

Perceived Gender Differences in Communication Among Pre-Service Teachers

ALYANNA NICOLE O. ALMUETE
SHULLAMMITE WAYNE B. CORPUZ
EUNICE DIMPLE L. EUGENIO
LHYKA MIRA B. LAMINERO
DOMINIC ROYCE L. CACHO
ROVIC JOHN R. RAMIREZ
SONNY O. SOLIVEN III
Urdaneta City University
alyannanicole17@gmail.com

Abstract — This study explored the perceived gender differences in communication among pre-service teachers in terms of non-verbal communication and language use. Employing a qualitative research method through thematic analysis, data were gathered from focus group discussions (FGD) with 29 participants from the College of Teacher Education, Urdaneta City University. Two major themes emerged: (1) Non-verbal communication characterized by being expressive, detailed, reserved, and minimalist; and (2) Language use defined by expressiveness, detail, directness, conciseness, and fact-focused tendencies. Findings revealed that females tend to be more expressive and emotionally driven, while males are more neutral, direct, and controlled, with such tendencies shifting depending on context and relationship. An intervention program emphasizing gender-sensitive communication workshops and inclusive dialogue strategies was proposed. The study concludes that awareness of gender-based communication differences is vital in fostering equitable, respectful, and effective interactions among pre-service teachers.

Keywords — *Gender Differences, Non Verbal Communication, Language Use, Pre-Service Teachers, Inclusive Communication*

I. Introduction

Gender inequality remains a pervasive issue globally, evident in education and communication. Despite progress toward equality, gender-based differences in communication persist, affecting how individuals express and interpret ideas. According to Fung (2000, as cited by Garcia et al., 2022), these differences extend beyond professional contexts into personal and educational spaces, shaping perceptions and interactions.

Aligned with Sustainable Development Goals (SDG 4 and SDG 5), education systems now emphasize inclusive and equitable learning that acknowledges gendered communication dynamics. Within teacher education, pre-service teachers serve as future communicators of knowledge, where language and non-verbal behaviors significantly influence classroom relationships and pedagogical outcomes (Tannen, 1990).

In the Philippine context, policies such as the Commission on Higher Education (CHED) Memorandum Orders and the Philippine Development Plan (2023–2028) promote gender sensitivity in educational practice. However, implicit gender norms still influence teacher–student communication, highlighting the need to study how male and female pre-service teachers differ in expressing, interpreting, and understanding messages.

This study seeks to explore how pre-service teachers at Urdaneta City University perceive gender differences in communication both verbal and non-verbal to support the development of inclusive and gender-aware teacher training programs.

Literature Review

Gender differences in communication have been widely examined, with researchers noting that both men and women exhibit distinct communication styles influenced by biological, social, and cultural factors. Tannen (1990) asserted that gendered communication patterns stem from differences in conversational goals men’s communication is often competitive and status-oriented, while women’s is cooperative and relationship-centered. Similarly, Eagly’s (2012) Social Role Theory explains that gender expectations shape how individuals express themselves, with females tending to use affiliative and supportive language, whereas males employ assertive and autonomous speech patterns.

In the educational context, several studies have explored the role of gender in shaping teachers’ and students’ communication behaviors. Baker (2011) highlighted that female educators typically employ more nurturing communication, while male educators emphasize control and authority in classroom management. Research by Bermio (2019) found that gender affects the way pre-service teachers engage with learners, influencing teaching styles and student participation. Joshi (2020) also observed that women tend to be expressive and detailed in their language use, whereas men are more concise and fact-focused.

Furthermore, studies on non-verbal communication have demonstrated that females are generally more expressive and emotionally attuned, often relying on gestures, eye contact, and facial expressions to convey empathy (Chaplin, 2015; Geller, 2024). Males, on the other hand, tend to exhibit limited gestures and more reserved body language, consistent with cultural expectations of masculinity. In the Philippine setting, Garcia et al. (2022) emphasized that awareness of gender-based communication among pre-service teachers contributes to inclusivity, respect, and effectiveness in classroom interaction.

Overall, existing literature supports the idea that gender plays a crucial role in shaping both verbal and non-verbal communication. These differences, when properly understood, can enhance teaching performance, promote equitable classroom interaction, and foster inclusive educational environments.

II. Methodology

Research Design

This study employed a qualitative research design, specifically utilizing thematic analysis, to explore the perceived gender differences in communication among pre-service teachers. The qualitative approach allowed the researchers to capture participants' insights, perceptions, and lived experiences, focusing on how gender influences communication patterns in educational contexts.

I. Participants

The study involved twenty-nine (29) pre-service teachers enrolled at the College of Teacher Education of Urdaneta City University during the second semester of the academic year 2024–2025. The participants were purposively selected and represented various major programs, including English, Filipino, General Science, Mathematics, Social Studies, Elementary Education, Early Childhood Education, Culture and Arts, Physical Education, and Special Needs Education. All participants maintained a general weighted average (GWA) of 85 or higher, ensuring their academic readiness and capacity to contribute thoughtful perspectives to the study.

II. Research Instrument

The researchers developed a Focus Group Discussion (FGD) guide designed to elicit participants' perceptions of gender-based communication differences. The instrument focused on two major areas: non-verbal communication and language use. Questions were open-ended to allow participants to elaborate on their experiences and insights. The instrument underwent expert validation to ensure content relevance, clarity, and appropriateness.

III. Data Gathering Procedure

After securing approval from the research adviser and the College Research Committee, the researchers scheduled and conducted Focus Group Discussions among the selected pre-service teachers. Before each session, participants were briefed on the purpose of the study and their rights as respondents. The discussions were held in a comfortable and private setting within the university to encourage open sharing. Each session lasted approximately one hour and was audio-recorded, with participants' consent, to ensure data accuracy.

IV. Ethical Consideration

The study strictly adhered to ethical research standards. Participants were informed of the voluntary nature of their participation and were assured of confidentiality and anonymity. They signed informed consent forms, and they were free to withdraw from the study at any time without consequences. The researchers ensured that all collected data were handled responsibly and used solely for academic purposes.

V. Data Analysis

The data collected from the FGDs were analyzed using Braun and Clarke’s (2012) six-phase thematic analysis method: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. This systematic approach allowed the researchers to identify meaningful patterns and insights that reflected participants’ perceptions of gender differences in communication.

III. Results and Discussion

Findings revealed two major domains: non-verbal communication and language use. Females were described as more expressive, detailed, and emotionally connected, while males were more reserved, minimalist, and fact-focused. These behaviors reflected social role expectations and cultural conditioning. Females showed affiliative gestures (smiles, nods), while males used neutral cues (nodding, short eye contact). Linguistically, females tended to elaborate and empathize, while males were concise and goal-oriented. An intervention program was proposed to promote gender-sensitive communication awareness, workshops, and inclusive dialogue practices.

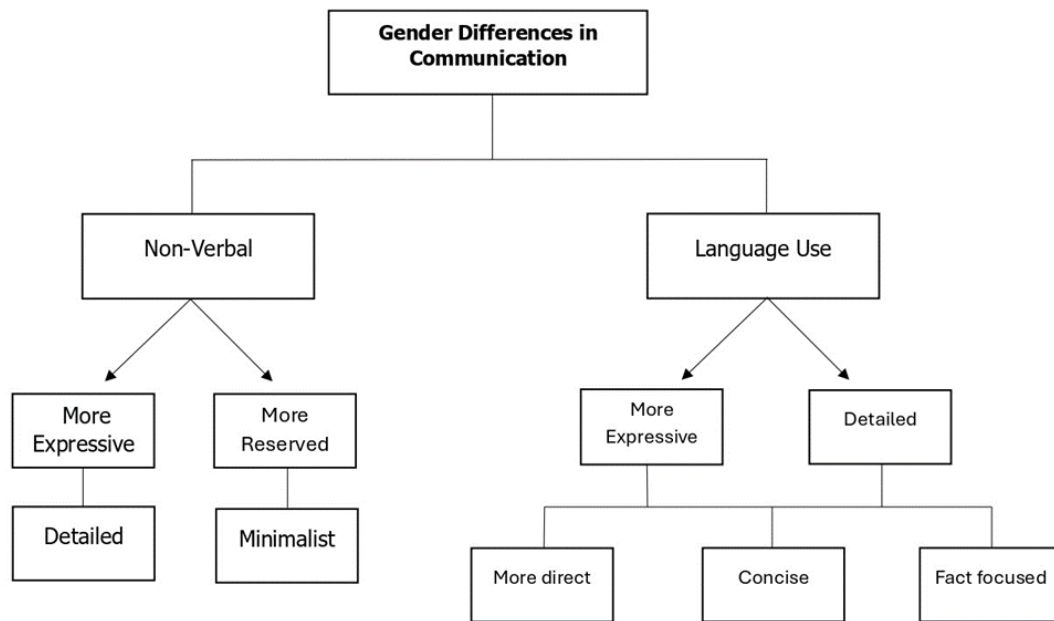


Figure 2. Thematic Map of Gender Differences in Communication

A. Non-Verbal

Nonverbal communication plays a significant role in how we connect with others. It includes all the ways we send messages without speaking.

Regarding non-verbal communication, a consistent pattern emerges where females are primarily seen as more expressive and detailed. On the other hand, males are generally perceived as more reserved and minimalist in their non-verbal expression.

Theme 1: More Expressive

Participants frequently describe females as more expressive in their nonverbal communication. This manifests in their tendency to smile and use softer expressions to convey friendliness and warmth. Four participants support this idea, indicating that women's non-verbal behavior plays a significant role in building relationships.

Expressiveness is strongly supported by participants' responses, with many observing that females tend to smile more and use softer expressions to convey friendliness. For example, Participant 5 (P5) states, "Girls seem to smile more and use softer expressions to show friendliness...Eye contact feels different, too, since girls tend to hold it longer to show they are engaged. Even with touch, girls often go for hugs when comforting someone, while guys prefer pats on the back or playful gestures. Both communicate without words, but their styles feel unique." P5 added, "Girls usually show more expressions, like smiling, raising their eyebrows, or tilting their heads when they listen. They also use small gestures, like fixing their hair or leaning in to show interest. Participant 3 (P3) remarks, "Females tend to use more facial expressions, hand gestures, and maintain eye contact to show engagement." Participant 9 (P9) additionally stated that "females use expressive gestures or facial cues."

Recent studies reinforce these participant observations. According to Geller (2024), women frequently use affiliative nonverbal cues, including nodding, smiling, and maintaining eye contact, to show attentiveness and emotional involvement. These findings are consistent with participants' accounts of women's nonverbal behavior as more relational and emotionally nuanced, suggesting an ingrained tendency toward interpersonal sensitivity.

Further support comes from Ariyawani (2023), who found that female university students surpassed their male counterparts in non-verbal communication abilities. This was particularly evident in their smiling and nodding to foster a sense of rapport and reduce social tension. These behaviors were described as social tools that enhance cooperation, affirming the perception of women as more emotionally intuitive and adept at using non-verbal signals to manage relational dynamics.

Collabra (2024) reveals that women smile more frequently than men and often contain "affiliation cues"—elements that communicate warmth, trust, and social harmony. Female

participants in the study displayed these smiles more often when exposed to emotionally resonant content, supporting the idea that women's smiles serve specific communicative purposes, especially in expressing openness and emotional support. This evidence mirrors participants' beliefs that female expressiveness functions to maintain social bonds and relational comfort.

However, such expressiveness is not without challenges. Participants and researchers note the potential for misinterpretation of women's nonverbal cues. Classic studies, such as Briton and Hall (1995), point out that women's higher nonverbal expressiveness can lead to their being stereotyped as overly emotional, dramatic, or flirtatious, labels that can unfairly influence how their communication is received. These misinterpretations, especially in professional or mixed-gender settings, may obscure the intent behind their behavior and hinder effective communication.

Theme 2: Detailed

The participants noted that females communicated more detailed than men verbally and nonverbally. This included women explaining their feelings and thoughts and using facial expressions, tone, and gestures to convey meaning.

In addition, women frequently use touch to express comfort, like embraces and make subtle gestures, like adjusting their hair or leaning in to demonstrate interest, mostly depending on tone shifts and facial expressions to communicate intentions.

This was seen in the responses of 3 participants who emphasized personal context, attributing emotional detail to woven movements and non-verbal sign language. For example, Participant 1 (P1) stated, "They usually relate answers with their own lives; it feels more personal and elaborate." while Participant 2 (P2) added, "Women seem to answer more subjectively. There is a lot of emotional depth and sensitivity." Participant 4 (P4) remarks, "I find that females are more careful with words and give more detailed responses during the conversation."

Alongside the existing literature, these frameworks emphasize women's usage of both affiliative and relational communication to deepen understanding and emotional connection. Supporting this, Geller (2024) states, "Women frequently use affiliative non-verbal cues, including nodding, smiling, and maintaining eye contact to show attentiveness and emotional involvement." Similarly, Ariyawani (2023) found that "female university students surpassed their male counterparts in non-verbal communication abilities," suggesting that gestures like smiling, nodding, and attentive posture can help build rapport and reduce social pressure. Collabra (2024) added that women often use complex and expressive communication to portray empathy and build rapport. Thus, this participant-derived theme is also supported by scholarly research. This enhances its credibility as a reflection of gendered relations while demonstrating the interdependence of academic discourse and participant voices.

Theme 3: More Reserved

Males are viewed as more reserved in body language, which is displayed in terms of lower levels of expressiveness. They usually exhibit less fluidity in movement, indicative of lower emotional expressiveness. For instance, people looking to the side make shorter rather than longer eye contact, not necessarily to block the connection but to project confidence and self-assurance without being too emotionally invested. These actions are indeed associated with having some boldness; however, lacking some emotional expression leads to calmness and stability. In other words, such people are calm and relaxed when part of a gathering or talk in formal meetings. As with most focus groups, this behavior pattern was consistent with many participants in our study.

There were 29 participants, including individuals 4, 5, and 11, from whom literature on gendered communication styles was discussed. According to P4, "Males use more basic means of expression such as nodding." This implies that men are less likely to be active in the body language they use when compared to women, who tend to be more expressive. Meanwhile, P5 elaborated on this by saying, "Girls tend to smile more and show friendliness with softer expressions," whereas "guys usually just nod or give a small grin." They also noted differences regarding touch and eye contact: for women, eye contact is more prolonged and serves the purpose of engagement or comfort, while males offer shorter eye contact and engage in touch with the torso, such as pats on the back. Participant 11 (P11) reiterated these trends: "Males tend to use fewer expressions, do more head nodding, and give shoulder pads or handshakes to show acknowledgment."

Hall (1978), as cited by Burgoon, Guerrero, and Floyd (2016), has documented that women tend to be more expressive and more frequently employ gestures and sustained eye contact in interactions than men. Conversely, these men reinforce the women's findings by citing observational behavior showcasing the nonverbal cues of control, neutrality, or strength by expressing guarded facial expressions, infrequent eye contact, and stillness.

The tendency for males to exhibit limited facial expressions is often misinterpreted as disinterest or unfriendliness, particularly in social or professional settings. However, this perceived aloofness may not reflect emotional disengagement but rather a state of calmness or concentration. Research indicates that men are socially conditioned to display less emotional expressiveness due to gender norms that associate stoicism with masculinity (Chaplin, 2015). As a result, when men maintain neutral facial expressions, they are sometimes wrongly perceived as cold or inattentive (Li et al., 2020)

Theme 4: Minimalist

Males are described as using more subtle or minimal gestures, such as nodding or shaking their heads. These gestures tend to be more reserved and less expressive than those used by females. This behavior implies that males may be less emotionally expressive or engaged in nonverbal ways. This could be interpreted as a preference for more pragmatic or understated

communication and may result in males being perceived as more stoic or less emotionally available.

Two participants revealed that males are more subtle in gestures than females: P4 states, “Males often use nodding or shaking their heads.” P11 states, “Males, on the other hand, often rely on nodding, minimal facial expressions, and physical gestures such as shoulder pads or handshakes.”

Participants' responses suggest that males are perceived to prefer nonverbal gestures that are brief, purposeful, and socially acceptable in the context of male culture, such as nodding, handshakes, or a pat on the back, rather than being emotionally expressive or more open gestural forms. These behaviors are implicated in broader social norms about masculinity, according to which greater emotional expressiveness is often discouraged or linked with vulnerability.

The participants' remarks indicate that men are thought to prefer nonverbal gestures that are brief, purposeful, and culturally acceptable in masculine socialization contexts, such as nodding, handshakes, or a pat on the back, rather than being emotionally expressive or expansive. As Burgoon, Guerrero, and Floyd (2016) observe, males are socialized to be restrained and to suppress emotional expressiveness; this is precisely what is at issue in using brief functional gestures like nodding or a handshake rather than expressive facial movements or expansive body language.

Nonverbal communication is crucial in human interaction, often revealing more than words alone. Among the many dimensions of nonverbal behavior, gestural expression is a key area where gender differences are frequently observed. Research over the past decade has consistently found that males use more subtle, minimal, and restrained gestures than females, whose nonverbal behaviors are generally more expressive and dynamic (Hall, 2015; Brody & Hall, 2018).

This pattern may be rooted in both biological and social conditioning. Societal norms often encourage males to appear composed, reserved, and emotionally neutral. These qualities are reinforced through more understated physical communication, such as nodding brief hand movements or limited facial expressions (Chu et al., 2017; LaFrance & Mayo, 2021). In contrast, females are typically socialized to display openness and emotional availability. This leads to a greater frequency and range of expressive gestures, including animated hand movements, varied facial expressions, and more visible body engagement (Matsumoto & Hwang, 2019).

To conclude, both males and females utilize nonverbal communication equally; however, their approaches are influenced, in socialized ways, by custom and individual preferences. These distinctions, especially those with the potential for a great understanding of others, are critical to bear in mind.

B. Language Use

Regarding language use during spoken conversations, participants highlight differences primarily in conversational styles and topics rather than specific grammatical or lexical choices. Females are generally described as more expressive and detailed in verbal communication, often "adding lots of details and emotions." Their focus leans towards emotional connection and sharing experiences, making them more likely to ask questions to maintain conversational flow and demonstrate interest. They are perceived as using more supportive language, showing empathy, and engaging in active listening, leading to what is described as "deeper conversations" and a greater inclination to share personal stories and feelings.

Conversely, males are perceived as more direct, concise, and fact-focused in their spoken communication. They tend to "keep things to the point, with shorter responses" and prioritize "facts or solutions." Males are characterized as "straightforward" and "constructive" and are often seen as less likely to express emotions, potentially due to societal stigmas. Their conversations frequently revolve around specific topics or joke rather than delving into emotional or relational aspects. Many participants summarize these distinctions by noting that females prioritize emotional connection and detail. At the same time, males focus on brevity and facts, resulting in clearly distinct conversational patterns and preferred topics.

Theme 1: More Expressive

Females are often perceived as using more detailed and expressive gestures than males. These gestures include hand movements, which may sometimes include actions like a snapping motion and are often more fluid and frequent. This implies that females may be more emotionally expressive through their body language, providing more visual signals to others about their emotional state. This may make females appear more engaged or connected, as their gestures convey emotional richness and warmth.

Females use more facial expressions and hand gestures and maintain eye contact to show engagement. Conversely, males often rely on nodding, minimal facial expressions, and physical gestures such as shoulder pads or handshakes. P11 reflected, "In an all-female group, I feel more open in expressing emotions and engaging in detailed conversations. P2: "Yes, because I can be more expressive when talking with females, and I do not have to worry about being judged or misinterpreted." Participant 6 (P6): "I think females are more vocal regarding their ideas and emotions. Most of the time, females are more expressive with their feelings and can have a deeper conversation about many things."

Gender differences in nonverbal communication have long intrigued scholars in psychology, communication, and gender studies. Pioneering research by Hall (1978) established that women are generally more expressive using nonverbal cues such as gestures, facial expressions, and eye contact. These early observations have been consistently reinforced by subsequent studies, including those by Burgoon, Guerrero, and Floyd (2016), who noted that

women not only use a greater variety of gestures but also maintain more sustained eye contact and show more emotional expressiveness in interpersonal interactions.

Theme 2: Detailed

Participants noted that females use more detail in their language. As Joshi (2020) stated, women tend to use more concrete language, focusing on how people can attain objectives, provide specifics, and use words that are easier to visualize.

The way people use language links their communication patterns to gender-related social expectations and cultural standards. The research findings and individual experiences demonstrate that men and women demonstrate different communication patterns stemming from their social roles. According to Mulac, Bradac, and Gibbons (2001), men speak straightforwardly to discuss tasks, but women use more expressive language to share emotional information. These communication trends mirror general social communication approaches. Participant feedback confirms that women communicate through detailed explanations and emotional expressions, while men communicate directly to reach their goals.

The six male language features were rated as more direct, succinct, personal, and instrumental, whereas 9 of the 10 female features were perceived as more indirect, elaborate, and effective. The findings demonstrate that gender preferences for language use function in ways that are consistent with stylistic preferences that distinguish national cultures (Mulac, JJ Bradac, P Gibbons, Human Communication Research, 2001). Female speech was more elaborative, descriptive, and emotionally expressive than male.

Participant 18 (P18) shared, "Yes, we have different ideas and opinions. Females are very detailed in explaining." P11 reflected, "In an all-female group, I feel more open in expressing emotions and engaging in detailed conversations. In an all-male group, might communicate more directly and focus on the topic rather than emotions." Participant 19 (P19) observed that "women often focus on connection, emotions, and building relationships through detailed language."

Language usage remains deeply connected to cultural gender conventions and social norms. Research and personal experiences consistently show that male and female communication styles often differ due to long-standing, gender-specific communication patterns. Men are generally socialized to use more direct, task-oriented language, emphasizing practicality and brevity, while women are more likely to prioritize emotional expression and relationship-building in their conversations (Leaper & Robnett, 2015; Jones & Myhill, 2018).

Theme 3: More Direct

Participants tended to use straightforward expressions that included minimal emotional elements and relational cues in their responses. The communication pattern demonstrated clarity

through direct speech alongside confidence while maintaining clear objectives in their descriptions of how males engage during verbal communication and within learning environments.

Some participants pointed out that males use straightforward language to communicate their ideas without using too many words. The pattern emerged most strongly when people had to make decisions, explain something, or respond to academic assignments. The interviewees stated that male speakers show assertiveness by reaching their point directly through brief explanations with no delay.

Twelve participants from the original group of 29 showed this direct communication pattern. Participant 4 described males as direct, while P11 observed that "in an all-male group, I might communicate more directly and focus on the topic rather than emotions." Participant 22 (P22) recognized that "males communicate directly." However, P5 pointed out their tendency to provide direct statements without promoting group participation.

The concept aligns with existing academic research and established communication theories. A study by Leaper (2021) revealed that male speakers value precision and authentic information by using brief and direct language. Thompson and Voyer (2022) demonstrated that men express themselves directly during group discussions through their emotionally neutral and socially unmodulated idea contributions.

The participant-generated theme of males tending to use task-oriented communication is firmly grounded in current linguistic and gender research. Sociolinguistic studies repeatedly identify men using more instrumental or report-oriented communication styles, emphasizing exchanging information and resolving problems with less emphasis on establishing relational rapport. Tannen (1990, as cited by Holmes, 2013), a prominent researcher in discourse analysis, identifies this pattern as belonging to the "report talk," more commonly associated with male speakers, rather than the "rapport talk," more commonly displayed by women. The difference highlights how communication styles are influenced not just by personal tastes but also by wider social norms and expectations related to gender. The observations from the participants are given scholarly status as they repeat and mirror these well-documented trends in the literature and reinforce the dialectic of lived experience and theoretical knowledge of language and gender processes.

Theme 4: Concise

The analysis identifies how participants who used short, straight-to-the-point expressions demonstrated the theme of concise communication. Participants delivered their answers with direct clarity and precision while keeping their explanations free from unnecessary details and emotional content. The chosen approach reflects a method that delivers information accurately and directly to the intended audience.

According to research about gender-based communication styles, the approach demonstrates communication habits that match the typical speech patterns of men. The study's data shows that people prefer straightforward and efficient communication methods when expressing ideas directly.

Various studies have explored the idea that males tend to be more concise in communication than females, often within the context of gender differences in language use, particularly in workplace, educational, or digital communication settings. However, it is important to note that "conciseness" can be subjective and influenced by context, culture, and individual differences (Newman, Groom, Handelman, & Pennebaker, 2008).

P5 noted, "Males, on the other hand, tend to be more direct and concise when sharing their ideas. They might give a clear statement or answer without always encouraging others to join in." Participant 8 (P8) added, "Yes, males sometimes share their ideas more directly, often focusing on the main point." P11 remarked, "Yes, males tend to be more assertive and confident in expressing their ideas, even when unsure."

The participants who engaged in this analysis demonstrated their preference for brief and unelaborated communication, which led to direct and easily understandable messages. The approach demonstrates an everyday male communication style, which involves communicating directly without unnecessary details in gender studies. The collected responses confirm existing research, which shows men prefer short and assertive language, particularly when they need to communicate clearly and effectively.

The link between concise communication and gender exists generally, but it is shaped by an individual's personality, cultural background, and current communication environment. Some participants consistently chose brief answers, demonstrating that concise communication methods serve as a key expression mechanism. The style demonstrates how it supports a direct and clear communication strategy during daily interactions.

Theme 5: Fact Focused

Those using fact-focused communication demonstrated their main attention was on objective mentions, general remarks, and behaviorally anchored differences between the male and female communication patterns. Instead of falling back on emotional impressions or their own life experiences, these respondents explicitly stated their beliefs through reasoned differences, which, at times, they underpinned by the change in voice, gesture, and eye contact, in addition to the way of speaking.

The participants who identified this category were primarily involved in showing examples of the male's specific behavior, such as directness, succinctness, or solution-focusedness. Thus, using the integrative approach that emphasizes outer actions compared to inner feeling states was a key feature of the participants.

This theme was evident in the replies of fewer than 3 participants, including Participants 4, 5, and 11. For instance, Participant 4 responded, "Males are more direct and focus on facts or solutions." Similarly, P5 commented, "Males tend to keep things to the point, with shorter responses and less emphasis on body language," demonstrating a focus on conciseness and efficiency. P11 said, "Males generally use direct and concise language, focusing on facts and problem-solving." These statements reveal the attitude of checking communication based on the characteristics of the individuals that can be empirically tested and seen from the outside as well.

In addition, this category is highly harmonious with the conclusions drawn from recent communications research. According to Garcia & Santos (2023), "Males use actionable data and timeliness; females use emotional reassurance. Supporting this, Leaper (2021) revealed that men predominantly use clear, brief, and assertive language. The main idea of this work is that male speakers habitually look for the accuracy of the content and thus resort to no generalizing forms or words associated with emotions. Oppositely, the females often explain more, are more formal when they frame something, and express ideas in a manner that suggests togetherness and social affiliation.

Conversely, Thompson and Voyer (2022) have also observed that male participants usually communicate their ideas directly in group discussions and are more tuned to the point and outcome. On the contrary, female participants would carry the conversation with more descriptive and argumentative materials; they would show respect for and still be part of the interaction, and at the same time, try to make it an outright and open question at the end. Their research concluded that men are mostly "task- and fact-oriented" communicators, while women focus on the initiation of and are more people-centric through their conversation.

IV. Conclusion

The study concluded that gender influences communication styles significantly. Female pre-service teachers are expressive and relational; males are concise and assertive. Awareness of these tendencies can foster more inclusive, equitable communication. It is recommended that universities integrate gender-sensitive communication workshops, role-play sessions on non-verbal behavior, and institutional policies promoting inclusive discourse. Future research may examine tone, digital communication, and listening styles to broaden understanding.

Proposed Intervention to Address the Gender Differences In Communication

The plan to tackle gender differences in communication is about raising awareness and sensitivity to how men and women communicate, especially in schools and workplaces. It is common for people to misinterpret each other simply because they do not recognize different communication styles. To fix this, a structured program will kick off with workshops focused on gender-sensitive communication. These workshops will help students, teachers, and professionals understand how gender shapes their communication and teach them to interact more inclusively.

The program will feature role-playing activities and provide handouts and online resources to get everyone involved in building better communication habits. On top of that, there will be seminars and webinars with guest speakers who know a lot about gender inclusivity. This will mix things up and give participants real-world insights into effective communication strategies. The program also plans to add gender sensitivity lessons to the current training and curriculum so that the initiative lasts over time. The goal is to create a more inclusive atmosphere by using basic tools like laptops and projectors and getting everyone from GAD representatives to teachers and students on board. It is set to roll out in September 2025, aiming to break down communication barriers and foster better understanding between genders.

INTERVENTION

Findings/Result	Proposed Intervention Program	Strategies/Activities	Materials	Persons Involved	Time Frame
1. Students and professionals frequently misinterpret messages due to a lack of sensitivity to gender-specific communication cues.	Awareness on gender-sensitive communication workshops in the academic and professional setting.	1) Conduct gender-sensitive communication workshops. 2) Facilitate role-playing activities to demonstrate effective inclusive communication. 3) Distribute informational pamphlets and digital materials. 4) Organize seminars/webinars with guest speakers on gender inclusivity. 5) Integrate gender sensitivity modules in existing curriculum or training programs.	Laptop, projector, supplementary materials on gender-sensitive communication.	GAD Representative, Teachers and Students	September 2025

<p>2. Overlook the impact of non-verbal communication cues, such as body language, facial expressions, and gestures, leading to misinterpretation and ineffective interaction across genders.</p>	<p>Gender Awareness on Non-Verbal Communication</p>	<p>Classroom Activities Organize role-playing games and activities that emphasize the value of non-verbal communication and make participants more conscious of the ways that body language, facial expression, and gesture affect relationships.</p>	<p>Projectors (use for presenting video examples) Smartphones (use to record participants during role play sessions and will reviewed afterwards for self reflections)</p>	<p>Teachers and Students</p>	<p>All year round as per needed</p>
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3. Lack of awareness of genders in both non-verbal and verbal communication styles.	Inclusive Gender-Awareness Communication seminar	<p>A. Awareness Workshops</p> <ol style="list-style-type: none"> 1. Introduction to gender in communication 2. Role-play activities to practice reading non-verbal cues 3. Ice-breakers and games highlighting verbal/non-verbal differences 4. Group reflections on real-life experiences 5. Guided discussion on unconscious biases <p>B. Communication Practice Circles</p> <ol style="list-style-type: none"> 1. Peer feedback sessions 	Mirror and camera (for practicing body language), reflection journals, flipcharts and marker	GAD Representative, Teachers and Students	September 2025
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			2. Empathy mapping to understand diverse perspectives 3. Gender-inclusive vocabulary practice 4. Practicing mirroring and open body language 5. Observation tasks: decoding real or recorded conversations		
			C. Integration Activities 1. Paired conversations with intentional feedback on tone and style 2. Presentation: "Why gender awareness matters" 3. Self-assessment and reflection sheets		

<p>4. Misinterpretation and ineffective interaction across genders such as tone of voice, choice of vocabulary, digital communication (e.g., texting, social media), and listening patterns to deepen understanding of gender differences.</p>	<p>Inclusive Language and Listening Strategy</p>	<p>Classroom Activities</p> <ol style="list-style-type: none"> 1. Host gender role reversal role-playing. 2. Organize storytelling circles on how gender affects communication in various contexts. 3. Organize interactive digital communication simulations. 4. Conduct listening to understand, not respond exercises. 	<p>Laptop, projector, listening scenarios, timer, supplementary materials.</p>	<p>Teachers and Students</p>	<p>All year round as per needed</p>
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