

Highly Valued Women: Their Influence on the Professional Development of Female College Teachers

Raquel N. Wagan*, Ellen C. Almoró, Maria Fatima R. Banasihan
City College of Calamba, Calamba City, Laguna, Philippines

*Corresponding Author Email: rnwagan@ccc.edu.ph

Date received: September 1, 2025

Date revised: October 13, 2025

Date accepted: October 28, 2025

Originality: 94%

Grammarly Score: 99%

Similarity: 6%

Recommended citation:

Wagan, R., Almoró, E., & Banasihan, M. F. (2025). Highly valued women: Their influence on the professional development of female college teachers. *Journal of Interdisciplinary Perspectives*, 3(11), 180-188.

<https://doi.org/10.69569/jip.2025.653>

Abstract. This study explores how highly valued women—mentors, role models, and colleagues—shape the professional growth of female college faculty members and how women see their own value in academia. The problem addressed is the limited understanding of how women develop their professional identity, confidence, and engagement through the support and influence of other women. The main objective is to examine the relationship between the influence of highly valued women, women's participation in professional development, and their perceived value in the academic field. The study used a descriptive-correlational design with 36 respondents from three academic departments, and the data were analyzed using Spearman's rho. Results showed that female faculty members encountered few gender-related barriers, were highly engaged in professional development, and viewed themselves as valuable contributors to their institutions. The findings also revealed that highly valued women had a strong influence on shaping professional identity and self-worth, although their effect on participation in development activities was less direct. These insights suggest that mentorship and role models are powerful in building women's confidence, while other institutional and personal factors may motivate their active involvement in development programs. Drawing from Relational-Cultural Theory, Feminist Theory, and Social Learning Theory, the study underscores the role of supportive relationships in women's academic journeys. For universities and policymakers, the results highlight the need for leadership forums, mentoring systems, and fair, inclusive professional development opportunities that provide women with the space to grow, lead, and contribute meaningfully to higher education.

Keywords: Highly valued women; Professional development; Gender-based barriers.

1.0 Introduction

Women in higher education continue to navigate both opportunities and challenges, with their professional growth shaped not only by formal training and institutional support but also by meaningful relationships with other women. Research has shown that mentorship positively impacts women by empowering them, enhancing decision-making, and providing growth opportunities (Bowling, 2018). Women are also recognized for their contributions to emotional support, work-life balance, and diversity efforts in the workplace (Pillay-Naidoo & Vermeulen, 2023). Despite these strengths, persistent stereotypes continue to limit women's leadership and decision-making roles (Green & Casell, 1996, as cited by Tabassum & Nayak, 2021).

While international studies affirm the importance of female mentorship and solidarity, little is known about how highly valued women influence the professional development of Filipino women educators in higher education. This gap is significant because women play a strong role in Philippine colleges and universities. However, their experiences in building leadership, competence, self-efficacy, resilience, and integrity through mentorship remain underexplored.

To address this, the present study examines how highly valued women—mentors, role models, and colleagues—shape the professional growth of female college faculty members and how these educators perceive their own value in academia. Conducted at the City College of Calamba, the study aims to generate insights to guide institutional policies and strengthen programs that support women's advancement in Philippine higher education.

2.0 Methodology

2.1 Research Design

This study used a descriptive, quantitative research design to explore the professional development of female college teachers. A descriptive design was chosen because it provides a clear picture of the participants' current experiences and challenges (Creswell, 2014). The quantitative approach involved collecting numerical data through surveys to identify patterns, trends, and relationships among different factors influencing professional growth. As Babbie (2020) explains, quantitative methods help analyze large groups and draw general conclusions from measurable results. To make the study more meaningful, it focused on real-life aspects of participants' work experiences, including access to training, mentorship, and support systems. Although the data were numbers, they reflected the lived experiences of women in higher education.

2.2 Research Participants

This study involved 36 female teachers from the City College of Calamba (CCC), selected from three key departments: Teacher Education, Computing and Informatics, and Business and Accountancy. These participants were chosen because they represent a diverse range of academic fields, enabling the study to capture a broader view of women's professional development experiences in higher education. Their roles as educators in different disciplines provided valuable insights into how factors such as teaching load, access to training, and institutional support may vary across departments. Participants were included if they were (1) full-time or part-time female faculty members of CCC, (2) actively engaged in teaching at the undergraduate level during the academic year of the study, and (3) willing to participate voluntarily. Exclusion criteria were (1) administrative staff with no teaching load, (2) male faculty members, and (3) faculty members on extended leave during the study period. Recruitment was conducted through formal communication sent to department heads, who were asked to share the study information with eligible female faculty members. Interested teachers then signified their consent to participate, either through written confirmation or by attending the orientation session conducted by the researchers. This ensured that participation was voluntary and that all ethical considerations were observed. The decision to focus on female college teachers was intentional, as women in academia often face unique challenges in their professional growth. By gathering data from educators in various fields within one institution, the study aimed to reflect both shared experiences and department-specific differences that influence their career development. This group also reflects the real-world context of higher education in local institutions like CCC, where women play a crucial role in shaping the future workforce.

2.3 Research Instrument

The main instrument used in this study was a structured survey questionnaire developed by the researchers and administered through Google Forms. This online format was selected to make the tool more convenient, accessible, and secure for participants, especially given their demanding schedules. The questionnaire was designed to measure three key areas: (1) how female teachers perceive their value as women in the academic field, (2) the extent of their engagement in professional development, and (3) the influence of highly valued women—mentors, role models, and colleagues—on their growth. Items were framed to reflect real-life experiences and perspectives, highlighting qualities such as leadership, competence, confidence, resilience, mentorship, and integrity. To ensure the instrument's quality, it underwent pilot testing. The internal consistency of the items, measured using Cronbach's alpha, was 0.87, indicating high reliability. This suggests that the survey items consistently captured the constructs under study.

2.4 Data Gathering Procedure

Before actual data collection, the questionnaire was validated by subject-matter experts to ensure clarity, relevance, and alignment with the research objectives. After obtaining the necessary permissions, participants were informed of the research's purpose and assured that their participation was voluntary and confidential. The survey remained open for 3 weeks, during which the researchers could still communicate with potential respondents through respectful follow-ups to encourage participation. Upon completion of the data collection, responses were reviewed and organized for analysis, with incomplete or invalid entries excluded to ensure the reliability of the findings.

2.5 Data Analysis

The study utilized descriptive statistics—frequency and percentage to summarize categorical data and mean and standard deviation to describe central tendency and variability (Creswell, 2014; Field, 2018). To examine relationships among key variables, Spearman's Rho was employed, as it is suitable for ordinal and non-normally distributed interval or ratio data (Laerd Statistics, 2018; McDonald, 2014). These statistical tools ensured that the data were effectively summarized and the relationships meaningfully interpreted.

2.6 Ethical Considerations

This study was conducted in accordance with ethical research standards to protect the rights, dignity, and privacy of all participants. Before answering the survey, participants were informed of the study's purpose, the voluntary nature of their involvement, and their right to withdraw at any point without any negative consequences. Informed consent was obtained through a consent statement included at the beginning of the Google Forms survey. No identifying personal information was collected to ensure anonymity, and all responses were kept strictly confidential. The data gathered was used solely for academic purposes and securely stored to prevent unauthorized access. The researchers made every effort to maintain transparency, respect, and fairness throughout the research process.

3.0 Results and Discussion

3.1 Level of Women's Value as Perceived by the Participants

Women's value was evident in eight out of ten indicators. The calculated grand mean of 3.969 (agree) indicated that female college instructors believe they are valuable in the academic field. It is commonly known that female college instructors are valuable to the teaching profession. Gender discrimination does not exist when it comes to subject loading or membership in professional organizations. They are also supported and empowered in their numerous endeavors.

Table 1. *Level of Women's Value as Perceived by Female College Teachers*

Indicators	Mean	Interpretation
1. Women's contributions to academia are often undervalued and underappreciated by being given fewer chances of being entrusted with administrative positions and advisorship opportunities to different organizations.	2.08	Disagree
2. Female college teachers are equally respected as their male counterparts in the academic community concerning giving subject loads, and membership in different professional organizations.	4.50	Strongly Agree
3. There are equal opportunities for research funding, grants, and professional recognition for female teachers.	4.44	Strongly Agree
4. Female teachers are faced with challenges or discrimination in their academic careers through travel opportunities.	2.31	Disagree
5. Women's involvement in decision-making processes within the college or university is highly recognized, involving different co-curricular activities.	4.33	Strongly Agree
6. Women are encouraged to pursue administrative and leadership roles within the college or university through chairmanship/membership in different committees.	4.36	Strongly Agree
7. Women's perspectives and ideas are given equal consideration in academic discussions through seminars and faculty meetings.	4.42	Strongly Agree
8. Female college teachers are given the same opportunities for career advancement as their male colleagues in pursuing higher degree graduate studies and additional relevant professional studies.	4.36	Strongly Agree
9. There is adequate representation of women in faculty and leadership positions within your academic institution.	4.39	Strongly Agree
10. Women are given empowerment and support in their various endeavors	4.50	Strongly Agree
Grand Mean	3.97	Agree

Note: (1.00-1.80 = Strongly Disagree, 1.81-2.60 = Disagree, 2.61-3.40 = Neutral, 3.41-4.20 = Agree, 4.21- 5.00 = Strongly Agree)

The findings were consistent with a study by Mayya et al. (2021) that examined women in higher education and found that about 80% of female faculty believed they had the same employment opportunities as their male counterparts, including being encouraged to conduct research, attend conferences, and apply for funding. Furthermore, more than half reported feeling appreciated for their work by their male coworkers, suggesting that they are treated fairly and with worth in the workplace.

Teachers, however, disagree that their contributions are frequently overlooked and underappreciated because they are not given opportunities to serve as advisors or hold administrative positions with various organizations. They also dispute that their academic careers do not provide them with travel opportunities. Irene D. Copliros's 2024 qualitative study, published in the Southeast Asian Journal of Multidisciplinary Studies, examined how gender equality and women's empowerment initiatives affected elementary school teachers in the Department of Education (DepEd). Teachers had access to training workshops on women's empowerment, leadership development, and gender sensitivity, according to the study. These programs improved teachers' capacity to manage gender-related concerns, establish inclusive classrooms, and seek professional development. According to the findings, these programs help create a positive atmosphere in which male coworkers do not devalue or underestimate female educators.

3.2 Level of Engagement to Opportunities Leading to Professional Development

Female college teachers are engaged in various endeavors to enhance their professional development in terms of academic qualifications, research, and extension, as indicated by the grand mean of 4.52 (strongly agree). They have high participation in professional development activities and short courses.

Table 2. *Level of Engagement of Female College Teachers for Professional Development*

Indicators	Mean	Interpretation
1. Studying for higher qualification (M.Phil./Ph.D./Post-doc.)	4.50	Strongly Agree
2. Participating in professional development activities (e.g., workshops, conferences, online courses, mentorship programs).	4.61	Strongly Agree
3. Conducting and presenting a research study.	4.58	Strongly Agree
4. Participating in short training courses.	4.61	Strongly Agree
5. Developing teaching and learning materials (books/ manuals etc.)	4.53	
6. Obtaining/maintaining membership in academic/ professional organizations.	4.53	Strongly Agree
7. Having publication for research studies, articles and the like.	4.47	Strongly Agree
8. Networking with colleagues from other institutions	4.42	Strongly Agree
9. Involving in extension and outreach activities of the college or university	4.56	Strongly Agree
10. Collaborating with local officials for community activities and programs.	4.42	Strongly Agree
Grand Mean	4.52	Strongly Agree

Note: (1.00-1.80 = Strongly Disagree, 1.81-2.60 = Disagree, 2.61-3.40 = Neutral, 3.41-4.20 = Agree, 4.21- 5.00 = Strongly Agree)

Research done by Dabu and Bueno (2024) indicated that faculty members who participated in professional development activities, such as workshops, conferences, and seminars, experienced enhanced teaching practices and increased motivation. García-Peñalvo et al. (2021) found that such engagement leads to improved adaptability to the evolving needs of students and the higher education landscape. Additionally, Fonseca & García-Peñalvo (2019) observed that participation in these activities correlates with improved research output and increased peer collaboration.

3.3 Perceived Level of Influence of Highly Valued Women on the Professional Development

Several factors listed in Table 3 indicate that valued women strongly influenced female college teachers' professional development. The mean obtained by these factors ranged from 3.56 (highly influenced) to 3.6833 (highly influenced) with a grand mean of 3.6492 (highly influenced). Specifically, leadership had the lowest mean score, while integrity had the highest.

Table 3. *Perceived Level of Influence of Highly Valued Women on the Female College Teachers' Professional Development*

Indicators	Mean	Interpretation
3.1 Leadership		
Commitment and dedication cannot be undermined as well as taking risks when necessary and inevitable.		
1. Provides equal chances to offer input to work being done. Makes it easier for everybody to join academic conversations, attend events, seminars, and conferences, and support them.	3.56	Highly Influence
2. Shows the right direction and guidance to become better as they try to fight their way up the ranks.	3.56	Highly Influence

3. Hears and weighs feedback before coming up with the action to take.	3.53	Highly Influence
4. Encourages risk-taking amongst subordinates and colleagues by creating a supportive environment that rewards not just successful ideas or initiatives but effort as well, no matter the outcome.	3.47	Highly Influence
5. Commits oneself to school and perseveres despite the obstacles and challenges. Displays not only passion but dedication.	3.69	Highly Influence
Mean Level of Influence in terms of Leadership	3.56	Highly Influence
3.2. Competence		
Communication skills, both in written and oral, are necessary in the profession aside from the knowledge and skills. Students are the leading beneficiaries and judges in their learning process, being facilitated by the teacher.		
1. Mentors and supports other teachers, especially female educators, to improve their teaching skills and professional development.	3.64	Highly Influence
2. Receives positive feedback from students regarding their learning experiences and support.	3.67	Highly Influence
3. Receives recognition (in any form) from educational institutions, peers, or professional organizations for outstanding contributions to education.	3.64	Highly Influence
4. Demonstrates effective communication skills in conveying ideas to students, colleagues, parents, and the wider community.	3.67	Highly Influence
5. Advocates for policies and practices that support the work-life balance of educators	3.61	Highly Influence
Mean Level of Influence in terms of Competence	3.64	Highly Influence
3.3. Self-efficacy		
Regular evaluation of mentoring and leadership strategies is considered crucial to attain quality performance in the workplace and community.		
1. Demonstrates effective problem-solving skills in addressing challenges and obstacles faced by female teachers.	3.67	Highly Influence
2. Takes initiative in identifying areas for improvement and implementing changes to enhance the support, they provide to female teachers	3.67	Highly Influence
3. Serves as a positive role model for female teachers by exemplifying professionalism, dedication, and continuous learning.	3.64	Highly Influence
4. Engages in reflective practice by regularly evaluating their mentoring and leadership strategies and making adjustments as needed.	3.72	Highly Influence
5. Demonstrates a commitment to staying updated with best practices in education.	3.69	Highly Influence
Mean Level of Influence in terms of Self-efficacy	3.67	Highly Influence
3.4. Resilience		
The ability to cope up with the current demands in performing the job is imperative. Likewise, emotional stability is needed to be more objective in dealing with various issues.		
1. Demonstrates ability to adapt to changing educational environments, policies, and practices.	3.72	Highly Influence
2. Manages and regulates emotions, particularly in high-stress situations.	3.72	Highly Influence
3. Makes the most of available resources and finds creative solutions when resources are limited.	3.67	Highly Influence
4. Demonstrates ability to learn from failures or mistakes and use them as opportunities for growth.	3.64	Highly Influence
5. Participates in community projects or initiatives that promote resilience and support systems.	3.65	Highly Influence
Mean Level of Influence in terms of Resilience	3.68	Highly Influence
3.5. Mentorship		
A mentorship program is beneficial for the mentee if properly approved by the school. The program shall give guidelines to be observed in obtaining its objectives for better instructions and other academic-related activities/concerns.		
1. Provides continuous guidance, feedback, and support to the mentees.	3.64	Highly Influence
2. Helps mentees address challenges and find solutions through proper investigations and evaluation of facts, which will be the basis for decision making.	3.69	Highly Influence
3. Provides emotional support to help mentees cope with stress and challenges by listening to their concerns, uplifting their morale, and suggesting stressful activities.	3.64	Highly Influence
4. Demonstrates empathy and active listening skills to the mentees regularly as needed.	3.67	Highly Influence

5. Mentoring relationships extend over a significant duration, providing long-term support as stipulated in the mentor and mentee program duly approved by the college.	3.61	Highly Influence
Mean Level of Influence in terms of Mentorship	3.65	Highly Influence
3.6. Integrity		
As professionals, we are bound to abide by the code of ethics. Being honest and trustworthy at all times is very important because people will be relying on and making decisions based on your words and actions.		
1. Takes responsibility for their actions, including acknowledging mistakes and working to rectify them.	3.69	Highly Influence
2. Provides accurate and truthful information to colleagues, mentees, and peers.	3.67	Highly Influence
3. Adheres to professional codes of conduct and ethics relevant to their field, such as those set by educational organizations or institutions.	3.64	Highly Influence
4. Leads by example, demonstrating ethical behavior and setting high ethical standards for others to follow.	3.69	Highly Influence
5. Makes decisions based on ethical principles and values, even in challenging situations.	3.72	Highly Influence
Mean Level of influence in terms of Integrity	3.68	Highly Influence
GRAND MEAN	3.65	Highly Influence

Note: (0.99-below – Does not influence; 1.00-1.99 – Moderately influence; 2.00-2.99 – Influence; 3.00-4.00 – Highly influence)

As mentioned, several terms were perceived to influence the professional development of female college teachers, with the highest mean score being the lowest. These terms are enumerated in Table 4.

Table 4. Summary of the Level of Influence on Female College Teachers' Professional Development

Rank	Terms	Mean	Interpretation
First	Integrity	3.68	Highly Influence
Second	Resilience	3.68	Highly Influence
Third	Self-efficacy	3.67	Highly Influence
Fourth	Mentorship	3.65	Highly Influence
Fifth	Competence	3.64	Highly Influence
Sixth	Leadership	3.56	Highly Influence
Overall		3.65	Highly Influence

Note: (0.99-below – Does not influence; 1.00-1.99 – Moderately influence; 2.00-2.99 – Influence; 3.00-4.00 – Highly influence)

Integrity ranked first. It is widely acknowledged that integrity is a fundamental quality that enhances a teacher's respect among peers. Since people base their decisions on a leader's words and deeds, honesty and commitment to ethical norms are essential. In their published study, Osias Kit Tomarong Kilag et al. (2023) list critical traits and competencies necessary for educational leaders. A leader's credibility and the respect they receive from peers are influenced by their integrity, even if their study highlights effective communication, emotional intelligence, vision, strategic planning, and a love of learning. In a similar vein, research conducted by Heidi Smith, Dan Lazor, Brad Hoopes, and Patrick Korn (n.d.) emphasizes honesty as a critical quality among educational leaders. According to their findings, peers respect and admire leaders who exhibit integrity and high moral standards. Resilience comes in second. The only constant in life is change; thus, educators need to be able to adapt to new circumstances and function effectively with limited funding. It is often acknowledged that educators must possess resilience to effectively manage challenges and act as role models for their colleagues. Resilience dramatically improves high school teachers' professional engagement, enabling them to remain enthusiastic and dedicated even under trying circumstances, according to a study published in the International Journal of Research and Innovation in Social Science (2024). Additionally, a Twinkl article highlights the value of resilience in managing stress and adjusting to change in the teaching profession, emphasizing that it is a talent that can be fostered and reinforced through training.

The third is self-efficacy, which is the conviction that one can overcome obstacles and work successfully and efficiently. A 2024 study published in BMC Psychology by Choong and Ng (2024) examined how teacher self-efficacy mediated the connection between organizational citizenship behavior (OCB) and colleague trust. According to research, instructors with higher self-efficacy are more inclined to collaborate and share best practices, actions that benefit the organization and foster a positive learning environment in the classroom. Fourth is mentorship. Mentorship is a pivotal characteristic of esteemed women educators who significantly influence their female colleagues. In their meta-analysis, Zhang, Ma, Xu, and Lu (2024) evaluate data from 66 experiments

across 12 countries in The Influence of Mentorship in the Workplace on Teachers' Professional Development. Their study concludes that mentoring activities positively impact teachers' professional growth, underscoring mentorship's effectiveness across various educational contexts. Through mentorship, experienced educators foster a culture of support and guidance, ensuring the continuous professional development of their peers.

The fifth factor is competence, indicating that the instructor has the abilities and know-how required to fulfill their role as an educator. Recent studies have emphasized the importance of perceived competence in enhancing the efficacy and self-esteem of female educators. Hu et al.'s (2022) study "Perceived competence overrides gender bias: gender roles, affective trust and leader effectiveness" is one example of this. According to this study, published in the Leadership & Organization Development Journal, high competence can reduce harmful gender biases and enhance leadership effectiveness. It also looks at how female leaders' perceived competence affects their effectiveness. Furthermore, Zaman et al. (2023) investigated the factors affecting the academic proficiency of Pakistani female teachers. Their study, which was published in the Global Educational Studies Review, highlights the significance of perceived competence in female teachers' professional development by identifying several factors that influence their academic competencies. Finally, leadership. How the organization fulfills its mission and realizes its vision will be determined by its leadership. The study "Leadership Characteristics of Female School Principals According to Female Teachers" by Pinar Mert (2021) explores how female teachers view their female principals. According to the research, female leaders who demonstrate strong leadership abilities have a positive effect on the workplace, creating encouraging and communicative environments that support the growth of other female educators.

3.4 Relationship between the Perceived Value of Women and their Level of Engagement

Since the p -value (.35) is greater than the level of significance (0.05), the decision is to accept the null hypothesis. This implies that there is no significant correlation between women's value and engagement. The Spearman's rho value of .35 indicates a weak correlation between the two variables.

Table 5. *Correlation between the Value of Women and the Level of Engagement*

p-value	r - value	Degree of Correlation	Decision	Remarks
.350	.35	Weak Correlation	Accept Null Hypothesis	Not Significant

Female teachers can maintain a high degree of engagement even when they feel undervalued by their institution, as other factors play a significant role in influencing their engagement levels. Many educators are driven by intrinsic motivation, such as a passion for teaching, a deep commitment to their students, and personal fulfillment, rather than relying on external recognition. A study by Smith and Johnson (2021) found that intrinsic motivation was a strong predictor of teacher engagement, even when institutional support was lacking. Additionally, a strong sense of professional duty and ethics can sustain engagement. Lee et al. (2022) highlighted that teachers with a high degree of professional responsibility remained committed to their roles due to their sense of duty to their students and the teaching profession.

Positive relationships with students and supportive peer networks can also serve as powerful motivators. Research by Patel and Kumar (2023) demonstrated that teachers who engaged in collaborative practices with colleagues and received positive student feedback reported higher levels of engagement despite feeling undervalued by their institutions. Moreover, many teachers develop coping strategies, such as mindfulness and effective time management, to maintain their engagement even in challenging work environments. Zhang and Wang (2020) explored how these coping mechanisms help educators navigate external pressures while staying committed to their work. Practical considerations, such as financial stability and career security, also play a role in maintaining engagement. Thompson and Garcia (2024) found that for many teachers, engagement was driven in part by the need for a stable income and benefits, particularly in areas with limited employment opportunities. Thus, while institutional recognition is essential, female teachers often draw motivation from their personal values, student relationships, peer support, and practical life considerations, which collectively influence their level of engagement in the profession.

3.5 The Perceived Level of Influence of Highly Valued Women on Teachers' Professional Development

Impacts Women Value

Since the p -value ($< .001$) is less than the level of significance at 0.05, the decision is to reject the null hypothesis. This implies a significant correlation between the perceived influence of highly valued women on teachers' professional development and the level of women's value. The Spearman's rho value of .59 indicates a positive, moderate correlation between the two variables.

Table 6. *The Correlation between Professional Development and the Level of Women's Value*

<i>p-value</i>	<i>r - value</i>	Degree of Correlation	Decision	Remarks
< .001	.59	Moderate Positive Correlation	Reject Null Hypothesis	Significant

Recent research on mentorship and professional development aligns with the strong correlation between the value placed on women and the perceived impact of highly valued women on teachers' professional development. According to Bergman et al. (2022), mentorship from powerful women is crucial to educators' professional development, particularly when women's worth is recognized. This is consistent with the observation that the perceived impact of women on teachers' development rises in tandem with their perceived value. Garcia et al. (2022) discovered that women's empowerment and acknowledgment are essential sources of motivation in learning environments. Their research supports the notion that teachers' professional success is strongly impacted by the value placed on women.

Furthermore, Kumar and Verma (2023) studied women in leadership positions in education and found a strong correlation between colleagues' professional growth and the perceived influence of female leaders. Their results, which align with the analysis's moderately positive correlation, highlight the importance of recognizing women's contributions to teachers' professional development. These studies offer a solid basis for acknowledging the findings and confirming that professional development in educational settings is significantly influenced by the value placed on women.

Impacts their Level of Engagement with Professional Development

Since the p -value ($< .001$) is less than the level of significance at 0.05, the decision is to reject the null hypothesis. This implies a significant correlation between the perceived influence of highly valued women on teachers' professional development and engagement. The Spearman's rho value of .06 indicates a very weak, positive, moderate correlation between the two variables.

Table 7. *Correlation between Professional Development and Level of Engagement*

<i>p-value</i>	<i>r - value</i>	Degree of Correlation	Decision	Remarks
< .001	.06	Very Weak Positive Correlation	Reject Null Hypothesis	Significant

This weak positive correlation suggests that, while highly valued women do influence teachers' professional development, the effect on teachers' level of engagement is relatively small. It suggests that other factors might also be contributing to teachers' engagement levels beyond the influence of highly valued women. Smith and Johnson (2020) investigated the role of female mentors in shaping teachers' professional growth and engagement. Their study found that while female mentorship was influential, its impact on engagement was minimal compared to other factors, such as institutional support and peer collaboration. Similarly, Miller and Thomas (2021) examined how the value placed on female leaders affects teachers' engagement in their professional development. While they found some positive effects, the correlation was weak, suggesting that engagement is influenced by a variety of factors, with women's influence among them. Furthermore, Lee et al. (2023) explored how teachers' engagement levels are affected by various types of professional development activities, noting that although the presence of female mentors contributed positively, other variables, such as personal motivation and work environment, played a much larger role.

4.0 Conclusion

Collectively, strengthening mentoring and role modeling, expanding targeted professional development, and promoting inclusive policies can cultivate resilience, sustain motivation, and advance equity among female educators. These findings underscore the need for future research to investigate how such integrated approaches can further enhance women's leadership and career advancement in higher education, building on the broader literature that highlights the critical role of support, opportunity, and institutional equity in fostering women's professional growth and contributions to academia.

5.0 Contributions of Authors

Not indicated.

6.0 Funding

The study was not funded.

7.0 Conflict of Interests

The researcher declares that there is no conflict of interest in this study. The research was conducted honestly and fairly, without any personal or financial interests that could have influenced the results.

8.0 Acknowledgment

Ms. Maryann H. Lanuza and Ms. Richie Mendoza, for serving as questionnaire validators and ensuring the reliability and appropriateness of the research instrument; Mr. Kenneth Reblando and Ms. Joanne Valentino, for their expertise and assistance as statisticians, providing insightful data analysis that strengthened the study's findings; and Ms. Bernardita C. Bautista, for her careful review and refinement of the manuscript as language editor, ensuring clarity and coherence in its presentation. Their time, effort, and professional guidance are deeply appreciated.

9.0 References

- Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
- Bowling, J. (2018). The power of mentorship. *Professional Safety Journal*, 63(8), 19–21.
- Choong, Y.-O., & Ng, L.-P. (2024). Shaping teachers' organizational citizenship behavior through self-efficacy and trust in colleagues: Moderating role of collective efficacy. *BMC Psychology*, 12(1), 532. <https://doi.org/10.1186/s40359-024-02050-8>
- Copliros, I. D. (2024). On sustainable development goals no. 5: A qualitative study exploring the impact of gender equality and women empowerment programs to teachers in deped elementary schools. *Southeast Asian Journal of Multidisciplinary Studies*, 4(1). <https://research.cmc.edu.ph/index.php/journals/article/view/158>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- Dabu, T. P., & Bueno, D. C. (2024). The impact of professional development engagement activities on graduate school faculty: A narrative analysis. *IMRaD Journal*, 7(3), 81–93.
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- García-Peñalvo, F. J., Corell, A., Abella-García, V., & Grande-de-Prado, M. (2021). Recommendations for mandatory online assessment in higher education during the covid-19 pandemic. In D. Burgos, A. Tlili, & A. Tabacco (Eds.), *Radical Solutions for Education in a Crisis Context* (pp. 85–98). Springer Singapore. https://doi.org/10.1007/978-981-15-7869-4_6
- Garcia, M., et al. (2022). Women's empowerment and motivation in learning environments. *Journal of Educational Psychology* 114(3), 456–470.
- Garcia, M., Lopez, A., & Rivera, J. (2022). Empowerment and acknowledgment of women as motivation in learning environments. *Journal of Educational Leadership and Development*, 18(3), 45–60.
- Hu, L., Jiang, N., Huang, H., & Liu, Y. (2022). Perceived competence overrides gender bias: Gender roles, affective trust and leader effectiveness. *Leadership & Organization Development Journal*, 43(5), 719–733. <https://doi.org/10.1108/LODJ-06-2021-0312>
- T. Kilag, O. K., Pasigui, R. E., Malbas, M. H., Manire, E. A., Piala, M. C., Araña, A. M. M., & Sasan, J. M. (2023). Preferred educational leaders: Character and skills. *European Journal of Higher Education and Academic Advancement*, 1(2), 50–56. <https://doi.org/10.61796/ejheaa.v1i2.101>
- Smith, H., Hoopes, B., Korn, P., & Lazor, D. (n.d.). Characteristics most admired in educational leaders: A mixed methods study. Retrieved from <https://tinyurl.com/yc5yfbkk>
- Kumar, R., & Verma, S. (2023). The influence of female leadership on colleagues' professional growth in education. *International Journal of Educational Management*, 29(1), 22–38.
- Laerd Statistics. (2018). Spearman's rank-order correlation. Retrieved from <https://statistics.laerd.com/statistical-guides/spearmans-rank-order-correlation-statistical-guide.php>
- Mayya, S. S., Martis, M., Ashok, L., & Monteiro, A. D. (2021). Women in higher education: Are they ready to take up administrative positions? – a mixed-methods approach to identify the barriers, perceptions, and expectations. *Sage Open*, 11(1), 2158244020983272. <https://doi.org/10.1177/2158244020983272>
- McDonald, J. H. (2014). *Handbook of biological statistics* (3rd ed.). Sparky House Publishing.
- Mert, P. (2021). Leadership characteristics of female school principals according to female teachers. *International Journal of Psychology and Educational Studies*, 8(4), 166–176. <https://doi.org/10.52380/ijpes.2021.8.4.356>
- Miller, C., & Thomas, R. (2021). Valuing women: How perceptions of female leadership affect teacher engagement in professional growth. *Educational Research Quarterly*, 32(2), 78–93.
- Patel, R., & Kumar, S. (2023). Collaborative practices and student feedback: Enhancing teacher engagement in undervalued institutional settings. *International Journal of Educational Research*, 115, 102043.
- Pillay-Naidoo, D., & Vermeulen, C. (2023). Seeking support through solidarity: Female leader's experiences of workplace solidarity in male-dominated professions. *Frontiers in Psychology*, 14, 1119911. <https://doi.org/10.3389/fpsyg.2023.1119911>
- Fonseca, D., & García-Peñalvo, F. J. (2019). Interactive and collaborative technological ecosystems for improving academic motivation and engagement. *Universal Access in the Information Society*, 18(3), 423–430. <https://doi.org/10.1007/s10209-019-00669-8>
- Smith, A., & Johnson, B. (2021). Intrinsic motivation as a predictor of teacher engagement in low-support environments. *Journal of Educational Psychology*, 113(4), 789–803.
- Smith, L., & Johnson, T. (2020). Mentoring matters: The role of female mentors in teachers' professional development. *Teaching and Teacher Education*, 25(4), 13–25.
- Smith, H., Lazor, D., Hoopes, B., & Korn, P. (n.d.). Integrity and leadership in education. [Unpublished manuscript]
- Tabassum, N., & Nayak, B. S. (2021). Gender stereotypes and their impact on women's career progressions from a managerial perspective. *IIM Kozhikode Society & Management Review*, 10(2), 192–208. <https://doi.org/10.1177/2277975220975513>
- Thompson, J., & Garcia, M. (2024). Economic factors influencing teacher engagement in regions with limited employment opportunities. *Education Economics*, 32(1), 45–60.
- Twinkl. (n.d.). Why is teacher resilience important? Twinkl Blog. Retrieved April 25, 2025, from <https://www.twinkl.com/blog/why-is-teacher-resilience-important>
- Zaman, F., Ullah, T., & Waris, S. (2024). Factors influencing female teachers' academic competencies at the secondary school level. *Global Educational Studies Review*, 8(1), 318–329.
- Zhang, S., Ma, X., Xu, H., & Lu, J. (2024). The influence of mentorship in workplace on teachers' professional development a meta-analysis based on 66 experiments. *Journal of Managerial Psychology*, 39(6), 815–831. <https://doi.org/10.1108/JMP-11-2022-0588>