

# KNOWLEDGE, ATTITUDE, AND PRACTICES ON GENDER EQUALITY AMONG PUBLIC SENIOR HIGH SCHOOL STUDENTS

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## ABSTRACT

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Gender equality refers to men and women having equal rights, opportunities, and duties in the family and society. The purpose of this study is to ascertain the connection between knowledge, attitude, and practices (KAP) of gender equality with each other. The study was conducted on 17 schools in BuenTaGe, Sub-Congressional District, Bohol, Philippines. The study surveyed 360 out of 5,427 senior high students in BuenTaGe. It shows that the respondents are highly knowledgeable

and have a highly positive attitude and practices toward gender equality. The age and grade level of the respondents have no significant relationship with their KAP of gender equality; sex has a significant relationship with the respondents' KAP on gender equality. The study concluded that the level of knowledge is moderately correlated with the attitude and practices and that



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the attitude toward gender equality is strongly correlated to the practices. It also concluded that there is a significant difference between the sexes concerning the level of KAP on gender equality. It concluded that the grade level of the students has a significant difference in their level of knowledge and no significant difference in the attitude and practices on gender equality.

## INTRODUCTION

The Global Gender Gap Index measures gender parity in four essential areas: Political Empowerment, Health and Survival, Educational Success, and Economic Participation and Opportunities. In 2022, the gender gap had been reduced globally by 68.1%. It will take 132 years to achieve complete parity at the present rate of development. Compared to the 2021 forecast, this is a slight four-year improvement (136 years to equality). The gender gap was expected to be closed in 100 years; however, it does not make up for the generational loss between 2020 and 2021 because, according to pre-2020 patterns (World Economic Forum, 2022). The gender gap in East Asia and the Pacific has been reduced by 69%, somewhat boosting the region's ranking compared to the 2021 edition, with 13 out of 19 nations scoring higher. The area will require 168 years to bridge the gender gap if things continue this way. The development of the various nations varies significantly within site, in any case. Comparing the gender parity of the countries in the region based on the global ranking, New Zealand (84.1%) ranked first, the Philippines (78.3%) ranked second, then Australia (73.8%) in third (Global Gender Gap Report, 2022). As of 2022, the Philippines ranked 19th globally, 2nd in East Asia and the Pacific, and home to nearly 54 million women. Although the nation's initial gender parity score has increased by 4.2 percentage points, growth after 2013 has been erratic, fluctuating between 0.783 and 0.799. The gender gap in the Philippines will be 21.7% in 2022, the same as in 2017. As a result, the Philippines fell from 17th to 19th place overall, with slight changes between sub-indices. (World Economic Forum, 2022). Since the World Economic Forum started publishing the annual report in 2006, the Philippines' ranking this year was its lowest. The nation's overall score reduces the gender parity threshold from 78.4% in 2021 to 78.3% in 2022 (Ochave, 2022).

The most often used study instrument in behavior research is knowledge, attitude, and practice (KAP), which is typical of a given population and used to gather data on what is understood, held to be accurate, and practiced concerning a specific issue (Andrade, Menon, Ameen, & Kumar Prahara, 2020). Knowledge is often evaluated to determine how closely community knowledge aligns with gender equality ideas. Knowledge about gender equality on what should be done in a particular circumstance based on their understanding of gender equality, which is being studied, are typical questions. *Attitude* has been defined as "an acquired tendency to think, feel, and act in a specific way towards a given item or set of objects." As a result,

attitude results from intricate interactions between values, beliefs, and feelings. KAP practices frequently focus on how participants will apply their knowledge and attitude on gender equality to their daily lives. To date, no study has been conducted regarding this particular point of interest in the entire Bohol, except the research conducted by Pilongo (2013) of the Mainstreaming Gender and Development of the University of Bohol.

Gender equality refers to men and women having equal rights, opportunities, and duties in the family and society, equal economic independence for both sexes, access to high-quality education, equal participation in decision-making, and autonomy. It is a top human right and a vital establishment for a quiet, affluent, and maintainable world. Over the years, it has been an endeavor to reduce, if not completely eradicate, the gap between the gender preferences of individuals following their personal development. *Gender equality* is a universal problem that has drawn the attention of both national and international organizations (Tripathi, 2017). There is a need to embed gender equality in the curriculum for the students to develop the knowledge, attitude, and practices needed to treat their family members, peers, and the community well. Gender equality and the right to high-quality education for everyone are inextricably intertwined. To make this happen, we need a program that guarantees all girls and boys, women and men, equal access to, completion of, and empowerment from a high-quality education. Adolescence is crucial to changing gender stereotypes since gender-equitable attitudes are frequently formed. The Department of Education, to address gender inequality in public schools in the country, mandated the establishment of a Gender and Development Focal Point System at the Regional, Division, and School Levels thru DepEd Order No. 27 s. 2013. This order requires every school to appoint a Gender and Development Focal person to spearhead the formulation of GAD programs and activities deemed feasible for their respective schools. The GAD chairperson is tasked to identify gender issues, plan advocacy activities to meet the identified gaps, implement, and assess these activities and many more tasks about gender and development concerns in school.

In parallel to those mentioned earlier, the researcher is concerned with the knowledge, attitude, and practices of gender equality among Senior High school students in the BuenTaGe Sub-Congressional District in the Division of Bohol. The purpose of this study is to ascertain the connection between knowledge, attitude, and practices of gender and development with each other---whether their knowledge of gender equality affects their attitude to this particular area, their knowledge affects their practices, and attitude affects practices. The study is conducted from September 2022 to May 2023. Moreover, this study can address the issues and concerns regarding the knowledge, attitude, and practices of gender equality in Buenavista, Talibon, and Getafe (BuenTaGe) Sub-Congressional District in Bohol. The significant findings of this study will be used to propose an Enhancement Program for gender equality. This output would focus on the discussion of specific topics

which need to be addressed, improved, or intervened based on the results. The Enhancement Program is an institutionalized program anchored on the student's knowledge, attitudes, and practices on gender equality geared towards reducing gender gaps in the community, starting in schools. The Enhancement Program could also give significant activities that teachers, students, and the school administrations can benefit from to improve the integration of Gender and Development in the teaching-learning process, which covers gender equality.

**Related Literature.** Integrating Gender and Development in the educative process has challenged teachers. Male disadvantages are more prevalent in relatively more robust education systems, but female disadvantages are a symptom of an overall inadequate education system. As a result, it is likely to be beneficial for both girls and boys to aim policies and programs toward nations where women face disadvantages and to make sure they address both general and gender-specific issues in the educational system (Psaki, 2018).

According to the United Nations (2022), half of the world's population comprises women and girls, who also have half of the world's potential. Furthermore, it has been demonstrated that empowering women boosts economic development and productivity. Canton (2021) cautions that there is still a long way to go before men and women are treated equally regarding rights and opportunities. Therefore, it is crucial to end the many types of gender violence and ensure that men and women have equal access to good healthcare, education, financial resources, and political involvement. The UN Secretary-General, Mr. António Guterres, has stated that achieving gender equality and empowering women and girls is the unfinished business of our time and the most significant human rights challenge in our world.

The Report of the Under-Secretary-General/Executive Director of the United Nations Entity for Gender Equality and the Empowerment of Women on Progress made on the Strategic Plan 2018-2021 stated that gender equality concerns are receiving a lot more media attention now that it is acknowledged being essential to political processes, developing and maintaining peace, the economy, and other fields. Furthermore, UN-Women and its partners directly influenced outcomes throughout the decade in areas such as global norms and standards; leadership and governance; economic empowerment; ending violence against women; women, peace and security, and humanitarian action; UN coordination; and partnerships and communications. (Canton, 2021)

Paqueo and Orbeta (2017), in the paper Amado Castro and Gender Equality in Education, argues that in the Philippines, the fight for gender equality in education has to be strengthened. The stereotyped global proposal to promote the education of females only has to be looked into more, along with other issues. Boys are disproportionately affected by gender prejudice in education, which win-win measures might address. Otherwise, the nation may miss out on significant chances to increase equity and the financial returns on its investment in education. This paper that honors Dean Amado

Castro reiterated a growing problem with gender equity in education. Men are performing worse than women in schooling.

Bonifacio (2018) emphasizes that the Philippines has a strong indigenous heritage of egalitarianism, which values women's contributions and roles. Women do not appear to have any exclusionary practices in community matters. Their analysis also revealed that millennials have slightly less egalitarian gender ideals than older people. This discovery was surprising because research shows millennials are less socially conservative than previous generations.

David and Vizmanos (2018), in the paper "Sustainable Development Goal 5: How Does the Philippines Fare on Gender Equality?" presented that the World Economic Forum quantifies the gender gap using its indexes and achieving gender equality between nations. WEF has compiled a list of the Philippines as the Association's top performer in gender outcomes since 2006 Southeast Asian Nations (ASEAN). The Philippines 2017 ranked 10th out of 144 nations regarding gender results worldwide (WEF 2017). Unfortunately, very little information is available in the SDG Global Indicators Database (UN Statistics Division, 2017) about how developing nations—including the Philippines—are achieving SDG4, particularly its gender-related indicators. This event is because SDG4 is focused on providing high-quality education, and the indicators have not been thoroughly examined or made available in countries. On the surface, the information that is currently available, however, points to only minor gender differences. The paper also emphasized that While it is good that more girls are attending school, the differences in engagement and learning between men and women are influenced by several social, economic, and educational aspects, challenges with motivation, and variations in learning expectations for girls and boys.

**Related Studies.** Many studies have been published regarding gender and equality. These include studies focusing on integrating gender equality in schools, concerns about gender equality in the community, and areas connected to gender equality as a whole, national and regional.

Jahan (2021), in the paper "Assessment of Knowledge, Attitude, and Practices towards Gender Equality in Achieving SDG5", aims to ascertain the level of knowledge that University of Malaya (UM) students had regarding gender equality and SDG 5. A set of survey questions on knowledge, attitude, and practices (KAP) were given to all UM students via an online Google survey form, and 123 responses were gathered to assess the level of knowledge (95% confidence interval with a 5% margin of error). Software called SPSS was used for data analysis. The findings showed that respondents had better knowledge levels and lower levels of attitude and behavior. Spearman's Rho coefficient correlation was utilized to assess the strength of the connection between the variables (between knowledge and practices and attitude and practices). The findings showed a solid positive association between attitude and practice levels and a slight positive correlation between knowledge and practice levels ( $r=.789$ ,  $N=123$ ,  $p=.00$ ).

Alba, Ramos, & Ramos (2021), in the study *Attitude towards Gender Equality and Coeducation among Secondary School Teachers: A Case Study in Madrid, Spain*, requests current data on teaching staff attitudes regarding coeducation and gender equality because students' perceptions of teaching professionals are greatly influenced by their thoughts, beliefs, ideas, conceptions, expectations, and personal attitudes. The survey was given to 105 teachers at three secondary schools in the Autonomous Community of Madrid, and the findings are published in this study. Both parametric (ANOVA) and non-parametric (Kruskal-Wallis) tests were used to examine the received data. Results showed that the teaching staff understands the significance of passing laws and policies that support effective and genuine equality between men and women.

Atli (2017), in the paper *High School Students' Gender Role Perceptions Regarding Various Professions*, aims to ascertain how high school students perceive various occupations in terms of gender roles. The paper showed that high school students thought "teacher," "doctor," "lawyer," "psychologist," and "dentist" were equally suited for men and women (neutral occupations). High school pupils believed that males were predominately employed in the fields of district governor (public administration), military officer, policeman, engineer, judge, prosecutor, and architect. Students thought that women tended to work as nurses and dieticians, on the other hand. The study showed that high school students categorize certain occupations as either exclusively male or exclusively female. The gender role attitudes of high school pupils depending on various occupations were ascertained using the "Gender Role Perceptions about Various Professions Questionnaire."

Cantuba (2019), in the study entitled "The Practice of Gender Equality as Perceived by Students in Kaylaway National High School, Nasugbu, Batangas," aimed to assess the degree to which both instructors and pupils were practicing gender equality. Establishing a curriculum on gender and development will aid in providing the students with knowledge and comprehension of gender equality. The study showed that the pupils demonstrated gender equality regarding sexual preference, acceptance, and treatment. Whether young or elderly, male or female, pupils should raise their understanding of gender equality. The study employed a descriptive-qualitative research methodology. The study determined the pupils' awareness of gender equality in practice. Measurements from chosen respondents are taken to get the descriptive data using equipment or descriptive survey tools.

Deguma, Pateros, Case, and Igot (2018) in "Violence against Women and Gender Equality in the Philippines: Are they Related?" established a model for trends, a representative projection for the following ten years, and the relationship between the reported crime of violence against women and the Gender Gap Index (GGI) in the Philippines and discovered that the GGI in the Philippines had a linear trend while the reported occurrences of violence against women had a quadratic trend. Both reports were also



anticipated to climb over the following ten years, given that the same trend model was employed for each projection. Additionally, it was shown that there is a positive correlation between the two reports, with a rise in the number of recorded incidents of violence against women, perhaps indicating an increase in GGI in the Philippines. The correlation between these factors may affect how VAW instances in the country impact GGI. Data mining was used to extract information from publications from the World Economic Forum and the Philippines Statistics Authority from 2006 to 2017. The descriptive approaches used in this study included temporal trend analysis using Minitab Rand Symbolic Regression with Eureka Pro R.

Iqbal, Khan, and Mohmand (2020), in the paper *Globalization and Gender Equality in Terms of Education and Employment: A Case of Selected Asian Developing Countries*, aims to examine how globalization affects gender equality in work and education (people age 15 and above). Twelve low-income and lower-middle-income Asian developing countries, including the Philippines, are in the sample. The data on the variables are from the World Bank's World Development Indicators. The empirical data supports the favorable impact of globalization on gender equality in employment and education. The findings demonstrate that all globalization indices, including trade openness, financial globalization, and urbanization, favor and substantially impact gender equality in employment (female-to-male labor force participation rate). Additionally, it has been discovered that gender equality in schooling has improved due to numerous globalization indices, such as trade openness, worker remittances, ICT, financial globalization, and urbanization.

The main goals of knowledge, attitudes, and behaviors about gender equality: a cross-sectional survey of adolescents from rural India by Ahanka, Ovseiko, Kabra, Giridhari, Rayamane, Whitfield, and Hayter (2022) were to create and use a survey instrument, analyze the data obtained from the survey and test the reliability of the survey instrument assessing gender equality related knowledge, attitudes, and behaviors. The researchers carried out a cross-sectional survey among 16 to 19-year-old adolescents from sixty villages in the Maharashtra state of India to assess gender equality-related knowledge, attitudes, and behaviors. Our results indicate that most adolescents from 60 villages had a low level of knowledge about gender equality. In order to educate boys, empower girls, and combat gender-based discrimination and violence against girls and women, it will be helpful to promote principles of equality from a young age.

Hernandez, Bando & Buenvenida's (2021) study on integrating gender and development in institutional programs, activities, and projects of Higher Education Institutions aims to identify the mandatory gender-related functions and integration of the GAD-aligned Programs, Projects, and Activities. The study noted that because higher education serves as a critical hub for facilitating the skills, knowledge, and expertise necessary for economic and

social advancement, gender mainstreaming in higher education is essential for both individual and national development. The results of the study suggested that when formulating and implementing gender mainstreaming of GAD in their PPAs and enabling mechanisms as entry points to make the agencies gender responsive in instruction, research, extension, and resource management, the school administrators, faculty members, and staff shall highly observe to coordinate with all the units/person concerned since the result of the study showed that none of the PPAs associated with the GAD that mandatory mainstream activities focused on instruction, research, extension, and resource management demonstrated relevance. A descriptive research approach, which involves gathering, analyzing, and integrating quantitative data, was employed in the study.

Hernandez & Cudiamat (2018), in their study *Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education-Philippines*, focusing on the integration of gender and development in the classroom stated that it is still tricky for educators to include gender-sensitive teaching methods. A further in-depth investigation is needed to highlight this social issue's importance and ascertain its application and effectiveness, especially in the classroom. The study suggested using gender-based instructions since it affects the student's learning. The researchers strongly advised teachers to be sensitive to and aware of the various factors that affect students' academic success because there is no significant association between the profile variables of the respondents and their academic achievement. This study utilized both descriptive and experimental research designs. In the context of the experimental setup, a pretest and post-test group design was employed.

Panelo (2019), in the paper *Enhanced Gender and Development Implementation Plan*, aims to assess the degree of GAD Plan implementation in Cluster 1 schools in the Naguilian District Elementary Schools and examine the advantages and disadvantages of the Cluster 1 schools as a foundation for creating an enhanced GAD Implementation Plan. The survey questionnaire was employed as the primary data collection method in the study and was sent to the students, instructors, and school administrators of the Naguilian District Elementary Schools. The collected data were analyzed and interpreted using both descriptive and inferential statistics. The results showed that the Cluster 1 schools' level of implementation was satisfactory. The survey also showed that there are considerable differences in the school respondents' levels of program implementation. The outcome shows that instructors and students valued promoting gender equality and human development. In light of this, the respondents firmly endorse engaging in such activities to treat the worries and problems associated with GAD. Although several initiatives were started in various schools, instructors and students actively ensured the spread of knowledge regarding GAD concerns. The variance in how different schools execute the GAD Plan leads to the conclusion that specific important



program goals are achieved in the implementation. However, there is still room for improvement in the Cluster, as shown by the number of indicators resulting in weaknesses.

Initiated in response to the demand for gender-sensitive statistics to be established inside the organization, Pilongo, Aparece, and Tirol (2013), in the study *Mainstreaming Gender Equality and Development in the University of Bohol*, examined gender mainstreaming and gender statistics across the University of Bohol. It sought to reflect the position of women and men inside the institution and provided an opportunity for exploring issues explicitly affecting women and men through the prism of gender. A desk examination of gender-related rules identified the university's sex disaggregation of data. According to a qualitative investigation, the university's gender-neutral principles are implemented through programs and are followed at all levels. Additionally, the gendered study revealed that more women than men in senior and middle management roles at the university and among student leaders.

## RESEARCH METHODOLOGY

This quantitative study meticulously employed a descriptive-correlational research design using a survey technique. The design was chosen with utmost care to assess students' knowledge, attitudes, and practices regarding gender equality (Walters, 2020), and this research is intended to examine the relationships between these variables meticulously.

The study was conducted within the Sub-Congressional District of Congressional District II in the Division of Bohol, covering the municipalities of Buenavista, Talibon, and Getafe. Data collection took place across 17 schools within this district. A total of 360 senior high school students were meticulously surveyed, representing a proportionate sample drawn from a population of 5,427 students. The sample size was determined using the Qualtrics online sample size calculator, ensuring a 95% confidence level with a 5% margin of error. Equal representation of male and female respondents was maintained in each school; however, the proportion of students in Grades 11 and 12 varied to reflect the actual distribution in the population. Respondents were selected through a careful process of random sampling.

A self-constructed tool was used to assess students' knowledge of gender equality, while a modified questionnaire measured attitudes and practices. The questionnaire to assess knowledge comprised a 17-item multiple-choice test incorporating situation-based questions related to Filipino culture. Attitudes and practices were evaluated through an 18-item Likert-scale questionnaire (1 = Strongly Disagree to 4 = Strongly Agree). Selected statements in the attitude and practices sections were adapted from Jahan (2021) in his study, "Assessment of Knowledge, Attitude, and Practices towards Gender Equality in Achieving SDG5."

To ensure the validity and reliability of the research instruments, we collaborated with Gender and Development specialists from the Department of Education in Bohol. A pilot test involving 16 respondents with similar socio-demographic characteristics to the main sample was performed, and internal consistency was assessed using Cronbach's Alpha yielded 0.858 on knowledge, 0.908 on attitude and practices.

This research utilized a rigorous sampling method, validated the instruments, and ensured reliability testing to ensure the credibility of its findings in evaluating students' knowledge, attitudes, and practices concerning gender equality. The findings of this study can serve as a valuable resource for policymakers, educators, and gender equality advocates in the Sub-Congressional District of Congressional District II in the Division of Bohol, providing insights that can inform and improve gender equality initiatives in the region.

Based on the results of the 17-item test to evaluate their knowledge on gender equality, to determine the respondents' knowledge on gender equality, the following numerical and descriptive ratings were used:

Scale	Test Score	Interpretation
4	14-17	Highly knowledgeable
3	9-13	Moderately knowledgeable
2	5-8	Less knowledgeable
1	0-4	Not Knowledgeable

To determine the respondents' attitudes of gender equality, the following numerical and descriptive ratings were used:

Scale	Numerical Rating	Descriptive Rating	Interpretation
4	3.25- 4.00	Strongly Agree	Highly positive attitude
3	2.50- 3.24	Agree	Moderately positive attitude
2	1.75- 2.49	Disagree	Less positive attitude
1	1.00- 1.74	Strongly Disagree	Negative attitude

To determine the respondents' practices of gender equality, the following numerical and descriptive ratings were used:

Scale	Numerical Rating	Descriptive Rating	Interpretation
4	3.25– 4.00	Strongly Agree	Highly practiced
3	2.50– 3.24	Agree	Moderately practiced
2	1.75– 2.49	Disagree	Less practiced
1	1.00– 1.74	Strongly Disagree	Not practiced

The researcher sought permission from the Vice President for Academics and the Dean of the Graduate School at the University of Bohol. Following this, a formal request was submitted to the Schools Division Superintendent of the Division of Bohol to secure approval to conduct the study. After receiving approval, the researcher made arrangements with the chosen municipalities' district offices and visited the designated schools. The researcher briefed the kids on the goal of the study and gave them important instructions when they arrived, and she also told the school leaders about the study. The chosen respondents were then given the study instrument and given enough time to finish it under the researcher's supervision. The questionnaires were collected by the researcher for data processing when they were finished.

The researcher gave the responders an assent letter outlining the study's goal and requesting their voluntary involvement in order to guarantee respect for ethical research norms, especially the “do-no-harm” philosophy. In addition to stressing that the responses would be completely anonymous, the researcher reassured participants that filling out the questionnaire would take no more than twenty minutes. Respondents were also made aware of their rights, which included the freedom to leave the study at any time if it made them uncomfortable. Informed consent was indicated by the signatures of those who consented to participate. In order to notify parents about the study and obtain their participation, parental consent forms were also given, as the majority of respondents were minors.

Both descriptive and inferential statistical techniques were used to analyze the data. To make statistical calculations easier, Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) program were used. Frequency and percentage distributions were used to examine the demographic profiles of the respondents. While responses pertaining to attitudes and practices were weighted, frequencies and percentages were used to evaluate the levels of knowledge regarding gender equality. To identify the proper statistical treatments, a Normality Test was performed. The three research variables and the profiles of the respondents were examined for a significant link using the Chi-Square Test. The Spearman Rank Correlation Test was used to examine the relationship between paired variables because of the data's skewed distribution. Additionally, significant variations in replies by

grade level and sex were evaluated using the Mann-Whitney Test.

## RESULTS AND DISCUSSIONS

**Profile of respondents.** Among the 360 respondents, 40.6% (146) are 17 years old, 29.7% (107) are 18, 14.4% (52) are 16, and 10% (36) are 19, with the remaining 5.3% aged 20 and above. The study ensures equal representation of males (50%) and females (50%) to provide a balanced perspective on gender-related issues. Grade 11 students (52.2%) outnumber Grade 12 students (47.8%). The next table depicts the knowledge level of the respondents in terms of gender equality.

**Students' knowledge of gender equality.** The respondents' knowledge of gender equality varies: 43.1% (155) have high knowledge (scores of 14–17), 38.6% (139) have average knowledge (scores of 9–13), 14.7% (53) have limited understanding (scores of 5–8), and 3.6% (13) have little to no knowledge (scores of 0–4). Iqbal et al. (2020) found improvements in gender equality in education across selected Asian developing countries.

**Level of Students' Perception of Attitude Toward Gender Equality.** The top three statements reflecting students' attitudes toward gender equality are: *"I believe that all men and women ought to be treated equally in our society in all spheres of life"* (M = 3.63), *"Personally, both men and women can do household chores (e.g., washing dishes, laundry, cooking)"* (M = 3.49), and *"Personally, it is never okay for both men and women to cheat"* (M = 3.48). These results unequivocally demonstrate the students' unwavering commitment to gender equality in various aspects of life, providing a reassuring outlook for the future.

Conversely, the lowest-rated items, though still classified under the *"Agree"* category, include *"I believe that one's gender does not influence the decision to cheat or to commit a third party"* (M = 3.05), *"I believe that women, like men, should stand while riding in a public vehicle when no seat is available"* (M = 3.05), and *"I acknowledge that being a man or a woman nowadays has comparable benefits"* (M = 3.03). These findings indicate a moderately positive attitude but also suggest that some traditional gender role perceptions persist among students.

The results of this study contrast with the findings of United Nations Women (2020), which reported that Filipino respondents believed women had equal access to education as men but faced greater challenges in securing employment in skilled professions and running for public office. In contrast, the present study found that students strongly agreed with statements such as *"I feel happy when someone secures a job they desire, even if it is traditionally associated with the opposite sex"* (M = 3.28) and *"The gender of government officials does not affect my perception of governance"* (M = 3.25). These findings suggest a more progressive stance on gender roles in career opportunities and leadership.

**Level of Students' Practices Regarding Gender Equality.** Of the 18 items examining gender equality behaviors, 12 were scored *"Strongly Agree,"* indicating that students strongly adhere to these values. The items

with the highest ratings are “I give all genders the same amount of respect and treatment” ( $M = 3.59$ ), “As a leader, I provide equal opportunities to my members regardless of gender” ( $M = 3.52$ ), and “I never look down on anyone because of their gender” ( $M = 3.45$ ). These findings demonstrate a strong commitment to fairness and inclusion in interpersonal relationships and leadership positions.

Meanwhile, six items were rated as “Agree,” with the lowest-rated statements being “I support organizations addressing gender-based violence or abuse” ( $M = 3.14$ ), “I speak up when someone is mistreated because of their gender, sexual orientation, gender identity, or expression” ( $M = 3.11$ ), and “I remain vigilant for instances of gender-based violence” ( $M = 3.07$ ). While students recognize the significance of these initiatives, their significantly lower evaluations indicate that active advocacy and intervention efforts may be increased.

These findings are consistent with Panelo’s 2019 study, which found that both instructors and students understand the importance of supporting gender equality and human development. However, the findings show areas for improvement, particularly in direct assistance for organizations that combat gender-based violence. While Panelo’s study revealed substantial support for such activities, the current study finds that students do not agree on actively supporting these groups. This emphasizes the need for increased awareness and engagement measures to motivate the public to act.

**Profile and knowledge.** Age and Level of Knowledge. The analysis revealed no significant relationship between respondents’ age and their level of knowledge on gender equality. The null hypothesis was not rejected, as the p-value of 0.750 exceeded the 0.05 level of significance. This finding indicates that age does not influence students’ knowledge of gender equality. This suggests that efforts to promote gender equality in education should not be targeted based on age, but rather on other factors such as sex or specific cognitive skills. These results align with the findings of Imlach, Ward, Stuart, Summers, Valenzuela, King, and Vickers (2017), who concluded that age does not impact academic performance. Their study highlighted that lifelong engagement in cognitively stimulating activities and the development of specific cognitive skills contribute to academic success regardless of age.

**Table 1.** *Relationship between Profile of the Respondents and Knowledge*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Age and Knowledge	Spearman Rank Correlation	-0.017	0.750	Failed to reject the null hypothesis	There is no significant relationship between the variables
Sex and Knowledge	Chi-square Test	19.880	.000	Reject the null hypothesis	There is a significant relationship between the variables
Grade Level and Knowledge	Chi-square Test	7.724	.052	Failed to reject the null hypothesis	There is no significant relationship between the variables

Sex and Level of Knowledge. THE analysis uncovered a significant relationship between the respondents' sex and their level of knowledge of gender equality. The null hypothesis was decisively rejected, with a p-value of  $< 0.001$ , which is well below the 0.05 significance threshold. This finding underscores the importance of considering sex as a factor in understanding knowledge of gender equality. The results indicate that males scored lower than females in their level of knowledge on gender equality. This finding is consistent with the study of Ahankari et al. (2022), which reported that while most boys fell within the moderate knowledge category, the majority of girls were in the high-scoring group. Their regression analysis further established that responses from male participants were associated with lower scores compared to those from female participants.

Grade Level and Level of Knowledge. The analysis found no significant relationship between respondents' grade level and their level of knowledge on gender equality. The null hypothesis was not rejected, as the p-value of 0.052 was slightly above the 0.05 level of significance. However, it's important to note that this result is based on a specific set of respondents and may not be generalizable to all student populations. This suggests that further research is needed to fully understand the relationship between grade level and knowledge of gender equality.

**Profile and attitude.** The result shows no significant relationship between the respondents' age and attitude toward gender equality. Given the p-value of 0.489, the finding failed to reject the null hypothesis, which is greater than the level of significance, 0.05. The findings state that the respondents' age has nothing to do with their attitude toward gender equality.

This result contradicts the study of Tripathi (2017), which discovered a significant relationship between respondents' ages and attitudes toward gender equality ( $p = .002$ , OR= 0.450, 95% CI= 0.267-0.758) at the 5% level of significance.



**Table 2.** *Relationship between Profile of the Respondents and Attitude*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Age and Attitude	Spearman Rank Correlation	-0.037	0.489	Failed to reject the null hypothesis	There is no significant relationship between the variables
Sex and Attitude	Chi-square Test	16.464	.000	Reject the null hypothesis	There is a significant relationship between the variables
Grade Level and Attitude	Chi-square Test	4.545	.215	Failed to reject the null hypothesis	There is no significant relationship between the variables

The findings yielded that there is a significant relationship between the sex of the respondents and attitude. The study's findings rejected the null hypothesis, with a p-value of .000, lower than the level of significance, 0.05. The findings show that sex impacts the attitude of the respondents toward gender equality.

The result supports the research of Mtemeri and Chikukwa (2019), which advised that teachers provide boys and girls the same amount of attention because there was clear evidence that males were falling behind females.

The study result also conforms with the study of García-González, Forcén, & Jimenez-Sanchez, (2019) entitled "Men and women differ in their perception of gender bias in research institutions," with the findings clearly showing that men and women have different perceptions of gender equality.

The results show no significant relationship between the respondents' grade level and attitude. Given the p-value of 0.215, which is greater than the significance level of 0.05, the findings failed to reject the null hypothesis.

Profile and practices. The results indicate no significant relationship between respondents' age and gender equality practices ( $p = 0.612$ ), suggesting that age does not influence their practices. However, a significant relationship was found between sex and gender equality practices ( $p = 0.043$ ), indicating that sex plays a role in shaping these practices. Conversely, no significant relationship was observed between grade level and gender equality practices ( $p = 0.878$ ), implying that grade level does not affect respondents' engagement in such practices.

**Table 3.** *Relationship between Profile of the Respondents and Practices*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Age and Practices	Spearman Rank Correlation	-0.027	0.612	Failed to reject the null hypothesis	There is no significant relationship between the variables
Sex and Practices	Chi-square Test	7.377	.043	Reject the null hypothesis	There is a significant relationship between the variables
Grade Level and Practices	Chi-square Test	.550	.878	Failed to reject the null hypothesis	There is no significant relationship between the variables

**Significant Correlation between KAP.** The findings indicate significant relationships between knowledge, attitude, and practices on gender equality. Knowledge significantly influences both attitude ( $p < 0.001$ ) and practices ( $p < 0.001$ ), while attitude also significantly affects practices ( $p < 0.001$ ). These results align with Jahan (2021), who found a strong positive association between attitude and practice levels and a moderate correlation between knowledge and practice in achieving SDG 5.

**Table 4.** *Significant Correlation between Knowledge, Attitude, and Practices*

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Knowledge and Attitude	Spearman Rank Correlation	.484	.000	Reject the null hypothesis	There is a moderate correlation between the variables
Knowledge and Practices	Spearman Rank Correlation	.410	.000	Reject the null hypothesis	There is a moderate correlation between the variables
Attitude and Practices	Spearman Rank Correlation	.774	.000	Reject the null hypothesis	There is a strong correlation between the variables

The findings indicate that female respondents consistently outperform males in knowledge, attitude, and practices related to gender equality, as reflected in their higher mean ranks. A significant difference was observed in knowledge levels between male and female respondents ( $p < 0.001$ ), leading to the rejection of the null hypothesis. Female respondents demonstrated greater knowledge of gender equality than males. Similarly, a significant difference was found in attitudes toward gender equality ( $p < 0.001$ ), with females exhibiting a more positive attitude. In terms of practices, females also scored higher, with a significant difference ( $p = 0.011$ ), confirming that sex influences

gender equality practices.

**Table 5.** Significant Difference between Male and Female on KAP

Variables	Statistical Test Used	Test Value	P-value	Decision	Interpretation
Sex and Knowledge	Mann-Whitney Test	11965.000	.000	Reject the null hypothesis	There is a significant difference between the variables
Sex and Attitude	Mann-Whitney Test	11636.000	.000	Reject the null hypothesis	There is a significant difference between the variables
Sex and Practices	Mann-Whitney Test	13699.000	.011	Reject the null hypothesis	There is a significant difference between the variables

These results align with Ahankari et al. (2022), who found that males scored lower than females in knowledge, attitudes, and behaviors related to gender equality. This study emphasizes the need for initiatives that engage boys and young men early through education and training. It also supports the findings of Li et al. (2022), who reported that across various sectors, girls demonstrated higher knowledge of gender equality than boys.

### CONCLUSIONS

The findings of this study concluded that the level of knowledge is moderately correlated with the attitude and practices on gender equality and that the attitude toward gender equality is strongly correlated with the practices. KAP practices, which frequently focus on how participants will apply their knowledge and attitude on gender equality to their daily lives, are more affected by one’s attitude than their knowledge on gender equality.

The study also concluded that there is a significant difference between males and females concerning the level of knowledge, attitude, and practices (KAP) on gender equality (GE). This conclusion means that the sex of the respondents matters on their KAP on GE. Females, indeed, have better KAP when it comes to gender equality than males. It is further concluded that the grade level of the students---whether in grade 11 or grade 12 has a significant difference in their level of knowledge. However, there is no significant difference between grade 11 and grade 12 in their attitude and practices on gender equality.

The conclusion of the study agrees with Wood and Eagly (2002), who discovered that attitudes toward gender equality were positively connected with gender equality-promoting activities across 38 cultures. Similarly, Rudman and Glick (2001) found that those with more egalitarian gender attitudes were more likely to challenge gender stereotypes in everyday encounters. Overall, gender constructivism theory provides a framework for studying how attitudes toward gender equality develop and influence gender

equality actions. According to this theory, we may create a more inclusive and fair society by questioning existing gender stereotypes and adopting more egalitarian attitudes toward gender.

Gender, according to gender constructivism theory, is a social construct that is generated and maintained via social interactions and cultural conventions (Butler,2020). Individuals acquire their understanding of gender through their experiences and interactions with others, and their attitudes toward gender are impacted by these experiences, according to this view. Gender constructivism theory-based research has discovered a high positive association between attitudes toward gender equality and gender equality behaviors. This association is assumed to be explained by the fact that people with more egalitarian attitudes regarding gender are more inclined to challenge gender stereotypes and engage in gender-equalizing behaviors.

## RECOMMENDATIONS

Given the findings and conclusions, there is a need to coordinate with the many principals of the schools included in this study to determine the best time the researcher should present the findings. The researcher will suggest to provide the presentation in time with the strategic planning of the next calendar year regarding the GAD program formulation.

Since there are existing DepEd Orders regarding the embedding and implementation of GAD in the curriculum (e.g. DO 32, s. 2022 and DO 63, s.2012), the researcher suggests revisiting these DepEd Orders and be more acquainted on these orders. The researcher will also float the idea that it will feed the enrichment of the curriculum regarding the implementation of the GAD in their Social Studies subject, particularly on low scoring items on knowledge regarding gender equality.

As the level of knowledge of the respondents who reached the scale of 4 is just almost half of the respondents, and the practices have a lower mean than the attitude on gender equality,

There is a need for a seminar for teachers on gender equality. A workshop on the integration of gender equality topics in the lesson. The principals should also be included in the workshop to evaluate the teachers' field integration. Having a school-based symposium about gender equality once every quarter would surely help. The school will decide on the date as long as it is within the time suggested. "Concrete activities should be dedicated to fostering the knowledge, attitude, and practices of gender equality among students during DepEd's celebration of "Women's Month" every March and dedicate one day as "Gender Equality Day" (or any other name fit) for this purpose (once in the whole school year), focusing about gender equality and should be participated by all students. The teachers and the student body should be involved in strategic planning on activities that would improve the student's knowledge, attitude, and practices of gender equality.

Since there is a significant difference between males and females regarding the knowledge, attitude, and practices of gender equality, it is recommended to maximize the participation of each gender in the activities suggested. It ensures that regardless of their gender, they are given equal opportunities for activities.

The researcher recommends teachers to be regularly monitored by their direct supervisors and the head of offices. By so doing, their weaknesses can be identified, and their direct supervisors or their peers can provide proper coaching and mentoring. The direct supervisor needs to provide feedback on the evaluation outcomes after every evaluation. This process can facilitate the personal and professional growth of the teachers. They need to know their strengths and weak points.

Since students' knowledge, attitude, and practices are changing, even regarding gender equality, the researcher recommends further research on this matter.

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