Gender Preferences of Hiring Home Economics Teachers: School Heads in Focus

.

ABSTRACT

|  |
| --- |
| This study explored the Gender Preferences of Hiring Home Economics Teachers: School Head in Focus. There were seven (7) school heads in secondary shool in Davao del Sur participated in the study. This study used a phenomenological approach to extract the ideas form the participants. In-depth-interview (IDI) was employed is this study. Using the thematic analysis, the following themes emerged as pertaines to the work expreriences of school heads with different gender: handling difficulty in the workplace, respecting cultural divesrity, and profecient home economics teacher. The gender preferences of school heads in hiring home economics teachers were: valuing diversity in teaching and female dominated. The insights can be drawn from the findings of the sutdy that will contribute to the academic setting were: promoting gender and development in the workplace and harmonious relationship to academic settings. Department of Education (DEPEd) key officials may conduct school campaign on the importance of gender equality by integrating in the school curriculum as an elective subject. School heads may suggest implementing seminars, training and workshops about gender equality of all the teaching and non-teaching staff in the organization. |

*Keywords: Gender Preferences; Gender Equality; School Heads; Home Economics*

1. INTRODUCTION

Gender equity is a social issue that affects children because they are learning and growing in an educational environment. To achieve this, schools should embrace principles of equality for everyone especially in teaching and learning process. For example In Japan, the subject became mandatory for all students in 1994, aiming to encourage men's participation in domestic life (Branlat & Sano, 2021). With the guidance of teachers, the classroom environment will create a fair learning environment that can help all students explore various career options and prepare for evolving roles at home and in the workplace. As Martin (2022) suggested that teachers should foster safe spaces that allow students to explore their gender identities and treat all students equitably.

Nowadays, some employees indicate gender preferences as one of the requirements in a particular workplace. Research on gender preferences in hiring home economics teachers reveals complex attitudes and biases. Card et al., (2021) proposed the study in Austria found that eliminating explicit gender preferences in job ads increased the hiring of women for traditionally male-targeted jobs and vice versa. Gender stereotypes associated with job criteria influence hiring decisions, with more stereotypically masculine traits reducing female hires and vice versa. Same-gender preferences among decision-makers also play a role, with female decision-makers more likely to hire women (Gorman, 2005).

In addition, the factors in the hiring process in the workplace are the pedagogical content knowledge (PDK), gender preferences and gender stereotypes. Yu, (2011) stated that Pedagogical Content Knowledge (PCK) is crucial in teacher selection tests, with a need for balanced assessment of all PCK components. Bongco & Abenes (2019) also agreed that the teaching profession in the Philippines is highly feminized, with women comprising most teachers in both elementary and secondary schools. As Winslow (2010) clarified that women faculty members prefer and spend more time teaching, while men prefer research. As Ajayi & Buessing (2015) also agreed that gender stereotypes significantly influence attitudes towards Home Economics, with female more likely to choose it as a field of study.

On the other hand, a study of male students in home economics found that gender inequality leads to unequal treatment, impacting classroom interactions and sustaining gender divisions in the subject  (Pregoner et al., 2020).  Millions of men and women are denied access to land a job, training, and administrative and leadership qualities because of their gender identity or preferences. Thus, school heads show ambivalence towards minority gender teachers, with more positive perceptions for women in non-traditional roles than men. Gender influences administrative and instructional leadership styles of school heads, as proposed in Tan's Gender Role Orientation Theory of Institutional Management (Tan et al., 2020).

Most people believe that the home economics course is intended for women because they believe that this subject is focused on household chores, cooking, sewing, rearing the child, decorating, and home management. As Kim et al., (2019a) said that implicit gender biases are prevalent among students, who often perceive home economics as feminine, despite expressing favorable explicit attitudes towards the subject. However, home economics is for boys also because it has areas such as agriculture, industrial arts and computers. Males tend to prefer ICT devices like smartphones and tablets, while females favor online services such as WhatsApp and text messaging (Williams et al., 2019). Students' gender equity awareness also impacts attitudes towards home economics, with those holding traditional gender role views scoring lowest on perceived usefulness but highest on career importance (Kim et al., 2019b). Best practices for promoting gender equality in Philippine schools include training personnel to combat discrimination, integrating gender issues into curricula, and providing equal opportunities for all students (Emfimo et al., 2024).

Furthermore, some of the previous study focuses on Filipino Hospitality industry Gender Disparities: Hiring Practices, Salary Levels, and Promotional Opportunities (Darroca et al., 2024). This research employs a qualitative approach, utilizing the snowball sampling technique to conduct in-depth interviews with women from various roles within the Filipino hospitality sector. The research gap identified in this study will focus on the gender preferences of school heads in the hiring practices of home economics teachers. Unlike the hospitality industry, where gender disparities in career progression are well-documented, the hiring practices and professional experiences of home economics teachers have not been fully explored.

The researchers argue that school heads have a different perspective in terms of gender preferences since they are the ones who know what specific areas in home economics are being offered at the school. With increased attention to gender equity in other educational fields, this is an area where the researcher needs further insight as how leaders make decisions about hiring home economics teachers based on their gender. The purpose of this study is to reveal the work experiences of school heads with different genders, gender preferences of school heads in hiring home economics teachers and the insights can be drawn the findings of the study that will contribute to the academic setting. It is important to address this, as it can highlight potential gender biases in leadership and hiring practices within the education sector, which can contribute to a better understanding of how gender influences decision-making processes.

2. material and methods

The study utilized a Qualitative research design specifically Phenomenological approach focus on understanding the lived experiences of school heads and their perceptions regarding gender preferences in hiring home economics. The purposive sampling was used to select the seven (7) school heads as a participant from different secondary schools in Digos City, Davao del Sur, Philippines. The inclusion criteria of the participants must have five (5) years in service as school heads, manage home economics teachers in junior high school and senior high school, and have five or more leadership or management seminars and trainings to support in selecting what gender preferences in hiring home economics teachers as part of their respective schools. In-depth interviews (IDI) were used to collect the data on the participants based on their personal experiences and perspective.

Moreover, a semi-structured interview was used to explore the gender preferences of school heads in hiring home economics teachers. The instrument consists of open-ended questions that allow the participants to express their opinions, experiences and views. The transcript was analyzed in English using thematic analysis. Key terms were first identified for manual coding, and themes were developed during the data analysis process. The research study followed ethical guidelines to verify a pleasant practice in research, the ethical codes are given importance in which they were observed and applied towards the informants and in the context that concerns the agreement of both participants and the researchers. Confidentiality was also ensured in the study. All the gathered data was kept with absolute confidentiality to respect the identity of our key informants and to ensure the informants feel safe. The use of pseudonyms is advised to protect the anonymity of the participants.

3. results and discussion

**3.1 Work Experiences of school heads with Different Genders**

Three major themes summarize the work experiences of school heads with different genders: difficulty handling in the workplace, respect diversity, and proficient home economics teachers.

* + 1. **Handling Difficulty in the Workplace**

School heads face significant challenges, especially when dealing with teachers who act as if they’re in charge. Some teachers disrespect their department heads, believing they are more competent or better suited for leadership. This creates a difficult situation for department heads in managing discipline, addressing diverse backgrounds, and handling unprofessional behavior. Other participants share their experiences, as they said that:

“*It’s a quite challenging for me to handle different gender in the workplace with different attitudes and behaviors. “(P4)*

“*As a school heads, my work experience with different gender is very challenging and enjoy of dealing different attitudes and behavior.” (P5)*

*“My work experience as a school head it is quite difficult to handle with 55 teachers in our department with different attitudes. Some of them are so bossy and some of them are feeling just like a boss.” (P6)*

*“School head is very stressful since some of my teachers are very hard-headed in terms of submission of the paper works.” (P1)*

The responses highlight the challenges of managing a diverse workforce with varying attitudes and behaviors in handling different genders in the workplace. School heads face challenges such as work ethics and values can hinder collaboration and innovation (Lazaro et al., 2024). School heads acknowledge the difficulties in balancing with some teachers displaying strong personalities or resistance to administrative tasks. Despite the challenges, they also recognize the enjoyment and growth that comes with navigating such diversity, emphasizing the importance of effective management in fostering a productive and harmonious work environment. School heads' fostering a positive work environment and organizational success (Panunciar et al., 2024) and engage in self-improvement and leadership development to enhance their ability to create supportive school environments (Obien Calatin, 2024).

* + 1. **Respecting Cultural Diversity**

Our diverse culture, shaped by various colonization’s, brings together individuals with different beliefs, traditions, and behaviors, all of which should be respected. Respect fosters a healthy environment, encourages collaboration, and boosts productivity. When employees feel valued, it leads to organizational success. Respecting individual differences creates a positive work culture that motivates employees to contribute to the organization's growth.

“*Culture is diverse. I am upholding culture sensitivity and equality. “(P4)*

*“Go with them, work with them and gain more respect regardless of what gender, beliefs and culture.” (P3)*

*“The very important thing is to respect the differences in terms of culture, gender and language. We should know how to show respect someone.” (P4)*

Cultural Diversity is essential for fostering positive interactions and communication by respecting and understanding different cultural backgrounds. When individuals are culturally aware, they are better equipped to engage with others in diverse environments, especially in the workplace. Implementing culturally responsive leadership practices is essential for effectively including all students and promoting harmony within the school system and community (Savvopoulos et al., 2024). Cultural diversity in the workplace has become more prevalent, necessitating adaptability and openness to different ways of thinking (G. C. Martin, 2014). School heads must prioritize cultural awareness and demonstrate openness and sensitivity, creating inclusive workplaces where cultural identities are valued. Effective leaders demonstrate moral leadership characterized by high sensitivity to cultural diversity (Raihani, 2022).

* + 1. **Proficient Home Economics Teacher**

Proficient Home Economics teachers play a key role in the 21st century, equipping students with both academic knowledge and practical skills. As part of Technology and Livelihood Education (TLE), they help shift the subject from being seen as basic to a valuable, career-oriented field, preparing students for future professions with expertise and hands-on learning.

*“I have been handling in our school for how many years, and they perform well as a TLE teacher who are teaching different specialization in Home Economics.” (P5)*

*“I have observed the strong performance of TLE teachers specializing in Home Economics” (P1)*

*“Women excel in key areas such as cooking, budgeting and possess essential traits like honesty and work ethics.” (P2)*

*“Both male and female teachers bring valuable skills to the table. Female teachers often demonstrate empathy to the students while male teachers excel in hand-on technical areas.” (P6)*

*“Having worked closely with both male and female Home Economics Teachers. I‘ve seen that they are proficient in their teaching, and they have ability to relate their teaching in the experiences of the diverse students.” (P7)*

*“When I conduct an observation with my teachers, I was amazed that they have the ability to integrate their own hands-on experiences into their lessons, they were also relating their lessons to the experiences of their students.” (P2)*

Proficient Home Economics teachers, supported by school heads who value the subject's growing importance, play a crucial role in shaping students' skills for the 21st century. Home Economics teachers recognize the importance of developing competencies such as critical thinking, problem-solving, creativity, communication, and collaboration in their student (R. Escobar, 2023). As part of Technology and Livelihood Education (TLE), Home Economics is essential for both academic learning and practical career skills and it is now seen as a key career-oriented field. Home Economics equips learners with marketable skills for self-reliance and employment (Bamalli, 2013). School heads who prioritize this subject ensure that teachers with the necessary expertise equip students for success in diverse professions. It provides competencies in financial management, culinary expertise, leadership, entrepreneurship, and adaptability (Romero et al., 2024).

**3.2 Gender Preferences of School Head in hiring Home Economics Teachers**

Two major themes where summarize the gender preferences of school head in hiring home economics teachers: Valuing Diversity in Teaching and Female Dominated.

* + 1. **Valuing Diversity in Teaching**

Valuing diversity in teaching emphasizes the importance of recognizing and appreciating different backgrounds, perspectives, and teaching styles. In the context of Home Economics, it highlights how both male and female teachers bring unique strengths to the classroom. By fostering an inclusive environment that values diverse teaching approaches, schools can provide a more enriching and well-rounded learning experience for students.

*“It’s true that more women apply for Home Economics positions, as a department heads, I make sure that all candidates were based on their teaching credentials and professionalism. Gender doesn’t influence my decision making”. (P2)*

*“I prefer to look candidates based on their teaching abilities and expertise rather than gender. My goal is to ensure that the teacher has the skills needed to inspire and teach students effectively” (P3)*

*“As a school head, my focus is the candidates’ qualifications and their ability to engage with diverse students. Although more women apply for these positions, there are also qualified male candidates who bring unique teaching methods in the four walls of the classroom.” (P7)*

*“I don’t have gender preferences, what matters most is the teacher’s ability to teach effectively. (P4)*

*“I don’t see gender is an issue. I believe that diverse experiences, backgrounds and perspectives are most important to enriching the teaching of the subjects”. (P6)*

*“Gender in not an issue. In the past, I have hired both male and female teachers who bring unique perspective to the subject matter Now, they are passionate and committed to their role as a teacher. I don’t regret it.” (P1)*

*“Work ethics matters me most.” (P7)*

The responses from school heads emphasize that teaching ability and qualifications are the primary factors in hiring Home Economics teachers, rather than gender. Research indicates that teaching ability and qualifications are important factors in faculty hiring across disciplines and institutions (Meizlish & Kaplan, 2008). While more women may apply for these positions, school leaders focus on the diverse experiences and skills each candidate brings to the classroom. School heads focus on personal and professional qualities when hiring, including content knowledge and the ability to connect with students (Harris et al., 2010). This approach ensures that teachers, regardless of gender, are hired for their ability to inspire, engage, and effectively teach students, ultimately enriching the learning environment.

* + 1. **Female Dominated**

History shows that women were once ill-treated, but today they play a vital role in society, especially in the workplace. Women are goal-oriented, hardworking, and excel in tasks like meal preparation and office paperwork. All individuals, regardless of gender, deserve equal opportunities. Women’s skills and knowledge should be respected, not only for their beauty but also for their professional abilities.

*“I prefer female teacher because based on my personal experiences, female teacher is more meticulous, more teachable and organized.” (P1)*

*“When it comes to the rules oriented, cooking skills, females are more dominated.” (P5)*

*“Female teachers are keen to instructions than male teachers”. (P4)*

*“Home Economics field has always attracted more female teachers; female teachers often bring nurturing qualities.” (P2)*

*“Female teachers tend to bring strong organizational skills to the table which is beneficial for managing administrative duties.” (P7)*

*“Gender doesn’t influence my hiring decisions, but I do see that female teachers nurture the roles both classroom and administrative task such as organizing school events.” (P3)*

These responses common perception of female teachers in the Home Economics field, emphasizing their strengths such as attention to detail, strong organizational skills, and an aptitude for following instructions. Many participants note that female teachers often bring nurturing qualities to both classroom teaching and administrative responsibilities. Female administrators were perceived as more interested in the profession, meticulous, and dedicated (Özcan et al., 2022). However, despite these observations, the importance of focusing on qualifications and abilities rather than gender is also highlighted, reinforcing that hiring decisions should prioritize skills and experience over gender preferences. Employers prioritize various skills and experiences when making hiring decisions. Work experience is consistently ranked as one of the most important factors (Won et al., 2013). Teacher education graduates must possess communication, ICT proficiency, problem-solving, critical thinking, collaboration, research, and leadership (Caingcoy, 2021). Employers seek qualities aligned with institutional learning outcomes, including knowledge, skills, and values (Santillan et al., 2020).

* 1. **Insights can be drawn from the findings of the study that will contribute to the academic setting.**
     1. **Promoting Gender and Development (GAD) in the workplace**

Gender and development are interdisciplinary study of the social relationships between men and women in the emerging in the society. Many schools in the Philippines specifically in the public schools have adapted and promoted gender and development. In fact, Department of Education (DepEd) issued the enclosed Gender-Responsive Basic Education Policy in line with its Gender and Development (GAD) under the DepEd Order 32, Series 2017.

*“LGTBQ will be given an equal opportunity in the workplace.” (P1)*

*“Observe gender equality opportunity in the workplace either in assigning the tasks or in giving opportunities for promotion.” (P2)*

*“Both male and female teacher are great teacher and impact in academic growth.” (P3)*

*“In my role as a school head, I strike to create an environment where gender equality is promoted in every aspect of the workplace which includes ensuring equal opportunities for both male and female in professional development, leadership roles, and classroom responsibilities.” (P7)*

*“Promoting gender and development (GAD) in the workplace is important for a fair and balanced environment.” (P4)*

*“I actively support Gender and Development initiative by proving resources and training on gender sensitivity. I encourage diversity in the hiring process and create a more inclusive atmosphere where teachers recognize of their contributions and skills.” (P5)*

The school heads emphasize the importance of gender equality and inclusivity in the workplace, ensuring equal opportunities for all, including the LGBTQ+ community. They recognize the value of both male and female teachers and promote a fair environment through gender sensitivity training, inclusive hiring practices, and support for professional development. Organizations focus on cultivating inclusive work environments, enhancing skills for a diverse professional landscape, and emphasizing leadership's role in shaping inclusive spaces (Monisha & Annapriya, 2023). School heads can create an inclusive work culture by ensuring fair hiring processes, addressing discrimination, promoting diversity training, and providing equal career growth opportunities (Garrick et al., 2024). The commitment to Gender and Development (GAD) initiative aims to foster a balanced and empowering workplace for all staff. Effective implementation of GAD policies is crucial for achieving gender equality and women's empowerment in educational and healthcare settings.

* + 1. **Harmonious Relationships to Academic Settings**

A strong workplace relationship is key to success, especially in an academic setting. It fosters camaraderie, reduces toxicity, and creates a sense of belonging. A harmonious environment encourages support, motivation, and teamwork, allowing individuals to perform better and face fewer challenges.

“ *I think it can create a harmonious relationship within each other since we are all open in terms of gender sensitivity in the workplace.” (P5)*

*“ Promote positive environment to by respecting different cultures and beliefs regardless of what gender.” (P7)*

*“All employees are important and have different roles of the organization. Everyone is important regardless of their gender preferences.” (P1)*

“*Skills and talents of a teacher will boost if there is no discrimination towards his or her/his gender in the workplace.” (P2)*

An institution or organization can only thrive when everyone fosters strong professional relationships. Effective human relations, including open communication, empathy, and constructive conflict management, foster positive work environments and employee engagement (Olivia Putri Andini et al., 2024). Positive relationships create a sense of freedom, allowing individuals to feel comfortable and confident in sharing their ideas, opinions, and perspectives. Valuing relationships in the workplace enhances collaboration and teamwork, acting as a catalyst for increased productivity (Pyiki et al., 2014). This openness ultimately drives the collective effort needed to achieve the organization's vision, mission, and goals.

4. Conclusion

Based on the summary of the fundings, several themes emerged from the participant’s responses during the interview. The work experiences of Technology and Livelihood Education department heads with different genders showed the following themes which are difficulty handling in the workplace, respecting cultural diversity, and proficient home economics teachers. In the gender preferences of Technology and Livelihood Department Head in hiring home economics teachers identified two themes which are valuing diversity in teaching and female dominated. On the insights drawn from the storyline of the participants, there were two themes that were identified which are promoting gender and development (GAD) in the workplace and harmonious relationship to academic settings.

The study only focuses on the seven school heads in public secondary schools in Davao del Sur. Due to the limited scope of this study, future researchers may embark on the same research focusing on both all public primary and secondary schools in all the province of Davao Region. Department of Education (DEPEd) key officials may conduct school campaign on the importance of gender equality by integrating in the school curriculum as an elective subject. School heads may suggest implementing seminars, training and workshops about gender equality of all the teaching and non-teaching staff in the organization.

References

Ajayi, K. F., & Buessing, M. (2015). Gender Parity and Schooling Choices. *The Journal of Development Studies*, *51*(5), 503–522. https://doi.org/10.1080/00220388.2014.989992

Bamalli, H. S. (2013). Competencies and Strategies for the Teaching of 21ST Century Learners in Vocational Home Economics Education. *International Letters of Social and Humanistic Sciences*, *19*, 50–55. https://doi.org/10.18052/www.scipress.com/ILSHS.19.50

Ajayi, K. F., & Buessing, M. (2015). Gender Parity and Schooling Choices. *The Journal of Development Studies*, *51*(5), 503–522. https://doi.org/10.1080/00220388.2014.989992

Bamalli, H. S. (2013). Competencies and Strategies for the Teaching of 21ST Century Learners in Vocational Home Economics Education. *International Letters of Social and Humanistic Sciences*, *19*, 50–55. https://doi.org/10.18052/www.scipress.com/ILSHS.19.50

Bongco, R. T., & Abenes, R. D. (2019). Clash of Spheres—The Paradox of Being a Female Teacher in the Philippines. *Beijing International Review of Education*, *1*(2–3), 443–459. https://doi.org/10.1163/25902539-00102012

Branlat, J., & Sano, J. (2021). Creating more equal partnerships: Home Economics education and gender equality in Japan and Norway. In M. Ishii-Kuntz, G. K. Kristensen, & P. Ringrose, *Comparative Perspectives on Gender Equality in Japan and Norway* (1st ed., pp. 70–86). Routledge. https://doi.org/10.4324/9781003185222-5

Caingcoy, M. E. (2021). Scoping Review on Employability Skills of Teacher Education Graduates in the Philippines: A Framework for Curriculum Enhancement. *International Journal of Education and Literacy Studies*, *9*(4), 182. https://doi.org/10.7575/aiac.ijels.v.9n.4p.182

Card, D., Colella, F., & Lalive, R. (2021). *Gender Preferences in Job Vacancies and Workplace Gender Diversity* (No. w29350; p. w29350). National Bureau of Economic Research. https://doi.org/10.3386/w29350

Darroca, J., Formarejo, T., Alfonso, L., & Corbo, M. C. (2024). Filipino Hospitality Industry Gender Disparities: Hiring Practices, Salary Levels, and Promotional Opportunities. *International Conference on Gender Research*, *7*(1), 97–106. https://doi.org/10.34190/icgr.7.1.2255

Emfimo, M. B., Silor, F. S. C., & Silor, A. C. (2024). *Best Practices in Promoting Gender Equality in the Philippine Education*. 313–325. https://doi.org/10.22492/issn.2435-5240.2024.25

Garrick, A., Johnson, W. D., & Arendt, S. W. (2024). Breaking Barriers: Strategies for Fostering Inclusivity in The Workplace. *International Journal of Academic Research in Business and Social Sciences*, *14*(2), Pages 128-152. https://doi.org/10.6007/IJARBSS/v14-i2/20799

Gorman, E. H. (2005). Gender Stereotypes, Same-Gender Preferences, and Organizational Variation in the Hiring of Women: Evidence from Law Firms. *American Sociological Review*, *70*(4), 702–728. https://doi.org/10.1177/000312240507000408

Harris, D. N., Rutledge, S. A., Ingle, W. K., & Thompson, C. C. (2010). Mix and Match: What Principals Really Look for When Hiring Teachers. *Education Finance and Policy*, *5*(2), 228–246. https://doi.org/10.1162/edfp.2010.5.2.5205

Kim, E. J., Lee, Y.-J., & Kim, J. (2019a). A Study of the Gender-Biased Attitudes of Korean Middle School Students toward Home Economics as a Subject: Implementing the Implicit Association Test. *Family and Environment Research*, *57*(4), 459–472. https://doi.org/10.6115/fer.2019.034

Kim, E. J., Lee, Y.-J., & Kim, J. (2019b). A Study of the Gender-Biased Attitudes of Korean Middle School Students toward Home Economics as a Subject: Implementing the Implicit Association Test. *Family and Environment Research*, *57*(4), 459–472. https://doi.org/10.6115/fer.2019.034

Lazaro, B. L. G., De Castro, L. B., Henson, L. D., Cainglet, R. G., Del Rosario, L. Z., Buhain, V. I., & Tiratira, N. L. (2024). Unveiling The Lived Experiences of School Heads in Managing Intergenerational Diversity among Proficient Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, *5*(9), 3711–3811. https://doi.org/10.11594/ijmaber.05.09.31

Martin, G. C. (2014). The Effects Of Cultural Diversity In The Workplace. *Journal of Diversity Management (JDM)*, *9*(2), 89–92. https://doi.org/10.19030/jdm.v9i2.8974

Martin, M. (2022). Gender equity in the classroom. *Early Years Educator*, *23*(17), 34–35. https://doi.org/10.12968/eyed.2022.23.17.34

Meizlish, D., & Kaplan, M. (2008). Valuing and Evaluating Teaching in Academic Hiring: A Multidisciplinary, Cross-Institutional Study. *The Journal of Higher Education*, *79*(5), 489–512. https://doi.org/10.1080/00221546.2008.11772114

Monisha, R., & Annapriya, J. (2023). Fostering Diversity: Navigating Professional Development for Inclusive Societal Integration. *Shanlax International Journal of Arts, Science and Humanities*, *11*(S1i2-Nov), 87–92. https://doi.org/10.34293/sijash.v11iS1i2-Nov.7324

Obien Calatin, F. (2024). School Heads’ Psychosocial Behavior and Resiliency towards Positive School Culture. *International Journal of Research Publications*, *50*(1). https://doi.org/10.47119/IJRP1001501620246662

Olivia Putri Andini, Sefia Darmayanti, Indah Fitria Sari, & April Laksana. (2024). Peran Human Relation dalam Menciptakan Lingkungan Kerja yang Harmonis dan Produktif. *Konsensus : Jurnal Ilmu Pertahanan, Hukum Dan Ilmu Komunikasi*, *1*(6), 140–148. https://doi.org/10.62383/konsensus.v1i6.476

Özcan, K., Balyer, A., & Fırat, F. (2022). Factors Affecting Trust in Female and Male School Leaders. *International Journal of Educational Leadership and Management*. https://doi.org/10.17583/ijelm.9811

Panunciar, C. R., Madrigal, D., & Bual, J. (2024). Transformational Leadership Practices and Work Engagement among School Heads: An Explanatory-Sequential Mixed Method Inquiry. *Technium Social Sciences Journal*, *62*, 34–57. https://doi.org/10.47577/tssj.v62i1.11727

Pregoner, J. D. M., Cansico, L., Escandor, F., & Encabo, E. (2020). *Gender Bias in Technical Vocational Livelihood Program: A Qualitative Study on the Experience of Male Students in Home Economics Strand*. EdArXiv. https://doi.org/10.35542/osf.io/gn2aq

Program: Master of Arts In Education major: Educational Management Academic Year: 2023-2024, & Coronel, R. R. (2024). Academic Supervision and Managerial Skills of School Heads for Teachers’ Quality and Work Effectiveness. *International Journal of Social Science Humanity & Management Research*, *3*(07). https://doi.org/10.58806/ijsshmr.2024.v3i7n05

Pyiki, H. B., Nnaji, F. O., Sambo, M., & Mohammed, A. (2014). An evaluation of the value of relationship in a workplace. *Journal of Professional Secretaries and Office Administrators*, *22*(1), 155–165. https://doi.org/10.69984/jopsoa.v22i1.66

R. Escobar, M. (2023). Teacher’s Competencies in Teaching Home Economics to the Acquisition of Student’s 21st Century Skills. *International Journal of Research Publications*, *123*(1). https://doi.org/10.47119/IJRP1001231420234694

Raihani, R. (2022). School Leadership Practices and Identity Politics in a Multicultural Society: The Case of Indonesia. *Journal of Asian Social Science Research*, *4*(1), 23–42. https://doi.org/10.15575/jassr.v4i1.61

Romero, J. D., Sanche, L. C., & Akiapat, G. D. (2024). ASSESSING CAREER READINESS AMONG TECHNICAL VOCATIONAL HOME ECONOMICS GRADUATES: A LITERATURE REVIEW. *Cognizance Journal of Multidisciplinary Studies*, *4*(3), 195–205. https://doi.org/10.47760/cognizance.2024.v04i03.017

Santillan, J. P., Martin, J. T., & Balinas, E. S. (2020). Desired Teacher Education Graduate Attributes vis-a-vis Hiring-Related Requirements of Employers. *Universal Journal of Educational Research*, *8*(4), 1461–1465. https://doi.org/10.13189/ujer.2020.080439

Savvopoulos, D., Saiti, A., & Arar, K. (2024). The role of the school head in inclusion and culturally responsive leadership. *Journal of Educational Administration and History*, *56*(2), 107–131. https://doi.org/10.1080/00220620.2022.2122419

Tan, R. A., Argate, R., & Barcoso, H. L. (2020). Gender Role and Supervisory Styles of Public-School Heads. *Journal of World Englishes and Educational Practices*, *2*(6), 01–12. https://doi.org/10.32996/jweep.2020.2.6.1

Topchyan, R., & Woehler, C. (2021). Do Teacher Status, Gender, and Years of Teaching Experience Impact Job Satisfaction and Work Engagement? *Education and Urban Society*, *53*(2), 119–145. https://doi.org/10.1177/0013124520926161

Tsubono, K., Oba, K., Fudetani, Y., Ikeda, C., & Sakamoto, J. (2024). Multidimensional analysis of schoolteachers’ occupational stress by the New Brief Job Stress Questionnaire: Focusing on gender differences. *Industrial Health*, *62*(1), 39–55. https://doi.org/10.2486/indhealth.2023-0018

Williams, I., Millward, O., & Layton, R. (Eds.). (2019). *Gender Gaps and the Social Inclusion Movement in ICT:* IGI Global. https://doi.org/10.4018/978-1-5225-7068-4

Winslow, S. (2010). Gender Inequality and Time Allocations Among Academic Faculty. *Gender & Society*, *24*(6), 769–793. https://doi.org/10.1177/0891243210386728

Won, D., Bravo, G., & Lee, C. (2013). Careers in collegiate athletic administration: Hiring criteria and skills needed for success. *Managing Leisure*, *18*(1), 71–91. https://doi.org/10.1080/13606719.2012.742222