GENDER EQUITY LANDSCAPE IN HIGHER EDUCATION DURING PANDEMIC YEARS: LINKING ORGANIZATIONAL PRACTICES TO TEACHERS' MORALE AND PRODUCTIVITY

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ABSTRACT

This study sought to ascertain how organizational strategies affected gender equity in a teacher's morale and productivity among male, female, and nonbinary faculty at Jose Rizal Memorial State University, utilizing a descriptive correlational research design with the use of standardized tests. The frequency count, percent, mean, Chi-square, and Pearson R statistical tests were used to total, tabulate, and further analyze and interpret the results. The findings showed a substantial association, demonstrating how organizational practices have an effect on a teacher's level of morale. The organization may implement leadership development programs to prepare upcoming deans or associate deans for their positions. Organizational practices and faculty production in research were not significantly correlated, however there was a strong correlation between organizational practices and faculty productivity in instruction and community services. Gender equity within an organization can stimulate improvements in instruction and performance in extension but does not lead to research productivity among the faculty of the university. Thus, the deans and associate deans may include in their PPMP the purchase of classroom supplies, equipment, and other audio-visual aids and projection equipment. Furthermore, a staff may be hired in the college to assist the faculty with encoding, designing, and developing instructional materials. On the other hand, gender equality among university teachers does not result in increased productivity in research. The college may conduct action research to explore the factors that may affect the research productivity of the male, female, and nonbinary faculty. Furthermore, the proposed "Action Plan for Monitoring and Evaluating Gender Equity in Institutional

Work Plans and Activities" may be utilized to sustain gender equity in educational institutions.

Keywords: teaching in pandemic, gender equity, organizational practices, teachers' morale, faculty productivity

1.0 Introduction

The transition from face-to-face instruction to flexible teaching and learning creates a significantly different learning environment, which results in certain modifications to the organizational practices of educational institutions. Untold numbers of individuals are suffering as a result of the COVID-19 epidemic, which is also projected to increase gender inequalities globally. In order to respond to the pandemic, it is important to create a resilient environment that serves the interests of everyone, putting women and men at the center of the recovery process. Despite the pandemic, it can be difficult for administrators to come up with plans for maintaining learning continuity. A major issue is how gender equality and gender mainstreaming are monitored and maintained.

According to Paletta (2020), the COVID-19 study widened social disparities and highlighted the stark contrasts across territorial educational systems, schools, and teachers working in the same institution. The pandemic is an example of an emergency circumstance that requires a strategic discontinuity and the necessity to manage change on a large scale from an organizational perspective. In order to ensure that everyone is on an equal footing, gender equity recognizes that different measures may be required for men and women in situations where they represent differing needs and priorities or when the current situation necessitates them (Sharma as cited in Laput et al. 2019).

Every organization that works with people or is interested in meeting their wants needs to establish a culture where the employees feel a sense of pride in working there. In order to maximize the employees' productivity and efficiency, many factors must be considered. These include things like employment security, working environment, pay, and hours. The morale of the workforce is influenced by all of these things and more. "The state of a person's or group's spirit as evidenced by confidence, cheer, discipline, and a readiness to execute tasks that have been assigned" is what is meant by "morale."

At organizations like Jose Rizal Memorial State University, the faculty's morale is crucial in ensuring that they always provide their best effort in order to provide students with the greatest education possible. Through the efforts of the Gender and Development office, the institution continues to provide training, applicable services, and appropriate activities in order to promote gender parity and to raise both men and women. Moreover, the higher education landscape—the expanding number of higher education institutions, the cultural context, and the competitive ecosystem—is evolving quickly and disruptively, necessitating ongoing efforts to carry out these operations as thoroughly and effectively as feasible.

A small number of studies have been done to examine how organizational practices on gender equity affect the teachers' morale and productivity, particularly in a state-funded university in the new normal. While many studies have been done to examine gender equality in government organizations and business sectors, Furthermore, research carried out in various nations continues to demonstrate that women are underrepresented at universities as students, workers, and managers, despite global initiatives to promote gender parity in higher education. In both established and developing nations, there are disparities in how many women enroll in higher education as students across national, disciplinary, and institutional boundaries. According to UNESCO (2003:81), there is a tendency for female involvement in higher education to decline as one progresses from secondary to tertiary education, particularly in degree programs with a focus on science and technology. Additionally, there are gender differences in the professions and disciplines that women study (UNESCO, 2003). For the aforementioned reasons, a study is being suggested to identify the elements that

influence teachers' morale and productivity. It also aims to identify crucial tactics for boosting morale and assisting faculty in adjusting to a higher education environment that is shifting toward productivity.

Therefore, by examining organizational strategies for gender equity and how these affect the morale and output of the faculty of the Jose Rizal Memorial State University, this research will make a contribution to this discussion. The findings of the study could provide the basis for information given to the Gender and Development Office in order to create an action plan for addressing gender equity at work, especially during health crises. Additionally, the data from this study may be used as a guide when creating provisions for the GAD Manual pertaining to gender equity and setting its priorities for action.

2.0 Objectives of the Study

The purpose of this research was to determine the effect of organizational practices on gender equity on teacher morale and performance during the pandemic years. Specifically, it answers the following specific questions:

1. What is the demographic profile of the respondents in terms of
1.1 age;
1.2 gender;
1.3 marital status;
1.4 educational qualification; and
1.5 Salary?
2. What is the level of organizational practices on gender equity?
3. What is the level of faculty productivity?
4. Is there a significant difference in faculty productivity when grouped according to the profile of the respondents?
5. What is the level of the teacher's morale?
6. Is there a significant relationship between organizational practice on gender equity and a teacher's morale?
7. Is there a significant relationship between organizational practice on gender equity and faculty productivity?
8. What outputs can be proposed based on the findings of the study?

3.0 Theoretical/Conceptual Framework

The Human Capital Theory of Schultz and Becker, which Cantina and Carreon (2016) quote, is the foundation of this study. According to this theory, "the economic prosperity and functioning of the nation depend on its physical human stock." According to this notion, investing in people who could increase their economic production is known as "human capital." It is viewed as a reservoir of information and personality traits that are manifested in the capacity to do labor in order to generate economic value. As a result, as described in the neoclassical analysis, the human factor in a social system is critical, and the social and psychological aspects of employees have the greatest effect on how productive and satisfied the workers are. It is a skill that a worker develops via training and experience. It placed emphasis on how workers' productivity and efficiency are increased by education. This is accomplished by raising cognitive stock, which results from intrinsic abilities and investment in people. According to this hypothesis, higher education fosters the development of the skills needed for complicated professions, boosts productivity, and supports economic growth. This theory is pertinent to the study because it will help identify organizational policies on faculty gender equality in terms of possibilities for advancement, safety, training, and other factors.

The "Theory of Performance" by Elger, which states that "performance develops and relates concepts to construct a framework that may be utilized to explain both quality of work and productivity performance increases," is cited by Patay (2017). This theory also supports this study. The notion emphasizes further that performance results in valuable and high-

quality work output. Additionally, it made the point that improving performance is a journey and that each degree of performance designates a certain place along the trip. According to the theory's proponent, a performer can be either an individual or a team of people who collaborate. He continued by saying that the six context components—level of knowledge, level of skills, level of identity, personal characteristics, and fixed elements—all play a part in the level of performance that is being displayed right now. Three axioms were put out by Elger as useful performance boosters. They comprise developing a performer's mindset, spending time in an engaging environment, and practicing reflectively. Since faculty productivity is one of the research's factors, this idea helped to support the study. According to the concept of performance, it is no longer enough for a new graduate to have a firm grasp of a topic academically; it is now crucial for students to develop abilities that will improve their chances of finding employment.

Higher education institutions must consequently adjust to these changes. Academic institutions have traditionally acted as centers of culture as well as places for moral and intellectual growth. According to Onsongo, this study is founded on the feminist critical policy analysis perspective that follows Bensimon and Marshall (2011). According to Bensimon and Marshall, feminist critical policy analysis has two objectives. The primary goal is to "criticise or deconstruct traditional theories, policies, and explanations to expose the gender biases (as well as the racial, sexual, and social class) implicit in frequently accepted ideas, structures, techniques, and conceptions." "Conduct analysis that is feminist both in its theoretical and methodological orientations" is the second goal (p. 6). For a study to be deemed a feminist critical policy analysis, according to Bensimon and Marshall, it must treat gender as the primary category of analysis, account for the variations among women and in local contexts, incorporate data from women's lived experiences, and seek to reform institutions. This hypothesis was also confirmed by the study's results, which will either confirm or disprove the existence of workplace gender prejudices.

In its 2012 World Development Report, the World Bank emphasized gender equality and economic development. The accumulation of endowments—including those in the areas of education, health, and physical assets—as well as their use to exploit financial opportunities and exert power over others have all been acknowledged as three key elements of gender equality. Observing how households respond to the structure and operation of markets and institutions, both formal and informal, could aid in the achievement of gender equality goals (World Bank, 2011).

The findings of this study lend support to the theories of Getzel and Guba on morale that were employed in the study by Houchard (2005), who offered a theoretical model that stated morale was composed of three different factors: identification, belongingness, and rationality. One aspect of belonging is the teacher's capacity to experience contentment within the team she works with at the school. When teachers' expectations of their job are in line with the objectives they are expected to accomplish for the school, they have a sense of job appropriateness. The ability of a teacher to blend their desires and ideals with the schools in such a way that they are somewhat similar is referred to as identification.

4.0 Methodology

With the help of standardized exams, this study used a descriptive correlational research method to ascertain the effects of organizational practices on gender equity on a teacher's morale and productivity. The JRMSU System's male, female, and nonbinary faculty members who participated in the study were chosen through a stratified random sampling technique, and the study was restricted to the four colleges of the College of Arts and Sciences, College of Business and Accountancy, College of Criminal Justice Education, and College of Education. The researchers coordinated with the HRMO for the list of faculties who met the criteria. The criteria were the following: (a) permanent faculty of the university; (b) having at least five (5) years of residency; and (c) becoming permanent in AY 2015–2022.

There were three components to the research tool. The first section covered the demographics of the respondents, including their age, gender, level of education, citizenship status, and college. The second component was an organizational assessment questionnaire on gender equity developed by Take Action in 2013 and adapted and standardised by StudyLib. It was made up of 64 components that serve as examples of "good organizational practice" for fostering the participation of women and girls in physical exercise, sport, and leisure activities. It was divided into seven categories: formal systems: policies/ finances/ monitoring/ evaluation; leadership/ organizational culture; recruitment/ selection/ retention/ recognition/ appreciation; communication/ awareness/ promotion; access/ participation/ programming; facilities/ equipment. All of the items that are in questions are modified into statements, and a four-point Likert scale with the options "strongly agree" through "strongly disagree" was utilized instead of the yes or no response. Some items were also modified to present a generic point of view as to gender: male, female, and nonbinary.

The third part was on the questionnaire about teacher morale. The Purdue Teacher Opinionnaire, created by Bentley and Rempel and utilized in Houchard's (2005) study, was employed in this study. This tool was created to give professors the chance to voice their ideas regarding their jobs as professors and different issues with the university's schools. The instrument is intended to measure individual, school, and system morale and divides down morale into 10 distinct dimensions for more meaningful discoveries. Teacher Salary (4, 9, 32, 36, 39, 65, 75); Teacher Load (1, 6, 8, 10, 11, 14, 31, 34, 40, 42, 45); Curriculum Issues (17, 20, 25, 79, 88); Teacher Status (13, 15, 35, 37, 63, 64, 68, 71); and Community Pressures (81, 85, 91, 98, 99). Furthermore, this study adopted the Faculty Productivity Questionnaire of Cantina and Carreon (2016).

The administration was contacted to request approval to carry out the study. The consent form was filled out by the respondents. A survey was conducted by sending the link to these questionnaires to the official institutional email addresses of the respondents. Scores were tallied, tabulated, analyzed, and interpreted. Before submitting the data to the statistician, items with negative statements were recoded. Select the previous (negative) value and enter the opposite value in the new value field of the following dialog box. As an illustration, if the negative value is 4, enter 1, 3, enter 2, and so on. The statistical tools to be used are mean, chi-square, and Pearson R.

5.0 Results and Discussion

The profile of the respondents, including their age, gender, marital status, level of education, and pay, is shown in Table 1. The data revealed that the majority of the respondents were in the age bracket of 26–35 years old, female, married, holders of master's degrees, and received salaries in the range of P20,000–29,000. This means that more than half of the respondents were in their late twenties to early thirties, and the university's personnel ranged in age from young to middle-aged; that educational institutions are dominated by females, and the teaching profession is a female world; that more than half of the personnel perform multiple roles in life, especially as parents and spouses; and that these teachers have not worked towards their professional development in terms of postgraduate education, research, and production.

Norms, behaviors, and duties that are associated with **gender** are frequently described as social constructs that change over time and between countries. Male, female, and nonbinary are frequently used categories for gender. People who do not describe themselves or their genders as fitting into the categories of man or woman may use the term "**nonbinary**." These experiences are referred to by a variety of labels, including nonbinary and genderqueer, which are occasionally used (Warsley, 2002).

Table 1
Profile of the Respondents

Age	Frequency	Percent
25 and below	2	4.26
26 – 35 years old	28	59.57
36 – 45 years old	10	21.28
46 – 55 years old	3	6.38
Above 55 years old	4	8.51
Total	**47**	**100.00**
Gender	**Frequency**	**Percent**
Male	14	29.79
Female	29	61.70
Nonbinary	4	8.51
Total	**47**	**100.00**
Marital Status	**Frequency**	**Percent**
Single	15	31.91
Married	30	63.83
Widow	1	2.13
Legally Separated	1	2.13
Total	**47**	**100.00**
Educational Qualification	**Frequency**	**Percent**
Master's Degree holder	36	76.60
Doctorate Degree holder	11	23.40
Total	**47**	**100.00**
Salary	**Frequency**	**Percent**
19,000 and below	6	12.77
19,001-29,000	21	44.68
29,001-39,000	7	14.89
39,001-49,000	6	12.77
49,001 and above	7	14.89
Total	**47**	**100.00**

This finding is affirmed by Andag (2013, as cited in Cantina 2016), when she revealed that there were more female teachers in the Division of Dapitan City during the school year 2013–2014. She went on to say that females have dominated schools since then. Furthermore, Tangalin (2005, as referenced in Cantina 2016) made similar discoveries and corroborated the results of the current study when he said that women made up the majority of the faculty and employees at the WMSU system. Furthermore, aside from having numerous tasks as faculty, they also play the roles of wife and father or mother to their children. Tangalin (2005, as cited in Cantina, 2016) also found that most of the faculty and staff at the institution where he works were married, which backs up this finding. The majority of the respondents only met the minimum requirement for hiring personnel at a state university. This goes to show that the faculty have to continue in their pursuit of professional growth by enrolling in post-graduate programs such as doctorate degrees for future opportunities and promotion. The salary range is reflective of salary grades 12–15, that is, instructor I to assistant professor I. This suggests that the respondents have stopped enrolling in graduate and postgraduate programs and have not conducted the research that would enable them advance to higher positions. The findings supported Blackburn and Lawrence's theory, which Rosser and Mamiseishvili (2011) emphasized, according to which research is now unquestionably central to successful promotion and tenure in research universities. Additionally, according to Coleman and Katz (2011), research work may help employees meet their needs for personal and professional development.

Table 2

Level of Organizational Practices on Gender Equity in Terms of Formal Systems: Policies/Finances/Monitoring/Evaluation

Items	Average Weighted Value	Interpretation
The organization's founding documents, such as its vision, goal, constitution, bylaws, and strategic plan, all include gender justice.	3.77	Always Practised
The organization has rules and guidelines to facilitate and promote everyone's participation.	3.72	Always Practised
A board member or staff member assigned to the organization is in charge of identifying and removing obstacles to participation for each faculty member.	3.62	Always Practised
In order to address issues of gender disparity at all levels, including management, the board of directors, leaders, coaches, officials, and participants, a strategy or action plan has been put in place.	3.68	Always Practised
The company decides how many resources are allocated to supporting boys and men in contrast to other genders.	3.32	Always Practised
To ensure increased participation of every faculty member in the organization and its activities and services, the organization evaluates the potential reallocation of resources.	3.62	Always Practised
Staff personnel, program directors, and coaches are paid equally.	3.38	Always Practised
The organization assesses how its rules and procedures affect faculty participation.	1.81	Rarely Practised
A system is in place at the organization to monitor participation rates by gender.	1.70	Rarely Practised
To identify its target group(s) and priority areas, the organization employs research, demographic data, and documented proof (such as focus group results, pilot project findings, satisfaction surveys).	3.49	Always Practised
The organization assesses its performance to see whether it reached all of the target audiences and whether adjustments to its policies, programs, or services are necessary.	1.38	Rarely Practised
Mean	**3.044**	**Often Practised**

Table 2 presents the level of organizational practices in terms of policies, finances, monitoring, and evaluation. A study revealed that all items under Table 7 were always practiced. Further, the highest rating among others is that "gender equity is part of the organization's foundational documents, i.e., its vision, mission, constitution, bylaws, and strategic plan." This implies that the faculty of the 4 identified colleges believed that gender equity among faculty members in terms of finance, monitoring, and evaluation was less evident. Though the participation of every employee is highly encouraged inside the workplace, tracking and assessing GAD activities to ensure the participation and involvement of the faculty representing each gender is rarely done.

Studies on gender inequality in paid jobs, however, as well as in organizations, provide insightful analyses of gender inequality trends. According to Van den Brink (2009), a leaky pipeline analysis that goes beyond describing the lack of women in high positions to identify how organizations routinely lose women on their path to the top is a good example. Additionally, research by Mills (2006) on gender in the aviation sector shows that gender transformation does take place. Direct sex-based discrimination and sexual harassment are illegal in the twenty-first century, at least in many Western nations. Nearly all professions are now officially open to both men and women, while the first females to enter several

historically male-dominated professions still generate news. However, the amount of data on gender gaps in social, cultural, and political spheres is dismal (Fraser, 2009).

Looking closely at the result, there are three items that were rarely practiced in the organization, particularly in examining the effect of its policies and practices on faculty participation, tracking the participation rates by gender, and assessing its efforts to see if they succeeded in reaching everyone they aimed to. This means that the university lacks the mechanism to track the participation of males, females, and nonbinary individuals. As a result, the GAD implements may monitor and assess progress by gathering, examining, and disseminating data, both quantitative and qualitative from all genders at all levels in the various decision-making activities, as well as making public the number of women and men who participated in the decision-making activities on a regular basis. The decision-making process for response and rehabilitation must include women. Including the voices of women in decision-making will result in greater results, whether at the local, municipal, or governmental levels or at the national level (Paletta, 2020).

Table 3 presents the level of organizational practices in terms of leadership and organizational culture. According to the data, it is common practice to have equitable representation of diverse faculty members as key decision-makers and leaders within the organization. This means that there are activities or decision-making cases in which gender balance is always implemented. This is primarily because members of the Academic Council, Man Com, and BOR have requirements and qualifications. Only faculty with the rank of Assistant Professor 2 and above are required to attend the academic council meeting, regardless of gender. Furthermore, there are specific personnel who will take part in the ManCom and BOR meetings.

Female executives reported more impediments to development than male executives, including a lack of cultural fit and exclusion from informal networks, according to Lyness and Thompson's (2000) research. In matched samples of male and female executives, the study analyzed self-reported factors that prevented and helped people ascend to management positions. Furthermore, a significant finding was revealed in which the majority of the respondents agreed that position descriptions and advertisements should emphasize gender equity concepts and welcome applications from all genders. Thus, the HRMO may include such an important remark in the posting of vacant positions on social media and bulletin boards and in the publication of the announcement.

Table 3
Level of Organizational Practices on Gender Equity in Terms of Leadership/Organizational Culture

Items	Average Weighted Value	Interpretation
Diverse gender types are fairly represented among the organization's top decision-makers.	2.21	Rarely Practised
The Board of Directors, committees, and employees all have gender representation goals.	3.38	Always Practised
The selection panels for board members, employees, volunteers, and award recipients are evenly split between men and women.	2.17	Rarely Practised
The job descriptions and advertisements attract applicants of all genders and include gender equity ideas.	1.50	Never Practised
The organization offers flexible scheduling options so that employees and volunteers can more effectively juggle work and	3.53	Always Practised

personal obligations. (e.g., flextime)		
The organization has efficient procedures in place to guarantee cordial working relationships between faculty members.	3.53	Always Practised
The company provides efficient tools for locating and resolving problems.	3.30	Always Practised
Organizations that represent various groups are invited to participate and/or form agreements with the organization.	3.45	Always Practised
Every faculty member has access to the systems needed to take part in the organization's planning, program delivery, and activity evaluation.	3.53	Always Practised
Mean	**2.95**	**Often Practised**

Table 4 presents the level of organizational practices in terms of recruitment, selection, retention, recognition, and appreciation. Based on the table, though all of the items except one are always practiced, the faculty believed that, as to this item, organizational practices on gender equity are often practiced. This means that in terms of recruitment, selection, retention, recognition, and appreciation, the university is somewhat considering the benefits and privileges of the male and female faculty. The organization has not put in place supports that address the hurdles that every gender has in participating, according to the results that were examined more closely (e.g., child care, transportation, flexible meeting times, flexible meeting participation, and so on). Thus, the key officials must give consideration to the living conditions of the female faculty, especially those who are pregnant, faculty residing in faraway places, and those who are single parents, especially in difficult times like the new normal of teaching.

Table 4

Level of Organizational Practices on Gender Equity in Terms of Recruitment/ Selection/ Retention/Recognition/Appreciation

Items	Average Weighted Value	Description
The selection committee for coaches, program directors, and officials is evenly split between men and women.	3.49	Always Practised
To draw and keep every faculty member in all facets of a sport, program, or activity, there is a retention program.	3.32	Always Practised
To entice and keep faculty leaders, administrators, coaches, and officials, incentives are offered.	3.23	Always Practised
The group has put in place measures to deal with the obstacles faculty members have while trying to get involved. (For example, flexible meeting schedules, flexible meeting participation, child care, etc.)	1.36	Never Practised
The awards are available for every faculty of comparable value.	3.40	Always Practised
The historic contributions of the faculty are equally recognized.	3.49	Always Practised
The volunteers are recognized for their service in ways they will appreciate.	3.49	Always Practised
Mean	**3.11**	**Often Practised**

Table 5 presents the level of organizational practices in terms of education, training, and professional development. It was revealed that the majority of the items were always practiced. However, developmental opportunities were often provided to all genders to foster interest in participation in sports, programs, and activities as well as in leading, coaching, and officiating. Further, the availability of vehicles through which coaches, officials, and administrators can network with other genders was often practiced.

Numerous academics contend that "male-oriented" corporate cultures, that are distinguished by top-down communication, hierarchical power structures, independence, and autocratic leadership philosophies, are barriers to women's growth and participation. According to the study by Bajdo & Dickson, many women in management appear to agree with this idea (2002). This implies that the administration may conduct more activities, hold training workshops, and monitor the participation of all genders in sports. Furthermore, in sporting events, all genders may be given equal opportunities to serve as head coach. Conducting sports-friendly games once a month to increase the level of interest of all genders in sports is a good strategy that will provide them with the experience, knowledge, and confidence to consider coaching opportunities in the future.

Table 5

Level of Organizational Practices on Gender Equity in Terms of Education/ Training/ Professional Development

Items	Average Weighted Value	Interpretation
New employees, board members, and volunteers go through a thorough orientation process that includes instruction on social inclusion, diversity, and gender equity.	3.45	Always Practised
Opportunities are given for staff, board members, and volunteers to improve their awareness of gender and diversity. (i.e., training, direct assistance, and literature)	3.47	Always Practised
All genders can compete in a sport, program, or activity at all levels if there are appropriate developing chances available.	3.55	Always Practised
Girls and women only have access to developmental chances to support their desire in taking part in a sport, program, or activity.	3.19	Often Practised
For girls and women, there are only developing options available to support their interest in leadership, coaching, and officiating.	3.19	Often Practised
Initiatives for development take into account the scheduling and educational demands of all genders.	3.40	Always Practised
The mentor program is accessible to coaches and leaders.	3.32	Always Practised
All coaches and leaders have equal opportunities to train under more seasoned professionals.	3.36	Always Practised
Coaches, officials, and administrators have a channel through which they can connect with people of different genders.	3.21	Often Practised
Examples of "excellent practices" pertain to the gathering and sharing of information from people of both genders.	3.34	Always Practised
Mean	**3.35**	**Always Practised**

Table 6 presents the level of organizational practices in terms of communication, awareness, and promotion. It was discovered that all items were assumed to be constantly practiced. Awareness of a campaign designed to increase the participation of all genders in activities got the highest average weight among all items, which were always practiced. This means that the university improved their campaign materials on a regular basis in order to increase the participation of male, female, and nonbinary faculty members, as seen at JRMSU. However, an outreach to parents, families, and communities to support the participation of all genders is rarely practiced. This is primarily attributable to the present health crisis that we are facing today. The health protocols and other restrictions may hinder the university from conducting activities in the community as frequently as it did prior to the pandemic. Thus, the university may strengthen the internet connection in order to use social media, online databases, emails, Google Meet, Zoom Meet, and other means to reach out to the parents, students, and other stakeholders.

Table 6
Level of Organizational Practices on Gender Equity in Terms of Communication/ Awareness/ Promotion

Items	Average Weighted Value	Interpretation
All gender views are included in the organization's information, documentation, and output.	3.47	Always Practised
To avoid passing judgment on gender norms and behavior, the language is gender-neutral and compassionate.	3.45	Always Practised
Examples and pictures in the materials are inclusive of all genders.	3.43	Always Practised
Power, certainty, decisiveness, risk-taking, empathy, kindness, generosity, and courage are qualities that are equally attributed to both sexes.	3.47	Always Practised
There is equal media coverage for all gender.	3.40	Always Practised
There is a push to raise awareness that all genders should participate in events.	3.51	Always Practised
To encourage the engagement of people of all genders, outreach is being done to parents, families, and communities.	2.38	Rarely Practised
Mean	**3.30**	**Always Practised**

Table 7 presents the level of organizational practices in terms of access, participation, and programming. The data revealed that all items were always practiced. This means that activities and programs initiated by the JRMSU are sensitive enough to allow participation by any interested faculty member and are bias-free. Just like the annual founding anniversary of JRMSU, where faculty, staff, and students have participated in any event, they are good at not looking into their gender. Furthermore, the former university presidents are of different genders: male, female, and nonbinary. This means that selecting the leader of the university is based on one's capability, leadership, and educational background to lead in the JRMSU community, despite his or her gender preference. Furthermore, since the university was founded, the top and middle management positions have been occupied by diverse male, female, and nonbinary personnel.

However, a closer examination of the data showed that there are programs and rewards available to keep male, female, and nonbinary athletes involved in a sport, program, or activity after they stop competing. Respondents in an informal interview stated that initiatives are rarely provided but incentives are not. This means that the organization lacks mechanisms or provisions for compensating faculty members if the athletes stop competing. Thus, the administration may include a provision on providing incentives to every athlete of all genders in the revision of the student handbook and faculty manual.

Table 7

Level of Organizational Practices on Gender Equity in Terms of Access/ Participation/ Programming

Items	Average Weighted Value	Interpretation
The target market comprises women and girls from various socioeconomic backgrounds.	3.60	Always Practised
The proportion of men and women participating is equal.	3.60	Always Practised
All genders are welcome to engage in the environment, which is gender aware and accepting of people of all backgrounds.	3.57	Always Practised
There are specific programs available to promote engagement for both sexes.	3.47	Always Practised
All gender have the equal opportunity to participate in all activities.	3.38	Always Practised
All gender have access to leaders, coaches, and officials.	3.55	Always Practised
Nonbinary people can access leaders, coaches, and authorities with the same credentials as coaches who are men or women.	3.49	Always Practised
After an athlete stops competing, there are initiatives and incentives in place to keep them involved in the sport, program, or activity.	2.37	Rarely Practised
The distribution of financial resources to support participant/player development, uniforms, travel arrangements, medical and therapeutic services, etc. is equitable.	3.53	Always Practised
To foster involvement, the organization cultivates and promotes role models of all genders.	3.47	Always Practised
To promote gender equity, the organization creates and offers role models for each gender.	3.55	Always Practised
Mean	**3.42**	**Always Practised**

Table 8 displays the degree of organizational practices in relation to facilities and equipment, revealing that all items were always followed. This means that, in terms of facilities and equipment at JRMSU, the participation of females, men, and nonbinary individuals was highly observable. Each major facility is also equipped with gender-sensitive comfort rooms. To mention a few: the audio-visual hall; the newly constructed university library; and the nonbinary section, which is also integrated with the male and female sections.

Table 8

Level of Organizational Practices on Gender Equity in Terms of Facilities/Equipment

Items	Average Weighted Value	Interpretation
There are rules in place to guarantee equal distribution of facility use time between men and women.	3.43	Always Practised
The scheduling of facility use is done by women.	3.51	Always Practised
When it comes to locker/shower room amenities, men and women have equal access.	3.40	Always Practised
When it comes to uniforms, men and women are treated equally.	3.55	Always Practised
Regarding equipment, there is equality between men and women.	3.57	Always Practised
Planning facilities and spaces involves women making decisions.	3.60	Always Practised
When making decisions on the management of facilities, women are involved.	3.57	Always Practised
Before choosing locations and building facilities, the organization takes the needs of females in terms of safety into account.	3.40	Always Practised
Mean	**3.50**	**Always Practised**

The productivity level for instruction is shown in Table 9. According to the study, the respondents were productive. This means that, in terms of instruction, faculty were adaptable enough to the fast-changing demands of time and uncertainty since they could still be productive given the COVID-19 threats and restrictions. They never stop training teachers to be responsible by encouraging them to create their own teaching materials and employ strategies that satisfy their students' requirements. The findings also supported the study by Begas (2012). The Capiz HEI faculty's above-average performance in teaching can be linked to the school administration's attempts to adhere to the minimal requirements established by the government to ensure excellent programs. This means that organizations tasked with doing so will implement and monitor higher education standards vigorously and consistently.

Looking closely at the results, in terms of being a lecturer or resource speaker in symposia or academic conferences, collaborating with fellow faculty outside the institution on research studies, and producing content on social media channels like YouTube, Facebook, Instagram, etc. for instructional materials, the faculty were less productive. This means that faculty will still need to learn some online tools for creating digitized instructional materials. Thus, the university may conduct seminars and workshops on how to use online tools and online platforms to become content creators. Also, by intensifying collaboration and partnerships with other SUCs and agencies here and abroad, opportunities for research collaboration, speakership, and consultation services may be established.

Table 9

Level of Faculty productivity in Terms of Instruction

Items	Average Weighted Value	Intepretation
Develop syllabi on courses handled.	3.55	Very productive
Create summative assessments on every course/subject handled.	3.70	Very productive
Design new courses or curricula.	3.21	productive
Develop multimedia (audio/video, film showing, and other computer aided instruction) in teaching.	3.62	Very productive
Develop table of specifications during examination.	2.40	Less productive
Produce contents on social media platform such as Youtube, Facebook, Instagram, etc.) as instructional material.	2.30	Less Productive
Serve as lecturer or resource speaker in symposia or academic conferences.	2.47	Less Productive
Collaborate with fellow faculty outside the institution on any research studies.	1.30	Less Productive
Collaborate with students on a research study.	2.41	Less Productive
Develop modules on every course handled.	3.30	Very productive
Mean	**2.82**	**Productive**

Table 9 presents the level of productivity in terms of research. The research showed that the majority of faculty were less productive. Paper presentation at professional meetings in international fora is minimal; authorship or co-authorship of referred works such as newspaper and magazine articles, book reviews, etc. published by commercial or non-commercial organizations is limited; serving as a principal investigator in competitive and externally funded research grants and contracts is scarce; and editing research at the college or university is scarce. This means that though the university has a budget, conducts research activities, and has sought external funds, these are not as extensive as in past years. This might be attributable to the pandemic. Prior to the pandemic, government agencies and organizations like the Commission on Higher Education (CHED) and the Philippine Association of Institutions for Research recognized the university's research efforts (1st place at the regional level and 3rd place at the national level). The International Research Manager and the Research Quality Assurance Advocacy Awards for 2010 were given to Dr. Evelyn R. Campiseño, Vice President for Research at JRMSU.

The 2010 Quality Assurance Award for Research Magazine Publications and the 2010 Quality Assurance Award for Peer Review System were given by PAIR to "The Threshold," the official research journal of JRMSU. Additionally, it received the 2010 Outstanding Performance of the Editorial Board of Research Journal Publications award for its editorial board. Additionally, the university's faculty researchers have presented over 33 articles, one of which was at an international forum. 32 research outputs were presented in national forums, which is a significant number.

Looking more closely at the results, the lowest mean is for roles such as editor, area or associate editor, or member of editorial board or professional journal. This means that almost all of the faculty do not have the opportunity to serve as editors in a professional journal.

Unfortunately, the research journal of the university has not maintained its status as one of the CHED-accredited research journals in the Philippines. Thus, the university officials have to strategize on how to strengthen the research productivity of the university, especially through external research funding, collaboration with other universities, patenting and copyrighting, and the reapplication of the research journal. To increase the institution's appropriation, resources from diverse organizations should be investigated, both locally and internationally. Regular internal evaluations that involve panelists or reviewers from other academic institutions are necessary.

Table 10
Level of Faculty productivity in Terms of Research

Items	Average Weighted Value	Interpretation
Serves on editorial boards for professional journals or as an editor, assistant editor, or area editor.	1.21	Less Productive
Serve as principal investigator in competitive and externally funded research grant and contracts.	1.57	Less productive
Edit researches in the college/university.	2.47	Less productive
Author or co-author peer-reviewed publications for for-profit or nonprofit organizations, including journal articles, book chapters, etc.	2.32	Less productive
Author or co-author peer-reviewed publications (such as book reviews, newspaper and magazine pieces, etc.) for for-profit or nonprofit institutions.	2.08	Less productive
Present papers or proposals during professional meetings.	2.68	Productive
Present papers during professional meetings in national fora.	2.51	Productive
Present papers during professional meetings in international fora.	2.11	Less productive
Facilitate and conduct seminar and trainings on research.	2.89	Productive
Serve as lecturer or resource speaker in research topics.	2.79	Productive
Mean	**2.26**	**Less Productive**

The productivity level for community services is shown in Table 11. According to the survey, the faculty were productive in most of the areas. indicates that faculty members were still actively engaged in community outreach initiatives as well as other services offered to students and other stakeholders. However, due to the pandemic, certain faculty members were less effective in terms of directing extracurricular activities and programs and acting as coaches for regional and national contests. This is mostly due to the health precautions and other limitations brought on by the epidemic. Since fewer students are enrolling in graduate programs due to the epidemic, not all faculty members receive advice from the graduate school. The faculty also performed less well when acting as accreditors for AACCUP accreditation. Most of the teachers found out about accreditation during the epidemic because the process of getting accredited has changed from being done in person to being done online. Thus, the QA Director may provide information and guidance about online accreditation to the faculty and encourage them to participate. Furthermore, the VPRDE may provide information and guidance on online paper presentation to the faculty researchers and encourage them to present their research output.

Table 11

Level of Faculty Productivity in Terms of Community Services

Items	Average Weighted Value	Interpretation
Serve as facilitator in school programs and activities.	3.26	Very productive
Serve of accreditation and certification teams, as well as university peer review committees.	2.49	Less Productive
Serve in departmental, institutional and system committees.	3.04	Productive
Serve as advisor for the undergraduate students.	3.40	Very productive
Serve as advisor for the graduate students.	2.00	Less productive
Serve as facilitator in the activities and programs of the barangay, municipality or the school.	2.32	Less Productive
Serve as critic to student's business proposal, feasibility reports and thesis.	3.21	Productive
Fill administrative role such as department chair.	2.79	Productive
Serve as consultant in any student organization.	2.53	Productive
Serve as working task force during quality assurance endeavors/accreditations.	3.72	Very productive
Serve as team leader during quality assurance endeavors/accreditations.	2.77	Productive
Serve as facilitator on a community extension or outreach program,	3.76	Productive
Serve as resource speaker on a community extension program.	3.19	Productive
Serve as facilitator within school programs and activities.	3.04	Productive
Serve as coach to any competition in local, regional and national events.	2.42	Less Productive
Mean	**2.92**	**Productive**

In addition, the opportunities for all genders to serve as coaches for any competition in local, regional, and national events are rare. the Such a finding is supported by the result reflected in Table 2. According to the respondents, the organization rarely tracks participation rates by gender. Furthermore, this was supported by the data reflected in Table 7 on the organizational practices on gender equity in terms of access, participation, and programming. Male, female, and nonbinary athletes are infrequently supported by efforts and incentives to remain involved in a sport, program, or activity after they stop competing, according to the respondents.

Perhaps the most common of the numerous worries that educators have about community-engaged teaching and research is that it consumes a lot of valuable time. In reality, it takes a lot of effort to establish a productive working relationship with a community partner, create projects that serve both educational and social needs, oversee their execution, teach students specialized skills, and discuss the projects' significance with them.

The university may therefore create online databases in light of the changing educational landscape so that teachers, students, and community organizations can utilize them to register needs or ideas and create partnerships. Similar to this, a local community or government might have institutions that support civic engagement, from volunteerism to college alliances. They might be aware of a number of neighborhood initiatives that align

with your interests in research or education. Furthermore, the college dean may distribute fairly and equally the designations as coaches among all genders. If all categories have assigned coaches already and there are still some faculty who do not have events, then they may serve as assistant coaches for the events to provide them with opportunity and experience in sports.

Table 12
Significant Difference on the Faculty Productivity when Grouped as to the Profile of The Respondents

| Profile | Faculty Productivity | | | | | |
| | Instruction | | Research | | Community Service | |
	X^2	P	X^2	P	X^2	P
College	15.14	0.965	13.914	0.971	14.418	0.97
Gender	8.437	0.621	13.752	0.04	9.025	0.620
Age	14.632	0.822	20.480	0.719	15.491	0.837
Civil Status	10.205	0.935	16.246	0.875	11.121	0.654
Educational Qualification	10.570	0.991	11.610	0.659	11.866	0.698
Salary	20.845	0.657	21.920	0.876	19.734	0.647

Table 12 presents the significant difference in the faculty productivity of the respondents in terms of instruction, research, and community services. When categorized by age, civil status, salary, and educational background, the results showed that there were no appreciable differences in the responder profiles for instruction, research, and community services. Furthermore, there was no significant difference in respondents' productivity in instruction and community services when data were grouped by gender. However, there is a significant difference in the productivity of the faculty as to research in terms of gender. This means that the research productivity of the female, male, and nonbinary respondents varies.

Male and female researchers perform differently, according to the study literature, with male researchers publishing more articles and obtaining more citations (Abramo et al., 2009). Due to their lower productivity, female researchers' overall effect used to be less than that of male researchers. Early in one's career, this productivity disparity appears and persists (Symonds et al., 2006). Van den Besselaar and Sandstorm (20%) contend that there is bias against women in biomedical grant applications. They showed that women researchers had to do much better than men to be successful—by 160% more.

Ceci and Williams (2011) were quoted by Van den Besselaar and Sandstrom (2015) when they discussed the evidence of gender prejudice in science, journal reviewing, grant funding, and hiring. They assert that they have not found any proof of gender discrimination in science. The authors come to the conclusion that women are underrepresented in science because of differences in the caliber of male and female researchers. These differences may be partly attributable to the researchers' own career decisions and partially to discriminatory practices that are not specific to science but rather exist in society at large, such as unequal arrangements for the division of domestic and child care. If this analysis is accurate, gender prejudice has given way to performance disparities.

In the JRMSU, gender bias is not evident. In research, instruction, community services, production, and all school activities, all genders are encouraged to participate and be actively involved. Thus, there are other factors contributing to the differences in research productivity among male, female, and nonbinary faculty. In this context, the OVPRDE may regularly conduct monitoring and supervision on the participation of faculty in research development to ensure that female, male, and nonbinary faculty are actively involved in research writing, presentation, and publication.

Table 13 presents the level of morale of the faculty in terms of the teacher's rapport with the dean or associate dean. The morale of the faculty was high, which means that the faculty has a good relationship with their superior and is satisfied with the organizational climate. Teachers become more productive in the classroom as a result of meaningful contacts with their deans or associate deans as they start to feel better regarding themselves and what their collective objectives are. The dean's or associate dean's conduct on a daily basis has a significant effect on the school's atmosphere (Rowland, 2008, as cited in Gadson, 2018). It is the duty of school administrators to provide an environment and culture that support learning and teaching. The effectiveness of a school can be influenced by the manager. In order to create a positive learning environment for students and instructors alike, the principal's role as chief operational officer is crucial.

Nevertheless, the faculty's morale became low, as reflected in the table, when meetings, as now conducted by our dean and associate dean, wasted their time and energy. Faculty meetings help to enhance education by fostering a collaborative culture and improving teaching and learning. However, if the teachers only have time to discuss the least serious and most important agenda items, they may be dissatisfied with how many important things they have to attend to. Thus, deans and associate deans may send memoranda, emails, or call the concerned person instead of conducting a meeting that requires the attendance of those who are not concerned.

The morale of teachers in terms of their level of satisfaction with their work is shown in Table 14. The results showed that their morale was high, indicating that the majority of them are content with their line of work. However, there were certain areas where the faculty felt unsatisfied, including the stress and strain they had encountered while teaching, the students' poor behavior, and their lack of preparation and teaching ability. Thus, they consider teaching to be a less than ideal job. This suggested that faculty members were dissatisfied with their teaching as a result of the pandemic's altered educational environment. According to a study by Potoy, Cantina, and Banquiao (2022), this significant and disruptive change in teaching and learning presented several difficulties for teachers as frontline educators.

Table 13
Level of Teacher's Morale in terms of Teacher Rapport with Dean/Associate Dean

Items		Mean	Description
2	Our dean values and commends the work of each faculty member.	3.34	Very high
3	At faculty meetings organized by our dean, teachers are permitted to express their disagreement with administrative policy.	3.13	High
5	In his interactions with the teachers at our school, our dean exhibits favoritism.	1.98	Low
7	Our dean works very hard to stay in touch with the faculty.	3.28	Very high
12	In faculty meetings, our dean's leadership inspires and challenges us to grow professionally.	3.15	High
33	My work is made simpler and more enjoyable by our dean.	3.04	High
38	Our dean is aware of effective teaching practices.	3.30	Very high
41	In our college, the channels and procedures for communication between the dean and the professors are well established and upheld.	3.23	High
43	My department is clearly of interest to our dean.	3.28	Very high
44	The college's dean encourages a sense of community	3.30	Very high

	among the instructors.		
61	My principal cares about the faculty's issues and approaches them sympathetically.	2.98	High
62	Any issue can be discussed with my dean without hesitation.	2.83	High
69	The dean of our school shows interest in me and my issues.	2.85	High
70	Instead of "snoopervising," our dean is supervising the college's instructors.	3.13	High
72	Staff time and energy are wasted at teacher meetings as they are currently conducted by our dean and associate dean.	2.04	Low
73	Our dean is aware of the issues surrounding my teaching assignment, which is fair.	3.02	High
74	I believe that our dean has appropriately evaluated my work.	3.28	Very high
92	My courses are visited by our dean, who strives to make me feel at ease.	3.19	High
93	Our dean effectively utilizes the skills and abilities of each teacher.	3.28	Very high
95	If there are issues with group or individual wellbeing, teachers are welcome to speak with the dean.	3.26	Very high
	AWM	**3.04**	**High**

Based on the findings, four themes from teachers' real-world experiences emerged, including: (1) students' poor attitudes toward learning; (2) health-related concerns; (3) accessibility and internet connection issues; (4) the lack of flexible learning pedagogies; and (5) the lack of ICT resources. According to the teachers, the majority of the students had shown some negative attitudes toward learning throughout the outbreak. Among these adverse attitudes were inattentiveness, lack of reaction, submission of incomplete work, academic dishonesty, tardiness, procrastination, and absenteeism. They described experiencing fatigue, eyestrain, body aches, tension, fear of getting immunized, and fears about getting sick. This suggests that the faculty's physical and emotional health is negatively effected by teaching during pandemics. Preparing teaching materials, video-assisted courses, PowerPoints, summative evaluations, reviewing student work and other course requirements, and participating in several webinars requires a lot of work and time.

Table 14
Level of Teachers' Morale in terms of Satisfaction with Teaching

Items		Mean	Description
19	I get a lot of personal satisfaction from teaching.	3.51	Very high
24	I am able to give back to society most through teaching.	3.77	Very high
26	I love to teach.	3.94	Very high
27	Teaching would be my choice if I could begin again with my career.	3.49	Very high
29	Students with strong academic aptitude should consider teaching as a career.	3.51	Very high
30	I would give up teaching if I could make as much money doing something else.	2.17	Low
46	I generally find my interactions with pupils to be quite	3.34	Very high

	fulfilling and enjoyable.		
47	I consider myself to be a crucial component of this educational system.	3.38	Very high
50	I feel confident and effective in my current role.	3.32	Very high
51	Working with clubs, societies, and student organizations is something I enjoy.	3.47	Very high
56	Due to the fact that other teachers are better equipped than I am to teach, I am professionally disadvantageous.	1.68	Very low
58	I believe I am an excellent teacher in the eyes of the other teachers.	2.94	High
60	Teaching is not for me because of the "stress and strain" it causes.	2.40	Low
76	I get annoyed by much of what students do.	1.96	Low
78	My students appear to appreciate me and have faith in my professional competence.	3.42	Very high
82	My students are grateful for the assistance I give them with their academic work.	3.66	Very high
83	Teaching is the most difficult job I've ever had.	3.17	High
86	I believe I am an equally capable teacher to the majority of other educators.	3.64	Very high
89	I genuinely enjoy teaching my students.	3.28	Very high
100	I am content with my current teaching position.	3.10	High
	AWM	**3.16**	**High**

To avoid health issues amongst educators in future analogous situations, promote physical activity both at home and at school through implementing or expanding physical fitness activities like Zumba, sports, walking, and jogging in the afternoons. Allocating money for the purchase of laptops, computers, and software as well as a communication allowance may be emphasized in order to ensure that faculty members are motivated to fulfill their duties and responsibilities. In addition to exposing the faculty to multiple internet tools, software, applications, and platforms to accommodate a variety of modalities of learning, the institution may hold seminar workshops to impart knowledge and skills regarding how to focus on providing flexible delivery to the clientele using creative, interesting, and engaging methods and strategies. In order to support flexible learning, the institution may also develop the use of technology to assess the performance of the students.

Table 15
Level of Teachers' Morale in terms of Rapport among Teachers

Items		Mean	Description
18	Our teachers don't complain, argue, pick sides, or engage in rivalries.	1.30	Very Low
22	In our school, teachers typically don't take advantage of one another.	2.81	High
23	Our school's instructors work together to accomplish shared, individual, and professional goals.	3.38	Very high
28	Faculty with more experience welcome newer and younger students as colleagues.	3.64	Very high
48	In comparison to other schools, I am familiar with, the proficiency of the teachers at our school is favorable.	3.06	High

52	Our faculty is friendly to work with.	3.52	Very high
53	My teaching colleagues are well-equipped for their positions.	3.23	High
54	The faculty at our school frequently forms cliques.	2.81	High
55	Our school's teachers get along well with one another.	3.34	High
77	Our job is made more pleasurable at our school by the supportive teachers.	3.38	Very high
80	Our school's teachers have a positive impact on the attitudes and values of their students.	3.04	High
84	The other instructors at our school appreciate what I do.	3.34	Very high
87	I work with professors who uphold the highest standards of professionalism.	3.42	Very high
90	Our school's teachers exhibit a tremendous deal of initiative and innovation in their lesson plans.	3.55	Very high
	AWM	**3.13**	**High**

Table 15 presents the teachers' morale in terms of rapport among students. As reflected, the result was high, which means that the majority of the teachers felt like they have established good camaraderie among them, they found a support system from their colleagues, and there is a friendly environment, teamwork, and a sense of belonging. Furthermore, the educators feel that there are times when our teachers argue, pick sides, and engage in conflict. This means that there are incidents in which conflict arises in the workplace among teachers, and teachers are not satisfied with how these conflicts are resolved. Mayo's human relations theory, which is quoted in Providencia, 2022, states that employees' wants are frequently based on sentiment (belonging to a group and thus having a sense of value). It implies that deans and associate deans may study the interpersonal relations of teachers in the school so that disagreement can be avoided. As managers of schools, deans and associate deans are given the crucial task of resolving disagreements among teachers so that they will be able to create a working environment that is reflective of the needs of the teachers as well as the students. Few of the managers used a compromising method to address complicated challenges and came up with workable solutions, according to Burnside and Rahim, as stated in Manila (2016). This style involves give-and-take, or winning some and losing some. Conflicting parties lose something in order to gain something in this style. To avoid conflict, both sides could make a sacrifice by sharing the results.

Table 16
Level of Teachers' Morale in terms of Teachers' Salary

Items		Mean	Description
4	The faculty believes that the administration appropriately communicates the board of education about their salary ideas.	2.96	High
9	I am happy with the procedures used to award pay raises.	3.19	High
32	The school makes an effort to adhere to a generous policy regarding fringe benefits, professional travel, professional study, etc. within the constraints of financial resources.	3.15	High
36	Salary regulations are applied justly and fairly.	3.42	Very high
39	Teachers are fully aware of the rules controlling pay raises.	3.45	Very high
65	The pay scale at our school appropriately rewards	3.15	High

	teachers for their abilities.		
75	In comparison to other systems I am familiar with, the salaries paid in this educational system are favorable.	3.23	High
	AWM	**3.22**	**High**

Table 16 shows the teachers' perspectives toward their salary. The data showed that their morale is high, which suggests that the majority of the instructors were happy with their pay, benefits, and other incentives. This is primarily due to the fact that, as compared to secondary school, the faculty's starting compensation as newly hired teaching staff is equal to teacher 3. Furthermore, because financing from the government does not come all at once and because wage adjustments take years to fund, promotions in secondary public schools are particularly slow and late. Every three years, faculty members at state universities and colleges undergo the NBC 461 evaluation, which could result in a quantum jump to higher levels if they score well.

According to Allis (2011), compensation is the main need and reward. Once the salary and benefits have been appropriately established, it is vital to apply other strategies to further inspire and boost the productivity of your workforce. The deans' and associate deans' acknowledgement of the faculty's desire to perform quality work, take ownership of their actions, achieve success, and succeed forms the cornerstone of all job enhancement initiatives. The deans and associate deans may use this to support faculty members' efforts to do research, present and publish scholarly works, pursue postgraduate studies, and create educational materials. These come with monetary rewards, and the certificates they receive will count toward the NBC 461 evaluation. The more points earned, the higher the rank and salary.

Table 17
Level of Teachers' Morale in terms of Teaching Load

Items		Mean	Description
1	The "red tape," required reports, and details don't take up a lot of my time.	1.89	Low
6	This school requires a reasonable amount of record keeping and administrative work from its teachers.	2.21	Low
8	There are reasonable demands on the teacher's time from the community.	2.17	Low
10	Compared to the majority of the other teachers at our school, I have a lighter workload.	2.10	Low
11	The extracurricular workload of our school's instructors is appropriate.	1.65	Very Low
14	The required number of hours for teachers is acceptable.	2.43	Low
31	My classes are favored by the class schedule.	2.32	Low
34	Maintaining one's professional status is a strain.	2.02	Low
40	The "dumping grounds" for troubled pupils are not my classes.	2.89	High
42	At this school, my workload is manageable.	1.87	Low
45	My non-professional activities are not limited by the amount of teaching I undertake.	2.04	Low
	AWM	**2.14**	**Low**

Table 17 presents the teachers' morale in terms of teaching load. Based on the data, it was low. This means that most of the faculty were not satisfied with their teaching load

during the pandemic. Some reasons might be attributable to the increase in enrollment and the lack of teachers who will teach the course. Looking closely at the data, it was revealed that the teachers were very dissatisfied when the extracurricular loads were given to them. This means that the respondents are not content with their employment, their work schedule, their work pace, or the inclusion of leisure time within their workdays. Khan (2008) underlined that scheduling flexibility can improve employee motivation, which in turn can boost output. As observed, there are a significant number of faculty with multiple designations, while some faculty with higher salaries do not have or have a lesser number of designations. Potoy, Cantina, and Banquiao (2022) revealed that teachers have also reported higher levels of stress as a result of the increased workload created by the lockdown. The preparation of instructional materials, video-assisted lessons, PowerPoints, summative assessments, checking of students' output and other course requirements, and attending countless webinars were energy-draining, exhausting, and tiresome.

According to Rajarajeswari (2010), more administrative errands, multiple designations, performance pressures based on research and rankings, and the need for quality certifications to draw in more students and maintain the institution's quality assurance and excellence have been placed on teachers. Because of this, higher education institutions have come to be known as "stress factories," which has exacerbated their stress and burnout levels (Barkhuizen & Rothmann, 2008, as referenced in Abbas & Roger, 2013). If stress and burnout are not well managed, good performers are more likely to consider leaving, which indirectly raises recruitment and selection costs (Grigoryan, 2008, as cited in Abbas and Roger, 2013). Stress has an effect on people's physical and psychological health even if they don't quit. It can also be brought on by a heavy workload, competing values, a lack of incentives, or pressure from a particular role (Maslach & Leiter, 1999, as cited in Abbas & Roger, 2013). Thus, deans and associate deans may create effective interventions to control stress in their workplaces, such as conducting open dialogue and establishing healthy responses to feedback. Plan time for team building and relaxation. Most importantly, to have an equal sharing of designations among faculty, continued professional growth trainings are necessary, and neophytes have to be assisted by the trained.

Table 18
Level of Teachers' Morale on Curriculum Issues

Items		Mean	Description
17	The curriculum at our school is well-balanced.	3.02	High
20	The curriculum of our school provides reasonable accommodation for student individual characteristics.	3.08	High
25	Major modifications to our school's curriculum are not necessary.	1.68	Very Low
79	The current curriculum can help the school attain its goals and purposes.	1.89	Low
88	The educational program at our school does a wonderful job of training kids to become knowledgeable and capable citizens.	3.45	Very High
	AWM	**2.62**	**High**

Table 18 presents the teachers' morale in terms of curriculum issues. As revealed, the result was high. This means that the majority of the faculty were satisfied with the curriculum issues. Looking closely at the data, it was clear that the faculty were dissatisfied with the present curriculum. This suggests that the present curriculum does not meet or respond to the needs of the industry. This is primarily because only a few of the programs in the university have received COPC, most of the programs do not have an approved and copyrighted OJT

manual, the conduct of tracer studies is not that comprehensive and updated, and the participation of other stakeholders during the curriculum revision is less evident.

The curriculum includes both pre-planned and unplanned activities that call for student participation in addition to information selection and a specific methodology. A designed, tested, and revised curriculum guarantees that both students and teachers are actively involved in the learning process while utilizing the school's resources and physical facilities to achieve certain objectives and progress society (Olamo et al., 2019; Badugela, 2012, as cited in Karakus, 2021).

Because they provide teachers the chance to consider how the curriculum will effect real students in a real school context, review and modification are essential. Therefore, the university may establish a functional curriculum development committee to update or improve the curriculum, which is focused on producing graduates who are prepared for the future and who are sensitive to the problems we are currently facing.

Table 19
Level of Teachers' Morale in terms of Teacher Status

Items		Mean	Description
13	I have the desired social status in the neighborhood thanks to my teaching job.	3.26	Very High
15	I may indulge in many of the material and cultural interests I have by teaching.	3.53	Very High
35	Teachers in our community are given the impression that they are truly a part of the community.	3.53	Very High
37	I can find the job security I need in teaching.	3.20	Very High
63	I achieve the status I want through teaching.	3.55	Very High
64	I can support my family with a good level of living because to my employment as a teacher.	3.36	Very High
68	Teachers are treated with respect and professionalism in this town.	3.49	Very High
71	It is simple for teachers to become accepted by the residents of this neighborhood.	2.85	High
	AWM	**3.34**	**Very High**

Table 19 presents the teachers' morale in terms of teacher status. The data revealed that it was very high. This means that the majority of the respondents were very satisfied with their social status in the community; their teaching profession provides them with prestige and honor, and they belong to the community. Cantina (2016) discovered that faculty members felt their work was important and rewarding and that they had influenced the lives of others to some extent. The school was just showing their social responsibility, which is very important for a tertiary institution.

Table 20
Level of Teachers' Morale in terms of Community Support to Education

Items		Mean	Description
66	The majority of residents in this town are aware of and value quality education.	3.64	Very high
67	This neighborhood is, in my opinion, a good area to raise a family.	3.38	Very high
94	The majority of the residents of this neighborhood genuinely care about the educational system.	3.34	Very high

96	The teaching staff's appointment and reappointment are subject to ethical procedures, which this community endorses.	3.30	Very high
97	This neighborhood is ready to embrace an effective educational initiative.	3.62	Very high
	AWM	**3.46**	**Very High**

The morale of teachers in terms of community support for education is shown in Table 20. The findings revealed that it was very high. This means that the majority of the respondents were very satisfied with the support, respect, and good relationship established with and received from the community. The participation of community members in education can improve the overall quality of instruction for children. Many schools' old, segregated operating paradigm is inefficient in an era of changing family demographics, demanding employment realities, and rising student diversity. Thus, the deans or associate deans may strengthen the college's collaboration and partnership with the community in achieving the college's goals. This is possible by establishing online databases and involving parents in all school activities.

Table 21
Level of Teachers' Morale in terms of Facilities and Services

Items		Mean	Description
16	I have access to sufficient classroom supplies and technology thanks to our college.	2.10	Low
21	The processes for acquiring goods and services are clear and effective.	3.08	High
49	The teachers at our college have access to the necessary projection and audio-visual equipment.	1.80	Low
57	The lecturers at our college receive enough clerical support.	1.92	Low
59	The library's amenities and holdings are suitable for the grade or subject that I teach.	3.11	High
	AWM	**2.402**	**Low**

Table 21 displays the teachers' satisfaction with the services and facilities at the school. The data revealed that it was low. This means that the majority of the faculty were not impressed with the amenities and services offered by the institution. Potoy, Cantina, and Banquiao (2020) revealed that one problem that the faculty had experienced in the new normal is a lack of support for mobile data, software, and gadgets. According to them, there's no budget allocated for mobile data, so if they are at home or there's a brownout, online classes are stopped, and the development of IMs and assessments is difficult. Moreover, not all faculty were provided with laptops; there was no budget for communication allowance; there was a lack of software; and computers and laptops are outdated.

Technology barriers like internet connection, especially in areas without signals, might be the biggest challenge to teaching and learning continuity, especially for academic institutions that have selected online learning as a teaching mode. The alternative learning models should therefore be supported by a well-designed technological and logistical implementation plan during the pandemic (Edizon, 2020). Additionally, educators perform and produce better in a supportive environment. The administration may therefore prepare its strategy for resolving this issue. To guarantee that faculty members are motivated to carry out

their obligations and responsibilities, it may be prioritized to allocate budget for the purchase of laptops, computers, and software, as well as a communication allowance.

Table 22 presents the level of teachers' morale in terms of community pressure. The data revealed that, according to this indicator, the morale of teachers is low. This means that the majority of the respondents' morale became low when there were too many pressures from the community. It has been demonstrated that academic pressure puts instructors under more stress and worry, which negatively affects their physical, social, and emotional well-being. Teachers may experience pressure to perform academically from superiors, coworkers, society, or even themselves. Thus, the college deans and associate deans may include in their PPMP the purchase of classroom supplies, equipment, and other audio-visual aids and projection equipment. Furthermore, a staff may be hired in the college to assist the faculty with coding, designing, and developing instructional materials and research.

Table 22
Level of Teachers' Morale in terms of Community Pressure

Items		Mean	Description
81	This community has appropriate expectations for its educators.	1.89	Low
85	My non-professional activities outside of school are appropriately limited as a teacher in this community.	2.49	Low
91	Our local educators feel free to bring up contentious subjects in class.	2.52	High
98	Too many social events are expected of the teachers in our community.	2.18	Low
99	Community expectations keep me from being the greatest teacher I can be.	2.28	Low
	AWM	**2.27**	**Low**

According to Mythili (2002), for a community to have social capital—trust, networks, and norms—it also needs to be able to see the value of education and put that value into practice in order to provide a higher standard of education. This has led to community pressure on teachers to provide students with an education of a higher caliber. The involvement of people in diverse domains of activity, including intellectual, political, and apolitical movements in the area since times past, can be linked to the causes of the high levels of community pressure. Considering these findings, the administrators and heads of offices are encouraged to activate the involvement of school stakeholders and counterparts, such as through the regular call for PTCA assemblies, local officials' consultations, and forums.

The significant link between organizational strategies for gender equity and teachers' morale is shown in Table 23. The findings showed a substantial association, demonstrating how organizational practices have an effect on a teacher's level of morale. This proves that the deans' or associate deans' daily behaviors did have a significant effect on the morale of the faculty. With this, the institution may run programs for leadership development to get future deans or associate deans ready for their jobs. These preparation programs must make use of leadership theory and research to prepare possible future administrators in the areas that affect teacher morale. Deans and associate deans in place today might also need to utilize the information to evaluate their own routines and determine whether they boost or detract from teacher morale. The results of this study can be utilized to guide and support this kind of training, better preparing deans and associate deans to be motivating forces for their employees, particularly when it comes to implementing gender equity.

Table 23

Test of Relationship between the Organizational Practices on Gender Equity and Teacher's Morale

	Rapport with Dean/Asso Dean	Satisfaction with Teaching	Rapport among Teachers	Teachers' Salary	Teaching Load	Curriculum Issues	Teacher Status	Community Support	Facilities & Services	Community Pressure
Formal Systems	0.133	-0.11	0.003	-0.06	-0.08	-0.066	-0.14	-0.034	-0.196	-0.194
	0.374	0.447	0.982	0.679	0.59	0.658	0.352	0.819	0.187	0.192
Leadership/ Organizational Culture	-0.022	-0.22	-0.079	-0.19	0.09	0.068	-0.24	-0.217	-0.293	-0.026
	0.883	0.137	0.596	0.192	0.56	0.648	0.102	0.144	0.046	0.864
Recruitment/ Selection/ Retention/ Recognition/ Appreciation	0.018	-0.25	-0.162	-0.26	0.1	0.067	-0.21	-0.154	-0.185	0.007
	0.902	0.089	0.278	0.083	0.53	0.657	0.158	0.301	0.214	0.963
Education Training/ Professional Development	-0.07	-0.25	-0.127	-0.14	0.12	0.075	-0.21	-0.197	-0.177	0.098
	0.638	0.094	0.396	0.346	0.43	0.618	0.16	0.183	0.233	0.513
Communication/ Awareness/ Promotion	-0.025	-0.24	-0.069	-0.15	0.11	0.054	-0.2	-0.203	-0.108	0.157
	0.869	0.103	0.646	0.307	0.48	0.72	0.173	0.172	0.471	0.292
Access/ Participation/ Programming	-0.246	-0.3	-0.238	-0.21	0.08	-0.002	-0.25	-0.316	-0.154	0.104
	0.095	0.041	0.107	0.148	0.59	0.988	0.095	0.03	0.301	0.487
Facilities/ Equipment	-0.115	-202	-0.177	-0.21	0.06	0.021	-0.16	-0.253	-0.275	0.008
	0.44	0.172	0.233	0.163	0.69	0.888	0.28	0.086	0.061	0.959

Table 24 presents the evidence for a strong correlation between organizational practices on gender equity and faculty productivity. The table shows there is a strong correlation between organizational practices and productivity in instruction and community services. This goes to show that equality among men and women in an organization could encourage one to become better at instruction and perform well in extension.

Contrarily, there was no meaningful connection between the organizational practices and the productivity of the faculty in research. This means that gender equity does not lead to increased research productivity among university faculty. The level of research productivity of the faculty depends on how effectively and efficiently the faculty members do the tasks allocated to them in research endeavors. In addition, training and one-on-one support will probably be necessary for professors with few research papers to become proficient. Institutions may provide support services or continuing education programs in grant management, grant writing, and research techniques. Both a centralized and discipline-specific research center may contain these initiatives.

Moreover, most of the faculty disclosed that they preferred to have more teaching loads since it would lead to higher pay than engaging in more research activities. Research is also difficult for them. There were no research assistants that would guide them in identifying researchable topics and formulating research questions, and there were no clear statisticians

that would help them treat the data. Thus, even if there is gender equity, women are still not productive in research. Schermerhorn, as cited by Begas (2012, as cited in Cantina and Carreon, 2016), also averred that optimal productivity is attained by excellent performance and a feeling of personal fulfilment among those who perform the work. With this, the college may conduct action research to explore the factors that may affect the research productivity of the male, female, and nonbinary faculty.

Table 24
Test of Relationship between the Organizational Practice on Gender Equity and Faculty Productivity

	Formal Systems	Leadership/ Organizational Culture	Recruitment/ Selection/ Retention/ Recognition/ Appreciation	Education Training/ Professional Development	Communication/ Awareness/ Promotion	Access/ Participation/ Programming	Facilities/ Equipment
Instruction	0.536	0.551	0.558	0.647	0.642	0.58	0.563
	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Research	0.196	0.174	0.177	0.348	0.246	0.265	0.304
	0.188	0.243	0.235	0.017	0.096	0.072	0.038
Community Services	0.259	0.339	0.323	0.356	0.250	0.334	0.400
	0.078	0.020	0.027	0.014	0.090	0.022	0.005

A proposed output

Action Plan in Monitoring and Evaluating Gender Equity in Institutional Work Plans and Activities

Rationale

It is clear that gender-equity indicators can be used to determine whether or not specific institution-wide activities are currently or will be gender-sensitive. Those in positions of responsibility occasionally need to review current strategic plans or work plans or build new ones. They would then need to keep track of, evaluate, and determine whether these methods and initiatives successfully mainstream gender issues and make progress toward gender equality. Examining every area of an institution's strategy plan or individual work plans from a gender viewpoint is part of the main responsibility for monitoring and evaluating. In a strategic plan, an institution's vision, fundamental values, mission, goal(s), objectives, activities and inputs, and outputs and outcomes are presented using the logical framework approach, often known as the "log frame approach."

In order to achieve the established outputs and outcomes in the pursuit of the institution's aims and objectives, the action plan specifies the inputs and actions that will be provided or put into practice. Campus administrators and deans must demonstrate leadership in their response to this query to guarantee that these components are gender-sensitive. By identifying gender-equity indicators and concentrating on these components, this might be achieved. For each of these elements, the table presents the proposed action plan. The specific issue raised in the table relates to the underrepresentation of qualified male, female, and nonbinary employees in administrative and management positions as well as on boards and

committees that make decisions for the organization. The source of information or data for the indicator's evaluation is suggested in the column labeled "the means of verification." It is crucial to remember that the indicators will assist those responsible for planning, carrying out, and assessing the activity in recognizing and taking into account the differences between men and women in terms of perceptions, attitudes, opportunities, and access to resources, as well as in decision-making when activities or initiatives are being carried out.

Action Plan in Monitoring and Evaluating Gender Equity in Institutional Work Plans and Activities
January 2023-December 2028

Targets	Gender-equity Indicators	Means of Verification	Personnel Involved	Inclusive Dates
The faculty will support equitable participation of men, women, and nonbinary people on significant committees and be committed to gender equity.	The proportion of male, female, and nonbinary faculty on the admissions committee has increased to 50%. All academic and administrative staff members have received gender-specific training.	Structure of the admissions committee; minutes and reports Training schedule and attendance log	GAD personnel Deans Associate Deans	January 2023
Male, female, and nonbinary faculty members will be equally represented, and their participation is valued in every significant board and committee in the organization.	A minimum of 50% of women will serve on boards and committees. Male, female, and nonbinary employees all show support for female and nonbinary employees' inclusion and participation on boards and committees. The policies and practices of the institution are rated as gender-responsive by more men, women, and nonbinary persons.	Board minutes, questionnaire results, gender-disaggregated data, policy documents, and annual reports	GAD personnel Deans Associate Deans	January 2023-December 2028
A Gender Mainstreaming Steering Committee shall be created.	Men, women, and nonbinary people are equally represented on the Gender Mainstreaming Steering	Management board minutes Budget	GAD personnel Deans Associate Deans	January 2025

| A budget for mainstreaming activities will be sought. | Committee.

Gender training and mainstreaming initiatives are financially supported. | | | |
|---|---|---|---|---|
| All men, women, and nonbinary people must be capable of understanding the issue of gender inequality.

There is a rise in the proportion of men, women, and nonbinary people with a good perception of gender. | The number of men, women, and nonbinary people on boards and committees improved by 50 percent in the first two years.

There is a rise in the proportion of men, women, and nonbinary people with a good perception of gender by at least 40 percent. | Boards and committees' rosters, minutes and reports

Surveys and focus group discussions | GAD personnel Deans Associate Deans | January 2026- December 2027 |
| Male, female, and nonbinary employees all have favorable opinions of the institution's balanced inclusion of qualified staff on its boards and committees. | There will be at least as many qualified female and nonbinary employees on boards and committees as there are male employees.

Members who identify as male, female, and nonbinary show support for the inclusion and participation of female and nonbinary employees on boards and committees. | Data broken down by gender; board meeting minutes

questionnaires; board meeting minutes | GAD personnel Deans Associate Deans | January 2027- December 2028 |
| Each college has been evaluated using the standardized questionnaire. | To an extent of 85%, each college has implemented gender equity. | Questionnaire survey; Evaluation report | GAD personnel | December 2028 |

It is emphasized to campus administrators, deans, and associate deans that the data gathered during monitoring and evaluation is useless unless it is shared in order to raise awareness of and gain knowledge about the changes in gender relations occurring within the institution and/or its departments. People can better grasp how changes occurred and the variables and behaviors that contributed by reporting the findings. A monitoring and evaluation report offers feedback on progress and the opportunity to consider the outcomes, lessons learned, and applicability of gender mainstreaming. Depending on the objective and the intended audience, this can be done officially or informally. For the institution's management, boards, and committees, formal written reports could be produced. In other instances, reporting may take the form of a report delivered orally or in writing, or it may be done utilizing multimedia technologies (such as films, power point presentations, etc.), which can be done by institution departmental personnel. In other instances, it might take the form of a presentation to everyone associated with the institution, such as during an open day. This may involve using group techniques like theater, song, role-play, simulation, or poetry readings to spread messages about social equity and gender equality. Last but not least, a facility might produce newsletters wherein employees and students can share reports and experiences.

6.0 Conclusion and Recommendation

The study concluded that more than half of the respondents were in their late twenties to early thirties, and the university's personnel ranged in age from young to middle-aged; that educational institutions are dominated by females, and the teaching profession is a female world; that more than half of the personnel perform multiple roles in life, especially as parents and spouses; and that these teachers have not worked towards their professional development in terms of postgraduate education, research, and production.

This study also resolved that the everyday actions of the deans or associate deans did have a major effect on the faculty's morale. With this, the organization might implement leadership development programs to prepare upcoming deans or associate deans for their positions.

Furthermore, this study concluded that gender equity within an organization can stimulate improvements in instruction and performance. Furthermore, gender equality among university teachers does not result in increased productivity in research. Research is challenging as well. The faculty lacked research assistants who could help them choose researchable subjects and develop study questions, as well as clear statisticians who could assist them in handling the data. Thus, they are still unproductive in research even if there is gender equality.

The preparation programs must make use of leadership theory and research to prepare possible future administrators in the areas that affect teacher morale. The data may also be used by the deans and associate deans in place today to assess their own practices and decide if they contribute to or detract from teacher morale. The study's findings can be used to direct and promote this type of training, helping better-prepared deans and associate deans inspire their staff, especially when it comes to adopting gender equity. Adopting skills-based assessments and structured interviews in recruiting instructors will reduce bias. Likewise, encourage the "work-life balance" principle while in the service.

To ensure that there is gender equity in the organizational practices of the university, GAD personnel may monitor and assess progress by regularly gathering, evaluating, and disseminating quantitative and qualitative data of every gender at all levels in the various decision-making activities and making public the number of men, women, and nonbinary individuals who participated in the decision-making activities. The key officials must give consideration to the living conditions of the female faculty, especially those who are pregnant, faculty residing in faraway places, and those who are single parents, especially in difficult times like the new normal of teaching. The administration may also conduct more

activities, hold training workshops, and monitor the participation of all genders in sports. Furthermore, in sporting events, all genders may be given equal opportunities to serve as head coach. Conducting sports-friendly games once a month to increase the level of interest of all genders in sports is a good strategy that will provide them with the experience, knowledge, and confidence to consider coaching opportunities in the future. The university may strengthen the internet connection in order to use social media, online databases, emails, Google Meet, Zoom Meet, and other means to reach out to the parents, students, and other stakeholders. The administration may include a provision on providing incentives to every athlete of all genders in the revision of the student handbook and faculty manual.

To ensure equal productivity among male, female, and nonbinary faculty as to instruction, research, and community, the university may conduct a seminar-workshop on how to use online tools and online platforms to become content creators. Also, by intensifying collaboration and partnerships with other SUCs and agencies here and abroad, opportunities for research collaboration, speakership, and consultation services may be established. Furthermore, the university officials have to strategize on how to strengthen the research productivity of the university, especially in terms of external research funding, collaboration with other universities, patenting and copyrighting, and the reapplication of the research journal. To increase the institution's appropriation, resources from diverse organizations should be investigated, both locally and internationally. In-house reviews should be done on a regular basis with the help of panelists or reviewers from other academic institutions.

On the other hand, the QA Director may provide information and guidance about online accreditation to the faculty and encourage them to participate. Furthermore, the VPRDE may provide information and guidance on online paper presentation to the faculty researchers and encourage them to present their research output. The university may therefore create online databases in light of the changing educational landscape so that teachers, students, and community organizations can utilize them to register needs or ideas and create partnerships. Similar to this, a local community or government might have institutions that support civic engagement, from volunteerism to college alliances. They might be aware of a number of neighborhood initiatives that align with your interests in research or education. Furthermore, the college dean may distribute fairly and equally the designations as coaches among all genders. If all categories have assigned coaches already and there are still some faculty who do not have events, then they may serve as assistant coaches for the events to provide them with opportunity and experience in sports.

OVPRDE may regularly conduct monitoring and supervision on the participation of faculty in research development to ensure that female, male, and nonbinary faculty are actively involved in research writing, presentation, and publication.

Encourage physical activity at home and at school by implementing or increasing physical health activities like Zumba, sports, afternoon walks, and afternoon runs in order to avoid health problems among teachers in future situations that are analogous. To guarantee that faculty members are motivated to carry out their obligations and responsibilities, it may be prioritized to allocate funds for the purchase of laptops, computers, and software as well as a communication allowance. In addition to introducing the faculty to various online tools, software, applications, and platforms to cater to different modalities of learning, the institution may hold seminar workshops to impart knowledge and skills on how to provide flexible delivery to the clientele using creative, interesting, and interactive strategies and techniques. In order to support flexible learning, the institution may also develop the use of technology to assess the performance of the students. Furthermore, the deans and associate deans may study the interpersonal relations of teachers in the school so that disagreement can be avoided. The deans' and associate deans' acknowledgement of the faculty's desire to perform quality work, take ownership of their actions, achieve success, and succeed forms the cornerstone of all job enhancement initiatives. The deans and associate deans may use this to

support faculty members' efforts to do research, present and publish scholarly works, pursue postgraduate studies, and create educational materials. These come with monetary rewards, and the certificates they receive will count toward the NBC 461 evaluation. The more points earned, the higher the rank and salary. Deans and associate deans may create effective interventions to control stress in their workplaces, such as conducting open dialogue and establishing healthy responses to feedback. Schedule for teambuilding and relaxation. Deans and associate deans may send memos, emails, or phone calls to the concerned person instead of conducting a meeting that requires the attendance of those who are not concerned. Most importantly, to have an equal sharing of designations among faculty, continued professional growth trainings are necessary, and neophytes have to be assisted by the trained.

On the other hand, the university may establish a functional curriculum development committee to update or improve the curriculum, which is focused on producing graduates who are prepared for the future and who are sensitive to the problems we are currently facing. The deans or associate deans may strengthen the college's collaboration and partnership with the community in achieving the college's goals. This is possible by establishing online databases and involving parents in all school activities. To ensure that faculty members are motivated to carry out their obligations and responsibilities, it may be prioritized to allocate budget for the purchase of laptops, computers, and software, as well as a communication allowance. The college deans and associate deans may include in their PPMP the purchase of classroom supplies, equipment, and other audio-visual aids and projection equipment. Furthermore, a staff may be hired in the college to assist the faculty with encoding, designing, and developing instructional materials. The administrators and heads of offices are encouraged to activate the involvement of school stakeholders and counterparts, such as through the regular call for PTCA assemblies and local officials' consultations and forums.

The institution may run programs for leadership development to get future deans or associate deans ready for their jobs. These preparation programs must make use of leadership theory and research to prepare possible future administrators in the areas that affect teacher morale. Deans and associate deans in place today may also need to utilize the information to evaluate their own routines and determine whether they boost or detract from teacher morale. The results of this study can be utilized to guide and support this kind of training, better preparing deans and associate deans to be motivating forces for their employees, particularly when it comes to implementing gender equity. The college may conduct action research to explore the factors that may affect the research productivity of the male, female, and nonbinary faculty. Furthermore, adoption of the proposed Action Plan for Monitoring and Evaluating Gender Equity in Institutional Work Plans and Activities is recommended.

It is recommended that institutions create ongoing training programs or assistance services in grant management, grant writing, and research techniques. Both a centralized and discipline-specific research center may contain these initiatives. Furthermore, the proposed "**Action Plan for Monitoring and Evaluating Gender Equity in Institutional Work Plans and Activities**" should be utilized to sustain gender equity in educational institutions. The strategy for gender equality had to be integrated across internal policies, practices, and accountability systems, as well as programmatic and institutional priorities. The government may allocate a sufficient budget to this as an effective way of advancing equality for men and women in all their diversity.

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