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## EMPIRICAL ANALYSIS ON GENDER AWARENESS OF ELEMENTARY SCHOOL TEACHERS IN THE DISTRICT OF LINGAYEN II

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### ABSTRACT

This study focused on determining the awareness of the elementary school teachers in the District of Lingayen II. It includes the awareness of gender concepts and implementation of the Gender and Development (GAD) laws. The study's respondents covered the public elementary school teachers in the District of Lingayen II. This study employed a quantitative research design, specifically a descriptive-correlational research design, to determine the socio-demographic profile of elementary school teachers in Lingayen II District, explore their level of awareness of gender concepts, and the relationship between teachers' profiles and their level of awareness. Frequency counts, percentages, average weighted mean, spearman rho, and chi-square test, were used to treat the data statistically. The socio-demographic profiles such as age, sex, highest educational attainment, type of family and highest income earner show a significant relationship with their level of awareness regarding gender concepts employing Chi-Square Statistics and Spearman's rho correlation. Results showed that the relationship between awareness of gender concepts and the implementation of GAD laws is highly significant, which reveals crucial implications for achieving gender equality. The substantial and positive relationship suggests to conduct gender concept awareness campaign or training starting with the stakeholders, teachers, DepEd officials, and community leaders, promoting gender-neutral language using inclusive and avoiding gender-specific assumptions as well as comprehensive gender education through integrating gender concepts in the curricula.

**Keywords:** *Gender Awareness, Gender Laws and Concepts, Implementation of GAD Laws and Concepts*

## INTRODUCTION

In many parts of the world, traditional gender norms have contributed to disparities in education, healthcare, employment, and political representation. Globally, gender awareness efforts have been increasingly embedded in international policies and frameworks, such as the United Nations' Sustainable Development Goal 5, which seeks to achieve gender equality and empower all women and girls (United Nations, 2019). In many countries, movements advocating for gender equality have raised awareness about issues such as pay disparity, gender-based violence, and reproductive rights.

As the world continues to globalize, the exchange of ideas and experiences has fostered a greater understanding of gender diversity. Through education, media, social movements, and policy reforms, gender awareness is growing, yet challenges remain in many regions. Efforts to address gender inequality and raise awareness are central to creating a more just and equitable world for people of all genders (Basu & Ramasubramanian, 2021). Gender awareness promotes the understanding that these norms are not biological imperatives but socially constructed, and as such, they can be challenged and transformed.

The conception of gender and development programs in the classroom adheres to the overarching goal of the recalibrated K to 10 under K to 12 program, to produce holistically developed 21st-century learners. It is a fact that raising awareness on gender equality in education among school administrators, curriculum developers, writers, teaching and non-teaching personnel, parents, and students, and involving them in identifying actions on how to realize it, are important steps in gender mainstreaming. Fernandez (2015) emphasizes the importance of incorporating a transformative gender and development program into educational curricula to promote gender equality and ensure the creation of unbiased policies. Such a program would not only challenge existing stereotypes but also provide students with the tools and knowledge necessary to recognize and address gender-based inequalities in society. By integrating gender-sensitive perspectives into the curriculum, educational institutions can contribute to a broader societal shift toward fairness and inclusivity, thereby empowering individuals to advocate for policies that promote equality and social justice. This approach is seen as crucial for long-term, sustainable progress in achieving gender equality. Taylor and Ligozat (2019) cited that schools are the greatest socializing agents and teachers are expected to be the instruments for transformation. Implementing gender stereotype reflections in classrooms empowers students to question misconceptions in school and society. Vaughan and Harris (2020) focus on the importance of teachers understanding the gendered dynamics that occur in classrooms and how this awareness can shift the classroom culture toward greater equity. Their study reveals that teachers who actively engage with their students' gender identities, including those who do not fit traditional gender norms, create an atmosphere of acceptance and inclusivity. The research also points out that when teachers address issues such as gender identity and expression, they provide a model of respect that students are likely to replicate in their social interactions. People belonging to several generations over the years usually enjoy literary content prescribed for children. It is essential to note here that along with the development of the human mind, our understanding about ourselves and society also changes. In this context, it

is essential to upgrade the literary content based on the present social setup or with a futuristic perspective. For example, the typical portrayal of women who are always in need of support from men and a man as someone who helps women presented to be in need has to be reworked as it is not how the world is at present. Research by Kabeer (2020) looks at how gender awareness among policymakers can lead to the creation of more inclusive laws that address gender inequality. Kabeer emphasizes the role of gender mainstreaming—integrating gender considerations into all areas of policy and decision-making processes—as essential to achieving sustainable gender equality. Awareness of how gender interacts with issues such as poverty, education, and health is necessary for developing policies that meet the needs of all genders. Gender development requires the consideration of various aspects tailored to the needs of all the students. In developing countries, one of the main barriers to gender development is early pregnancy which prevents further education, physical growth, and power of decision that leads to more disparities between men and women as cited by Fernandez (2015). The interpretation of religious beliefs is another factor that legitimates inequalities, the school has to understand its meaning and find ways to implement gender development programs in neutral environments.

Gender issues have long been a central focus of social, political, and cultural discussions across the globe. At the heart of these issues lies the understanding of how gender—whether male, female, or non-binary—shapes individuals' identities, experiences, and opportunities in society. Gender awareness involves recognizing and understanding the various ways in which gender influences power dynamics, social roles, and access to resources. It also means challenging the deeply ingrained stereotypes and biases that restrict individuals based on their gender identity. Despite significant progress in recent decades toward gender equality, many gender-related issues persist. These include unequal access to education and employment, the gender pay gap, gender-based violence, and the underrepresentation of women and marginalized gender groups in leadership positions (Javillonar, 2022). Additionally, societal expectations about how men, women, and non-binary individuals should behave, what careers they should pursue, or how they should express themselves often limit personal and professional growth. As gender norms evolve and the recognition of non-binary and gender-diverse identities grows, there is an increasing call for more. Implementing gender awareness requires a comprehensive and multi-faceted approach, involving education, policy changes, community engagement, and institutional reform. The goal is not just to raise awareness but to create lasting change that challenges discriminatory structures and promotes equality for all genders.

Teachers of Lingayen II District admit that there is a need to understand how gender influences their lives, opportunities, and experiences which shape their roles in society. Recognizing the social, cultural, and political dimensions of gender, and how gender-based inequalities manifest in everyday life should be given emphasis. For them, promoting gender awareness is crucial in challenging harmful stereotypes, discrimination, and systemic barriers that limit the potential of individuals based on their gender identity. It also highlights the intersectionality of gender with other aspects of identity, such as race, class, and sexuality, and the compounded effects of these intersections on individuals' experiences of privilege or marginalization.

The conception of gender and development programs in the classroom adheres to the overarching goal of the recalibrated K to 10 under K to 12 program, to produce holistically developed 21st-century learners. It is a fact that raising awareness on gender equality in education among school administrators, curriculum developers, and writers, teaching and non-teaching personnel, parents, and students, and involving them in identifying actions on how to realize it, are important steps in gender mainstreaming.

Against this backdrop, the present study aims to determine the level of gender awareness among elementary school teachers in Lingayen II District. Specifically, it examines teachers' awareness of gender concepts and Gender and Development (GAD) laws, assesses the level of implementation of GAD programs, and determines whether significant relationships exist between teachers' socio-demographic characteristics, gender awareness, and GAD implementation. The findings of this study are expected to provide evidence that may inform the development of professional development programs and strengthen gender mainstreaming initiatives within the Department of Education.

## **METHODS**

This study employed a quantitative research design, specifically a descriptive-correlational research design, to determine the socio-demographic profile of elementary school teachers in Lingayen II District, explore their level of awareness of gender concepts, and explore the relationship between teachers' profiles and their level of awareness. In addition, the relationship between teachers' level of awareness and the level of implementation of GAD laws was also examined.

### **a. Sampling**

The respondents of the study are the elementary teachers selected through stratified random sampling from all the public elementary schools in Lingayen II District. The sample size was computed using Slovin's formula based on the total number of elementary school teachers.

### **b. Data Collection**

The data collection procedures in this study involved using survey questionnaires through Google Forms. The researcher asked for permission from the principals to conduct a study. Approval to conduct the study was obtained from the office of the Public Schools District Supervisor and will access the official list of elementary teachers in Lingayen II District from the teacher in charge of records. The researcher also monitored and supervised the teacher respondents as they supplied their responses to the questionnaires. The researcher made sure of 100% of the retrieval of the completed questionnaires.

The data were analyzed using appropriate descriptive and inferential statistics. Frequency counts and percentages were used to describe the socio-demographic profile of the respondents. Weighted mean was employed to determine the level of awareness of gender concepts and GAD-related laws, as well as the level of implementation of GAD laws, using a five-point Likert scale with corresponding descriptive equivalents. Spearman's rank-order correlation (Spearman's rho)

was used to determine the relationships between ordinal profile variables (age, ordinal position in the family, number of siblings, highest educational attainment, academic rank, monthly family income), the level of awareness of gender concepts, and the level of implementation of GAD laws. The use of Spearman’s rho is appropriate for ordinal data, consistent with the statistical guidance provided by Okoye and Hosseini (2024).

Moreover, the Chi-square test of independence was used to examine the relationships between nominal profile variables (sex, spouse's occupation, highest earner in the family, type of family, home ownership, and type of residential home) and the level of awareness of gender concepts (Schober, Boer & Schwarte, 2018).

## RESULTS AND DISCUSSION

This chapter presents the empirical data gathered from the study, along with its analysis and interpretation to shed light on the research questions. The participants in this study are elementary school teachers in the District of Lingayen II, Lingayen, Pangasinan.

This chapter is divided into four main parts. The first part explores the socio-demographic characteristics of the selected elementary school teachers. Part 2 examines the elementary school teachers' level of awareness regarding gender concepts, and GAD-related laws. The third part delves into the respondents' level of implementation of the aforementioned law. Finally, Part 4 presents the results of the inferential statistical procedures employed to determine the relationships between the respondents' profiles, their level of awareness of GAD Concepts, and GAD-related laws, and their level of implementation of the GAD-related laws.

### Profile of the Elementary School Teachers in the District of Lingayen II

This section describes the demographic characteristics of the respondents of the study. These characteristics include age, sex, highest educational attainment, Family Type, Highest earner in the Family. The data for these socio-demographics is presented in Tables 1a, 1b, 1c, 1d, and 1e.

**Table 1a**

*Profile of the Elementary School Teachers in the District of Lingayen II in terms of Age*

Category	Frequency	Percentage
21- 30 years old	12	9
31-40 years old	20	16
41-50 years old	48	38
51-60 years old	43	34
61 years old and above	4	3

Table 1a shows that the age distribution reveals a concentration within the 41-50-year-old age group, with 48 elementary school teachers (38%) within this category. The next highest age group is 51-60 years old, with 43 elementary school teachers or 34%. The remaining respondents are distributed across the 31 to 40 years old (20 teachers, 16%), 21-30 years old (12 teachers, 9%),

and 61 years old and above (4 teachers, 3%) age groups. The data suggest that most of the elementary school teachers who participated in this study are within the middle age group.

**Table 1b**

*Profile of the Elementary School Teachers in the District of Lingayen II in terms of Sex*

Category	Frequency	Percentage
Male	13	10
Female	114	90

Table 1b reveals a clear gender disparity among the elementary school teachers participants. Females comprise the majority, with 114 participants (90%), compared to 13 males (10%). This finding aligns with research by Headden, Buchmann, and Patrinos (2011) who conducted a multi-country analysis, including the Philippines. Their study suggests that females are more likely to remain in the teaching profession compared to males, particularly in primary education. This trend of females staying in education longer could contribute to this study's higher proportion of female senior citizen teachers.

**Table 1c**

*Profile of the Elementary School Teachers in the District of Lingayen II in terms of Highest Educational Attainment*

Category	Frequency	Percentage
Doctorate Degree	2	2
With doctorate units	17	14
Master's Degree holder	37	31
With Master's Unit	67	55

Table 1c shows the data on the highest educational attainment of elementary school teachers who participated in the study. The majority of the elementary school teachers in this study (67 or 55%) hold master's degree units. Within the group holding a master's degree unit, further breakdown reveals that a portion (37 or 31%) are master's degree holders. Additionally, a smaller group (17 or 14%) have doctorate units while only 2 or 2% completed a doctorate. These figures indicate that while a collegedegree was the primary qualification, some teachers pursued further education for potential career advancement or specialization. The data also shows a limited number of elementary school teachers with Doctoral degrees.

**Table 1d**

*Profile of the Elementary School Teachers in the District of Lingayen II in terms of Family Type*

Category	Frequency	Percentage
Nuclear or Normal Family	101	80
Extended Family	16	13
Solo Parent	6	5
Others	4	4

As reflected in Table 1d most elementary school teachers (101, 80%) have a normal or nuclear family, (16, 13%) have extended family while 6 or 5% are solo parents, and other participants (4, 4%) are not determined. The data imply that elementary teachers value traditional views on the nuclear family has long been seen as a foundation for stability and security. In addition, parents in a nuclear family serve as role models for their children, demonstrating healthy relationships, responsibility, and values.

**Table 1e**

*Profile of the Elementary School Teachers in the District of Lingayen II in terms of Highest Earner in the Family*

Category	Frequency	Percentage
Father	58	46
Mother	69	54

As shown in Table 1a, the data revealed that the wives are the higher earners (69, 54%) compared to the husbands who are 58 or 46% only. In support of this, recent data reveals a significant shift in earnings dynamics within marriages. A growing number of women are now earning the same or more than their husbands, with nearly half of married couples in the US reporting scenario. This represents a dramatic change from the 1960's when only a small percentage of women out-earned their husbands.

**Level of Awareness on Gender Concepts, GAD-related Laws, and the Implementation Among the Elementary School Teachers in Lingayen II District**

This section presents the findings on the level of awareness of elementary school teachers regarding gender concepts and Gender and Development (GAD)-related laws, as well as the level of implementation of GAD-related laws. The results are presented in Tables 2, 3, and 4.

As can be gleaned in Table 2 on the level of awareness on gender concepts, the indicator that states that the wife is faithful to her husband has the highest mean of 4.6 and more than the majority of the elementary school teachers (79) strongly agree of their marital obligation to their spouse. This perception of elementary school teachers is supported by concrete shreds of evidence or indicators included in this study. The respondents strongly agree that sex is socially determined and culturally defined (60, 4.4); agree that gender is what we are born with and refers to physical attributes (64, 4.4), and strongly agree that nurturing and caring are women's roles (59, 4.4).

Based on creating a more inclusive society, elementary school teachers strongly agree (62, 4.3) that employment and education for women are increasing. Moreover, the respondents agree that sex is constant across time (72, 4.3); while women strongly agree of maintaining a good physical appearance to preserve the marital relationship (60, 4.3); and agree that women are career-oriented (65, 4.3).

**Table 2***Level of Awareness on Gender Concepts among the Elementary School Teachers in Lingayen II*

Indicators of Gender Concepts Awareness	Level of Awareness						
	SA	A	N	D	SD	M	DE
1. Sex is socially determined and culturally defined.	60	58	8	1		4.4	A
2. Sex is constant across time, different societies, and cultures.	44	72	11			4.3	A
3. Gender is a social construct.	40	82	5			4.2	A
4. Gender is what we are born with and refers to physical attributes.	58	64	3	1	1	4.4	A
5. The family reinforces gender stereotypes and sex-based discrimination through the gender-insensitive portrayal of women and men.	42	79		5	1	4.2	A
6. Women are weak and emotional.	30	71	19	4	3	3.9	A
7. Nurturing and caring are women's roles.	59	58	8	1	1	4.4	A
8. Women are inferior to men.	23	76	23	1		3.9	A
9. The wife is faithful to her husband.	79	42	5	1		4.6	SA
10. In work opportunities, men are the priority.	30	68	22	3	4	3.7	A
11. The wife stays home and cares for the children, and the husband provides for the family's financial needs.	25	62	25	12	3	3.6	A
12. Men are strong and brave.	50	58	14	5		4.1	A
13. Women maintain a good physical appearance to preserve the marital relationship.	60	52	12	2	1	4.3	A
A14. Men hold higher positions in the workplace.	37	54	26	8	2	3.9	A
15. Women do the household chores.	35	65	21	2	4	3.9	A
16. Men do highly physical and strenuous work.	50	57	17	1	2	4.2	A
17. Men decide for the family.	34	62	22	7	2	3.9	A
18. Women are career-oriented.	48	65	13	1		4.3	A
19. Women are prone to beating and other forms of violence.	36	57	26	5	3	3.9	A
20. Women are regarded as a sex symbol.	27	64	22	11	6	3.8	A
21. Men are more intelligent than women.	24	54	35	10	4	3.6	A
22. Women are deprived of their rights and privileges.	27	64	26	6	4	3.8	A
23. Women's rights and privileges are ignored and taken for granted.	25	66	23	8	5	3.8	A
24. Along with human trafficking and sexual harassment, women are always the victims.	42	63	15	4	3	4.1	A
25. Employment and education for women are increasing.	62	49	12	4		4.3	A
Overall Level of Awareness	4.1 – Agree						

Note: M = Mean; DE=Descriptive Equivalent; Strongly Disagree (SD) (1.00-1.50); Disagree (D) (1.51 – 2.50); Neutral (N) (2.51-3.50); Agree (A)(3.51-4.50); Strongly Agree (SA) (4.51-5.00)

Elementary school teachers also agree that gender is a social construct (82, 4.2); the family reinforces gender stereotypes and sex-based discrimination through the gender-sensitive portrayal of women and men; and men do highly physical and strenuous work (57, 4.2). They also agree that men are strong and brave (58, 4.1); and along with human trafficking and sexual harassment, women are always the victims. The elementary school teachers agree that women are inferior to men (76, 3.9); women are weak and emotional (71, 3.9); men hold higher positions in the workplace (54, 3.9); women do the household chores (65, 3.9); men decide for the family (62, 3.9); and women are prone to beating and other forms of violence (57, 3.9).

The elementary school teachers also agree that women are regarded as sex symbol (64, 3.); women are deprived of their rights and privileges (64, 3.8); and women’s rights and privileges are ignored and taken for granted. Lastly, the elementary school teachers agree that the wife stays home and cares for the children, and the husband provides for the family’s financial needs. Overall, the average weighted mean on the level of awareness of gender concepts is 4.1 which means that elementary school teachers agree with the different indicators based on their awareness of gender concepts.

The following table presents the level of awareness of elementary school teachers on gender concepts based on GAD-related laws. As can be gleaned in Table 3, the elementary school teachers in the District of Lingayen II are all aware on the GAD-related Laws.

**Table 3**

*Level of Awareness on GAD-related Laws among the Elementary School Teachers in Lingayen II*

Indicators of GAD-related Laws Awareness	Level of Awareness						
	SA	A	MA	U	SU	M	DE
1. RA 6725: An Act Strengthening the Prohibition on Discrimination Against Women concerning terms and conditions of employment, amending for the purpose Article 135 of the Labor Code, as amended.	55	65	7			4.4	A
2. RA 10354: An Act Providing for a National Policy on Responsible Parenthood and Reproductive.	48	72	6	1		4.3	A
3. RA 7192: Women in Development and Nation Building Act – An Act promoting the integration of women as full and equal partners of men in development and nation-building and for other purposes.		71	7		1	4.3	A
4. RA 7877: Anti-Sexual Harassment Act of 1995 – An act declaring sexual harassment unlawful in the employment, education, or training environment and for other purposes.	50	69	7		1	4.3	A
5. RA 8972: Solo Parent’s Welfare Act of 2000 - An act providing benefits and privileges to solo parents and their children, appropriating funds therefore, and for other purposes.	48	67	11		1	4.3	A
6. RA No. 9710: An Act Providing for the Magna Carta of Women	50	68	8		1	4.3	A

7. RA No. 9262: Anti-Violence against Women and their Children Act of 2004 – An act defining violence against women and their children, providing for protective measures for victims, prescribing penalties therefore, and for other purposes.	57	63	6	1	4.4	A
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Overall Level of Awareness 4.3 - Aware

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*Note: M = Mean; DE=Descriptive Equivalent; Strongly Unaware (SU) (1.00-1.50); Unaware (U) (1.51 – 2.50); Moderately Aware (MA) (2.51-3.50); Aware (A)(3.51-4.50); Strongly Aware (SA) (4.51-5.00)*

The results show that elementary school teachers in Lingayen II demonstrate a high level of awareness of Gender and Development (GAD)-related laws, with an overall mean of 4.3, interpreted as Aware. This indicates that teachers are generally knowledgeable about the major national policies that protect and promote the rights and welfare of women, children, and vulnerable groups.

Across all seven laws, the mean scores range from 4.3 to 4.4, reflecting consistently high awareness. The highest awareness levels were observed for RA 6725 (Anti-Discrimination Against Women) and RA 9262 (Anti-Violence Against Women and Their Children), both with a mean of 4.4. This suggests that teachers are particularly familiar with laws addressing discrimination and violence—issues that are frequently integrated into school-based GAD programs, child protection policies, and community advocacy efforts.

The remaining laws—RA 10354 (Responsible Parenthood and Reproductive Health Act), RA 7192 (Women in Development and Nation Building Act), RA 7877 (Anti-Sexual Harassment Act), RA 8972 (Solo Parents’ Welfare Act), and RA 9710 (Magna Carta of Women)—all obtained mean scores of 4.3, also interpreted as Aware. These results imply that teachers possess substantial understanding of policies related to reproductive health, gender equality, workplace protection, and welfare benefits.

Overall, the findings indicate that GAD-related orientations, trainings, and policy dissemination efforts within the division appear effective. However, the presence of a few responses in the Moderately Aware and Unaware categories suggests that continuous capacity-building and refresher trainings may still be beneficial to ensure uniform and comprehensive understanding among all teachers.

On the other hand, Table 4 summarized the level of implementation of GAD-related laws among the Elementary School Teachers in the District of Lingayen II.

As can be gleaned in Table 4, the elementary school teachers in Lingayen II District perceived that all the statute laws related to gender and development are highly implemented as included in the study: R.A. 6725: an Act Strengthening the Prohibition on Discrimination Against Women concerning terms and conditions of employment, amending for the purpose Article 135 of the Labor Code, as amended (60, 4.2); RA No. 9262: Anti-Violence against Women and their Children Act of 2004 – an act defining violence against women and their children, providing for protective measures for victims, prescribing penalties therefore, and for other purposes (59, 4.3); RA 7877:

Anti-sexual Harassment Act of 1995 – an act declaring sexual harassment unlawful in the employment, education, or training environment and for other purposes (59, 4.3); RA 9710: Act Providing for the Magna Carta of Women (55, 4.3); RA 10354: An Act Providing for a National Policy on Responsible Parenthood and Reproductive (66, 4.3); RA 7192: Women in Development and Nation Building Act – an act promoting the integration of women as full and equal partners of men in development and nation-building and for other purposes (58 4.3) and RA 8972: Solo Parents Welfare Act of 2000 – an act providing benefits and privileges to solo parents and their children, appropriating funds therefore, and for other purposes (55, 4.2).

**Table 4**

*Level of Implementation on GAD-related Laws among the Elementary School Teachers in Lingayen II*

Implementation of GAD-related Laws Indicators	Level of Implementation							
	VHI	HI	I	MI	NI	M	DE	
1. RA 6725: An Act Strengthening the Prohibition on Discrimination Against Women concerning terms and conditions of employment, amending Article 135 of the Labor Code, as amended.	49	60	18			4.2	HI	
2. RA 10354: An Act Providing for a National Policy on Responsible Parenthood and Reproductive.	47	66	13	1		4.3	HI	
3. RA 7192: Women in Development and Nation Building Act – An Act promoting the integration of women as full and equal partners of men in development and nation-building and for other purposes.	52	58	15	2		4.3	HI	
4. RA 7877: Anti-Sexual Harassment Act of 1995 – An act declaring sexual harassment unlawful in the employment, education, or training environment and for other purposes.	55	54	17		1	4.3	HI	
5. RA 8972: Solo Parent’s Welfare Act of 2000 - An act providing benefits and privileges to solo parents and their children, appropriating funds for other purposes.	55	51	19		2	4.2	HI	
6. RA No. 9710: An Act Providing for the Magna Carta of Women	55	54	16	2		4.3	HI	
7. RA No. 9262: Anti-Violence against Women and their Children Act of 2004 – An act defining violence against women and their children, providing for protective measures for victims, prescribing penalties therefore, and for other purposes.	59	50	17		1	4.3	HI	
Overall Level of Implementation	4.3 - Agree							

*Note: M = Mean; DE=Descriptive Equivalent; Not Implemented (NI) (1.00-1.50); Moderately Implemented (MI) (1.51 – 2.50); Implemented (I) (2.51-3.50); Highly Implemented (HI)3.51-4.50); Very Highly Implemented (VHI) (4.51-5.00)*

## Relationship Between the Demographic Profile of the Elementary School Teachers in the District of Lingayen II and the Level of Awareness on Gender Concepts

Gender concept awareness is crucial for elementary school teachers because it helps them create an inclusive and equitable learning environment for all students. This section explores the relationship between the demographic profile of the elementary school teachers in Lingayen II and their level of awareness of gender concepts and the relationship between the awareness of gender concepts and the implementation of GAD-related laws. By examining factors delimited in this study, potential gaps in awareness will be identified. This information can then be used to propose a plan of action for improving the dissemination of information about gender concepts and the implementation of gender-related laws and ensure all individuals especially the marginalized groups can benefit from its outcome.

Tables 5a,5b,5c, and 5d show the relationship between the socio-demographic profiles and their level of awareness regarding gender concepts employing Chi-Square Statistics and Spearman's rho correlation. These correlations were inferentially tested to determine whether the computed coefficients were significantly different at the 0.05 level. All the indicators considered in the study were specifically tested, however, only the results with significance are presented in the table.

**Table 5a.**

*Relationship Between Sex and Level of Awareness on Gender Concepts*

Gender Concept Indicators	Chi-square Statistics ( $\chi^2$ )	p-value
1. Women are weak and emotional.	.365**	.002
2. Nurturing and caring are women's roles.	.283*	.037
3. Women are inferior to men.	.329**	.008
4. Women maintain a good physical appearance to preserve the marital relationship.	.288*	.033
5. Men are more intelligent than women.	.312*	.015
6. Women are deprived of their rights and privileges.	.315*	.013
7. Women's rights are ignored and taken for granted.	.346*	.010

*Note: \* Significant at 0.05 level ; \*\* Significant at 0.01 level*

The findings revealed a significant association between the teachers' profile in terms of sex and their level of awareness of gender concepts. These include the beliefs that women are weak and emotional ( $\chi^2=0.365$ ,  $p=0.002$ ); that nurturing and caring are women's roles ( $\chi^2=0.283$ ,  $p=0.037$ ); that women are inferior to men ( $\chi^2 =0.329$ ,  $p=0.008$ ); that women maintain a good physical appearance to preserve the marital relationship ( $\chi^2=0.288$ ,  $p=0.033$ ); that men are more intelligent than women ( $\chi^2=0.312$ ,  $p=.015$ ); that women are deprived of their rights and privileges ( $\chi^2 =0.315$ ,  $p=0.013$ ); and that women's rights are ignored and taken for granted ( $\chi^2 =0.346$ ,  $p=0.010$ ).

The results suggest that there is a statistically significant association between being male or female and the belief that women are weak and emotional. This is consistent with the idea that gender stereotypes are prevalent and can influence how people perceive and treat others based on their sex. The findings based on the statistics also suggest that it reinforces the traditional gender roles that confine women to domestic responsibilities and restrict their opportunities in other fields. It can lead to a belief that women are less capable or interested in pursuing careers outside of traditionally feminine roles. In general, the results imply that the significant relationship between sex and gender concept indicators has profound implications for individuals, societies, and research. It is crucial to challenge these stereotypes and promote a more equitable and just world where everyone has the opportunity to reach their full potential, regardless of their gender. This requires a conscious effort to dismantle harmful beliefs, promote gender equality, and conduct research that is sensitive to the complexities of human experience.

**Table 5b.**

*Relationship Between Highest Educational Attainment and Level of Awareness on Gender Concepts*

Gender Concept Indicators	Correlation Coefficient ( $\rho$ )	p-value
1. Men are strong and brave.	.182*	.044
2. Men do highly physical and strenuous work.	.251**	.005

*Note: Significant at 0.05 level ; \*\* Significant at 0.01 level*

Based on the results of the study, the indicators “men are strong and brave” ( $\rho = .182$ ,  $p = .044$ ) and “men do highly physical and strenuous work” ( $\rho = .251$ ,  $p = .005$ ) showed significant relationships with the respondents’ highest educational attainment. These findings indicate that perceptions of traditional male gender roles persist and may vary depending on one’s educational background. Such beliefs can shape educational choices, career paths, and even health-related behaviors. Therefore, it is important to continue challenging traditional gender norms and to promote gender equality in education, employment, and society as a whole.

In this category, the results of the correlations that significantly affect each other are specifically emphasized as sex is socially determined and culturally defined ( $\chi^2 = .364$ ,  $p = .000$ ); gender is what we are born with and refers to physical attributes ( $\chi^2 = .277$ ,  $p = .028$ ); nurturing and caring are women’s roles ( $\chi^2 = .318$ ,  $p = .001$ ); women are inferior to men ( $\chi^2 = .294$ ,  $p = .008$ ); in work opportunities, men are priority ( $\chi^2 = 0.277$ ,  $p = .027$ ); women maintain a good physical appearance to preserve the marital relationship ( $\chi^2 = .305$ ,  $p = .003$ ); and men do highly physical and strenuous work ( $\chi^2 = .283$ ,  $\chi^2 = .019$ ).

**Table 5c.***Relationship Between Type of Family and Level of Awareness on Gender Concepts*

Gender Concept Indicators	Chi-square Statistics ( $\chi^2$ )	p-value
1. Sex is socially determined and culturally defined	.364**	.000
2. Gender is what we are born with and refers to physical attributes	.277*	.028
3. Nurturing and caring are women's roles.	.318**	.001
4. Women are inferior to men.	.294**	.008
5. In work opportunities, men are a priority.	.277*	.027
6. Women maintain a good physical appearance to preserve the marital relationship.	.305**	.003
7. Men do highly physical and strenuous work.	.283**	.019

*Note: Significant at 0.05 level ; \*\* Significant at 0.01 level*

The findings based on the significant differences suggest the importance of an intersectionality framework to understand how multiple social factors, including sex, education, wealth, and rural/urban status, interact to influence health outcomes. This framework acknowledges that these factors are not independent but rather interwoven and mutually reinforcing. In conclusion, the differences in gender roles based on type of family have significant implications for individuals, families, and communities. Understanding these differences is crucial for promoting gender equality, supporting women's health and well-being, and creating more equitable societies.

**Table 5d***Relationship Between Higher Earner in the Family and Level of Awareness on Gender Concepts*

Gender Concept Indicators	Chi-square Statistics ( $\chi^2$ )	p-value
1. Women's rights and privileges are ignored and taken for granted.	.292*	.055
2. Gender is a social construct.	.263*	.012

*Note: Significant at 0.05 level ; \*\* Significant at 0.01 level*

Based on the findings of this analysis the data revealed that the higher earner in the family significantly affects the gender concepts as identified as women's rights and privileges are ignored and taken for granted ( $\chi^2 = .292$ ,  $p = .055$ ); and gender is a social construct ( $\chi^2 = .263$ ,  $p = .012$ ). The results highlight how traditional gender roles, where men are often expected to be the primary breadwinners, can influence societal expectations and legal frameworks. This can lead to situations where women's rights and privileges are taken for granted, even when they are the higher earners. The significant difference between a woman's status as a higher earner and the

continued disregard for her rights and privileges highlights the complex interplay of gender, economics, and societal expectations.

### **Relationship Between the Awareness of Gender Concepts and Implementation of GAD-related Laws**

As reflected in Table 6, shows the relationship between the socio-demographic profiles and their level of awareness regarding gender concepts, utilizing Spearman’s rho correlation est. These correlations were inferentially tested to determine if the computed coefficients were significantly different at the 0.05 level. All indicators included in the study were specifically tested and all the results with significant differences are presented in the table.

**Table 6.**  
*Relationship Between the Awareness on Gender Concepts and the Implementation of GAD-related Laws in the Elementary School Teachers in Lingayen II District*

Variables Correlated	Correlation coefficient ( $\rho$ )	Sig.
Awareness of Gender Concepts vs. Gender-related Laws	.456**	.000

*\*\* Significant at 0.05 level*

The relationship between awareness of gender concepts and the implementation of Gender and Development (GAD) laws is highly significant, and its discussion reveals crucial implications for achieving gender equality. Gender concept awareness is a crucial foundation for the successful implementation of GAD-related laws. Further, these results imply that the effectiveness of GAD-related laws hinges on the awareness of gender concepts within society. When individuals, institutions, and policymakers understand the nuances of gender, including its social construction, the impact of gender stereotypes, and the systematic inequalities rooted in gender, they are better equipped to implement and reinforce GAD laws effectively

### **CONCLUSIONS AND RECOMMENDATIONS**

To enhance gender awareness and strengthen the implementation of Gender and Development (GAD) initiatives, it is recommended that the Department of Education conduct comprehensive gender awareness campaigns and capacity-building programs for key stakeholders, including teachers, DepEd officials, community leaders, and other education partners. Gender-neutral and inclusive language should be consistently promoted in both oral and written communication to eliminate gender bias and foster an inclusive environment. Furthermore, gender concepts should be systematically integrated into the curriculum to promote comprehensive gender education among learners. Public awareness campaigns on Gender and Development should also be intensified through various communication platforms to increase community understanding and participation. In addition, schools and local communities should encourage open and inclusive dialogue on gender-related issues through community forums, traditional media, and social media engagement. Finally, regular monitoring and evaluation of GAD-related trainings, seminars,

and awareness programs should be conducted to assess their effectiveness and identify areas for continuous improvement.

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## **DECLARATION ON THE USE OF AI TOOLS**

This section ensures transparency regarding the use of artificial intelligence tools in the research process. Authors must explicitly state whether AI-assisted tools were utilized at any stage, such as for data analysis, language refinement, or image generation. If AI tools were employed, their specific functions should be mentioned, ensuring that their role is clearly defined. This declaration reassures readers and reviewers that the study maintains originality, accuracy, and adherence to ethical research practices. Regardless of AI assistance, the authors remain fully responsible for the integrity and validity of the research findings.

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