

RESEACH ARTICLE

Assessing The Gender Role Conflict Among Faculty of Sulu State College

Asso. Prof. Abdel J. Amilhamja, Ed.D (MaEd Candidate)

Graduate Studies, Sulu State College, Jolo, Sulu.

*Corresponding author: gs@sulustatecollege.edu.ph

ABSTRACT. *This study examines how gender roles affect the interpersonal and professional interactions of Sulu State College teaching members during the academic year 2024-2025. Socially constructed expectations of male and female behaviors and obligations are known as gender roles, and they can have negative physical and psychological impacts on a variety of facets of life, including work and family. This phenomenon is referred to as gender role conflict, according to O'Neil, and it characterizes a psychological condition in which gender roles negatively impact the individual or others. O'Neil et al. established four components of the gender role conflict scale: conflict between work and family relationships (CBWER), restricted emotionality (RE), restriction affectionate behavior between males (RABBM), and success, power, and competition (SPC). The study examines the forms and intensity of gender role conflict that faculty members experience by looking at their demographics, including gender, age, marital status, length of employment, and educational background. One hundred faculty members were selected from different colleges within the company using a purposive sampling technique. The findings show that most responders are married women under 30 with postgraduate degrees who have worked for ten years or less. The challenges of regulating gender norms in an academic setting are illustrated by the few instances of gender role conflict that faculty members often face at work.*

KEYWORDS: *Gender roles, Faculty demographics, Gender role Conflict*

ARTICLE DETAILS

JEAS-00045; Received: March 27, 2025; Accepted: April 08, 2025; Published Online: April 27, 2025

CITATION:

Amilhamja, Abdel J. (2025). Assessing The Gender Role Conflict Among Faculty of Sulu State College. *Journal of Environmental and Social Psychology*. DOI: 10.62596/e2775v90

COPYRIGHT

Copyright © 2025 by author(s). *Journal of Environmental and Social Psychology* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

Introduction

Both personal and professional interactions have been influenced by gender roles, which are socially constructed standards around the acts, attitudes, and duties associated with being male or female (O'Neil JM., 1981 in Hajloo & Moghaddasi, 2016). According to Hajloo and Moghaddasi (2016), following social standards can frequently have detrimental repercussions on people's physical and mental health, which may have an impact on other areas of their lives, including romantic relationships, employment, and family. This phenomenon was dubbed "gender role conflict" by O'Neil (O'Neil JM., 1981 in Hajloo and Moghaddasi, 2016), a psychiatric disorder in which gender roles have detrimental effects on the individual or on others. O'Neil et al. (1981 in Hajloo and Moghaddasi, 2016) identified four components for the gender role conflict scale: conflict between work and family relationships (CBWER), limited emotionality (RE),

restriction affectionate behavior between males (RABBM), and success, power, and competition (SPC).

College instructors in higher education deal with the demands of both the institution and society at the same time, which frequently leads to gender-role conflicts (Chavez JV and Prado RTD, 2023). The psychological pressure that results when people feel they can't live up to social expectations or when those expectations clash with their own values, goals, or professional obligations is known as gender role conflict (Brahmana, 2016).

.As educators, mentors, and researchers, college professors and instructors encounter additional difficulties that make them especially vulnerable to gender role conflict. However, research and leadership are more frequently linked to assertiveness, competition, and authority—qualities associated with masculine stereotypes—than teaching roles, which are typically associated with care, emotional labor, and nurturing (Castro FLT, Ventura BLO, Estajal, RS, et al., 2024). These conflicting gendered expectations can lead to stress, impede career progression, and influence how educators view themselves and are viewed by others in educational environments (Chavez, J.V., Lamorinas, D.D., and Ceneciro, C.C., 2023).

The purpose of this study was to investigate the frequency, expressions, and effects of gender role conflict among college professors. The study sought to determine the effects on job satisfaction, instructional efficacy, career advancement, and general well-being by investigating how instructors encounter and resolve these disputes. The results aided in the creation of interventions and policies that support gender parity and foster a welcoming atmosphere for all teachers, regardless of gender.

This study paved the way for a more thorough investigation of the relationship between gender norms and the academic profession, highlighting the need for more studies to address the subtle but widespread obstacles college teachers confront as they strive for both professional and personal fulfillment.

Research Questions

1.What characteristics do the faculty responders have in terms of:

- 1.1. Gender
- 1.2. Age
- 1.3. civil standing;
- 1.4. Service Duration; and
- 1.5. level of education?

2.How much gender role conflict exists among Sulu State College faculty members in light of:

- 2.1. achievement, dominance, and rivalry;
- 2.2. limited capacity for emotion;
- 2.3. affectionate conduct that is restrictive; and
- 2.4. Workplace and family connections conflicts?

3.Does the gender role conflict among Sulu State College faculty members differ significantly when data are grouped by:

- 3.1. Gender
- 3.2. Age
- 3.3. civil standing;
- 3.4. duration of the service; and

3.5. level of education?

4. Does the degree of gender role conflict among Sulu State College faculty members in terms of restricted emotionality, success, power and competition, restrictive affectional behavior, and conflicts between work and family relationships significantly correlate with the subcategories?

Literature

Foreign Studies and Literature

In her study on gender role conflict (GRC) in men, Brahmana (2016) emphasized the frequently disregarded effects of GRC on the gender inequality that women face. Men are expected to be powerful leaders in Indonesia, where patriarchal traditions are prevalent. If they don't achieve these standards, they may experience anxiety and sadness. The purpose of this study is to highlight how gender disparity affects individuals of both genders and may result in a number of issues.

Strict adherence to masculine roles may clash with situational demands, according to Banos' (2017) analysis of GRC in relation to situational settings. Research has not thoroughly examined how various situations impact gender role conformance, despite the fact that GRC is associated with negative effects such as anxiety and violence (Savellon KIS, Asiri MS, Chavez JV., 2024). Researchers examining the effects of sexualized images found no discernible difference in GRC scores between men in the experimental and control groups, which sparked debate about the potential causes of these contradictory results.

In order to ascertain if GRC levels are impacted by individual treatment or psychotherapy training, Murtagh (2015) examined the effect of GRC on therapeutic partnerships in Ireland. The study examined the effects of GRC on men's counseling decisions and counselor gender preferences. The study used the Gender Role Conflict Scale-Short Form (GRCS-SF) to measure counselors' and non-counselors' GRC levels in four main areas: Restrictive and Affectionate Behaviors in Men; Conflict Between Work and Family Relationships; Success, Power, and Competition; and Restricted Emotional Expression.

The findings indicate a statistically significant difference in Gender Role Conflict (GRC) levels after individual therapy and training. Comparing veteran counselors to counselors with less experience and non-counselors, the former showed much lower GRC. Although only 10% of counselors reported having a preference for one gender over another, those who did showed higher levels of Relationship Education (RE), Self-Perceived Competence (SPC), and Relational Aggression and Bullying Behavior (RABBM) management. However, there was no correlation between GRC levels and the desire of 25% of non-counselors for a female counselor. The only factor that affected non-counselors' reluctance to seek therapy was RABBM; the other three factors had a detrimental effect on the therapeutic experience and might have led to the early termination of treatment for masculinity difficulties (Murro RA., 2024).

Higher GRC scores were associated with greater relationship control and hazardous sexual behaviors, like transactional sex and having several partners, in a different study conducted by Closson et al. (2019) on young men residing in South African urban informal settlements. The significance of GRC in comprehending masculinity and changes in gender norms was underlined by the study.

Higher degrees of religiosity and spiritual well-being were linked to less gender role tension, according to Brown's (2015) study on male Latter-day Saints. Reduced levels of stress and gender role conflict were associated with egalitarian perspectives on sex roles. The study

focused on the significance, limitations, and therapeutic relevance of the findings, emphasizing gender role equality and existential well-being as critical markers of gender role strain.

Couzy and Margaux (2015) examined the interplay between women's employment and family obligations, highlighting the role conflicts caused by societal norms, time constraints, and unequal involvement. Drawing from literature and interview data, their qualitative analysis revealed strategies women use to settle these conflicts.

Boisjolie (2015) used a quantitative survey approach to investigate the association between male gender role conflict and attitudes toward getting help in a sample of 68 educated, Caucasian men. Gender role conflict may not significantly affect this group's help-seeking behavior, according to the study's lack of a meaningful correlation.

Hajloo and Moghaddasi (2016) investigated the connection between gender role conflict and the mental health of 200 male students. According to their descriptive-correlational analysis, 42% of the variance in psychological well-being was explained by factors like accomplishment and competition.

Using a sample of 1,117 male college students, Hammer et al. (2018) investigated the Gender Role Conflict Scale – Short Form (GRCS-SF) and showed that a bifactor structure offered a better fit than earlier models. Their results supported a model of related components for evaluating gender role conflict by demonstrating that certain qualities, such as Restrictive Emotionality and Conflicts Between Work and Family Relations, more accurately predicted a variety of psychological consequences.

Lennon et al. (2018) investigated the effects of gender role conflict on the coping strategies and distress of prostate cancer patients, emphasizing the detrimental effects of masculine socialization on their capacity to manage their illness. They examined the association between distress and gender role conflict in 92 people and discovered that while emotional approach coping did not mediate the relationship, self-compassion acted as a moderator (Garil B.A., Entong M.B.M., Muarip V.C., et al., 2024). Higher degrees of self-compassion were linked to less worry about the demeaning features of cancer. According to the results, future studies ought to examine how men's emotional manifestations are influenced by social contexts.

Mudd (2015) investigated the connection between help-seeking behaviors and gender role conflict in a study of 105 gay fathers who had divorced. He found that gender role conflict had a positive correlation with psychological discomfort but a negative correlation with views and intentions to seek treatment. More than 80% of individuals had sought mental health help, mostly for depression, coming out, and sexual identity concerns (Chavez, J.V., 2020). Among the suggestions are group therapy and therapies that prioritize role evolution and system dynamics. Future studies should look at how relationship dynamics and the propensity to seek help are impacted by gender role conflict.

In a phenomenological study on Mexican American gang members' perceived gender role conflict and hostility, Gray (2015) focused on machismo and limited emotional expression. The study is grounded in O'Neil's theory of gender role conflict, which emphasizes how social norms restrict people's ability to express their emotions and opportunities. Crucially, the study found that there was a dearth of prior research on the gender role tensions in this subculture.

Using a mixed-methods approach, Scott (2018) examined how conventional masculinity affected substance-dependent men's help-seeking behaviors. According to the study, following conventional masculine ideals can make it more difficult to get treatment, which can lead to health problems like substance abuse. The results from the interviews showed that participants'

willingness to seek help was significantly impacted by gender role conflict, with themes like emotional reactions and perseverance showing up.

Bordean et al. (2020) investigated the relationship between biological sex, gender roles, and conflict resolution strategies in small and medium-sized businesses. Using the Bem Sex Role Inventory in conjunction with the Rahim Organizational Conflict Inventory, the study found no correlation between biological sex and conflict management approaches, but it did emphasize the significance of gender roles as significant drivers. Males preferred a domineering approach, while females generally chose to avoid conflict.

Danforth, Lindsay Erika (2016) examined the factors—social support, stigma, and gender role conflict—that influence the conduct of male military personnel when they seek aid. Men are less likely than women to seek professional help, according to a study that examined these traits using structural equation modeling. The results demonstrated a small congruence with the model and validated the Gender Role Conflict Scale’s function as a micro-contextual trigger. The study looks at the implications, limitations, and suggestions for additional research.

Luna, K. C. et al. (2017) investigated how women were affected by the Maoist struggle in Nepal, focusing on both former and non-combatants and stressing how gender roles evolved both during and after the conflict. They discovered that during the conflict, especially among former combatants, women started to take on roles that were traditionally held by men. However, these shifts were mostly undone after the conflict, resulting in serious difficulties with livelihood and a return to traditional roles (Chavez JV, Del Prado R, Estoque M., 2023). The study’s foundation consists of in-depth research and interviews conducted in the Kathmandu and Chitwan regions.

Local Studies and Literature

In a study titled “Gender Difference in Psychological Well-Being among Filipino College Student Samples,” Jeannie A. Perez (2015) investigated the psychological well-being of 588 Filipino college students, 110 of whom were male and 478 of whom were female. While there were no differences in positive and negative emotions, relationships with mothers and teachers, environmental mastery, personal development, and self-acceptance, the study did find significant gender disparities in areas like daily spiritual experience, relationship with fathers, connections with peers, autonomy, positive interactions with others, and sense of life purpose (Garil, B.A., Abbas, T., S.C., Limen, M.V., 2024).

According to Siân Herbert’s 2019 article, “Conflict analysis of the Philippines,” conflict is still a significant problem in the country and is typified by a variety of violent acts, such as insurgent movements, clan conflicts, and state violence against civilians. The research emphasizes how complicated the current situation is, made worse by President Duterte’s anti-drug campaign, which over the previous 50 years has caused a human rights disaster in Central and Western Mindanao that has claimed over 150,000 lives.

“Sustainable Development Goal 5: How Does the Philippines Fare on Gender Equality?” was published in 2017. In order to achieve the Sustainable Development Goals, gender equality must be achieved, Clarissa C. David and her team stressed. In addition to highlighting the need for equal opportunities for all genders in education, employment, and decision-making, the report assesses the Philippines’ progress in terms of gender-related indicators and highlights public policy initiatives aimed at advancing gender equality and empowering women in the nation.

The WE-Care project, which was started in 2015, examines the Philippines’ gender-based distribution of labor. Through this campaign, Oxfam GB has sought to address the problems brought on by unequal domestic labor since its founding in 2013. Reducing challenging household

chores and allocating caregiving duties to families, employers, the state, and men and women are its objectives. According to research, the importance of unpaid care work (UCDW) is frequently disregarded since it is thought to be low-value and need few skills (Chavez JV, Gregorio MW, Araneta AL, Bihag CD., 2024).

The program is in line with the Sustainable Development Goals, including Goal 5.4, which highlights how important it is to value and acknowledge unpaid caregiving. In order to inform local activities and policy recommendations that address UCDW, the study included 27 focus group talks intended to investigate the social norms influencing caregiving behaviors (Chavez JV., W. Gregorio AM, Araneta AL, et al. 2024).

In her 2017 study, “Female Migrant Labor in the Philippines,” Sabiha Iman Mohyuddin explored how kinship ideas and traditional gender roles impact the government’s advocacy of Filipina women as transnational migrants seeking economic growth. With more than half of these migrants being women, remittances from foreign workers account for about 10% of the GDP. As a result, the government incorporates traditional ideas of femininity and household duties into economic strategies by using them in the recruitment and administration of female migration.

In her 2015 article “The role of fathers in Parenting for gender equality,” Clara Alemann emphasized the advantages of active father involvement in family dynamics and child development. Men’s participation in caregiving is, however, hampered by issues including strict gender standards, a dearth of helpful regulations, and programs that are predominantly targeted at women. Recent efforts appear to be effective in reducing family violence and improving the quality of fathers’ caregiving; but, more comprehensive policies that assist all caregivers and advance gender equality are needed to bring about long-lasting changes in social norms. According to SDG 16, the study emphasizes the significance of evidence-based, scalable, and sustainable parenting programs that alter gender dynamics in an effort to meaningfully engage men and promote the growth of just societies.

“Centrality of Religiosity among Select LGBTQs in the Philippines,” released by Fides del Castillo in 2021, examines the attitudes and behaviors of the LGBTQ population. According to the survey, respondents’ average score on the Centrality of Religiosity Scale (CRSi-20) was 3.68, indicating that religiosity was common among them, especially among older people. Public practice had the lowest average score ($M = 3.21$) and the ideology subscale the highest ($M = 4.16$). Men tended to self-identify as “highly religious” more than women, who were more likely to identify as “religious,” according to the survey’s strong overall dependability.

The One Circle Foundation (OCF) created the resource “Sexual Orientation, Gender Identity, and Expression Affirming Approach and Expansive Practices,” which Kiku Johnson published in 2019 to help facilitators support young people as they negotiate their gender identities and sexual orientations. The guide highlights the importance of creating safe spaces for all young people, regardless of their personal beliefs, while acknowledging the evolving vocabulary and concepts around these topics (Espartero MM, Caldaza KPD, Prado RTD., 2024). It examines a number of factors, such as community, culture, and individual backgrounds, that may have an impact on understanding and implementing inclusive practices. To provide a solid foundation for engaging with the material, facilitators are encouraged to start with the Terminology section. According to the guide, young people often have valuable knowledge and perspectives on these issues, making them essential contributors to raising awareness and promoting safety in their neighborhoods (Quisay ARC, Aquino MEC., 2024).

Methodology

1. Population and Sampling Design

This study used a descriptive-correlational design according to Bless and Higson-Smith (1995), which is an organized method that directs the gathering, processing, and interpretation of data. In order to forecast future events based on faculty members' current perceptions, this design was adopted to demonstrate, assess, and investigate correlations among variables (Chavez, J.V., 2023). Demographic characteristics of faculty members, such as gender, age, marital status, length of service, and educational background; the degree of gender role conflict that faculty members experience; variations in gender role conflict among demographic groups; and relationships between the subcategories of gender role conflict are the primary areas of focus. The research was conducted at Sulu State College during the 2024-2025 Academic Year, concentrating specifically on the college instructors. Ten faculty members from the School of Agricultural Sciences, twenty from the College of Arts & Sciences, twenty-five from the College of Computing Studies and Engineering, ten from the School of Teacher Education, twenty-five from the College of Business Administration and Management, and ten from the School of Nursing were among the 100 faculty members who took part. Using a purposive sampling technique, participants were chosen based on predetermined standards like accessibility and demographic representation. By using this method, the sample was guaranteed to fairly represent the faculty's varied backgrounds (Leon AJTD, Jumalon RL, Chavez JV, et al., 2024).

2. Research Instruments

A survey questionnaire that was modified from the Gender Role Conflict Scale by O'Neil et al. (2015) served as the main tool for gathering data. There were two components to the research tool used in this investigation. Finding out the demographic profile of the secondary school teachers was the main goal of Part I of the survey. The purpose of Part II was to gather information on the degree of gender role conflict among Sulu State College faculty members.

3. Data Gathering Procedure

The systematic data collection approach began with obtaining permission from the Office of the Dean of Graduate Studies and the respective deans of the several colleges to disseminate the questionnaire. The researcher distributed and collected the surveys themselves in order to ensure a high response rate.

4. Data Analysis

Using both descriptive and inferential statistical methods, the information gathered from the survey questions was suitably assessed. Participants' demographics and the degree of gender role conflict across four dimensions—Conflict Between Work and Family Relations (CBWER); Restricted Emotionality (RE); Restrictive Affectionate Behavior (RAB); and Success, Power, and Competition (SPC)—were compiled using descriptive statistics like frequency, percentage, mean, and standard deviation. One-way ANOVA and t-tests were used to assess significant variations in gender role conflict according to demographic characteristics (gender, age, marital status, length of work, and educational attainment). Additionally, the links between the gender role conflict subgroups were examined using Pearson correlation. To guarantee precision and dependability in the interpretation of the findings, the proper tools were employed for the statistical analysis. A 5-point Likert scale with the following values was used to evaluate the survey data: Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, and Strongly Agree = 5.

Results

Question 1. What characteristics do the faculty responders have in terms of 1.1. Gender 1.2. Age 1.3. civil standing; 1.4. Service Duration; and 1.5. level of education?

The demographic data of the teacher respondents by gender is shown in Table 1.1. This table shows that out of the 100 instructor responses, 37 (37.0%) are male and 63 (63.0%) are female. It is evident from this that a greater proportion of female teachers than male teachers—more than three-fourths of the teachers who participated in this study—are female. According to this finding, the majority of Sulu State College’s teaching faculty will be female for the 2024–2025 academic year.

Gender	Number of Teachers	Percent
Male	37	37.0%
Female	63	63.0%
Total	100	100%

The age-related demographics of the instructor responders are shown in Table 1.2. According to this table, of the 100 teacher responders, 38 (38.0%) are under 30 years old, 27 (27.0%) are between 31 and 40, 26 (26.0%) are between 41 and 50, and 9 (9.0%) are 51 years of age or older. This suggests that the majority of Sulu State College teachers are in the vigilant phase, physically, emotionally, and mentally engaged in their college teaching roles, as more than half of the teacher respondents in this study are under the age of thirty.

Age	Number of Teachers	Percent
30 years old & below	38	38.0%
31-40 years old	27	27.0%
41-50 years old	26	26.0%
51 years old & above	9	9.0%
Total	100	100%

Table 1.3 shows the demographic information of the teacher responders according to their civil status. Of the 100 teachers who responded, 46 (46.0%) are single, 54 (54.0%) are married, and none of them are widowed or separated, as shown in this table. This indicates that almost half of the study’s teacher respondents are married educators who juggle a variety of responsibilities outside of teaching, including caring for the home, raising their children, participating in social and religious activities, and doing community service.

Civil Status	Number of Teachers	Percent
Single	46	46.0%
Married	54	54.0%
Widow/Widower	0	.0%
Separated	0	.0%
Total	100	100%

The demographic details of the teacher responders according to their length of service status are shown in Table 1.4. Out of 100 teacher responders, 78 (78.0%) have 10 years or less of experience, 13 (14.0%) have 11–20 years, and 9 (9.0%) have more than 21 years, according to this table. This suggests that college teachers at Sulu State College largely belong to the junior category as defined in this survey, as more than three-fourths of the teacher respondents have ten years or less of teaching experience.

Length of Service	Number of Teachers	Percent
-------------------	--------------------	---------

10 years & below	78	78.0%
11-20 years	13	13.0%
21 years & above	9	9.0%
Total	100	100%

The demographic details of the teacher respondents with respect to their educational background are shown in Table 1.5. Out of the 300 teacher responses, 3 (3.0%) have a bachelor’s degree, 23 (24.0%) have a bachelor’s degree plus master’s units, 52 (52.0%) have a master’s degree, 19 (19.0%) have a master’s degree plus doctoral units, and 3 (3.0%) have a doctorate degree, according to this table. This suggests that the majority of teacher respondents have a post-graduate degree, which satisfies the minimal requirements for admission to the college faculty in public higher education institutions governed by the Commission on Higher Education (CHED), even though a sizable portion are almost finished with at least a master’s degree.

Educational Attainment	Number of Teachers	Percent
Bachelor’s degree	3	3.0%
With master’s units	23	23.0%
Master’s degree	52	52.0%
With doctoral units	19	19.0%
Doctorate degree	3	3.0%
Total	100	100%

Question 2. How much gender role conflict exists among Sulu State College faculty members in light of: 2.1. achievement, dominance, and rivalry; 2.2. limited capacity for emotion; 2.3. affectionate conduct that is restrictive; and 2.4. Workplace and family connections conflicts?

The level of gender role conflict among Sulu State College faculty members with regard to competitiveness, authority, and achievement is shown in Table 2.1. Based on the data in this table, this subcategory received a rating of undecided or Moderate Extent with an overall weighted mean score of 2.7779 and a standard deviation of .80862. According to this result, teacher respondents showed a moderate degree of agreement about the extent of gender role conflict in relation to rivalry, power, and success. When it comes to rivalry and impact in achieving success among college professors, college instructors are restrained in their personal opinions. These educators rejected the idea of competing with other faculty members, even as they stressed the need of developing their careers and making money by hard work. As such, they are consistent with the organization’s guiding ideals of cooperation and unity.

Success , Power, and Competition	Mean	S.D.	Rating
1 Moving up the career ladder is important to me.	4.3700	.54411	Agree
2 Making money is part of my idea of being a successful person.	4.0000	.69631	Agree
3 I sometimes define my personal value by my career success.	3.0700	1.1124	Undecided
4 I evaluate other people's value by their level of achievement and success.	2.5200	1.1501	Undecided
5 I worry about failing and how it affects my doing well as a person.	2.8400	1.1075	Undecided
6 Doing well all the time is important to me.	3.6300	1.1160	Agree
7 I often feel that I need to be in charge of those around me.	2.4900	1.0777	Disagree
8 Competing with others is the best way to succeed.	1.9800	1.0048	Disagree
9 Winning is a measure of my value and personal worth.	2.2600	1.1247	Disagree
10 I strive to be more successful than others.	2.2500	1.0187	Disagree

11	I am often concerned about how others evaluate my performance at work or school.	2.5400	1.2746	Undecided
----	--	--------	--------	-----------

The degree of gender role conflict among Sulu State College teaching members with regard to restricted emotional expression is shown in Table 2.2. This subcategory was categorized as uncertain or of Moderate Extent after achieving a total weighted mean score of 2.9060 with a standard deviation of .73523, as shown in this table. This result indicates that there was a moderate degree of agreement among teacher respondents about the existence of gender role conflict in connection to restricted emotional expression. College instructors are reticent about their anxieties and the restrictions males have when it comes to expressing their emotions, as well as the difficulty university teachers have in identifying and expressing their sentiments through words.

Restricted Emotionality		Mean	S.D.	Rating
1	I have difficulty telling others I care about them.	3.3300	1.1196	Undecided
2	Strong emotions are difficult for me to understand.	3.4300	.99752	Undecided
3	Expressing feelings makes me feel open to attack by other people.	2.6000	.96400	Undecided
4	Talking about my feelings during sexual relations is difficult for me.	2.7700	1.1268	Undecided
5	I have difficulty expressing my emotional needs to my partner.	2.4800	.96901	Disagree
6	I have difficulty expressing my tender feelings.	2.5300	.99955	Undecided
7	Telling others of my strong feelings is not part of my sexual behavior.	2.9900	.98980	Undecided
8	I often have trouble finding words that describe how I am feeling.	2.8000	1.0150	Undecided
9	I do not like to show my emotions to other people.	2.8100	1.0981	Undecided
10	Telling my partner my feelings about him/her during sex is difficult for me.	3.3200	1.1270	Undecided
<i>Total Weighted Mean</i>		<i>2.9060</i>	<i>.73523</i>	<i>Undecided</i>

Table 2.3 displays the degree of gender role conflict among Sulu State College faculty members with relation to limiting affectional behavior. The table classified this subcategory as Undecided or to a Moderate Extent based on its overall weighted mean score of 2.8563 and standard deviation of .80782. This finding indicates that teacher responders and the level of gender role conflict related to limiting affectional behavior agreed to a considerable extent. College instructors demonstrate self-control when they reveal their boundaries when it comes to sharing their thoughts and emotions with others and their challenges in forming sexual relationships with both male and female faculty members.

Restrictive Affectionate Behavior		Mean	S.D.	Rating
1	Verbally expressing my love to another man/woman is difficult for me.	3.1300	1.2685	Undecided
2	Affection with other men/women makes me tense.	2.6700	1.0155	Undecided
3	Expressing my emotions to other men/women is risky.	2.4700	.80973	Disagree
4	Men/women who touch other men/women make me uncomfortable.	3.1500	1.3512	Undecided
5	Hugging other men/women is difficult for me.	2.8300	1.2476	Undecided
6	I am sometimes hesitant to show my affection to men/women because of how others might perceive me.	3.6500	.95743	Undecided

7	Being very personal with other men/women makes me feel uncomfortable.	2.7000	1.0777	Disagree
8	Men/women who are overly friendly to me make me wonder about their sexual preference (men or women)	2.2500	1.0286	Undecided

The degree of gender role conflict among Sulu State College faculty members with regard to conflicts between work and family obligations is shown in Table 2.4. According to the table, this subcategory was categorized as Undecided or Moderate Extent with a weighted mean score of 3.2867 overall and a standard deviation of .89708. This finding implies that there was a moderate degree of agreement among teacher respondents about the degree of gender role conflict associated with conflicts between work and home ties. College instructors exhibit a measured approach to juggling their responsibilities to their families, friends, and coworkers at work or school, which results in little free time or relaxation. This increases the likelihood of health issues, stress, and burnout among college instructors.

Conflicts between Works and Family Relations		Mean	S.D.	Rating
1	I reel torn between my hectic work schedule and caring for my health.	3.1100	.88643	Undecided
2	My career, job, or school affects the quality of my leisure or family life.	3.2000	1.1634	Undecided
3	Finding time to relax is difficult for me.	3.1900	1.2528	Undecided
4	My needs to work or study keep me from my family or leisure more than would like.	3.1300	1.0792	Undecided
5	My work or school often disrupts other parts of my life (home, family, health leisure.	3.2500	1.2175	Undecided
6	Overwork and stress caused by a need to achieve on the job or in school, affects/hurts my life.	3.8400	.86129	Agree
<i>Total Weighted Mean</i>		<i>3.2867</i>	<i>.89708</i>	<i>Undecided</i>

Question 3. Does the gender role conflict among Sulu State College faculty members differ significantly when data are grouped by: 3.1. Gender 3.2. Age 3.3. civil standing; 3.4. duration of the service; and 3.5. level of education?

When data is arranged according to the gender demographic profiles of Sulu State College instructors, Table 3.1 shows the differences in the degree of gender role conflict among these individuals. The mean differences in all other subcategories pertaining to the level of gender role conflict among Sulu State College faculty members are statistically significant at alpha.05. This is evident from the table, with the exception of “Conflicts between works and family relations.” This suggests that, generally speaking, there is a difference between the opinions of male and female teacher respondents regarding the degree of gender role conflict among Sulu State College faculty members. According to this result, a male teacher-respondent may have an advantage when assessing the level of gender role conflict among faculty members at Sulu State College, or vice versa.

VARIABLES	Grouping	Mean	S. D.	Mean Difference	t	ig.	Description
Success, power and competition	Male	2.9626	1.0811	.29306*	.768	080	Significant
	Female	2.6695	.57715				
Restricted emotionality	Male	3.3243	.97906	.66401*	.826	000	Significant
	Female	2.6603	.37526				
Restrictive affectionate behavior	Male	3.1723	1.0722	.50166*	.128	002	Significant
	Female	2.6706	.52905				
Conflicts between works and family relations	Male	3.4099	1.0375	.19562	.053	295	Not Significant
	Female	3.2143	.80346				

When the data is sorted by age-related demographic characteristics, Table 3.2 displays the variations in gender role conflict levels among the faculty members of Sulu State College. This table demonstrates that the F-ratios and P-values for each subcategory related to gender role conflict among faculty members at Sulu State College are significant at the alpha level of .05. This implies that the teacher respondents' evaluations of the level of gender role conflict among Sulu State College faculty members still differ, despite the fact that they represent a range of age groups. This finding suggests that a teacher-respondent who is 51 years of age or older may be more qualified to evaluate the degree of gender role conflict among faculty members at Sulu State College than someone who is 30 years of age or younger, 31–40 years old, 41–50 years old, or the opposite.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	ig.	Description
Success, power and competition	Between Groups	14.692	93	4.897	9.396*	000	Significant
	Within Groups	50.040	96	521			
	Total	64.733	99				
Restricted emotionality	Between Groups	15.158	93	5.053	12.645*	000	Significant
	Within Groups	38.359	96	400			
	Total	53.516	99				
Restrictive affectionate behavior	Between Groups	25.517	93	8.506	20.889*	000	Significant
	Within Groups	39.089	96	407			
	Total	64.605	99				
Conflicts between works and family relations	Between Groups	19.038	93	6.346	10.0478	000	Significant
	Within Groups	60.633	96	632			
	Total	79.671	99				

When data is organized based on age-related demographic characteristics, Table 3.2.1 Post Hoc Analysis reveals differences in achievement, power and rivalry, limited emotional expression, limited acts of affection, and conflicts between work and home ties.

Variables	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Success, power and competition	30 years old & below	31-40 years old	.30254	.18172	.348
		41-50 years old	-.15026	.18375	.846

		51 years old & above	-1.15520*	.26765	.000
Restricted emotionality	30 years old & below	31-40 years old	.09025	.15910	.942
		41-50 years old	-.26559	.16088	.355
		51 years old & above	-1.32456*	.23433	.000
Restrictive affectionate behavior	30 years old & below	31-40 years old	-.05032	.16061	.989
		41-50 years old	-.71129*	.16241	.000
		51 years old & above	-1.64291*	.23655	.000
Conflicts between works and family relations	30 years old & below	31-40 years old	-.27827	.20003	.508
		41-50 years old	-.56174*	.20227	.033
		51 years old & above	-1.55604*	.29462	.000

When the data is arranged according to the demographic profiles of Sulu State College faculty members with regard to their civil status, Table 3.3 shows the differences in the degree of gender role conflict among these individuals. This table makes it clear that, with the exception of “Conflicts between works and family relations,” all other subcategories pertaining to the degree of gender role conflict among Sulu State College faculty members display F-ratios and P-values that are not significant at alpha.05. This suggests that teacher responders consistently assess the degree of gender role conflict among Sulu State College faculty members, irrespective variations in their civil status. This finding implies that a married teacher-respondent might not be at a distinct advantage when assessing the level of gender role conflict among Sulu State College faculty members in comparison to those who are widowed, separated, or single, or vice versa.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	ig.	Description
Success, power and competition	Between Groups	.036	1	.036	.054	17	Not Significant
	Within Groups	64.697	98	.660			
	Total	64.733	99				
Restricted emotionality	Between Groups	1.903	1	1.903	3.614	60	Not Significant
	Within Groups	51.613	98	.527			
	Total	53.516	99				
Restrictive affectionate behavior	Between Groups	2.348	1	2.348	3.696	57	Not Significant
	Within Groups	62.257	98	.635			
	Total	64.605	99				
Conflicts between works and family relations	Between Groups	3.398	1	3.398	4.365*	39	Significant
	Within Groups	76.274	98	.778			
	Total	79.671	99				

The differences in gender role conflict levels among Sulu State College faculty members are displayed in Table 3.4 when the data is grouped according to their demographic profiles and length of service. This table indicates that, with the exception of “Success, Power, and Competition,” the F-ratios and P-values for every other subcategory pertaining to the degree of gender role conflict among Sulu State College faculty members are significant at alpha.05. This

suggests that despite differences in length of service, teacher responders' opinions about the level of gender role conflict among Sulu State College faculty members remain varied. In contrast to those with 10 years or less and those with 11–20 years of service, or the contrary, this data implies that a teacher-respondent with 21 years or more of work experience is probably in a better position to assess the degree of gender role conflict among Sulu State College professors.

SOURCES OF VARIATION		Sum of Squares	f	Mean Square	F	g.	Description
Success, power and competition	Between Groups	3.170	2	1.585	2.497	88	Not Significant
	Within Groups	61.563	7	.635			
	Total	64.733	9				
Restricted emotionality	Between Groups	7.141	2	3.571	7.469*	01	Significant
	Within Groups	46.375	7	.478			
	Total	53.516	9				
Restrictive affectionate behavior	Between Groups	10.705	2	5.353	9.633*	00	Significant
	Within Groups	53.900	7	.556			
	Total	64.605	9				
Conflicts between works and family relations	Between Groups	5.938	2	2.969	3.906*	23	Significant
	Within Groups	73.733	7	.760			
	Total	79.671	9				

Table 3.4.1 Post Hoc Analysis: Disparities in power and competitiveness, success, restricted emotionality, and restrictive affectional behavior when data are categorized based on time of service demographic profiles

Variables	(I) Grouping by Length of Service	(J) Grouping by Length of Service	Mean Difference (I-J)	Std. Error	Sig.
Restricted emotionality	10 years & below	11-20 years	-.63590*	.20714	.008
		21 years & above	-.65812*	.24342	.022
Restrictive affectionate behavior	10 years & below	11-20 years	-.81731*	.22331	.001
		21 years & above	-.74786*	.26242	.015

The differences in gender role conflict among Sulu State College teaching members are seen in Table 3.5 when the data is categorized according to their demographic characteristics with regard to the length of time they have completed their education. According to this table, at an alpha level of .05., the F-ratios and P-values for each subcategory pertaining to gender role conflict among Sulu State College faculty members are significant. This suggests that teacher respondents' assessments of the level of gender role conflict among Sulu State College faculty members varied despite their varying educational attainment. According to this finding, a teacher-respondent with a doctorate degree might be in a better position to assess the degree of gender

role conflict among Sulu State College faculty members than those with a bachelor's degree, master's degree, master's degree with doctoral units, or vice versa.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	ig.	Description
Success, power and competition	Between Groups	9.679	94	2.420	4.175	004	Significant
	Within Groups	55.054	95	.580			
	Total	64.733	99				
Restricted emotionality	Between Groups	9.344	94	2.336	5.024	01	Significant
	Within Groups	44.173	95	.465			
	Total	53.516	99				
Restrictive affectionate behavior	Between Groups	16.036	94	4.009	7.842	000	Significant
	Within Groups	48.569	95	.511			
	Total	64.605	99				
Conflicts between works and family relations	Between Groups	24.807	94	6.202	10.739	01	Significant
	Within Groups	54.864	95	.578			
	Total	79.671	99				

Table 3.5.1 Post Hoc Analysis: Differences in the level of gender role conflict among faculty members at Sulu State College when information is categorized according to their educational backgrounds

Variables	(I) Grouping by Educational Attainment	(J) Grouping by Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.
Success, power and competition	Bachelor degree w/ master's units	Bachelor degree	-1.03344	.46730	.184
		Master's degree	-.42694	.19063	.174
		Master's degree w/ doctoral units	-.89309*	.23600	.002
		Doctorate degree	-.13601	.46730	.998
Restricted emotionality	Bachelor degree w/ master's units	Bachelor degree	-1.09855	.41858	.074
		Master's degree	-.33829	.17076	.283
		Master's degree w/ doctoral units	-.84416*	.21140	.001
		Doctorate degree	-.06522	.41858	1.000
Restrictive affectionate behavior	Bachelor degree w/ master's units	Bachelor degree	-1.01087	.43892	.153
		Master's degree	-.47000	.17905	.074
		Master's degree w/ doctoral units	-1.16219*	.22167	.000
		Doctorate degree	.11413	.43892	.999
Conflicts between works and family relations	Bachelor degree w/ master's units	Bachelor degree	-1.58696*	.46649	.009
		Master's degree	-.76324*	.19030	.001
		Master's degree w/ doctoral units	-1.39397*	.23559	.000
		Doctorate degree	.07971	.46649	1.000

Question 4. Does the degree of gender role conflict among Sulu State College faculty members in terms of restricted emotionality, success, power and competition, restrictive affectional behavior, and conflicts between work and family relationships significantly correlate with the subcategories?

Table 4 illustrates the relationship between the subcategories encompassed within the degree of advancing quality education by incorporating sustainable development into elementary school curricula in the Jolo III District – Sulu. The table displays that the calculated Pearson correlation coefficients (Pearson r) among these variables are significant at an alpha level of 0.05.

Variables		Pearson r	Sig.	N	Description
Dependent	Independent				
Curriculum Design	Teacher Preparedness	.769	.000	100	Very High
	Learner Outcomes	.593	.000	100	High
Teacher Preparedness	Curriculum Design	.769	.000	100	Very High
	Learner Outcomes	.709	.000	100	Very High

Conclusion

Most of the participants from Sulu State College were female, married, under 30, held postgraduate degrees, and had 10 years or less of experience. The faculty personnel are well-represented among various demographics, and generally, they experience a moderate degree of gender role conflict in their work environment. Gender, age, length of service, and educational qualifications significantly influence faculty views on this conflict, whereas marital status has no impact. Aspects such as success, power, competition, restricted emotional expression, and the strain between professional and family life relate to gender role conflict. The findings endorse O’Neil et al. (2015) Model of Gender Role Conflict, highlighting that the socialization of gender roles can lead to negative outcomes for individuals and others, constraining potential and imposing limitations.

References

BOOKS

Babbie, E. & Mouton, J. 2001. *The practice of social research*. Cape Town: Oxford University Press.

Bless, Claire and Higson-Smith, Craig (1995). *Fundamentals of Social Work Research: A Guide for Students and Beginning Practitioners*. Juta: Second Edition. ISBN 0702134325, 9780702134326

JOURNALS

Alemann, Clara (2015). “The role of fathers in Parenting for gender equality”. *PROMUNDO Health Masculinity. Gender Equality*.

Banos, Noely (2017). “Gender Role Conflict and Situational Context”. A thesis presented to the faculty of the Graduate School of Western Carolina University in partial fulfillment of the requirements for the degree of Master of Arts in Psychology.

Boisjolie, Jennifer. (2013). Gender Role Conflict and Attitudes Toward Seeking Help. Retrieved from Sophia, the St. Catherine University repository website: https://sophia.stkate.edu/msw_papers/154

Bordean, Ovidiu Niculae et al. (2020). "Gender Diversity and the Choice of Conflict Management Styles in Small and Medium-Sized Enterprises". *Sustainability* 2020, 12, 7136; doi:10.3390/su12177136 www.mdpi.com/journal/sustainability.

Brahmana, Karina Meriem Beru (2016). "Men Gender Role Conflict: A Review". International Conference on Health and Well-Being (ICHWB) 2016.

Brown, Loren B. (2015). "Examining Masculine Gender-Role Conflict and Stress in Relation to Religious Orientation, Spiritual Well-Being, and Sex-Role Egalitarianism in Latter-day Saint Men" (2015). Theses and Dissertations. 5771. <https://scholarsarchive.byu.edu/etd/5771>

Calzada KP. D. Anti-dependency teaching strategy for innovation in the age of AI among technology-based students. *Environment and Social Psychology* 2024; 9(8): 3026. Doi: 10.59429/esp.v9i8.302

Castro FLT, Ventura BLO, Estajal, RS, et al. 2024 .Teachers handling multiple subject areas: difficulties and adaptive attributes in the delivery of instructions. *Environment and Social Psychology* 2024; 9(9): 2520. Doi: 10.59429/esp.v9i9.2520

Chavez, J.V. (2020). Academic and Health Insecurities of Indigent Students during Pandemic: Study on Adaptive Strategies under Learning Constraints. *Journal of Multidisciplinary in Social Sciences*. 16(3): 74-81

Chavez, J.V. (2023). Assessing Online Academic Integrity and Humanized Teaching in Zamboanga Peninsula Polytechnic State University. *Journal of Multidisciplinary in Social Sciences*. 19(1): 9-17.

Chavez JV, Del Prado R, Estoque M (2023). Disrupted income of women educators during pandemic: Economic effects, adaptive strategies, and government recovery initiatives. *Journal of Infrastructure, Policy and Development* 7(2): 1973.

Chavez, J.V., Lamorinas, D.D., and Ceneciro, C.C. (2023). Message patterns of online gender-based humor, discriminatory practices, biases, stereotyping, and disempowering tools through discourse analysis. *Forum for Linguistic Studies* 2023; 5(2): 1535. <http://doi.org/10.59400/fls.v5i2.1535>.

Chavez JV and Prado RTD (2023) Discourse analysis on online gender-based humor: Markers of normalization, tolerance, and lens of inequality. *Forum for Linguistic Studies* 5(1): 55–71. DOI: 10.18063/fls.v5i1.1530

Chavez JV., W. Gregorio AM, Araneta AL, et al. 2024. Self-initiated protection behavior based on Magna Carta of women: Women health workers, teachers, and minimum-wage earners in the workplace. *Environment and Social Psychology* 2024; 9(7): 2363. Doi: 10.59429/esp.v9i7.236

Chavez JV, Gregorio MW, Araneta AL, Bihag CD. (2024). Magna carta for women health workers, teachers, and minimum-wage earners in the workplace: Policy awareness and organizational compliance. *Environment and Social Psychology* 2024; 9(1): 1735. Doi: 10.54517/esp.v9i1.1735

Couzy, Margaux (2015). "Conflicting Roles: Balancing Family and Professional Life – A Challenge for Working Women". Master Thesis, Linnæus University, Sweden.

Closson, Kalysha et al. (2019): Gender role conflict and sexual health and relationship practices amongst young men living in urban informal settlements in South Africa, *Culture, Health & Sexuality*, DOI: 10.1080/13691058.2019.1568578

David, Clarissa C. et al. (2017). "Sustainable development goal 5: How does the Philippines fare on gender equality?". DISCUSSION PAPER SERIES NO. 2017-45 (revised). Philippine Institute for Development Studies Surian sa mga Pag-aaral Pangkaunlaran ng Pilipinas.

Danforth, Lindsay Erika, "The Effects of Gender Role Conflict, Stigma, and Social Support on Help-Seeking in Male Service Members" (2016). Theses and Dissertations. 1260. <https://dc.uwm.edu/etd/1260>

Del Castillo, Fides, Clarence Darro del Castillo, Gregory Ching, and Michael Sepidoza Campos. 2021. Centrality of Religiosity among Select LGBTQs in the Philippines. *Religions* 12: 83. <https://doi.org/10.3390/rel12020083>

Espartero MM, Caldaza KPD, Prado RTD. Analyzing the level of interest of high school students in solving mathematical problems in themodular and face-to-face learning. *Environment and Social Psychology* 2024; 9(4): 2167. Doi: 10.54517/esp.v9i4.2167

Garil, B.A., Abbas, T.,S.C., Limen, M.V., 2024. Analyzing the Demographic-based Grammatical Competence and its Relationship to Academic Performance in Higher Education Setting. *Forum for Linguistic Studies*. 6(3): 343–356. DOI: <https://doi.org/10.30564/fls.v6i3.6453>

Garil B.A., Entong M.B.M., Muarip V.C., et al., 2024. Language Delivery Styles in Academic Trainings: Analysis of Speaker's Emotional Connection to Audience for Lasting Learning. *Forum for Linguistic Studies*. 6(3): 326–342. DOI: <https://doi.org/10.30564/fls.v6i3.6533>

Gray, Lorraine, "Perceived Gender Role Conflict and Violence: Mexican American Gang Members" (2015). Dissertations & Theses. 218. [Http://aura.antioch.edu/etds/218](http://aura.antioch.edu/etds/218)

Hajloo N, Moghaddasi Kh. Correlates of student's gender role conflict: Can gender role conflict predict psychological well-being? *Journal of Fundamentals of Mental Health* 2016 Jan-Feb; 18(1): 29-34.

Herbert, Siân (2019). "Conflict analysis of The Philippines". Helpdesk Report. K4D Knowledge, Evidence and Learning for Development.

Johnson, Kiku (2019). "Sexual Orientation, Gender Identity, and Expression Affirming Approach and Expansive Practices". © 2019 Health Research, Inc. Health Research, Inc.

Lennon, Jennifer et al. (2018). "Gender role conflict, emotional approach coping, self-compassion, and distress in prostate cancer patients: A model of direct and moderating effects". *Psycho-Oncology*. 2018;27:2009–2015. Copyright © 2018 John Wiley & Sons, Ltd. Wileyonlinelib

Leon AJTD, Jumalon RL, Chavez JV, et al. Analysis on the implementation of inclusive classroom: Perception on compliances and obstructions of selected public-school teachers. *Environment and Social Psychology*. 2024; 9(9): 2537. Doi: 10.59429/esp.v9i9.2537

Luna K.C. et al. (2017). "Changing Gender Role: Women's Livelihoods, Conflict and Post-conflict Security in Nepal". *Journal of Asian Security and International Affairs* 4(2) 175–195 2017 SAGE Publications India Private Limited SAGE Publications sagepub.in/home.nav DOI: 10.1177/2347797017710743 <http://aia.sagepub.com>

Mohyuddin, Sabiha Iman (2017) "Female Migrant Labor in the Philippines: The Institutionalization of Traditional Gender Roles in the Name of Economic Development," Pursuit – The Journal of Undergraduate Research at The University of Tennessee: Vol. 8 : Iss. 1 , Article 10.

Mudd, James E. (2015). "The Relationship Between Gender Role Conflict, Psychological Distress, and Attitudes and Intentions Toward Seeking Psychological Help in Divorced Gay

Fathers”. Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Murro RA. Modular distance learning: Exploring the study habits and academic achievements of state-funded elementary school learners. *Environment and Social Psychology* 2024; 9(8): 2462. Doi: 10.59429/esp.v9i8.2462

Murtagh, Alan (2015). “Male Gender Role Conflict and its Effects on the Therapeutic Relationship”. Thesis submitted in partial fulfillment of the requirements of the BA Counseling and Psychology.

Perez, Jeannie A. (2015). “Gender Difference in Psychological Well-being among Filipino College Student Samples”. *International Journal of Humanities and Social Science* Vol. 2 No. 13; July 2012.

Quisay ARC, Aquino MEC. Stress levels of science teachers when delivering distance education instruction in a state college during the COVID 19 pandemic. *Environment and Social Psychology* 2024; 9(9): 2916. Doi: 10.59429/esp.v9i9.2916

Reyes, Celia M. et al. (2017). “Inequality of opportunities among ethnic groups in the Philippines”. DISCUSSION PAPER SERIES NO. 2017-42. The Research Information Department, Philippine Institute for Development Studies 18th Floor, Three Cyberpod Centris – North Tower, EDSA corner Quezon Avenue, 1100 Quezon City, Philippines. Tel Nos: (63-2) 3721291 and 3721292; E-mail: publications@mail.pids.gov.ph

Savellon KIS, Asiri MS, Chavez JV. 2024. Public speaking woes of academic leaders: resources and alternative ways to improve speaking with

Audience. *Environment and Social Psychology* 2024; 9(9): 2871. Doi: 10.59429/esp.v9i9.2871

Scott, Jeff (2018). “Gender Role Conflict, Traditional Masculinity Ideology, and Help-Seeking Experiences of Substance Dependent Men: A Mixed Methods Study”. A Thesis Submitted to the College of Graduate and Postdoctoral Studies In Partial Fulfillment of the Requirement for the Degree of Masters in Education In the Department of Educational Psychology and Special Education, University of Saskatchewan

WE-care women’s economic empowerment and care (2015). “Understanding Norms Around the Gendered Division of Labour: Results from Focus Group Discussions in the Philippines”. © Oxfam International October 2019