

Bridging the Gap: Promoting Gender Equality in Educational Governance Through Gender Dynamics, Organization Culture and Corporate Social Responsibility

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Abstract

This study investigates the implementation of Republic Act No. 6725 and its influence on gender equality in educational governance within the University of Perpetual Help System–Biñan Campus. Utilizing a descriptive quantitative research design, the study explores the extent to which institutional adherence to gender-equal employment policies, female representation in leadership, gender inclusivity initiatives, and governance practices support gender equality. A structured survey was administered to 100 purposively and stratified selected respondents comprising administrators, faculty, and student leaders. Statistical analyses, including descriptive statistics and regression analysis, revealed high institutional compliance with gender-equal policies and growing support for inclusive programs, but identified persistent gaps in female leadership representation, policy enforcement, and grievance mechanisms. Findings indicate that while Republic Act No. 6725 has fostered greater awareness and support for gender-sensitive governance, challenges such as limited monitoring systems and policy execution barriers remain. The study also identified necessary actions such as strengthening policy frameworks, enhancing inclusivity programs, and increasing institutional accountability as vital to promoting sustainable gender equality. Based on the findings, a gender equality framework is proposed, integrating organizational culture, gender dynamics, and corporate social responsibility. The study offers actionable insights for institutional leaders, policymakers, and educators aiming to advance equitable governance practices in higher education settings, thereby contributing to national and global efforts toward inclusive, transformative education systems.

Keywords: *Gender Equality, Educational Governance, Republic Act No. 6725, Organizational Culture, Higher Education Institutions*

INTRODUCTION

Gender equality has become one of the most significant global concerns in the 21st century, recognized not only as a fundamental human right but also as an essential component of sustainable development, institutional effectiveness, and social justice. International organizations such as the United Nations (UN), UNESCO, and the World Bank have continuously emphasized the importance of integrating gender equity into governance systems, particularly in educational institutions where leadership, policy-making, and organizational decision-making greatly influence societal transformation. Despite global efforts toward gender mainstreaming, disparities in leadership representation, participation, and decision-making opportunities continue to persist due to sociocultural norms, institutional barriers, and inconsistent implementation of gender-responsive policies.

In the Philippine educational system, the challenge of achieving gender equality in governance remains evident despite the existence of legal frameworks promoting equal opportunity. Republic Act No. 6725, otherwise known as the “Act Strengthening the Prohibition on Discrimination Against Women with Respect to Terms and Conditions of Employment,” was enacted to ensure equal employment opportunities and eliminate discriminatory practices. Educational institutions, as centers of learning and social development, are expected to embody these principles by promoting inclusive leadership and equitable governance systems. However, the implementation of such policies often reveals a disconnect between legislative intent and institutional realities, as leadership and decision-making positions continue to be predominantly occupied by men.

This situation highlights the need to examine the underlying factors that influence gender equality in educational governance. Among these factors are gender dynamics, organizational culture, and corporate social responsibility (CSR). Gender dynamics shape how leadership roles are perceived and distributed within institutions. Organizational culture influences institutional norms, beliefs, and practices that either support or hinder inclusivity. Meanwhile, CSR initiatives reflect the institution’s commitment to ethical governance, diversity, and social equity. The interaction of these variables significantly affects the realization of gender-responsive governance practices in educational institutions.

This study is anchored on Social Role Theory developed by Alice Eagly, which explains that gender differences in leadership and behavior are socially constructed through cultural expectations and institutional practices rather than biological determinants. The theory suggests that leadership traits are often associated with masculine characteristics, resulting in biased perceptions that disadvantage women and gender-diverse individuals in governance structures. Through this theoretical lens, the study examines how institutional systems and governance practices either reinforce or challenge gender inequality.

The study focuses on the University of Perpetual Help System–Biñan Campus in Biñan, Laguna, to examine how gender equality policies are translated into governance practices within higher education institutions. Specifically, it investigates how the implementation of Republic Act No. 6725 influences gender equality in educational governance in terms of institutional adherence to gender-equal policies, representation of women in leadership positions,

organizational initiatives promoting inclusivity, effectiveness of gender-sensitive governance practices, and challenges encountered in policy implementation.

Ultimately, the study aims to contribute to the advancement of inclusive and socially responsible educational governance by identifying strategic approaches that strengthen gender equality within institutional leadership and decision-making processes.

REVIEW OF RELATED LITERATURE AND STUDIES

Gender Dynamics in Educational Governance

Gender dynamics significantly influence leadership distribution, governance participation, and decision-making opportunities within educational institutions. Studies have shown that leadership positions in educational governance continue to be dominated by men despite the increasing number of women in academic and administrative roles. Smith (2020) and Carter and Evans (2021) found that gender stereotypes often associate leadership with masculine characteristics such as assertiveness and authority, resulting in biased perceptions regarding women's leadership capabilities.

Lee (2021) and Thompson et al. (2020) further observed that women leaders frequently encounter barriers such as limited access to professional development opportunities, exclusion from influential networks, and gendered communication expectations. Liang (2020) explained that informal mentorship systems and organizational practices often favor male participation, restricting women's advancement into higher leadership positions. These findings suggest that gender inequality within governance structures is deeply rooted in institutional and sociocultural systems rather than merely in policy limitations.

Moreover, Duncan and Stone (2019) emphasized that governance bodies lacking gender diversity often produce policies that inadequately address the needs of underrepresented groups. Thus, promoting gender diversity within educational governance is essential to ensuring inclusive and equitable institutional decision-making.

Organizational Culture and Gender Equality

Organizational culture plays a crucial role in shaping gender equality within educational institutions. It encompasses the shared values, norms, beliefs, and practices that influence institutional behavior and leadership practices. Inclusive organizational cultures foster equal opportunities, participatory governance, and balanced representation in leadership roles.

Garcia and Morales (2019) and Andrews (2022) found that institutions with inclusive cultures were more likely to support gender-responsive leadership practices and equitable governance systems. Bhattacharya and Singhal (2020) noted that institutions integrating gender equality into their core values created environments where diverse perspectives were respected and encouraged in decision-making processes.

Conversely, Novak (2021) observed that rigid and patriarchal organizational cultures reinforced traditional power relations that marginalized women and limited their participation in

governance. Chen and Lo (2022) further argued that homogeneity in leadership structures often resulted in governance practices that overlooked inclusivity and diversity. These studies highlight that institutional culture significantly influences the success of gender equality initiatives within educational governance.

Corporate Social Responsibility and Gender Equality

Corporate social responsibility (CSR) has increasingly become an important mechanism for promoting gender equality within institutions. CSR reflects an organization's ethical responsibility to contribute positively to society through inclusive and socially responsible practices. In educational institutions, CSR initiatives often include mentorship programs, gender-sensitivity training, leadership development opportunities, and policies promoting diversity and inclusion.

Choi and Kim (2021) and Wilson (2019) found that CSR initiatives focused on gender equality positively influenced governance practices and institutional reputation. Franklin (2020) further explained that institutions with strong CSR commitments to inclusivity gained stronger stakeholder trust and community support. Chan (2021) also observed that CSR initiatives helped reinforce institutional norms supporting gender parity and equitable governance.

However, Park et al. (2021) emphasized that CSR initiatives should not remain symbolic or performative. Instead, institutions must integrate gender equality into their governance frameworks by establishing accountability mechanisms, measurable objectives, and inclusive institutional practices to ensure long-term impact.

STATEMENT OF THE PROBLEM

This study investigated the promotion of gender equality in educational governance through gender dynamics, organizational culture, and corporate social responsibility at the University of Perpetual Help System–Biñan Campus in Biñan, Laguna.

Specifically, the study sought to answer the following questions:

1. To what extent does the implementation of Republic Act No. 6725 influence gender equality in educational governance as planned and as implemented in terms of:
 - 1.1 Institutional adherence to gender-equal employment policies;
 - 1.2 Representation of women in leadership and decision-making roles;
 - 1.3 Organizational initiatives promoting gender inclusivity;
 - 1.4 Perceived effectiveness of gender-sensitive governance policies; and
 - 1.5 Challenges in enforcing Republic Act No. 6725 within educational institutions?
2. To what extent do the necessary actions in the implementation of Republic Act No. 6725 influence gender equality in educational governance as planned and as implemented in terms of:

- 2.1 Strengthening institutional policies on gender-equal employment;
 - 2.2 Increasing female representation in leadership and decision-making roles;
 - 2.3 Enhancing organizational programs for gender inclusivity and awareness;
 - 2.4 Improving enforcement mechanisms for gender-sensitive governance policies; and
 - 2.5 Addressing barriers and challenges in policy execution within educational institutions?
3. Based on the findings of the study, what framework can be developed to enhance gender equality in educational governance at the University of Perpetual Help System–Biñan Campus?

METHODS

Research Design

This study employed a descriptive quantitative research design to examine gender equality in educational governance at the University of Perpetual Help System–Biñan Campus. The descriptive quantitative approach was appropriate because it enabled the systematic collection, measurement, and analysis of numerical data regarding the implementation of Republic Act No. 6725 and its influence on gender equality in educational governance. The design allowed the researcher to objectively describe stakeholder perceptions related to institutional adherence to gender-equal employment policies, representation of women in leadership and decision-making roles, organizational initiatives promoting inclusivity, effectiveness of gender-sensitive governance policies, and challenges encountered in policy implementation.

The study also examined the necessary actions needed to strengthen the implementation of gender-responsive governance practices within the institution. Through the use of a structured survey questionnaire, the study generated quantifiable data that reflected the experiences and perceptions of the respondents regarding gender equality in governance. The descriptive quantitative design further provided a structured framework for analyzing institutional practices and governance systems that may contribute to evidence-based policy enhancement and organizational improvement.

Research Locale

The study was conducted at the University of Perpetual Help System–Biñan Campus located in Biñan, Laguna, Philippines. The institution was selected because of its active commitment to academic excellence, social responsibility, and inclusive educational practices. As a higher education institution with diverse academic programs and governance structures, the

university provided an appropriate setting for examining gender equality in educational governance.

The university's governance system involved administrators, faculty members, staff, and other stakeholders who participated in institutional leadership and decision-making processes. This environment enabled the researcher to examine how gender dynamics, organizational culture, and governance practices influenced leadership participation and institutional inclusivity. The findings of the study were expected to contribute to the enhancement of governance practices not only within the institution but also in similar higher education institutions.

Participants of the Study

The participants of the study consisted of one hundred (100) respondents from the University of Perpetual Help System–Biñan Campus. The respondents included administrators, faculty members, staff, and other stakeholders who possessed relevant knowledge and experiences regarding educational governance and institutional gender practices. The sample size was considered adequate to obtain reliable and representative data concerning perceptions of gender equality within the institution.

The study employed purposive sampling and stratified sampling techniques. Purposive sampling was utilized to intentionally select individuals who had direct involvement or familiarity with educational governance and gender-related institutional policies. Meanwhile, stratified sampling ensured representation from different institutional groups and demographic categories such as administrators, faculty members, and staff. This approach allowed the researcher to gather diverse perspectives regarding gender equality in educational governance.

Participation in the study was voluntary. Prior to data collection, informed consent was secured from all respondents, and confidentiality of responses was strictly maintained throughout the conduct of the research.

Research Instrument

The primary data gathering instrument used in this study was a structured survey questionnaire developed by the researcher based on an extensive review of related literature and aligned with the objectives of the study. The questionnaire was designed to assess stakeholder perceptions regarding the implementation of Republic Act No. 6725 and its influence on gender equality in educational governance.

The instrument consisted of two major sections. The first section focused on the influence of Republic Act No. 6725 on gender equality in educational governance in terms of institutional adherence to gender-equal employment policies, representation of women in leadership and decision-making roles, organizational initiatives promoting gender inclusivity, effectiveness of gender-sensitive governance policies, and challenges encountered in policy implementation.

The second section examined the necessary actions required to strengthen gender equality in educational governance, including improving institutional policies, increasing female representation in leadership positions, enhancing organizational inclusivity programs, strengthening enforcement mechanisms, and addressing barriers to policy implementation.

The questionnaire utilized a Likert-scale format to measure the level of agreement and perceptions of the respondents regarding the identified variables.

Validity and Reliability of the Instrument

To ensure the accuracy and appropriateness of the research instrument, validity testing was conducted through expert evaluation. Experts in educational governance and research methodology reviewed the questionnaire to assess the relevance, clarity, coherence, and alignment of the survey items with the objectives of the study. Necessary revisions and recommendations were incorporated into the final version of the instrument to strengthen its content validity.

Reliability testing was conducted using Cronbach's Alpha to determine the internal consistency of the instrument. The obtained Cronbach's Alpha coefficient was 0.75, which exceeded the acceptable threshold value of 0.70. This result indicated that the instrument possessed satisfactory reliability and that the items consistently measured the intended constructs related to gender equality in educational governance.

Data Gathering Procedure

The data gathering process began with the preparation, validation, and reliability testing of the research instrument. After securing approval from the concerned university authorities, the researcher proceeded with the administration of the survey questionnaires. Ethical considerations were strictly observed throughout the conduct of the study.

Informed consent forms were distributed to the participants to explain the purpose of the study, the voluntary nature of participation, confidentiality of responses, and participants' rights. Respondents who agreed to participate were requested to complete the survey questionnaire.

The questionnaires were administered using both printed and online formats to maximize accessibility and participation. Respondents were given adequate time to complete the instrument, and follow-up reminders were conducted to ensure an acceptable response rate.

After retrieval, the completed questionnaires were checked for completeness and accuracy. The responses were then organized, encoded, and prepared for statistical analysis.

Statistical Treatment of Data

The collected data were analyzed using descriptive and inferential statistical tools. Descriptive statistics such as frequency counts, percentages, weighted means, and standard deviations were used to summarize the demographic profile of respondents and their perceptions regarding gender equality in educational governance.

Inferential statistical methods were also employed to determine the significance and relationships among the variables examined in the study. Correlation analysis was used to identify the strength and direction of relationships among variables, while regression analysis was utilized to determine the predictive influence of the identified constructs on gender equality in educational governance.

All statistical analyses were conducted using appropriate statistical software to ensure the accuracy, reliability, and validity of the results. The findings served as the basis for conclusions, recommendations, and the proposed framework for enhancing gender equality in educational governance.

RESULTS

Table 1. Paired T-test Comparison of “As Planned” vs “As Implemented” in Gender Equality Measures in Employment Policies

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Gender-equal hiring practices	4.32	4.00	0.002	Significant
Gender sensitivity in recruitment	4.15	3.88	0.006	Significant
Gender-fair performance evaluation	4.05	3.70	0.001	Significant
Gender equality training	3.88	3.50	0.001	Significant
Equal career advancement opportunities	4.25	3.95	0.004	Significant
Overall	4.13	3.81	0.001	Significant

Table 1 presents the paired t-test comparison between the “as planned” and “as implemented” conditions of gender equality measures in employment policies. The findings revealed statistically significant differences across all indicators, indicating that respondents perceived institutional policies to be more strongly articulated in planning than in actual implementation.

The highest implementation gap was observed in gender equality training, followed by performance evaluations conducted without gender bias. These results suggest that while the

institution recognizes the importance of gender equality in employment, actual operational practices and professional development initiatives remain inconsistent. The overall significant difference further confirms that institutional adherence to gender-equal employment policies remains stronger at the policy formulation stage than in practical application.

Table 2. Paired T-test Comparison of “As Planned” vs “As Implemented” in Women’s Representation in Leadership and Decision-Making Roles

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Equal leadership opportunities for women	4.10	3.82	0.001	Significant
Representation in decision-making bodies	3.95	3.65	0.001	Significant
Leadership promotion programs for women	4.20	3.90	0.001	Significant
Gender balance in administrative roles	3.88	3.55	0.001	Significant
Gender diversity in leadership training	4.05	3.77	0.001	Significant
Overall	4.04	3.76	0.001	Significant

Table 2 shows the significant differences between planned and implemented conditions regarding women’s representation in leadership and decision-making roles. Respondents acknowledged that institutional programs supporting women’s leadership were present; however, implementation ratings remained consistently lower.

The largest gap was observed in gender balance within administrative roles, suggesting persistent disparities in leadership representation. The findings indicate that although institutional commitment to gender-inclusive leadership exists, structural and organizational barriers continue to affect women’s advancement into governance positions.

Table 3. Paired T-test Comparison of “As Planned” vs “As Implemented” in Organizational Initiatives Promoting Gender Inclusivity

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Gender awareness programs	4.25	3.95	0.001	Significant
Gender inclusivity in planning	4.10	3.80	0.001	Significant
Support for discrimination concerns	3.95	3.65	0.001	Significant
Dedicated gender committee	4.05	3.78	0.002	Significant
Regular gender inclusivity assessment	4.00	3.72	0.002	Significant
Overall	4.07	3.78	0.001	Significant

Table 3 presents the results regarding organizational initiatives promoting gender inclusivity. Significant differences were found between planned and implemented conditions across all indicators. Respondents perceived that gender awareness programs, institutional planning for inclusivity, and anti-discrimination mechanisms were more evident in institutional planning than in actual practice.

The findings suggest that while inclusivity initiatives are formally embedded within institutional systems, their implementation remains inconsistent. This indicates the need for stronger institutional integration, sustainability of programs, and more effective monitoring mechanisms to ensure meaningful gender inclusivity.

Table 4. Paired T-test Comparison of “As Planned” vs “As Implemented” in the Perceived Effectiveness of Gender-Sensitive Governance Policies

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Policies prevent gender discrimination	4.20	4.05	0.023	Significant
Policies are effectively enforced	4.05	3.90	0.038	Significant
Awareness of gender policies	3.90	3.85	0.485	Not Significant
Reporting procedures are clear	4.00	3.95	0.506	Not Significant
Gender grievances are resolved fairly	3.85	3.80	0.517	Not Significant
Overall	4.00	3.91	0.176	Not Significant

Table 4 presents the findings concerning the effectiveness of gender-sensitive governance policies. Unlike previous dimensions, the overall results showed no statistically significant difference between planned and implemented conditions. Respondents perceived relatively close alignment between institutional planning and actual implementation regarding awareness, reporting systems, and grievance procedures.

However, significant differences remained in policy design and enforcement, suggesting that institutions are more effective in formulating gender-sensitive policies than in ensuring consistent implementation. The findings indicate that governance systems related to policy communication and reporting are relatively functional, although enforcement practices still require strengthening.

Table 5. Paired T-test Comparison of “As Planned” vs “As Implemented” in Challenges in Enforcing Republic Act No. 6725

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Institutional barriers to compliance	4.10	3.85	0.004	Significant
Lack of awareness	4.20	3.95	0.002	Significant
Resistance to change	4.15	3.90	0.004	Significant
Limited resources	4.05	3.85	0.010	Significant
Weak monitoring systems	3.95	3.75	0.018	Significant
Overall	4.09	3.86	0.005	Significant

Table 5 presents the significant challenges encountered in implementing Republic Act No. 6725. The findings showed statistically significant differences across all indicators, indicating that challenges experienced during implementation were more pronounced than those anticipated during planning.

Institutional barriers, lack of awareness, and resistance to change demonstrated the highest implementation gaps. These results suggest that organizational culture, limited resources, and insufficient monitoring systems continue to affect the effectiveness of gender-responsive governance practices within the institution.

Table 6. Strengthening Institutional Policies on Gender-Equal Employment

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Policies are regularly updated	4.15	3.95	0.018	Significant
Clear implementation guidelines	4.10	3.85	0.006	Significant
Strict anti-discrimination policies	4.20	4.00	0.018	Significant
Employee awareness of policies	4.05	3.80	0.008	Significant
Effective policy enforcement	4.00	3.70	0.002	Significant
Overall	4.10	3.84	0.002	Significant

Table 6 indicates significant differences between planned and implemented conditions regarding strengthening institutional policies on gender-equal employment. While respondents acknowledged the existence of updated policies and anti-discrimination mechanisms, implementation gaps remained evident in employee awareness and policy enforcement.

The findings suggest that institutional policies require stronger implementation systems, improved communication strategies, and consistent enforcement mechanisms to ensure effectiveness.

Table 7. Increasing Female Representation in Leadership and Decision-Making Roles

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Programs encouraging female leadership	4.12	3.95	0.010	Significant
Equal support for female leaders	4.08	3.85	0.007	Significant
Encouragement to apply for leadership roles	4.15	3.95	0.018	Significant
Gender representation in appointments	3.98	3.75	0.010	Significant
Mentorship programs for women	4.05	3.85	0.014	Significant
Overall	4.08	3.87	0.005	Significant

Table 7 shows significant differences between planned and implemented initiatives promoting women's leadership. Respondents recognized the existence of leadership programs and mentorship opportunities; however, implementation remained less effective than intended.

The findings indicate continuing institutional challenges in achieving equitable representation of women in leadership and decision-making positions.

Table 8. Enhancing Organizational Programs for Gender Inclusivity and Awareness

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Gender inclusivity programs are implemented	4.18	3.95	0.006	Significant
Institutional commitment to awareness training	4.12	3.85	0.004	Significant
Participation in gender programs	4.05	3.85	0.017	Significant
Evaluation of inclusivity programs	4.00	3.75	0.013	Significant
Institutional partnerships for inclusivity	4.10	3.85	0.010	Significant
Overall	4.09	3.85	0.009	Significant

Table 8 reveals significant differences in organizational programs promoting gender inclusivity and awareness. Respondents perceived that institutional commitment to inclusivity existed; however, participation, program evaluation, and partnerships remained inconsistently implemented.

These findings highlight the need for stronger stakeholder engagement and more sustainable gender-awareness initiatives.

Table 9. Improving Enforcement Mechanisms for Gender-Sensitive Governance Policies

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Strong monitoring systems	4.10	3.90	0.013	Significant
Institutional support for enforcement	4.08	3.85	0.010	Significant
Reporting mechanisms for concerns	4.12	3.95	0.022	Significant
Periodic review of policies	4.05	3.80	0.015	Significant
Consequences for policy violations	4.00	3.75	0.020	Significant
Overall	4.07	3.85	0.016	Significant

Table 9 demonstrates significant differences between planned and implemented enforcement mechanisms for gender-sensitive governance policies. Monitoring systems, institutional support, and accountability mechanisms were rated lower in implementation than in planning.

The results indicate that while institutions have established governance structures supporting gender equality, enforcement consistency and accountability systems still require improvement.

Table 10. Addressing Barriers and Challenges in Policy Execution

Indicator	Planned Mean	Implemented Mean	p-value	Interpretation
Identifying and addressing barriers	4.08	3.85	0.009	Significant
Institutional commitment to overcoming challenges	4.12	3.95	0.017	Significant
Resource allocation for implementation	4.05	3.80	0.010	Significant
Stakeholder involvement	4.00	3.75	0.015	Significant
Continuous development of solutions	4.10	3.90	0.012	Significant
Overall	4.07	3.85	0.013	Significant

Table 10 presents the findings regarding barriers and challenges in gender policy execution. Significant differences were observed across all indicators, indicating that institutional intentions to address implementation barriers were stronger than actual execution.

The findings emphasize the importance of strengthening institutional commitment, resource allocation, stakeholder participation, and continuous improvement strategies to achieve sustainable gender-responsive governance.

DISCUSSION

The findings of the study revealed a consistent pattern of disparity between the “as planned” and “as implemented” conditions in the implementation of Republic Act No. 6725 within educational governance at the University of Perpetual Help System–Biñan Campus. Across most dimensions, respondents perceived institutional commitment to gender equality to be stronger at the policy and planning level than in actual implementation. These findings highlight the continuing challenge of translating formal institutional commitments into sustainable and transformative governance practices.

The results on institutional adherence to gender-equal employment policies demonstrated statistically significant differences across all indicators. Although the institution established policies supporting gender-equal hiring practices, recruitment procedures, performance evaluations, and equal career advancement opportunities, implementation ratings were significantly lower. The largest gap was observed in gender equality training, suggesting that capacity-building initiatives remain insufficiently institutionalized. These findings imply that gender-responsive employment policies exist formally, but their practical integration into organizational culture and human resource systems remains limited.

The findings support previous research indicating that institutions often implement gender policies primarily for compliance purposes rather than as transformative organizational reforms. Global reports from UNESCO and UN Women have emphasized that despite the increasing adoption of gender-responsive policies, institutional and structural barriers continue to hinder effective implementation. Within the Philippine context, Gender and Development (GAD) initiatives have similarly been criticized for emphasizing documentation and compliance while lacking sustained operationalization and monitoring mechanisms.

The significant differences regarding women’s representation in leadership and decision-making roles further reinforce the persistence of structural gender inequalities within governance systems. Although respondents acknowledged institutional programs promoting women’s leadership, actual implementation remained lower than intended. The greatest gap was observed in gender balance within key administrative positions, indicating continuing underrepresentation of women in leadership roles.

These findings align with Social Role Theory, which explains that leadership is often socially associated with masculine characteristics such as authority, assertiveness, and dominance. Consequently, women may continue to encounter structural and cultural barriers in accessing leadership opportunities despite formal institutional support. The results therefore suggest that implicit bias, organizational norms, and traditional perceptions of leadership continue to shape governance structures and advancement pathways within educational institutions.

The findings concerning organizational initiatives promoting gender inclusivity also revealed statistically significant differences between planned and implemented conditions. Respondents recognized the institution’s commitment to organizing gender awareness programs,

supporting anti-discrimination initiatives, and establishing gender-focused committees. However, actual implementation remained inconsistent, particularly in sustaining programs and conducting regular assessments.

These findings suggest that while institutions recognize the importance of inclusivity, implementation remains dependent on institutional commitment, resources, and organizational culture. Inclusivity initiatives may therefore become symbolic rather than transformative if they are not continuously reinforced through structured training, stakeholder engagement, and accountability systems. The results highlight the importance of embedding gender inclusivity into institutional culture rather than limiting it to isolated activities or policy statements.

In contrast, the findings regarding the perceived effectiveness of gender-sensitive governance policies showed no statistically significant overall difference between planned and implemented conditions. This suggests that respondents perceived relatively consistent implementation regarding policy awareness, grievance procedures, and reporting systems. The absence of significant differences indicates that the institution has achieved a degree of stability and alignment in procedural governance mechanisms.

However, despite the relatively positive findings, significant gaps remained in policy design and enforcement. This indicates that institutions may be more effective in formulating policies than in ensuring their consistent implementation. Governance systems related to reporting and grievance mechanisms may already be functioning adequately, but enforcement practices continue to require strengthening to ensure accountability and institutional consistency.

The findings concerning challenges in enforcing Republic Act No. 6725 demonstrated statistically significant differences across all indicators. Respondents identified institutional barriers, lack of awareness, resistance to change, limited resources, and insufficient monitoring systems as major implementation concerns. These results emphasize that gender-responsive governance is not solely a policy issue but also a structural and cultural challenge within institutions.

Resistance to change and lack of awareness suggest that organizational culture continues to influence policy outcomes. Deeply embedded institutional norms and traditional practices may hinder acceptance of gender-responsive reforms, particularly when stakeholders lack adequate understanding of gender equality principles. Similarly, resource limitations and weak monitoring systems indicate insufficient institutional capacity to sustain effective implementation and evaluation mechanisms.

The study also examined the necessary actions required to strengthen gender equality within educational governance. The findings revealed statistically significant differences across all dimensions related to policy strengthening, leadership development, inclusivity programs, enforcement mechanisms, and addressing implementation barriers. These results suggest that institutions have clear strategic intentions for strengthening gender-responsive governance but continue to experience challenges in operationalizing these initiatives consistently.

The findings regarding strengthening institutional policies on gender-equal employment indicate that institutions recognize the importance of updating policies and establishing anti-discrimination mechanisms. However, implementation gaps in employee awareness and policy enforcement demonstrate the need for stronger communication systems and institutional accountability.

Similarly, the findings concerning female leadership development highlight the continuing need for mentorship programs, leadership development initiatives, and equitable support systems for women leaders. The implementation gaps observed in these areas suggest that formal programs alone are insufficient without active organizational support and inclusive leadership cultures.

The results related to organizational programs for gender inclusivity and awareness further emphasize the importance of sustained participation, institutional partnerships, and continuous evaluation. Gender awareness programs appear to exist formally, but their long-term effectiveness depends on active engagement from administrators, faculty members, staff, and students.

The findings concerning enforcement mechanisms also underscore the importance of monitoring systems, institutional support, and accountability structures. Policies cannot produce meaningful change without effective enforcement mechanisms that ensure compliance, responsiveness, and transparency. Similarly, addressing barriers to implementation requires adequate resource allocation, stakeholder involvement, and continuous policy improvement strategies.

Overall, the study highlights the complex and multidimensional nature of implementing gender equality policies within educational governance. The findings demonstrate that while institutional commitment to gender equality is evident at the planning and policy level, implementation gaps remain significant across multiple governance dimensions. These gaps reflect broader organizational, structural, and cultural issues that continue to affect gender-responsive governance practices.

From a governance and corporate social responsibility perspective, gender equality should not be treated merely as a legal compliance requirement but as a fundamental component of institutional integrity, inclusivity, and social justice. Educational institutions have a responsibility to create governance systems that provide equitable opportunities for leadership, participation, and professional advancement regardless of gender.

The findings therefore emphasize the importance of moving beyond policy articulation toward transformative institutional practices. Strengthening accountability systems, institutionalizing gender-sensitivity training, enhancing leadership development opportunities for women, improving enforcement mechanisms, and promoting inclusive organizational cultures are critical strategies for achieving sustainable gender-responsive governance.

The proposed Gender-Responsive Educational Governance Framework (GREGF) directly addresses these implementation gaps by integrating policy reform, inclusivity initiatives, leadership development, accountability systems, monitoring mechanisms, and stakeholder participation into a unified governance model. Through this framework, educational institutions can strengthen their capacity to implement gender equality policies more effectively and sustainably.

In conclusion, the study demonstrates that meaningful gender equality in educational governance requires more than the existence of formal policies. It requires sustained institutional commitment, cultural transformation, continuous evaluation, and active participation from all stakeholders. By bridging the gap between institutional planning and actual implementation, educational institutions can move closer toward achieving equitable, inclusive, and socially responsible governance systems aligned with both national mandates and global gender equality standards.

Proposed Framework for Enhancing Gender Equality in Educational Governance Gender-Responsive Educational Governance Framework (GREGF)

The findings of the study revealed persistent gaps between the “as planned” and “as implemented” conditions in the areas of gender-equal employment, women’s representation in leadership, organizational inclusivity initiatives, enforcement mechanisms, and policy execution under Republic Act No. 6725. Although the institution demonstrated strong commitment to gender equality at the policy level, implementation remained inconsistent across several governance dimensions. In response to these findings, the researcher proposes the Gender-Responsive Educational Governance Framework (GREGF) as a strategic and integrative model for strengthening gender equality within educational governance at the University of Perpetual Help System–Biñan Campus.

The framework is anchored on the principles of gender equality, social justice, inclusivity, institutional accountability, and corporate social responsibility. It emphasizes that gender-responsive governance is not limited to policy formulation but requires structural reform, cultural transformation, active stakeholder participation, and continuous monitoring and evaluation. The framework integrates institutional policies, organizational systems, leadership development, inclusivity programs, and enforcement mechanisms into a comprehensive governance model designed to promote sustainable gender equality practices.

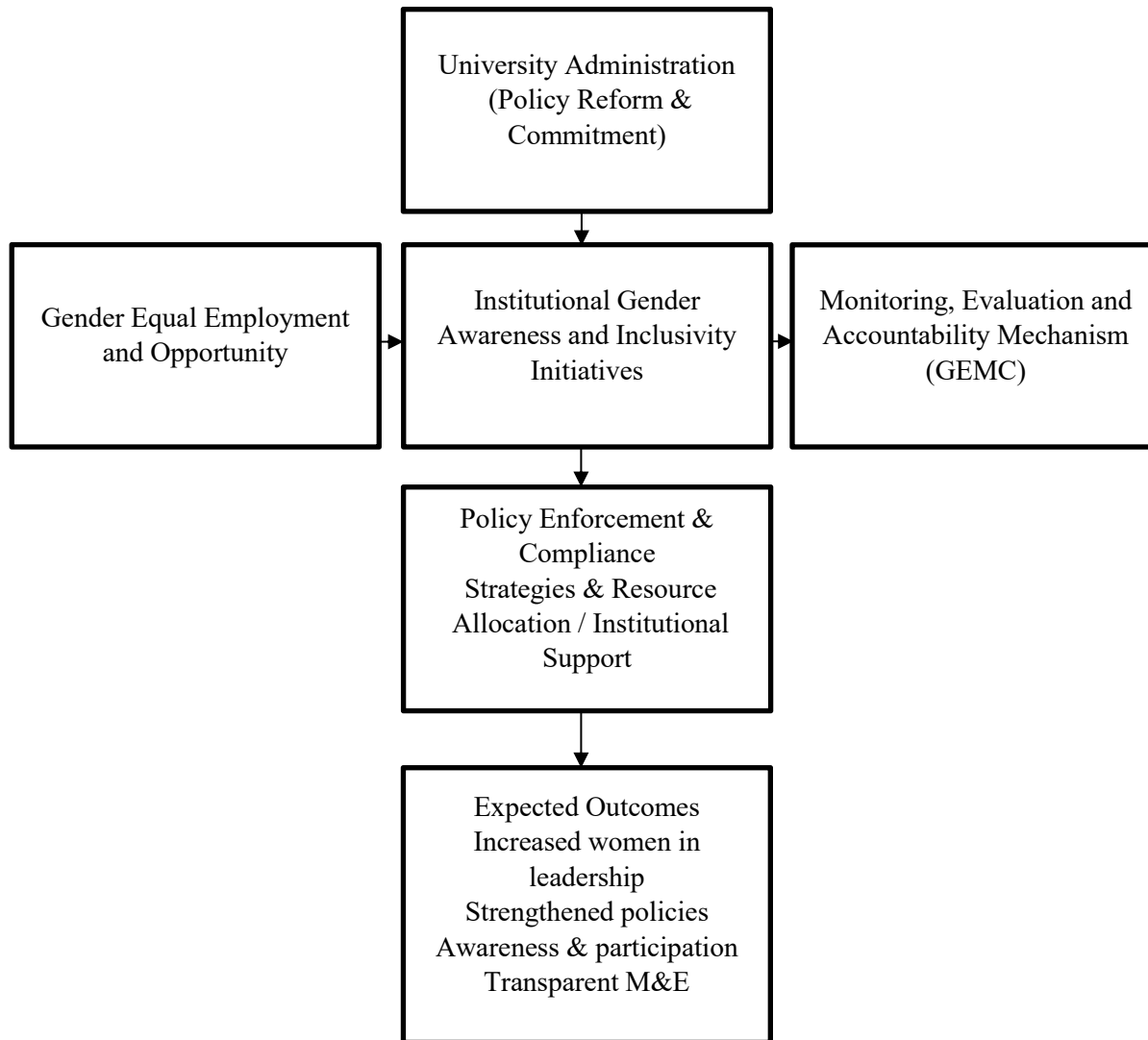


Figure 2. Proposed Framework for Enhancing Gender Equality in Educational Governance at the University of Perpetual Help System-Biñan Campus

The Gender-Responsive Educational Governance Framework (GREGF) was developed based on the significant findings of the study, particularly the observed implementation gaps between institutional planning and actual practice. The framework recognizes that achieving gender equality in educational governance requires a multidimensional approach that integrates policy reform, organizational transformation, leadership development, inclusivity initiatives, and institutional accountability.

The first major component of the framework focuses on policy and structural reforms. The findings of the study revealed significant differences in the implementation of gender-equal employment policies and women's representation in leadership positions. These results indicate that while institutional policies promoting gender equality exist, they are not yet fully operationalized. To address this issue, the framework proposes the strengthening of gender-equal employment systems, revision of recruitment and promotion procedures, establishment of anti-discrimination mechanisms, and integration of gender balance considerations into leadership appointments and governance structures.

This component is essential because structural inequalities often limit women's participation in leadership and decision-making processes. By strengthening institutional policies and governance systems, the framework aims to create equitable organizational structures that support fair representation, transparency, and equal opportunities regardless of gender.

The second component emphasizes gender inclusivity initiatives. The study found significant gaps in gender awareness programs, inclusivity initiatives, and organizational support systems. These findings suggest that although institutions recognize the importance of gender inclusivity, implementation remains inconsistent and lacks sustainability.

To address these concerns, the framework proposes the institutionalization of gender awareness programs, leadership development training, mentorship initiatives for women, and campus-wide inclusivity campaigns. Capacity-building programs are particularly important because they strengthen awareness, reduce gender bias, and encourage active participation in gender-responsive governance. Partnerships with advocacy organizations and external stakeholders are also integrated into the framework to expand institutional support systems and enhance program effectiveness.

The third component involves monitoring, enforcement, and accountability mechanisms. One of the major findings of the study was the existence of significant implementation gaps in policy enforcement, monitoring systems, and grievance procedures. While some governance mechanisms appeared functional, respondents still perceived weaknesses in enforcement consistency and institutional accountability.

In response, the framework proposes the creation of a Gender Equality Monitoring Committee (GEMC) responsible for conducting gender audits, monitoring compliance with institutional policies, evaluating implementation effectiveness, and overseeing grievance reporting systems. The framework also emphasizes periodic policy reviews, enforcement of sanctions for policy violations, and continuous evaluation of institutional performance related to gender equality.

This component is critical because policies alone cannot produce meaningful change without strong accountability systems. Monitoring and enforcement mechanisms ensure that gender-responsive governance becomes integrated into institutional practice rather than remaining merely symbolic.

The fourth component focuses on organizational culture and stakeholder participation. The findings of the study highlighted the influence of resistance to change, lack of awareness, and institutional barriers on policy implementation. These findings suggest that organizational culture continues to shape governance outcomes and may hinder the effective operationalization of gender-responsive policies.

The framework therefore emphasizes the development of an inclusive organizational culture characterized by shared accountability, stakeholder engagement, and participatory governance. Faculty members, administrators, staff, students, and external partners are encouraged to actively participate in policy implementation, evaluation, and continuous improvement initiatives.

This component recognizes that sustainable gender equality cannot be achieved solely through top-down policy directives. Instead, it requires collective institutional commitment and active participation from all members of the academic community.

The final component of the framework focuses on the expected outcomes of gender-responsive governance. Through the integration of policy reform, inclusivity initiatives, monitoring systems, and organizational transformation, the framework aims to achieve gender-equitable governance, stronger policy implementation, increased representation of women in leadership, and sustainable inclusivity practices.

The framework also supports broader principles of social justice and corporate social responsibility by promoting equitable participation, institutional integrity, and inclusive governance systems. Educational institutions are viewed not only as centers of learning but also as agents of societal transformation responsible for advancing equality, empowerment, and human rights.

The proposed GREGF therefore serves as a comprehensive and strategic model for enhancing gender equality within educational governance. By addressing both structural and cultural barriers, the framework provides a sustainable approach toward achieving transformative gender-responsive governance practices aligned with national mandates, institutional objectives, and global standards on gender equality and inclusive education.

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