

Intersectional Implications of Sex-Disaggregated Teacher Data for Crafting Gender-Responsive National Policies in the Philippines

Praksis A. Miranda ¹, Teresita T. Rungduin ¹, Edna Luz R. Abulon ¹,
Allen A. Espinosa ¹, Adelyne C. Abrea ², Marianne S. Laganas ³,
Shamelle B. Saluna ⁴, Lorephil P. Carloman ¹ and Maria Luz V. Rantael ¹

¹Philippine Normal University - Manila, Philippines,

²Philippine Normal University - Mindanao, Philippines,

³San Juan National High School, Philippines, ⁴Far Eastern University, Philippines

ABSTRACT

This research seeks to address the gap in teacher profiling in the Philippines by providing baseline sex-disaggregated data examined through an intersectional lens. Through an online survey of 595 teachers, data on socio-economic and demographic characteristics, indebtedness, and experiences of oppression were gathered. Descriptive statistics show that female teachers tend to have spouses with lower educational attainment. Both male and female teachers are also in debt. Although reported cases were few, they revealed intersections between sex and religion, and between sex and gender. The implications of these sex differentials for gender-responsive national policies were discussed through the lens of intersectionality, particularly in relation to teacher welfare and well-being, which includes but are not limited to increasing the salary of teachers, provision of other benefits, financial literacy trainings, gender sensitivity workshops, and other professional development activities.

Keywords: debt, experiences of oppression, intersectionality, sex-disaggregated teacher data,

ARTICLE INFORMATION

Article History

Received: April 13, 2025

Revised: December 3, 2025

Accepted: December 4, 2025

Editor-in-Chief

Watsatree Diteeyont, PhD

Managing Editor

Marie Paz E. Morales, PhD

socio-economic and demographic characteristics

Introduction

The Philippine government has been conducting national surveys regularly to produce sex-disaggregated data. Examples of these are the Census of Population, Census of Population and Housing, National Demographic and Health Survey, and Functional Literacy, Education, and Mass Media Survey. Efforts focused specifically on teachers, however, remain limited. Existing studies have provided basic sex-disaggregated teacher profiles (TAO, 2000; Ferrer, 2017; Department of Education & SEAMEO-INNOTECH, 2020), yet none examined these patterns using an intersectional framework. An intersectional reading of sex-disaggregated data helps reveal how gendered experiences are shaped by class, religion, geography, and other social dimensions. Thus, this research will be contributing to the literature on profiling teachers through sex-disaggregation with an intersectional lens. Insights from these intersections can guide gender-responsive policies that more accurately address teachers' welfare, working conditions, and professional development needs.

Research Objectives

This national scale study aims to accomplish three major objectives. All of which are examined through an intersectional lens.

1. Describe the sex-disaggregated profile of teachers in terms of socio-economic and demographic characteristics, indebtedness, and experiences of oppression.
2. Examine sex differentials across socio-economic characteristics,

indebtedness, and reported experiences of oppression.

3. Propose gender-responsive policies and programs that address the issues emerging from these sex differentials.

Review of Related Literature

Research on sex-related differences in education often focuses on students' achievement, motivation, and attitudes, with findings generally showing modest gender gaps (Alegado et al., 2020; Korpershoek et al., 2021; Salva et al., 2022; Cruz et al., 2021). While informative, these studies center on learners rather than teachers and do not examine how gender patterns intersect with broader social conditions. Also, there was no difference in job satisfaction between male and female teachers, and overall, no difference in work motivation across genders (Magallanes et al., 2019).

UNESCO (2023) notes that the global teaching profession continues to be heavily feminized, with women, especially in basic education, remaining disproportionately represented. UNESCO's report explains that this pattern is tied to long-standing social expectations that tend to frame teaching as a natural extension of women's caregiving roles at home. The same report also notes that male teachers tend to leave the profession more often, which has prompted calls for policies that are more sensitive to gender concerns and that provide fairer routes for career growth. Taken together, these insights highlight why maintaining reliable sex-disaggregated data is still essential for planning the teacher workforce in the country.

The TAO survey (2000) remains one of the most comprehensive attempts to outline the national profile of basic education teachers, particularly in terms of personal background, educational preparation, benefits, and working conditions. Although the survey presented useful sex-disaggregated figures, it did not look closely at how gender patterns intersect with other social factors.

Findings from Ferrer's work (2017, 2018) further show that many Filipino teachers experience ongoing financial stress, particularly because of heavy borrowing, modest take-home pay, and limited skills in financial management. These challenges are closely linked to family arrangements and differences in household earning power, which often place women in more vulnerable situations.

A later study by the Department of Education and SEAMEO-INNOTECH (2020) also profiled teachers across a range of demographic and workplace indicators. Their results show that 82 percent of the basic education workforce is composed of women. The study also found that motivations for joining and staying in the profession are shaped by caregiving responsibilities, regional circumstances, and everyday household demands.

One notable finding relates to motivations for entering teaching. More women than men reported that they chose the profession because they "really like children," suggesting that cultural expectations continue to link teaching, especially in the lower grade levels, to roles traditionally seen as feminine. The same research also revealed differences across regions. Teachers in rural or isolated communities often mentioned service to the community, cultural familiarity, or limited employment options as important

considerations. Meanwhile, teachers in urban settings tended to emphasize career advancement, financial security, and recognition. Civil status also appears to influence these choices. Married teachers and those with dependents commonly place value on job stability, proximity to home, and a predictable income. While these priorities strengthen long-term commitment to teaching, they may also limit opportunities to pursue further studies or higher positions.

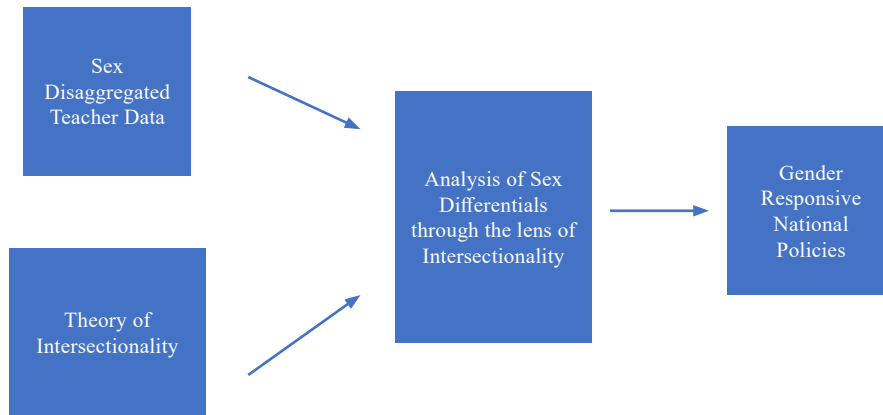
Despite the value of these studies, earlier profiling efforts did not use an intersectional lens. As a result, important questions remain about how sex interacts with class, religion, and other social identities that shape the experiences of teachers.

Conceptual Framework

Intersectionality, a concept first introduced by Crenshaw (1989, as cited in Bastia et al., 2023), explains how a person's experiences of gender are shaped not by gender alone but by the combined influence of other social categories such as race, class, and sexuality, all of which interact with one another. The roots of intersectionality can be traced to the U.S. Black feminist movement, which argued that racial inequality fundamentally shapes gendered inequalities. Intersectionality rejects the notion that gender, race, and class are distinct and independent dimensions of oppression. As Crenshaw (1991, as cited in Bastia et al., 2023, p. 1242) explains, 'the violence that many women experience is shaped by other dimensions of their identities, such as race and class.'

Intersectionality in feminist scholarship has evolved both as a concept and as an analytical approach (Bastia et al., 2023). Intersectionality

Figure 1

Conceptual Framework of the Study

does not refer to a static interaction among the various dimensions of an individual's identity (e.g., gender, race, class). Intersectionality does not pertain to a static interaction of the various aspects of an individual's identity (gender, race, class and so on), but it is located within structures (economic, political, social and institutional frameworks) and in processes (such as broader social relations including representation). It calls for structural transformation across economic, social, and institutional systems (Bastia et al., 2023). It seeks the structural transformation of economies, societies and social norms (Bastia et al., 2023).

In this study, intersectionality informs the analysis of sex-disaggregated data by highlighting how gender patterns intersect with class, religion, geography, and other identities that shape teachers' opportunities and constraints. Intersections between gender, social class, and other social identities may reveal vectors of oppression experienced by teachers which needs to be addressed through gender-responsive policies. Gender-responsive policies are geared towards the larger goal of societal and cultural

reform in the country.

Figure 1 shows how sex-disaggregated teacher data are analyzed to identify sex differentials and the social intersections that shape them. Intersectionality guides the interpretation of these patterns by highlighting how gender interacts with class, religion, geography, and other factors. Gender-responsive national policies and/or programs can be crafted based on the intersectional analysis of sex differentials. Insights from this analysis inform gender-responsive policies aimed at improving teacher welfare, working conditions, and professional development. Such policies and/or programs are imperative to improving overall teacher quality and the larger goal of societal and cultural reform in the Philippines.

Methodology

This research employed a quantitative research design. Purposive sampling was used to obtain male and female teachers from elementary and secondary schools. Although the target was an

equal number of men and women (250 males and 250 females), the final sample reflected the feminization of the profession: 97 males (16.3%) and 498 females (83.7%). This imbalance limits the robustness of sex-differential comparisons, which are treated as exploratory. The study recognizes this limitation and acknowledges that future research must adopt sampling designs that can secure more balanced sex representation. Recruitment occurred through school heads and teacher networks in Luzon and Mindanao by providing an online survey link.

The questionnaire was developed based on a review of related literature that included the TAO survey (2000) and the study by Ferrer (2017) on teacher debt. Items were contextualized to the Philippine setting, considering local cultural norms and social issues, aside from economic factors such as indebtedness and gender-based violence. The instrument featured single-response questions, such as “What is your sex? (Male/Female)” and “Are you currently in debt? (Yes/No)”, with multiple-response ones like “To whom do you have a debt? (Options: Bank/GSIS/Cooperative/PAG-IBIG/Loan shark/etc.)”. It also included socio-economic profiles of respondents with questions like “What is your highest educational attainment? (Baccalaureate Degree/Master’s Degree/PhD/etc.)” and “What is your average monthly family income? (Ranges: Below P10,957/etc.)”, and statements of oppression experiences, such as “Have you ever experienced gender-based violence? (Yes/No)”, followed by “Which forms? (Multiple: Physical/Verbal/Economic/Sexual/None)”, and open-ended follow-up questions like “If yes, what happened after reporting?”. The questionnaire was pre-tested with a small number of teachers for clarity and relevance to revise wording and sequencing. Standard data cleaning procedures were applied, including removal of duplicate

entries and appropriate coding of multiple-response variables.

Participation in the study was entirely voluntary, and respondents were asked to give their informed consent before completing the survey. The researchers did not gather any information that could identify individual participants, and all procedures followed established ethical standards for studies involving human subjects.

The data were then examined using sex-disaggregated descriptive statistics, and the interpretation of sex differences was guided by the principles of intersectionality.

Presentation and Analysis of Data

Socio-Economic and Demographic Profile of Teachers

Table 1

Sex

Sex	Frequency	%
Female	498	83.7
Male	97	16.3
Total	595	100

The figures in Table 1 show a clear pattern of feminization in the teaching workforce, with women making up about 84 percent of the respondents. This is consistent with national trends reported by UNESCO (2023) and by the Department of Education and SEAMEO INNOTECH (2020). The large presence of women in basic education has often been linked to long-standing cultural expectations that

associate teaching with caregiving and similar forms of domestic labor. The Department of Education and SEAMEO INNOTECH (2020) also note that many Filipino women see teaching as a profession that fits well with the responsibilities they manage at home and within their families.

Table 2

Marital Status

Marital Status	Male	Female	Total	%
Single	59	102	161	27.06
Married	44	357	401	67.40
Widowed	0	18	18	3.03
Divorced / Separated	1	8	9	1.51
Common-law / Live-in	0	6	6	1.00
Total	97	498	595	100

As shown in Table 2, most of the respondents were married, and a large portion of them were women. In contrast, men appeared more frequently in the group of respondents who identified as single.

Table 3

Distribution of Respondents According to the Country's Major Regions

Region	Male	Female	Total	%
Luzon	49	207	256	43.03
Mindanao	48	291	339	56.97
Total	97	498	595	100

The respondents listed in Table 3 were drawn from both Luzon and Mindanao. A larger number of female teachers were based in Mindanao, while male teachers appeared more frequently among those coming from Luzon.

Table 4

Highest Educational Attainment

Educational Attainment	Male	Female	Total	%
Baccalaureate Degree	64	339	403	67.73
Master's degree (MA/MS)	27	150	177	29.75
PhD/Doctoral Degree	4	8	12	2.02
Post Doctoral Degree	2	1	3	0.50
Total	97	498	595	100

The data in Table 4 show that most teachers, whether male or female, hold a bachelor's degree, while only a smaller group have gone on to complete graduate studies. This pattern reflects the gender-related barriers to further education noted by the Philippine Institute for Development Studies (Bayudan-Dacuycuy, 2019). The connection between parental time and children's schooling outcomes is especially important here, since women are still generally expected to take on household work and childcare. Once women join the workforce, the wage gap they often experience also limits their opportunities for promotion and for attaining higher salary grades.

Table 5 shows that most respondents reported family incomes falling within the P21,915 to P43,828 range, and this pattern

Table 5

Average Monthly Family Income

Average Monthly Family Income	Male	Female	Total	%
Below P10,957	9	22	31	5.21
P10,957 to P21,914	13	97	110	18.49
P21,915 to P43,828	64	330	394	66.22
P43,829 to P76,668	9	40	49	8.24
P76,669 to P131,484	1	5	6	1.00
P219,141 and above	1	4	5	0.84
Total	97	498	595	100

appeared in both male and female groups. These relatively modest income levels reflect the limited access many teachers have to graduate training and are also consistent with earlier studies on teachers’ financial vulnerability (Ferrer, 2018). Ferrer notes that teachers’ salaries often do not fully meet household expenses, a situation that tends to weigh more heavily on women who frequently carry the primary responsibility for supporting their families. When low income is combined with limited chances for educational advancement, teachers face long-term economic challenges. This underscores the need for graduate programs that are both accessible and gender-responsive, so that recurring financial disadvantage can be reduced.

Across grade levels and ranks (see Appendix Tables 6 to 8), men and women were distributed in similar ways. Women appeared more frequently in Teacher III positions, while

men were more commonly found in entry-level ranks. Spousal educational attainment showed considerable variation but tended to be lower among the spouses of female teachers.

Table 9

Are you the family’s primary breadwinner?

Breadwinner Status	Male	Female	Total	%
Yes	71	347	418	70.25
No	26	151	177	29.75
Total	97	498	595	100

Table 9 shows that both male and female teachers are breadwinners. Most of these breadwinners had children (see Appendix Tables 10-11).

Table 12

Is your salary as a teacher enough to support your family?

Salary Status	Male	Female	Total	%
Yes	28	138	166	27.89
No	69	360	429	72.10
Total	97	498	595	100

A large majority of teachers reported that their salaries were not enough to support their families (Table 12).

Indebtedness was widespread across sexes (Table 13).

Table 13

Are you currently in debt?

Debt Status	Male	Female	Total	%
Yes	89	428	517	86.89
No	7	70	77	12.94
No answer	1	0	1	0.17
Total	97	498	595	100

Table 14 (see Appendix) serves as an extension of Table 13, delving into the extent of indebtedness among respondents. Out of the respondents, 88 individuals (14.78%) reported having no debt. The majority, comprising 467 respondents (78.48%), had debt in the range of 1 - 999,999.00. Additionally, 32 respondents (5.37%) had debts ranging from 1,000,000 - 1,999,999.00, 2 respondents (0.33%) had debts ranging from 2,000,000 - 2,999,999.00, and 1 respondent (0.16%) had a debt of 3,000,000 - 3,999,999.00. No respondents had debts within the ranges of 4,000,000 - 5,999,999.00, 7,000,000 - 7,999,999.00, or 8,000,000 - 9,999,999.00. Furthermore, 1 respondent (0.16%) had a debt within the range of 6,000,000 - 6,999,999.00, and 1 respondent (0.16%) had a debt within the range of 10,000,000 - 10,999,999.00. No respondents reported debts within the range of 11,000,000 - 14,999,999.00 or 16,000,000 - 19,999,999.00. Lastly, 1 respondent (0.16%) reported a very large debt within the range of 20,000,000 - 20,999,999.00. Both sexes have a debt that is not more than P999,999.

Most teachers reported at least one form of debt (Table 15). Borrowing was highest from banks and government lending institutions, although a notable number - especially women - also turned to informal lenders, reflecting

Table 15

To whom do you have a debt? (multiple answers)

Creditor	Male	Female	Total	%
Bank	78	364	442	57.25
Bills	1	0	1	0.12
GSIS	6	39	45	5.82
Cooperative	1	6	7	0.90
PAG-IBIG	0	7	7	0.90
Loanshark	11	56	67	8.67
Microfinance	0	1	1	0.12
Car Loan	0	1	1	0.12
Colleague	6	22	28	3.62
Friend	9	40	49	6.34
Pawnshop	6	31	37	4.79
Lending Company	0	5	5	0.64
Employer/ Boss	1	6	7	0.90
Private Lending Institution (PLI)	0	11	11	1.42
Philippine Public School Teachers Association (PPSTA)	0	1	1	0.12
Relative	10	50	60	7.77
Manila Teachers' Mutual Aid System, Inc. (MTMAS)	0	2	2	0.25
Private Hospital	1	0	1	0.12
Total	130	642	772	100

the financial pressures documented in Ferrer (2017). Teachers turn to a wide range of credit sources and even loan sharks—reflecting what is colloquially referred to as ‘kapit sa patalim,’ or a desperate recourse for financial survival. This pattern of borrowing mirrors Ferrer’s

(2017) findings, which show that many teachers, especially women, turn to what she describes as “survival borrowing” when their salaries cannot keep up with everyday expenses and when there are few financial reserves to rely on. The heavier use of informal lenders, including loan sharks, among female teachers highlights the deeper economic vulnerability they face. This situation is shaped not only by their individual financial struggles but also by broader conditions such as rising prices, growing household expenses, and the limited earning power associated with public-sector employment. These trends point to the need for accessible, secure, and gender-responsive financial services, along with strong financial literacy programs, to help reduce teachers’ exposure to predatory lending and long-term debt cycles.

Experiences of Oppression

Few respondents reported discrimination, but when it occurred, the most cited reasons were religion among women and sex/gender among men (see Appendix Table 16).

Table 17

Have you ever experienced gender-based violence (GBV)?

Experience of GBV	Male	Female	Total	%
Yes	3	14	17	2.86
No	94	484	578	97.14
Total	97	498	595	100

Only a small proportion reported experiencing gender-based violence (Table 17), with women noting more cases of physical and verbal abuse. Only women experienced physical

violence, and there were more females who made mention of verbal violence compared to males (Table 18). These resonate earlier findings on Intimate Partner Violence (IPV), wherein Filipino women are easily subjugated as influenced by the lingering predominance of “machismo” culture among Filipino males and seeming acceptance of such cultural concept among Filipino females (Maranan and Abulon, 2017; Abulon, 2014). Verbal abuse can be an indication of the perpetrator’s attempt to control the victim (Office on Women’s Health, 2021). Such “machismo” culture and attempts to control women are parts and parcels of the country’s patriarchal society (UP CWGS, 2020, as cited in Valdez et al., 2022).

Table 18

Which of the following forms of gender-based violence (GBV) did you experience from your spouse, partner or boyfriend/girlfriend?

Forms of GBV	Male	Female	Total	%
None	94	487	581	97.64
Physical Violence	0	5	5	0.84
Verbal Violence	1	4	5	0.84
Economic Violence	1	1	2	0.34
Sexual Violence	1	1	2	0.34
Total	97	498	595	100

Implications to Policy

Educational Attainment, Salary and Professional Development

Expanding access to graduate programs—through regional scholarships, open and digital

learning, and more flexible study options—can help teachers pursue advanced qualifications needed for career progression. Salary structures should also be reviewed in light of inflation and rising living costs to ensure that compensation supports a decent quality of life. Professional development that covers career planning, gender sensitivity, family welfare, and essential life skills continues to be important for teachers. These efforts are strengthened when schools also provide practical support systems, such as childcare facilities that are easy for teachers to access.

Debt, Retirement and Financial Literacy

Strengthening teachers' financial literacy and ensuring that they have access to reliable, low-risk financial services can help reduce their reliance on high-interest or informal lending sources. It may also be helpful to review the loan programs and retirement benefits currently available to teachers, since improvements in these areas can ease long-term financial strain and promote greater stability in the profession. Given the important role that teachers play in national development, examining the benefits granted to groups such as the AFP and PNP could provide useful benchmarks for enhancing support systems for educators.

Conclusions and Recommendations

One important limitation of this study is the uneven number of male and female respondents. This reflects the highly feminized nature of the teaching workforce and makes sex-based comparisons less robust. Even so, the findings clearly show that indebtedness is common among teachers, regardless of sex, which supports earlier studies on the same issue. This is consistent with

Ferrer's (2017) observation that many teachers carry substantial financial obligations. Since the majority of participants in this study are women, the results further illustrate how gender, along with socio-economic pressures, affects both the financial situation and the overall well-being of teachers. The study contributes to a deeper understanding of the realities faced by teachers reflecting a culture that normalizes borrowing as part of professional life. These call for financial literacy programs, pre-marriage and marriage counseling, and family planning programs to help teachers make informed economic decisions, reduce vulnerability to easily lured to borrow money, and improve well-being.

Helping teachers achieve greater financial security and widening their opportunities for professional growth can reduce their vulnerability to debt and support better well-being for their families. Access to family planning also enables women to make informed decisions about the number of children they can responsibly care for, which is an important element of bodily autonomy. When these conditions are strengthened together, they can contribute significantly to lowering the risk of long-term indebtedness among teachers. By illuminating these interconnected or intersecting issues, the study presents evidenced-based inputs for policy enhancement, school level interventions, and teacher welfare programs in the basic education sector.

Future studies may consider using sampling approaches that yield a more balanced number of male and female participants, as this would allow for clearer comparisons. Qualitative research can also enrich the discussion by looking more closely at teachers' own accounts of indebtedness and experiences of discrimination. Incorporating a queer lens

in qualitative inquiry can also reveal important nuances in the everyday realities of teachers that are often overlooked.

Overall, the study offers evidence that can inform gender-responsive policies aimed at strengthening teacher welfare and addressing the structural conditions underlying sex-differentiated experiences.



Statements and Declarations

The authors report that there are no competing interests to declare.

Declaration of Generative AI in Scientific Writing

During the preparation of this manuscript, the authors used ChatGPT 5.0 solely for language editing and refinement. All generated text was carefully reviewed, revised, and verified by the authors, who take full responsibility for the accuracy, integrity, and final form of the manuscript.

Acknowledgment

This research was funded by the Philippine Normal University through Project Based Research Grant 9.

References

- Abulon, E. (2014). Breaking through the bondage of abuse: Case studies of six Filipino battered women. *International Journal of Research Studies in Psychology*, 3(4), 59-75. <https://doi.org/10.5861/ijrsp.2014.865>
- Alegado, J.L.G., Largo, F.M., Herrin, A.N., Borja, J.B., Mayol, N.L., Bechayda, S.A., & Bautista, C.A.P. (2020). *Closing the gender gap in schooling outcomes and cognitive ability among Filipino children*. UNFPA-OPS Policy Notes Series_No. 5. USC-Office of Population Studies Foundation, Inc. https://www.opsusc.org/paper_series.php.
- Aquino-Oreta, T. (2000). *A profile of the Filipino teacher: The nationwide survey on teacher advancement for optimum well-being*. Senate Committee on Education, Arts and Culture and SEAMEO-INNOTECH. https://www.seameo-innotech.org/portfolio_page/a-profile-of-the-filipino-teacher/
- Bastia, T., Datta, K., Hujo, K., Piper, N., & Walsham, M. (2023). Reflections on intersectionality: A journey through the worlds of migration research, policy and advocacy. *Gender, Place & Culture*, 30(3), 460-483. <https://doi.org/10.1080/0966369X.2022.2126826>
- Bayudan-Dacuycuy, C. (2019). *Outside looking in: Gendered perspectives in work and education*. Philippine Institute for Development Studies eBooks. <https://doi.org/10.62986/bk2019.02>

- Cruz, A.B., Kim, M. & Kim, H-D (2021). Physical education attitude of adolescent students in the Philippines: Importance of curriculum and teacher sex and behaviors. *Front. Psychol.* 12(658599). <https://doi.org/10.3389/fpsyg.2021.658599>
- Department of Education and SEAMEO-INNOTECH (2020). Exploring teacher's whys: Understanding motivation among teachers in the Philippines. SEAMEO-INNOTECH. https://www.seameo-innotech.org/wp-content/uploads/2020/10/Teacher-Motivation-Research-Report_October2020.pdf
- Department of Education (2020). OM-OSEC-2020-006: Reminder to refrain from using ATM payroll cards as collateral for loans or engaging in the ATM sangla scheme [Office memorandum]. <https://www.deped.gov.ph/wp-content/uploads/2020/04/OM-OSEC-2020-006.pdf>
- Ferrer, J. (2017). Caught in a debt trap? An analysis of the financial well-being of teachers in the Philippines. *The Normal Lights*. 11(2), 297-324. <https://doi.org/10.56278/tnl.v11i2.538>
- Ferrer, J. C. (2018). Financial capability of public school teachers in the Philippines. *EDUCARE*. <https://doi.org/10.2121/edu-ijes.v11i1.1049>
- Korpershoek, H., King, R., McInerney, D., Nasser, R., Ganotice, F., & Watkins, D. (2021). Gender and cultural differences in school motivation, *Research Papers in Education*, 36(1), 27-51, <https://doi.org/10.1080/02671522.2019.1633557>
- Magallanes, T., Abun, D., Mansueto, J. & Flores, N. (2021). Gender differences in work motivation of public basic education in Metro Vigan and Caoayan, Philippines and job satisfaction. *International Journal of English Literature and Social Sciences*, 4(3), 650-667. <https://dx.doi.org/10.22161/ijels.4.3.17>
- Maranan, N., & Abulon, E. (2017). Ang mga pagtutulad sa sariling mga kababaihang inabuso: Kalusugang sikolohikal at mga programa't edukasyong pangkasarian sa Pilipinas. *The Normal Lights*, 11(1), 141-175. <https://doi.org/10.56278/tnl.v11i1.379>
- Office on Women's Health (2021). *Emotional and verbal abuse*. United States Department of Health and Human Services. <https://www.womenshealth.gov/relationships-and-safety/other-types/emotional-and-verbal-abuse>
- Salva, R. A., Cadavedo, L.O., Cadavedo, S. V., & Patinga, K. T. (2022). Study habits of secondary students from a Philippine city schools division during distance learning. *Asia Pacific Journal of Educators and Education*, 37(1), 87-103. <https://doi.org/10.21315/apjee2022.37.1.5>
- UNESCO. (2023). *Gender equality in and through the teaching profession*. UNESCO. <https://www.unesco.org/en/articles/gender-equality-and-through-teaching-profession>

Valdez, I. K. M., Arevalo, M. V. P. N., Robredo, J. P. G., Gacad, S. L. S., Villaceran, M. A. J., Libang, G. R., Dela Paz, E. M., Rubin, K. H., & Eala, M. A. (2022). Violence against women in the Philippines: Barriers to seeking support. *The Lancet Regional Health - Western Pacific*, 23(100471). <https://doi.org/10.1016/j.lanwpc.2022.100471>

Appendix

Table 6

*Grade Levels Currently Handled
(multiple answers)*

Grade Level	Male	Female	Total	%
Kindergarten	6	40	46	7.38
Grade 1	1	49	50	8.02
Grade 2	3	47	50	8.02
Grade 3	2	42	44	7.06
Grade 4	7	59	66	10.59
Grade 5	6	48	54	8.66
Grade 6	17	56	73	11.71
Grade 7	5	44	49	7.86
Grade 8	11	25	36	5.77
Grade 9	5	33	38	7.26
Grade 10	12	31	43	6.90
Grade 11	13	22	35	5.61
Grade 12	17	22	39	6.26
Total	105	518	623	100

Table 7

Current Rank

Rank	Male	Female	Total	%
Teacher I	33	180	213	35.80
Teacher II	15	82	97	16.30
Teacher III	32	187	219	36.80
Head Teacher I	6	4	10	1.70
Head Teacher II	1	0	1	0.16
Head Teacher III	2	2	4	0.70
Head Teacher IV	1	0	1	0.16
Head Teacher V	1	0	1	0.16
Head Teacher VI	1	1	2	0.33
Master Teacher I	2	28	30	5.04
Master Teacher II	3	12	15	2.52
Master Teacher III	0	2	2	0.33
Total	97	498	595	100

Table 8

*Spouse's/Partner's Highest
Educational Attainment*

Educational Attainment	Male	Female	Total	%
Some College	1	64	65	10.92
Completed College	18	178	196	32.94
Some MA/MS Units	17	19	36	6.05
PhD/Doctoral Degree	1	1	2	0.34
Some High School	0	16	16	2.70
Completed Vocational	1	34	35	5.90
Not Applicable	51	115	166	27.90
Some Elementary	0	2	2	0.34
Some Vocational	0	15	15	2.52
Completed High School	1	45	46	7.73
Master's Degree (MA/MS)	6	8	14	2.35
Some Doctoral Units	1	1	2	0.34
Total	97	498	595	100

Table 10

Do you have children?

With or Without Children	Male	Female	Total	%
Yes	39	378	417	70.085
No	58	120	178	29.915
Total	97	498	595	100

Table 11

Number of children

	Male	Female	Total	%
None	57	121	178	29.92
1	9	110	119	20
2	21	108	129	21.68
3	5	95	100	16.81
4	3	34	37	6.22
5	2	17	19	3.19
6	0	8	8	1.34
7	0	2	2	0.34
8	0	2	2	0.34
10	0	1	1	0.16
Total	97	498	595	100

Table 14

How much do you owe? (specific per respondent)

Debt Status	Male	Female	Total	%
None	9	79	88	14.78
1 - 999,999	83	384	467	78.48
1,000,000 - 1,999,999	5	27	32	5.37
2,000,000 - 2,999,999	0	2	2	0.33
3,000,000 - 3,999,999	0	1	1	0.16
4,000,000 - 4,999,999	0	0	0	0
5,000,000 - 5,999,999	0	0	0	0
6,000,000 - 6,999,999	0	1	1	0.16
7,000,000 - 7,999,999	0	1	1	0.16
8,000,000 - 8,999,999	0	0	0	0
9,000,000 - 9,999,999	0	0	0	0
10,000,000 - 10,999,999	0	1	1	0.16
11,000,000 - 11,999,999	0	0	0	0
12,000,000 - 12,999,999	0	0	0	0

13,000,000 - 13,999,999	0	0	0	0
14,000,000 - 14,999,999	0	0	0	0
15,000,000 - 15,999,999	0	1	1	0.16
16,000,000 - 16,999,999	0	0	0	0
17,000,000 - 17,999,999	0	0	0	0
18,000,000 - 18,999,999	0	0	0	0
19,000,000 - 19,999,999	0	0	0	0
20,000,000 - 20,999,999	0	1	1	0.16
Total	97	498	595	100

Table 16

Have you ever experienced being discriminated by your colleagues in school because of: (multiple answers)

Experience of Discrimination	Male	Female	Total	%
I have never experienced discrimination by my colleagues/None	76	446	522	83.92
Religion	0	22	22	3.54
Individual differences	1	20	21	3.38
Sex and/or gender	10	9	19	3.05
Disability and/or health status	1	8	9	1.45
Being a new hire or the newest teacher	0	5	5	0.80
Being non-conformist with the group's lifestyle	0	4	4	0.64
Debts and/or financial stability	0	4	4	0.64
Being single	0	2	2	0.32
Lack of skills (e.g. ICT)	1	1	2	0.32
Position	0	2	2	0.32
Being a member of an Indigenous Peoples (IP) group	1	0	1	0.16
Being a Senior Citizen	0	1	1	0.16
Being younger	0	1	1	0.16
No Answer	7	0	7	1.13
Total	97	525	622	100

Bionote

Praksis A. Miranda is an associate professor of social science education at the Faculty of Behavioral and Social Sciences and a fellow at the Research Management Office of Philippine Normal University. He was formerly Gender Office Director and Secretary of WSAP. His research interests are gender, flourishing, and interdisciplinary studies.

Teresita T. Rungduin is a Professor of Developmental and Clinical Psychology and the Vice President for Research, Extension, and Quality Assurance of the Philippine Normal University. Her areas of research include women and community engagement such as topics on parental involvement, forgiveness, and emotions from a collectivist perspective.

Edna Luz R. Abulon, Full Professor VI at the Philippine Normal University, holds Master's and Doctoral degrees in Psychology from UP Diliman and a Master's in Educational Measurement and Evaluation from PNU. She previously served as a Clinical Psychologist and HR Officer. Her research focuses on Psychology and Teacher Education.

Allen A. Espinosa is a Professor of Science Education at the College of Advanced Studies and a Research Fellow at the Educational Policy Research and Development Office of the Philippine Normal University. His research focuses on educational policy, teacher education, and social justice.

Adelyne M. Costelo Abrea holds a Professor VI rank and is currently the Executive Director and Provost of PNU Mindanao. Her research interests are on language, literature, peace and conflict resolution and multicultural education.

Mariane Kennth S. Laganas is a Teacher I at San Juan National High School in Kalayaan, Laguna. She was a Technical Assistant at EPRDC previously. She holds a BS in Information Technology Education and is a unit earner in both MA in Educational Technology and MA in Educational Management.

Shamelle Marie Saluna is a Guidance Associate at Far Eastern University, providing support to first- and second-year students from the Institute of Architecture and Fine Arts (IARFA). She is also a graduate of the Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program from Philippine Normal University.

Lorephil P. Carloman is a Licensed Professional Teacher and serves as an Administrative Aide VI at the Research Management Office. She formerly worked as a Technical Assistant at the Educational Policy Research and Development Center.

Maria Luz V. Rantael, Administrative Officer III from the Procurement Management Unit, holds a Master's degree in Management from the Technological University of the Philippines. She is formerly an Administrative Assistant II at the Educational Policy Research and Development Center.