender-based marginalization, and by UNESCO (2022), which emphasizes that educational institutions implementing gender-responsive governance foster fairness and inclusivity at both structural and cultural levels.

The domain of participation and representation showed that all statements obtained a descriptive value of strongly agree, with means ranging from 3.73 to 3.81, demonstrating a high level of awareness that both male and female students are equally encouraged to participate in clubs, activities, and academic competitions, and that decision-making bodies represent both genders. This finding aligns with Martínez-Palacios and García (2020), who argue that gender-balanced representation in school decision-making enhances institutional responsiveness to gender-related issues, and with García-Holgado et al. (2022), who assert that inclusive participation in educational activities strengthens community belonging and reduces gender disparity in engagement levels.

The third domain, respect and expression, obtained a highest mean of 3.76 and a lowest mean of 3.56, both carrying a descriptive value of strongly agree, indicating that respondents perceive the school as respectful of gender diversity. Students reported feeling comfortable expressing their gender identity and believing that teachers respect all students regardless of gender. This result implies a generally open and accepting environment, although schools may still need to enhance programs addressing Sexual Orientation, Gender Identity, Expression, and Sex Characteristics (SOGIESC) awareness to ensure full inclusivity, particularly for non-traditional gender identities. Flores and Cruz (2023) similarly note that awareness programs on gender identity are key to reducing stigma and fostering empathy among students and teachers, while Gonzales et al. (2024) further observe that respect for non-binary and transgender students significantly enhances mental health and academic engagement.

The composite result of 3.70, carrying a descriptive value of strongly agree for gender inclusivity, reveals that the school maintains a high level of gender inclusivity awareness across the domains of policy, participation, and expression. Respondents strongly agree that the institution upholds fairness, respect, and equality regardless of diverse gender identity, although continuous improvement is recommended, particularly in understanding and respect toward non-traditional gender identities. These results affirm that inclusive educational practices not only promote equality but also nurture a culture of respect and belonging among all individuals within the institution.

Gender-based discrimination

The level of perceived gender-based discrimination among respondents was examined across three domains, namely gender bias in the classroom, gender discrimination in opportunities, and gender-based harassment and microaggressions. The overall composite mean of 2.07 corresponds to the descriptive value of disagree, indicating that respondents generally perceive limited gender-based discrimination and do not readily endorse the presence of such bias within the school environment.

Within the domain of gender bias in the classroom, means ranged from 1.96 to 2.38, carrying a descriptive value of disagree, indicating that students disagreed with the notion that teachers exhibit lower expectations based on gender, that male students are favored in classroom participation, or that female students are relegated to supportive roles. A slightly higher mean of 2.48, pertaining to the perception that female students perform supportive roles, suggests that mild remnants of gender role stereotyping may still be perceived by respondents. This finding reflects a learning environment that generally promotes fairness and equal treatment, with minimal evidence of traditional gender bias in teaching or classroom

interactions, although the slight agreement toward supportive-role expectations implies that subtle gendered perceptions of roles might still influence certain contexts, particularly in collaborative or leadership tasks. These results imply that schools should continue to implement gender sensitivity training for teachers to further eliminate unconscious biases in classroom practices, and that curriculum and learning materials should reflect gender-neutral representation, ensuring that both male and female students see themselves in diverse academic and leadership roles. Lee and Gonzales (2021) note that reducing implicit gender bias in classrooms enhances equitable participation and boosts confidence among all genders, while UNESCO (2022) emphasizes that teacher awareness and training are key to eliminating gendered expectations in pedagogy. Baxter and Britton (2023) similarly observe that educational environments addressing subtle stereotypes create stronger academic motivation and inclusivity for both male and female learners.

The domain of gender discrimination in opportunities yielded means ranging from 2.01 to 2.07, carrying a descriptive value of disagree, indicating that respondents disagree that opportunities such as sports, leadership, and academic programs are gender-restricted. The data suggest that students of all genders are given equitable chances to participate in activities and pursue chosen fields without bias, reflecting institutional policies that ensure equal access to academic and extracurricular opportunities and a progressive culture that promotes gender equality. The relatively equal representation across technical, caregiving, and leadership fields reflects the success of gender mainstreaming initiatives in education. These findings imply that schools should continue to promote gender-balanced participation in both STEM and caregiving disciplines, challenging traditional gender segmentation in career tracks, and that integrating career orientation programs highlighting gender inclusivity across all fields can strengthen equitable participation. García Holgado et al. (2022) emphasize that equal opportunity policies in education contribute to breaking occupational gender stereotypes, particularly in STEM and caregiving careers, while Kamanzi and Williams (2020) found that gender-neutral access to leadership and sports fosters balanced social development. Santos and Abocejo (2021) further highlight that visible equity in opportunities reduces internalized gender bias among students.

The final domain, gender-based harassment and microaggressions, obtained ratings ranging from a lowest mean of 1.92 to a highest mean of 2.18, all carrying a descriptive value of disagree, indicating that respondents disagreed that harassment or microaggressions based on gender occur frequently. This result suggests a safe and respectful learning environment in which overt gender-based harassment is minimal, although the slightly higher mean of 2.18, pertaining to teachers' biased comments about gender roles, implies that occasional gendered remarks or traditional expectations may still exist. These findings imply that professional development programs should include training on recognizing and addressing microaggressions and implicit bias, and that schools may establish gender support committees or safe spaces to handle concerns of discrimination or stereotyping in a confidential and supportive manner. Flores and Cruz (2023) note that even mild gender-based microaggressions can impact students' sense of belonging, while Ramos et al. (2024) report that awareness programs and reporting mechanisms significantly reduce the incidence of subtle discrimination.

Gender equality in the workplace

The respondents' awareness of gender equality in the workplace was examined across three domains, namely equal opportunities, workload and treatment, and gender-friendly workplace culture. The overall composite mean of 3.58, with a standard deviation of 0.55, indicates that respondents strongly agree that gender equality is effectively practiced within

their institution, reflecting a positive and inclusive workplace climate in which employees and students, regardless of gender, perceive fairness in opportunities, treatment, and organizational culture.

Within the domain of equal opportunities, respondents strongly agreed that both men and women are given equal chances for promotion, leadership roles, and professional development, obtaining the highest mean of 3.69 with a descriptive value of strongly agree. The remaining indicators under this domain were rated between 3.61 and 3.69, likewise earning a descriptive value of strongly agree. These results suggest that institutional policies and human resource practices effectively promote gender parity in career advancement and skill-building, implying that the organization upholds merit-based advancement and inclusivity, ensuring that gender does not hinder access to professional growth. The nearly equal means across all indicators demonstrate consistent perceptions of fairness in opportunity distribution, a hallmark of progressive and equitable workplaces. Alonso-Almeida et al. (2021) note that organizations adopting gender-inclusive promotion and training policies show higher employee satisfaction and retention, while the ILO (2023) emphasizes that equal access to professional development fosters a culture of fairness and innovation. Rahman and Lamsal (2022) further report that gender-balanced leadership structures lead to improved organizational performance and morale.

In terms of workload and treatment, respondents strongly agreed that both genders are respected by colleagues and supervisors, obtaining the highest rating of 3.57 with a descriptive value of strongly agree, that gender is not a barrier to participation in decision-making processes, with a rating of 3.55, and that workload distribution is equitable, with a rating of 3.45 carrying a descriptive value of strongly agree. Although the workload distribution rating was slightly lower than the other indicators in this domain, the results still indicate positive perceptions of gender fairness in task allocation and interpersonal relations, suggesting that the institution ensures equitable task assignment and professional respect across genders, while the slightly lower mean in workload distribution may indicate some variation in perceived task intensity or role expectations. These findings imply that management should conduct periodic workload audits to ensure that responsibilities are distributed equitably across genders, that supervisors should be continuously trained to recognize and prevent gender role stereotyping in assignments and leadership responsibilities, and that equal participation in decision-making committees should be reinforced to maintain balanced representation and diversity in institutional leadership. Carter and Silva (2020) note that equitable workload distribution improves job satisfaction and reduces gender-related stress, UN Women (2022) found that workplaces valuing respect and fairness across genders enhance overall productivity and engagement, and Rao and Singh (2024) highlight that gender-balanced decision-making teams produce more inclusive and effective organizational outcomes.

The third domain, gender-friendly workplace culture, revealed that respondents strongly agreed that both men and women feel equally valued, obtaining the highest rating of 3.63, and that their institution promotes gender equality awareness programs, addresses discrimination complaints seriously, and ensures equal treatment for employees with the same qualifications, with all statements rated strongly agree. This domain highlights a supportive and inclusive workplace culture that not only demonstrates fairness in practice but also proactively cultivates awareness and accountability, as a strong gender-friendly culture encourages openness, reduces bias, and builds an environment where all employees can thrive. The composite mean score of 3.58, with a standard deviation of 0.55, suggests that the institution should continue to integrate gender equality advocacy into organizational development programs and that leadership should continuously promote awareness campaigns

and seminars to reinforce gender sensitivity and inclusivity among staff. Gonzales et al. (2024) emphasize that gender-friendly organizational culture fosters psychological safety, leading to higher productivity and inclusivity, the ILO (2023) found that institutions with strong anti-discrimination systems experience fewer workplace conflicts and better morale, and Flores and Cruz (2023) report that awareness initiatives on gender equality reduce microaggressions and foster mutual respect across diverse workforces.

Level of engagement in initiatives related to management styles and gender issues

The respondents' level of engagement in initiatives related to management styles and gender issues was assessed using weighted mean and standard deviation across three dimensions, namely participation in gender activities, engagement and reflection, and institutional support. The composite mean of 3.06, with a standard deviation of 0.89, indicates that faculty members often engage in gender-related activities and awareness programs.

Within the domain of participation in gender activities, means ranged from 2.40 to 2.77, interpreted as ranging from sometimes to often. The statement indicating that faculty members occasionally participate in seminars, workshops, and campaigns promoting gender equality obtained the highest mean of 2.77, ranking first among the indicators in this domain. This result, together with the comparatively lower mean scores of the remaining indicators, suggests that while awareness activities exist, faculty participation is not yet fully institutionalized and may depend on availability and motivation. Garcia and Tan (2021) emphasize that institutional policies and leadership commitment are essential in embedding gender awareness in higher education, while also finding that faculty engagement often depends on personal motivation and institutional incentives, a pattern that mirrors the present findings in which participation rates remain moderate.

The domain of engagement and reflection obtained mean scores ranging from 2.73 to 3.21, described as often, indicating that faculty are actively reflecting on and discussing gender-related issues with peers and students. Reflection on how gender issues affect both men and women obtained a mean of 3.19, while the application of gender learning in daily life obtained a mean of 3.21, demonstrating an increasing awareness of gender equality principles and a balanced understanding of gender roles. Such engagement indicates that faculty members are developing critical thinking regarding gender sensitivity, which can enhance classroom inclusivity and equitable treatment of students, although the scores also suggest opportunities for improvement through continuous dialogue, peer mentoring, and integration of gender perspectives in teaching practices. Villanueva and Dela Cruz (2022) state that faculty members are aware of gender issues but that participation in advocacy activities is limited due to time constraints and lack of structured programs, affirming that strong administrative and policy support leads to improved faculty reflection and integration of gender topics in instruction.

The domain of institutional support revealed that the statement indicating that teachers and administrators support discussions about gender awareness in class obtained the highest rank, with a weighted mean of 3.58 and a descriptive value of always, while the statement indicating that the school encourages participation in gender awareness initiatives obtained the lowest mean of 3.37. This result shows that when institutions provide enabling environments, faculty members are more likely to engage in and sustain gender advocacy activities. Rodriguez and Santos (2024) report that institutional support mechanisms such as funding and continuous training significantly predict faculty engagement in gender initiatives, supporting the present finding that institutional support received the highest mean scores among the three domains, serving as the strongest driver of engagement.

The composite mean score of 3.06, with a standard deviation of 0.89, shows that faculty members often engage in gender awareness initiatives, supported by an institutional framework that encourages inclusion and equity, although personal participation in activities remains moderate, signaling the need for more active faculty involvement and motivation. Taken together, the findings across the domains of gender stereotypes, gender inclusivity, gender-based discrimination, gender equality in the workplace, and engagement in gender-related initiatives directly address the objectives of this study by establishing that respondents possess a generally positive awareness of gender inclusivity and equality within institutional policy, participation, and workplace culture, while simultaneously revealing that subtler forms of stereotyping, particularly in career aspiration guidance and behavioral praise patterns, continue to persist. These results contribute to the broader field of gender studies in education by demonstrating that structural and policy-level inclusivity does not automatically eliminate deeply embedded stereotypes surrounding career trajectories and role expectations, underscoring the need for interventions that extend beyond formal policy into everyday classroom and workplace practices. The findings further suggest that strengthening faculty development, recognition, and the deliberate inclusion of gender perspectives in professional standards will be essential in advancing gender equality within higher education institutions. These conclusions provide the empirical foundation for the recommendations and concluding discussions presented in the succeeding chapter.

CONCLUSION

In light of the findings, the researcher concludes that this study sheds light on the role of every teaching and non- teaching personnel and students in the Local Universities and Colleges in the province of Bohol. Emphasizing the arising concern towards management styles and gender issues prevailing in every institution. The study on varied relationships between gender-related of students, teaching and non-teaching personnel holds uniform views on gender-related domains regardless of the number of gender trainings and seminars attended.

However, several significant relationships emerged. A significant positive association was found between gender equality and level of engagement, suggesting that higher perceptions of gender-equal practices correspond to greater workplace engagement. Additionally, Across the remaining variables such as gender stereotypes, inclusivity, discrimination, and equality with respect to age, gender, and engagement no significant relationships were found, meaning these perceptions do not differ across demographic categories. Overall, the findings highlight that students, teaching and non-teaching personnel exhibit more variation in gender-related perceptions and that GAD trainings play an important role in providing awareness, particularly toward gender equality.

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