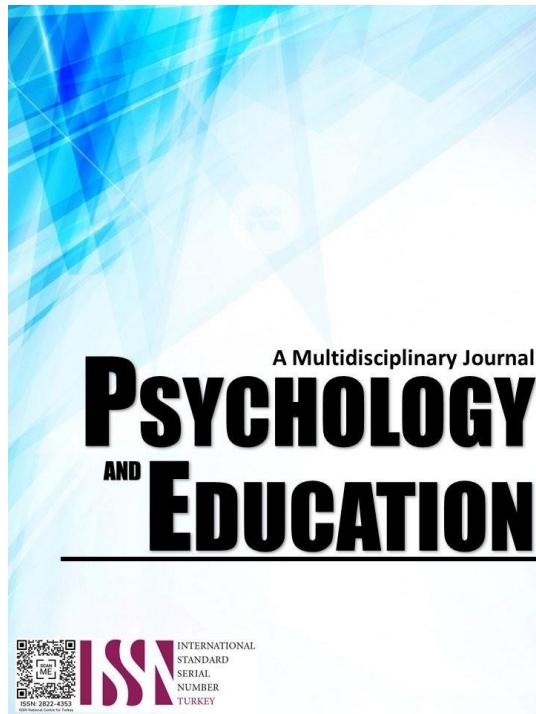


EXPLORING GENDER EQUALITY AWARENESS AMONG EDUCATION STUDENTS: A CONVERGENT PARALLEL MIXED-METHODS STUDY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 30
Issue 2
Pages: 368-394
Document ID: 2025PEMJ2855
DOI: 10.5281/zenodo.14604063
Manuscript Accepted: 12-10-2024



Exploring Gender Equality Awareness among Education Students: A Convergent Parallel Mixed-Methods Study

Febie Marie T. Mosquida,* Kristy Jane R. Muegna
For affiliations and correspondence, see the last page.

Abstract

The study aimed to determine the level of knowledge that education students possess regarding gender equality, focusing on their knowledge, practices, and attitudes among men, women, and members of LGBTQ+. Utilizing a mixed-methods design with a parallel convergent approach, the research engaged 304 students across various disciplines—78 generalists, 97 English majors, 77 Filipino majors, and 52 mathematics students—selected through stratified sampling for quantitative data. For qualitative insights, 17 participants were purposefully chosen, comprising ten for in-depth interviews and seven for focus group discussions. Results, with the use of descriptive analysis, indicated a high overall awareness of gender equality among education students. Through a process of coding and condensing the code, gender-based expectations, discrimination, the need for equal treatment, alongside challenges in career development due to gender norms, the importance of embracing diverse identities, role modeling, empowering students through experiences, and enhancing advocacy for gender equality. This highlights the complexity of awareness and the need for actionable practices among future educators. The results from the quantitative and qualitative analysis converged when they were corroborated. Education workshops as a form of intervention scheme emerged.

Keywords: *gender equality awareness, teacher education students, convergent parallel mixed-methods approach, Philippines*

Introduction

Gender equality in education is a matter of social justice, concerned with the rights, opportunities, and freedoms of men and women to acquire the education they need and deserve. Research shows that gender equality is linked to peace, even more so than a country's level of democracy. However, gender inequality has been experienced in the different basic areas of social life such as career opportunities, employment, sharing economic resources, political representation, and education. Girls have been discriminated against in terms of various aspects as compared to their male counterparts, especially in the field of participation. Yet, it has also been said that males are doing worse than females in the field of education (Longlands, 2021; Kapur, 2019; Alegado et al., 2020).

In international settings, particularly in Turkey, the issue of gender equality can be seen as a very problematic matter because when the data of 2020 from the World Economic Forum - Global Gender Equality Report came, it was seen that Turkey ranks 130th out of 153 countries in terms of gender equality, 113th in access to education, 136th in participation in economic life, 109th in political empowerment and 64th in health and survival. While economy, health, political participation, and education are the main fields that constitute the indicators of gender equality. Due to its intermediary and guiding role, education stood out notably from the aforementioned factors. When it comes to changing attitudes that support unequal gender relations and empowering people with the knowledge, skills, and values necessary to challenge gender inequality and advance gender equality, education is a field that has what is known as an effective social mechanism that allows individuals to make connections in ways that result in constant changes, thus leading to gender equality (Ertac, & Tanova, 2020).

In national settings, particularly at the Ateneo de Manila University Loyola School, the issue of gender inequality is very rampant thus, the school itself provided a law and statement which will serve as their guide that highly talks about the building of a safe and inclusive environment for all. The main objective of this policy is all about eliminate barriers to participation in academic activities for individuals of any gender, socioeconomic status, religious beliefs, or political affiliations. Because stereotypes can be spread among students in the classroom or school environment through a variety of situations, such as teaching methods that are in line with the material being taught to them and communication techniques, this activity is highly advantageous (Vilches, 2018).

The study has social relevance because studying the level of knowledge the Education students have about gender equality, which pertains to their knowledge, practices, and attitudes, might give insights to school administrators, instructors, and other educational agencies about what they need to implement and what programs to conduct to strengthen the knowledge and awareness of the students about gender and gender equality. On the other hand, the study needs urgent research attention to raise awareness among the students about the view that there should be equality between men and women and to address and lessen gender-related issues that have been happening through further educating the students about gender equality.

The various studies conducted on gender awareness, such as Gender Awareness Among Medical Students in a Swiss University by Ilire and Clair et al. (2020), which examines medical students' gender sensitivity and stereotypes, and Gender Equality Awareness Among Middle School Students by Yesil and Balci Karaboga (2021), which focuses on fostering egalitarian views in middle school students, illustrate the multifaceted nature of gender discussions across educational levels. Additionally, the study by Park and Cho



(2004) A Study on the Awareness of Gender Equality and Personality Traits in Students in Upper Grade of Elementary Schools explores the correlation between personality traits and gender equality awareness. However, this current study fills a significant gap by concentrating specifically on college students' awareness, practices, and attitudes toward gender equality, thus providing a deeper understanding of how these factors evolve in higher education contexts.

Following the completion of this research, the researcher intends to disseminate the knowledge acquired through this study not only to future researchers but also to all students within this institution. The primary objective of publicly sharing the research findings is to promote informed analysis, offer valuable insights into the results obtained, and serve as a source of inspiration for broader academic endeavors.

Research Questions

In this study, convergent parallel mixed methods research was used to broadly examine the level of gender equality awareness of the students in Kapalong College of Agriculture, Sciences and Technology. Specifically, this seeks to answer the following research questions:

1. What is the status of gender equality awareness among Education students in terms of their knowledge, practices, and attitudes?
2. What are the lived experiences of Education students on gender equality awareness?
3. What are the Insights of Education students on gender equality awareness?
4. To what extent do qualitative data corroborate with quantitative results?
5. On the basis of the findings of the study, what intervention scheme can be proposed?

Methodology

Research Design

The researcher employed a convergent parallel mixed methods approach in this study, a non-experimental design that synergistically integrates both quantitative and qualitative components. This approach allows for simultaneous data collection and analysis, facilitating a richer understanding of the subject matter. In this context, the design aims to elucidate college students' awareness of gender equality by comparing quantitative data with qualitative insights upon completion of the investigation. By utilizing a mixed-methods framework, the study ultimately enhances the depth of understanding regarding gender equality perceptions, revealing nuanced perspectives that a singular method might overlook (Creswell, 2008). This blend of methodologies not only validates findings but also allows for a comprehensive exploration of complex social issues.

In this research focusing on gender equality awareness among education students, the quantitative component will employ a descriptive methodology to systematically capture and convey the characteristics of the participants. This approach aims to provide a comprehensive representation of the student's perceptions and understanding of gender equality issues. By utilizing a descriptive strategy, the study intends to delineate specific traits and attitudes prevalent within this population, enabling a nuanced analysis of their awareness levels. The methodology will incorporate categorical frameworks to systematically classify and characterize the data, thereby facilitating a clearer understanding of the participants' experiences and insights regarding gender equality in educational contexts. Ultimately, this convergent approach integrates quantitative data with qualitative insights, promoting a more holistic understanding of gender equality awareness within the educational sphere.

Additionally, the education students in a local college were asked to participate in a survey that has been specially designed for them. The research study would receive responses from 304 individuals. Participants' collective responses would be used to produce several problems. To do this, proper statistical methods, including frequency, weighted mean, and standard deviation, were used. Following these procedures, data will be displayed and examined using descriptive statistics.

In contrast, the researcher employed a phenomenological technique in the qualitative portion of the study because the researcher believes that the validity of truth is multiple and subjective and that this approach reflects an epistemological perspective. Focus group discussions and one-on-one in-depth interviews are qualitative data collection techniques that are effective in assisting the researcher in learning the social norms of a community, saturating the data collected from in-depth interviews, and developing themes based on the data collected by the researcher (Tripoli, 2014).

As a result, information was gathered through focus group discussions and in-depth one-on-one interviews with the participants. The interview guide included questions for the 7 participants in the focus group discussion and the 10 selected participants in the one-on-one in-depth interview. The objective of the questions was to elicit answers from the participants. The interview schedule was chosen to streamline the process and take the participants' availability into account. Every response's information was considered, although those that were not important to the study were not included.

Participants

The participants of the study were those who could best inform, satisfy the research questions, and enhance understanding of the



phenomenon under study (Kuper, Lingard & Levinson, 2008). In this study, the key participants were the students in the ITEd program of Kapalong College Agriculture, Sciences and Technology. There were 304 participants for the quantitative and 17 participants for the qualitative phase of the study. The criteria for selecting these respondents are as follows: (a) they must be a student enrolled at Kapalong College of Agriculture, Sciences and Technology; and (b) must be enrolled under the ITEd program.

Quantitative Phase

In the quantitative phase, 304 students responded to this study. The respondents in this research comprised students in the ITEd program at Kapalong College of Agriculture, Sciences and Technology during the first semester of the academic year 2023-2024. These individuals were the sources of first-hand information as supporting evidence to demystify their level of awareness of gender equality. Moreover, the students answered the set of questions that were provided in the survey questionnaire about gender equality awareness.

Table 1. *Distribution of Respondents*

Program	Population	Sample	Percentage
Generalist	366	78	5%
English	457	97	7%
Filipino	360	77	5%
Mathematics	245	52	4%
Total	1428	304	21%

Further, the respondents were determined through sampling, specifically, stratified random sampling to establish randomness and maintain scientific rigor in the study. The study was conducted among students enrolled under the Institute of Teachers Education program from all year levels. The institution has a total of 1,428 students under the ITEd program, consisting of 366 BEEd education students, 457 English education students, 360 Filipino education students, and 245 Mathematics education students. However, the sample appropriate for the study was computed by the statistician, which included 78 out of 366 BEEd education students, 97 out of 457 English education students, 77 out of 360 Filipino education students, and 52 out of 245 Mathematics education students. In total, 304 students were sampled.

Qualitative Phase

The participants for the qualitative phase comprised a carefully curated group of seven students selected to engage in a focus group discussion, alongside an additional ten students chosen for one-on-one, in-depth interviews. These individuals were strategically selected based on pre-established inclusion criteria designed to ensure they could provide rich, insightful perspectives that directly address the research questions and deepen our understanding of the phenomenon under investigation. This selection process mirrors the rigor applied in the quantitative phase, where choices were also informed by the overarching research questions, relevant theoretical frameworks, and empirical evidence guiding the study (Sergeant, 2012). By prioritizing participants who could articulate their experiences and insights, the research aims to illuminate the complexities of the subject matter, fostering a nuanced exploration of the themes that emerge from their contributions.

Table 1.1. *Profiles of the Participants*

Assigned Code	Sex	Year-Level
IDI-01	Male	1st year
IDI-02	Male	3rd year
IDI-03	Female	2nd year
IDI-04	Male	2nd year
IDI-05	Female	3rd year
IDI-06	Female	3rd year
IDI-07	Female	2nd year
IDI-08	Male	3rd year
IDI-09	Female	2nd year
IDI-10	Female	3rd year
FGD-01	Female	3rd year
FGD-01	Female	2nd year
FGD-01	Female	2nd year
FGD-01	Female	3rd year
FGD-01	Female	2nd year
FGD-01	Male	2nd year
FGD-01	Male	3rd year

Instrument

Research instruments encompass a diverse array of tools and techniques strategically designed to collect data pertinent to a study. This category includes instruments such as surveys, assessments, structured interviews, and checklists, each meticulously crafted to ensure the systematic gathering of relevant information. In the context of this parallel mixed-methods study, two primary research instruments were employed: a survey questionnaire and in-depth interviews. The survey facilitated the collection of quantitative data, yielding



statistical insights that could be generalized across a larger population. In contrast, the in-depth interviews provided a rich, qualitative dimension, allowing for a nuanced exploration of participants' experiences, emotions, and perspectives. This dual approach enabled researchers to weave together quantitative findings with qualitative insights, fostering a more holistic understanding of the research topic (Seaman, 1991). By seamlessly integrating both qualitative and quantitative methodologies, the study aimed to capture a multifaceted view of the phenomenon under investigation, ultimately enriching the analysis and interpretation of the data collected.

Quantitative Phase

The quantitative data needed for the investigation were provided by the instrument that will be used for the quantitative phase of the study. During the quantitative phase, a survey questionnaire was adopted in the Journal of Indonesia Sustainable Development Planning (Sanhi et al., 2022) to collect quantitative data from the participants. This tool is a survey that was used to collect information on the extent of student awareness of gender equality. It included three parts: students' knowledge, students' attitudes toward gender equality, and students' practices. Participants respond on a scale of 1 to 5, with 1 representing infrequently and 5 representing always. Refer to the variety of means, descriptions, and interpretations to determine their level of knowledge about gender equality.

Qualitative Phase

The panel of experts would scrutinize the use of the qualitative research guide questionnaire to ensure its validity in terms of its clarity, suitability, understandability, and capacity to elicit personal narratives, comments, opinions, and insights from the research participants. Additionally, the prepared open-ended questions were limited to three research issues and a maximum of five probing questions for each. Additionally, it offered crucial closing elements that ensured the participants' opportunity to make further comments. To make sure that the transcription of the data is accurate, the researcher would also provide copies of the transcriptions to the concerned participants. The objective also included reaching an agreement by comprehending various perspectives on the material.

Procedure

The procedure for gathering the data includes several steps. Quantitative and qualitative data were gathered concurrently, nearly at the same time. Parallel mixed-method data collection techniques were used to compare data from diverse sources, modify the data for comparison, or answer various types of inquiries (Creswell & Clark, 2007).

Quantitative Phase

The researcher first sought formal approval from the Office of the President of Kapalong College of Agriculture, Sciences and Technology to conduct this study, ensuring adherence to institutional protocols and ethical guidelines. This permission is crucial for facilitating the collection of the necessary quantitative data. The study utilized a gender equality awareness survey questionnaire, specifically designed and validated for this research, as the primary tool for data gathering. This instrument aims to capture participants' perspectives on gender equality in the academic environment. To minimize potential biases, such as variations in participants' moods or external influences that may affect their responses, the survey was administered in a controlled setting. All participants completed the questionnaire on the same day to ensure consistency and reliability of the data, reducing the likelihood of time-related factors impacting the results.

Qualitative Phase

To gather comprehensive qualitative data on participants' awareness of gender equality, the researcher employed a combination of focus group discussions and one-on-one in-depth interviews. Before initiating these discussions, the researcher carefully assessed each informant's availability for in-person interviews, ensuring that the scheduling was convenient for them, while also considering their preferred interview locations to foster a comfortable environment. During the one-on-one interviews, the researcher utilized a meticulously crafted set of enabling questions designed to facilitate open dialogue, while also incorporating follow-up questions to delve deeper into the subjects' responses and ensure a thorough exploration of their perspectives. Moreover, the researcher placed significant emphasis on discussing the individuals' ethical concerns, allowing participants to express any reservations they might have had about the interview process. This approach not only enhanced the quality of the data collected but also fostered a sense of trust and openness, encouraging participants to share their insights candidly.

Data Analysis

Quantitative Phase

In the analysis of quantitative data, descriptive statistics, such as the categorical mean and overall mean, were used to evaluate the average replies of the participants on the gender equality awareness questionnaire.

Qualitative Phase

In this phase, participants' responses were recorded, arranged, and reduced to themes through a process of coding and condensing the codes in qualitative data analysis. A narrative, a table, or a set of figures were used to present the data. The researcher immersed herself in the rich, descriptive data analysis during the thematic analysis of the qualitative data, employing coding and categorization techniques to arrange the data. The objective was to create themes and utilize them to describe the college student's level of awareness. Thus,



qualitative analysis specifically thematic analysis was an interactive process that involves generating and refining themes repeatedly as well as reading and rereading the data to get a final analysis of the data.

Ethical Considerations

When acquiring data from individuals, the researcher rigorously adhered to a comprehensive set of ethical principles that provided a foundational framework for their research designs and methodologies. This commitment to ethical standards is not merely procedural; it reflects a deeper understanding of human exploration's ultimate goals: to unravel the complexities of real-world events, identify effective interventions, scrutinize human behavior, and enhance the quality of life in multifaceted ways. Upholding these ethical standards is essential, as they not only ensure the integrity and validity of the research outcomes but also foster trust between researcher and participants, safeguarding the rights and welfare of individuals involved. Such principles are crucial for promoting academic and scientific integrity, ultimately contributing to the advancement of knowledge while honoring the dignity of those who share their experiences for the greater good.

Moreover, Neuman (2006) emphasized that when producing a research paper, the researcher had to consider many ethical concerns, dilemmas, and conflicts that developed throughout the process. Ethics, as well as the moral research technique, determined what was and was not permissible. This included the following components: respect for persons, beneficence, justice, confidentiality, and consent.

Respect for persons refers to the researcher's respect toward the participants as well as their autonomy in deciding whether to participate in the study. This means that research becomes ethical when the researcher delivers appropriate information and understanding about the research project to potential participants, and this information leads to the participants' informed consent to participate in the study willingly (Kalu & Bwalya, 2017).

The researcher created an informed consent form for the subjects of this study in advance. The letter provided more information about the study to anyone interested in participating. During the interviews, the researcher also respected the participant's opinions. Before earning the subject's respect, the researcher had demonstrated their respect. They considered their point of view, culture, and way of life. Participants were always treated with respect since they mattered more than the study. Ahead of the interview, the researcher also asked for consent to record the whole conversation as well as all participant responses. The participant's right to know the study's findings was also disclosed by the researcher to them.

Beneficence emphasizes that the study was beneficial to those who would participate. It necessitates a dedication to reducing dangers to study participants rather than generating earnings owing to them (Farrugia, 2019).

The community and participants benefited from this study because the result of this study became the basis for improving curriculum guides and academic support to improve students' self-esteem, confidence, and motivation to succeed and improve the quality of education in the community. Another is that it could also improve academic outcomes and promote equity and access in elementary education, which would help them be equipped in the field of teaching and become effective educators in the community.

The researcher found a safe area where the participants and researcher could have a face-to-face interview to ensure everyone's safety. The interview procedure gave participants the chance to share their stories in a safe environment without worrying about rejection or judgment. After the interview, the data was kept confidential and safe to prevent psychological risks like shame, embarrassment, and other undesirable outcomes. The research ensured that the risk of COVID-19 transmission between the interviewer and participants was prevented by adhering to safety protocols throughout the interview.

Justice relates to the idea that everyone who was involved in this study should be treated fairly. Regardless of age, gender, race, religion, socioeconomic level, or any other criteria, everyone has an equal opportunity to gain from and bear the expense of the research. However, it is the researcher's ethical duty to guarantee that his research does not lead to unfairness or bias at any point in the process, especially when choosing research participants, to ensure that no group is left out (Farrugia, 2019).

The researcher added purposive sampling to fairly select the interview participants and informants using specified inclusion criteria that are fit for the study. To ensure justice, it was ensured that the participants did not spend any money because their contribution to the completion of the research was recognized. As a gesture of appreciation for their efforts in the study, they were also given tokens.

Confidentiality concerning the research and findings, as well as participant safety, was ensured by keeping their statements confidential using password-protected folders and data storage. The participants' identities were concealed.

I ensured that each participant was identified using discrete coding, based on Republic Act 10173, or the Data Privacy Act of 2012, which specifies that any information that could be used to identify participants by name, gender, ethnicity, or occupation should be appropriately written to protect participant anonymity. As a result, suitable coding and other safeguards were implemented to secure the participants' identities. In addition, none of my research participants were ever obliged to provide their names on any of the study's forms and the names of the participants were replaced by pseudonyms by the researcher. The researcher also conducted a firsthand transcription of the interviews. After the data had been evaluated, all items, including videotapes, encoded transcripts, notes, and others, were stored and were planned to be destroyed three years after the accomplishment of the study.



Consent was also considered in the conduct of the study. The study's conduct took consent into account, making it a priority to respect my respondents if they wanted to be a part of this study. The permission of the participants was asked before recording the interviews, and they were granted written permission to obtain their approval voluntarily. Additionally, the researcher informed the participants that they had the right to ask questions during the interview, the right to refuse to answer sensitive questions during the interview, and the right to leave the interview without explanation, respecting the participants' decision to not finish the interview with the guarantee that their information would be kept private even after the study is completed. The participants were notified of the study's findings and results.

Results and Discussion

In this section, the outcomes of the data are presented, breaking them down into quantitative and qualitative categories. The first phase is the quantitative element, which reveals the level of gender equality awareness education students have in terms of knowledge, attitude, and practices. The qualitative component, presented in tables, is the second phase of the process. The tables present the responses of the education students to questions on their real-life experiences.

Status of Gender Equality Awareness

Table 2. Status of Education Students' Awareness in Gender Equality

No	Items	Mean	Descriptive Rating
Knowledge Aspect			
1	Being confident that Gender Equality refers to the situation where men and women have the same rights and opportunities across all sectors of society.	3.75	High
2	Being familiar with the fact that gender-based violence is one of the extreme reasons for physical and mental trauma globally.	3.83	High
3	Being certain that 'Gender Equality' is achieved when the different behaviors, aspirations, and needs of men and women are equally favored and valued.	3.76	High
4	Being well informed with the fact that the main target of gender equality is to empower men and women.	3.71	High
5	Being aware of the fact that gender equality calls for equal opportunities for men and women in leadership at all levels of decision-making.	3.80	High
		Category Mean	3.77
			High
Attitude Aspect			
1	Believing that in our society, all men and women should be treated equally in all aspects of life.	4.20	High
2	Acknowledging that in our society today, there are more advantages to being a man than being a woman.	3.87	High
3	Thinking that achieving equality between men and women is very important.	4.18	High
4	Being certain that raising awareness on Gender Equality among the students is necessary.	4.19	
5	Thinking that a man who stays home to look after his children is less of a man.	3.58	High
		Category Mean	4.0
			High
Practices Aspect			
1	Staying alert for any gender-based violence (sexual, physical, domestic harassment or abuse) happening around me.	2.24	Low
2	Raising my voice when someone is being treated differently just because of their sex, sexual orientation, gender identity, or expression.	2.20	Low
3	Reporting to authority if I am aware of any form of gender-based discrimination or abuse (ie. Sexual, physical, domestic harassment or abuse).	2.34	Low
4	Treating people of all genders equally.	2.80	Moderate
5	I do not make comments that ridicule, demean, or humiliate regardless of their sex, sexual orientation, gender identity, or expression.	2.42	Low
		Category Mean	2.40
		Overall Mean	3.39
			Moderate

Gender Equality Awareness. Shown in Table 2 is the status of the gender equality awareness of education students in Kapalong Agriculture of Sciences and Technology. It obtained an overall mean score of 3.39 with a description rating of moderate. This means that the education students manifested sometimes their gender equality awareness. The variable of the study is the ICT integration which has three indicators namely: knowledge, attitude, and practices.

Knowledge. In terms of practices, the category mean is 3.77, which is described as high. This means that it is oftentimes manifested by the students. Among the items under this indicator, being familiar with the fact that gender-based violence is one of the extreme reasons for physical and mental trauma globally got the highest mean of 3.83 which is described as high. This means that it is oftentimes manifested by the students. On the other hand, the lowest item rated by the participants was being well informed with the fact that the main target of gender equality is to empower men and women with a mean of 3.71. This rating is described as high. This means that it



is oftentimes manifested by the students.

Attitude. The attitude was rated by the participants as high, with a category mean of 4.0. This means that it is oftentimes manifested by the students. Believing that in our society, all men and women should be treated equally in all aspects of life garnered the highest rating with a mean of 4.20, which is described as high. This entails that it is oftentimes manifested. Conversely, thinking that a man who stays home to look after his children is less of a man got the lowest mean of 3.58, which is described as high. This means that it is oftentimes manifested by the students.

Practices. The practices got a category mean of 2.40, which is described as low. This means that it is seldom manifested by the students. The item treating people of all genders equally got the highest mean of 2.80, which is described as low. This means that it is seldom manifested by the students. Meanwhile, raising my voice when someone is being treated differently just because of their sex, sexual orientation, gender identity, or expression got the lowest mean of 2.20, which is described as low. This means that it is seldom manifested by the students.

Profile of the Participants

Table 4 shows the pseudonyms of participants. It can be gleaned from the table that the codes being used and the pseudonym in the focus discussion and in-depth interview are being provided.

The ten participants in the in-depth interview were coded and given a pseudonym. The first participant was coded IDI-01 with the pseudonym of Mr. Galactic Companion because he answered questions in a relaxed manner. The second participant was coded IDI-02 with the pseudonym Mr. Lunar Soul because he answered the questions based on his emotions. The third participant was coded IDI-03 with the pseudonym Ms. Sun because her smile was so bright. The fourth participant was coded IDI-04 with the pseudonym Mr. Moon because he displayed an aura of seriousness. The fifth participant was coded IDI-05 with the pseudonym Ms. North Star because she displayed a sense of sincerity. The sixth participant was coded IDI-06 with the pseudonym Ms. Stellar Charm because of her captivating hair. The seventh participant was coded IDI-07 with the pseudonym Ms. Nebula because she displayed calmness. The eighth participant was coded IDI-08 with the pseudonym Mr. Supernova because he answered the questions with an authoritative voice. The ninth participant was coded IDI-09 with the pseudonym Ms. Comet because she is consistent enough in using “ate”. The tenth participant was coded IDI-10 with the pseudonym Ms. Meteor, because of displaying honestly.

Table 3. *Pseudonym of Participants*

Participants No.	Code	Age	Gender	Course	Year Level
IDI-01	Mr. Galactic Companion	19	Male	BSEd- English	1C
IDI-02	Mr. Lunar Soul	21	Male	BEEd-Generalist	3A
IDI-03	Ms. Sun	20	Female	BSEd-English	2A
IDI-04	Mr. Moon	21	Male	BSEd-Math	2C
IDI-05	Ms. North Star	21	Female	BEEd-Generalist	3A
IDI-06	Ms. Stellar Charm	20	Female	BSEd-Filipino	3A
IDI-07	Ms. Nebula	28	Female	BEEd-Generalist	2A
IDI-08	Mr. Supernova	19	Male	BEEd-Generalist	3A
IDI-09	Ms. Comet	21	Female	BEEd-Generalist	2C
IDI-10	Ms. Meteor	20	Female	BSEd- English	3A
FGD-01	Ms. Solar Oracle	21	Female	BEEd-Generalist	3A
FGD-02	Ms. Saturnine	20	Female	BSEd-English	2C
FGD-03	Ms. Stellar Tranquility	20	Female	BSEd-Math	2A
FGD-04	Ms. Celestial Ballet	19	Female	BEEd-Generalist	3A
FGD-05	Ms. Solar	21	Female	BEEd-Generalist	2A
FGD-06	Mr. Lunar Luminary	22	Male	BEEd-Generalist	2B
FGD-07	Mr. Nebular Narrator	22	Male	BSEd-Filipino	3A

Then seven participants in the focus group discussion were coded and given a pseudonym. The first participant was coded FGD-01 with the pseudonym Ms. Solar Oracle because during the interview she answered the questions with confidence. The second participant was coded FGD-02 with the pseudonym Ms. Saturnine because succinctly answered the questions being asked. The third participant was coded FGD-03 with the pseudonym Ms. Stellar Tranquility because she answered questions with calmness. The fourth participant was coded FGD-04 with the pseudonym Ms. Celestial Ballet because she moved gracefully. The fifth participant was coded FGD-05 with the pseudonym Ms. Solar because she displayed confidence. The sixth participant was coded FGD-06 with the pseudonym Mr. Lunar Luminary because he showed great acceptance of himself. The seventh participant was coded FGD-07 with the pseudonym Nebular Narrator because he often relates his answers to his unique perspective.

The Lived Experiences of Education Students in terms of Gender Equality

There were four essential themes drawn from the responses of the participants in the in-depth interview and focus discussion. Gender-based expectations and discrimination in gender equality, career challenges in gender equality, closeted conformity in gender equality, and gender stagnation in gender equality. It also discusses the lived experiences of education students in terms of knowledge, attitude,



and practices in gender equality awareness.

Table 4. The Lived Experiences of Education Students in terms of gender equality

Issues Probed	Core Ideas	Code / Categories	Essential Themes	Theoretical Support
Effects of Gender-Based Expectations and Discrimination on the Gender Equality Awareness of Students.	Being pressured as a female due to the constant reminder of being a woman and the responsibilities that it entails at home. Being labeled as a person who should be well acquainted with the things that should be done at home as a woman. Being told to practice cooking to keep marriage healthy and going. Limited to do certain things because of gender stereotyping. Having empirical knowledge about violence against women but have no right to stop such. Witnessing women and partners discriminate against their husbands by being mocked for doing such to make his wife cause such discrimination. Being labeled as gay because of his peers and for his choice of friends. The emergence of discrimination relative to physical appearance and gender preferences. Being mocked by others for being gay is a gender preference and for acting delicately. Bullying due to Religion, Skin color, and ethnicity. Discrimination due to Ethnicity and Social Status	Stereotyping on Gender Roles for Women	Emergence of Gender-Based Expectations, Discriminations, and Violence with Gender Equality	Intersectionality Theory of Crenshaw (1989)
Effects of Environment Towards Gender Equality	Having equal treatment by society regardless of sex and gender preferences. Having fair and equal treatment between men and women. Being taught how opportunities are present in gender equality. Equal rights and opportunities are being offered to men and women.	Violence Against Women and Men		
Effects of Career Challenges on the Career Choices of Students	Changing career choices due to the limitations of being a woman. Choosing careers based on community gender stereotypes, especially with older people. Discrimination against one's ability to acquire a leadership position because of one's gender. Discrimination against one's career choices because of one's physical capability related to gender.	Racial Discrimination Fair Treatment for Gender Equality Equal Opportunities for All	Equal and Fair Treatment and Opportunities to all Gender	Social Learning Theory of Bandura (1977)
Impact of Closeted Conformity Towards the Freedom to Express Oneself	Changing gender preference based on personal realizations from one's environment. Changing one's clothing preference based on the accepted societal-based gender expressions. Concealing one's gender preference because of family pressure and anxiety. Concealing one's gender preference because of societal judgment and social norms.	Gender-based Career Constraints Discrimination on the Career Choice	Challenges with Career Goals and Development Because of Gender	Social Norms Theory of Johnson (1986)
Effect of Gender Stagnation on the Acquisition of Gender Equality Awareness	Lack of progress due to the negative actions of the majority towards members of the LGBTQ community. Lack of progress due to the negative treatment of individuals towards other genders based on accepted social norms relative to gender. Having excessive personal rights to the extent that it becomes a form of abuse to others. Displaying too much arrogance and a tendency to use rights to control others. Having an extreme dependency on rights and forgetting to acknowledge the rights of others.	Self-Imposed Societal Gender Norms Gender Identity Concealment Lack of Progress due Gender-Related Issues Excessive Exercise of Personal Rights and Entitlement	Closeted Conformity on Gender Equality Gender Stagnation in Gender Equality	Justification Theory of Jost and Banaji (1994)



Emergence of Gender-Based Expectations and Discrimination in Gender Equality. Taking into consideration the information and data gathered as shared by the participants through In-depth Interview and Focus Group Discussion, college students particularly the Education Students at Kapalang College of Agriculture, Sciences and Technology express varying perspectives on their experiences in terms of their awareness of gender equality. Many of them shared that they have experienced gender-based expectations and discrimination.

It was revealed during the interview that education students experience challenges in gender equality through expectations of roles in Households. It was expressed by Sun (pseudonym) about being pressured as female due to the constant reminder of being a woman and the responsibilities that it entails at home. She mentioned that:

“The specific challenges that I personally encountered in relation to gender equality is the time nga katong nag tongtong ko ug kinse or twelve years old murag na pressure nako as female kay naa man guy usahay ba nga ginaingnan ko sakong mama nga dapat dili ka magdinamak, dapat ingani imong buhaton kay babae rabaka ka, dapat maging responsible ka as a female, dapat lihokon nimo unsay mga nilihokan sa mga babae kay babae gud ka, panindigan nimo imong pagkababae.” (IDI-03)

(The specific challenge that I personally encountered about gender equality was the time that I turned fifteen or twelve years old, I felt pressure as a female because sometimes my mom would tell me that I should not act nastily, that I should do this because you are female, you should be responsible as a female, you should work on the things that a woman should do because you are a female, stand by your femininity.)

Additionally, Ms. North Star (pseudonym) expressed her concern that society often labels women as individuals solely responsible for managing household duties. She emphasized that this expectation places undue pressure on women to be well-versed in domestic tasks. She mentioned that:

“One of the specific challenges na akong na face in relation to my gender is I label ta as babae na dapat kabalo ta sa tanan lihokonon sa balay, mao na ang pananaw sa mga tao sa atoa.” (IDI-05)

(One of the specific challenges that I have faced about my gender is when being labeled as a woman wherein we should know all the chores in the house, that is how people see us.)

Aside from the responses indicated above, Ms. Meteor (pseudonym) stated that she was told by her mother that for a woman to not be divorced from her spouse, she needs to learn how to cook which will result in a healthy marriage. She mentioned that:

“Sa household namo kay si mama mo ingon siya nga dapat kabalo ka mo luto kay unsaon nalang pag minyo nimo dili ka kabalo mo luto ma bulagan ka sa imohang bana.” (IDI-10)

(In our household, my mother said that you should know how to cook because if you get married and you do not know how to cook, your husband might leave you.)

Lastly, Ms. Stellar Tranquility (pseudonym) stated that she is being told not to do certain things because of being a woman especially when it comes to carrying heavy loads, like carrying a gallon of water. She mentioned that:

“The specific challenges that I encountered kay mga house- hold chores mga bug-at na buhatonon kay dapat dili daw nako na buhaton kay para laki daw na, kanang magkarga ug tubig, so dapat dili ko na ginabuhat kay panglalaki daw na nga work.” (FGD-03)

(The specific challenges that I have encountered are all about household chores like heavy lifting tasks because they said I should not work on those because it is for men, like carrying water, because it is considered a job for men.)

Violence Against Women and Men. This is the second code for the probed issue. In-depth Interview informants and FGD participants affirmed that they witnessed a man and woman being violent towards their partners. Hereunder are their shared thoughts:

Ms. Stellar Charm (pseudonym) stated during the interview about being unable to do something while knowing someone is a battered wife. Which encompasses the fact about having no right to stop such violence. She mentioned that:

“As a woman, murag, natural lang gyud sa atoa nga kanqng naa tay maagian na violence towards sa other gender na for example naay mga battered wife na atoang makaila so maka feel pud ta ug kalooy or kasakit, tas wala say mabuhat.” (IDI-06)

(As women, it seems natural for us to encounter instances of violence towards the other gender, for example, knowing women who are battered wives. We can not help but feel pity or pain, and there is nothing we can do about it.)

Mr. Lunar Soul (pseudonym) stated during the interview about witnessing a woman being violent towards her husband and being discriminated against by those around him without doing anything to stop it. He mentioned that:

“So, one of the challenges that I have encountered vicariously about gender equality is that kanang bana na gina daog daog sa asawa diba. Ang uban lalaki kay ila mana siyang gina discriminate kay nganong ingana, nganong mo sugot rapud siya, tas to nga mga tao walay gihimo aron ma undang to.” (IDI-02)



(So, one of the challenges that I have encountered vicariously about gender equality is that of a wife being violent towards her husband. Other men are discriminating against him because—why did that happen? And why is he letting that happen? And those people did not do anything to stop that happening.)

Discrimination Related to Gender Preference. This is the third code for the probed issue. In-depth Interview informants and FGD participants affirmed that they have experienced discrimination in their community. Also, the participants affirmed that they witnessed discrimination in their community and the media. Here are their shared thoughts:

Ms. Celestial Ballet (pseudonym) stated during the interview about witnessing someone being labeled as gay by peers due to the people that surround her. Further, the discrimination stems from choosing female friends rather than male. Also, she said she did not do anything to address that happening due to being unable to do something. She mentioned that:

“Personally, naka encounter ko is sa akong cousin gihapon, ano siya gentleman and then dili siya ga barkada kaayo ug mga lalaki so iyahang mga barkada halos babae and then sa among mag igagaw babae gihapon iyang gina ubanan, and then gina judge siya kay bayot daw siya and then wala sila kabalo sa unsa jud iyahang identity, and maka feel kog sadness kay wala koy mabuhat.” (FGD-04)

“(Personally, I have encountered still through my cousin, he is a gentleman and then he is not that fond of being friends with men, so his friends are females, and then among our cousins he still prefers to be with female ones. Due to this, he is being judged as gay without knowing what his identity is. And I feel sad because I could not do anything.)

Ms. Sun (pseudonym) mentioned during the interview that she witnessed bullying in the media because of expressing herself. This means that the emergence of discrimination can stem from the physical appearance and gender preference of an individual. She mentioned that:

“I encountered vicariously on gender equality is katong isa sa naging viral sa facebook tomboy siya tapos that time siguro murag wala siyay lingawn nag post siyag nagsuot ug pambahae pero tomboy siya ha, unya nabasahan sa comment section nga ngii ingani murag bad comment murag negative bitaw which is maka influence sa iyaha. Murag ginasaway siya ba unya wala makabalo tong mga nag comments na naa poy impact sa kato gong nag post.” (IDI-03)

(I encountered vicariously on gender equality all about the post that went viral on Facebook wherein a gay woman is posting a picture while wearing women's clothing, then I read a lot of comments in the comment section that are bad and negative which can influence something on her. In the comments people are joking about the picture without thinking about the possible impact of it.)

Lastly, Mr. Lunar Soul (pseudonym) mentioned during the interview that he experienced being teased and mocked by other people for being gay because of acting delicately and for moving slower than others. People view him differently for acting differently from the perceived actions a boy should have. He mentioned that:

“Sauna naatoy mga time nga ginasungog ko sa ubang tao or mga friends nako kay sauna man gud kuanon bitaw ko hin hinon, hinayon ug lihok unya tungod ana kanang ginasungog ko nila kay lagi daw bayot lagi daw ko ug nilihokan nang ingana bitaw. Ilaha kong gina sungog ba na tungod lang sa akoang nilihokan kuan giingnan nako nila nga bayot ko.” (IDI2)

(In the past, there were times wherein other people would tease me as well as my friends because in the past I acted delicately and moved slowly. Due to that, they would tease me because according to them I move like a gay. They would tease me due to how I move, and they would tell me that I'm a gay.)

Racial Discrimination. This is the last code for the probed issue. In-depth Interview informants and FGD participants affirmed that they witnessed challenges in gender equality, specifically discrimination in racial context. Here are their shared thoughts:

Mr. Moon Moon (pseudonym) mentioned during the interview that bullying due to someone's religion, skin color, and ethnicity. Further, he stressed how people become more accustomed to acts of bullying, which makes him concerned with that phenomenon. He mentioned that:

“Actually, kanang kuan no kanang its very common nga ahhmm common kaayo ang mga bullying and such thing so dili lang siya about sa gender but also sa color sa religion ofcourse apil pud na siya ahhmm ethnicity nato and actually ahhmm form day to day basis naa man jud tay makitan and though na normalize na siya karon but ahhmm sa akoa lang na part is ahhmm medyo naguol ko or nalin is because ahhmm kapawa nato tao is atong gina discriminate.” (IDI4)

(Actually, bullying is a very common and such thing, and it is not just all about gender but also about color, religion, and the lens of ethnicity. On a day-to-day basis, we can witness bullying, and although we are normalizing these acts, I still feel worried because we are bullying our fellow humans.)

Lastly, Ms. Nebula (pseudonym) mentioned during the interview that she witnessed discrimination due to ethnicity and social status. Also, she empathizes with the kid who asks for money because people would look down on someone due to their race or tribe. She mentioned that:

“For example gud deria kapalong naa man juy mga tribe mga gapangayo or mao man jud na ilang na andan so naa koy nakita nga



kanang nasuko sila naa man gud toy kanang kuan ba usa ka tao gitagaan siyang 300 pesos yata to kay nalooy siya sa kato nga bata tapos naay nag comment nganong tagaan mana siya nga dapat dapat unta kay mag tarbaho na sila kay kanang paghatag nimo nagtudlo na siyang pagkatapulan sok siya usahay mo bati pud kog kalooynok murag mao man gud ilang nadakan ba murag mangayo nalang usahay man pud gud naa man moy times na dapat magtrabaho nalang pero usahay kanang makita nimo nga gina lockdown sila sa mga tao tungod sa ilang rasa o ilang tribu murag malooy pud ko sa ilaha.” (IDI7)

(For example, here in Kapalang, some people belong to tribes who are used to asking people for something. I saw someone who displayed angriness because someone gave the boy three hundred pesos out of pity. Someone commented that why give them where they should work, and that action would teach them about laziness. Sometimes I would pity them because they are used to doing that, and at the back of my mind, they should work. Sometimes people look down on other individuals due to their race or their tribe, which causes a feeling of pity on my part.)

Equal and Fair Treatment and Opportunities to All Gender. This is the second essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, education students exhibited the effects of environmental influence on their knowledge of gender equality, specifically how they perceived gender equality as fair in terms of treatment. Below are their responses:

During the interview, Ms. Comet (pseudonym) emphasized the fundamental principle that all individuals deserve equal treatment from society, irrespective of their gender. She firmly articulated her belief that gender should not dictate one's value or opportunities, underscoring the importance of dismantling societal norms that perpetuate inequality. Drawing from her own experiences and understanding. She mentioned that:

“Akoang background knowledge and experiences about gender equality is that everyone regardless of what sex or babae ba or lalaki is gina treat sila equally in the society.” (IDI-09)

(My background knowledge and experiences about gender equality are that everyone, regardless of what sex you have, either woman or man, should be treated equally in society.)

During the interview, Ms. Solar Oracle (pseudonym) expressed her understanding of gender equality as fundamentally rooted in the principle of fair treatment between men and women. She emphasized that this concept transcends mere semantics, highlighting the necessity for equitable opportunities and respect in all spheres of life, from personal relationships to professional environments. For her, gender equality embodies a commitment to dismantling systemic barriers that hinder both genders, ensuring that everyone has an equal chance to thrive and contribute meaningfully to society. She mentioned that:

“Para sa akoa if I hear the term gender equality kay naga base na siya sa fair treatment between sa babae ug sa lalaki ingonana.” (FGD-01)

(For me, when I hear the term gender equality, it is all about fairness in terms of treatment between women and men.)

Equal Opportunities for All. This is the second code for the probed issue. In-depth interview informants and FGD participants exhibit the effects of environmental influence on their knowledge of gender equality, specifically about how opportunities should be given equally. Here are their shared thoughts:

During the interview, Mr. Supernova (pseudonym) reflected on the valuable lessons imparted by his elementary teacher regarding gender equality, emphasizing that it embodies the principle of providing equal opportunities for both men and women. He recalled being taught that true gender equality ensures that the same opportunities afforded to men are also accessible to women, fostering an inclusive environment where everyone can thrive. This foundational understanding not only shaped his perspective on gender roles but also instilled in him a commitment to advocating for equitable opportunities across all spheres of life. He mentioned that:

“In elementary days gitudluan najud mi nga ang gender equality is present nagyud, ang mga opportunity na gihatag sa lalaki also naa sad sa baabe.” (IDI-08)

(In elementary school, we are taught that gender equality is present, wherein the opportunities bestowed upon men also exist for women.)

Mr. Nebular Narrator (pseudonym) emphasized the imperative of providing men and women with equal rights and opportunities, highlighting that gender equality transcends mere legal frameworks; it is about fostering an inclusive environment where individuals of all genders can thrive without discrimination. He argued that true equality encompasses not only equal access to resources and opportunities but also a recognition of the unique challenges faced by different genders, ensuring that everyone is empowered to contribute to society fully. He mentioned that:

“For me, gender equality is naga refer siya sa equal rights and equal opportunities and other things nga ma offer nato sa different gender ma lalaki man ka o babae.” (FGD-07)

(For me, gender equality refers to equal rights, equal opportunities, and other things that can be offered to the different genders, whether you are a man or a woman.)



Challenges with Career Goals and Development because of Gender. This is the third essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, education students exhibit challenges in gender equality, specifically career constraints and challenges in gender equality. Below are their responses:

During the interview, Ms. Saturnine (pseudonym) articulated the challenges she faced in navigating her career choices, particularly emphasizing how societal perceptions of gender influenced her decisions. Reflecting on her past aspirations, she had internalized the belief that her femininity limited her potential in a traditionally male-dominated field. This poignant acknowledgment underscores the broader societal constraints women encounter, often leading to a reassessment of their ambitions considering perceived gender roles and expectations. She mentioned that:

“Dati gusto nako kihalon na course kay criminology but akong gi consider akoang gender na babae, hina ko ug mga skills, strengths. Mao to naka disisyon ko nga mag change nalang ug course which is education. (FGD-02)

(In the past, the course that I wanted to take was criminology, but I did consider my gender, which is female, which means that I lack skills and strengths. That is the reason why I decided to change my course to education.)

Also, During the interview, Ms. Stellar Charm recounted her struggle with her career choice, emphasizing how societal expectations, particularly those imposed by older generations, often dictated her path based on her gender. She reflected on how, as a child, her mother consistently urged her to pursue a teaching career simply because she was female while dismissing her aspirations to enter the field of criminal justice, which she was passionate about. This pressure to conform to traditional gender roles not only stifled her ambitions but also highlighted the broader societal challenges that many women face when trying to break free from prescribed norms and norms and pursue their true interests. She mentioned that:

“When I was a child, my mother told me that mag teacher ko kay kay babae ko, dili daw ko mag pulis, unya crim is my dream nga course. Ang gusto man jud sakong parents is kanang mag teacher kay babae lagi daw.” (IDI-06)

(When I was a child, my mother would tell me that I ought to be a teacher because I am a female, that I should not be a pulis, and that my dream course was crim. My parents want me to be a teacher because I am a female.)

Discrimination on the Career Choice. This is the second code of the issue that is being probed. The informants and participants share that they experience discrimination against their chosen career path by the people around them. Below are their responses:

Ms. Solar (pseudonym) shared her poignant experience of facing discrimination when she was selected as a youth leader in her community, highlighting the pervasive belief that leadership roles are more suited for men. She recounted how, despite her qualifications, she encountered a wave of disparaging comments suggesting that her gender made her unfit for the position, illustrating the societal bias against women in leadership. Ultimately, feeling the weight of these judgments, she chose to withdraw from the role, reflecting the challenges many women face in asserting their leadership capabilities in a male-dominated environment. She mentioned that:

“Naa toy time na gi select ko as youth leader saamo, then daghan kaayog comment na dili daw ko bagay ana na position kay tungod lagi babae daw ko unya lalaki daw ang dapat ang mag leader, so nag blackout nalang ko.” (FGD-05)

(There was a time when I got selected as a youth leader in our place, and many comments arose that I was not fit for that position because I am a woman, and men should be the leaders. In the end, I back out.)

Also, Ms. Celestial Ballet (pseudonym) described her experiences with discrimination in her career choice, revealing how gender expectations and perceived physical limitations affected her aspirations. Her dream of studying mechanical engineering was met with skepticism, as many believed the field was suited only for men due to assumptions about women's physical capabilities. To escape further discrimination and conform to societal norms, she ultimately chose to pursue education, highlighting the barriers women face in male-dominated fields. She mentioned that:

“Dati gusto nako mag mechanical engineering and then gi discriminate siya kay mas more on lalaki ang work sa mechanical engineering like sa mga machine so dili siya pwede sa babae na work kay dapat pangmahirhin man daw ko so nag education nalang ko para dili ma discriminate.” (FGD-04)

(In the past, I dreamt of taking a course in mechanical engineering, but then it got discriminated against because to them it was more about men and the work of mechanical engineering was all about machines, so it did not apply to women because women should work in modesty, so I switched to education to prevent further discrimination.)

Closeted Conformity on Gender Equality. This is the fourth essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, education students exhibit challenges in gender equality, specifically when it comes to trying to change themselves to fit in with society. Below are their responses:

Ms. Celestial Ballet (pseudonym) shared her evolving preferences shaped by personal realizations and her environment. She discussed her struggle with bisexuality, feeling pressured to conform to societal norms about her identity as a woman, which led her to suppress her feelings for other genders. Ultimately, she embraced authenticity, redefined her self-perception, and found the freedom to love



whomever she chose, transforming her understanding of identity and attraction. She mentioned that:

“I shared last time na I am a bisexual so in that case na challenge ko na ibahon akong perception nga dapat Iam a lady jud nga dili jud ko magkagusto sa other gender so ang akoang gibuhat is nagpaketoo nako. I changed myself.” (FGD-04)

(I shared last time that I am bisexual; in that case, I was challenged to change my perception that I am a lady and that I need to not like any other gender, so I was truthful to myself and changed myself.)

Also, Ms. Solar Oracle (pseudonym) shared her struggles to adapt her clothing preferences to societal gender norms. She felt uncomfortable in traditionally feminine. Attire, which made conforming to gender expectations difficult during her formative years. Although she once favored oversized shirts and pants, she is now learning to balance her style with societal expectations of femininity in college. She mentioned that:

“Dili ko into wearing feminine nga mga sinina so mao to growing up it is a challenge for me nga I change my style or to change the way I dress kay syempre dapat ibagay pud nako sa akoang gender. Sauna hilig ko magsuot ug mga oversized shirt then shortpants then karon na nag college ko kay gina train na nako akoang self na mo bagay sakong gender which is babae.” (FGD-01)

(I am not into wearing feminine clothes; that is why, growing up, it was a challenge for me to change the way I dress because I needed to match it with my gender. In the past, I usually wore oversized shirts and pants, but now that I am in college, I am slowly training myself to match them with my gender, which is girl.)

Gender Identity Concealment. This is the second code of the issue that is being probed. The informants and participants shared that they witnessed someone concealing their gender because of being scared about the probable reactions of other people. Below are their responses:

Ms. Solar Oracle (pseudonym) mentioned during the interview that she knows someone concealing his gender preference due to being scared and shy about the reactions of parents and friends. She mentioned that:

“Naa miy siligan dili pagud siya open sa iyang parents when it comes into unsa iyang pagtanaw saiyang kaugalingon kay hesitant siya mag ingon saiyang parents tungod kay mahadlok kay maulaw pud siya, dili lang saiyang parents kundi saiyang friends.” (FGD-01)

(We had a neighbor, who has not opened up to his parents about his identity because he is hesitant to tell them due to being scared and shy, not only at her parents but also at his friends.)

Mr. Nebular Narrator (pseudonym) mentioned during the interview that he knows someone concealing his gender preference due to fearing probable judgments brought by parents and other people. He mentioned that:

“I have a friend bayot siya then at first hesitant siya mag show saiyang true identity kay lagi mahadlok siya nga ma judge sa ubang tao especially sa iyang parents’ kay dili man ingon nga ang iyang parents is mo support nga bayot siya.” (FGD-07)

(I have a friend who is gay. He is hesitant to show his true self because he is afraid to be judged by other people, especially by his parents. After all, they do not support him being gay.)

Gender Stagnation in Gender Equality. This is the last essential theme that emerged from the responses of the participants during the in-depth interview and focus group discussion, with the code of lack of progress in addressing gender-related issues. Participants mentioned that not applying the acts related to gender equality slows the process of progress in gender equality. Hereafters are their responses:

Ms. Sun (pseudonym) mentioned during the interview that lacks progress in gender equality is due to negative actions of the majority towards members of LGBTQ+ community. She mentioned that:

“Wala gihapoy changes all about gender equality kay though naa nay mga republic acts for these LGBTQ kay wala man gud gihapon na apply sa mga tao kay gina continue gihapon sa uban na mag discriminate. For example, sa mga bayot, naa gihapoy something na naga pasakit sa ilang feelings. Walay changes para sako.” (IDI-03)

(There is still no change when it comes to gender equality, although there are acts for LGBTQ+ because people do not apply those acts, discrimination is still continuous. For example, for gays, there are still people who hurt their feelings. There are no changes for me.)

Also, Ms. Celestial Ballet (pseudonym) mentioned during the interview that the lack of progress in gender equality is due to the negative treatment of individuals towards other genders due to the belief that there are only men and women. She mentioned that:

“Sa mga ingon sa uban same lang gihapon na before negative ang mga treat sa mga tao sa uban gender identity kay syempre ang nakuan lang sa uban is babae lang ug lalaki and then nahimo na nga naa nay lesbian and then naa nay gay, dili siya acceptable sa kadaghanan.” (FGD-04)

(Same with the other response; still the same in the sense that negative treatment of other gender identities is still continuous because people only know that there are only women and men, and then suddenly there are lesbians and gays. It is still not acceptable to the



majority.)

Excessive Exercise of Personal Rights and Entitlement. This is the second code of the issue being probed. The informants and participants shared that uncritical gender-based entitlement slows the process of progress in gender equality. Below are their responses:

Mr. Nebular Narrator (pseudonym) mentioned during the interview that he observed that people show too much dependency in terms of rights to the extent that it becomes a form of abuse. He mentioned that:

“Makita nako karon, ang uban kay naga salig napud nga since naay equality, ilaha ng gina use as a reason na magdasa.” (FGD-07)

(What I have observed now is that other people rely too much on the thought that there is equality; they are using it as a reason to display arrogance.)

Also, Mr. Supernova (pseudonym) mentioned during the interview that he observed that LGBTQ+ women display too much arrogance and tend to use their rights to control things in their surroundings. He mentioned that:

“Ang LGBTQ ug mga babae kay ning dako sad ang ilang ulo, dili man sa ingon na gina generalize sila tanan pero naa gyuy ubang babae ug ang ubang lgbtq nga magpa main character bitaw nga naa silay opportunity nga ingani imbis malipay sila ila pajung gusto na sila na gyuy mag control, sila nay mag buot. Which is maka apekto jud sa gender equality.” (IDI-08)

(The LGBTQ+ and women become more arrogant. I am not generalizing it to all, but there are women and other LGBTQ+ who display a main character attitude that they tend to control things and take charge of things if they have an opportunity when it comes to something instead of being thankful. Which can affect gender equality.)

Lastly, Mr. Lunar Soul (pseudonym) mentioned during the interview that he observed that the other members of the society show too much dependency on their rights and forget to acknowledge the rights of others. He mentioned that:

“Naa pud koy uban mabantayan nga members of different gender in the society is nagkuan nag slig napud bitaw sila, makita nako sa news nga naay lalaki or member sa lgbtq nga mo sulod ug cr sa lahi nga kabalo man sila nga ingani gihapon ilang sex no. Then naa man juy ubang babae na mangdiri gud sila kay llaki gud niya ning sulod sa ilahang banyo. Then naay uban na mo ingon na dapat pasudlon lagi kay ingani ingana lahi na ilang gender dapat naay gender equality. For me, lahi man gud akong view kay kung unsa imong sex is dapat mao gihapon imong I apply. This issue is maka apekto jud sa gender equality.” (IDI-02)

(I have noticed some members of different genders in society who rely too much on. I can see from the news that there are males or members of the LGBTQ who would enter a different comfort zone when they were aware that their sex was still the same. Some women would feel disgusted because those individuals who enter the designated bathroom are still men. Other people would argue that they need to let them in because there should be gender equality. For me, my view is different because you should follow your sex in terms of the things that you will apply. This issue can affect gender equality.)

Insights of Education Students in terms of Gender-Equality

Table 5 displays the scrutinized and synthesized notion in the insights of education students about gender equality. As a result of thematic analysis, five (5) essential themes emerged namely: embracing and encouraging self-expression, authenticity, and complexity in promoting gender equality; the importance of peer advocacy for gender equality and inclusion in academic setting; the importance of role modeling and media advocacy in addressing gender-related discrimination; empowering young minds through comprehensive and narrative education on gender equality; and the importance of strengthening the advocacy about gender equality among students. From these themes, fourteen (14) significant codes/categories were yielded after probing the participants with related issues. Finally, these themes were supported by various theoretical perspectives such as Positive Psychology Theory, Social Norms Theory, Social Cognitive Theory, and Contact Theory.

Table 5. *Insights of Education Students in terms of Gender-Equality*

Issues Probed	Core Ideas	Code / Categories	Essential Themes	Theoretical Support
Impact of Embracing and Encouraging Self-Expression, Authenticity, and Complexity in Promoting Gender Equality Awareness	Encouraging individuals to not be afraid of showing their identity. Being able to show one's authentic personality to avoid judgment and criticism from other people. Understanding the complexities of one's authentic and diverse personalities. Refrain from judging other people based on their physical appearance. Learn to know them beyond physical looks.	Revealing One's Authentic Personality Refrain from Making Judgments about Other People	Accepting Diverse and Authentic Self-Expressions in Promoting Gender Equality	Positive Psychology Theory of Seligman (1998)
Impact of Peer Advocacy and Inclusion in Academic Settings	Removing personal biases in terms of choosing friends in a classroom setting. Avoid choosing teams and groupmates during activities based on one's intellectual ability.	Neglecting Personal Biases towards Others	Valuing the Diverse and Unique Identity of Every Student	Social Norms Theory of Jonson (2012)

the Acquisition of Gender Equality	Giving equal attention and fair treatment to every individual in the classroom to avoid conflict. Treating every student as unique who are equipped with diverse ethnicity, culture, and gender identity. Embracing gender-related differences in the classroom. Valuing the essence of accepting the different gender identities of every student	Emulating Positive and Fair Treatment Inside the Classroom	
Impact of Role Modeling and Media Advocacy in Addressing Gender-Related Discrimination	Removing biases during the teaching and learning process and giving equal opportunities for students during class recitations. Removing teacher biases in evaluating and assessing students' growth and development	Avoiding Personal Biases of the Teachers Towards Their Students	
	Being a role model and spokesperson to combat gender inequalities. Being a role model in avoiding discrimination against the LGBTQ community.	Being a Role Model in Addressing Gender Inequality	Essentials of Role Modelling and Media Advocacy for Gender-Related Discrimination
	Using social media to raise voice and awareness in building policies about gender equality. Using social media like Messenger to address gender-related discrimination.	Using Digital Advocacy in Addressing Online Discrimination	
Impact of Nurturing Young People Using Narrative and Comprehensive Gender Equality Education in Gender Equality Awareness	Inculcating thorough knowledge to the younger generation on the essence of respect for other people. Educating young people about gender equality so they do not experience gender-related inequalities. Influence the students with the use of life experiences to teach them and provide enough knowledge about the importance of respecting individual gender in society. Using individual voices in raising awareness and teaching students about gender equality. Relying on one's knowledge by using the experiences in school as an example.	Educating the Younger Generation about Gender Equality	Social Cognitive Theory of Bandura (1997)
	Using the school as a role model in the process of imparting knowledge to the larger community. Educators should strengthen the importance of gender equality. Instructors should widen and strengthen the knowledge of the students about gender equality. Conducting seminars that will address the deeper meaning of gender equality as well as the avoidance of inequality.	Contextualizing Gender Equality through Experiences	
Impact of Strengthening Advocacy about Gender Equality among Students Awareness of Gender Equality	Educators shall educate the students more about gender equality using different strategies.	Using Real-Life Experiences in School	Contact Theory of Allport (1954)
		Strengthen the Advocacy About Gender Equality Awareness	
		Significance of Seminars and Other Ways of Imparting Knowledge to Promote Deep Understanding Among Students	

Accepting Diverse and Authentic Self-Expression in Promoting Gender Equality. This is one of the emerging themes from the responses of participants from their in-depth interviews and focus group discussions. The participants and informants talk about how encouraging someone to show their expressions and true selves can greatly impact the promotion of understanding among individuals in terms of gender equality. Below are their responses:

Similarly, encouraging individuals to not be afraid of showing their identity may help raise awareness and promote understanding among individuals who are co-existing. Ms. Solar Oracle (pseudonym) mentioned that:

“The only experience that I could share to help awareness and promote understanding sa laing tao is when it comes sa ilang pananamit, ako lang maingon is dapat dili sila magadlok or dili sila mag hesitate ipakita kung unsa or kung kinsa sila.” (FGD-01)

(The only experience that I could share to help awareness and promote understanding towards other people is when it comes to their way of dressing, I can only say that they should not be afraid and hesitant to show want and who they are.)

Moreover, encouraging individuals to not be afraid of expressing their true selves may help them grow as individuals, as a result, great



promotion for gender equality may occur. Ms. Saturnine (pseudonym) mentioned that:

“I will tell if ever there a friend of mine are who have difficulty in expressing themselves not to be afraid to express themselves for it will help them grow as an individual.” (FGD-02)

Refrain from Making Judgement for Other People. This is the second code of the issue being probed. The informants and participants shared that judgments must come after greatly knowing someone. Below are their responses:

With regards to that, to promote gender equality, education students suggest that every individual should widen their knowledge about the truth that not all they can see is the truth and some things are unseen unless you dig deep. Further, individuals must understand the authentic and diverse personalities each one holds. Ms. Celestial Ballet (pseudonym) mentioned that:

“My experience na ma share nako sa lain tao is dili tahan sa palibot is okay so you need to widen your understanding ma dili tahan imong makita kay mao jud na siya or there is positive but naa jud na siyay negative. Not all you can see in the outside are as it is, you can also see things that are unseen if you know them inside.” (FGD-04)

(My experience that I can share with other people is that people around us are not all okay. That is why you need to widen your knowledge that not all you can see is as it is or that there is positivity because there is also negativity. Not all you can see on the outside is as it is; you can also see things that are unseen if you know them inside.)

Aside from that, refraining from judging someone based on their appearance, but judge someone based on how one knows. Informants and participants suggest that promoting gender equality comes from leaving judgments behind and starting to know someone in pieces or who they are before concluding who they are is very important in the promotion of gender equality. Ms. Solar (pseudonym) mentioned that:

“Akong na experience nga ma share sa uban is sa atoang mga nakitan dili ta maka ingon na mao na na siya because as a person dili ta mang judge sa usa ka tao base lang sa atong nakitan but maghatag ta base sa pagkaila nato sa iya.” (FGD-05)

(My experience that I can share with others is that we can not say that what we see is what it is because, as people, we should not judge a person based on what we see but rather judge them by how we know them.)

Valuing the Diverse and Unique Identity of Every Student. This is the second essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, it is seen that biased among classmates and students is a form of discrimination wherein it needs to be addressed to promote and foster gender equality and inclusion. Below are their responses:

In connection with that, from the given responses of participants and informants, it can be concluded that to foster inclusion in the academic setting, removing bias in terms of choosing friends in the classroom setting is a must. It is said that students are prone to male-to-male and female-to-female friendships in the classroom, which can cause exclusion among other students. Mr. Lunar Soul (pseudonym) mentioned that:

“Ang akoa lang ma suggest fostering gender equality in a classroom is kana bitawng the way ta mag choose saatoang friends ingana so dapat dili ta ingon na kuan bitaw naa tay bias interms sa gender sa pag choose nato ug friend kay naa man guy uban nga gusto nga ang ilahang frien- friends lang kay babae lang tahan naa moy uban nga lalaki lang so dapat welcome ta sa kuan kung kinsa mana na tao ang gusto makig friend sa atoa.” (IDI-02)

(For me, I can suggest that in fostering gender equality in a classroom, when it comes to choosing your friends, we should not put bias on it because other people tend to choose their friends based on female-to-female and male-to-male friendship. We should welcome whoever wants to be friends with us.)

To add, from the given responses of participants and informants, it can be inferred that avoidance in terms of choosing friends and group mates during activities because of one's intellectual ability can result in inclusion and gender equality in academic settings. It is said that students choose their group mates based on who has the highest capability in terms of intellect, or what they call “bright,” which can cause bias and exclusion, especially for those who are labeled as not that “bright.” Ms. North Star (pseudonym) mentioned that:

“The strategy that I can suggest fostering gender equality inside the classroom is that dili ta mamili kung kinsa atong barkadahon dili ta mamili kung kinsa atong duolan and dili ta mamili kay kuan bright mani siya si kuan kay ingani raman iyahang comprehension. Labi na sa kanang mga activity nga naajuy time ana na mo ana ang teacher na you can group yourselves because dagko namo so dili jud na malikayan na naajud nay bias diraa pag mo ingon na huy kitay grupo kay kaning dita manguban ana nila oi kay unsa ramana sila.” (IDI-05)

(The strategy that I can suggest for fostering gender equality inside the classroom is that we should not choose whom we want to be friends with and seek guidance from, and we also should not choose based on intellectual ability. Especially when it comes to activities, there will be a time when the teacher will let you group yourselves. Bias can inevitably happen when it is mentioned that we should be groupmates and we should not be with them because they are just like that.)



Emulating Positive and Fair Treatment Inside the Classroom. This is the second code of the issue being probed. The Informants and participants shared the importance and impact of fair treatment and attention among Individuals in academic settings in the promotion of gender equality. Below are their responses:

Concerning that, from the given responses of participants and informants, it can be concluded that giving equal attention and fair treatment to every individual in the classroom can result in the avoidance of misunderstanding and conflict, thus, fostering gender equality. Ms. Sun (pseudonym) mentioned that:

“My strategies that I can suggest in fostering gender equality in classroom is hatagan nako ug pantay pantay gud na pagtagad akong mga classmates and at the same time I treat nako sila nga kung unsa akong I treat sa isa mao pud akong I treat sa uban para diligud sila maka nga ngi laina niya oi inani ang iyang gi pakita sa kay kuan tapos sa akoa lagi kay lahi ana ba.” (IDI-03)

(The strategies that I can suggest for fostering gender equality in the classroom are that I will give fair attention to my classmates, and at the same time, I will treat them fairly so that they can not say something like not treating them the same as others or treating them differently from others.)

In addition, from the given responses of participants and informants, it can be concluded that in promoting gender equality it is important for individuals to give equal attention and treatment in classroom settings by not minding the ethnicity, culture, and gender identity of an individual. Ms. Stellar Charm (pseudonym) mentioned that:

“Dili nako I mind labina in terms sa dialect sa inistoryahan ba samga students kay we all know na in classroom setting kay daghan kaayo ug cultures ug mga dialects na ma interact so in order na ma foster nato ang gender equality sa classroom dli nato I mind ang ilang culture or kung unsa ilang gender identity kung unsa iyang identity kung as a woman ba o as a man or gay ba or lesbian and pantay atong pagtanay nila kay saakoa pong experience kay naa jud koy mga classmates na tomboy, bayot, naa poy Ip’s.” (IDI-06)

(I will not mind, especially in terms of the dialect and the way other students talk, because we all know that in a classroom setting, there are diverse cultures and dialects that we can interact with, so to foster gender equality in the classroom, we should not mind the culture or gender identity of an individual, whether they are a woman, man, gay, or lesbian. We should treat them equally because, from my experience, I have classmates who are lesbians, gays, and IPs.)

Furthermore, from the given responses of participants and informants, it can be concluded that embracing gender-related differences in the classroom can be a way to promote gender equality. Individuals must embrace and understand the fact that each one is different and unique in their way. Ms. Comet (pseudonym) mentioned that:

“Dapat embrace lang jud na lahi-lahi ta ninyo I embrace lang jud na naga exist in that way masabtan man pud nato nga kuan na lahi-lahi jud ta. Dapat inside the classroom gina pa understands jud ang atoang differences in terms sa gender kay para ma aware ta ana ug ma embrace pud nato tong Ibat-ibang gender inside the classroom.” (IDI-09)

(We should embrace the fact that we are different and that we exist. In that way, we can be able to understand that we are diverse. Inside the classroom, we should understand the differences when it comes to gender so that we can be aware.)

To add, from the given responses of participants and informants, valuing the importance of accepting the different gender identities can be seen and was delivered To, from the given responses of participants and informants, valuing the importance of accepting different gender identities can be seen and was delivered as a form of suggestion for fostering gender equality in the classroom. Ms. Solar Oracle (pseudonym) mentioned that:

“The strategy that I can suggest for fostering gender equality in classrooms is to value the importance of accepting the different gender preferences that we have.” (FGD-01)

Avoiding Personal Biases of Teachers Towards their Students. This is the third and last code of the issue being probed. The informants and participants shared that to fight against challenges in gender equality, the teachers must treat the students with fairness. Below are their responses:

In connection to this, from the responses of participants and informants, it is revealed in the form of a recommendation that educators must treat each student fairly and must remove any form of bias during the teaching and learning process in which they must give equal opportunities to the students during the solicitation of ideas or in oral recitation. Ms. North Star (pseudonym) mentioned that:

“Ang recommendation-nga ma recommend lang pud nako sa mga educators and administrators no to address and combat base discrimination is sa academic setting is that during gani sa teaching and learning process diman jud malikayan nato nga naa jud kana ganing bias so akoa lang pud maingon ana is give chance and opportunities to others to voice out their opinions and learnings kay naa man pud mga tao sa kilid kilid nga gusto jud mo answer but ang gina priority sa mga instructors katong mga close nila kaila nila.” (IDI-05)

(The recommendation that I can make to the educators and administrators to address and combat gender-based discrimination in academic settings is that during the teaching and learning process, we really can not deny the fact that bias is inevitable, and all I can say is give chances and opportunities to others to voice out their opinions and learnings because there are some individuals in the corner



who want to answer, but the instructors prioritize those students who are close to them.)

Lastly, from the responses of participants and informants, it is revealed in the form of advice that educators must remove bias in how they view, treat, and approach the students in the classroom. It is said that other educators treat the students they know personally and the students they consider close to them differently from other students, giving them some privilege. Ms. Stellar Charm (pseudonym) mentioned that:

“Akong masulti jud lang no kay base lang pid saakoang experiences no as a education student kay dapat dli ta bias bitaw in terms sa pag approach saatoang mga students dpat kay equal jud atong approach saila dapat dli ta bias masking dli mo close saimong students kay dapat equal jud imong pag tan aw saila dpat dli ka mo ingon na “oi kani siya kaila nako ni siya” “close nako ni siya” “dako ni siya ug grado” miskan naa na siyay bagsak so dapat pantay pantay jud atong treatment sa students kay kuan raman gina promote biya saatoang school ang inclusive na education.” (IDI-06)

(All I can say based on my experience as an education student is that we should not be biased in terms of approaching our students; we should approach them equally. We should not be biased, even if you are not close with our students. There should be equality; you should not say, “I know this person; I am close with this person; this person should have a higher grade.” Even if that person has failing grades, there is a need for equal treatment towards the students because in our school we are promoting inclusive education.)

Essential Role Modelling and Media Advocacy for Gender-Related Discrimination. This is the third essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, it was seen that standing as a role model can reduce gender inequalities and gender discrimination. Standing as a role model in terms of showing other people what is right can influence these people to do the same, thus promoting gender equality. Below are their responses:

About that, it is said that by standing as a role model and spokesperson, an individual can be able to combat gender inequalities. Showing other people, the importance of and how to respect other genders can influence them to do the same thing. Mr. Lunar Soul (pseudonym) mentioned that:

“The ways that I can use to influence the policies and practices related to gender equality is kuan I can be a spoke person, paningkamutan nako nga kanang ma fight nako ang gender inequality nga dapat maging example ko to others na role model ko sauban nga ako naga respect ko ug gender equality then sa policies pud dapat I respect nato ang policy ba for example sa atoang eskwelahan karon naga promote naman gyud tag inclusivity so dapat I welcome pud nato tong other people nga naa bitaw issues sailahang gender.” (IDI-02)

(The ways that I can influence the policies and practices related to gender equality are through being a spokesperson. I will strive to fight gender inequality in a way that I will be an example to others and a role model to others when it comes to respecting gender equality. Then, in terms of policies, we should respect policies. For example, in our school, we are promoting inclusivity, so in that case, we should welcome other people who have issues with their gender.)

In addition, from the responses of participants and informants, it is said that by being a role model and showing the avoidance of discrimination against other members of the LGBTQ+ community, people can be able to mirror good practices. Ms. Sun (pseudonym) mentioned that:

“Mag avoid kog discrimintion sa mga tao sa akong palibot specially sa katong mga lgbtq community para sa kana na paagi dili masundog sa akong mga friends or sa mga nakakita sa ako ba. Nga kaning ahh so dapat maayo to iyahang gihimo so dapat kato pud akong himoon para atleast dili nila masundog ang katong mga uban gud nila na makita just like for example naa silay makitan sa ubang tao nga nag discriminate tas makita nila sa ako nga gina respeto nako tong tao nga gi discriminate sa uban so in that way ma adapt nila sa ako nga wala ko nag discriminate and at the same time mahimo kong role model sa ilaha.” (IDI-03)

(I will avoid discrimination towards the people around me, especially those who are members of the LGBTQ community. In that way, my friends and other people who can see me will not mirror my actions. They should see that I am doing good things so that they will realize that they must have done the same. At least they will not be able to mirror other scenarios that they can see; for example, they can see someone who displays discrimination, and they will see in my actions that I am respecting this individual and that they are discriminating. In that way, they can adopt the fact that I am not into discrimination and become a role model.)

Using Digital Advocacy in Addressing Online Discrimination. This is the second code for the issue being probed. The informants and participants shared that to address different forms of discrimination online, an individual can use any platform that can be accessed through social media. Below are their responses:

Similarly, from the responses of participants and informants, it is revealed that by using social media, an individual can be able to raise awareness in terms of influencing and building policies and practices regarding gender equality. It is believed that there are no individuals who do not have an account on any social media platform. Ms. North Star (pseudonym) mentioned that:

“Daghan man kaayog pamaagi para ma raise nimo imong voice about gender about the policies and practices related to gender equality and isa na ana is through social media kay wala naman sa akoang pagtuo karon wala nay tao nga walay social media accounts.” (IDI-05)



(There are a lot of ways to raise your voice about policies and practices about gender equality, and one of those is through social media because I believe there are no individuals who do not have any social media accounts nowadays.)

Moreover, from the responses of participants and informants, it is revealed that you can also use social media messenger as a medium to address gender-related discrimination and influence others to avoid discriminating against people who are expressing themselves on any media platform. This is done by messaging them privately to address the issue. Ms. Stellar Charm (pseudonym) mentioned that:

“So in today’s generation man no kay rampant kaayo ang discrimination gihapon such as social medias which is kay daghan kaayo kog makita na pang discriminate sa laing people so in order na maka tabang or influence ko sa others kapag makita nako na ilang mga mali bitaw, mga wrong doings nila na I personal message jud nako na sila I educate jud nako sila na mali na ang ilang gibuhat pwede paki delete ilang mga post about ana kay maka affect na sa laing people maka disrespect na sailaha.” (IDI-06)

(In today’s generation, discrimination is rampant, like on social media, where there are a lot of people discriminating against others, as I observed. To help or influence others, whenever I see wrongdoing, I will message them personally. I will educate them that what they have done is wrong, and if possible, they should delete their posts about certain things because it may affect other people and disrespect them.)

Empowering Young Minds Through Direct and First-Hand Experience. This is the fourth essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, it was seen that empowering the minds of the younger generation by giving them the right knowledge they need could promote awareness regarding gender equality, thus preventing inequalities that may arise. Below are their responses:

In relation to that, from the responses of participants and informants, it is revealed that inculcating proper and thorough knowledge to the younger generation in the family about how to respect other people can be a way to influence proper practices related to gender equality. Ms. Saturnine (pseudonym) mentioned that:

“So, for me I can use my voice to influence other people related sa gender equality kay sa ilang practices specially sakong mga pagumangkon no kay kanang I want them nga samtang bata pa sila is nakabalo na sila unsaon pag respect sa ilahang isigkatao so with that as they grow older mas kabalo na sila unsaon makig halubilo sa different people.” (FGD-02)

(For me, I can use my voice to influence other people about Gender equality through their practices, especially with my nieces and nephews. I want them to know that at a young age, they already know how to respect others, and as they grow older, they already know how to be with different people.)

In addition, it is revealed that educating young people regarding gender equality can help them not to experience probable gender-related inequalities and encourage them to do things that are right in terms of socializing. Ms. Celestial Ballet (pseudonym) mentioned that:

“Ang mga ways na akong mabuhat is to educate ang mga young people kay sa amoa daghan jud kaayog mga bata so I do not want to na maka sinati sila ug about sa mga gender inequality dapat dili sila maka encounter or dili sila maka experience ana so kinahanglan I educate sila kung unsa jud ang gender equality para sa puhen na sila na pud na mo dako sila kay naa na silay kahibalo kung unsa ang dapat ug dili dapat na buhaton.” (FGD-04)

(The thing that I can do is educate the young people because in our place there are a lot of children, and I do not want them to experience things that are related to gender inequality. They should not be able to encounter or experience that. That is why there is a need for them to be educated about gender equality so that shortly when they grow up, they will already know the things that they should and should not do.)

Contextualizing Gender Equality Through Experiences. This is the second code for the issue being probed. The informants and participants shared that instilling the proper knowledge in the students in terms of gender equality can be a way to use one’s voice and experiences. This can also be a way to influence the students about the right practices in terms of gender equality.

In connection to that, from the responses of participants and informants, it is revealed that influencing students with the use of life experiences to teach them and provide them with enough knowledge about the importance of respecting individual genders in society can raise awareness regarding gender equality. Mr. Nebular Narrator (pseudonym) mentioned that:

“As a future educator no magamit man nato atoang voice or kanang mga experiences para maka influence sa uban kay as a future educator I instill daan sa atoang mga students ba nga we should respect other gender ana we should view them as equal, dili nato ingon na ay ang lalaki kay mas labaw ni kaysa sa babae ang kani mas labaw ni kaysa ingana ay bayot ni siya dili ni siya kuan sa society ingana.” (FGD-07)

(As a future educator, we can use our voices and experiences to influence others because, as future educators, we will instill in our students how we should respect other genders and how we should view them as equal. We should not think that a man is superior to a woman, and this is much superior to this; this person is gay and does not belong to society.)

To add, from the responses of participants and informants, it is revealed that individuals who have the future in terms of educating



young students can use their voice in the future in terms of raising awareness and teaching students about gender equality for them to be well acquainted with gender equality itself. Mr. Supernova (pseudonym) mentioned that:

“As a future educator no we can teach students about gender equality we can raise our voices to provide awareness and for us to be aware of gender equality and also for the student or the pupils to become well acquainted about gender equality and for them to mold their respect on to one person and another.” (IDI-08)

(As a future educator, we can teach students about gender equality, we can raise our voices to provide awareness and for us to be aware of gender equality, and we can also help the students or pupils become well acquainted with gender equality for them to mold their respect for one another.)

Using Real-Life Experiences in School. This is the third and last code for the issue being probed. The informants and participants shared that offering individuals knowledge that comes from their own experiences and comparing it to the issue that needs proper attention can help in terms of raising awareness and promoting understanding among individuals. Below are their responses:

Similarly, from the responses of participants and informants, it is revealed that relaying knowledge to other individuals by using their experiences in school as an example can be a great help in terms of raising awareness of gender equality. Mr. Galactic Companion (pseudonym) mentioned that:

“Nowadays especially dinya sa atoang school is naga celebrate ta ug pride month and yes inclusive atoang school, like even though you are a lalaki pwede ka kung mas prefer nimo na magsuot ug school uniform na pambahae makasulod man ka and dili ka sitahon sa guard and that is I like about sa atoang school in terms gender equality. In that way, pwede nako ma share sa ilaha nga kanang diba like saamoang school ang guard dili man lagi niya sitahon ang mga lalaki nga mag dress ug kanang pambahae. So, in that way no ma atleast ma enlighten nako sila.” (IDI-01)

(Nowadays, specifically here in our school, we are celebrating Pride Month, and yes, our school is inclusive. Even though you are male, if you prefer to wear school uniforms for women, then you are free to go inside, and guards will not stop you, and that is what I like about our school. In that way, I can share with other people that in our school, the guards do not have an issue if a man wears clothes for women. In that way, I can use it to enlighten them.)

Moreover, from the responses of participants and informants, it is revealed that in raising awareness about gender equality, the use of the school as a role model in the process of imparting knowledge to the larger community is possible, for it can create realizations. Ms. Comet (pseudonym) mentioned that:

“Diba dinya sa school gina embrace namang ang gender equality, so dapat sa larger community o sa society gina embrace pud siya murag ginahimo ug example.” (IDI-09)

(Here in our school, we are embracing gender equality, in that case larger community or society must embrace it too, it is like making it an example.)

Strengthening the Advocacy of Gender Equality Among Students. This is the fifth and last essential theme drawn from the responses of the participants during the in-depth interview and focus group discussion. In this theme, it was seen that it is very important to strengthen the advocacy about gender equality awareness in the school to equip the students with the right knowledge about gender equality and also to address and combat gender-based discrimination. Below are their responses:

In connection to that, from the responses of participants and informants, it is revealed that educators should strengthen the importance of gender equality to address and combat gender-based discrimination, especially through the students in the school who are not well acquainted with the importance of gender equality. Ms.

Solar Oracle (pseudonym) mentioned that:

“The suggestion that I can offer to our educators and administrators is to strengthen the importance of gender equality here in our school.” (FGD-01)

To add to the responses of participants and informants, instructors should also widen and strengthen the knowledge of the students about gender equality to further strengthen the awareness they had about gender equality as well as address and combat gender-based discrimination. Mr. Nebular Narrator (pseudonym) mentioned that:

“Mas I strengthen nila and then sa mga instructor pud ilaha pong ikuan jud ba I instill sa mind sa mga students na mas I widen bitaw nila ang knowledge pud sa student about gender equality.” (FGD-07)

(They must strengthen and the instructors they should instill to the mind of the students and widen the knowledge of the students about gender equality.)

Significance of Seminars and Other Ways of Imparting Knowledge to Promote Deep Understanding Among Students. This is the second code for the issue being probed. The informants and participants discussed how holding seminars and using other educational methods to spread awareness about gender equality had a big impact on helping students develop a comprehensive understanding of



the subject. Below are their responses:

From the responses of participants and informants, it is revealed through recommendations that awareness of gender equality can be raised through conducting seminars that will address the deeper meaning of gender equality as well as the avoidance of inequality. Ms. Saturnine (pseudonym) mentioned that:

“My recommendations or suggestions that I can offer to educators and or administrators to address and combat gender base discrimination or bias in academic setting mag conduct pa sila ug more seminars regarding gender discrimination kay so through that no kay ma widen ang knowledge sa students when it comes sa gender discrimination and then ma hatagan sila ug idea to how to kanang avoid like ingana na mga issues sa campus.” (FGD-02)

(My recommendation or suggestion that I can offer to educators and administrators to address and combat gender-based discrimination or bias in academic settings is that they need to conduct more seminars regarding gender discrimination. In that way, it will widen the knowledge of students when it comes to discrimination and give them ideas on how to avoid issues like that on campus.)

Lastly, from the responses of participants and informants, it is said that educating the students more about gender equality using different strategies under the guidance of educators is a great way to address and combat gender-based discrimination and bias. Ms. Celestial Ballet (pseudonym) mentioned that:

“Sa mga ano sa mga educators and administrators akong ma I recommend ilaha kay dapat mas ma educate pa nila ang mga students naunta naa pay aside sa ginabuhat sa school na una naa pay lain na mga way na para matudluan ang mga bata about gender equality.” (FGD-04)

(What I can recommend to the educators and administrators is that they need to educate the students more and that, aside from what the school is doing, they can create another way to teach the children about gender equality.)

Data Integration of the Salient Quantitative and Qualitative Findings

The present study on exploring gender equality awareness among education students carry out a mixed methods approach employing a convergent parallel approach. Table 6, which presents a joint display of Salient qualitative and quantitative findings, demonstrates a correlation between the two data sets' outcomes. The data integration of the quantitative and qualitative findings is shown in this table, which helps determine if the results diverge or converge. The study's focal points are presented in the first column, and the qualitative and quantitative findings are presented in the second and third columns. The fourth argument for integration's justification is its nature. The axiological implications of the successful confirmation of the findings based on data described in the preceding columns are shown in the final fifth column.

Table 6. Joint Display of Salient Quantitative and Qualitative Findings

Aspect for Focal Points	Quantitative Findings	Qualitative Findings	Nature of Data Integration	Axiology Implications
Status of Gender Equality Awareness Among Education	Table 2.1 on Knowledge item no. 1 I am confident that Equality refers to the situation where men and women have the same rights and opportunities across all sectors of society (3.75) which is rated as high.	Code on Equal Opportunities for All with the core ideas Being taught how opportunities are present in gender equality, and Equal rights and opportunities being offered to men and women.	Merging-Converging	Students display awareness of gender equality in terms of expressing their beliefs about men and women having equal rights and opportunities in society.
Students in terms of Knowledge of Gender Equality Awareness Among Education	Table 2.2 on Attitude item no. 2 I acknowledge that in our society today, there are more advantages to being a man than being a woman (3.87) which is rated as high.	Code on Discrimination in the Career Choice with the core ideas of Discrimination against one's ability to acquire a leadership position because of one's gender, and Discrimination against one's career choices because of one's physical capability related to gender.	Merging-Converging	Students display awareness of gender equality by expressing their acknowledgment of how men have more advantages than women in society.
Students in terms of Attitude	Table 2.2 on Attitude item no. 4 I am certain that raising awareness on Gender Equality among the students is necessary (4.19) which is rated as high	Code on Contextualizing Gender Equality through Experiences with the core ideas Influence the students with the use of life experiences to teach them and provide enough knowledge about the importance of respecting individual gender in society	Merging-Converging	Students display awareness of gender equality in terms of expressing their beliefs about the importance of raising gender equality awareness.



Status of Gender Equality Awareness Among Education Students in terms of Practices	<p>Table 2.3 on Practices item no. 1 I stay alert for any gender-based violence (sexual, physical, domestic harassment or abuse) happening around me (2.24) which rated as low.</p> <p>Table 2.3 on Practices item no. 1 raises my voice when someone is being treated differently just because of their sex, sexual orientation, gender identity, or expression (2.20) which is rated as low.</p>	<p>and Using individual voice in raising awareness and teaching students about gender equality.</p> <p>Code on Violence against Women and Men with the core ideas of Having empirical knowledge about violence against women but having no right to stop such, and Witnessing women and partners discriminate against their husbands by being mocked for doing such to make their wives cause such discrimination.</p> <p>Code on Discrimination Related to Gender Preference with the core ideas of Being labeled as gay because of his peers and for his choice of friends, The emergence of discrimination relative to physical appearance and gender preferences, and Being mocked by others for being gay as a gender preference and for acting delicately</p>	Merging-Converging	<p>Students have trouble displaying alertness in terms of addressing gender-based violence in their surroundings.</p> <p>Students have trouble raising their voices in terms of addressing gender-based discrimination.</p>
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Students' Level of Awareness in Gender Equality in Terms of Knowledge. In the quantitative phase, the specific item on student's level of awareness of gender equality in terms of knowledge rated as high is certain that raising awareness of Gender Equality among the students is necessary. This result relates to the qualitative findings, which coded equal opportunities for all with the core ideas: being taught how opportunities are presented in gender equality; and equal rights and opportunities being offered to men and women. From the axiological perspective, students express their beliefs about men and women having equal rights and opportunities in society. At this point, it is reasonable to conclude that the quantitative and qualitative data have converged.

Students' Level of Awareness in Gender Equality in terms of Attitude. In the quantitative phase, the specific item on students' level of awareness of gender equality in terms of attitude rated as high acknowledges that in our society today, there are more advantages to being a man than being a woman. This result relates to the qualitative findings, which coded as discrimination on career choice with the core ideas: discrimination against one's ability to acquire a leadership position because of one's gender; discrimination against one's career choices because of one's physical capability related to gender. From the axiological perspective, students express their acknowledgment of how men have more advantages than women in society. At that point, it is reasonable to conclude that the qualitative and quantitative data have converged.

Students' Level of Awareness in Gender Equality in terms of Attitude. In addition, on the same focal point of merging, another quantitative finding converged with the qualitative results specifically on item number 4 certain that raising awareness on Gender Equality among the students is necessary which rated as high. This result relates to the qualitative findings, which coded as contextualizing gender equality through experiences with the core ideas: Influence the students with the use of life experiences to teach them and provide enough knowledge about the importance of respecting individual gender in society and using individual voice in raising awareness and teaching students about gender equality. From the axiological perspective, students express their beliefs about the importance of raising gender equality awareness among students. At that point, it is reasonable to conclude that the qualitative and quantitative data have converged.

Students' Level of Awareness in Gender Equality in terms of Practices. In the quantitative phase, the specific item on students' level of awareness of gender equality in terms of practices rated as low is staying alert for any gender-based violence (sexual, physical, domestic, harassment, or abuse) happening around me. This result relates to the qualitative findings, which coded as violence against women and men with the core ideas: Having empirical knowledge about violence against women but having no right to stop such; and Witnessing women and partners discriminate against their husbands by being mocked for doing such to make their wives cause such discrimination. From the axiological perspective, students have trouble displaying alertness in terms of addressing gender-based violence in their surroundings. At that point, it is reasonable to conclude that the qualitative and quantitative data have converged.

Additionally, on the same focal point of merging, another quantitative finding converged with the qualitative results specifically on item number 2 raise my voice when someone is being treated differently just because of their sex, sexual orientation, gender identity, or expression which rated as low. This result is connected with the qualitative findings, which coded as discrimination related to gender



preference with the core ideas: being labeled as gay because of his peers and for his choice of friends; and preferences; and being mocked by others for being gay as a gender preference and for acting delicately. From the axiological perspective, students have trouble raising their voices in terms of addressing gender-based discrimination. At that point, it is reasonable to conclude that the qualitative and quantitative data have converged.

Conclusions

In the light of the study, the following conclusions were drawn:

First, the status of students' gender equality awareness is high in terms of knowledge and attitude. Hence, this indicates that the indicators of knowledge and attitude are oftentimes manifested by the education students.

Second, the status of students' gender equality awareness is low in terms of practices. For this reason, this indicates that the indicator practices are seldom manifested.

Third, the responses obtained from the focus group discussion and in-depth interview (IDI) were the basis for the theme analysis of the qualitative data (FGD). The findings provided additional details regarding the side's experiences and difficulties in gender equality. Qualitatively, education students have been experiencing different situations that contribute to their awareness of gender equality. The following themes emerged: Emergence of Gender-Based Expectations, Discrimination and Violence in Gender Equality, Equal and Fair Treatment and opportunities to All Genders, Conundrum with Career Goals and Development because of Gender, Closeted Conformity on Gender Equality, and Gender Stagnation in Gender Equality.

Fourth, other themes that highlight the perspectives that education students had on gender equality are included in the participant responses. The following are the themes: Accepting Diverse and Authentic Self-Expression in Promoting Gender Equality, Valuing the Diverse and Unique Identity of Every Student, Essentials of Role Modelling and Media Advocacy for Gender-Related Discrimination, Empowering Young Minds through Direct and First-Hand Experience, and Strengthening the Advocacy about Gender Equality Among Students.

In addition, to better understand the impact of students' experiences on the status of awareness education students have in terms of gender equality, the responses were analyzed thematically to confirm the qualitative results of the study. Both the findings from the two phases are integrated based on the nature plan. The status of gender equality awareness based on the quantitative results shows that it converged with the data gained from the qualitative phase.

Lastly, based on the findings of the study, the proposal of educational workshops like Implicit Bias Training and Legal Rights and Gender Equality Workshop as an intervention strategy arrived.

Based on the findings of the study, the following recommendations were being drawn:

Since the status of gender equality awareness reveals that among the 3 indicators of gender equality, practices have the lowest mean, this indicates that the indicator practices were seldom manifested by the students. It is recommended that educators and administrators increase the awareness of the students about the unconscious bias, gender stereotypes, and other discriminatory practices that have been happening, regardless of whether they are doing the discrimination themselves or witnessing discrimination without doing anything to address it. These are achieved through further discussions that can widen the scope of their knowledge about gender-related issues and help spot the actions that cause discrimination among individuals. The need for the students to widen their knowledge about gender equality through their ways is also recommended, which promotes direct learning and understanding in terms of gender equality.

Moreover, based on the qualitative phase results on the lived experiences of education students regarding gender equality awareness, students may look for new methods on how they can address gender-based challenges that have been happening around them. Students may include seeking information on their own about gender equality and its disparities and use it as a tool to lessen the inequalities around them.

Furthermore, the differentiated insights shared by education students regarding gender equality awareness may be used to raise awareness of gender equality. Also, new strategies may form for students to utilize in terms of raising awareness of gender equality, as challenges in gender equality are still ongoing, meaning there may be new ways to use in terms of raising awareness of gender equality and address gender-related challenges.

Lastly, through the different responses of the education students regarding gender equality awareness through the lens of experiences and insights and in quantitative findings, the researcher came up with educational workshops such as implicit biases training (IBT) and legal rights and gender equality workshops as an intervention scheme. Wherein this will help students be well acquainted about the concepts encompassing gender equality.

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Affiliations and Corresponding Information

Febie Marie T. Mosquida

Kapalong College of Agriculture, Sciences and Technology – Philippines

Kristy Jane R. Muegna, PhD

Kapalong College of Agriculture, Sciences and Technology – Philippines