

A Qualitative Cross-Sectional Study on Gender Issues in the Schools Division of Marikina: Basis for GAD Policy Recommendations

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Abstract This study aims to analyze the gender issues in selected public schools in Marikina based on the experiences of various stakeholders to serve as basis for GAD policy recommendations toward contextualizing Gender-Responsive Basic Education (GRBE) policy. This study employed a qualitative cross-sectional research design and used focus group discussion (FGD) to capture the experiences and practices among students, teachers, and parents, and utilized the stakeholders' analysis framework. Bullying and microaggressions from classmates and teachers were identified. Teachers' gender biases and gender blindness in instruction and inadequate school facility to support a gender-responsive school environment also surfaced. The contextualized GRBE policy of schools in Marikina is recommended to have a

clear communication program on GAD. Committees that promote GAD and deter gender-based violence should be strengthened. Capacity building of teachers, school personnel, and school managers were recommended and to strengthen partnership among education stakeholders to effectively address gender issues.

Keywords: gender issues, gender analysis, school gender policy

Introduction

The Philippines is a signatory to almost all international agreements and covenants that promote gender equality. However, despite robust implementations of GAD-related policies, gender issues in the country persist. In the education sphere, while it is said that education is the greatest equalizer, it can also impede gender equality due to gender biases and discrimination arising from cultural practices, institutional policies, and economic reasons (Patel20, 2019). For example, one in four girls between ages 15 and 19 was found to be unemployed nor has undergone training compared to one in 10 boys (UNICEF, 2020). Unlike this kind of global trend, however, boys were found to be lagging behind girls in terms of educational outcomes in the Philippines. In the study of Alegado et al. (2020), the disparity in terms of schooling and cognitive functioning was found to be more favorable to girls than boys; the same pattern of gender disparity in primary education exists as earlier examined by Fontanos and Ocampo (2019), Paqueo and Orbeta (2019), and San Buenaventura (2019).

This gender gap in education proves to be disadvantages for boys for various reasons, such as a lack of interest and low educational attainment among parents (Albert & Raymundo, 2016). Moreover, the pressure

for boys to earn to help their families compared to girls, especially in agricultural settings, was demonstrated in the enrollment rate data of the Annual Poverty Indicators Survey (APIS) 2017, where the education gap between girls and boys was found to be smaller as household income increases (Paqueo & Orbeta, 2019). In addition, the study by United Nations Girls Education Initiative (UNGEI, n.d.) cited the following reasons:

1. Families play a central role in children's educational achievement.
2. Poor-income families tend to withdraw boys from school because they seem unresponsive to learning and because boys have more diverse work opportunities than girls.
3. The nature of the school environment is not gender neutral, and stereotypes (and gender bias) impede boys' potential and achievement.

In addition to the gender gap in school outcomes, school violence, like gender-based bullying, has surfaced as a crucial issue in Philippine education in recent years which led to enacting the 2013 Anti-Bullying Act that condemns any act that humiliates or excludes a person based on perceived or actual sexual orientation and gender identity. Furthermore, to specifically address gender issues in schools, the Department of Education issued the Gender-Responsive Basic Education (GRBE) Policy or DepEd Order No. 32, s. 2017 (Department of Education, 2017).

Despite these policies, much is still to be done in mainstreaming gender in education. UNESCO, in its 2018 Global Education Monitoring Report Gender Review, highlighted the low adoption of this policy in schools due to a lack of communication and a weak monitoring framework (UNESCO, 2018). With prevalent gender issues, education duty bearers were challenged to mainstream gender equality

in the country's curriculum and learning materials (eNet Philippines, 2023). The Philippine Commission on Women (PCW) has identified the prevalence of gender biases and stereotypes embedded in the curricula and learning materials, especially in basic education (Philippine Commission on Women, n.d.).

These observations were not different from what have already been found in the study of the Women and Gender Institute (WAGI) of Miriam College in 2004. WAGI (2004) clearly articulated that gender biases existed in teaching and learning materials and teachers' classroom strategies and language. After almost two decades, gender mainstreaming in the curriculum remains weak. Galamgam et al. (2021) analyzed the implementation of the GRBE and found, through a survey of secondary teachers from the Urdaneta City Division, that only two out of five areas of this policy were being fully implemented. These policies are about the learners' development and learning delivery. The learning environment areas, learning resources, and assessment were only found to be moderately implemented.

Interestingly, the study of WAGI (2004) has only examined school-based gender issues from the lens of male and female binaries. After almost two decades of their study, the issues confronting gender were viewed from the broader spectrum of gender (i.e., LGBTQIA+). Moreover, the study of Galamgam et al. (2021) only analyzed the GRBE policy's implementation level but lacked exemplifications of the current gender issues in schools.

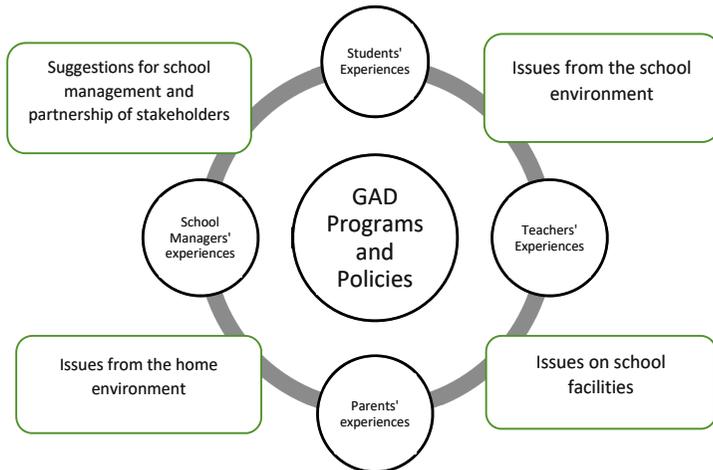
Against this background, there is a need for research that fleshes out more inclusive gender issues, not only from teachers but also from students, parents, and administrators. Thus, this research focuses on the gender issues experienced within Marikina's Schools Division Office (SDO). Specifically, it identified the gender-related issues, needs, and experiences

of students, teachers, parents, and administrators to provide policy suggestions to address gender-related issues within the school context. The policy recommendations could serve as bases for their contextualized GRBE policy.

Below is the framework of this study using the stakeholders' analysis framework. Issues were identified from the experiences of education stakeholders (i.e., students, teachers, parents, and school managers) and were used as bases for contextualizing the GRBE policy suitable to the context of the SDO Marikina.

Figure 1

SDO Marikina's GAD Stakeholder Analysis Framework



Methodology

The study employed a qualitative cross-sectional research design. Qualitative research design is an inquiry process of deep understanding of social reality based on establishing a complex, holistic picture, embodied in words, documenting the detailed views of participants, which is conducted in

a natural setting (Creswell, 2013). Moreover, qualitative researchers take an interpretive and naturalistic approach, attempting to make sense of or interpret human behavior, themes, and motivations regarding the meanings people assign to them.

Participants of the Study

This study employed convenience sampling in selecting participants in the Division of Marikina. There were 20 teachers, six parents, and 14 students who participated in the focus group discussions. The interview questions were subjected to face and content validations. The following were the guide questions: 1) What gender issues do you usually encounter? 2) Who is involved? 3) What support do you get from the administration? 4) What do you think should be done? And lastly, 5) Any recommendations you would like to offer?

The participants were junior high school students and most were officers of various student organizations. The teacher participants were majority female, with 5-20 years of teaching experience.

The parent participants were majority female and with an age range of 30-50 years old. The majority were officers of the School Parent-Teacher Association (SPTA).

Informed consent was secured from the participants. Written parental consent was necessary for the student participants because all the students were below legal age. During the FGD, the interviewers used audio recorders to capture all the participants' responses.

Data Collection

The researchers sought permission from the School Division Superintendent in Marikina in September 2019. In October 2019, after permission was granted, the researchers went to the selected schools and coordinated with the principals to identify the participants. The SDO Marikina was selected as the research locale, being an extension partner of the implementing university. Before the FGD, the researchers sought permission to SDO Marikina thru school heads, a series of planning meetings were held to plan for the actual FGD, where questions and protocols were discussed. On the actual day of FGD, participants were categorized into the following: teacher, school head, parent, and student. Forty participants participated in the FGD from various public schools in SDO Marikina. The FGDs were conducted in one of the public schools of SDO Marikina in November 2019. The FGD lasted for almost 4 hours, with multiple breaks in between. The participants were informed of the purpose of the study and protocols for data privacy and storage.

Data Analysis

After the data gathering, the researchers transcribed the recordings of the FGD and employed the thematic analysis to generate the common themes. Finally, the six-step process in the thematic analysis as suggested by Braun and Clarke (2006) was followed:

Step 1: Familiarizing Oneself with the Data. The researchers repeatedly read the transcripts to familiarize them with the data.

Step 2: Generating Initial Codes. Codes were generated at this stage, and an audit trail of the data was started (Nowell et al., 2017)

Step 3: Searching for Themes. Coded data were extracted

from the transcripts. At this stage, the researchers constructed themes directly emerging from the data. Thematic maps were also used to illustrate cross-connections between concepts and among main themes and sub-themes. Themes not emerging directly from the data were constructed by analyzing the codes and combining, comparing, and mapping how the codes are related to one another. Thematic maps help illustrate cross-connections between concepts and among main themes and subthemes (Braun & Clarke, 2006).

Step 4: Reviewing Themes. This phase is a two-level analytical process. In the first level, coded data were scrutinized and positioned in each theme to ensure they were properly fitted to each theme. Then the relevant codes were reviewed. The researchers then looked for any commonality and coherence in the data between themes; distinct themes were separated. Next, extracted data were sorted, and the codes of each field were modified to reflect the captured codes. The second level applied similar questions to the themes to find relationships with the entire data set. Finally, data sets were examined to make them meaningful and see if the thematic map accurately represented the entire body of data. The thematic map demonstrated the themes' interrelationship and the construct's representation.

Step 5: Defining and Naming Themes. When the thematic map had been refined, the researchers created a definition and narrative description of the themes and elaborated their importance to study.

Step 6: Producing the Report. The final step included writing the final analysis and describing the findings. The writing process elements were initiated through note-taking, describing the themes, and selecting representative data extracted from the previous steps.

The researchers observed the confidentiality of participants' data throughout the analysis process.

Findings

This section discusses the results of the FGDs with students, parents, teachers, and school administrators on their perceived gender-related issues. The codes generated from the FGDs produced four major themes: 1) issues emanating from students, teachers, and parents; 2) issues on facilities; 3) issues emanating from the home environment; and 4) suggestions for school management and partnership of stakeholders.

Table 1

Sample Responses, Categories, and Themes generated

Sample responses	Categories	Themes	Description of Themes
“Some teachers were asking if the student is a gay, and trying to force the student to admit that his is gay” - S11	Gender predispositions	Issues emanating from teachers, students, and parents	This theme refers to issues and concerns among teachers, students, and parents on how respective stakeholders perceive their experiences on sexual orientation, gender identity, and expression and how this affects their social interaction and engagement.
“One parent reported that her child was “touched” by a volunteer staff” - P5	Sexual Issues		
“I arrange my students in such a way that if there is a boyish girl, I will assign two boys in between her...if the student is a little gay, he will be assigned a seat in between two girls...” - T7	Classroom Management		

<p>“The building has one female CR on the 2nd floor and the male CR on the 3rd floor. There must be a CR for boys and girls on every floor...” - P11</p>	<p>Infrastructure</p>	<p>Issues on facilities</p>	<p>This theme refers to observations of stakeholders on facilities and other infrastructures in the school that may hinder or alarming to facilitate safe spaces for learners</p>
<p>“One student was really very soft, all his peers are girls, very feminine but when we visited him at home, his voice was very masculine. He fears his mother, he doesn’t want to open his gender preferences for fear of punishment ...” - T9</p>	<p>Subjugation Dissonance</p>	<p>Issues emanating from home environment</p>	<p>This theme refers to various issues rooting from the family background, social environment, expectations of society and wellbeing of students</p>
<p>“One of our classmates, he is a gay but needs to project being a man because he fears his parents...there is a lot of expectations from him.” - S6</p>	<p>Parental Involvement</p>		
<p>“Like one student, a child of my friend, committed suicide by drinking silver cleaning....because he was being molested by her father...” - P8</p>	<p>Sexual Issues</p>		
<p>“Due to bullying, one student attempted to commit suicide...” - P6</p>	<p>Bullying</p>		

<p>“When one student started to share, we could not stop him. We let him share, give advice, if they have problems, they will easily consult us to seek advice. In this way, we remove the hesitancy of students to share. They are not repressed, we let them talk.” - T9</p>	<p>Teachers’ Role</p>	<p>Suggestions from school management and partnership stakeholders</p>	<p>This theme refers to various recommendations of stakeholders to uphold human rights through gender equity on various academic and community programs</p>
<p>“There must be a separate GAD office” - T2</p> <p>“No other personnel will handle gender issues. It is hard on our part to investigate” - T1</p>	<p>Gender Predispositions</p>		
<p>“Young children must be fetched by their parents in order to secure their safetyif there is no parent to fetch the child, parent-volunteers will assist the child to go home...” - P6</p>	<p>Parental Involvement</p>		
<p>“The role of <i>tanods</i> is very important because they serve as support to avoid accidents outside the school...they’re the one to respond if there are rambles...” - P12</p>	<p>Community Partnership</p>		

“Partnership between parents and school, the adviser is very crucial, we need to do follow-up with their cases...constant communication with parents.” - T5	Parent-teacher Involvement
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“Student showed boy-characters but later in high school, he manifested his gay characters but get teased...there is a need to show proper way to respect other people in terms of sexuality”- P5	Curriculum Aspect
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Issues emanating from the school environment (students, teachers, and school personnel)

Gender-based bullying is common among students, often caused by their classmates or peers. As one student FGD participant stated, “*He is not gay, but his actuation is feminine. As a result, he is ridiculed by his peers*”- S2. Such cases of bullying are also known to parents, as what was related by P5 in Table 1. Some FGD participants also reported incidents of sexual abuse, molestation, and exhibitionism that happened to students. Students and school personnel commit these serious gender-based offenses and violations. As P5 shared, “*One parent reported that her child was ‘touched’ by a volunteer staff.*”

Teachers also perpetuate gender-based issues often directed at students. As a result, students view them as microaggressors and gender biased. An FGD participant (S11) gave an example of microaggression from teachers,

stating, *“Some teachers were asking if the student is gay and trying to force the student to admit that he is gay.”* While on gender biases, S12 shared, *“We are asking our teachers why is it that we are tasked to clean... how about the girls? The girls need to help in cleaning too”*.

Teachers’ responses, though not directly mentioned by the teachers as gender issues, were coded as their perspectives and biases influence their learning delivery. These are classroom management reaction formation and gender-biased instruction. For example, in classroom management, one teacher described the sitting arrangements for students exhibiting gender expressions different from the sex assigned at birth, saying that *“I arrange my students in such a way that if there is a boyish girl, I will assign two boys in between her...if the student is a little gay, he will be assigned a seat in between two girls”* – T7.

Some other forms of gender issues emanating from teachers were their blindness to gender issues and gender issues being diminished as a relational query. As FGD respondent T1 shared, *“I have not experienced gender biases or issues because I am handling grade 3 pupils...they are still young”*, and *“I have noticed that one of my boy-students has a soft voice and was teased as a gay.... but I corrected them at once, that they need to avoid such teasing about gender... although I did not give much discussion about it, and we just proceeded with the lesson in order to not offend the student”*. The researchers also noticed some gender issues reinforced by the false acceptance of teachers due to their insensitivity, as one participant said, *“That one male student who danced, the perception of other teachers is “he is a gay” but I immediately explained that maybe the student is talented”* - T8.

The practice of gender-biased instructions is related to roles, as T5 described, *“Students were raising questions like why is it that boys are usually assigned to clean those*

that are very difficult...girls must also do the same job... there is an expectation that girls must maintain cleanliness/orderliness”.

One teacher, however, viewed gender issues as a force to scaffold for social expression and inclusivity, sharing that *“There are students who do not want to express their gender preferences and maintain their stature as manly; they are hesitant to express themselves, but if we sensed that the boy is a gay. We encourage him to open up. We showed that we were friends so they would trust and understand us. For them to be more open... share their problems”* - T9.

Issues on school facilities

The lack of school infrastructure was a gender issue identified by parents. One parent complained, *“The building has one CR for girls on one floor and the CR for boys is located on the 3rd floor...a need to have a separate CR for boys and girls on every floor”*- P11. The absence of comfort rooms for LGBTQIA+ students was an apparent gender issue in the facilities in the public school system. In addition, poor lighting conditions of buildings and dark and secluded spaces were also identified as a problem in infrastructure related to gender, as these are places where gender violence could occur.

Issues Emanating from the Home Environment

The gender issues within the family revolve around the suppression of gender expression, which emanates from fear and expectation of parents for the student to grow up based on society’s gender expectations. These issues result in subjugation dissonance among students, who behave differently at school and at home. For example, one student narrated, *“One student was very soft, his peers are girls, very feminine, but when we visited him at home, his voice was very*

masculine. He fears his mother and does not want to open his gender preferences for fear of punishment” - T9. One student participant also related the lack of parental support and fear from parents among students in the LGBTQ spectrum, stating, “One of our classmates, he is gay but needs to project being a man because he fears his parents...there are many expectations from him” - S6.

In a predominantly Catholic country, subjugation dissonance is conflated with paralysis due to cultural conformity, mainly due to the family’s religious beliefs. Religion is one of the most influential factors in shaping culture and one’s gender identity.

Suggestions from School Management and Partnership Stakeholders

All education stakeholders should help address gender issues and ensure safe school spaces. The various FGD groups in SDO Marikina were optimistic about how the schools addressed gender-based issues. The teachers acknowledged the institutional support for GAD and even acted as para-counselors to students who encountered gender crises. One teacher shared, *“When one student started to open up, we cannot stop him. We let him share and give advice; if they have problems, they will easily come to us to seek advice. In this way, we remove the hesitancy of students to share. They are not repressed; we let them talk” - T9.* They also recognized GAD being embedded in the curriculum, including the five percent mandated budget allocation for all GAD programs. Despite this positive feedback, the teacher participants have pointed out the absence of gender communications and management programs. The teacher participant (T1) said, *“No other personnel who will handle gender issues...it is hard on our part to investigate”*, while another FGD teacher participant (T2) saw the need for a separate GAD office.

The need to build partnerships among education stakeholders to address gender-related issues in schools was a common theme in this research. Parents themselves have identified the importance of their involvement in the safety of their children, especially in avoiding gender-related harm after school. As one parent suggested, *“Children must be fetched by their parents to secure their safety; if there is no parent to fetch the child, parent-volunteers will assist the child in going home”* - P6. Moreover, the role of parents in teaching gender-inclusive behaviors was identified. One parent underscored, *“Parents must be aware of gender issues, talk to their children, teach them how to work and cooperate with others”* - P6.

The partnership with parents and teachers should also be sustained through the School Parent-Teacher Association (SPTA). A teacher-participant suggested, *“Partnership between parents and school, the adviser is very crucial, we need to do follow-up with their cases...constant communication with parents.”* - T5. Aside from teachers and parents, the larger community and *barangays* were also important partners. For example, one parent shared, *“There are cases where a student is molested or catch called, the barangay tanods are of great help”* - P13.

The FGD participants, especially the parents, and teachers, have suggested programs to beef up GAD implementation in schools and within the *barangays*. One parent suggested a parenting seminar to learn various interventions to address gender issues. A teacher participant suggested a values clarification program, saying that the *“GAD project is important in addressing issues related to gender like bullying and violence. They need to understand various gender orientations. Teachers should know and practice the values and principles of GAD...promote GAD in all school activitiesteachers should understand students' gender preference”* - T1.

Discussion

On Issues from Students, Teachers, and Parents

Education stakeholders in SDO Marikina have raised various gender-related issues along these areas of curriculum, instruction, assessment, planning, and finance. Gender issues caused by students, teachers, and school personnel points to the need for intensifying the gender responsiveness of SDO Marikina to eliminate gender-based violence and discrimination in the school environment. Microaggressions result in hostile and unwelcome classroom environments (Solorzano, Ceja, & Yosso, 2000 as cited by Lee, Collins, Harwood, et al., 2020) Gender-based bullying and microaggressions among students need particular solutions like empowering students and putting in place a reporting mechanism to inform school authorities. This can only be done when students are aware and trust the authorities and if there is a clear communication process and protocol on handling these kinds of issues.

Issues emanating from teachers were found to be of two layers. The top layer were obvious issues like their microaggressions to students and their gender biases. Underneath this layer are their blindness to gender issues that could potentially reinforce gender-biased instruction, like gender-based seating arrangements as classroom management strategies. Despite such issues, the attempt to mainstream gender in schools over the years can be said to have borne fruits. The study of Women and Gender Institute (WAGI) found gender-stereotyped tasking of teachers, where outside classroom tasks like weeding, building fences, carrying waters were given to boys while sweeping the floor and wiping the furniture were assigned to girls (WAGI, 2004). In this research, teachers are the ones who correct these notions of students on gender-stereotyped school chores assignments. Moreover, teachers' understanding of their roles in ensuring

children are able to disclose with them their feelings and even act as para-counselors indicates their openness to trainings on GAD.

On Issues on Facilities

The GRBE calls for all DepEd units to ensure a gender-responsive physical and social learning environment. The challenges on infrastructure, like inadequate restrooms, sanitary materials, privacy and menstrual hygiene facility, and secluded areas, need to be improved for better access to facilities regardless of gender and to ensure safety among students. Schools with adequate infrastructure and a safe learning environment promote inclusive education of good quality (UNESCO, 2020). The present study supports the findings of Galamlam et al. (2021) as it identified the need to improve school facilities for a more gender-responsive school environment and capacity building of teachers, school personnel, and even school managers.

Issues Emanating from the Home Environment

This research highlights gender-based violence and discrimination among students happening in their homes. In the WAGI study, teachers were adamant about interfering in family matters for fear of parents' retaliation (WAGI, 2014). The home environment must be a safe space for children and an environment that shields children from physical and emotional stress. Suppose a student experiences discrimination from peers and teachers, parents may be able to mitigate some of the negative consequences of discrimination through discussions aimed at helping youth to negotiate a stigmatized identity (Banerjee et al., 2018). The value of partnership among teachers, school management, and parents, as perceived as necessary by all education stakeholders as opposed to the segmented rearing of children a decade ago, is a significant development in GAD in education. Promoting

gender equality begins at home. The parents are the frontliners of change by breaking down gender stereotypes, sharing care work, and educating children about women's rights (UN Women, 2019). By extension, continuing adult education programs must be in place by schools or civil society groups to ensure higher adult literacy among parents.

Furthermore, concealing one's SOGIEC (Sexual Orientation, Gender Identity, Expression, and Commitment) can limit access to emotional and social support. Thus, each strategy comes at a potential cost and risk of long-term distress (Mills-Koonce et al., 2018). Every religion has various orientations about sexual morality, which means different sexual beliefs and practices (McKay & Whitehouse, 2015). With such context, parental acceptance can be a proactive factor for sexual and gender minority youth; psychological control, rejection, and fear of coming out increases psychopathological development risk (Mills-Koonce et al., 2018).

Suggestions for School Management and Partnership of Stakeholders

Inclusive partnerships and collaborations between organizations and stakeholders from different sectors have been effective vehicles for addressing complex and pressing global challenges like gender inequality. With multisectoral collaboration, reform, and change can be accelerated by converging people of varying skills, experiences, know-how, and resources to tackle gender issues (Ellingrud, Krishnan, Madgavkar & Nowski, 2017; ABA, 2017). Coalition building and strategic alliance between and among parent-teacher associations, local government (e.g., *barangay*), teachers, school leaders, private organizations, or nongovernmental organizations are much recognized and needed to help address the gender issues. Implementing gender sensitivity in instruction is vital to prevent gender bullying and sexual

harassment and promotes a high learning level (Nabbuye, 2018). Mechanisms, policies, and funding to support the engagement of stakeholders must be established.

Conclusion and Recommendations

This study aimed to analyze the gender issues in selected public schools in Marikina City based on the experiences of various stakeholders, which served as the basis for GAD policy recommendations toward contextualizing the Gender-Responsive Education (GRBE) policy. The GRBE policy is a blueprint for schools to ensure a gender-responsive education where students are free from discrimination and gender-based violence and harm. However, the GRBE needs to be contextualized to address prevailing gender issues.

Through a stakeholders' analysis, this research concludes that gender issues in SDO Marikina occur, such as bullying and microaggressions from classmates and teachers. In addition, this research has emerged more complex gender issues beyond the male-female binaries and stereotypes. Thus, teachers' gender biases and blindness to issues that influence their classroom management strategies could reinforce and complicate gender issues rather than address them.

School facilities, like restrooms and lights, need to be improved in SDO Marikina if schools fully comply with the GRBE policy. This research underscores the importance of partnership among education stakeholders, especially the teachers, school managers, and parents, which is essential in ensuring a gender-responsive education.

The contextualized GRBE policy of SDO Marikina should prioritize policies on gender-based bullying and discrimination. It should also provide clear-cut communication programs where students will be aware of gender-based

violations and empower them to report these incidents to school authorities through a clear-cut communication channel. The Committee on Decorum and Investigation (CODI) must also be activated and functional to respond to gender-based violations in schools and deter any school personnel from committing these gender-based violations. This research also recommends intensified capacity building for teachers, school personnel, and school managers on GAD. To address the gender issues of inadequate restrooms and poor lighting, the schools could utilize portions of the GAD budget. The need to strengthen partnerships among education stakeholders to support efforts on gender-responsive-based education is emphasized in this research.

The study has some limitations: firstly, the participants came from the public schools, which are generally not able to represent the context of the private school system; and secondly, the local leaders and NGOs within the community were not included as part of the study. Thus, continuing research on gender issues as experienced by different sectors using various lenses like sustainable development must be the starting point of other researchers.

For future researchers, more extensive coverage of surveys on gender issues as experienced in the school context as well as in-depth interviews among teachers, parents, and students in private schools, should be conducted to ventilate other gender issues which were not captured by the current research.



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