

# School Head's Gender-Responsive Leadership and Practices on the Well-Being of LGBTQIA+ Teaching and Non-Teaching Personnel

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**Abstract**—This study aimed to examine the level of gender-responsive leadership of school heads in terms of empathy, fairness, inclusivity, cultural sensitivity, and commitment to gender equality. It also assessed the extent of school heads' practices related to inclusive decision-making, gender-sensitivity training, promotion of safe spaces for LGBTQIA+ individuals, integration of gender-fair language, and enforcement of anti-discrimination policies. Furthermore, the study determined the level of psychological, emotional, and social well-being of LGBTQIA+ personnel as influenced by school heads' gender-responsive leadership and practices. A descriptive-correlational research design was employed to capture both the levels of leadership practices and their associations with LGBTQIA+ well-being. Data were collected through structured survey questionnaires administered to purposively selected public schools in the Division of Calamba City. Descriptive statistics, including mean and standard deviation, were used to measure leadership and practice levels, while Pearson's *r* correlation analysis determined the strength of relationships between leadership practices and the well-being indicators. The findings revealed that school heads consistently demonstrated very highly evident gender-responsive leadership across empathy, fairness, inclusivity, cultural sensitivity, and commitment to gender equality. Respondents strongly agreed that school heads listened attentively, treated personnel fairly, promoted inclusivity, respected diverse identities, and actively supported gender equality policies. Similarly, practices such as inclusive decision-making, gender-sensitivity training, promoting safe spaces, integrating gender-fair language, and enforcing anti-discrimination policies were rated very highly evident. These leadership qualities and practices were found to have a significant positive relationship with the psychological, emotional, and social well-being of LGBTQIA+ personnel. The School Heads' gender-responsive leadership and practices significantly influence the psychological, emotional, and social well-being of LGBTQIA+ personnel that leads to the rejection of all Hypotheses. This affirms that inclusive leadership behaviors are critical determinants of equity, resilience, and workplace satisfaction in schools. Recommendations include strengthening empathetic, fair, and inclusive leadership through continuous professional development on gender and cultural responsiveness; encouraging teaching personnel to integrate gender-fair language and inclusive practices in classrooms; empowering non-teaching personnel to uphold anti-discrimination policies; and engaging stakeholders to support institutional commitments to gender equality. Students are also encouraged to actively participate in awareness campaigns and peer-support initiatives. Future researchers are advised to explore longitudinal and comparative studies, as well as qualitative approaches focusing on lived experiences, to deepen understanding of gender-responsive leadership in diverse educational contexts.

**Keywords**— gender-responsive leadership, LGBTQIA+ personnel, school leadership, psychological well-being, inclusive practices

## I. INTRODUCTION

Educational institutions are expected to promote inclusivity, equity, and a supportive environment for diverse identities. However, LGBTQIA+ personnel continue to face workplace challenges that adversely affect their psychological health, job satisfaction, and overall well-being. Systematic reviews document that LGBTQ+ employees frequently encounter discrimination, microaggressions, and exclusionary workplace climates, all of which negatively influence their well-being and professional experiences. These concerns are similarly echoed in higher education, where LGBTQ+ staff and students report bullying, harassment, and isolation, contributing to lower levels of belonging and mental well-being.

Leadership practices significantly shape the workplace climate, and research shows that inclusive and gender-responsive leadership enhances employee well-being by promoting psychological safety, equitable treatment, and responsive support structures (Liu et al., 2024). Complementary evidence suggests that intentional, equity-driven policies and leadership behaviors improve the lived experiences of LGBTQ+ employees by mitigating discriminatory structures and fostering affirming environments (Mukherjee et al., 2026). Gender-responsive leadership specifically recognizes the diverse needs and identities of employees and seeks to reduce gender-based disparities within organizational systems.

Despite increasing global efforts toward inclusion, LGBTQIA+ personnel educational institutions often experience stigmatization, microaggressions, and inequitable treatment, which undermine both their well-being and professional engagement. Institutional climates may fall short of fully implementing gender-responsive and diversity-conscious leadership practices, leaving LGBTQIA+ employees vulnerable to marginalization.

Given this context, the present study investigates the relationship between gender-responsive leadership practices and the well-being of LGBTQIA+ teaching and non-teaching personnel within educational settings. By examining how school heads enact gender-responsive leadership and how these practices influence the well-being of LGBTQIA+ employees, the study seeks to identify leadership behaviors

and institutional factors that most effectively promote belonging, psychological safety, and overall well-being. The findings derived from this research are intended to guide educational leaders and policymakers in designing and strengthening institutional environments that are more inclusive, equitable, and gender-responsive, ultimately supporting the holistic well-being of LGBTQIA+ personnel.

*1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

Schools are expected to uphold inclusive and gender-responsive practices that ensure the well-being of all personnel. However, LGBTQIA+ teaching and non-teaching staff continue to face challenges that may hinder their sense of safety, belonging, and professional growth. These concerns highlight the importance of examining how leadership behaviors within schools shape the experiences of LGBTQIA+ employees. Understanding the influence of school heads' gender-responsive leadership is essential in determining whether current practices effectively promote equity and support.

Therefore, this study seeks to answer the following questions:

1. What is the level of school heads' gender-responsive leadership in terms of:
  - 1.1 Empathy;
  - 1.2 fairness;
  - 1.3 inclusivity;
  - 1.4 cultural sensitivity; and
  - 1.5 commitment on gender equality?
2. What is the level of school heads practices in terms of:
  - 2.1 Establishing inclusive decision making;
  - 2.2 gender-sensitivity training;
  - 2.3 promoting safe space for LGBTQIA+;
  - 2.4 integrating gender -fair language; and
  - 2.5 enforcing anti-discrimination policies?
3. What is the level of LGBTQIA+ psychological well-being based on gender-responsive and practices of the school-head in terms of:
  - 3.1. Inclusive decision making;
  - 3.2. gender-based issues;
  - 3.3. work-life balance;
  - 3.4. safe and non-discriminatory environment; and
  - 3.5. professional development in gender equality?
4. What is the level of LGBTQIA+ emotional well-being base on gender responsive practices of school head in terms:
  - 4.1 Communication style;
  - 4.2 recognition and support;
  - 4.3 gender-sensitive conflict resolution;
  - 4.4 emotional safety and respect; and
  - 4.5 mentoring and counselling?
5. What is the level of LGBTQIA+ social well-being based on gender responsive practices of school heads in terms of:
  - 5.1. Inclusive school culture
  - 5.2. gender-balanced participation
  - 5.3. gender-responsive peer interaction
  - 5.4. gender-fair social behavior
  - 5.5. community and team building activities?

6. Is there a significant relationship between school heads gender responsive leadership and LGBTQIA+ psychological well-being?
7. Is there a significant relationship between school heads gender responsive leadership and LGBTQIA+ emotional well-being?
8. Is there a significant relationship between school heads gender responsive leadership and LGBTQIA+ social well-being?
9. Is there a significant relationship between school heads practices and the LGBTQIA+ psychological well-being?
10. Is there a significant relationship between school heads practices and the LGBTQIA+ emotional well-being?
11. Is there a significant relationship between school heads practices and the LGBTQIA+ social well-being?

II. METHODOLOGY

A descriptive-correlational research design was employed to capture both the levels of leadership practices and their associations with LGBTQIA+ well-being. Data were collected through structured survey questionnaires administered to purposively selected public schools in the Division of Calamba City. Descriptive statistics, including mean and standard deviation, were used to measure leadership and practice levels, while Pearson's r correlation analysis determined the strength of relationships between leadership practices and the well-being indicators.

III. RESULTS AND DISCUSSION

This part presents the analysis and interpretation of the data gathered in this study on the School Heads' Gender-Responsive Leadership Practices on the Well-being of LGBTQIA+ Teaching and Non-teaching Personnel. This chapter systematically discusses the findings derived from the responses of the participants, focusing on the extent to which school heads demonstrate gender-responsive leadership in fostering inclusivity, equity, and a supportive work environment. The results are organized according to the research questions and objectives of the study, highlighting key dimensions of leadership practices and their relationship to the psychological, social, and professional well-being of LGBTQIA+ personnel. Statistical treatments were employed to ensure accurate interpretation of the data, and the findings are presented through tables and corresponding discussions to provide a clear and comprehensive understanding of the study's outcomes.

*School Head Gender-Responsive Leadership*

Gender-responsive leadership in education underscores the critical role of school heads in cultivating equitable and supportive school environments.

Table 1 presents the level of gender responsiveness of school heads in terms of empathy as perceived by the respondents. The table includes several statements that describe how school heads demonstrate empathy toward LGBTQIA+ personnel in the workplace.

Table 1. School Head Gender Responsive Leadership in terms of Empathy

Statements	Mean	SD	Remarks
My school head...			
...listens attentively when LGBTQIA+ personnel express concerns or challenges.	6.40	0.72	Strongly Agree
...shows understanding and compassion toward the emotional needs of LGBTQIA+ staff.	6.58	0.70	Strongly Agree
...provides emotional support during sensitive or gender-related issues.	6.43	0.72	Strongly Agree
...makes time to check on the well-being of LGBTQIA+ employees.	6.57	0.72	Strongly Agree
...responds with sensitivity when dealing with personal or identity-related matters	6.44	0.72	Strongly Agree
Weighted Mean	6.48		
SD	0.72		
Verbal Interpretation	Very Highly Evident		

The findings revealed that the respondents strongly agree that school heads exhibit empathetic behaviors in supporting LGBTQIA+ staff, listening attentively when LGBTQIA+ personnel express concerns or challenges, showed understanding and compassion toward the emotional needs of LGBTQIA+ staff, reflecting a leadership approach grounded in respect, acceptance, and emotional intelligence, providing emotional support during sensitive or gender-related issues, suggesting their active involvement in addressing concerns that may affect the well-being of LGBTQIA+ personnel, practice of making time to check on the well-being of LGBTQIA+ employees, responded with sensitivity when dealing with personal or identity-related matters demonstrates awareness, respect for diversity, and the capacity to handle delicate situations with professionalism and care. The school heads were not only aware of but were also responsive to the unique experiences and needs of LGBTQIA+ employees, fostering a supportive and inclusive work environment.

The computed weighted mean of 6.48 with a standard deviation of 0.72 showed that gender-responsive practices in terms of empathy had observed a Very Highly Evident of gender sensitive practices. This means that the school head had a strong and consistent demonstration of empathetic leadership practices that they would be able to feel to their people.

*School Head Gender Responsive Leadership in terms of Fairness*

Table 2 presents the level of gender responsiveness of school heads in terms of fairness as perceived by the respondents. The table includes several statements that describe how school heads demonstrate fairness toward all personnel, including LGBTQIA+ employees, in the workplace.

The results indicate that the respondents strongly agree that school heads exhibit fairness in their leadership practices. These gender responsive leadership includes treating all personnel equally regardless of sexual orientation, gender identity, or gender expression, ensuring that the decisions on promotions and assignments were free from gender bias, reflecting an objective and merit-based approach in decision-making processes, consistent in applying rules and policies to all employees, suggesting that organizational standards are

upheld without partiality or preferential treatment, avoid favoritism and ensure equitable opportunities for everyone highlights a leadership style that promotes inclusivity and equal access to professional growth and development, their ability to address complaints and conflicts objectively and without discrimination demonstrates fairness in handling sensitive issues, ensuring that all concerns are treated with impartiality and respect. The school heads have a very positive perception to uphold justice, transparency, and equality, fostering trust and confidence among personnel.

Table 2. Level of Organizational Structure in terms of Chain of Command

STATEMENTS	Mean	SD	Remarks
My school head ....			
...treats all personnel equally regardless of sexual orientation, gender identity, or gender expression.	6.41	0.72	Strongly Agree
...ensures that decisions on promotions and assignments are free from gender bias.	6.62	0.66	Strongly Agree
...is consistent in applying rules and policies to all employees.	6.47	0.73	Strongly Agree
...avoids favoritism and ensures equitable opportunities for everyone.	6.59	0.68	Strongly Agree
...addresses complaints and conflicts objectively and without discrimination.	6.47	0.74	Strongly Agree
Weighted Mean	6.51		
SD	0.71		
Verbal Interpretation	Very Highly Evident		

The computed weighted mean of 6.51 with a standard deviation of 0.7 indicates that gender-responsive practices in terms of fairness are Very Highly Evident. This revealed there was a strong and consistent demonstration of fair and unbiased leadership among school heads. They uphold fairness by ensuring unbiased decisions, equal opportunities, and objective conflict resolution processes. Such practices contribute to a respectful and inclusive organizational climate.

Table 3. School Head Gender Responsive Leadership in terms of inclusivity

STATEMENTS	Mean	SD	Remarks
My school head....			
...creates a work environment where LGBTQIA+ personnel feel valued and included.	6.41	0.71	Strongly Agree
...encourages participation of LGBTQIA+ staff in school programs and committees.	6.61	0.69	Strongly Agree
...ensures that LGBTQIA+ voices are represented in school discussions and planning.	6.46	0.69	Strongly Agree
...promotes inclusive communication that respects diverse identities.	6.59	0.69	Strongly Agree
...implements initiatives that foster a sense of belonging among LGBTQIA+ employees.	6.49	0.67	Strongly Agree
Weighted Mean	6.51		
SD	0.69		
Verbal Interpretation	Very Highly Evident		

Table 3 presents the level of gender responsiveness of school heads in terms of inclusivity as perceived by the respondents. The table includes several statements that describe how school heads promote inclusion and active participation of LGBTQIA+ personnel in the school environment.

The data show that the respondents strongly agree that school heads demonstrate inclusive leadership practices. These

gender responsive leadership consists of creating a work environment where LGBTQIA+ personnel feel valued and included, encourage participation of LGBTQIA+ staff in school programs and committees, reflecting an inclusive approach that empowers individuals to actively engage in school activities and decision-making processes, ensuring that LGBTQIA+ voices are represented in school discussions and planning, put an effort to promote inclusive communication that respects diverse identities, fostering mutual respect among all personnel and implementation of initiatives that foster a sense of belonging among LGBTQIA+ employees. These practices of the school heads showed that they were committed on building an inclusive culture where diversity is embraced, and participation is encouraged.

The computed weighted mean of 6.51 with a standard deviation of 0.69 revealed that gender-responsive practices in terms of inclusivity are Very Highly Evident. The study revealed that the school head have a strong commitment in this gender sensitive leadership skills to be able for the LGBTQIA+ employees feel that they are taken-cared of and valued regardless for whoever they are. This means that there is a strong and consistent demonstration of inclusive leadership among school heads.

Table 4. Level of Organizational Structure in terms of Formalization

STATEMENTS	Mean	SD	Remarks
My school head....			
...acknowledges and respects diverse gender identities and expressions.	6.41	0.65	Strongly Agree
...avoids language or actions that may be offensive to LGBTQIA+ individuals.	6.60	0.63	Strongly Agree
...is aware of cultural issues affecting LGBTQIA+ personnel and considers them in decision-making.	6.45	0.65	Strongly Agree
...participates in or supports gender-sensitivity and SOGIESC-related initiatives.	6.62	0.62	Strongly Agree
...encourages culturally sensitive practices among all school personnel.	6.43	0.71	Strongly Agree
Weighted Mean	6.50		
SD	0.65		
Verbal Interpretation	Very Highly Evident		

Table 4 presents the level of gender responsiveness of school heads in terms of cultural sensitivity as perceived by the respondents. The table includes several statements that describe how school heads demonstrate awareness, respect, and responsiveness to diverse gender identities and cultural contexts, particularly those affecting LGBTQIA+ personnel.

The analysis shows that the respondents strongly agree that school heads exhibit culturally sensitive leadership practices. This includes acknowledging and respecting diverse gender identities and expressions, avoiding language or actions that may be offensive to LGBTQIA+ individuals, being aware of cultural issues affecting LGBTQIA+ personnel and consider them in decision-making, encourage them to participate in or support for gender-sensitivity and SOGIESC-related initiatives, their effort to encourage culturally sensitive practices among all school personnel. These practices described that school heads are committed to fostering an environment that values diversity and promotes cultural competence among all members of the organization.

The computed weighted mean of 6.50 with a standard deviation of 0.65 indicates that gender-responsive practices in terms of cultural sensitivity are Very Highly Evident among school heads. The high mean score reflects a strong and consistent manifestation of culturally sensitive leadership behaviors, while the low standard deviation suggests minimal variability in respondents' perceptions, indicating shared and stable experiences across the school community. This implies that school heads consistently demonstrate awareness, respect, and responsiveness to diverse cultural identities, values, and backgrounds within the organization. Such leadership is evident in how school heads guide institutional practices, influence decision-making processes, and engage meaningfully with both teaching and non-teaching personnel. The result confirm that school heads play a significant role in promoting a culturally responsive and inclusive work environment. Their ability to recognize diversity, practice respectful communication, and integrate cultural awareness into leadership decisions contributes to a positive organizational climate where all personnel feel respected, understood, and valued.

Table 5. School Head Gender Responsive Leadership in terms of Commitment and Gender Equality

STATEMENTS	Mean	SD	Remarks
My school head....			
...actively supports policies that promote gender equality in the school.	6.40	0.73	Strongly Agree
...implements programs that protect the rights and welfare of LGBTQIA+ personnel.	6.56	0.69	Strongly Agree
...ensures alignment of school practices with DepEd gender-responsive policies.	6.39	0.73	Strongly Agree
...advocates for a safe and non-discriminatory workplace for all genders.	6.49	0.75	Strongly Agree
...monitors and evaluates gender-related practices to ensure continuous improvement.	6.41	0.69	Strongly Agree
Weighted Mean	6.45		
SD	0.72		
Verbal Interpretation	Very Highly Evident		

Table 5 presents the level of gender responsiveness of school heads in terms of commitment and gender equality, as perceived by the respondents. The table outlines statements describing how school heads actively support policies promoting gender equality and implement programs that protect the rights and welfare of LGBTQIA+ personnel.

The findings imply that respondents strongly agree that school heads demonstrate a high level of commitment to gender equality. This is evidenced by their active support for gender equality policies, implementation of programs protecting LGBTQIA+ personnel rights, ensuring alignment with DepEd gender-responsive policies, advocating for a non-discriminatory workplace, and continuous monitoring and evaluation of gender-related practices.

The weighted mean of 6.45 with a standard deviation of 0.72 showed that these gender-responsive practices related to commitment and gender equality are "Very Highly Evident." This implies that school heads consistently uphold and promote gender equality and inclusivity within the school environment.

These findings highlight the significant role of school heads in fostering a workplace that is not only committed to gender equality but also actively protects the rights and welfare of all individuals, including LGBTQIA+ personnel. Their leadership in these areas contributes to a positive, safe, and equitable organizational climate. Such leadership practices reinforce inclusivity and equity within the school community.

*School Head Level of Gender-Responsive Practices*

In contemporary educational leadership, school heads play a crucial role in institutionalizing gender-responsive and inclusive practices that support diverse school communities. Effective leaders engage in inclusive decision-making by involving diverse stakeholders in school governance to ensure that the voices of marginalized groups, including LGBTQIA+ personnel and learners, are represented in policy and practice. Research highlights the importance of gender-sensitivity training as a core practice that equips school personnel with the knowledge and skills to understand and support gender diversity and to challenge biases that hinder equity. Furthermore, school administrators have a growing obligation to encourage welcoming settings where LGBTQIA+ people feel appreciated, shielded from prejudice, and affirmed by policies consistent with gender-responsive frameworks.

Table 6. School Head Level of Gender-Responsive Practices in terms of establishing Inclusive Decision Making

STATEMENTS My school head....	Mean	SD	Remarks
...involves LGBTQIA+ personnel in discussions that affect school policies.	6.40	0.77	Strongly Agree
...encourages diverse viewpoints before making significant decisions.	6.61	0.71	Strongly Agree
...considers the concerns of LGBTQIA+ staff when planning programs and activities.	6.45	0.74	Strongly Agree
...ensures that committees represent different genders and identities.	6.57	0.74	Strongly Agree
...consults stakeholders equitably, regardless of gender or orientation.	6.45	0.78	Strongly Agree
Weighted Mean	6.50		
SD	0.74		
Verbal Interpretation	Very Highly Evident		

Table 6 presents the level of gender-responsive practices of school heads in establishing inclusive decision-making, as perceived by the respondents. The table details statements related to the involvement of LGBTQIA+ personnel.

The result underscore that respondents strongly agree that school heads are effective in establishing inclusive decision-making processes. This is demonstrated through the involvement of LGBTQIA+ personnel in policy discussions, the encouragement of diverse viewpoints, the consideration of LGBTQIA+ staff concerns in program planning, the formation of committees with diverse gender representation, and equitable consultation with all stakeholders, irrespective of gender or orientation.

With a weighted mean of 6.50 and a standard deviation of 0.74, these inclusive decision-making techniques are "Very Highly Evident." This suggests that school administrators consistently use a decision-making strategy that respects

variety and guarantees that every perspective is taken into account and listened to.

These findings point to the fact that the commitment of school heads to creating an inclusive environment where decision-making processes are equitable and representative. Their efforts in this regard contribute to a more democratic and responsive school community, where all members feel valued and have a stake in the school's direction.

*School Head Level of Gender-Responsive Practices in terms of Gender-Sensitive Training*

Table 7 presents the level of gender-responsive practices of school heads in terms of gender-sensitive training, as perceived by the respondents. The table outlines statements regarding the organization of gender-sensitivity seminars, the accessibility of professional development, and the integration of gender-sensitivity topics into training programs.

Table 7. School Head Level of Gender-Responsive Practices in terms of Gender-Sensitive Training

STATEMENTS My school head....	Mean	SD	Remarks
...regularly organizes gender-sensitivity seminars for all personnel.	6.41	0.72	Strongly Agree
...ensures that gender-related PD (professional development) is accessible and well-planned.	6.53	0.75	Strongly Agree
...encourages staff to participate in gender-awareness workshops.	6.45	0.71	Strongly Agree
...integrates gender-sensitivity topics into school-based training programs.	6.55	0.73	Strongly Agree
...monitors whether gender-sensitivity training improves staff practices.	6.49	0.71	Strongly Agree
Weighted Mean	6.48		
SD	0.72		
Verbal Interpretation	Very Highly Evident		

The data suggest that respondents strongly agree that school heads are actively engaged in implementing gender-sensitive training practices. This is evident through the regular organization of gender-sensitivity seminars, ensuring accessible and well-planned professional development, encouraging staff participation in gender-awareness workshops, integrating gender-sensitivity topics into school-based training, and monitoring the impact of such training on staff practices. These initiatives demonstrate a proactive commitment to equipping both teaching and non-teaching personnel with the knowledge and skills necessary to foster inclusive and respectful school environments. Moreover, the consistent implementation of gender-sensitivity training strengthens awareness, reduces discriminatory behaviors, and promotes shared responsibility in upholding gender equity across the school community.

The weighted mean of 6.48 with a standard deviation of 0.72 indicates that these gender-sensitive training practices are "Very Highly Evident." This implies that school heads consistently prioritize and facilitate gender-sensitive training to foster a more aware and responsive school community.

These findings highlight the proactive role of school heads in promoting gender sensitivity through comprehensive training initiatives. Their commitment to continuous learning

and development in this area contributes to a more inclusive and equitable environment for all personnel.

Table 8. School Head Level of Gender-Responsive Practices in terms of Promoting Safe Spaces for LGBTQIA+

STATEMENTS	Mean	SD	Remarks
My school head...			
...promotes a safe and accepting environment for LGBTQIA+ staff.	6.43	0.71	Strongly Agree
...addresses issues of bullying or discrimination involving LGBTQIA+ personnel.	6.61	0.69	Strongly Agree
...ensures that policies protect the privacy and dignity of LGBTQIA+ individuals.	6.52	0.67	Strongly Agree
...provides support mechanisms (e.g., counseling, reporting lines) for LGBTQIA+ concerns.	6.61	0.68	Strongly Agree
...models respectful behavior that encourages open expression of identity.	6.46	0.73	Strongly Agree
Weighted Mean	6.53		
SD	0.70		
Verbal Interpretation	Very Highly Evident		

Table 8 presents the level of gender-responsive practices of school heads in terms of promoting safe spaces for LGBTQIA+ individuals, as perceived by the respondents. It includes statements that defined how the school heads practice their skills in promoting safe spaces for LGBTQIA+.

The findings reveal that respondents strongly agree that school heads effectively promote safe spaces for LGBTQIA+ personnel. This is demonstrated through their active efforts in creating a safe and accepting work environment, promptly addressing incidents of bullying or discrimination, and ensuring that institutional policies safeguard the privacy and dignity of LGBTQIA+ individuals. Furthermore, school heads are perceived to provide adequate support systems, such as counseling services and accessible reporting mechanisms, to address LGBTQIA+ concerns. They also model respectful and inclusive behavior, encouraging openness and acceptance of diverse identities within the school community.

The weighted mean of 6.53 with a standard deviation of 0.70 indicates that these practices are "Very Highly Evident." This means that there was a consistent and strong commitment among school heads to uphold inclusivity, respect, and protection for LGBTQIA+ individuals. The high mean score signifies that school heads consistently demonstrate inclusive behaviors that affirm the identities, rights, and dignity of LGBTQIA+ individuals. Meanwhile, the relatively low standard deviation suggests a high level of agreement among respondents, indicating that such inclusive practices are widely experienced and consistently observed across the school setting.

The results of the study showed that school heads play a crucial role in cultivating a safe, supportive, and gender-responsive school environment that values diversity and promotes equality. They consistently promote safe spaces by addressing discrimination, implementing protective policies, and providing accessible support systems. Such leadership practices foster a respectful, inclusive, and psychologically safe school environment.

Table 9. School Head Level of Gender-Responsive Practices in terms of Integrating Gender Fair Language

STATEMENTS	Mean	SD	Remarks
My school head...			
...uses gender-fair and non-discriminatory language in meetings and communications.	6.47	0.70	Strongly Agree
...encourages staff to avoid sexist, homophobic, or biased terms.	6.60	0.69	Strongly Agree
...reviews school documents to ensure that gender-inclusive language is used.	6.47	0.71	Strongly Agree
...corrects inappropriate language when it occurs among personnel.	6.61	0.68	Strongly Agree
...promotes terminology that affirms diverse gender identities.	6.48	0.70	Strongly Agree
Weighted Mean	6.52		
SD	0.70		
Verbal Interpretation	Very Highly Evident		

Table 9 presents the level of gender-responsive practices of school heads in terms of integrating gender-fair language, as perceived by the respondents. The table highlights statements that described how the school heads practices of integrating gender fair language within the school community.

The findings indicate that respondents strongly agree that school heads consistently practice and promote the use of gender-fair language. This is reflected in their use of inclusive and non-discriminatory language during meetings and official communications, as well as in their encouragement for staff to avoid sexist, homophobic, or biased expressions. Moreover, school heads are perceived to take proactive steps in reviewing school documents to ensure the use of gender-inclusive language, correcting inappropriate terms when observed, and promoting terminology that affirms diverse gender identities. The weighted mean of 6.52 with a standard deviation of 0.70 indicates that these practices are Very Highly Evident among school heads. The high mean score reflects a strong and sustained demonstration of inclusive and respectful communication practices, while the relatively low standard deviation suggests a consistent perception of these behaviors across respondents. This finding implies that school heads intentionally cultivate communication environments grounded in respect, openness, and sensitivity to diverse identities and experiences.

The results confirmed that the integration of gender-fair language is a well-established practice among school heads, contributing to a more equitable and gender-responsive school culture. The findings demonstrated that the school head consistently implements gender-fair language by modeling inclusive communication, correcting inappropriate terms, and reviewing documents for equity in language use.

Table 10 presents the level of gender-responsive practices of school heads in terms of enforcing anti-discrimination policies, as perceived by the respondents. The table outlines statements describing how the school heads enforcing anti-discrimination policies.

The findings suggest that respondents strongly agree that school heads are actively enforcing anti-discrimination policies within their respective schools. This is evident in their strict implementation of policies that prevent gender-based discrimination, as well as their efforts to ensure that all personnel are well-informed about DepEd anti-discrimination

guidelines, perceived to take prompt and appropriate action on complaints related to discrimination, demonstrating accountability and responsiveness, advocate for fair and equal treatment of LGBTQIA+ staff and consistently monitor programs that promote gender equality.

Table 10. School Head Level of Gender-Responsive Practices in terms of Enforcing anti-discrimination Policies

STATEMENTS	Mean	SD	Remarks
My school head...			
...strictly enforces policies that prevent gender-based discrimination.	6.33	0.80	Strongly Agree
...ensures that all personnel are aware of DepEd anti-discrimination guidelines.	6.51	0.77	Strongly Agree
...takes immediate action on complaints related to discrimination.	6.35	0.73	Strongly Agree
...advocates for fair and equal treatment of LGBTQIA+ staff.	6.52	0.80	Strongly Agree
...monitors the implementation of programs that uphold gender equality.	6.40	0.69	Strongly Agree
Weighted Mean		6.42	
SD		0.76	
Verbal Interpretation			Very Highly Evident

The weighted mean of 6.42 with a standard deviation of 0.76 indicates that these practices were “Very Highly Evident.” This revealed that school heads maintain a high level of commitment in upholding and enforcing policies that protect individuals from discrimination.

The findings reflect that the school head consistently enforces anti-discrimination policies by advocating for fair treatment, ensuring personnel awareness of guidelines, and monitoring the implementation of programs that uphold gender equality. Such leadership practices contribute to a safe, inclusive, and equitable school environment.

*LGBTQIA+ Psychological Well-being*

The psychological well-being of LGBTQIA+ employees depends greatly on inclusive, equitable, and supportive workplaces. Research shows that mental health improves and distress decreases when cultures emphasize inclusive decision-making, social support, and belonging. Policies that reduce discrimination and address gender issues lower stress and foster well-being. Efforts to ensure work–life balance and safe, non-discriminatory environments buffer against bias and isolation. Diversity-focused professional development further enhances employees’ sense of value and competence. Altogether, these gender-responsive practices highlight the vital role of inclusive organizational climates in promoting LGBTQIA+ psychological health.

Table 11 presents the level of LGBTQIA+ psychological well-being in terms of inclusive decision-making, as perceived by the respondents. The table includes statements described how the school head implement inclusive decision making.

The findings indicate that respondents strongly agree that inclusive decision-making significantly contributes to their psychological well-being. This is evident in their feelings of emotional support when involved in decisions affecting their work, as well as their sense of being valued and respected when consulted in school matters, experiencing a stronger sense of belonging when their opinions are considered during

planning processes. Inclusion in decision-making is also perceived to enhance their confidence as LGBTQIA+ members of the school community and fosters a sense of emotional security, knowing that leadership acknowledges and values their input.

Table 11. LGBTQIA+ Psychological Well-being in terms of Inclusive Decision Making

STATEMENTS	Mean	SD	Remarks
I feel emotionally supported when I am included in decisions that affect my work.	6.42	0.68	Strongly Agree
Being consulted in school decisions makes me feel valued and respected.	6.59	0.77	Strongly Agree
I experience a sense of belonging when my opinions are considered in planning.	6.45	0.77	Strongly Agree
Inclusion in decision-making boosts my confidence as an LGBTQIA+ member of the school.	6.56	0.78	Strongly Agree
I feel emotionally secure knowing that leadership values my input.	6.46	0.72	Strongly Agree
Weighted Mean		6.49	
SD		0.74	
Verbal Interpretation			Very High

The weighted mean of 6.49 with a standard deviation of 0.74 indicates a “Very High” level of psychological well-being in this area. This means that inclusive decision-making was consistently practiced and plays a vital role in promoting positive emotional experiences among LGBTQIA+ personnel. The result confirms that inclusive decision-making fosters psychological well-being among LGBTQIA+ staff by providing emotional support, enhancing confidence, and cultivating a sense of belonging.

*LGBTQIA+ Psychological Well-being in terms of Gender-based issues*

Table 12 presents the level of LGBTQIA+ psychological well-being in terms of gender-based issues, as perceived by the respondents. The table highlights statements on how the practices of the school heads implement gender-based issues.

Table 12. LGBTQIA+ Psychological Well-being in terms of Gender-based issues

STATEMENTS	Mean	SD	Remarks
I feel emotionally safe knowing that school leadership takes gender-based concerns seriously.	6.45	0.68	Strongly Agree
I can express my experiences related to gender-based issues without fear of dismissal.	6.57	0.71	Strongly Agree
The school’s response to gender-related challenges helps reduce my stress and anxiety.	6.50	0.71	Strongly Agree
I feel supported when gender-related conflicts are handled fairly and sensitively.	6.54	0.73	Strongly Agree
The school provides emotional comfort when LGBTQIA+ issues arise.	6.48	0.77	Strongly Agree
Weighted Mean		6.51	
SD		0.72	
Verbal Interpretation			Very High

The data reveal that respondents strongly agree that the school environment positively supports their psychological well-being in relation to gender-based issues. This is evident in their sense of emotional safety, knowing that school leadership takes gender-related concerns seriously.

Respondents also feel confident in expressing their experiences without fear of being dismissed, which reflects a supportive and open environment. Furthermore, the school’s responsive actions to gender-related challenges are perceived to help reduce stress and anxiety among LGBTQIA+ personnel. In addition, respondents report feeling supported when gender-related conflicts are addressed fairly and with sensitivity, and they acknowledge that the school provides emotional comfort when LGBTQIA+ issues arise. These practices contribute to a more secure and inclusive atmosphere within the school community.

The weighted mean of 6.51 with a standard deviation of 0.72 indicates a “Very High” level of psychological well-being in this domain. This suggests that school practices related to addressing gender-based issues are consistently implemented and are effective in promoting emotional security and support among LGBTQIA+ individuals.

The findings of this study demonstrated that responsive handling of gender-based issues promotes psychological well-being among LGBTQIA+ staff by reducing stress, providing emotional support, and ensuring fair conflict resolution.

Table 13. LGBTQIA+ Psychological Well-being in terms of Work-life Balance

STATEMENTS	Mean	SD	Remarks
I feel emotionally stable because my workload allows me to balance my personal life.	6.40	0.75	Strongly Agree
I maintain positive emotional well-being due to manageable work expectations.	6.59	0.72	Strongly Agree
My work environment supports my emotional needs outside of school responsibilities.	6.42	0.74	Strongly Agree
I feel less stressed because the school respects my personal time.	6.47	0.79	Strongly Agree
Balancing work and personal life helps improve my emotional resilience.	6.48	0.76	Strongly Agree
Weighted Mean	6.47		
SD	0.75		
Verbal Interpretation	Very High		

Table 13 presents the level of LGBTQIA+ psychological well-being in terms of work-life balance, as perceived by the respondents. The table provides specific statements outlining the school head's actions related to implementing work-life balance initiatives.

The findings indicate that respondents strongly agree that work-life balance significantly contributes to their psychological well-being. This is reflected in their sense of emotional stability, which they attribute to workloads that allow them to manage both professional and personal responsibilities effectively.

The weighted mean of 6.47 with a standard deviation of 0.75 indicates a Very High level of psychological well-being in terms of work-life balance among the respondents. The high mean value suggests that LGBTQIA+ teaching and non-teaching personnel generally perceive a healthy balance between their professional responsibilities and personal lives. Meanwhile, the standard deviation signifies a relatively consistent pattern of responses, indicating that most personnel share similar experiences regarding work-life balance within the school environment. Supportive leadership, reasonable

workload expectations, and an atmosphere of understanding and flexibility may have contributed to employees’ ability to maintain personal well-being while fulfilling their professional roles.

This finding implies that school conditions, leadership practices, and organizational policies allow personnel to manage work demands without excessive stress or emotional exhaustion.

Table 14. LGBTQIA+ Psychological Well-being in terms of Safe and Non-discriminatory Environment

STATEMENTS	Mean	SD	Remarks
I feel emotionally at peace knowing the workplace is free from discrimination.	6.45	0.67	Strongly Agree
I can express myself openly without fear of prejudice or judgment.	6.56	0.79	Strongly Agree
The school environment makes me feel accepted for who I am.	6.45	0.73	Strongly Agree
I feel protected because discriminatory behaviors are discouraged and addressed.	6.59	0.67	Strongly Agree
Knowing that the school promotes equality helps me feel emotionally secure.	6.42	0.75	Strongly Agree
Weighted Mean	6.50		
SD	0.72		
Verbal Interpretation	Very High		

Table 14 shows the level of LGBTQIA+ psychological well-being based on gender-responsive and practices of the school-head as perceived by the respondents in terms of safe and non-discriminatory environment.

The result revealed that respondents strongly agree that a safe and non-discriminatory environment significantly contributes to their psychological well-being. This is evident in their feeling of emotional peace, knowing that the workplace is free from discrimination, express confidence in openly expressing themselves without fear of prejudice or judgment, which reflects a supportive and inclusive atmosphere, accepted for who they are within the school community, reinforcing a sense of belonging, reported as feeling protected because discriminatory behaviors are actively discouraged and appropriately addressed by school leadership and the promotion of equality within the school also enhances their sense of emotional security. These factors collectively contribute to a positive and affirming work environment for LGBTQIA+ personnel.

The weighted mean of 6.50 with a standard deviation of 0.72 indicates a “Very High” level of psychological well-being in this domain. This implies that the school consistently maintains a safe, inclusive, and non-discriminatory environment.

The findings of the study confirmed that a safe and non-discriminatory environment promotes psychological well-being among LGBTQIA+ staff by providing protection, emotional security, and acceptance.

*LGBTQIA+ Psychological Well-being in terms of Professional Development on Gender-Equality*

Table 15 presents the level of LGBTQIA+ psychological well-being in terms of professional development on gender equality, as perceived by the respondents. The table includes

statements that described how the school heads encourage professional development on gender equality in the workplace.

The findings indicate that respondents strongly agree that professional development on gender equality positively influences their psychological well-being. This is reflected in their increased motivation and encouragement when provided with opportunities to learn about gender equality, reported that gender-related trainings enhance their emotional confidence in the workplace, allowing them to engage more effectively and comfortably in their roles, participants feel more valued when the school invests in their development through gender-responsive programs, highlighting the importance of institutional support, participation in such initiatives is also perceived to enhance their overall emotional well-being and feel supported when the school provides adequate resources that deepen their understanding of gender issues, contributing to a more informed and inclusive work environment. The teachers have a positive perception of how the school heads value professional development on gender-equality for them to grow personally and professionally.

Table 15. LGBTQIA+ Psychological Well-being in terms of Professional Development on Gender-Equality

STATEMENTS	Mean	SD	Remarks
I feel encouraged and motivated when given opportunities to learn about gender equality.	6.48	0.69	Strongly Agree
Gender-related trainings help boost my emotional confidence in the workplace.	6.65	0.65	Strongly Agree
I feel more valued when the school invests in my development on gender-responsive topics.	6.49	0.74	Strongly Agree
Participating in gender-equality programs enhances my emotional well-being.	6.64	0.64	Strongly Agree
I feel supported when the school provides resources that deepen my understanding of gender issues.	6.49	0.72	Strongly Agree
Weighted Mean	6.55		
SD	0.69		
Verbal Interpretation			Very High

The weighted mean of 6.55 with a standard deviation of 0.69 indicates a “Very High” level of psychological well-being in this area. This could mean that professional development initiatives related to gender equality are consistently implemented and highly effective.

The findings of the study revealed that gender-equality professional development initiatives foster psychological well-being among LGBTQIA+ staff by enhancing confidence, motivation, and emotional support.

#### LGBTQIA+ Emotional Well-Being

The emotional well-being of LGBTQIA+ personnel in schools is shaped by leadership that affirms identity, fosters support, and ensures psychological safety. Inclusive leadership—marked by openness, active listening, and validation—encourages employees to voice concerns without fear. Recognition and support build belonging and reduce stress, while gender-sensitive conflict resolution addresses bias and minimizes harm. Policies and daily interactions that prioritize respect further protect against discrimination. Mentoring and counselling tailored to LGBTQIA+ needs strengthen resilience and growth. Collectively, these practices

create supportive environments that affirm dignity and enhance emotional well-being.

Table 16 presents the perceived level of LGBTQIA+ emotional well-being in terms of the communication style of school leaders. It reflects the extent to which LGBTQIA+ personnel feel supported and valued based on how school heads communicate with them. Effective, inclusive, and respectful communication from school leaders plays a crucial role in fostering a safe environment that promotes emotional well-being and a sense of belonging among LGBTQIA+ staff.

Table 16. LGBTQIA+ Emotional Well-being in terms of Communication Style

STATEMENTS	Mean	SD	Remarks
I feel emotionally comfortable when school leaders communicate with me in a respectful and gender-sensitive manner.	6.50	0.78	Strongly Agree
My school head's communication style makes me feel understood and valued.	6.36	0.79	Strongly Agree
I can express my thoughts openly because the school head communicates inclusively.	6.50	0.73	Strongly Agree
Precise and sensitive communication from my school head reduces my stress and anxiety.	6.34	0.79	Strongly Agree
The way the school head communicates promotes a positive emotional atmosphere for LGBTQIA+ personnel.	6.38	0.74	Strongly Agree
Weighted Mean	6.55		
SD	0.77		
Verbal Interpretation			Very High

The findings indicate that respondents strongly agree that the communication style of their school heads contributes positively to their emotional well-being. Specific statements highlight that LGBTQIA+ personnel feel emotionally comfortable when school leaders communicate respectfully and in a gender-sensitive manner. They also feel understood and valued due to the school head's communication style. Furthermore, respondents agree that they can openly express their thoughts because the school head communicates inclusively, and that precise, sensitive communication reduces their stress and anxiety. The communication style of the school head is perceived to promote a positive emotional atmosphere for LGBTQIA+ personnel.

The weighted mean of 6.55 with a standard deviation of 0.77 indicates a Very High level of perceived emotional well-being among LGBTQIA+ personnel in relation to the communication style of their school heads. This finding confirmed that school heads are employing communication strategies that are highly effective in creating a supportive and inclusive environment for LGBTQIA+ individuals. It underscores the critical role of sensitive and respectful communication in fostering a positive psychological climate where LGBTQIA+ personnel feel safe, valued, and understood.

The findings of the study demonstrate a very high level of positive impact from school head communication styles on the emotional well-being of LGBTQIA+ personnel. The efforts of school heads in communicating respectfully, inclusively, and sensitively are significant contributions to creating a supportive and affirming school environment. This emphasizes the importance of effective and empathetic communication from school leaders in fostering a workplace

where all individuals, regardless of their sexual orientation or gender identity, can thrive.

**LGBTQIA+ Emotional Well-being in terms of Recognition and Support**

Table 17 presents the perceived level of LGBTQIA+ emotional well-being in terms of recognition and support received. It reflects the extent to which LGBTQIA+ personnel feel valued and emotionally supported through the acknowledgement of their contributions and achievements by school leadership. These findings indicate how institutional recognition influences emotional security and a sense of belonging among LGBTQIA+ personnel within the school environment. Moreover, the level of perceived support underscores the role of school leaders in fostering an inclusive and affirming workplace culture that promotes overall emotional well-being.

Table 17. LGBTQIA+ Emotional Well-being in terms of Recognition and Support

STATEMENTS	Mean	SD	Remarks
I feel emotionally uplifted when my contributions as an LGBTQIA+ personnel are recognized.	6.50	0.73	Strongly Agree
The support I receive from the school head helps strengthen my emotional well-being.	6.34	0.79	Strongly Agree
I feel valued when the school head fairly acknowledges my achievements.	6.38	0.74	Strongly Agree
I am emotionally motivated when leadership encourages challenges.	6.50	0.78	Strongly Agree
Recognition from the school head boosts my sense of self-worth and belonging.	6.36	0.79	Strongly Agree
Weighted Mean	6.42		
SD	0.77		
Verbal Interpretation	Very High		

The findings indicate that respondents strongly agree that recognition and support from school leadership significantly contribute to their emotional well-being. Specific statements highlight that LGBTQIA+ personnel feel emotionally uplifted when their contributions are recognized. They also feel that the support they receive from the school head strengthens their emotional well-being and they feel valued when the school head fairly acknowledges their achievements. Furthermore, respondents agree that they are emotionally motivated when leadership encourages challenges, and that recognition from the school head boosts their sense of self-worth and belonging. The weighted mean of 6.42 with a standard deviation of 0.77 indicates a Very High level of perceived emotional well-being among LGBTQIA+ personnel in relation to recognition and support. This finding revealed that school heads are effectively providing recognition and support that fosters a positive and affirming environment for LGBTQIA+ individuals. It underscores the critical role of acknowledging contributions and providing support in boosting self-esteem, motivation, and a sense of belonging within the school community.

The findings of the study demonstrate a very high level of positive impact from recognition and support provided by school heads on the psychological well-being of LGBTQIA+ personnel. The efforts of school heads in acknowledging achievements, providing support, and encouraging

professional challenges are significant contributions to creating an inclusive and supportive school environment. This emphasizes the importance of proactive recognition and support strategies from school leaders in fostering a workplace where all individuals, regardless of sexual orientation or gender identity, feel valued, respected, and empowered. Consistent recognition enhances self-esteem and motivation, allowing LGBTQIA+ personnel to develop confidence in their professional roles. Moreover, supportive leadership helps reduce workplace stress and psychological distress by assuring personnel that their contributions are appreciated and their identities affirmed. Ultimately, such practices strengthen mental well-being and promote sustained engagement, commitment, and productivity within the school community.

Table 18. LGBTQIA+ Emotional Well-being in terms of Gender-Sensitive Conflict Resolution

STATEMENTS	Mean	SD	Remarks
I feel emotionally secure knowing that conflicts involving LGBTQIA+ concerns are handled fairly.	6.50	0.73	Strongly Agree
The school head resolves conflicts without bias toward sexual orientation or gender identity.	6.34	0.79	Strongly Agree
I feel less stressed because the school's conflict resolution considers gender-related nuances.	6.38	0.74	Strongly Agree
Conflicts are addressed in a manner that respects my identity and emotional needs.	6.50	0.73	Strongly Agree
I feel emotionally protected when the school head mediates conflicts with gender sensitivity.	6.34	0.79	Strongly Agree
Weighted Mean	6.41		
SD	0.76		
Verbal Interpretation	Very High		

Table 18 presents the perceived level of LGBTQIA+ emotional well-being in terms of gender-sensitive conflict resolution practices. It demonstrates the degree to which LGBTQIA+ employees feel emotionally safe and supported knowing that disputes, especially those involving LGBTQIA+ issues, are handled fairly and with respect for gender identity.

The findings indicate that respondents strongly agree that gender-sensitive conflict resolution contributes positively to their emotional well-being. Specific statements highlight that LGBTQIA+ personnel feel emotionally secure knowing that conflicts involving LGBTQIA+ concerns are handled fairly. They also feel that the school head resolves conflicts without bias toward sexual orientation or gender identity and experience less stress because the school's conflict resolution considers gender-related nuances. Furthermore, respondents agree that conflicts are addressed in a manner that respects their identity and emotional needs, and that they feel emotionally protected when the school head mediates conflicts with gender sensitivity.

The weighted mean of 6.41 with a standard deviation of 0.76 indicates a Very High level of perceived emotional well-being among LGBTQIA+ personnel in relation to gender-sensitive conflict resolution. This finding confirmed that school heads are effectively implementing conflict resolution strategies that are fair, unbiased, and sensitive to the unique needs and experiences of LGBTQIA+ individuals. It

underscores the critical role of gender-sensitive conflict resolution in fostering a safe, inclusive, and supportive environment where LGBTQIA+ personnel feel protected and respected.

The findings of the study demonstrate a very high level of positive impact from gender-sensitive conflict resolution on the emotional well-being of LGBTQIA+ personnel. The efforts of school heads in resolving conflicts fairly, without bias, and with sensitivity to gender identity are significant contributions to creating a psychologically safe and affirming school environment. This emphasizes the importance of implementing and consistently applying gender-sensitive conflict resolution practices from school leaders in fostering a workplace where all individuals, regardless of their sexual orientation or gender identity, feel secure, respected, and valued. Such practices help minimize emotional distress, promote trust in leadership, and encourage open communication among personnel. Ultimately, gender-sensitive conflict resolution strengthens emotional resilience and supports a positive school climate built on fairness, understanding, and mutual respect.

Table 19. LGBTQIA+ Emotional Well-being in terms of Emotional Safety and Respect

STATEMENTS	Mean	SD	Remarks
I feel emotionally safe expressing my identity in the school environment.	6.50	0.78	Strongly Agree
The school head treats me with respect regardless of my gender identity or sexual orientation.	6.36	0.79	Strongly Agree
I feel protected from discrimination because the school promotes emotional safety for LGBTQIA+ personnel.	6.50	0.73	Strongly Agree
I can be myself at work without fear of ridicule or disrespect.	6.34	0.79	Strongly Agree
The respect shown by the school head enhances my emotional stability and confidence.	6.38	0.74	Strongly Agree
Weighted Mean	6.42		
SD	0.77		
Verbal Interpretation	Very High		

Table 19 presents the perceived level of LGBTQIA+ emotional well-being in terms of emotional safety and respect within the school environment. It reflects the extent to which LGBTQIA+ personnel feel secure in expressing their identity and are treated with respect by school leadership, free from discrimination.

The findings indicate that respondents strongly agree that emotional safety and respect significantly contribute to their psychological well-being. Specific statements highlight that LGBTQIA+ personnel feel emotionally safe expressing their identity in the school environment. They also feel that the school head treats them with respect regardless of their gender identity or sexual orientation. Furthermore, respondents agree that they feel protected from discrimination because the school promotes emotional safety for LGBTQIA+ personnel, and they can be themselves at work without fear of ridicule or disrespect. The respect shown by the school head is perceived to enhance their emotional stability and confidence.

The weighted mean of 6.42 with a standard deviation of 0.77 indicates a Very High level of perceived psychological well-being among LGBTQIA+ personnel in relation to emotional safety and respect. This finding implies that school heads are effectively fostering an environment where LGBTQIA+ individuals feel safe, respected, and free from discrimination. It underscores the critical role of emotional safety and respectful treatment in enhancing the confidence, stability, and overall psychological well-being of LGBTQIA+ personnel within the school community.

The result of the study demonstrates a very high level of positive impact from emotional safety and respect provided by school heads on the psychological well-being of LGBTQIA+ personnel. The efforts of school heads in ensuring that LGBTQIA+ individuals feel safe to express their identity, are treated with respect, and are protected from discrimination are significant contributions to creating an inclusive and affirming school environment. This emphasizes the importance of cultivating a culture of emotional safety and respect among school leaders in fostering a workplace where all individuals, regardless of sexual orientation or gender identity, feel secure, valued, and empowered. When school heads consistently uphold these values, they help reduce anxiety, fear of stigma, and psychological distress among LGBTQIA+ personnel. Such an environment promotes self-confidence, emotional stability, and a positive sense of identity in the workplace. Ultimately, emotionally safe and respectful leadership strengthens overall psychological well-being and encourages sustained engagement, productivity, and professional growth.

*LGBTQIA+ Emotional Well-being in terms of Mentoring and Counselling*

Table 20 presents the perceived level of LGBTQIA+ emotional well-being in terms of mentoring and counselling opportunities provided within the school. It reflects the extent to which LGBTQIA+ personnel feel supported through guidance that considers their unique gender identity needs and the positive impact of mentoring and counselling on their emotional health.

Table 20. LGBTQIA+ Emotional Well-being in terms of Mentoring and Counselling

STATEMENTS	Mean	SD	Remarks
I feel supported when the school head offers guidance that considers my unique gender identity needs.	6.50	0.73	Strongly Agree
The school's mentoring opportunities help strengthen my emotional well-being.	6.34	0.79	Strongly Agree
I feel comfortable seeking counselling or advice from leadership regarding gender-related concerns.	6.38	0.74	Strongly Agree
The mentoring I receive helps me cope with emotional challenges as an LGBTQIA+ personnel.	6.50	0.78	Strongly Agree
Counselling that acknowledges gender diversity contributes positively to my emotional health.	6.36	0.79	Strongly Agree
Weighted Mean		6.42	
SD		0.77	
Verbal Interpretation		Very High	

The findings indicate that respondents strongly agree that mentoring and counselling services significantly contribute to their emotional well-being. Specific statements highlight that LGBTQIA+ personnel feel supported when the school head offers guidance that considers their unique gender identity needs. They also feel that the school's mentoring opportunities help strengthen their emotional well-being and feel comfortable seeking counselling or advice from leadership regarding gender-related concerns. Furthermore, respondents agree that the mentoring they receive helps them cope with emotional challenges as LGBTQIA+ personnel, and that counselling which acknowledges gender diversity contributes positively to their emotional health.

The weighted mean of 6.42 with a standard deviation of 0.77 indicates a Very High level of perceived psychological well-being among LGBTQIA+ personnel in relation to mentoring and counselling. This finding showed that school leaders are effectively providing tailored guidance, mentoring, and counselling services that are sensitive to the needs of LGBTQIA+ individuals. It underscores the critical role of these support systems in enhancing emotional well-being, resilience, and a sense of security for LGBTQIA+ personnel within the school environment.

The findings of the study demonstrate a very high level of positive impact from mentoring and counselling services on the psychological well-being of LGBTQIA+ personnel. The efforts of school heads in offering guidance that considers unique gender identity needs, providing mentoring to cope with challenges, and facilitating gender-diverse counselling are significant contributions to creating a supportive and affirming school environment. This emphasizes the importance of accessible and sensitive mentoring and counselling services from school leadership in fostering a workplace where all individuals, regardless of their sexual orientation or gender identity, feel supported, understood, and emotionally healthy.

*LGBTQIA+ Social Well-Being*

The social well-being of LGBTQIA+ personnel in schools is shaped by leadership that fosters supportive, equitable, and cohesive environments. An inclusive culture marked by respect for diverse identities and fair norms enhances belonging and connectedness. Leadership that ensures gender-balanced participation in activities and decision-making reduces marginalization, while gender-responsive peer interactions strengthen positive relationships and diminish exclusion. Promoting gender-fair social behavior cultivates mutual respect and healthier climates. Inclusive community-building activities further encourage collaboration and social support. Collectively, these practices significantly enhance the social well-being of LGBTQIA+ personnel.

Table 21 presents the perceived level of LGBTQIA+ social well-being in terms of the inclusivity of the school culture. It reflects the extent to which LGBTQIA+ personnel feel socially accepted, respected, and included within the school community, with a particular focus on the promotion of an inclusive culture that supports diverse gender identities and open expression.

Table 21. LGBTQIA+ Social Well-being in terms of Inclusive School Culture

STATEMENTS	Mean	SD	Remarks
I am socially accepted because the school promotes an inclusive culture for LGBTQIA+ personnel.	6.50	0.72	Strongly Agree
The school environment encourages respect for diverse gender identities.	6.34	0.79	Strongly Agree
I feel a strong sense of belonging within the school community.	6.34	0.79	Strongly Agree
School events and practices make me feel included regardless of my gender identity.	6.50	0.78	Strongly Agree
The school culture supports open expression of LGBTQIA+ identities.	6.38	0.74	Strongly Agree
Weighted Mean	6.41		
SD	0.76		
Verbal Interpretation	Very High		

The findings indicate that respondents strongly agree that an inclusive school culture significantly enhances their social well-being. Specific statements highlight that LGBTQIA+ personnel feel socially accepted because the school promotes an inclusive culture for them. They also feel that the school environment encourages respect for diverse gender identities and a strong sense of belonging within the school community. Furthermore, respondents agree that school events and practices make them feel included regardless of their gender identity, and that the school culture supports the open expression of LGBTQIA+ identities.

The weighted mean of 6.41 with a standard deviation of 0.76 indicates a Very High level of perceived social well-being among LGBTQIA+ personnel in relation to an inclusive school culture. This finding suggests that the school is effectively cultivating an environment where LGBTQIA+ individuals feel accepted, respected, and fully integrated into the community. It underscores the critical role of an inclusive school culture in fostering a positive sense of belonging, social acceptance, and overall well-being for LGBTQIA+ personnel. Such an environment also empowers individuals to engage more confidently, authentically, and productively within the school community.

The findings of the study demonstrate a very high level of positive impact from an inclusive school culture on the social well-being of LGBTQIA+ personnel. The school's efforts in promoting inclusivity, encouraging respect for diverse gender identities, and ensuring that events and practices foster a sense of belonging are significant contributions to creating a supportive and affirming environment. This emphasizes the importance of actively developing and maintaining an inclusive school culture from all stakeholders in fostering a workplace where all individuals, regardless of their sexual orientation or gender identity, feel socially connected, accepted, and valued. When stakeholders collectively uphold inclusivity, it reinforces mutual respect, collaboration, and long-term emotional well-being within the school community.

Table 22 presents the perceived level of LGBTQIA+ social well-being in terms of gender-balanced participation in school activities and leadership. It reflects the extent to which LGBTQIA+ personnel feel socially empowered and included due to equal opportunities for participation, representation in decision-making groups, and encouragement to lead without gender-based bias.

Table 22. LGBTQIA+ Social Well-being in terms of Gender-balanced Participation

STATEMENTS	Mean	SD	Remarks
I feel socially empowered because participation in school activities is encouraged for all genders.	6.50	0.78	Strongly Agree
I am given equal opportunities to serve on committees, take on projects, and assume leadership roles.	6.36	0.77	Strongly Agree
The school ensures that LGBTQIA+ personnel are equally represented in decision-making groups.	6.50	0.73	Strongly Agree
Participation in school activities is fair and balanced across genders.	6.34	0.79	Strongly Agree
I am encouraged to volunteer or lead activities without bias related to my gender identity.	6.38	0.74	Strongly Agree
Weighted Mean	6.42		
SD	0.76		
Verbal Interpretation	Very High		

The findings indicate that respondents strongly agree that gender-balanced participation significantly enhances their social well-being. Specific statements highlight that LGBTQIA+ personnel feel socially empowered because participation in school activities is encouraged for all genders. They also feel that they are given equal opportunities to serve on committees, take on projects, and assume leadership roles. Furthermore, respondents agree that the school ensures LGBTQIA+ personnel are equally represented in decision-making groups, that participation in school activities is fair and balanced across genders, and that they are encouraged to volunteer or lead activities without bias related to their gender identity.

The weighted mean of 6.42 with a standard deviation of 0.76 indicates a Very High level of perceived social well-being among LGBTQIA+ personnel in relation to gender-balanced participation. This finding indicates that the school is effectively promoting an environment where all individuals, including LGBTQIA+ personnel, have equitable opportunities to engage in school activities and leadership. It underscores the critical role of gender-balanced participation in fostering social empowerment, a sense of inclusion, and overall social well-being for LGBTQIA+ individuals within the school community.

The findings of the study demonstrate a very high level of positive impact from gender-balanced participation on the social well-being of LGBTQIA+ personnel. The school's efforts in encouraging participation for all genders, providing equal opportunities for roles and leadership, ensuring representation, and eliminating gender-based bias in volunteering are significant contributions to creating a supportive and equitable environment. This emphasizes the importance of actively promoting gender balance in all aspects of school life from leadership to ensure that all individuals, regardless of their gender identity, feel empowered, included, and socially well.

Table 23 presents the perceived level of LGBTQIA+ social well-being in terms of gender-responsive peer interaction. It reflects the extent to which LGBTQIA+ personnel feel socially supported and valued through respectful, gender-

sensitive, and non-discriminatory interactions with their colleagues.

Table 23. LGBTQIA+ Social Well-being in terms of Gender-responsive Peer Interaction

STATEMENTS	Mean	SD	Remarks
My peers interact with me respectfully and in a gender-sensitive manner.	6.50	0.73	Strongly Agree
I feel socially supported by colleagues who understand and respect my gender identity.	6.34	0.79	Strongly Agree
Peer interactions in the school make me feel valued as an LGBTQIA+ individual.	6.38	0.74	Strongly Agree
I can collaborate comfortably with peers without fear of discrimination.	6.50	0.78	Strongly Agree
My colleagues are open-minded and treat me equally in group settings.	6.36	0.79	Strongly Agree
Weighted Mean	6.42		
SD	0.77		
Verbal Interpretation	Very High		

The findings indicate that respondents strongly agree that gender-responsive peer interaction significantly contributes to their social well-being. Specific statements highlight that peers interact with them respectfully and in a gender-sensitive manner. They also feel socially supported by colleagues who understand and respect their gender identity, and that peer interactions in the school make them feel valued as an LGBTQIA+ individual. Furthermore, respondents agree that they can collaborate comfortably with peers without fear of discrimination, and that their colleagues are open-minded and treat them equally in group settings.

The weighted mean of 6.42 with a standard deviation of 0.77 indicates a Very High level of perceived social well-being among LGBTQIA+ personnel in relation to gender-responsive peer interaction. This suggests that respondents experience positive, supportive, and affirming social relationships with colleagues, where mutual respect and acceptance of diverse gender identities are consistently demonstrated. The relatively low standard deviation further indicates that these favorable social experiences are commonly shared among personnel, reflecting a stable and inclusive peer environment. Such gender-responsive peer interactions promote a sense of belonging, reduce social isolation, and enhance collaborative relationships, thereby contributing to a healthy social climate that supports the overall well-being and workplace engagement of LGBTQIA+ personnel

This implies that the school environment fosters positive and supportive relationships among colleagues, where LGBTQIA+ individuals feel respected, understood, and included. It underscores the critical role of gender-responsive peer interactions in enhancing social connectedness, a sense of belonging, and overall social well-being for LGBTQIA+ personnel.

Table 24 presents the perceived level of LGBTQIA+ social well-being in terms of gender-fair social behavior within the school environment. It reflects the extent to which LGBTQIA+ personnel perceive that individuals of all gender identities are treated fairly, social interactions are free from gender bias, and discriminatory behaviors are not tolerated, leading to a socially safe and respectful environment. The results suggest that gender-fair social behavior is consistently

observed and reinforced among members of the school community, promoting positive peer relationships and mutual respect. Such an environment fosters a strong sense of belonging and social acceptance, which is essential in enhancing the social well-being and engagement of LGBTQIA+ personnel within the school setting.

Table 24. LGBTQIA+ Social Well-being in terms of Gender-fair Social Behavior

STATEMENTS	Mean	SD	Remarks
I observe that school personnel treat individuals of all gender identities fairly.	6.34	0.79	Strongly Agree
Social interactions within the school community are free from gender bias.	6.50	0.78	Strongly Agree
I feel socially safe because discriminatory behaviors are not tolerated.	6.36	0.79	Strongly Agree
I am treated with fairness and respect in school gatherings and social activities.	6.50	0.72	Strongly Agree
The school promotes gender-fair conduct in all social situations.	6.34	0.79	Strongly Agree
Weighted Mean	6.41		
SD	0.77		
Verbal Interpretation			Very High

The findings indicate that respondents strongly agree that gender-fair social behavior significantly contributes to their social well-being. Specific statements highlight that school personnel treat individuals of all gender identities fairly. They also feel that social interactions within the school community are free from gender bias, and that they feel socially safe because discriminatory behaviors are not tolerated. Furthermore, respondents agree that they are treated with fairness and respect in school gatherings and social activities, and that the school promotes gender-fair conduct in all social situations.

The weighted mean of 6.41 with a standard deviation of 0.77 indicates a Very High level of perceived social well-being among LGBTQIA+ personnel in relation to gender-fair social behavior. This finding reveals that the school is effectively cultivating a culture of fairness, respect, and non-discrimination in social interactions, leading to a positive and inclusive environment for LGBTQIA+ individuals. It underscores the critical role of gender-fair social behavior in fostering a sense of safety, belonging, and overall social well-being for LGBTQIA+ personnel within the school community. The findings of the study demonstrate a very high level of positive impact from gender-fair social behavior on the social well-being of LGBTQIA+ personnel. The observations of fair treatment, the freedom from gender bias, the intolerance of discriminatory behaviors, and the promotion of gender-fair conduct are significant contributions to creating a supportive and equitable environment. This emphasizes the importance of consistently promoting and enforcing gender-fair social behavior from all members of the school community to ensure that LGBTQIA+ individuals feel safe, respected, and socially well.

Table 25 presents the perceived level of LGBTQIA+ social well-being in terms of participation in community and team-building activities. It reflects the extent to which LGBTQIA+ personnel feel included in these activities, and the positive impact these activities have on strengthening social

connections, promoting unity and respect, and enhancing a sense of belonging.

Table 25. LGBTQIA+ Social Well-being in terms of Community and Team-building Activities

STATEMENTS	Mean	SD	Remarks
I am included in team-building and community activities organized by the school.	6.40	0.72	Strongly Agree
Community events help strengthen my social connections within the school.	6.50	0.73	Strongly Agree
Team-building activities promote unity and respect among personnel of different gender identities.	6.34	0.79	Strongly Agree
I feel comfortable participating in group activities without fear of judgment.	6.50	0.79	Strongly Agree
These activities help improve my sense of belonging and social well-being as an LGBTQIA+ personnel.	6.36	0.79	Strongly Agree
Weighted Mean	6.42		
SD	0.76		
Verbal Interpretation			Very High

The findings indicate that respondents strongly agree that participation in community and team-building activities significantly contributes to their social well-being. Specific statements highlight that they are included in team-building and community activities organized by the school. They also feel that community events help strengthen their social connections within the school, and that team-building activities promote unity and respect among personnel of different gender identities. Furthermore, respondents agree that they feel comfortable participating in group activities without fear of judgment, and that these activities help improve their sense of belonging and social well-being as LGBTQIA+ personnel.

The weighted mean of 6.42 with a standard deviation of 0.76 indicates a Very High level of perceived social well-being among LGBTQIA+ personnel in relation to community and team-building activities. This finding suggests that the school is effectively organizing inclusive activities that promote social connections, respect, and a sense of belonging for LGBTQIA+ individuals. It underscores the critical role of community and team-building activities in fostering social integration and enhancing the overall social well-being of LGBTQIA+ personnel within the school community.

The findings of the study demonstrate a very high level of positive impact from community and team-building activities on the social well-being of LGBTQIA+ personnel. The inclusion of LGBTQIA+ personnel in these activities, the strengthening of social connections, the promotion of unity and respect, and the creation of a comfortable and non-judgmental environment are significant contributions to creating a supportive and socially connected school. This emphasizes the importance of consistently organizing and promoting inclusive community and team-building activities to ensure that LGBTQIA+ individuals feel valued, connected, and socially well within the school environment.

*Significant Relationship Between School Heads Gender Responsive*

*Leadership and LGBTQIA+ Psychological Well-Being*

The psychological well-being of LGBTQIA+ learners and teachers is not shaped by policy alone, but by the everyday choices and practices of school heads who lead with empathy and fairness. When leaders embrace gender-responsive approaches, they create spaces where individuals feel seen, respected, and supported—conditions that are essential for mental health and a strong sense of belonging. Beyond formal guidelines, the daily demonstration of inclusivity through equitable treatment, open communication, and genuine concern for individual needs reinforces trust and emotional security within the school community. Such leadership behaviors help mitigate experiences of marginalization, stress,

and isolation often faced by LGBTQIA+ individuals in educational settings. Ultimately, empathetic and fair leadership cultivates a school culture where diversity is not merely tolerated but valued, enabling both learners and teachers to thrive academically, socially, and psychologically.

Table 26 presents the relationship between school heads' gender-responsive leadership and the psychological well-being of LGBTQIA+ personnel across five dimensions: inclusive decision-making, gender-based issues, work-life balance, safe and non-discriminatory environment, and professional development in gender equality.

Table 26. Relationship Between School Heads Gender Responsive Leadership and LGBTQIA+ Psychological Well-Being

School Head Gender responsive leadership	LGBTQIA+ Psychological Well-being	IDM	GBI	WLB	SAFE AND NON DISCRIMINATORY ENVIRONMENT	PROFESSIONAL DEVELOPMENT IN GENDER EQUALITY
		Pearson Correlation	.626**	.516**	.703**	.657**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
EMPATHY	Pearson Correlation	.764**	.613**	.723**	.667**	.724**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
FAIRNESS	Pearson Correlation	.812**	.657**	.756**	.665**	.721**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
INCLUSIVITY	Pearson Correlation	.811**	.693**	.805**	.763**	.777**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
CULTURAL SENSITIVITY	Pearson Correlation	.804**	.617**	.797**	.734**	.786**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
COMMITMENT ON GENDER EQUALITY	Pearson Correlation	.804**	.617**	.797**	.734**	.786**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficients show positive and statistically significant relationships ( $p < 0.01$ ) for all variables. Among the dimensions of gender-responsive leadership, inclusivity and cultural sensitivity exhibit the strongest correlations with LGBTQIA+ psychological well-being, particularly in inclusive decision-making ( $r = 0.812$  and  $0.811$ , respectively) and professional development in gender equality ( $r = 0.721$  and  $0.777$ , respectively)

Empathy and fairness also show substantial positive relationships with all dimensions of psychological well-being, with coefficients ranging from  $0.516$  to  $0.725$ . Commitment to gender equality similarly demonstrates strong correlations, ranging from  $r = 0.617$  to  $0.786$ .

These results indicate that when school heads consistently demonstrate gender-responsive leadership—through empathy, fairness, inclusivity, cultural sensitivity, and commitment to gender equality—LGBTQIA+ personnel experience higher levels of psychological well-being. This can be justified by the premise that inclusive and supportive leadership practices

foster emotional security, reduce stress, and encourage participation in professional development opportunities.

*Significant Relationship Between School Heads Gender Responsive*

*Leadership And LGBTQIA+ Emotional Well-Being*

The emotional well-being of LGBTQIA+ learners and educators is deeply shaped by the way school heads practice gender-responsive leadership. Beyond policies, it is the tone of communication, the recognition of individual worth, and the assurance of emotional safety that allow people to feel respected and supported. When leaders act with empathy and fairness, they nurture confidence, belonging, and resilience within the school community. Consistent displays of understanding and validation help reduce fear, anxiety, and emotional distress among LGBTQIA+ individuals. Such leadership fosters trusting relationships that encourage openness, self-expression, and emotional authenticity. Moreover, emotionally supportive leadership empowers learners and educators to cope with challenges more

effectively, strengthening their emotional stability and professional commitment. Ultimately, gender-responsive leadership contributes to a school climate where emotional well-being is prioritized, sustained, and shared across all members of the educational community.

Table 27 presents the relationship between school heads' gender-responsive leadership and the emotional well-being of LGBTQIA+ personnel across five domains: communication style, recognition and support, gender-sensitive conflict resolution, emotional safety and respect, and mentoring and counselling.

Table 27. Relationship Between School Heads Gender Responsive Leadership And LGBTQIA+ Emotional Well-Being

School Head	Gender responsive leadership	LGBTQIA+ Emotional Well-being				
		Recognition and Support	Gender-Sensitive Conflict Resolution	Emotional Safety and Respect	Mentoring and Counselling	Communication Style
EMPATHY	Pearson Correlation	.686**	.686**	.664**	.686**	.686**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
FAIRNESS	Pearson Correlation	.680**	.680**	.654**	.680**	.680**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
INCLUSIVITY	Pearson Correlation	.734**	.734**	.712**	.734**	.734**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
CULTURAL SENSITIVITY	Pearson Correlation	.747**	.747**	.724**	.747**	.747**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
COMMITMENT ON GENDER EQUALITY	Pearson Correlation	.787**	.787**	.768**	.787**	.787**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311

\*\* Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficients indicate positive and statistically significant relationships ( $p < 0.01$ ) for all variables. Among the dimensions of gender-responsive leadership, commitment to gender equality and cultural sensitivity show the strongest correlations with LGBTQIA+ emotional well-being, particularly in mentoring and counselling ( $r = 0.787$  and  $0.747$ , respectively) and communication style ( $r = 0.787$  and  $0.747$ , respectively). Inclusivity also demonstrates strong positive relationships, with correlation coefficients ranging from  $0.712$  to  $0.734$  across all emotional well-being measures. Empathy and fairness, while slightly lower, still show significant correlations ranging from  $0.654$  to  $0.686$ .

These results confirmed that when school heads exhibit gender-responsive leadership demonstrating empathy, fairness, inclusivity, cultural sensitivity, and commitment to gender equality LGBTQIA+ personnel experience higher emotional well-being.

The findings align with research showing that inclusive and supportive leadership practices foster psychological safety, reduce stress, and enhance motivation and trust among staff.

*Significant Relationship Between School Heads Gender Responsive Leadership And LGBTQIA+ Social Well-Being*

The social well-being of LGBTQIA+ learners and educators flourishes when school heads lead with gender-responsive practices that nurture belonging, fairness, and collaboration. Social well-being is not only about relationships but also about the culture of inclusion and respect that leaders intentionally build. When school heads embrace diversity and equity, they strengthen trust, encourage participation, and create a school community where everyone feels valued.

Table 28 presents the relationship between school heads' gender-responsive leadership and the social well-being of LGBTQIA+ personnel across five dimensions: inclusive school culture, gender-balanced participation, gender-responsive peer interaction, gender-fair social behavior, and community and team-building activities.

The Pearson correlation coefficients indicate positive and statistically significant relationships ( $p < 0.01$ ) for all leadership dimensions. Among the variables, commitment to gender equality and cultural sensitivity show the strongest associations with LGBTQIA+ social well-being, particularly in inclusive school culture ( $r = 0.775$  and  $0.728$ , respectively) and gender-balanced participation ( $r = 0.787$  and  $0.747$ , respectively). Inclusivity also demonstrates robust correlations ranging from  $r = 0.717$  to  $0.734$ , while empathy and fairness, though slightly lower, still show meaningful positive relationships ranging from  $0.662$  to  $0.686$ .

**Table 28.** Relationship Between School Heads Gender Responsive Leadership And LGBTQIA+ Social Well-Being

School Heads Gender Responsive Leadership		LGBTQIA+ Social Well-Being				
		INCLUSIVE SCHOOL CULTURE	GENDER-BALANCE PARTICIPATION	GENDER RESPONSIVE PEER INTERACTIONI	GENDER FAIR SOCIAL BEHAVIOR	COMMUNITY AND TEAM BUILDING ACTIVITIES
EMPATHY	Pearson Correlation	.666**	.686**	.686**	.670**	.677**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
FAIRNESS	Pearson Correlation	.662**	.680**	.680**	.671**	.676**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
INCLUSIVITY	Pearson Correlation	.717**	.734**	.734**	.718**	.730**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
CULTURAL SENSITIVITY	Pearson Correlation	.728**	.747**	.747**	.729**	.742**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
COMMITMENT ON GENDER EQUALITY	Pearson Correlation	.775**	.787**	.787**	.768**	.778**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311

\*\* . Correlation is significant at the 0.01 level (2-tailed).

These results of the study revealed that when school heads consistently demonstrate gender-responsive leadership including empathy, fairness, inclusivity, cultural sensitivity, and commitment to gender equality LGBTQIA+ personnel experience higher social well-being. Specifically, inclusive practices, fair participation, and culturally sensitive approaches foster a sense of belonging, equitable engagement in school activities, and positive peer interactions.

In summary, Table 28 demonstrates that school heads' gender-responsive leadership is a significant predictor of LGBTQIA+ social well-being. Leadership practices that prioritize inclusivity, fairness, cultural sensitivity, and commitment to gender equality help cultivate supportive, equitable, and socially cohesive school environments.

*Significant Relationship between School Heads Practices and the LGBTQIA+ Psychological Well-Being*

The psychological well-being of LGBTQIA+ learners and educators is deeply connected to the leadership practices of school heads. When leaders act with fairness, empathy, and gender-responsive awareness, they create conditions where individuals feel secure, valued, and resilient. This significant relationship underscores how inclusive leadership not only upholds equity but also nurtures positive mental health, belonging, and confidence within the school community.

Table 29 presents the relationship between school heads' gender-responsive practices and LGBTQIA+ psychological well-being across five dimensions: inclusive decision-making, gender-based issues, work-life balance, safe and non-discriminatory environment, and professional development in gender equality.

The Pearson correlation coefficients indicate strong, positive, and statistically significant relationships ( $p < 0.01$ ) for all leadership practices. Among the practices, gender-sensitivity training demonstrates the strongest correlation with all dimensions of psychological well-being, ranging from  $r =$

0.770 to 0.875, highlighting the critical role of professional development in fostering inclusive and supportive environments. Establishing inclusive decision-making and promoting safe spaces also exhibit high correlations, particularly with professional development in gender equality ( $r = 0.839$  and  $0.803$ , respectively). Integrating gender-fair language and enforcing anti-discrimination policies show significant, albeit slightly lower, correlations ranging from  $r = 0.551$  to  $0.783$ , indicating their relevance in supporting psychological security.

These findings imply that deliberate gender-responsive practices by school heads—such as inclusive decision-making, gender-sensitivity training, and the creation of safe spaces—substantially enhance the psychological well-being of LGBTQIA+ personnel. Attention to fair communication, enforcement of anti-discrimination policies, and participatory decision-making creates environments where LGBTQIA+ staff feel emotionally supported, respected, and valued.

In summary, Table 29 demonstrates that school heads' gender-responsive practices are significantly associated with higher psychological well-being among LGBTQIA+ personnel. Leadership practices that prioritize inclusivity, gender sensitivity, safe spaces, equitable communication, and enforcement of anti-discrimination policies collectively create an environment that nurtures emotional stability, confidence, and psychological security.

*Significant Relationship between School Heads Practices and the LGBTQIA+ Emotional Well-Being*

Emotional well-being thrives when school heads lead with compassion and responsiveness. The way leaders communicate, recognize contributions, and provide support has a profound impact on how LGBTQIA+ members feel respected and understood. This meaningful connection between leadership practices and emotional well-being highlights the power of empathy in strengthening resilience,

fostering trust, and ensuring that every individual feels they truly belong.

Table 30 presents the relationship between school heads' gender-responsive practices and LGBTQIA+ emotional

well-being across five variables: communication style, recognition and support, gender-sensitive conflict resolution, emotional safety and respect, and mentoring and coaching.

Table 29. Relationship between School Heads Practices and the LGBTQIA+ Psychological Well-Being

School Heads Practices		LGBTQIA+ Psychological Well-Being				
		INCLUSIVE DECISION MAKING	GENDER-BASED ISSUES	WORK-LIFE BALANCE	SAFE AND NON-DISCRIMINATORY ENVIRONMENT	PROFESSIONAL DEVELOPMENT IN GENDER EQUALITY
ESTABLISHING INCLUSIVE DECISION MAKING	Pearson Correlation	.772**	.592**	.821**	.755**	.839**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
GENDER-SENSITIVITY TRAINING	Pearson Correlation	.846**	.770**	.875**	.850**	.868**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
PROMOTING SAFE SPACE	Pearson Correlation	.813**	.633**	.775**	.730**	.803**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
INTEGRATING GENDER-FAIR LANGUAGE	Pearson Correlation	.783**	.551**	.764**	.680**	.773**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
ENFORCING ANTI-DISCRIMINATION POLICIES	Pearson Correlation	.677**	.572**	.642**	.570**	.580**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 30. Relationship between School Heads Practices and the LGBTQIA+ Emotional Well-Being

School Heads Practices		LGBTQIA+ Emotional Well-Being				
		COMMUNICATION STYLE	RECOGNITION AND SUPPORT	GENDER-SENSITIVE CONFLICT RESOLUTION	EMOTIONAL SAFETY AND RESPECT	MENTORING AND COACHING
ESTABLISHING INCLUSIVE DECISION MAKING	Pearson Correlation	.796**	.796**	.773**	.796**	.796**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
GENDER-SENSITIVITY TRAINING	Pearson Correlation	.796**	.796**	.765**	.796**	.796**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
PROMOTING SAFE SPACE	Pearson Correlation	.731**	.731**	.712**	.731**	.731**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
INTEGRATING GENDER-FAIR LANGUAGE	Pearson Correlation	.738**	.738**	.726**	.738**	.738**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311
ENFORCING ANTI-DISCRIMINATION POLICIES	Pearson Correlation	.659**	.659**	.644**	.659**	.659**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	311	311	311	311	311

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results indicate that these leadership variables are significantly associated with the emotional well-being of LGBTQIA+ personnel, suggesting that emotionally responsive leadership plays a vital role in shaping positive emotional experiences in the school environment. Effective communication and consistent recognition foster emotional validation, while gender-sensitive conflict resolution and mentoring provide assurance of fairness and guidance during challenging situations. Overall, the findings emphasize that when school heads intentionally apply gender-responsive

practices across these domains, they cultivate an emotionally supportive environment that enhances confidence, trust, and emotional resilience among LGBTQIA+ members of the school community.

The data reveal strong, positive, and statistically significant correlations ( $p < 0.01$ ) between all leadership practices and the emotional well-being of LGBTQIA+ personnel. Gender-sensitivity training and establishing inclusive decision-making both show the strongest correlations across all emotional well-being indicators ( $r =$

0.796), indicating that structured training and inclusive policies are critical for fostering emotionally secure and valued staff. Communication style and recognition/support also show very high correlations (ranging from  $r = 0.738$  to  $0.796$ ), emphasizing the importance of empathetic and affirming leadership in shaping emotional outcomes. Practices such as promoting safe spaces, integrating gender-fair language, and enforcing anti-discrimination policies demonstrate slightly lower yet significant correlations (ranging from  $r = 0.659$  to  $0.738$ ), highlighting their supportive role in emotional security.

In summary, Table 30 demonstrates that gender-responsive leadership practices are strongly associated with higher emotional well-being among LGBTQIA+ personnel. Leadership interventions that prioritize inclusive decision-making, gender-sensitivity training, recognition, safe environments, and mentoring foster emotional stability, reduce anxiety, and promote a positive work experience for LGBTQIA+ staff.

*Significant Relationship Between School Heads Practices and the LGBTQIA+ Social Well-Being*

Social well-being is enriched when school heads cultivate a culture of inclusion, fairness, and collaboration. Leadership

that celebrates diversity and encourages participation helps build strong relationships and a sense of unity across the school community. The significant link between gender-responsive practices and social well-being reflects the vital role of school heads in shaping environments where trust, respect, and shared responsibility are lived experiences.

Table 31 presents the relationship between school heads' gender-responsive practices and LGBTQIA+ social well-being across five social variables: inclusive school culture, gender-balanced participation, gender-responsive peer interaction, gender-fair social behavior, and community and team-building activities.

The data reveal strong, positive, and statistically significant correlations ( $p < 0.01$ ) across all variables, indicating that effective gender-responsive leadership positively influences the social experiences of LGBTQIA+ personnel. The strongest correlations are observed with inclusive decision-making and gender-sensitivity training (ranging from  $r = 0.778$  to  $r = 0.796$ ), highlighting that policies promoting inclusion, equitable practices, and structured training contribute substantially to staff feeling socially valued and empowered.

Table 31. Relationship Between School Heads Practices and the LGBTQIA+ Social Well Being

School Practices	Heads	LGBTQIA+ Social Well-Being					
		INCLUSIVE SCHOOL CULTURE	GENDER-BALANCED PARTICIPATION	GENDER-RESPONSIVE PEER INTERACTION	GENDER-FAIR SOCIAL BEHAVIOR	COMMUNITY AND TEAM BUILDING ACTIVITIES	AND
ESTABLISHING INCLUSIVE DECISION MAKING	Pearson Correlation	.778**	.796**	.796**	.781**	.791**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	311	311	311	311	311	
GENDER-SENSITIVITY TRAINING	Pearson Correlation	.777**	.796**	.796**	.781**	.792**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	311	311	311	311	311	
PROMOTING SAFE SPACE	Pearson Correlation	.705**	.731**	.731**	.710**	.736**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	311	311	311	311	311	
INTEGRATING GENDER-FAIR LANGUAGE	Pearson Correlation	.725**	.738**	.738**	.724**	.736**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	311	311	311	311	311	
ENFORCING ANTI-DISCRIMINATION POLICIES	Pearson Correlation	.651**	.659**	.659**	.647**	.660**	
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
	N	311	311	311	311	311	

\*\* Correlation is significant at the 0.01 level (2-tailed).

Promoting safe spaces, integrating gender-fair language, and enforcing anti-discrimination policies also show significant correlations (ranging from  $r = 0.647$  to  $r = 0.736$ ), underscoring their role in reinforcing respectful social interactions and fostering team cohesion. These strong correlation values indicate that when such practices are consistently implemented, LGBTQIA+ personnel are more likely to experience acceptance, fairness, and positive social engagement within the school community. The presence of safe spaces allows individuals to interact authentically without fear of exclusion or prejudice, while gender-fair language normalizes respect and sensitivity in everyday communication.

Likewise, the strict enforcement of anti-discrimination policies sends a clear message that biased behaviors are unacceptable and actively addressed. Collectively, these practices strengthen social trust, encourage collaboration, and promote harmonious peer relationships. As a result, schools with strong gender-responsive practices cultivate a socially inclusive environment that enhances the social well-being and collective unity of LGBTQIA+ personnel. These findings indicate that school heads who prioritize inclusivity, fairness, and cultural sensitivity create environments where LGBTQIA+ personnel feel socially recognized, supported, and engaged. Social well-being is

enhanced when employees are allowed equal participation in school activities, experience peer respect, and benefit from community-building initiatives.

#### IV. CONCLUSION AND RECOMMENDATIONS

The school heads' gender-responsive leadership is significantly related to the psychological well-being of LGBTQIA+ personnel in all five leadership dimensions. Thus, the null hypothesis is rejected, confirming that school heads' gender-responsive leadership positively influences the psychological well-being of LGBTQIA+ personnel.

There is significant relationship between school heads' gender-responsive leadership and emotional well-being of LGBTQIA+ personnel in all five leadership dimensions. Thus, the null hypotheses is rejected. This means that school heads' gender-responsive leadership positively influences the emotional well-being of LGBTQIA+ personnel.

The school heads' gender-responsive leadership is significantly related to the social well-being of LGBTQIA+ personnel in all five leadership dimensions. Thus, the null hypothesis is rejected. This concludes that school heads' gender-responsive leadership positively influences the social well-being of LGBTQIA+ personnel.

The school head practices significantly related to the psychological well-being of LGBTQIA+ personnel in all five dimensions. Thus, the null hypothesis is rejected. This means that school heads' practices positively influence the psychological well-being of LGBTQIA+ personnel.

The school head practices significantly related to the emotional well-being of LGBTQIA+ personnel in all five dimensions. Thus, the null hypothesis is rejected. This confirms that school heads' practices positively influence the emotional well-being of LGBTQIA+ personnel.

The school head practices significantly related to the social well-being of LGBTQIA+ personnel in all five dimensions. Thus, the null hypothesis is rejected. This conclude that school heads' practices positively influences the social well-being of LGBTQIA+ personnel.

Based on the findings and conclusions of this study, the following recommendations are proposed:

School heads are strongly encouraged to consistently practice empathetic, fair, and inclusive leadership by actively listening to the concerns of LGBTQIA+ teaching and non-teaching personnel, ensuring equitable decision-making, and fostering meaningful participation in school initiatives and planning processes. Empathy, inclusivity, and cultural sensitivity should be embedded as core components of leadership development and training programs. Continuous professional development on gender and cultural responsiveness is recommended to strengthen school heads'

capacity to manage diverse school communities effectively and to model inclusive and affirming behaviors.

Teaching personnel are encouraged to actively support gender-responsive practices by using inclusive and gender-fair language in classroom interactions, promoting respectful peer relationships, and integrating gender sensitivity into teaching strategies. Teachers should serve as role models of acceptance and fairness, helping to create learning environments that affirm diversity and promote the psychological, emotional, and social well-being of LGBTQIA+ learners and colleagues.

Non-teaching personnel are encouraged to actively participate in gender-sensitivity programs and school-wide inclusivity initiatives. Their role in administrative, support, and service functions is vital in maintaining safe, respectful, and nondiscriminatory school environments. They should be empowered to uphold anti-discrimination policies and to contribute to inclusive practices that promote mutual respect and positive social interactions within the school community.

School stakeholders are encouraged to strengthen institutional commitment to gender equality by supporting the formulation, implementation, and monitoring of clear gender-responsive and anti-discrimination policies. Adequate resources should be allocated for regular gender-sensitivity training, safe-space initiatives, and inclusive pro-grams. Collaboration with external organizations and advocacy groups may further enhance the sustainability and effectiveness of inclusive school practices.

Students are encouraged to actively participate in creating a safe, inclusive, and respectful school environment by demonstrating gender-fair behavior, supporting peers regardless of gender identity, and engaging in school activities that promote diversity and inclusion. Student involvement in awareness campaigns and peer-support initiatives can strengthen social cohesion and foster a culture of acceptance and belonging.

Future researchers are encouraged to explore the longitudinal effects of gen-der-responsive leadership on the psychological, emotional, and social well-being of LGBTQIA+ personnel and learners.

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