

Leadership Practices: Addressing Gender Disparities Through Equitable Educational Environment and Gender Diversity Management

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Abstract—As gender issues continue to shape educational experiences and outcomes, the role of school leaders becomes increasingly in cultivating a learning environment that is inclusive, equitable, and respectful of all gender identities. In particular, this study investigated the extent to which leadership practices address gender disparities. Also, the level of educational environment and gender diversity management. In addition, to find the significant relationships between leadership practices and equitable educational environment as well as gender diversity management. Utilizing descriptive research design, the study engaged participants including principal, head teachers, teachers, and teachers belongs to LGBTQ+ members as respondents. A total of 251 responses were gathered across different schools in the Division of Laguna. The findings show a very high positive link between leadership practices and equitable educational environment as well as gender diversity management in schools. Significant relationships exist between leadership practices and equitable educational environment as well as gender diversity management. The study concludes that significant relationship exists between the leadership practices of School and Gender Disparities in terms of environment and management, thus, the rejection of both hypotheses were evident. Therefore, it is concluded that gender equity is practiced and existing in schools. To address gender disparities, schools may strengthen inclusive leadership training, ensure consistent policy enforcement, and expand LGBTQ+ support. Promoting equitable hiring, fostering community partnerships, and conducting regular policy reviews are essential. Open dialogue, mentorship, and a formal gender equity policy will sustain inclusivity, while further research can enhance leadership practices.

Keywords— Gender issues, Leadership practices, Gender disparities, Diversity, Equity and Inclusion, Equitable Educational Environment.

I. INTRODUCTION

In recent years, the global emphasis on gender equality and inclusion has significantly increased, including in the Philippines, in alignment with the United Nations Sustainable Development Goals (SDGs), particularly Goal 5: Achieve Gender Equality and Empower All Women and Girls (United Nations, 2017). Educational institutions play a crucial role in shaping societal values and norms. As such, it is imperative to cultivate learning environments that embrace diversity and provide equal opportunities for all individuals to succeed.

Equity and inclusion have become critical components of educational reform worldwide, including in the Philippines. Spearheaded by the Department of Education (DepEd) through various policies and initiatives, there is a growing commitment to creating fair, safe, and inclusive educational

environments. This study aims to examine and promote leadership strategies that foster a culture of equality and inclusion within Philippine educational institutions.

Teachers working with transgender and gender-creative students, in particular, are encouraged to adopt effective and inclusive leadership practices. Meyer (2015) provides practical recommendations for school leaders to develop inclusive policies and practices that support these students. Moreover, transformative leadership practices that prioritize social justice and equity are essential in promoting inclusive school cultures. Shields (2018) highlights how educational leaders can actively address gender disparities and uplift marginalized groups, including LGBTQ+ students. Integrating such approaches into leadership strategies can help close gender gaps and build more inclusive and equitable educational communities for both learners and staff.

To institutionalize these efforts, the Department of Education (DepEd) issued Department Order No. 32, s. 2017: In accordance with its Gender and Development (GAD) mandate under the 1987 Philippine Constitution, Republic Act No. 9710 or the Magna Carta of Women, and Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, the Gender-Responsive Basic Education Policy, and various international human rights commitments such as the Universal Declaration of Human Rights (UDHR), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC). This research therefore centers on analyzing and enhancing leadership behaviors that contribute to establishing a culture of equity and inclusion within Philippine educational institutions.

1.1 Statement of the Problem

Problem/s which were addressed by the research

To explore the role of leadership in fostering a culture of equity and inclusion within educational institutions both at the strategic and operational levels that contribute to the Development of inclusive policies equitable decision-making processes, and a supportive school climate for all, the following are the research questions:

1. What is the extent of leadership practices of Schools relative to:
 - 1.1 Inclusive Training and Education;
 - 1.2 Inclusive School Culture Promotion;
 - 1.3 Policy Development;

- 1.4 Policy Implementation;
- 1.5 Professional Development;
- 1.6 Supports System for LGBTQ+ Students and Staff;
- 1.7 Diverse Hiring and Promotion and
- 1.8 Mentorship and Support System?
- 2. What is the level of Gender Disparities as to Equitable Educational Environment in terms of:
 - 2.1 Staff Attitude;
 - 2.2 School Climate and Culture;
 - 2.3 Availability of LGBTQ+ Support Structure and
 - 2.4 Community Engagement?
- 3. What is the level of Gender Disparities in Gender Diversity Management in terms of:
 - 3.1 Reduction of Gender Disparities;
 - 3.2 Perceptions of Inclusivity;
 - 3.3 Sense of Safety;
 - 3.4 Job Satisfaction and Well-being;
 - 3.5 Career Progression, and
 - 3.6 Inclusive Educational Setting?
- 4. Do the Leadership Practices of Schools significantly relate to Gender Disparity in an Equitable Educational Environment?
- 5. Do the Leadership Practices of Schools significantly relate to Gender Disparity and Gender Diversity Management?

II. METHODOLOGY

Utilizing descriptive research design, the study engaged participants including principal, head teachers, teachers, and teachers belongs to LGBTQ+ members as respondents. A total of 251 responses were gathered across different schools in the Division of Laguna.

III. RESULTS AND DISCUSSION

This part presents the result, analysis and interpretation of data in tabular form in line with the study entitled, “Leadership Practices: Addressing Gender Disparities Through Equitable Educational Environment and Gender Diversity Management”

The primary objective of this study is to determine how the leadership practices address the gender disparities, if the school have an Equitable Educational Environment and Gender Diversity Management. The leadership practices were tested against a sample from the School Heads, Head Teachers and Secondary Teachers in the Division of Laguna. The following tabular presentations and discussions will further characterize the Leadership Practices of Schools and Gender Disparities as to Equitable Educational Environment and Gender Diversity Management.

Extent of Leadership Practices of Schools

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as Strongly Agree, Somewhat Agree, Agree, Neutral, Disagree, Somewhat Disagree and Strongly Disagree.

Moreover, from the remarks given, verbal interpretation can be determined as Very Great Extent, Great Extent,

Considerable Extent, Moderate Extent, Small Extent, Very Small Extent and Not at all.

TABLE 1. Extent of Leadership Practices of Schools relative to Inclusive Training and Education

STATEMENTS	MEAN	SD	REMARKS
School offers regular training sessions on LGBTQ+ inclusivity for staff.	4.86	1.60	Agree
Leadership actively encourages participation in diversity and inclusivity workshops.	5.84	1.13	Somewhat Agree
Training programs have increased staff awareness of LGBTQ+ issues.	5.26	1.37	Agree
Staff training on LGBTQ+ issues have positively impacted the school climate.	5.17	1.38	Agree
Leadership assesses the effectiveness of inclusivity training in addressing LGBTQ+ concerns.	5.24	1.39	Agree
Weighted Mean	5.28		
SD	1.20		
Verbal Interpretation	Considerable Extent		

Table 1 shows the extent of leadership practices of Schools relative to Inclusive Training and Education. Also shows the statements, mean, standard deviation and remarks.

Leadership actively encourages participation in diversity and inclusivity workshops. The mean (M = 4.84) suggests a high extent of leadership practices of Schools relative to Inclusive Training and Education. Also, school offers regular training sessions on LGBTQ+ inclusivity for staff. While the mean is slightly lower (M = 4.86), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Inclusive Training and Education.

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Inclusive Training and Education attained a weighted mean score of 5.28 and a standard deviation of 1.20 and was verbally interpreted as Considerable extent among the respondents.

In summary, Schools leadership practices offer regular training sessions on LGBTQ+ inclusivity for staff, actively encourages participation in diversity and inclusivity workshops, have training programs that will increase staff awareness of LGBTQ+ issues, trains the staff on LGBTQ+ issues have positively impacted the school climate and assesses the effectiveness of inclusivity training in addressing LGBTQ+ concerns.

These findings align with the study of Tschannen-Moran and Hoy (2019), which emphasized that inclusive training programs significantly enhance educators' confidence and willingness to adopt inclusive practices. The consistency between this study and existing literature reinforces the importance of continuous leadership-led professional development in shaping supportive and equitable educational environments.

Moreover, the intentional focus on LGBTQ+ issues reflect a commitment to not only awareness but also meaningful transformation of school culture, thus advancing the goals of gender diversity management and educational equity.

Extent of Leadership Practices of Schools relative to Inclusive School Culture Promotion

Table 2 shows the extent of leadership practices of Schools relative to Inclusive School Culture Promotion. Also shows the statements, mean, standard deviation and remarks.

LGBTQ+ teachers are included and valued in all aspects of school activities. The mean (M = 6.27) suggests a high extent of leadership practices of Schools relative to Inclusive School Culture Promotion. Also, inclusivity is a core value of the school’s mission and vision.

TABLE 2. Extent of Leadership Practices of Schools relative to Inclusive School Culture Promotion

STATEMENTS	MEAN	SD	REMARKS
Leadership promotes a culture of respect for all gender identities and sexual orientations.	6.22	0.96	Strongly Agree
LGBTQ+ teachers are included and valued in all aspects of school activities.	6.27	0.95	Strongly Agree
School culture discourages discriminatory behavior toward LGBTQ+ individuals.	6.18	0.96	Strongly Agree
Staff members are supportive of LGBTQ+ colleagues in their professional roles.	6.14	0.99	Somewhat Agree
Inclusivity is a core value of the school’s mission and vision.	6.08	1.06	Somewhat Agree
Weighted Mean	6.17		
SD	0.88		
Verbal Interpretation	Very Great Extent		

While the mean is slightly lower (M = 6.08), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Inclusive School Culture Promotion.

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Inclusive School Culture Promotion attained a weighted mean score of 6.17 and a standard deviation of 0.88 and was verbally interpreted as Very great extent among the respondents.

In summary, Schools leadership practices promote a culture of respect for all gender identities and sexual orientations, LGBTQ+ teachers are included and valued in all aspects of school activities, school culture discourages discriminatory behavior toward LGBTQ+ individuals, staff members are supportive of LGBTQ+ colleagues in their professional roles and inclusivity are a core value of the school’s mission and vision.

These results align closely with the work of Lasky and Killeavy (2015), who argue that effective school leadership is central to developing inclusive school cultures. According to their study, leaders who engage in vision-setting, collaborative decision-making, and active community involvement are better equipped to nurture environments that celebrate diversity and promote belonging. The alignment between the present study’s outcomes and existing literature underscores the critical role of school leaders in shaping not only policy but also the day-to-day relational dynamics that affirm and support LGBTQ+ staff and students.

Table 3 shows the extent of leadership practices of Schools relative to Policy Development. Also shows the statements, mean, standard deviation and remarks.

TABLE 3. Extent of Leadership Practices of Schools relative to Policy Development

STATEMENTS	MEAN	SD	REMARKS
School has clear policies that protect LGBTQ+ staff and students from discrimination.	5.69	1.22	Somewhat Agree
Leadership involves LGBTQ+ staff members in the development of inclusive policies.	5.73	1.21	Somewhat Agree
School’s anti-discrimination policy covers all aspects of gender identity and sexual orientation.	5.84	1.14	Somewhat Agree
Leadership regularly reviews policies to ensure they remain relevant to LGBTQ+ issues.	5.46	1.45	Somewhat Agree
There is transparency in the policy development process, especially regarding inclusivity.	5.63	1.34	Somewhat Agree
Weighted Mean	5.67		
SD	1.40		
Verbal Interpretation	Great Extent		

School’s anti-discrimination policy covers all aspects of gender identity and sexual orientation. The mean (M = 5.84) suggests a high extent of leadership practices of Schools relative to Policy

Development. Also, there is transparency in the policy development process, especially regarding inclusivity. While the mean is slightly lower (M = 5.63), it still indicates the positive satisfaction of the school head, head teachers and teachers with the leadership practices relative to Policy Development in the school.

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Policy Development attained a weighted mean score of 5.67 and a standard deviation of 1.40 and was verbally interpreted as Great extent among the respondents.

In summary, Schools leadership practices are clear in policies that protect LGBTQ+ staff and students from discrimination, involves LGBTQ+ staff members in the development of inclusive policies, implements policy that covers anti-discrimination that all aspects of gender identity and sexual orientation, regularly reviews policies to ensure they remain relevant to LGBTQ+ issues and transparent in the policy development process, especially regarding inclusivity.

These findings align with the perspectives of Hossler and Schmit (2015), who emphasize the significance of data-driven decision-making and stakeholder engagement in the policy development process.

While their focus is on access to higher education, the principles of inclusive and consultative policy-making are equally relevant in K–12 contexts of the school.

The study’s outcomes reinforce the view that inclusive educational environments are built not only on visionary leadership but also on the institutionalization of equity through well-informed, participatory, and evolving policy frameworks.

Table 4 shows the extent of leadership practices of Schools relative to Policy Implementation. Also shows the statements, mean, standard deviation and remarks.

School leadership strictly enforces anti-discrimination policies. The mean (M = 6.09) suggests a high extent of leadership practices of Schools relative to Policy Implementation. Also, there are clear consequences for

violations of policies related to LGBTQ+ inclusivity. While the mean is slightly lower (M = 5.48), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Policy Implementation.

TABLE 4. Extent of Leadership Practices of Schools relative to Policy Implementation

STATEMENTS	MEAN	SD	REMARKS
School leadership strictly enforces anti-discrimination policies.	6.09	1.03	Somewhat Agree
LGBTQ+ staff feel supported by leadership when policies are violated.	5.96	1.11	Somewhat Agree
Leadership communicates new policies effectively to all staff members.	5.80	1.25	Somewhat Agree
There are clear consequences for violations of policies related to LGBTQ+ inclusivity.	5.48	1.34	Somewhat Agree
Policy implementation is regularly evaluated for effectiveness by the leadership.	5.62	1.36	Somewhat Agree
Weighted Mean	5.79		
SD	1.05		
Verbal Interpretation	Great Extent		

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Policy Implementation attained a weighted mean score of 5.79 and a standard deviation of 1.05 and was verbally interpreted as Great extent among the respondents.

In summary, Schools leadership practices strictly enforce anti-discrimination policies, LGBTQ+ staff feel supported by leadership when policies are violated, communicates new policies effectively to all staff members, clear consequences for violations of policies related to LGBTQ+ inclusivity and policy implementation is regularly evaluated for effectiveness by the leadership.

These practices directly address the concerns highlighted by Hill and Celio (2015), who emphasize the common barriers to effective policy implementation, such as limited resources, inadequate training, and resistance among educators. By establishing a clear enforcement system, promoting ongoing evaluation, and fostering supportive leadership, the schools in this study exemplify how comprehensive support structures can narrow the gap between policy intent and actual practice. This underscores the importance of intentional leadership in translating inclusive policies into lived realities for LGBTQ+ staff and students. This highlights that when leadership is both intentional and responsive, inclusive policies can become meaningful instruments of change rather than symbolic declarations.

Extent of Leadership Practices of Schools relative to Professional Development

Table 5 shows the extent of leadership practices of Schools relative to Professional Development. Also shows the statements, mean, standard deviation and remarks.

LGBTQ+ staff have equal access to professional development opportunities. The mean (M = 6.27) suggests a high extent of leadership practices of Schools relative to Professional Development.

Also, workshops and seminars on gender diversity are part of professional development plans. While the mean is slightly

lower (M = 6.11), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Professional Development.

TABLE 5. Extent of Leadership Practices of Schools relative to Professional Development

STATEMENTS	MEAN	SD	REMARKS
LGBTQ+ staff have equal access to professional development opportunities.	6.27	0.99	Strongly Agree
Leadership encourages LGBTQ+ teachers to pursue leadership positions.	6.15	1.04	Somewhat Agree
Workshops and seminars on gender diversity are part of professional development plans.	6.10	1.04	Somewhat Agree
LGBTQ+ teachers feel supported in their professional growth.	6.14	1.00	Somewhat Agree
Leadership tailors' professional development to address the needs of diverse staff members.	6.11	0.99	Somewhat Agree
Weighted Mean	6.15		
SD	0.92		
Verbal Interpretation	Great Extent		

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Professional Development attained a weighted mean score of 6.15 and a standard deviation of 0.92 and was verbally interpreted as Great Extent among the respondents.

In summary, Schools leadership practices have equal access to professional development opportunities in LGBTQ+ staff, encourages LGBTQ+ teachers to pursue leadership positions, provides workshops and seminars on gender diversity are part of professional development plans, LGBTQ+ teachers feel supported in their professional growth and tailors' professional development to address the needs of diverse staff members.

These practices reflect the principles outlined by Darling-Hammond et al. (2017), who assert that effective professional development should be intensive, ongoing, and collaborative. They highlight the need for alignment between professional development and school-wide goals, with a focus on active learning and reflection. The alignment between this study's findings and existing literature reinforces the idea that inclusive, targeted, and sustained professional development not only empowers LGBTQ+ educators but also enhances the overall capacity of the school to support diverse learners. T

Table 6 shows the extent of leadership practices of Schools relative to Supports System for LGBTQ+ Students and Staff. Also shows the statements, mean, standard deviation and remarks.

LGBTQ+ individuals feel comfortable seeking help from the school's support system. The mean (M = 5.71) suggests a high extent of leadership practices of Schools relative to Supports System for LGBTQ+ Students and Staff. Also, there is a designated staff member or team responsible for supporting LGBTQ+ individuals. While the mean is slightly lower (M = 5.26), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Supports System for LGBTQ+ Students and Staff.

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in

terms of Supports System for LGBTQ+ Students and Staff attained a weighted mean score of 5.51 and a standard deviation of 1.14 and was verbally interpreted as Great extent among the respondents.

TABLE 6. Extent of Leadership Practices of Schools relative to Supports System for LGBTQ+ Students and Staff

STATEMENTS	MEAN	SD	REMARKS
School provides support systems tailored to the needs of LGBTQ+ staff and students.	5.68	1.17	Somewhat Agree
There is a designated staff member or team responsible for supporting LGBTQ+ individuals.	5.26	1.53	Agree
LGBTQ+ staff and students have access to counseling or mentorship services.	5.51	1.29	Somewhat Agree
Leadership encourages the creation of LGBTQ+ support groups in school.	5.38	1.30	Somewhat Agree
LGBTQ+ individuals feel comfortable seeking help from the school's support system.	5.71	1.16	Somewhat Agree
Weighted Mean	5.51		
SD	1.14		
Verbal Interpretation	Great Extent		

In summary, Schools leadership practices provide support systems tailored to the needs of LGBTQ+ staff and students, designates staff member or team responsible for supporting LGBTQ+ individuals, LGBTQ+ staff and students have access to counseling or mentorship services, encourages the creation of LGBTQ+ support groups in school and every LGBTQ+ individuals feel comfortable seeking help from the school's support system.

These practices are consistent with the findings of Riggs and Due (2018), who emphasized that inclusive workplace policies significantly influence the job satisfaction and retention of LGBTQ+ educators. Their research underscores the importance of anti-discrimination policies and professional development tailored for LGBTQ+ staff, highlighting that such support systems not only benefit individual educators but also contribute positively to the school climate. The current study affirms that when support structures are visibly embedded in leadership practices, they foster a sense of belonging and trust that strengthens both individual well-being and institutional inclusivity.

Table 7 shows the extent of leadership practices of Schools relative to Diverse Hiring and Promotion. Also shows the statements, mean, standard deviation and remarks.

Hiring process at the school is free from bias toward LGBTQ+ candidates. The mean (M = 6.21) suggests a high extent of leadership practices of Schools relative to Diverse Hiring and Promotion. Also, leadership actively seeks to hire staff from diverse gender identities and sexual orientations. While the mean is slightly lower (M = 5.89), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Diverse Hiring and Promotion.

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Diverse Hiring and Promotion attained a weighted mean score of 6.11 and a standard deviation of 0.97 and was verbally interpreted as Great extent among the respondents.

TABLE 7. Extent of Leadership Practices of Schools relative to Diverse Hiring and Promotion

STATEMENTS	MEAN	SD	REMARKS
Leadership actively seeks to hire staff from diverse gender identities and sexual orientations.	5.89	1.16	Somewhat Agree
LGBTQ+ teachers are considered equally for promotions and leadership roles.	6.18	1.02	Strongly Agree
Hiring process at the school is free from bias toward LGBTQ+ candidates.	6.21	1.01	Strongly Agree
LGBTQ+ staff representation is present in leadership positions.	6.10	1.06	Somewhat Agree
Leadership promotes diversity and inclusion in all stages of the recruitment process.	6.14	1.06	Somewhat Agree
Weighted Mean	6.11		
SD	0.97		
Verbal Interpretation	Great Extent		

In summary, Schools leadership practices actively seek to hire staff from diverse gender identities and sexual orientations, LGBTQ+ teachers are considered equally for promotions and leadership roles, hiring process at the school is free from bias toward LGBTQ+ candidates, LGBTQ+ staff representation is present in leadership positions and promotes diversity and inclusion in all stages of the recruitment process.

These results align with the work of Crenshaw (2017), who emphasizes the importance of addressing intersecting identities such as race, gender, and sexual orientation within organizational diversity efforts. Crenshaw argues that without an intersectional lens, diversity initiatives may overlook the complex challenges faced by individuals with multiple marginalized identities. This study affirms that when school leadership incorporates an inclusive and intersectional approach to recruitment and advancement, it not only improves representation but also fosters a more just and responsive educational environment.

Extent of Leadership Practices of Schools relative to Mentorship and Support System

Table 8 shows the extent of leadership practices of Schools relative to Mentorship and Support System. Also shows the statements, mean, standard deviation and remarks.

TABLE 8. Extent of Leadership Practices of Schools relative to Mentorship and Support System

STATEMENTS	MEAN	SD	REMARKS
LGBTQ+ teachers are given access to formal mentorship programs.	5.86	1.30	Somewhat Agree
Mentorship programs are effective in supporting the career development of LGBTQ+ teachers.	5.82	1.32	Somewhat Agree
Leadership encourages LGBTQ+ staff to mentor others in the school community.	5.77	1.33	Somewhat Agree
Mentorship system addresses specific challenges faced by LGBTQ+ staff.	5.65	1.36	Somewhat Agree
LGBTQ+ teachers feel empowered by the support they receive through mentorship.	5.74	1.30	Somewhat Agree
Weighted Mean	5.77		
SD	1.25		
Verbal Interpretation	Great Extent		

LGBTQ+ teachers are given access to formal mentorship programs. The mean (M = 5.86) suggests a high extent of leadership practices of Schools relative to Mentorship and

Support System. Also, mentorship system addresses specific challenges faced by LGBTQ+ staff.

While the mean is slightly lower (M = 5.67), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Mentorship and Support System.

The extent of leadership practices of Schools relative to as perceived by the school heads, head teachers and teachers in terms of Mentorship and Support System attained a weighted mean score of 5.77 and a standard deviation of 1.25 and was verbally interpreted as Great extent among the respondents.

In summary, Schools leadership practices give the LGBTQ+ teachers access to formal mentorship programs, supports the career development of LGBTQ+ teachers in effective mentorship programs, encourages LGBTQ+ staff to mentor others in the school community, addresses specific challenges faced by LGBTQ+ staff by mentorship system and LGBTQ+ teachers feel empowered by the support they receive through mentorship.

These findings align with the research of Eby et al. (2019), which underscores the positive impact of mentorship on career satisfaction, job performance, and organizational commitment. Their study highlights the value of both formal and informal mentorship structures, advocating for programs that facilitate peer learning and cross-functional relationships. This study supports the view that inclusive mentorship practices are essential for professional growth, especially when they affirm the identities and lived experiences of LGBTQ+ educators within the school community.

Level of Leadership Practices of Schools Gender Disparities as to Equitable Educational Environment

The following table shows the statement, mean, standard deviation, remarks, and verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as Strongly Agree, Somewhat Agree, Agree, Neutral, Disagree, Somewhat Disagree and Strongly Disagree.

Moreover, from the remarks given, verbal interpretation can be determined as Extremely High, Very High, High, Medium, Low, Very Low and Extremely Low.

Table 9 shows the level of Gender Disparities as to Equitable Educational Environment in terms of Staff Attitude. Also shows the statements, mean, standard deviation and remarks.

Leadership encourages positive attitudes toward LGBTQ+ staff members. The mean (M = 6.15) suggests a high level of Gender Disparities as to Equitable Educational Environment in terms of Staff Attitude. Also, negative or biased attitudes toward LGBTQ+ individuals are addressed by leadership. While the mean is slightly lower (M = 5.88), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Staff Attitude.

The level of Gender Disparities as to Equitable Educational Environment of School Heads relative to as perceived by the school heads, head teachers and teachers in terms of Staff Attitude attained a weighted mean score of 6.15 and a standard

deviation of 0.92 and was verbally interpreted as Very high among the respondents.

TABLE 9. Level of Gender Disparities as to Equitable Educational Environment in terms of Staff Attitude

STATEMENTS	MEAN	SD	REMARKS
School staff is generally open and supportive of LGBTQ+ colleagues.	6.08	1.10	Somewhat Agree
Leadership encourages positive attitudes toward LGBTQ+ staff members.	6.15	1.05	Somewhat Agree
Staff regularly engages in conversations about improving inclusivity for LGBTQ+ individuals.	5.90	1.17	Somewhat Agree
Negative or biased attitudes toward LGBTQ+ individuals are addressed by leadership.	5.88	1.16	Somewhat Agree
There is a strong culture of respect for diversity among the staff.	6.08	1.12	Somewhat Agree
Weighted Mean	6.02		
SD	1.01		
Verbal Interpretation	Very High		

In summary, Schools leadership practices generally open and supportive of LGBTQ+ colleagues, encourages positive attitudes toward LGBTQ+ staff members, regularly engages in conversations about improving inclusivity for LGBTQ+ individuals, negative or biased attitudes toward LGBTQ+ individuals are addressed by leadership and there is a strong culture of respect for diversity among the staff.

These findings align with the study by Meyer and Allen (2018), which emphasizes the impact of employee attitudes on organizational commitment. Their research shows that when employees feel supported and valued especially through inclusive workplace practices their job satisfaction and loyalty to the organization significantly increase. This study reinforces the idea that when school leaders prioritize inclusivity and emotional safety, they not only uplift LGBTQ+ educators but also strengthen staff cohesion, morale, and long-term organizational commitment.

TABLE 10. Level of Gender Disparities as to Equitable Educational Environment in terms of School Climate and Culture

STATEMENTS	MEAN	SD	REMARKS
LGBTQ+ staff members feel safe and respected in the school.	6.17	1.02	Strongly Agree
Overall school climate is welcoming to all sexual orientations and gender identities.	6.18	0.97	Strongly Agree
Leadership regularly assesses the inclusivity of the school climate.	5.96	1.16	Somewhat Agree
LGBTQ+ issues are openly discussed and supported in the school.	5.78	1.30	Somewhat Agree
School culture promotes acceptance and equality for all staff and students.	6.10	1.07	Somewhat Agree
Weighted Mean	6.04		
SD	0.98		
Verbal Interpretation	Very High		

Table 10 shows the level of Gender Disparities as to Equitable Educational Environment in terms of School Climate and Culture. Also shows the statements, mean, standard deviation and remarks.

Overall school climate is welcoming to all sexual orientations and gender identities. The mean (M = 6.18) suggests a high level of Gender Disparities as to Equitable

Educational Environment in terms of School Climate and Culture. Also, LGBTQ+ issues are openly discussed and supported in the school. While the mean is slightly lower (M = 5.78), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to School Climate and Culture.

The level of Gender Disparities as to Equitable Educational Environment of School Heads relative to as perceived by the school heads, head teachers and teachers in terms of School Climate and Culture attained a weighted mean score of 6.04 and a standard deviation of 0.98 and was verbally interpreted as Very high among the respondents.

In summary, school head’s leadership practices make sure that every LGBTQ+ staff feel safe and respected in the school, overall school climate is welcoming to all sexual orientations and gender identities, regularly assesses the inclusivity of the school climate, openly discussed LGBTQ+ issues and supported in the school and promotes acceptance and equality for all staff and students.

This aligns with the findings of Bradshaw and Waasdorp (2015), who emphasize that a positive school climate characterized by strong leadership, supportive relationships, and clear expectations enhances the success of anti-bullying strategies. This study supports the conclusion that inclusive leadership practices not only foster belonging for LGBTQ+ individuals but also contribute to a safer, more respectful, and more effective school environment for all. Moreover, when inclusivity is embedded in the school's core values, it lays the foundation for long-term cultural change. These leadership efforts not only reduce discrimination but also model the values of empathy, equity, and justice for the entire school community.

TABLE 11. Level of Gender Disparities as to Equitable Educational Environment in terms of Availability of LGBTQ+ Support Structure

STATEMENTS	MEAN	SD	REMARKS
There are formal LGBTQ+ support structures in place for staff and students.	5.31	1.41	Somewhat Agree
LGBTQ+ staff feel comfortable utilizing the available support structures.	5.43	1.35	Somewhat Agree
Leadership ensures adequate resources for the maintenance of LGBTQ+ support systems.	5.37	1.40	Somewhat Agree
LGBTQ+ support structures are visible and well-promoted throughout the school.	5.41	1.38	Somewhat Agree
LGBTQ+ teachers are aware of the support systems available to them.	5.41	1.41	Somewhat Agree
Weighted Mean	5.39		
SD	1.34		
Verbal Interpretation	Very High		

Table 11 shows the level of Gender Disparities as to Equitable Educational Environment in terms of Availability of LGBTQ+ Support Structure. Also shows the statements, mean, standard deviation and remarks.

LGBTQ+ staff feel comfortable utilizing the available support structures. The mean (M = 5.43) suggests a high level of Gender Disparities as to Equitable Educational Environment in terms of Availability of LGBTQ+ Support Structure. Also, there are formal LGBTQ+ support structures in place for staff and students. While the mean is slightly lower (M = 5.31), it still indicates the positive satisfaction of

the school heads, head teachers and teachers with the leadership practices relative to Availability of LGBTQ+ Support Structure.

The level of Gender Disparities as to Equitable Educational Environment of School Heads relative to as perceived by the school heads, head teachers and teachers in terms of Availability of LGBTQ+ Support Structure attained a weighted mean score of 5.39 and a standard deviation of 1.34 and was verbally interpreted as Very high among the respondents.

In summary, school head’s leadership practices have formal support structures in place for LGBTQ+ staff and students, LGBTQ+ staff feel comfortable utilizing the available support structures, ensures adequate resources for the maintenance of LGBTQ+ support systems, support structures for LGBTQ+ are visible and well-promoted throughout the school and teachers belongs to LGBTQ+ are aware of the support systems available to them.

These findings are consistent with those of Rankin and Reason (2019), who found that educational institutions with comprehensive LGBTQ+ support services such as counseling, inclusive policies, and dedicated resource centers achieve higher satisfaction and well-being among LGBTQ+ populations. Their research also stresses the importance of ongoing staff training and broad communication to make these resources accessible and effective. This study supports the idea that the presence and visibility of support systems are key factors in fostering a school environment where LGBTQ+ staff feel secure, valued, and connected. Sustained investment in such structures not only benefits LGBTQ+ individuals but also enhances the school’s overall commitment to equity, inclusion, and psychological safety for all members of the educational community.

Level of Gender Disparities as to Equitable Educational Environment in terms of Community Engagement

Table 12 shows the level of Gender Disparities as to Equitable Educational Environment in terms of Community Engagement. Also shows the statements, mean, standard deviation and remarks.

There are regular school-community partnerships that focus on diversity and inclusion. The mean (M = 5.56) suggests a high level of Gender Disparities as to Equitable Educational Environment in terms of Community Engagement. Also, school hosts events that promote awareness of LGBTQ+ issues to the community and LGBTQ+ inclusivity is a key part of the school’s community outreach efforts. While the mean is slightly lower (M = 5.49), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Community Engagement.

The level of Gender Disparities as to Equitable Educational Environment of School Heads relative to as perceived by the school heads, head teachers and teachers in terms of Community Engagement attained a weighted mean score of 5.52 and a standard deviation of 1.22 and was verbally interpreted as Very high among the respondents.

TABLE 12. Level of Gender Disparities as to Equitable Educational Environment in terms of Community Engagement

STATEMENTS	MEAN	SD	REMARKS
Leadership engages the wider community in promoting LGBTQ+ inclusivity.	5.52	1.34	Somewhat Agree
There are regular school-community partnerships that focus on diversity and inclusion.	5.56	1.36	Somewhat Agree
School hosts events that promote awareness of LGBTQ+ issues to the community.	5.49	1.24	Somewhat Agree
Parents and community members are educated about the school's inclusivity policies.	5.54	1.32	Somewhat Agree
LGBTQ+ inclusivity is a key part of the school's community outreach efforts.	5.49	1.36	Somewhat Agree
Weighted Mean	5.52		
SD	1.22		
Verbal Interpretation	Very High		

TABLE 13. Level of Gender Disparities as to Gender Diversity Management in terms of Reduction of Gender Disparities

STATEMENTS	MEAN	SD	REMARKS
The school leadership actively promotes gender equality in policies and decision-making.	6.06	1.04	Somewhat Agree
Gender disparities in promotions and professional development opportunities are being effectively addressed.	6.04	1.05	Somewhat Agree
LGBTQ+ staffs have equal access to leadership roles and responsibilities.	6.20	0.98	Strongly Agree
Leadership ensures that gender disparities among staff members are minimized through fair policies.	6.04	0.98	Somewhat Agree
Initiatives to address gender disparities have improved over the past years.	5.98	1.10	Somewhat Agree
Weighted Mean	6.06		
SD	0.93		
Verbal Interpretation	Very High		

In summary, school head's leadership practices engage the wider community in promoting LGBTQ+ inclusivity, there are regular school-community partnerships that focus on diversity and inclusion, hosts events that promote awareness of LGBTQ+ issues to the community, parents and community members are educated about the school's inclusivity policies and LGBTQ+ inclusivity is a key part of the school's community outreach efforts.

This aligns with the study by Brabham and Engel (2019), which emphasizes the effectiveness of community engagement strategies rooted in transparency, active listening, and responsiveness to feedback. Their findings suggest that when organizations tailor their outreach to the needs of specific communities, it results in stronger participation and more meaningful relationships. This study confirms that inclusive leadership extends beyond school walls it builds bridges with the wider community, fostering mutual understanding and shared responsibility for equity. By making LGBTQ+ inclusivity a visible and ongoing priority in community interactions, schools not only educate but also normalize acceptance and support across generations. These partnerships serve as a foundation for long-term cultural change, helping to reduce stigma and discrimination beyond the school environment. With sustained collaboration, schools can become catalysts for inclusive values that ripple throughout the broader society.

Level of Leadership Practices of Schools Gender Disparities as to Gender Diversity Management

Table 13 shows the level of Gender Disparities as to Gender Diversity Management in terms of Reduction of Gender Disparities. Also shows the statements, mean, standard deviation and remarks.

LGBTQ+ staffs have equal access to leadership roles and responsibilities. The mean (M = 6.20) suggests a high extent of leadership practices of School Heads relative to Reduction of Gender Disparities. Also, initiatives to address gender disparities have improved over the past years. While the mean is slightly lower (M = 5.98), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Reduction of Gender Disparities.

The level of Gender Disparities as to Gender Diversity Management relative to as perceived by the school heads, head teachers and teachers in terms of Reduction of Gender Disparities attained a weighted mean score of 6.06 and a standard deviation of 0.93 and was verbally interpreted as Very high among the respondents.

In summary, school head's leadership practices actively promote gender equality in policies and decision-making, gender disparities in promotions and professional development opportunities are being effectively addressed, LGBTQ+ staffs have equal access to leadership roles and responsibilities, ensures that gender disparities among staff members are minimized through fair policies and initiatives to address gender disparities have improved over the past years.

These findings resonate with the UNESCO (2016) report, which, while focused on global trends in gender equity in education, emphasizes the importance of targeted interventions such as mentorship programs and inclusive policies to close persistent gender gaps. Although the UNESCO study primarily addresses student populations, its principles apply to staff equity as well, highlighting that sustained leadership action is essential to promote gender inclusion at all levels of the educational system. This study affirms that gender equity must be embedded in both policy and practice to create lasting change.

Table 14 shows the level of Gender Disparities as to Gender Diversity Management in terms of Perception of Inclusivity. Also shows the statements, mean, standard deviation and remarks.

The leadership fosters a culture of inclusivity for all employees, regardless of gender identity. The mean (M = 6.19) suggests a high extent of leadership practices of School Heads relative to Perception of Inclusivity. Also, there are open discussions and training sessions on inclusivity within the institution. While the mean is slightly lower (M = 5.92), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Perception of Inclusivity.

The level of Gender Disparities as to Gender Diversity Management relative to as perceived by the school heads, head teachers and teachers in terms of Perception of Inclusivity attained a weighted mean score of 6.08 and a

standard deviation of 0.94 and was verbally interpreted as Very high among the respondents.

TABLE 14. Level of Gender Disparities as to Gender Diversity Management in terms of Perception of Inclusivity

STATEMENTS	MEAN	SD	REMARKS
LGBTQ+ staffs are included and valued in school.	6.18	1.00	Somewhat Agree
The leadership fosters a culture of inclusivity for all employees, regardless of gender identity.	6.19	0.96	Somewhat Agree
Policies in the school ensure equal participation of LGBTQ+ teachers in leadership roles.	6.13	0.97	Somewhat Agree
There are open discussions and training sessions on inclusivity within the institution.	5.92	1.22	Somewhat Agree
School leadership proactively addresses concerns regarding inclusivity.	6.00	1.06	Somewhat Agree
Weighted Mean	6.08		
SD	0.94		
Verbal Interpretation	Very High		

In summary, school head’s leadership practices LGBTQ+ staffs are included and valued in school, fosters a culture of inclusivity for all employees, regardless of gender identity, ensure equal policy participation of LGBTQ+ teachers in leadership roles, open discussions and training sessions on inclusivity within the institution and proactively addresses concerns regarding inclusivity.

These findings align with DeAngelis and Whittaker (2016), who observed that schools with greater demographic diversity generally foster more positive perceptions of inclusivity. Their study emphasizes the critical role of professional development in promoting culturally responsive practices that support equity and belonging. This study reinforces the idea that intentional leadership can transform school culture by normalizing inclusion and actively dismantling barriers to participation. Through strategic efforts such as inclusive training and equal leadership opportunities, school heads contribute to building an educational environment where diversity is celebrated and every staff member feels empowered and respected. When inclusivity becomes an integral part of school leadership, it sets a precedent for equitable treatment that influences future policies and practices. This long-term commitment to inclusivity not only benefits LGBTQ+ staff but also enhances the overall health, cohesion, and performance of the school community.

Table 15 shows the level of Gender Disparities as to Gender Diversity Management in terms of Sense of Safety. Also shows the statements, mean, standard deviation and remarks.

The work environment encourages open conversations about safety and protection for all staff. The mean (M = 5.92) suggests a high extent of leadership practices of School Heads relative to Sense of Safety. There are also explicit procedures for reporting discrimination or harassment based on gender identity. While the mean is slightly lower (M = 5.81), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Sense of Safety.

TABLE 15. Level of Gender Disparities as to Gender Diversity Management in terms of Sense of Safety

STATEMENTS	MEAN	SD	REMARKS
The school provides LGBTQ+ staff with access to support networks and mental health resources.	5.91	1.05	Somewhat Agree
The school leadership has policies in place to protect LGBTQ+ teachers from discrimination.	5.86	1.17	Somewhat Agree
Instances of discrimination against LGBTQ+ staff are promptly addressed by leadership.	5.92	1.02	Somewhat Agree
The work environment encourages open conversations about safety and protection for all staff.	5.97	1.07	Somewhat Agree
There are clear protocols to report discrimination or harassment based on gender identity.	5.81	1.22	Somewhat Agree
Weighted Mean	5.89		
SD	1.01		
Verbal Interpretation	Very High		

The level of Gender Disparities as to Gender Diversity Management relative to as perceived by the school heads, head teachers and teachers in terms of Sense of Safety attained a weighted mean score of 5.89 and a standard deviation of 1.01 and was verbally interpreted as Very high among the respondents.

In summary, school head’s leadership practices provide LGBTQ+ staff with access to support networks and mental health resources, has policies in place to protect LGBTQ+ teachers from discrimination, instances of discrimination against LGBTQ+ staff are promptly addressed by leadership, work environment encourages open conversations about safety and protection for all staff and has clear protocols to report discrimination or harassment based on gender identity.

These practices align with the findings of Russell and Fish (2016), who highlight that LGBTQ+ individuals, especially youth, often face heightened anxiety related to safety due to discrimination and bullying in schools and communities. Their study underscores the importance of having supportive policies, trained educators, and safe spaces to foster a strong sense of security and belonging. This study affirms that inclusive and proactive leadership is essential in creating a work climate where LGBTQ+ staff feel protected, valued, and heard. By addressing safety concerns comprehensively and embedding support structures into daily practice, schools become safe havens where professional growth and personal well-being can thrive. Such leadership practices not only improve the lived experiences of LGBTQ+ educators but also model inclusivity and respect for the entire school community. Sustaining these practices ensures that safety and equity are not temporary goals but permanent pillars of the school’s organizational culture.

Table 16 shows the level of Gender Disparities as to Gender Diversity Management in terms of Job Satisfaction and Well-being. Also shows the statements, mean, standard deviation and remarks.

Professional development opportunities are accessible to all teachers regardless of gender identity. The mean (M = 6.10) suggests a high extent of leadership practices of School Heads relative to Job Satisfaction and Well-being. Also,

institutional efforts contribute to reducing workplace stress for LGBTQ+ staff. While the mean is slightly lower (M = 5.90), it still indicates the positive satisfaction of the school heads, head teachers and teachers with the leadership practices relative to Job Satisfaction and Well-being.

TABLE 16. Level of Gender Disparities as to Gender Diversity Management in terms of Job Satisfaction and Well-being

STATEMENTS	MEAN	SD	REMARKS
Leadership recognizes and values the contributions of LGBTQ+ staff.	6.08	1.10	Somewhat Agree
Professional development opportunities are accessible to all teachers regardless of gender identity.	6.10	1.06	Somewhat Agree
Workplace policies promote a healthy balance between professional responsibilities and personal well-being.	6.00	1.12	Somewhat Agree
A positive work environment is maintained through inclusive leadership practices.	5.99	1.08	Somewhat Agree
Institutional efforts contribute to reducing workplace stress for LGBTQ+ staff.	5.90	1.12	Somewhat Agree
Weighted Mean	6.01		
SD	1.00		
Verbal Interpretation	Very High		

The level of Gender Disparities as to Gender Diversity Management relative to as perceived by the school heads, head teachers and teachers in terms of Job Satisfaction and Well-being attained a weighted mean score of 6.01 and a standard deviation of 1.00 and was verbally interpreted as Very high among the respondents.

In summary, school head’s leadership practices recognize and values the contributions of LGBTQ+ staff, Professional development opportunities are accessible to all teachers regardless of gender identity, workplace policies promote a healthy balance between professional responsibilities and personal well-being, has positive work environment is maintained through inclusive leadership practices and institutional efforts contribute to reducing workplace stress for LGBTQ+ staff.

These outcomes align with the findings of Hakanen et al. (2017), who emphasize the dual-process model of job resources and demands highlighting that job satisfaction and employee well-being are strongly influenced by the availability of supportive workplace structures. Their study suggests that organizational support, especially from leadership, plays a critical role in buffering job-related stress and promoting employee resilience. This study reinforces the idea that when leadership practices prioritize inclusivity and psychological safety, they create environments where all staff members particularly those from marginalized groups can thrive both personally and professionally. Such intentional leadership not only uplifts individual well-being but also contributes to a more cohesive, motivated, and productive school workforce. In the long term, inclusive leadership that supports LGBTQ+ staff can lead to improved retention, stronger collegial relationships, and a more dynamic and responsive school culture.

The level of Gender Disparities as to Gender Diversity Management relative to as perceived by the school heads, head teachers and teachers in terms of Career Progression

attained a weighted mean score of 6.14 and a standard deviation of 0.96 and was verbally interpreted as Very high among the respondents.

TABLE 17. Level of Gender Disparities as to Gender Diversity Management in terms of Career Progression

STATEMENTS	MEAN	SD	REMARKS
Career advancement opportunities are provided equitably to all teachers, regardless of gender identity.	6.26	0.98	Strongly Agree
Leadership ensures an unbiased promotion process that includes LGBTQ+ educators.	6.21	1.00	Strongly Agree
Mentorship programs support professional growth and career progression for LGBTQ+ teachers.	6.08	1.12	Somewhat Agree
Barriers to leadership roles for LGBTQ+ teachers are actively addressed by school policies.	6.00	1.10	Somewhat Agree
LGBTQ+ teachers are encouraged to take on leadership and administrative positions.	6.14	1.03	Somewhat Agree
Weighted Mean	6.14		
SD	0.96		
Verbal Interpretation	Very High		

In summary, school head’s leadership practices provide equitably career advancement opportunities to all teachers, regardless of gender identity, ensures an unbiased promotion process that includes LGBTQ+ educators, support professional growth and career progression for LGBTQ+ teachers by mentorship programs, actively addressed the barriers roles for LGBTQ+ teachers by school policies and LGBTQ+ teachers are encouraged to take on leadership and administrative positions.

These results align with Tharenou and Conroy’s (2016) research, which emphasizes how structural barriers like limited mentoring and organizational support often impede career progression for underrepresented groups, especially women. Their study recommends implementing targeted policies that enhance access to leadership roles and professional development. This study extends that recommendation by showing how inclusive school leadership can actively dismantle such barriers for LGBTQ+ educators, leading to more representative and equitable leadership teams. Encouraging and supporting LGBTQ+ staff in taking on leadership roles fosters a culture of inclusivity and sets a powerful example for students and colleagues alike.

Level of Gender Disparities as to Gender Diversity Management in terms of Inclusive Educational Setting

Table 18 shows the level of Gender Disparities as to Gender Diversity Management in terms of Equitable Educational Environment. Also shows the statements, mean, standard deviation and remarks.

Policies ensure that all teachers and students are treated equitably, regardless of gender identity. The mean (M = 6.25) suggests a high extent of leadership practices of School Heads relative to Equitable Educational Environment.

Also, community partnerships are established to strengthen gender-inclusive educational initiatives. While the mean is slightly lower (M = 6.00), it still indicates the positive satisfaction of the school heads, head teachers and teachers

with the leadership practices relative to Equitable Educational Environment.

TABLE 18. Level of Gender Disparities as to Gender Diversity Management in terms of Inclusive Educational Setting

STATEMENTS	MEAN	SD	REMARKS
Policies ensure that all teachers and students are treated equitably, regardless of gender identity.	6.25	0.98	Strongly Agree
Diversity and inclusion are key considerations in school decision-making processes.	6.23	1.02	Strongly Agree
Programs and activities are designed to foster an equitable and inclusive educational setting.	6.17	1.04	Strongly Agree
Institutional efforts are in place to prevent and address gender-based discrimination and bullying.	6.17	1.05	Strongly Agree
Community partnerships are established to strengthen gender-inclusive educational initiatives.	6.00	1.14	Somewhat Agree
Weighted Mean	6.16		
SD	0.98		
Verbal Interpretation	Very High		

The level of Gender Disparities as to Gender Diversity Management relative to as perceived by the school heads, head teachers and teachers in terms of Inclusive Educational Setting attained a weighted mean score of 6.16 and a standard deviation of 0.98 and was verbally interpreted as Very high among the respondents.

In summary, school head’s leadership practices ensure that all teachers and students are treated equitably, regardless of gender identity, diversity and inclusion are key considerations in school decision-making processes, designed programs and activities to foster an equitable and inclusive educational setting, place institutional efforts to prevent and address gender-based discrimination and bullying and established community partnerships to strengthen gender-inclusive educational initiatives.

This aligns with Gay (2018), who emphasizes that incorporating students’ cultural backgrounds into teaching and curriculum improves student engagement and achievement. The study underscores the importance of preparing educators to apply culturally responsive pedagogy in order to create inclusive, equitable classrooms. The findings of this research extend that concept by demonstrating how inclusive leadership at the institutional level reinforces equitable treatment and belonging, particularly for LGBTQ+ students and staff. By embedding equity and inclusion into both policy and practice, school leaders play a critical role in shaping environments where all members of the school community feel respected, supported, and empowered to succeed.

Significant Relationship between the Leadership Practices of School and the Gender Disparity as to Equitable Educational Environment

To test the significant relationship between the school heads' leadership practices and the Gender Disparity as to Equitable Educational Environment in terms of Staff Attitude, School Climate and Culture, Availability of LGBTQ+ Support Structure and Community Engagement they were treated

statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 19 presents the correlation between the leadership practices of schools and gender disparity in achieving an equitable educational environment.

The correlation coefficients measure the strength and direction of the relationship between specific leadership practices and dimensions of an equitable educational environment, including staff attitude, school climate and culture, LGBTQ+ support structures, and community engagement.

The findings indicate that leadership practices such as Professional Development, Inclusive School Culture Promotion, Support Systems for LGBTQ+ Students and Staff, Diverse Hiring and Promotion, and Mentorship and Support Systems exhibit strong positive correlations (r values ranging from 0.57 to 0.86, $p < .001$) with all aspects of an equitable educational environment. Notably, Professional Development shows the strongest correlations with Staff Attitude ($r = 0.84$) and School Climate and Culture ($r = 0.82$), while Mentorship and Support Systems demonstrate the strongest correlation with Community Engagement ($r = 0.86$).

These strong correlations suggest that when school leaders actively invest in developing inclusive practices—such as providing targeted training, promoting diversity in hiring, and fostering mentorship—they create a more supportive, inclusive, and equitable atmosphere within their schools.

Conversely, while Policy Development and Policy Implementation also show consistently strong positive correlations (ranging from 0.67 to 0.75), these figures may indicate that policies alone are not as impactful unless supported by active and inclusive leadership strategies. This highlights the importance of moving beyond policy documentation toward tangible, inclusive action in schools.

Leadership practices such as Inclusive Training and Education, while still statistically significant, show moderate correlations (ranging from 0.45 to 0.64), indicating that training must be meaningfully embedded within school culture and practice to maximize its effect.

Overall, the correlation analysis confirms that leadership practices have a significant and positive relationship with gender equity in educational environments. School leaders who prioritize inclusive initiatives, mentorship, and diversity-oriented strategies are more likely to reduce gender disparities and cultivate equitable learning environments. However, for policies to be effective, they must be implemented alongside active engagement strategies and continuously evaluated to ensure impact.

This finding resonates with Timperley’s (2015) study, which underscores the importance of distributed leadership in empowering teachers and enhancing their sense of agency.

When leadership responsibilities are shared collaboratively among educators, it nurtures a culture of trust, innovation, and mutual accountability. Distributed leadership allows schools to move beyond top-down directives by valuing the voices and contributions of all staff, especially those from marginalized groups.

TABLE 19. Significant Relationship between the Leadership Practices of Schools and the Gender Disparity as to Equitable Educational Environment

Leadership Practices (IV)	Equitable Educational Environment (DV)			
	Staff Attitude	School Climate and Culture	Availability of LGBTQ+ Support Structure	Community Engagement
Inclusive Training and Education: Pearson Correlation Significance(2-Tailed) N	0.45** .000 251	0.45** .000 251	0.61** .000 251	0.64** .000 251
Inclusive School Culture Promotion: Pearson Correlation Significance(2-Tailed) N	0.76** .000 251	0.73** .000 251	0.38** .000 251	0.53** .000 251
Policy Development: Pearson Correlation Significance(2-Tailed) N	0.71** .000 251	0.70** .000 251	0.71** .000 251	0.75** .000 251
Policy Implementation: Pearson Correlation Significance(2-Tailed) N	0.69** .000 251	0.69** .000 251	0.67** .000 251	0.75** .000 251
Professional Development: Pearson Correlation Significance(2-Tailed) N	0.84** .000 251	0.82** .000 251	0.44** .000 251	0.60** .000 251
Supports System for LGBTQ+ Students and Staff: Pearson Correlation Significance(2-Tailed) N	0.71** .000 251	0.70** .000 251	0.78** .000 251	0.79** .000 251
Diverse Hiring and Promotion: Pearson Correlation Significance(2-Tailed) N	0.82** .000 251	0.81** .000 251	0.41** .000 251	0.57** .000 251
Mentorship and Support System: Pearson Correlation Significance(2-Tailed) N	0.67** .000 251	0.64** .000 251	0.73** .000 251	0.86** .000 251

Significant Relationship between the Leadership Practices of School and the Gender Disparity as to Gender Diversity Management

To test the significant relationship between the school leadership practices and the Gender Disparity as to Gender Diversity Management in terms of Reduction of Gender Disparities, Perceptions of Inclusivity, Sense of Safety, Job Satisfaction and Well-being, Career Progression and Inclusive Educational Setting they were treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

Table 20 presents the correlation between the leadership practices of schools and gender disparity in gender diversity management.

The analysis includes Pearson correlation coefficients that assess the strength and direction of the relationship between school leadership practices and various indicators of gender diversity management, including reduction of gender disparities, perceptions of inclusivity, sense of safety, job satisfaction and well-being, career progression, and inclusive educational setting.

The findings reveal that leadership practices such as Professional Development, Inclusive School Culture Promotion, Diverse Hiring and Promotion, Support Systems for LGBTQ+ Students and Staff, and Mentorship and Support Systems demonstrate moderate to strong positive correlations

(ranging from 0.59 to 0.86, $p < .001$) with all gender diversity management indicators. Specifically, Professional Development shows the strongest correlation with Reduction of Gender Disparities ($r = 0.86$) and Job Satisfaction and Well-being ($r = 0.79$). Likewise, Diverse Hiring and Promotion displays consistently high correlations across all variables, particularly with Career Progression ($r = 0.77$) and Perceptions of Inclusivity ($r = 0.77$).

These results suggest that inclusive leadership practices grounded in equity, representation, and empowerment are significantly associated with improved outcomes in gender diversity management. Schools led by principals who focus on inclusive training, culture-building, hiring practices, and mentorship are more likely to create environments where gender diversity is effectively managed, and staff and students feel safer and more supported.

In contrast, while Policy Development and Policy Implementation also show strong positive correlations (ranging from 0.61 to 0.72), their impact may depend on how effectively these policies are communicated, enacted, and reinforced through practice. Policies alone—without meaningful engagement from leadership—may fall short in producing sustained gender equity outcomes.

Inclusive Training and Education, though positively correlated (ranging from 0.35 to 0.53), shows relatively lower correlation values compared to other practices, suggesting that

training must be contextually relevant, ongoing, and supported by a broader inclusive school culture to have a greater effect.

TABLE 20. Significant Relationship between the Leadership Practices of Schools and the Gender Disparity as to Gender Diversity Management

Leadership Practices (IV)	Gender Diversity Management (DV)					
	Reduction of Gender Disparities	Perceptions of Inclusivity	Sense of Safety	Job Satisfaction and Well-being	Career Progression	Inclusive Educational Setting
Inclusive Training and Education: Pearson Correlation Significance(2-Tailed) N	0.48** .00 251	0.43** .00 251	0.53** .00 251	0.49** .00 251	0.35** .00 251	0.39** .00 251
Inclusive School Culture Promotion: Pearson Correlation Significance(2-Tailed) N	0.78** .00 251	0.74** .00 251	0.66** .00 251	0.72** .00 251	0.75** .00 251	0.72** .00 251
Policy Development: Pearson Correlation Significance(2-Tailed) N	0.66** .00 251	0.66** .00 251	0.72** .00 251	0.69** .00 251	0.61** .00 251	0.65** .00 251
Policy Implementation: Pearson Correlation Significance(2-Tailed) N	0.66** .00 251	0.65** .00 251	0.72** .00 251	0.67** .00 251	0.62** .00 251	0.68** .00 251
Professional Development: Pearson Correlation Significance(2-Tailed) N	0.86** .00 251	0.81** .00 251	0.72** .00 251	0.79** .00 251	0.84** .00 251	0.82** .00 251
Supports System for LGBTQ+ Students and Staff: Pearson Correlation Significance(2-Tailed) N	0.64** .00 251	0.67** .00 251	0.75** .00 251	0.68** .00 251	0.57** .00 251	0.59** .00 251
Diverse Hiring and Promotion: Pearson Correlation Significance(2-Tailed) N	0.76** .00 251	0.77** .00 251	0.67** .00 251	0.77** .00 251	0.77** .00 251	0.74** .00 251
Mentorship and Support System: Pearson Correlation Significance(2-Tailed) N	0.62** .00 251	0.62** .00 251	0.67** .00 251	0.71** .00 251	0.59** .00 251	0.61** .00 251

Overall, the correlation analysis confirms that leadership practices have a significant and positive relationship with gender diversity management in schools. School leaders who prioritize inclusive training, culture-building, mentorship, and diverse hiring practices are more likely to foster inclusive environments that support gender equity, staff well-being, and a sense of safety. These inclusive leadership strategies are shown to significantly enhance perceptions of inclusivity, career progression, and job satisfaction.

These findings support Leithwood and Jantzi’s (2016) study, which highlights the positive impact of transformational leadership on school outcomes. The present study similarly shows that inclusive and supportive leadership fosters a positive school climate, equity, and professional growth for gender-diverse educators. This underscores the need for leadership development focused on transformational and inclusive practices to build safe and equitable educational environments.

IV. CONCLUSION AND RECOMMENDATIONS

The findings led to the following conclusions: First, concerning the correlation between school leadership practices and equitable educational environment, the null hypothesis states, " There is no significant relationship between

Leadership Practices and Equitable Educational Environment." is rejected at a significance level of 0.05. This indicates that all mentioned leadership practices exhibit favorable correlations, demonstrating strong and moderate associations.

Second, regarding the correlation between school leadership practices and gender diversity management, the null hypothesis stating, " There is no significant relationship between Leadership Practices and Gender Diversity Management" is rejected at a significance level of 0.05. It can be inferred that all mentioned leadership practices demonstrate a positive correlation, showing strong and moderate associations. Therefore, it is concluded that there is a practiced and existing gender equality within the schools.

Based on the aforementioned summary and conclusions, the following recommendations are made:

The schools may enhance their leadership training that is essential to equip with the necessary skills and knowledge in inclusive leadership and equitable educational practices. Strengthening policy implementation should be prioritized to ensure the consistent enforcement of gender equity policies with clear accountability mechanisms. Increasing LGBTQ+ support structures can be achieved by expanding resources and

creating safe spaces for LGBTQ+ students and staff to thrive in an inclusive environment.

Schools may improve the community engagement that is crucial in fostering gender inclusivity beyond school premises through partnerships with external organizations. Promoting equitable hiring and career progression should be emphasized by implementing fair and transparent promotion policies that provide equal opportunities for all staff. Establishing regular policy reviews will help maintain the relevance and effectiveness of equity and inclusion policies through frequent assessments and updates.

Schools may also foster a culture of inclusivity and should be encouraged by promoting open dialogues, mentorship programs, and support systems that empower marginalized groups within educational institutions.

Schools may develop an institutional policy for gender equity that is necessary to address gender disparities systematically and ensure a sustained commitment to inclusivity within educational institutions.

A further study may be conducted to include other factors that may enhance the leadership practices in terms of addressing the gender disparities in an institution.

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