



GENDER-RESPONSIVE LEADERSHIP PRACTICES AMONG SCHOOL HEADS IN THE SECONDARY SCHOOL IN THE DIVISION OF ALBAY

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ABSTRACT

This study aimed to determine the level of effectiveness of Gender-Responsive Leadership Practices Among School Heads in the Secondary Schools in the Division of Albay Specifically, it sought answers to the following objectives: 1) Determine the profile of the School Heads in terms of: gender, age, civil status, Highest Educational Attainment, Position in the Department of Education, and length of service in DepEd; 2) Asses the level of gender-responsive leadership practices along Leading strategically, Managing school operations and resources, Focusing on teaching and learning, Developing self and others, Building connections, and Plus-Factors; 3) Appraise if there is a significant relationship between the gender-responsive leadership practices with the profile of the respondents. 4) Propose a "GENDER - RESPONSIVE LEADERSHIP (GRL)" Guide to address the problems in Leadership Practices of School heads in the secondary public school in Albay. Based on the research it is highly recommended that School Heads should be given a chance to develop their educational leadership practices by continuing their schooling.

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DepEd may provide training/seminars and other training development programs, DepEd may improve the Plantilla position and its guidelines in hiring teachers and school heads in DepEd and develop the guidelines in all the leadership Practices to reach the top level of Performance.

Keywords: *Gender-responsive, leadership practices, Leadership Guide, descriptive -correlational method, Albay, Philippines*



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INTRODUCTION

Globally, as more countries realize how important leadership is in promoting diversity and establishing gender norms, the conversation about gender-responsive leadership approaches has picked up steam. International organizations that promote policies and practices that empower women and address gender-based disparities, such as the United Nations and UNESCO, have highlighted the significance of gender equality in leadership posts, *Gender inequality persists in leadership positions* (Gender Inequality Persists in Leadership Positions, 2018). Upholding the general principles and decisions enshrined in the Declaration on the Advancement of Women in the ASEAN Region and the Ha Noi Declaration on the Enhancement of Welfare and Development of ASEAN Women and Children greater emphasis was placed on the role of women in government, business, and education (*ASEAN Declaration on the Gender-Responsive Implementation of the ASEAN Community Vision 2025 and Sustainable Development Goals Declaration on Strengthening Social Protection...* n.d.).

In the Philippines, the significance of gender-responsive leadership practices is increasingly acknowledged as exemplified in Republic Act 9710 or the Magna Carta of Women (*FAQ: Republic Act 9710 or the Magna Carta of Women - Philippine Commission on Women*, 2023). School heads are the recognized leaders in schools they are entrusted with authority, responsibilities, and accountabilities in the success or failure of the institution. Their position is significant to the educational development academic growth and performance of the learners

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because the school heads are usually the major source and the driving force that upholds the welfare of the organization (Maqbool et al., 2023).

Quality leadership requires a strong character engrossed by self-certainty and trust for achievements. Pew Research Center (2015) indicates that women tend to internalize a second-class attitude that negatively affects their self-confidence. In essence, lack of confidence reflects unworthiness in top positions hence poor leadership image. The relative deprivation theory stipulates that women express satisfaction with little achievements as compared to men. For instance, a woman would be contented to work in the same rank as a man but with a lower income level than the male colleague. The character of women to accept less than men signifies low self-confidence and facilitates a poor reward system in appreciation of excellent leadership skills. Notably, the use of composure and leader emergence regression model helps in improving the leadership predictive abilities of an individual to fill a vacant position (Pew Research Center, 2018).

In this study the unique characteristics of the school heads in the division of Albay in terms of their profile and their performance in the Office Performance Commitment and Review (OPCR) shows they practice gender-responsive leadership functions taking into account not only local situations but also aligning with broader regional and global efforts towards gender equality in educational leadership. With this perspective the relevance of this study is linked within a

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larger context, making this more valuable for policy makers, educators and researchers at various levels.

OBJECTIVES OF THE STUDY

The objective of this study is to determine the gender-responsive leadership practices of public school heads in the division of Albay for the school year 2022-2023. Specifically, it will seek answers to the following specific objectives:

1. Determine the profile of the respondents in terms of
 - a. Gender
 - b. age
 - c. civil status
 - d. Educational Attainment
 - e. length of service
2. Asses their gender-responsive leadership practices along
 - a. Leading strategically
 - b. Managing school operations and resources
 - c. Focusing on teaching and learning
 - d. Developing self and others
 - e. Building connections

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- f. Plus factors
- 3. Appraise if there is a significant relationship between the profile of the respondents with the gender-responsive leadership practices.
- 4. Propose a development program for school heads to address gender-responsive leadership practices.

FRAMEWORKS

This research is anchored on the Role Congruity Theory by Eagly and Karau (2002), the Liberal Theory by John Locke, and the Social Constructionist Theory by Subramariam (2010) which the researcher considered to be useful in addressing the objectives of the study.

The Role Congruity Theory argues that female gender roles in society are perceived to be communal typically characterized by kindness and empathy and focused on collaboration and relationship building. This is counter to leadership competencies that tend to be aligned with agentic qualities and are assigned most commonly to the male gender such as assertiveness, decisiveness, competitiveness, and self-promotion. The tension between the communal qualities that people prefer in women and the predominantly agentic qualities they expect in leaders produces cross-pressures on female leaders. In attempting to manage the incongruence of the gendered role expectation, female leaders will often experience disapproval for their more masculine behaviors such as asserting clear-cut authority over others, as well as for their more

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feminine behaviors such as being especially supportive of others. This theory addresses the profile of the respondents and the school head's leadership practices which will be determined in the study.

The role contiguity theory prejudice towards female leaders posits that the perceived mismatch between societal expectations of the female role and leadership positions results in two forms of bias: (1) viewing women less favorably than men as suitable candidates for leadership roles, and (2) assessing behavior aligning with leadership expectations less positively when displayed by a woman. This leads to less favorable attitudes towards female leaders and potential leaders compared to their male counterparts. These create greater challenges for women aspiring for leadership positions and hinder their success in such roles.

The Liberal theory believes that gender differences are not rooted in biology and that men and women are more similar than different. All individuals, therefore, should have equal status and the same opportunities in education and work. Typically, women are overrepresented in positions that are traditionally feminine roles. These are positions that are often underpaid compared to jobs that are typically male-dominated. In terms as to the extent to which the leadership practices are equally observed by the school heads will be determined in the study.

The Social Constructionist theory is not concerned with what men or women are about but with how masculinity and femininity are constructed and what effects this construction has on social order. This is the theory where the primary focus of women in leadership lies, the notion

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of leadership and how it translates to women in leadership. How this construct is created through the lenses of an organization and/or society which in turn has both positive and negative effects on the surroundings. With this argument, discernible differences of gender in leadership practices will be resolved and to formulate a policy where equality in leadership and opportunities should be commended.

To realize this research a conceptual framework of the different variables was hereby established. The profile of the respondents was considered to know the characteristics of the respondents and how they contributed to the result of the study. Moreover, determining the leadership practices of the school heads gave the researcher an idea of what strategies or styles they use in performing their obligations and the extent to which these practices are put into action. These leadership practices were determined by the respondents through an open-ended questionnaire formulated by the researcher deemed necessary to know the extent of these practices which will benefit the respondents themselves and the organization as well. These Gender responsive leadership practices are along the six key areas in the OPCR of the school heads.

It can be noted that a good leader visualizes and realizes the vision, mission, and goals of the organization through a collaborative effort of everyone and will work as a team to put those missions and goals into action. Ethical practices were very important measures in carrying out institutional mandates in such a way that it boosts the morale of every worker and serves as

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a motivating factor to perform their functions in a morally upright situation. Professionalism is always equated with morality. A professional leader directs and inspires a team to follow a vision or reach a goal that must be practiced while incorporating regular reflection and being able to work well with others and treat each other fairly. In communication, a leader can relay information about the organization's core values and crucial messages to build trust and encouragement for everyone. In addition, the gender-responsive differences in leadership practices of the respondents were determined. These differences served as the springboard in the proposed development program for school heads in improving gender-responsive leadership practices. This program will enhance good leadership practices despite gender differences.

METHODOLOGY

Research Design

This study employed a descriptive correlational research design. This is a design where the researcher considers two variables and establishes a formal procedure to draw a conclusion (Villanueva, n.d). This identified and analyzed the differences in gender-responsive leadership practices among school heads in the public secondary schools in the Division of Albay.

Descriptive-correlational research considered two variables that are not manipulated and established a formal procedure to conclude that one is better than the other. It is primarily a quantitative research technique in which the researcher administers a survey or questionnaire to

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a sample or entire population to describe their attitudes, opinions, behaviors, experiences, or other characteristics of the population (Frankel et al. 2012).

Research Ethics Protocol.

In conducting this study stringent research ethics were meticulously adhered to at every stage of the research process as outlined as follows:

1. Informed consent. Before the data collection, clear and comprehensive information about the study's purpose, procedures, potential risks, and benefits were provided to the participants. Informed consent was obtained from each participant ensuring their voluntary participation.
2. Privacy. participant's privacy was considered throughout the study. Data collection was conducted in a manner that respected the privacy of the respondents, and no information was disclosed without explicit consent.
3. Confidentiality. The researcher took measures to ensure the confidentiality of participants. Personal information was handled with utmost care, and data were coded to prevent the identification of individual respondents in any published material.
4. Beneficence. They aimed to contribute positively to the field of gender-responsive leadership practices by generating insights that could enhance education equity. Any potential benefits resulting from the study were carefully considered, and whole potential risks were minimized.

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5. Minimization of harm. All steps were taken to minimize any potential harm to respondents.

The survey questions were designed to be non-intrusive and respectful and respondents were assured that they may skip any questions they found uncomfortable to answer.

6. Transparent Research Practices. The research methodology, including the survey design, data collection, and analysis procedures was transparently communicated. Any potential conflicts of interest were disclosed, and the research process was open to scrutiny.

RESULTS AND DISCUSSION

This section deals with the presentation, analysis, and discussion, of the data gathered. The researcher used tables to present the findings. Textual interpretations were included to help present crucial and substantial findings regarding the profile of the respondents. Furthermore, this part also explains the assessment of the gender-responsive leadership practices and the significant relation between the profile of the respondents and the gender-responsive leadership practices. The study's purpose, procedures, potential risks, and benefits were provided to all participants.

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Profile of the Respondents

This includes Table 1 presents the Profile of Respondents and the analysis encompasses various dimensions, including age, gender, civil status, highest educational attainment, position within DepEd, and length of service.

Table 1.0 presents the profile of the 90 respondents. It can be noted from the data presented that twenty-three (23) or twenty-five and fifty-six percent(25.56%) of the respondents belong to the age range of between thirty-nine to forty-one (39-41) years old; followed by 18 or twenty percent (20%).with in ages thirty-six to thirty-eight (36-38) years old, thirty-two to thirty-five (33-35) years of age with seventeen percent(17%), while forty-two to forty-four (42-44) years old respectively got fifteen (17) or (18.89%)percent while forty-five (45 & above) years old have thirteen (13) or (14.44%), those within the age range of 30-32 have 4 respondents or (4.44%) the least in the group.

Indicators	Frequency	Percentage	Rank
A. Age Bracket			
45 & above	13	14.44	5
42-44	15	16.67	4
39-41	23	25.56	1
36-38	18	20.00	2
33-35	17	18.89	3
30-32	4	4.44	6
B. Gender			
Male	43	47.77	2
Female	47	52.22	1
Total	90	100	
C. Civil Status			
Married	62	68.89	1
Single	10	11.11	2
Widow	6	6.67	4
Annulled	8	8.89	3
Separated	4	4.44	5
D. Highest Educational Attainment			
Doctor of Philosophy	8	8.89	6
Doctor of Education	13	14.44	4
Doctoral (CAR)	0	0	7
Doctoral (with units)	10	11.11	5
Master's Degree	20	22.22	2
Master's (CAR)	15	16.67	3
Master's (with units)	24	26.78	1

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D. Position in the Department of Education			
Principal IV	3	3.33	4
Principal III	20	22.22	3
Principal II	34	37.77	1
Principal I	33	36.66	2
F. Length of Service			
21 years and above	38	42.22	1
16-20 years	11	12.22	4
11-15 years	17	18.89	2
6-10 years	8	8.89	5
1-5 years	16	17.78	3

Table 1.0 – Presents the age, gender, civil status, highest educational attainment, position within DepEd, and length of service.

The findings explain that the majority of the respondents belong to the middle level of the age of (39-41) years old. Next in the rank is the age bracket (36-38), and ages 32-35 who are in their middle-aged. This negates the findings of Oco (2016) which revealed that more school heads are still at the novice level in their experience as school heads. In this study the majority of the school heads are males, and married,. Those with ages below 33 is the lowest. They are young but already school heads which will give them more opportunity to be promoted as they grow older.

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On the civil status of the respondents majority are married with sixty-two (62) or sixty-three and eighty-nine percent (68.89%). Those who are single account for ten (10) or eleven and eleven percent (11.11%), followed by widows with six (6) or six and sixty-seven percent (6.67%), while divorced/annulled with eight (8) or eight and eighty-nine percent (8.89%) and the lowest number of respondents are those separated with four (4) or four and forty-four percent (4.44%). There are more married school heads than the single ones in the Division of Albay. A total of eighteen (18) or 20% are married but in different marital situations.

The educational attainment of the respondents varied from the master's to the doctoral level. Combining the number and percentage of the master's and those with additional units totalled to 59 or (65.56%) while those with doctoral units and doctoral degree summed up to 31 or (34.44%) school heads are highly qualified educationally. This marks their role as agents of change who can contribute a major impression on the educational milieu through their information-sharing methods, creating supportive

On the length of service of the school heads. it is revealed tha 38 or 42.22% are more than 21 years in service, while 28 or 31.11% are from 11-20 years in the service. The remaining 24 or 26.67% are 10 years and below in length of service. The research revealed that the outstanding rating of the level of leadership skills was evident in male school administrator and showed competencies, effectiveness, and efficacy, (Vicencio, 2023)

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Leaders at every level of the organization must share an ongoing commitment to actionable policies promoting gender equality at all levels of leadership. They must actively work to identify and eliminate the very obstacles that currently prevent talented and ambitious women from taking the next step into leadership (Emerson, 2022). At present, the complex relationship between gender and leadership behaviors has been attended to by academics and professional practitioners with great scrutiny due to steady and significant shifts in increased women representation in every level of leadership rank.

Gender-responsive leadership practices.

Table 2 shows the summary of the gender-responsive leadership practices of the 3 District Clusters in the Schools Division of Albay for the school year 2022-2023. It shows the average performance of the school heads in the 6 key areas in the Office Performance Commitment and Review (OPCR) along with leading strategically, focusing on teaching and learning, developing self and others, building connections, and plus-factor.

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District Clusters	A		B		C		
Indicators	TWM	AI	TWM	AI	TWM	AI	Ave-Rank
A. Leading Strategically	4.24	P	4.26	P	4.26	P	4.25 - 2
B. Managing School Operations	4.20	P	4.13	P	4.11	P	4.15 - 5
C. Focusing on Teaching & Learning	4.56	WP	4.61	WP	4.58	WP	4.58- 1
D. Developing self & others	3.83	P	3.84	P	3.88	P	3.85- 6
E. Building connections	4.16	P	4.20	P	4.18	P	4.18- 4
F. Plus Factor	4.20	P	4.20	P	4.20	P	4.20- 3
Average	4.20	P	4.24	P	4.20	p	

Legend: 4.50 – 5.00 well practiced; 4 3.5 – 4.49 practiced; 3 2.5 – 3.49 moderately practiced;

2. 1.5 – 2.49 less practiced; 1. 1.0 – 1.49 least practiced

Table 3- Summary of the Gender- Responsive Leadership Practices

For District Cluster A, the function on Focusing on Teaching and Learning got the highest weighted mean of 4.56 or “well practiced” which explains that this is the major role of a school head. Although the other five indicators have the same interpretation of “practiced” the lowest is on “developing self and others”. The average for the 6 areas is 4.20 or “practiced” showed that the school heads even if they have stayed in their positions for a short or longer time still need further upskilling or reskilling in their roles, especially along gender-responsive leadership practices.

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Among the shortcomings of the school heads are along the operationalization of their School Improvement Plan, submission of reports on time, and preparation of need-based interventions in literacy and numeracy as revealed in the individualized school/cluster data.

For District Cluster 2, the highest is also in the function of focusing on teaching and learning with the weighted mean of 4.61 or well practiced. The other 5 functions although they have the same interpretation of "practiced", the lowest is in developing self and others. The indicators where their weaknesses are shown are in the operationalization of their School Improvement Plan, submission of reports on time, professional development, and community networking with parents, media, and other stakeholders to help in the attainment of their programs and projects.as revealed in the individualized school /cluster data.

For District Cluster 3, the highest is also in focusing on teaching learning with a weighted mean of 4.58 or "well practiced". Of the other functions, the lowest is in developing self and others with a weighted mean of 3.88 or "practiced. The weaknesses of this group of school heads are the same as those of Clusters 1 and 2, along with the operationalization of their School Improvement Plan, submission of reports on time, professional development, community networking with parents, media, and other stakeholders, and dealing with them professionally.

On the average weighted mean, and as ranked, the area of Focusing on Teaching & Learning obtained an average weighted mean of 4.58 which is ranked 1. This is expected of the school heads considering that is a major function to assist teachers whose students' performance

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is lagging especially in literacy and numeracy. this is the area where the school heads can maximize the services of their Master Teachers in mentoring other teachers who need assistance.

With these results where the 3 clusters have similar strengths and weaknesses, the school culture of the division is reflected. This is a challenge to the school heads themselves and to the heads of the division. These results can be shared with the education system in Albay in analyzing the existing gender dynamics and how it may impact the role of school heads. This can also help identify local policies or initiatives that address gender equality in educational leadership in the division which can be shared with the region.

School leadership plays a key role in educational settings where this leadership can be gender-responsive. Mannan's (2017) study revealed that women principals require well-organized training to enhance their principal leadership practices. Women are more visible than men in almost every area of education, however, they are underrepresented in top-tier leadership positions. In terms of their leadership male leaders adopt a transactional leadership style while female uses a more transformative leadership style.

The school heads in Albay need to focus on their gender-responsive leadership practices in dealing with their teachers and use their position and skills to actively work towards gender equality and women's rights, both in the workplace and through their organization's external activities. Experience shows that support to leaders needs to be centered around their leadership

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and managerial roles and provide practical guidance on what they can concretely do in their daily work to achieve gender equality (*Gender Responsive Leadership*, 2024)

The study of Villanueva et al. (2023), assessed the implementation of Gender-Responsive Basic Education Policy among the public-school teachers of Talakag District II, Division of Bukidnon, during the School Year 2022-2023. The extent of the respondents' assessment of the implementation of the gender-responsive basic education policy is "well implemented" and overall, the respondents' profile showed no significant relationship with their assessment of the gender-responsive basic education policy. It has been recommended that a budget for learning resources related to the implementation of a gender-responsive basic education policy must be included in the school's operating budget. Keywords: assessment, implementation, gender-responsive education.

Anderson, C.C. (2023) conducted a predictive, correlational, quantitative research study investigating gender, school size, school level, and hope as continuous predictor variables affecting principal burnout in Georgia. Burnout is a severe problem that has consequences beyond the primary person experiencing the phenomenon. Although considerable research has studied burnout in teachers and healthcare workers, less attention has been paid to burnout specific to school principals. There remain unanswered questions about predictor variables and how these variables can be used to design effective burnout prevention methods. This study used a stratified random sample of 1,399 principals with publicly accessible email contact information in Georgia.

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Principals in Georgia were surveyed using demographic questions about how their occupational demands and feelings of hope related to the three dimensions of burnout—emotional exhaustion, depersonalization, and personal accomplishment—using the Maslach Burnout Inventory-Educators Survey and the Adult Hope Scale. Data were collected using the Qualtrics platform and analyzed using the IBM Statistical Package for the Social Sciences (SPSS). Multiple regression was used to examine the correlation between the variables. Although the data showed statistical significance for all three dimensions of burnout, the data provided convincing evidence showing a stronger association between gender, hope, and the dimensions of emotional exhaustion and personal accomplishment. It was recommended that future researchers understand what causes higher levels of hope and the role of gender as a predictor variable

3. Relationship between the Gender Responsive Leadership Practices and the

	computed	computed	tabulated	Decision
Indicators	P	t-value	t-value@ 5%	
1. Gender-Responsive Leadership Practices and Age	0.03	0.06	1.96	Ho=accepted
2. Gender-Responsive Leadership Practices and Educational Attainment	0.46	1.03	1.96	Ho=accepted
3. Gender-Responsive Leadership Practices and Length of Service	0.23	0.47	1.96	Ho=accepted
4. Gender-Responsive Leadership		0.23	1.96	Ho=accepted

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A study assessed whether there exist a statistically significant differences in the extent to which male and female headteachers in two selected educational districts in Ghana enact instructional leadership practices in their schools. Findings showed that there were no significant differences between male and female headteachers' performance in the ten instructional leadership functions explored in the study. This meant that male head teachers in the selected educational districts did not significantly demonstrate any superior instructional leadership practices compared to their female counterparts. The study recommends that educational policymakers in Ghana initiate pragmatic policies to increase women's representation and participation in school leadership roles (Abonyi, U.K. et al., 2022). This study is along the significant differences in sex of school head teachers' performance in the ten instructional leadership functions where the males did not significantly demonstrate any superior instructional leadership practices compared to their female counterparts. Hence, both male and female school head teachers execute their functions fully irregardless of their sex. This serves as the basis for principals and District Supervisors to be fair and objective in the selection and recommendation of their school heads for promotion.

Another study was conducted which aims to show and evaluate the impact of gender and the effectiveness (Decision making and relationships) between transformational leadership and transactional leadership respectively in real estate and construction companies and to bring to light whether male leaders are more effective than female leaders, or the opposite. Results show

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that the relationship between gender, transformational leadership, and transactional leadership and their effectiveness (Decision-making and Relationships) in the companies is positive. This study has tried out which gender is better male or female and which type of leadership favors each gender and its effect on decision-making and employee relationships.

Females have the highest regression with decision-making, while males have the lowest regression with relationships. Females have higher regression results with the relationships, while male has lower regression with the decision-making. When female leaders practice transformational leadership, directive for decision-making and relationships, they pay attention to the needs of their supporters, display empathy, and foster personal growth and expression. Also, according to the results, transactional leadership has a high percent Beta for both decision-making and relationships, which means female leaders also adopt transactional leadership, but transformational leadership has a larger impact than transactional leadership.

On the other hand, male leaders practice transformational decision-making and relationships they also raise individuals from low levels of need to higher levels of survival In summary according to the results of the research, female leaders are more effective and have a huge impact than male leaders on decision making and employees relationships in real estate and construction companies in Istanbul, Turkey, (Dwiri, B. and Kagan, Okatan, 2021). Though the study site is in a real estate company, still gender is used to determine the impact of the male and female leaders using transformational and transactional leadership styles on their co-workers.

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4. Proposed "GENDER - RESPONSIVE LEADERSHIP (GRL)" Guide

A. Objective- To equip the school heads in the Division of Albay with the necessary knowledge, skills, and attitudes to address identified weaknesses in gender-responsive leadership practices and empower them to lead inclusively fostering gender-responsive leadership practices with their respective schools.

The focus is on developing competencies in self and others, managing effectively school operations and resources, enhancing networking skills, optimizing speakership roles, fostering mentoring, building professional relations with stakeholders, and leading campaigns for zero dropouts, all within the ambit of strategic leadership.

A. Content and Activities

1. Developing self and others

Objective - foster personal and professional growth while promoting the development of others in a gender-responsive environment

Content Objective:

- Self-awareness and emotional intelligence training.
- Workshops on effective communication and conflict resolution.
- Gender-sensitive leadership development programs.

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2. Managing school operations and resources

Objective: Implement gender-responsive policies and practices in managing school operations and resources.

Content:

- Training on integrating gender perspectives in curriculum development.
- Budgeting and resource allocation with a gender lens.
- Workshops on promoting inclusive teaching and learning environments.

3. Networking

Objective: Build and enhance networks that promote gender-responsive leadership in education.

Content:

- Networking events and forums focused on gender equality.
- Training on creating supportive networks within the education sector.
- Collaborative projects with local and regional institutions. GOs and NGO.

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4. **Speakership, Evaluator, Mentoring, and Professional Relations**

Objective: Enhance leadership skills in areas of public speaking, evaluation, mentorship, and maintaining professional relations with stakeholders.

Content:

- Public speaking and effective communication workshops.
- Training on mentorship and fostering a supportive environment.
- Role-playing activities for effective evaluation.
- Building and maintaining professional relationships with stakeholders.

5. **Campaign for Zero dropouts**

Objective: Lead campaigns to reduce dropout rates with a gender-responsive approach.

Content:

- Workshops on identifying and addressing factors contributing to dropout rates.
- Development of gender-sensitive interventions for at-risk students.
- Collaborative initiatives with local communities and stakeholders to promote educational continuity.

6. **Strategic Leadership**

Objective: Develop strategic leadership skills with a gender-inclusive perspective.

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Content:

- Training on strategic planning and decision-making.
- Workshops on anticipating and addressing gender-related challenges in education.
- Case studies and simulations for applying strategic leadership in diverse scenarios.

General Activities

Regular workshops and seminars.

Mentoring programs.

Collaborative projects with local organizations.

Networking events and conferences.

Campaign initiatives with students, parents, and community members.

Continuous self-assessment and reflection.

Conduct of Webinars



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CONCLUSIONS

Based on the foregoing findings, the following conclusions were derived: 1) The respondents' school heads have a distinct profile along gender, age, civil status, educational attainment, and length of service. 2). In the gender-responsive leadership practices leading strategically, managing school operations and resources, and focusing on teaching and learning were "well practiced," while developing self and others, building connections, and the Plus factors were only "practiced" 3). There is no significant relationship between gender-responsive leadership practices and the age of the respondents. 4.) A Gender-Responsive Leadership (GRL) Guide can be developed as an output of the study.

TRANSLATIONAL RESEARCH

The results of this study could be translated through a journal article for national and international publication, social media, newsletters, memorandum, and other media for information dissemination and revisiting the division's internal gender responsive leadership policies and practices. In addition, both the internal and external stakeholders can make use of this research findings for more comprehensive academic and administrative policies which could be an input to the regional policies on gender-responsive leadership policies. Capacity-building programs such as training, workshops, etc. can be enhanced to establish collaborative partnerships with relevant stakeholders especially the newly promoted school heads and the

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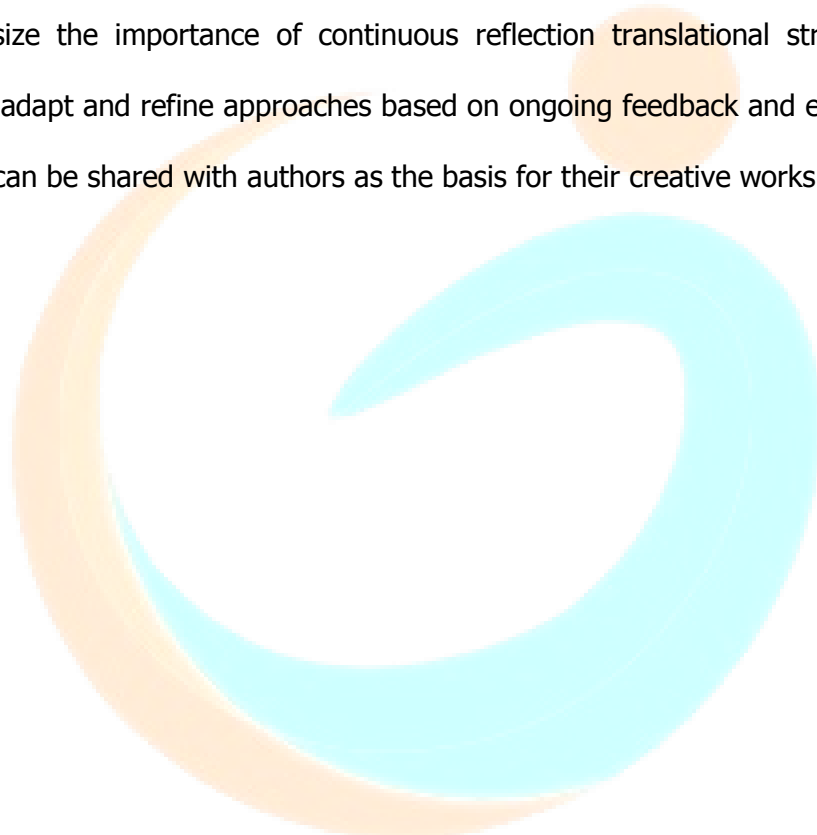
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succeeding ones to ensure the research's practical applicability. Educational leaders in the schools, districts, and division levels accept continuous feedback from stakeholders to refine translational efforts based on real-world experiences. Sustain the impact over the long term. including integration into the professional development programs of school leaders. School leaders emphasize the importance of continuous reflection translational strategies with the commitment to adapt and refine approaches based on ongoing feedback and experiences in the field. Finally, it can be shared with authors as the basis for their creative works.



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