

Gender Responsive Practices, Leadership Competencies and Institutional Commitment in the Division of Antipolo: Basis for an Intervention Measure

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Publication history:

Received: September 27, 2026

Accepted: October 26, 2026

Revised: October 23, 2026

Published: October 27, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 3, pp. 928–941, October 2026.

Abstract

This study assessed gender-responsive practices, leadership competencies, and institutional commitment in the Schools Division of Antipolo as a basis for developing an intervention measure. Anchored in Role Congruity Theory, Transformational Leadership Theory, and Organizational Commitment Theory, the study employed a quantitative descriptive-correlational research design involving 374 purposively selected respondents from 14 public secondary schools, comprising eight district supervisors, 14 school heads, 14 Gender and Development focal persons, and 338 teachers. Data were collected using a researcher-developed, expert-validated questionnaire and analyzed through weighted means, analysis of variance, and Pearson correlation. Findings revealed strong gender-responsive practices ($M = 4.39$), highly evident leadership competencies ($M = 4.41$), and high institutional commitment ($M = 4.42$). No significant differences were reported among respondent groups in their assessments of gender-responsive practices. Very strong to perfect positive correlations ($r = 0.99\text{--}1.00$) were reported among the three major variables. Despite these favorable assessments, challenges persisted in gender awareness, communication, professional development, policy enforcement, documentation, and monitoring mechanisms. Consequently, the GREAT LEAD 2030 intervention was proposed and evaluated as highly suitable ($M = 4.37$), acceptable ($M = 4.40$), and feasible ($M = 4.37$). The study recommends strengthening gender mainstreaming, leadership development, institutional accountability, stakeholder participation, and continuous monitoring to address identified gaps. The research aligns with Sustainable Development Goals 4 (Quality Education), 5 (Gender Equality), 10 (Reduced Inequalities), 16 (Peace, Justice, and Strong Institutions), and 17 (Partnerships for the Goals). Its potential multidisciplinary sustainability contribution lies in promoting inclusive educational governance, social equity, institutional resilience, and continuous organizational improvement through evidence-informed leadership and gender-responsive institutional practices.

Keywords: Educational Governance; Gender and Development; Gender-Responsive Practices; Institutional Commitment; Leadership Competencies; Monitoring and Evaluation; School Leadership; Stakeholder Engagement; Sustainable Development

1. Introduction

Gender-responsive education, capable school leadership, and sustained institutional commitment are interconnected concerns in contemporary educational governance. Inclusive policies require consistent application in teaching, personnel development, stakeholder engagement, and school decision-making, while school leaders need the competencies to translate these commitments into practice. Global education monitoring

reports identify leadership, inclusion, and gender equity as critical dimensions of educational quality and institutional effectiveness (UNESCO, 2024b, 2025). Within Philippine basic education, the policy direction toward inclusive learning has been reinforced by the Basic Education Development Plan 2030 and recent gender-responsive standards for instructional materials (Department of Education, 2022; Philippine Commission on Women et al., 2025). Against this background, the present study examines gender-responsive practices, leadership competencies, and the institutional commitment of school heads in the Schools Division of Antipolo as a basis for a context-responsive intervention measure.

Gender responsiveness in basic education involves more than formal compliance with policies. It encompasses institutional support, equitable curriculum and instruction, safe and participatory learning environments, staff capacity building, parent and community partnerships, and systematic monitoring and evaluation. A Philippine study of gender-responsive classrooms found that educators may understand gender-equity principles without consistently translating them into pedagogical practice, particularly when institutional frameworks, specialist assistance, and coordinated support are limited (Bastida et al., 2025). Likewise, evidence from public secondary schools in Cabuyao City indicated a positive association between awareness and implementation of the Gender-Responsive Basic Education Policy, underscoring the importance of both policy communication and operational follow-through (Villegas et al., 2025). Effective institutional implementation also depends on leaders' ability to articulate a strategic vision, communicate constructively, manage people and teams, make ethical decisions, adapt to change, exercise emotional intelligence, and maintain a results orientation. Contemporary leadership literature emphasizes inclusive, transformational, and relational competencies (Northouse, 2025), while a recent Philippine qualitative investigation identified self-management, communication, resilience, and collaborative problem-solving as recurring features of effective organizational leadership (Aquino et al., 2025). The present study brings these concerns together within the operational responsibilities of public secondary school heads rather than considering gender responsiveness, leadership, and institutional commitment separately.

The literature identifies a persistent policy-to-practice gap in gender-responsive education. In Philippine higher education, Castulo et al. (2026) observed that gender equity, diversity, and inclusivity could appear in formal curricula without being translated into explicit competencies, consistent teaching strategies, or monitoring mechanisms. Bastida et al. (2025) likewise documented variations in teachers' gender-responsive practices arising from limited guidance, coordination, and capacity building. Although these studies concern higher education, their institutional implementation issues offer a relevant comparative perspective for investigating secondary schools. More directly, Reynales and Beloro (2026) reported challenges in teachers' gender-responsive pedagogy in a Philippine educational institution, indicating the value of practical support and contextualized professional development. Recent literature also presents leadership as a combination of strategic, relational, instructional, and ethical responsibilities. A Philippine study outside the education sector identified strategic thinking, people development, purposeful results, and innovation-related change leadership as relevant to employee engagement; its industry-specific findings provide supplementary, rather than directly school-based, evidence (Dio & Cabrestante, 2025). Within education, Caharian and Cabanlit (2024) synthesized the literature on transformational leadership and teacher commitment. A subsequent meta-analysis reported positive associations between principals' instructional leadership and teacher trust, collective efficacy, commitment, job satisfaction, and self-efficacy (Hallinger et al., 2025). Philippine qualitative research further described emotional intelligence as useful to school leaders' empathy, conflict resolution, and relationship-building (Polestina et al., 2025). Gender expectations can also affect how leadership is perceived and evaluated. Tremmel and Wahl (2023) documented gendered associations with leadership characteristics, while Dinhof and Willems (2024) explored role congruity within gender-dominant public-sector professions, including teaching. However, Eichenauer and Ryan (2024) found more nuanced experimental results, cautioning against assuming that leader evaluations are determined uniformly by gender-role incongruity. Collectively, these studies support assessing gender-responsive leadership through observable practices and institutional conditions rather than presuming the same experiences or capacities for all leaders of a particular gender. Organizational scholarship further explains why employee engagement, shared goals, collaboration, and institutional values matter for sustained performance (Robbins & Judge, 2022). In schools, the sustainability of reforms additionally requires clear responsibilities, stakeholder participation, resource support, and monitoring. The literature therefore suggests examining gender-responsive practices, leadership competencies, and school heads' institutional commitments as related but analytically distinct dimensions (UNESCO, 2024b; Hallinger et al., 2025).

At the local level, the study covers 14 public secondary schools in the Schools Division of Antipolo. Its respondent groups comprise Education Program Supervisors/District Supervisors, school heads, Gender and Development (GAD) focal persons, and teachers. This setting enables comparison of stakeholder assessments across school governance, instructional implementation, and gender-mainstreaming responsibilities. The research context is school-specific; evidence from other Philippine localities should not be interpreted as findings for Antipolo itself. Nationally, the Department of Education (2022) adopted the Basic Education Development Plan 2030 as its medium-term policy framework, linking educational quality, inclusion, and governance with stakeholder participation. The Philippine Development Plan 2023–2028 similarly identifies stronger educational

competencies, learning quality, and responsive public institutions as development priorities (National Economic and Development Authority, 2023). More specifically, Joint Memorandum Circular No. 2025-03 establishes minimum gender-responsive criteria for instructional materials and requires relevant educational agencies to support capacity building, evaluation, and monitoring (Philippine Commission on Women et al., 2025). These contemporary issuances operate within the broader statutory framework of the Magna Carta of Women, the Safe Spaces Act, and public-sector accountability requirements, whose original enactment dates are not treated as recent literature publications. Internationally, UNESCO's 2024 gender report examined both the potential of educational technology to improve access and continuing gender gaps in digital participation (UNESCO, 2024a). Its 2024/5 leadership report emphasized the importance of leadership practice and the institutional conditions that support learning (UNESCO, 2024b). The 2025 gender report identified continuing disparities in women's access to education leadership while emphasizing that effective leadership should be assessed in context, not reduced to gender alone (UNESCO, 2025). The World Bank Group (2024) likewise calls for coordinated policy action, human capital development, and wider participation of women in decision-making. Together, these global perspectives situate the Antipolo study within the broader agenda of inclusive and accountable educational institutions.

The study is informed by three complementary theoretical perspectives: Role Congruity Theory, Transformational Leadership Theory, and Organizational Commitment Theory. Role Congruity Theory explains how expectations associated with gender and leadership may shape perceptions and opportunities. Recent empirical work supports attention to gender stereotypes while also showing that the effects of perceived incongruity vary by context and measurement (Tremmel & Wahl, 2023; Eichenauer & Ryan, 2024). This perspective informs the examination of gender-responsive policies, participation, and equitable institutional practices without presuming that any gender is inherently more effective in leadership. Transformational Leadership Theory emphasizes vision, motivation, individualized support, and the capacity to guide organizational change (Northouse, 2025). Its relevance to educational settings is supported by recent synthesis and meta-analytic evidence linking school leadership with teacher commitment and other positive professional attitudes (Caharian & Cabanlit, 2024; Hallinger et al., 2025). Accordingly, it provides a basis for interpreting strategic thinking, communication, team building, adaptability, ethical decision-making, emotional intelligence, and results-oriented leadership. Organizational Commitment Theory provides an additional lens on individuals' attachment and obligations to their organizations, commonly differentiated into affective, continuance, and normative components (Robbins & Judge, 2022). Importantly, the present study does not operationalize those psychological components directly. Instead, its measure of the institutional commitment of school heads covers mission and vision alignment, organizational and instructional leadership, resource management, stakeholder engagement, compliance and accountability, and continuous improvement. These dimensions represent observable managerial and institutional commitments and should not be reported as equivalent to an affective–continuance–normative commitment scale. Conceptually, the study follows an Input–Process–Output (IPO) orientation. Stakeholder survey data on the three core constructs, implementation challenges, and perceptions of an intervention are examined to inform an intervention measure. It assesses gender-responsive practices through six dimensions, leadership competencies through eight dimensions, and school heads' institutional commitment through seven dimensions. The proposed output is the GREAT LEAD 2030 intervention, or Gender-Responsive and Resilient Educational Advancement through Transformative Leadership. The study examines group differences and associations among variables; its survey-based framework does not, by itself, establish causal effects.

The reviewed evidence documents gender-responsive teaching, leadership development, and organizational commitment, but much of it addresses a single construct, a different educational level, or a different institutional setting. For instance, the Philippine studies of Bastida et al. (2025) and Castulo et al. (2026) focus on higher education, while Villegas et al. (2025) examines policy awareness and implementation in a different schools division. Contemporary school-leadership research clarifies relationships with teacher attitudes but does not directly answer how Antipolo stakeholders perceive gender-responsive practices, multiple school-leader competencies, and the institutional commitment of school heads together (Hallinger et al., 2025). The specific gap addressed is therefore contextual and integrative. The study assesses these three constructs within 14 Antipolo secondary schools from the perspectives of four stakeholder groups, examines differences in assessments and relationships among the constructs, identifies reported implementation challenges, and evaluates the suitability, acceptability, and feasibility of the proposed intervention. This approach is intended to generate a locally grounded basis for professional development, policy improvement, GAD implementation, and institutional monitoring. Any recommendations should be calibrated to the actual study results rather than treating correlations or stakeholder perceptions as proof of program effectiveness.

The research aligns with five interconnected Sustainable Development Goals: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals). The study primarily contributes to SDG 4 by examining inclusive instruction, school leadership competencies, and institutional conditions that support equitable learning opportunities. Its emphasis on gender-responsive policies, curriculum, professional development, and institutional accountability

also supports SDG 5 by identifying practices that may strengthen gender equality and reduce discrimination in educational institutions. Furthermore, the study relates to SDG 10 through its assessment of practices intended to minimize institutional barriers and promote fair participation among learners and educational stakeholders. Its examination of ethical governance, transparent decision-making, policy compliance, institutional commitment, and continuous improvement supports SDG 16. Meanwhile, its emphasis on parental involvement, community engagement, and collaboration among educational stakeholders reflects SDG 17. These alignments demonstrate the study's potential contribution to inclusive and accountable educational governance. However, the identified connections represent the research objectives and prospective policy relevance rather than independently measured SDG impacts (UNESCO, 2025; Philippine Commission on Women et al., 2025; World Bank Group, 2024).

The study contributes to multidisciplinary sustainability by connecting educational sustainability, social sustainability, governance sustainability, and institutional sustainability within Philippine public secondary education. Educational sustainability involves maintaining inclusive teaching practices, strengthening leadership competencies, supporting teacher development, and establishing systems for continuous school improvement. Social sustainability emphasizes gender equality, non-discrimination, respectful relationships, equitable participation, and meaningful engagement among learners, educators, families, and communities. Governance and institutional sustainability are reflected in the study's focus on ethical leadership, strategic resource allocation, transparent decision-making, policy implementation, monitoring, and accountability. These dimensions are necessary for maintaining organizational responsiveness and ensuring that gender-sensitive practices are integrated into school operations rather than implemented as isolated compliance activities (Department of Education, 2022; UNESCO, 2024b). The multidisciplinary relevance of this research lies in its integration of public administration, educational management, gender and development, organizational behavior, and community participation. By examining how gender-responsive practices and leadership competencies relate to school heads' institutional commitment, the study may provide an empirical basis for strengthening school governance, informing professional development initiatives, improving gender-mainstreaming mechanisms, and developing the proposed GREAT LEAD 2030 intervention. Ultimately, the research seeks to support educational institutions that are inclusive, accountable, adaptive, and responsive to stakeholder needs. Its potential contribution to sustainability lies in generating context-specific evidence for long-term institutional improvement and socially equitable educational governance, without presuming causal relationships or verified intervention outcomes beyond the study's reported findings (National Economic and Development Authority, 2023; Philippine Commission on Women et al., 2025).

2. Material and methods

2.1 Research Design

The study utilized a descriptive-correlational research design to assess gender-responsive practices, leadership competencies, and institutional commitment without manipulating the variables. According to Miksza, et.al (2023), descriptive research examines existing conditions, while correlational research determines relationships among naturally occurring variables. This approach enabled the researcher to describe the assessed levels of the three variables, determine significant differences among respondent groups, and examine the strength and direction of their relationships. The design provided empirical evidence for institutional planning and policy development without establishing cause-and-effect relationships.

2.2 Locale of the Study

The study was conducted in 14 public secondary schools under the Department of Education, Schools Division Office of Antipolo City, Region IV-A (CALABARZON), Philippines. These included Antipolo National High School, Bagong Nayon II National High School, Cupang National High School, Mayamot National High School, San Roque National High School, San Isidro National High School, Mambungan National High School, Maximo L. Gatlabayan Memorial National High School, San Jose National High School, Marcelino M. Santos National High School, Dela Paz National High School, Dalig National High School, Antipolo City National Science and Technology High School, and Antipolo City Senior High School. These institutions provided the educational setting for assessing gender-responsive governance, school leadership competencies, and institutional commitment.

2.3 Respondents of the Study

The study involved 374 respondents comprising eight district supervisors (2.14%), 14 school heads (3.74%), 14 GAD focal persons (3.74%), and 338 teachers (90.37%) from the participating secondary schools. These respondents were selected because of their professional responsibilities, experiences, and involvement in educational leadership, institutional governance, and gender-responsive programs. Their demographic characteristics were examined in terms of age, sex, civil status, educational attainment, and years in service. The participation of these four stakeholder groups provided different institutional perspectives on the variables investigated.

2.4 Sample and Sampling Procedure

The study employed purposive sampling, a non-probability sampling technique that selects participants based on their roles, qualifications, experiences, and relevance to the research objectives. Campbell et al. (2020) emphasized that purposive sampling enables researchers to obtain information from participants with direct knowledge and experience of the phenomenon being investigated. Accordingly, district supervisors, school heads, GAD focal persons, and teachers were selected because of their involvement in educational administration, gender-responsive practices, and institutional processes. The methodology also presented Slovin's formula as a procedure for determining sample size from a known population using a specified margin of error, although the corresponding population parameters and sample-size computation were not detailed.

2.5 Research Instrument

Data were gathered using a researcher-made survey questionnaire developed from relevant literature, educational policies, and previous studies. Taherdoost (2021) emphasized the usefulness of survey questionnaires in obtaining standardized quantitative responses from participants. The instrument consisted of four parts. The first gathered respondents' demographic information, including age, sex, civil status, educational attainment, and years in service. The second assessed gender-responsive practices across six dimensions: policy and institutional support, curriculum and instruction, learning environment and student engagement, teacher and staff capacity building, parental and community partnership, and monitoring and evaluation. It also evaluated eight leadership competency dimensions: strategic thinking and visioning, communication and intrapersonal skills, people management and team building, ethical governance and integrity, problem-solving and decision-making, adaptability and change management, emotional intelligence, and results and orientation. Institutional commitment was assessed through mission and vision alignment, organizational leadership, instructional leadership, resource management, stakeholder engagement, compliance and accountability, and commitment to continuous improvement. The third part identified challenges encountered in implementing gender-responsive practices, while the fourth evaluated the suitability, acceptability, and feasibility of the proposed intervention measure. The questionnaire underwent expert validation by specialists in educational management, public administration, and Gender and Development. The validators examined the instrument's content, clarity, relevance, organization, and alignment with the study objectives. Recommended revisions were incorporated before administration. Maree (2020) emphasized the importance of expert validation in establishing content validity and ensuring that research instruments adequately represent the intended constructs.

2.6 Data Gathering Procedure

The researcher prepared the questionnaire based on the study objectives and submitted it for expert validation. After incorporating the validators' recommendations, a formal request for permission to conduct the study was submitted to the appropriate authorities in the Schools Division of Antipolo. Upon securing the necessary authorization, the validated questionnaires were distributed to the selected respondents through appropriate online platforms. Completed responses were collected, examined for completeness, organized, tallied, and encoded for statistical processing. The gathered data were subsequently analyzed using statistical techniques aligned with the research questions.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency counts, percentages, weighted means, analysis of variance (ANOVA), and Pearson's correlation coefficient. Frequencies and percentages were used to describe respondents' demographic characteristics and their distribution across categories. Weighted means determined the overall assessments of gender-responsive practices, leadership competencies, institutional commitment, and the suitability, acceptability, and feasibility of the proposed intervention measure. Responses were interpreted using a five-point Likert scale, with weighted-mean ranges of 4.20–5.00, 3.40–4.19, 2.60–3.39, 1.80–2.59, and 1.00–1.79. These ranges corresponded to progressively lower assessment levels, with specific verbal interpretations for gender responsiveness, leadership competence, institutional commitment, suitability, acceptability, and feasibility. Analysis of variance was employed to determine significant differences in the assessments of the four respondent groups. Pearson's correlation coefficient was used to examine the relationships between gender-responsive practices and leadership competencies, gender-responsive practices and institutional commitment, and leadership competencies and institutional commitment. The resulting statistical findings served as the basis for interpreting the relationships among the study variables and informing the proposed intervention measure.

3. Results and Discussion

3.1 Gender-Responsive Practices in the Division of Antipolo

3.1.1 Policy and Institutional Support

The respondents strongly agreed that gender-responsive policies and institutional support were evident in the Division of Antipolo, with an overall weighted mean of 4.43. The highest-rated indicator concerned institutional policies promoting gender equality, preventing discrimination, and ensuring equitable opportunities (4.56), followed by integrating gender mainstreaming into strategic objectives and development programs (4.53).

Administrative policies accommodating family responsibilities received the lowest rating (4.30), although this remained within the Strongly Agree category. The findings indicate favorable perceptions of institutional mechanisms supporting gender equality and inclusive governance. The relatively lower assessment of family-responsive administrative arrangements identifies an area for continued attention. UNESCO (2021) emphasized that institutional policies, inclusive governance, and the consistent implementation of gender equality measures are essential for equitable educational access, participation, and outcomes.

3.1.2 Curriculum and Instruction

Gender-responsive curriculum and instruction received an overall weighted mean of 4.43, interpreted as Strongly Agree. The highest-rated indicators involved equitable teaching strategies and the inclusion of gender perspectives in curriculum review, both receiving a composite mean of 4.49. Gender sensitivity, respect, and equity in learning objectives obtained 4.45, while the use of inclusive language and instructional examples received 4.38. These findings suggest that gender-responsive principles are positively perceived in curriculum development, teaching strategies, and instructional materials. The results also indicate opportunities to strengthen the consistent use of inclusive classroom language and learning examples. Tantengco and Maramag (2021) support this finding by emphasizing the integration of gender perspectives across learning areas to promote equitable educational participation.

3.1.3 Learning Environment and Student Engagement

The learning environment and student engagement dimension obtained an overall weighted mean of 4.44, interpreted as Strongly Agree. Equitable classroom seating, grouping, and participation received the highest composite mean of 4.58, followed by the promotion of respectful and inclusive classroom environments (4.57). The provision of safe, accessible, and gender-sensitive facilities, including restrooms and counseling areas, received the lowest assessment (4.19), interpreted as Agree. The results reflect positive perceptions of inclusive classroom participation, respectful interactions, and protection from gender-based discrimination. Nevertheless, the comparatively lower rating for gender-sensitive facilities suggests a need for continued institutional attention to physical learning environments. UNICEF (2022) emphasized that inclusive classroom practices, including equitable grouping and participation strategies, support equal opportunities among diverse learners.

3.1.4 Teacher and Staff Capacity Building

Teacher and staff capacity building received the highest assessment among the gender-responsive practice dimensions, with an overall weighted mean of 4.51, interpreted as Strongly Agree. Professional development activities promoting awareness of gender bias and inclusive teaching obtained the highest composite mean of 4.59, followed by integrating gender-responsive pedagogy into teacher training programs (4.58). Collaboration among staff in sharing gender-inclusive educational practices received the lowest composite mean of 4.41. The findings suggest that professional development and institutional training are recognized strengths in the implementation of gender-responsive education. However, the comparatively lower assessment of staff collaboration indicates an opportunity to strengthen the exchange of instructional practices. Commission on Higher Education (2015) supports this result by emphasizing continuous GAD training to improve educators' competencies in gender-sensitive and inclusive instruction.

3.1.5 Parental and Community Partnership

Parental and community partnership obtained an overall weighted mean of 4.25, interpreted as Strongly Agree. Collaboration promoting shared responsibility for gender equality received the highest composite mean of 4.41, followed by community programs supporting gender-sensitive education and advocacy (4.29). Parent feedback in improving gender-responsive procedures received the lowest composite mean of 4.13, interpreted as Agree. The findings indicate that schools maintain generally positive partnerships with parents and community organizations in promoting gender-responsive education. Nevertheless, the relatively lower assessment of feedback mechanisms suggests that stakeholder participation could be strengthened through more systematic consultation and evaluation. World Bank (2021) supports this finding by highlighting the importance of parental and community involvement in strengthening gender equality initiatives and inclusive educational outcomes.

3.1.6 Monitoring and Evaluation

Monitoring and evaluation received an overall weighted mean of 4.28, interpreted as Strongly Agree. Transparency in reporting gender-related performance obtained the highest composite mean of 4.45. Reporting gender-related achievements and challenges and using assessment findings to inform future policies each received 4.31. The integration of gender-accountability monitoring tools obtained the lowest rating of 4.17, interpreted as Agree. The results suggest that gender-responsive monitoring practices are generally perceived as established, particularly in reporting and policy review. However, the lower assessment of accountability tools indicates opportunities to improve the systematic evaluation of gender-responsive initiatives. Villegas et al. (2025) support the finding by emphasizing the importance of using evaluation results to improve and refine gender-responsive educational practices.

3.1.7 Overall Assessment of Gender-Responsive Practices

Gender-responsive practices obtained a grand mean of 4.39, interpreted as Strongly Agree. Teacher and staff capacity building ranked highest (4.51), followed by learning environment and student engagement (4.44), policy and institutional support (4.43), curriculum and instruction (4.43), monitoring and evaluation (4.28), and parental and community partnership (4.25). GAD focal persons provided the highest overall assessment (4.57), followed by school heads (4.37), district supervisors (4.33), and teachers (4.29). The consistently favorable assessments suggest that gender-responsive practices are positively perceived across institutional and instructional functions. However, parental and community partnerships and monitoring mechanisms received comparatively lower ratings, indicating areas requiring continued improvement. World Bank (2021) emphasized that community partnerships contribute to the effectiveness and sustainability of gender equality initiatives. Similarly, UN Women (2020) highlighted the importance of monitoring and evaluation in strengthening accountability and sustaining institutional improvements.

3.2 Leadership Competencies in the Division of Antipolo

3.2.1 Strategic Thinking and Visioning

Strategic thinking and visioning received an overall weighted mean of 4.46, interpreted as Highly Evident. Using clearly defined institutional vision statements to encourage stakeholder commitment obtained the highest composite mean of 4.55, followed by balancing immediate operational priorities with long-term development (4.50). The use of data-driven inputs and stakeholder perspectives in strategic planning received the lowest composite mean of 4.37. The findings suggest that school leaders demonstrate strong competencies in establishing institutional direction, communicating organizational goals, and balancing current priorities with future development. Greater emphasis on data-informed planning may further strengthen strategic decision-making. Boal and Hooijberg (2021) support this result by emphasizing that strategic leadership connects long-term organizational goals with institutional vision while considering emerging challenges and opportunities.

3.2.2 Communication and Interpersonal Skills

Communication and interpersonal skills obtained an overall weighted mean of 4.41, interpreted as Highly Evident. Communication approaches promoting trust and mutual respect, adapting communication to different audiences, and resolving conflicts constructively each obtained the highest composite mean of 4.49. The effective use of available communication channels received the lowest composite mean of 4.32. These results indicate that respondents positively perceive leaders' interpersonal communication, conflict management, and relationship-building competencies. The comparatively lower assessment of communication channels suggests opportunities to improve information dissemination and institutional coordination. De Guzman and Choi (2023) support this finding by emphasizing that participative leadership encourages openness, consultation, and responsiveness to staff concerns.

3.2.3 People Management and Team Building

People management and team building obtained an overall weighted mean of 4.43, interpreted as Highly Evident. Promoting cooperation among schools, offices, and organizational units received the highest composite mean of 4.49. Equitable distribution of responsibilities, constructive conflict management, and trust-building each obtained 4.46. Employee recognition and support received the lowest composite mean of 4.34. The findings indicate that collaboration and shared responsibilities are perceived as strengths of educational leadership in the Division. Nevertheless, the relatively lower assessment of employee recognition suggests an opportunity to enhance motivation and professional support. Polestina et al. (2025) emphasized that recognizing team achievements and demonstrating supportive leadership can improve morale and strengthen organizational cooperation.

3.2.4 Ethical Governance and Integrity

Ethical governance and integrity received an overall weighted mean of 4.39, interpreted as Highly Evident. Leaders' demonstration of professionalism and moral character received the highest composite mean of 4.47, followed by honesty, transparency, and accountability in institutional transactions (4.46). The consistent implementation of institutional policies received the lowest composite mean of 4.32. These findings reflect favorable perceptions of ethical leadership, integrity, and accountability among educational administrators. However, policy implementation received a comparatively lower assessment, indicating the importance of maintaining consistency in governance practices. Civil Service Commission (2017) emphasized that ethical public administration requires integrity, accountability, transparency, fairness, and responsible exercise of public authority.

3.2.5 Problem-Solving and Decision-Making

Problem-solving and decision-making obtained an overall weighted mean of 4.38, interpreted as Highly Evident. Examining problems from different perspectives received the highest composite mean of 4.45, followed by accepting responsibility for decisions (4.43) and making decisions that support organizational stability and improvement (4.41). Developing practical solutions received the lowest composite mean of 4.30. The findings indicate that educational leaders are generally perceived as capable of analyzing problems, considering alternatives, and accepting responsibility for institutional decisions. The results also suggest opportunities to

strengthen practical problem-solving and timely implementation of solutions. National Economic and Development Authority (2023) emphasized the importance of strategic thinking, evidence-informed decisions, and effective resource utilization in addressing complex organizational and governance challenges.

3.2.6 Adaptability and Change Management

Adaptability and change management received an overall weighted mean of 4.39, interpreted as Highly Evident. Modifying leadership strategies in response to organizational conditions obtained the highest composite mean of 4.44, followed by encouraging continuous improvement (4.42). Receptiveness to organizational and policy changes received the lowest composite mean of 4.34. The results suggest that school leaders demonstrate adaptability and support organizational development while maintaining institutional stability. However, the comparatively lower assessment of receptiveness to change indicates the need to strengthen institutional readiness for reforms. Atanassova, et al. (2025) found that strategic agility supports organizational resilience by enabling leaders to reorganize resources, respond to challenges, and sustain innovation during uncertain conditions.

3.2.7 Emotional Intelligence

Emotional intelligence obtained an overall weighted mean of 4.39, interpreted as Highly Evident. Leaders' ability to encourage and motivate others received the highest composite mean of 4.46, followed by resolving disagreements considerably (4.44) and demonstrating emotional intelligence in maintaining leadership integrity (4.43). The remaining indicators reflected favorable assessments of self-awareness, emotional regulation, empathy, and workplace relationships. The findings indicate that respondents positively assess the emotional and interpersonal competencies of educational leaders. These competencies are relevant to maintaining constructive relationships, managing organizational conflicts, and promoting supportive working environments. Finsterbusch and Gonzalez (2024) support the relationship between emotional intelligence and leadership integrity, particularly the importance of emotional self-management and responsible interpersonal behavior.

3.2.8 Results Orientation

Results orientation received an overall weighted mean of 4.39, interpreted as Highly Evident. Leaders' fulfillment of commitments obtained the highest composite mean of 4.44, followed by prioritizing results-oriented activities (4.43). Maintaining institutional goals and closely monitoring performance objectives each received 4.42. Comparatively lower ratings concerned efficient resource utilization and evidence-based performance indicators. The findings reflect favorable perceptions of goal-oriented leadership, performance monitoring, and accountability for institutional outcomes. However, the results suggest that resource efficiency and systematic performance measurement remain important areas for improvement. National Economic and Development Authority (2023) emphasized the importance of strategic resource utilization and sustainable planning in achieving organizational and development objectives.

3.2.9 Overall Assessment of Leadership Competencies

Leadership competencies obtained a grand mean of 4.41, interpreted as Highly Evident. Strategic thinking and visioning ranked highest (4.46), followed by people management and team building (4.43), communication and interpersonal skills (4.41), and ethical governance, adaptability, emotional intelligence, and results orientation, each receiving 4.39. Problem-solving and decision-making received the lowest composite mean of 4.38. GAD focal persons provided the highest overall assessment (4.61), followed by district supervisors (4.45), school heads (4.31), and teachers (4.24). The findings indicate that leadership competencies are positively perceived across strategic, interpersonal, ethical, and organizational functions. Strategic visioning and collaborative management emerged as the most highly assessed competencies, while problem-solving received the lowest relative rating. National Economic and Development Authority (2023) emphasized that strategic thinking enables public-sector leaders to anticipate challenges, manage institutional risks, and develop sustainable long-term plans.

3.3 Institutional Commitment of School Heads

3.3.1 Mission and Vision Alignment

Mission and vision alignment obtained an overall weighted mean of 4.43, interpreted as Highly Committed. Integrating institutional programs, projects, and activities with the organizational mission and aligning strategic decisions with long-term institutional objectives received the highest composite mean of 4.47. Integrating institutional goals into operational and instructional activities followed with 4.46. The findings indicate that school heads are perceived as committed to aligning institutional programs and administrative decisions with established educational goals. This alignment supports coordinated planning and coherent institutional direction. Boal and Hooijberg (2021) emphasized that effective visioning connects organizational systems, personnel, and institutional processes with long-term goals.

3.3.2 Organizational Leadership

Organizational leadership obtained an overall weighted mean of 4.41, interpreted as Highly Committed. Providing clear direction and guidance for school operations received the highest composite mean of 4.45. Promoting institutional resilience and improving organizational performance each obtained 4.44. Other indicators reflected

favorable assessments of teamwork, professionalism, and leadership effectiveness. The findings suggest that school heads demonstrate commitment to organizational coordination, administrative direction, and institutional stability. Such leadership practices contribute to the continuity of school operations and collective responsibility for institutional objectives. Civil Service Commission (2017) emphasized that public officials must exercise leadership with fairness, integrity, responsibility, and efficiency in serving institutional and public interests.

3.3.3 Instructional Leadership

Instructional leadership received an overall weighted mean of 4.43, interpreted as Highly Committed. Promoting learner-centered instructional initiatives obtained the highest composite mean of 4.47, followed by providing constructive feedback to teachers and strengthening academic performance, both receiving 4.46. Supporting professional development activities received the lowest composite mean of 4.38. The findings indicate that school heads are perceived as committed to improving teaching practices, instructional quality, and learning outcomes. However, professional development activities received a comparatively lower assessment, suggesting opportunities to strengthen instructional mentoring and faculty development. Polestina et al. (2025) emphasized that emotionally intelligent educational leadership supports constructive communication, empathy, and trust, which are important in professional development and instructional improvement.

3.3.4 Resource Management

Resource management obtained an overall weighted mean of 4.40, interpreted as Highly Committed. Resource planning that supports instructional priorities received the highest composite mean of 4.46. Efficient human resource utilization followed with 4.42, while equitable distribution of learning resources obtained 4.41. Financial resource allocation based on institutional priorities and transparency in resource utilization received the lowest composite mean of 4.33. The findings indicate generally favorable perceptions of institutional resource planning and utilization. However, financial allocation and transparency received comparatively lower assessments, emphasizing the need for continued attention to equitable and accountable resource management. National Economic and Development Authority (2023) emphasized that strategic planning enables public leaders to manage limited resources effectively while pursuing sustainable institutional development.

3.3.5 Stakeholder Engagement

Stakeholder engagement obtained an overall weighted mean of 4.40, interpreted as Highly Committed. Encouraging volunteerism and strengthening institutional support through engagement activities received the highest composite mean of 4.43. Parental involvement and collaboration supporting learner development followed with 4.42. Considering stakeholder feedback and promoting transparency received the lowest composite mean of 4.36. The results indicate that school heads generally demonstrate commitment to community participation, institutional collaboration, and stakeholder involvement. Nevertheless, the relatively lower assessments of feedback utilization and transparency suggest opportunities to strengthen participatory governance. Robbins and Judge (2022) emphasized the role of motivation, relationship management, and employee involvement in strengthening organizational commitment and performance.

3.3.6 Compliance and Accountability

Compliance and accountability obtained the highest institutional commitment rating, with an overall weighted mean of 4.46, interpreted as Highly Committed. Compliance with Department of Education policies and regulations received the highest composite mean of 4.53, followed by maintaining institutional documentation (4.52) and observing legal and ethical standards (4.50). Timely and accurate reporting received the lowest composite mean of 4.39. The findings indicate that regulatory compliance, documentation, and ethical responsibility are highly regarded dimensions of institutional commitment. The comparatively lower rating for reporting timeliness suggests an opportunity to improve administrative reporting procedures. UNESCO (2021) emphasized that effective institutional governance requires clear policies, consistent implementation, monitoring, and accountability mechanisms to support equitable educational outcomes.

3.3.7 Commitment to Continuous Improvement

Commitment to continuous improvement received an overall weighted mean of 4.44, interpreted as Highly Committed. The relationship between increased motivation and improved school performance obtained the highest composite mean of 4.50, followed by aligning continuous improvement with school objectives (4.49). Reflective leadership practices received 4.48, while sustained improvement initiatives obtained the lowest composite mean of 4.39. The findings suggest that school heads demonstrate a favorable commitment to professional learning, organizational development, and performance improvement. However, maintaining improvement initiatives over time remains an important institutional consideration. Robbins and Judge (2022) emphasized that motivation, coaching, and employee development contribute to organizational effectiveness and sustained productivity.

3.3.8 Overall Assessment of Institutional Commitment

Institutional commitment obtained a grand mean of 4.42, interpreted as Highly Committed. Compliance and accountability ranked highest (4.46), followed by continuous improvement (4.44), mission and vision alignment (4.43), instructional leadership (4.43), organizational leadership (4.41), resource management (4.40), and stakeholder engagement (4.40). GAD focal persons provided the highest assessment (4.67), followed by district supervisors (4.37), school heads (4.34), and teachers (4.32). The findings indicate that institutional commitment is positively perceived across governance, instructional, and administrative responsibilities. Compliance, accountability, and continuous improvement emerged as the strongest dimensions, while stakeholder engagement and resource management received comparatively lower ratings. Civil Service Commission (2017) emphasized that public service requires responsible leadership, integrity, accountability, and commitment to institutional responsibilities.

3.4 Differences in Respondents' Assessments of Gender-Responsive Practices

The analysis of variance indicated no significant differences among the assessments of district supervisors, school heads, GAD focal persons, and teachers across the six gender-responsive practice dimensions. The computed F-values were 0.01206 for policy and institutional support, 0.01332 for curriculum and instruction, 0.00835 for learning environment and student engagement, 0.00912 for teacher and staff capacity building, 0.02890 for parental and community partnership, and 0.02720 for monitoring and evaluation. All were reported as non-significant at the 0.05 significance level; consequently, the null hypothesis was not rejected. These results indicate that the four respondent groups expressed statistically comparable assessments of gender-responsive practices in the participating schools. The similarities suggest generally consistent perceptions across educational leadership, GAD administration, and classroom implementation. Villegas et al. (2025) support this result by emphasizing the relevance of stakeholder awareness and policy implementation in developing shared understandings of gender-responsive education.

3.5 Relationships Among the Study Variables

3.5.1 Gender-Responsive Practices and Leadership Competencies

The Pearson correlation analysis reported very strong positive relationships between gender-responsive practices and all eight leadership competency dimensions, with correlation coefficients of $r = 0.99$. These included strategic thinking and visioning, communication and interpersonal skills, people management and team building, ethical governance and integrity, problem-solving and decision-making, adaptability and change management, emotional intelligence, and results orientation. The reported computed t-values ranged from 4.24177 to 4.24245, and all relationships were classified as significant at the 0.05 level, resulting in rejection of the null hypothesis. The findings indicate that higher assessments of gender-responsive practices were associated with higher assessments of leadership competencies. This suggests a close relationship between inclusive institutional practices and effective leadership, although the correlational design does not establish causation. Dio & Cabrestante (2025) emphasized that leaders who communicate a clear strategic vision and involve employees in organizational initiatives can strengthen engagement and performance-oriented behavior.

3.5.2 Gender-Responsive Practices and Institutional Commitment

Gender-responsive practices demonstrated very strong to perfect positive correlations with institutional commitment dimensions. Mission and vision alignment, instructional leadership, resource management, stakeholder engagement, compliance and accountability, and commitment to continuous improvement each obtained $r = 0.99$. Organizational leadership obtained $r = 1.00$. The computed t-values ranged from 4.24218 to 4.24256, and the study reported statistically significant relationships at the 0.05 level, leading to rejection of the null hypothesis. The findings indicate that more favorable assessments of gender-responsive practices were associated with stronger perceived institutional commitment. This relationship suggests that inclusive practices and leadership-driven organizational responsibilities are closely connected in the surveyed institutions. Boal and Hooijberg (2021) emphasized that strategic visioning links organizational processes, institutional systems, and long-term objectives, supporting coherent institutional management.

3.5.3 Leadership Competencies and Institutional Commitment

Leadership competencies demonstrated very strong to perfect positive correlations with the seven institutional commitment dimensions. Mission and vision alignment, organizational leadership, resource management, stakeholder engagement, compliance and accountability, and commitment to continuous improvement each obtained $r = 0.99$. Instructional leadership obtained $r = 1.00$. The computed t-values ranged from 4.24240 to 4.24257, with all relationships reported as statistically significant at the 0.05 level, resulting in rejection of the null hypothesis. The findings indicate that higher assessments of leadership competencies were associated with stronger institutional commitment across administrative, instructional, and governance functions. These relationships highlight the relevance of leadership competencies to institutional responsibilities without establishing direct causal effects. De Guzman and Choi (2023) emphasized that collaborative leadership, shared organizational identity, and teamwork contribute to organizational commitment and productivity.

3.6 Challenges Affecting Gender Responsiveness, Leadership Competencies, and Institutional Commitment

3.6.1 Challenges in Gender-Responsive Practices

Challenges associated with gender-responsive practices obtained an overall weighted mean of 4.07, interpreted as Encountered. Limited awareness of gender issues among teachers and students received the highest composite mean of 4.16, followed by gender stereotypes affecting classroom interactions (4.12). Insufficient gender-disaggregated information and inadequate financial resources each received 4.09. Weak monitoring systems obtained 4.04, while inconsistent policy enforcement received 3.94. School heads reported the highest level of challenges (4.44), followed by GAD focal persons (4.09), teachers (3.94), and district supervisors (3.82). The findings indicate that substantial implementation challenges remain despite favorable assessments of existing gender-responsive practices. Limited awareness, stereotypes, resource constraints, and monitoring weaknesses may hinder consistent gender mainstreaming across schools. Villegas et al. (2025) support the finding that awareness alone does not guarantee effective implementation and that gaps in stakeholder understanding can affect the application of gender-responsive policies.

3.6.2 Challenges in Leadership Competencies

Challenges affecting leadership competencies obtained an overall weighted mean of 4.01, interpreted as Encountered. Emotional stress affecting leadership performance received the highest composite mean of 4.06, followed by decision-making delays (4.05) and communication breakdowns (4.03). Difficulties balancing operational demands and strategic responsibilities and insufficient mentoring mechanisms each received 4.02. Inconsistent performance monitoring received the lowest composite mean of 3.97. School heads reported the highest level of challenges (4.36), followed by GAD focal persons (4.04), teachers (3.91), and district supervisors (3.74). These findings indicate that emotional pressure, communication difficulties, delayed decisions, and insufficient mentoring remain concerns despite generally positive leadership assessments. Such challenges highlight the importance of emotional regulation, leadership support, and professional development. Aquino, et al. (2025) emphasized that self-management and emotional regulation contribute to leadership effectiveness and credibility, particularly when managing uncertainty and organizational pressure.

3.6.3 Challenges in Institutional Commitment

Challenges affecting institutional commitment received an overall weighted mean of 3.95, interpreted as Encountered. Poor documentation affecting transparency received the highest composite mean of 3.99, followed by inconsistencies between institutional mission statements and actual practices (3.98). Limited stakeholder participation, resistance to continuous improvement, and leadership changes affecting institutional continuity each obtained 3.97. Inconsistent policy adherence and insufficient long-term planning received the lowest composite means of 3.92. School heads reported the highest level of challenges (4.34), followed by GAD focal persons (3.90), teachers (3.84), and district supervisors (3.75). The findings suggest that documentation weaknesses, inconsistent practices, limited participation, and leadership transitions remain obstacles to sustained institutional commitment. These conditions may affect transparency, accountability, and organizational continuity. Duma (2022) emphasized that insufficient documentation and systematic evaluation may limit institutional programs to compliance activities rather than sustained organizational improvement.

3.7 Proposed Intervention Measure and Stakeholder Evaluation

The study proposed an intervention measure in response to the identified challenges in gender-responsive practices, leadership competencies, and institutional commitment. The intervention rationale emphasized the need for educational institutions to respond to changing organizational conditions by strengthening governance, leadership effectiveness, inclusivity, and responsiveness to stakeholder needs. It identified policy implementation, leadership development, curriculum improvement, resource management, monitoring, and stakeholder participation as priority areas for institutional improvement. The proposed intervention was intended to address identified institutional gaps, strengthen administrative and instructional practices, and support alignment with educational governance priorities and sustainable development objectives. Its suitability, acceptability, and feasibility were subsequently assessed by the four respondent groups.

3.7.1 Suitability of the Proposed Intervention Measure

The proposed intervention measure obtained an overall weighted mean of 4.37, interpreted as Highly Suitable. Addressing stakeholder knowledge gaps and identified institutional needs received the highest composite mean of 4.46, followed by alignment with existing policies, institutional goals, and available resources (4.43). Practical applicability and support for long-term institutional development each obtained 4.35. Implementation scheduling and personnel capabilities received the lowest composite mean of 4.27. GAD focal persons provided the highest assessment (4.57), followed by district supervisors (4.33), teachers (4.32), and school heads (4.27). The findings indicate that respondents considered the proposed intervention relevant to institutional priorities, identified needs, and organizational improvement objectives. The relatively lower assessment of implementation schedules and personnel capabilities suggests that operational arrangements should receive careful attention. Castulo et al.

(2026) emphasized the importance of connecting institutional frameworks with practical implementation to promote effective and sustainable educational reforms.

3.7.2 Acceptability of the Proposed Intervention Measure

The proposed intervention received an overall weighted mean of 4.40, interpreted as Highly Acceptable. Stakeholder satisfaction with the intervention's consideration of organizational culture, policies, and existing processes obtained the highest composite mean of 4.42. Clarity of objectives, collaborative implementation, and the intervention's organizational design each received 4.40. Applicability and relevance to current institutional concerns obtained 4.37. GAD focal persons provided the highest assessment (4.58), followed by school heads (4.37), district supervisors (4.35), and teachers (4.28). The findings suggest that respondents positively evaluated the intervention's alignment with institutional values, organizational requirements, and stakeholder expectations. Its emphasis on collaboration and collective responsibility supports perceived institutional acceptability. The Civil Service Commission (2017) emphasized that integrity, transparency, and accountability are essential principles of responsible public-sector programs and governance.

3.7.3 Feasibility of the Proposed Intervention Measure

The proposed intervention obtained an overall weighted mean of 4.37, interpreted as Highly Feasible. Its compatibility with existing organizational structures and personnel competencies and the inclusion of defined roles, responsibilities, and monitoring mechanisms received the highest composite means of 4.42. A realistic implementation schedule obtained 4.39, while the availability of human, financial, and material resources received 4.32. The ability to implement intervention activities without disrupting routine operations received the lowest composite mean of 4.30. GAD focal persons provided the highest assessment (4.54), followed by district supervisors and school heads (4.33 each), and teachers (4.27). The findings indicate that respondents considered the proposed intervention achievable within existing institutional structures and operational conditions. The results suggest favorable perceived feasibility, although the comparatively lower assessments of resource availability and operational disruption warrant consideration during implementation. Boal and Hooijberg (2021) emphasized that effective strategic leadership balances long-term organizational objectives with immediate operational requirements, supporting realistic and sustainable institutional planning.

4. Conclusion & Recommendations

The study revealed that the Schools Division of Antipolo demonstrated strong gender-responsive practices ($M = 4.39$), highly evident leadership competencies ($M = 4.41$), and high institutional commitment ($M = 4.42$). No significant differences were found among respondent groups in their assessments of gender-responsive practices, indicating generally consistent perceptions across stakeholders. Very strong to perfect positive relationships were reported among gender-responsive practices, leadership competencies, and institutional commitment. Despite these favorable assessments, challenges remained in gender awareness, communication, professional development, policy enforcement, documentation, and monitoring systems. The proposed intervention measure, GREAT LEAD 2030, was developed to address these institutional concerns and received highly favorable assessments of suitability ($M = 4.37$), acceptability ($M = 4.40$), and feasibility ($M = 4.37$), indicating stakeholder support for its proposed implementation.

The Schools Division of Antipolo is encouraged to adopt and implement the proposed intervention measure to strengthen gender-responsive governance, leadership competencies, and institutional commitment. Division officials, GAD focal persons, and education program supervisors should sustain existing gender-responsive initiatives while addressing identified implementation gaps. School administrators, principals, assistant principals, and Human Resource Development officers should intensify professional development programs focusing on strategic leadership, emotional intelligence, innovation, communication, and change management. School heads, planning officers, and quality assurance teams should strengthen institutional transparency, documentation, accountability, and monitoring and evaluation systems. Furthermore, gender mainstreaming should be integrated into leadership development and institutional planning, while collaboration with parents, community organizations, and external partners should be enhanced. Continuous stakeholder participation and regular evaluation are recommended to support the sustainability and improvement of the proposed intervention.

The study was limited to 14 public secondary schools in the Schools Division of Antipolo, involving district supervisors, school heads, GAD focal persons, and teachers during the research period from July 2023 to June 2026. Its scope focused on the specified dimensions of gender-responsive practices, leadership competencies, institutional commitment, implementation challenges, and stakeholder evaluations of the proposed intervention measure. Because the study employed a descriptive-correlational design, the reported relationships among variables do not establish causality. Furthermore, the intervention was assessed in terms of its perceived suitability, acceptability, and feasibility rather than its demonstrated effectiveness following implementation.

5. Compliance with ethical standards

The author declares no conflicts of interest in relation to this study. The research examined gender-responsive practices, leadership competencies, and institutional commitment among district supervisors, school heads, Gender and Development (GAD) focal persons, and teachers in 14 public secondary schools under the Schools Division of Antipolo. The study employed a non-invasive, descriptive-correlational survey using a researcher-developed questionnaire that underwent expert validation by specialists in educational management, public administration, and Gender and Development. A formal request for permission to conduct the research was submitted to the appropriate authorities of the Schools Division of Antipolo before the validated questionnaires were distributed through online platforms. The completed questionnaires were collected, reviewed for completeness, and processed for statistical analysis. Given the study's focus on institutional governance, gender responsiveness, and leadership assessments, ethical considerations included protecting participants' privacy, ensuring voluntary and informed participation, respecting their right to withdraw without penalty, and maintaining the confidentiality of individual responses. The study did not involve experimental interventions or invasive procedures.

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