

GENDER AND LEADERSHIP: A STUDY OF GENDER ROLE INFLUENCES LEADERSHIP STYLE

ABSTRACT

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Leadership styles and gender roles are pivotal factors that influence leadership effectiveness within academic and professional contexts. Traditional gender norms often associate specific leadership characteristics with either masculinity or femininity, shaping perceptions, expectations, and access to leadership opportunities. This study explores the correlation between leadership styles—autocratic, participative, and delegative—and gender roles among student governors at Bestlink College–MV Campus. It seeks to examine whether preferences for particular leadership styles are influenced by gender identity, individual personality traits, or the situational demands of leadership roles. A quantitative correlational research design was utilized to examine the relationship between leadership styles and gender identity groups—male, female, and LGBTQIA+—among student governors. The study involved 31 participants, selected through purposive sampling based on their active leadership roles at Bestlink College–MV Campus. A structured survey questionnaire served as the primary data collection tool. To analyze the data, the study employed frequency distribution, weighted mean, and ranking, alongside the Kruskal-Wallis H test to evaluate whether significant differences existed in leadership style preferences across gender groups. A p-value of less than 0.05 was considered statistically significant. The results revealed that participative leadership was the most preferred style among all gender groups, reflecting a strong collective inclination toward collaborative decision-making and inclusivity. Specifically, 83.33% of female respondents, 63.64% of LGBTQIA+ respondents, and 62.50% of male respondents selected participative leadership as their preferred style. Delegative leadership ranked second, with 36.36% of LGBTQIA+ respondents, and 16.67% of both male and female respondents expressing a preference for this approach, suggesting a moderate value placed on individual autonomy and trust in team members. Autocratic leadership was the least favored, with only one male respondent (12.50%) indicating a preference for it, highlighting a general disapproval of top-down, authoritative decision-making across all groups. The Kruskal-Wallis H test was conducted to assess the statistical significance of the relationship between gender identity and leadership style preference. The analysis yielded p-values greater than 0.05, indicating no statistically significant difference among the groups. As a result, the null hypothesis was retained, affirming that gender roles do not significantly influence leadership style preferences among student governors at Bestlink College–MV Campus. This study refutes traditional gendered assumptions in leadership by revealing that leadership style preferences are primarily shaped by individual characteristics and situational contexts, rather than gender identity. The consistent preference for participative leadership across male, female, and LGBTQIA+ respondents reflects an evolving perspective that values collaboration, inclusivity, and shared decision-making—core attributes of modern leadership. These findings suggest a paradigm shift in student governance toward more democratic and equitable leadership models. In light of this, academic institutions are encouraged to design and implement leadership development programs that prioritize adaptability, inclusivity, and emotional intelligence, ensuring that leadership potential is cultivated without the constraints of gender-based stereotypes. By doing so, institutions can foster a new generation of leaders who are responsive to diversity and equipped to lead with empathy and effectiveness.

RECOMMENDED CITATION

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