

## Gender Equality Acceptance of the Criminology Students in the Province of Cavite

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DOI: <https://doi.org/10.54476/apjaet/88611>

### Abstract

This study examines the acceptance of gender equality among criminology students in the Province of Cavite, Philippines, and its impact on fostering a diverse and inclusive environment within criminology programs. Conducted in August 2023 across three selected universities out of 13 in Cavite, the research utilized a mixed-methods approach to analyze both quantitative and qualitative data concurrently. It aimed to determine the extent of gender equality acceptance among criminology students and how this acceptance influences their contribution to societal change. Findings revealed a strong acceptance of gender equality, with an overall mean score of 3.56 ("strongly agree"), indicating growing openness and awareness of gender diversity. Despite this, significant challenges persist within educational institutions, reflected by indicator scores ranging from 3.23 to 3.73, and ongoing discrimination continues, although gender equality programs are gradually promoting greater inclusion. The study concludes that high acceptance among students underscores the positive impact of educational and governmental efforts, emphasizing the need for continuous gender and development programs to foster deeper understanding and effectively address persistent gender issues.

*Keywords: Gender Equality Acceptance of Criminology, Gender Equality In Cavite*

### Introduction

Gender equality means that girls and boys, women and men, have comparable opportunities, care, and chances to reach their highest potential while also ensuring respect for human rights and equality. This concept encompasses the promotion of social, cultural, and political advancements and benefits. Gender equality involves society valuing the similarities and differences between men and women and the roles they perform, advocating for equal partnerships in households, communities, and society at large. It does not imply that men and women will become identical but recognizes their equal worth (UNICEF, 2017).

According to GGI Insights (2023), gender equality in education refers to the inclusiveness, adaptability, and empowerment of all students, regardless of gender. This inclusivity in education fosters economic growth by introducing more educated and competent professionals into the workforce, which enhances creativity and productivity. Notably, women's enrollment in higher education has increased, particularly in Asia (Olson-Strom & Rao, 2020). This concept extends beyond gender stereotyping, balance, and neutral language; it also involves understanding how gender-sensitive students are in Cavite. Gender stereotyping, as defined by the UNICEF Regional Office for South Asia (n.d.), involves assigning specific roles, traits, and features based on gender, which can be harmful when it limits an individual's educational, career and personal aspirations.

Furthermore, It is impossible to dispute the recent and explosive global expansion of higher education. Women are enrolling in degree programs at a much higher rate than men, which has resulted in a huge surge in enrollments globally over the past two or three decades. Gender disparities in postsecondary education have almost entirely vanished in terms of attendance rates in most regions. In many emerging and industrialized nations worldwide, as well as in all areas, women actually outnumber men in higher education (Olson-Strom & Rao, 2020).

Moreover, the Province of Cavite came up with a Provincial Ordinance 054 on February 3, 2014 which is entitled “ An Ordinance Prohibiting Conduct of Discrimination Based on Gender, Physical Disability, Sexual Orientation, and Religious Affiliation and Penalizing the Same”.

Hence, Philippines affirms that women's rights are human rights and that it will work harder to uphold its obligations under both domestic and international law to identify, respect, uphold, and advance all of the rights and freedoms that women, particularly those who are marginalized, have in the political, social, economic, and other spheres of life without distinction or discrimination based on factors such as class, age, sex, gender, language, ethnicity, religion, ideology, handicap, education, or status (RA 9710).

The regulations and guidelines were developed by the Philippine Commission on Higher Education under the CHED Memorandum Order No. 1 Series of 2015 to be adhered to on Gender and Development in Universities. Furthermore, the Philippine Constitution upholds this idea of gender equality, to wit; “The State recognizes the role of women in nation building, and shall ensure the fundamental equality before the law of women and men (1987 Philippine Constitution, Article II, Section 14).” The creation of laws regarding anti-discrimination makes women today confident and motivated to finish a criminology course because there are opportunities waiting for them after they finish college.

## **Objectives of the Study**

The purpose of this study was to assess the level of acceptance of gender equality among criminology students in the province of Cavite and to understand how they engaged in societal change. The research sought to offer insights for criminology students and to provide academicians with enhanced knowledge about the law to enrich their teaching.

## **Methodology**

The researcher employed a descriptive survey for this study, utilizing the Sequential Explanatory Methodology. Initially, quantitative data was collected to assess the criminology students' acceptance of gender equality and to identify any gender-based differences in this acceptance. Subsequently, qualitative analysis was conducted to delve deeper into the underlying reasons for these acceptance levels and to explore related issues. Quantitative methods focus on objective measurements and the statistical analysis of data obtained through surveys, polls, and questionnaires, employing computational techniques to analyze existing statistical data. Meanwhile, qualitative research aims to explain the how and why of phenomena, using narrative data to generalize across demographic groups or to illuminate specific phenomena (Babbie, 2010). Given its capacity to provide both breadth and depth of understanding, a mixed-method approach was chosen for this study.

## **Results and Discussion**

### **1. Level of Acceptance of Criminology Students on Gender Equality in the Province of Cavite**

The following are the indicators assessed by the criminology students in the three(3) universities in the Province of Cavite.

**Indicator 1**, *“I believe that men, women, and LGBTQIA+ students in the Criminology Department should be given equal opportunities in academic and extra-curricular activities”* perceived as 3.71, which means Strongly Agree. All three(3) universities perceived this as Strongly agree With University A with 3.64, University B with 3.73 and University C with 3.76. This implies that Criminology students in the three schools perceived that their Department is giving equal opportunities for all genders in academics and extracurricular activities.

For instance, for criminology student organizations, student leaders are not limited to male students but also to all genders. As observed by the researcher from the university, there are female student leaders. Additionally, males and females actively participate in these events on Criminology Week or criminology day.

In an interview conducted to Student A of University A, she mentioned, *“Yes po, samin, I am part of students government student council. Nagkaroon po kami ng Mr. and Ms. CJE. Where in, yun po na medyo diverse nga po yung gender samin nakapagparticipate sila with no gender biased, sa kahit sino po pwedeng magparticipate and yun”*. (Yes, I am part of students government student council. We had Mr.& Ms. CJE, since gender is diverse in our school. They participated without any gender biased so anyone can participate.

In addition with an interview conducted to Student B of University B, he mentioned, *“Ganon din po ma’am, pero depende po kasi sa team nila yun eh. Kung di po kaya nung tao nay un, kung lalaki man or babae, pwede po sagipin ng ibang miyembro, pwedeng saluhin”*.(It depends on the team. If the person cannot do even it is a boy or a girl they can save their teammates.

Furthermore, according to Women Empowerment Project(n.d.) The initiatives pertaining to personal development will encompass building confidence, addressing health concerns, raising awareness of women's potential and capabilities in a variety of fields, and empowering women by increasing their knowledge of their rights and opportunities to exercise those rights at home and in the workplace.

Moreover, a study conducted by Benlliure et al. (2024) suggests that the university community's sensitivity can be raised by using arts-based public pedagogy for gender equality and sexual diversity.

This implies that educational systems may adopt more gender-inclusive curriculums and policies, promoting equality. This can help break down traditional gender roles and empower all children to pursue their interests and talents, regardless of gender. In addition, this can reduce discrimination, leading to a more inclusive society.

**Indicator 2**, *“I support school initiatives against gender-based discrimination (e.g. programs against biased classroom interactions)”*, is perceived as 3.56, which means as Strongly agree. All three universities perceived this as Strongly Agree with University A has 3.51, University B with 3.59 and University C with 3.57. This implies that the criminology students of the three schools perceived that their department supports (initiatives) gender-based anti-discrimination.

For example, in University C, male criminology students wear high heels for a whole day during criminology day; this activity shows support for women’s month, usually held in March. As part of the global observance of International Women's Day, March is designated as National Women's Month.

This implies that criminology students get involved in fighting gender inequality and discrimination. It's about making choices for oneself without being constrained by societal expectations. In this, the act symbolizes autonomy over one's body and appearance.

In an interview conducted to student C of University C, “*Yes ma’am, naappreciate nila yung lakas ng talino ng babae. Yun nga may mga programs din po na nakafocus yung Crim about gender equality. Tsaka yung importance ng mga kababaihan at the same time sa mga kalalakihan*”. (Yes, ma’am, they appreciate it and give it importance. Wherein they understand the strength and intelligence of females. The programs here are focused on gender equality, and the importance of females at the same time male). Based on the statements given, introducing activities or programs related to gender equality may help students appreciate the role of women in the community.

In a similar study conducted, the addition of a gender course to a higher education institution (HEI) was also discovered to present a chance to build a more equitable framework for the men and women who comprise society. (Toraman & Ozen, 2019).

Moreover, Miriam College(n.d), conducts gender fair education (GFE) Programs among other gender-fair pedagogical techniques; the GFE program builds the ability of teachers and school administrators in gender-fair learning, non-sexist language, and feminist research methodology, through incorporating viewpoints, principles, and tactics pertaining to the mainstreaming of gender equality, women's rights, and inclusion in all facets of education. The gender, peace, and security (GPS) program, recognizing the voices of women in conflict situations, is essential to building just and lasting peace.

Furthermore, according to Kollmeyer et.al (2020) Since instructors' attitudes and methods of instruction are recognized to have a significant impact on student's motivation and performance, they are crucial beginning points for the promotion of gender equality in education. Gender equality training is a transformative process with the goal of imparting skills, knowledge, and instruments to help make changes in attitudes and actions. Gender equality promotion is a long-term, ongoing process that necessitates the political will and dedication of all stakeholders in order to establish inclusive communities (UN Women,n.d).

**Indicator 3**, “*I address another person based on their gender preference*”, is perceived as 3.37, which means *Strongly Agree*. The two universities perceived this as Strongly Agree with University A has 3.37 and University B with 3.64. The University C perceived this as Agree with 3.12. But overall, the two universities perceived this as Strongly Agree and one university perceived this as Agree.

This implies that the Criminology students of the two schools perceived that their departments respected the Criminology students based on their gender preferences. In the interview conducted with the criminology department from University A, they stated that they let the students join any activities and give the same opportunities regardless of the gender preference of the students. The impact of Institutional support and programs, such as Gender and Development (GAD), on students' perceptions of being respected and understood, especially in relation to their gender preferences. Institutions that offer GAD programs actively promote an inclusive and respectful learning environment. The absence of Gender and Development (GAD) at University C might indicate a missed opportunity for comprehensive education that includes a thorough understanding of gender concerns. Such programs are more than just academic learning; they also prepare students to interact with the world in a more informed, empathetic, and equitable manner. Hence, the incorporation of the Gender And Development (GAD) initiative can significantly enrich criminology students' educational experiences, making it worthwhile.

In University A, uniforms are considered gender-neutral. The students are not restricted to wearing skirts. They are given a preference to choose the uniform they want to wear. E.g., female students can wear

black slacks if they wish to wear them, and male students who want to wear green slacks can also wear them.

The study by Booneiam (2019) found that every student should have an equal dress code, regardless of their age, community, and sex. Such practice would result in a school environment that is more welcoming and free of discrimination.

**Indicator 4**, “*I respect the members of the LGBTQIA+ and their beliefs or practices(e.g. cross-dressing, hair-cut.etc.)*”, as perceived as 3.61, which means Strongly Agree. All three universities perceived this as Strongly Agree, with University A 3.50, University B 3.68, and University C 3.66.

As to the study conducted by Sailes(2017, the impact of multicultural education courses on pre-service teachers' attitudes and views toward diversity is not conclusively supported by research, but it is undeniably true that ethnically, racially, culturally, socially, and linguistically varied students are attending American schools. Their research seeks to advance our understanding of how to use reflective techniques to help students become professionals who are inclusive and sensitive to cultural differences.

This implies that the Criminology students of the three schools perceived that their Department respects the members of LGBTQIA+ and their beliefs or practices. In an interview conducted with Respondent 3, he mentioned that a gay criminology student is respected by his classmates inside the classroom by treating him the same way as the other students. Gay students join the other students, and they socialize with them like other students (personal communication, August 2023).

In addition, according to queer theory, the core objective of queer theory is to question binary classifications in the hopes that doing so will put an end to differences and inequality because there is no such thing as a stable normal—just fluctuating criteria that individuals may or may not meet. (LibGuides,n.d.).

**Indicator 5**, “*I support initiatives to increase representations of women and members of LGBTQIA+ in leadership roles within the criminology Department*”, is perceived as 3.63, which means Strongly Agree. All three universities perceived this as Strongly Agree with University A has 3.54, University b 3.65 and University c 3.71.

This implies that criminology students of the three schools perceived their Departments give opportunities to women and members LGBTQIA+ in leadership roles. For instance, in University C, the criminology student organization is headed by a female. She was the first female president of the criminology student organization and she had a lot of projects and programs during her time—members of LGBTQIA+ who were also an officer of the criminology student organization.

In an interview conducted with Student A from University A, if there have been any initiatives, events or activities focused on promoting equality within the criminology programs, she stated that “*Yes, po, samin, I am part of the government student council*”. (Yes, we have; I am part of the government student council).

In a research conducted by Canas et.al (2019), Males consistently outnumber women in senior roles within university management. The issue being looked into is that discrimination and obstacles to progression in the employment process as well as the job are the main causes of the gender gap. Bias against women in higher education is more likely when there is a lower proportion of female leaders in this sector.

In addition, according to Novotney (2023), although women hold leadership positions in only 10% of Fortune 500 businesses, several studies undertaken over the years have proved the favorable effects of women executives on productivity, teamwork, corporate dedication, and fairness.

**Indicator 6,** “I believe that all genders are capable of enduring physical activities in the Criminology Department”, is perceived as 3.63, which means Strongly Agree. All three universities perceived this as Strongly Agree, with University A has 3.58, University B at 3.64 and University C at 3.67.

This implies that the Criminology students of the three schools perceived that all genders are capable of enduring the hardship of physical activities in the Criminology Department, for instance, before the flag ceremony of the criminology students from University C, where they have physical exercise. All criminology students joined the exercise without any complaints if they were female, male or a member of LGBTQIA+. They do the same set of exercises from the start of the activity until they finish.

In an interviews conducted to student E from University C he said, “*Hindi po lahat ng nagagawa ng lalaki is hindi kaya ng babae. Then, marami na din pong napatunayan na hindi nadedetermine sa kasarian and mga hindi at kaya mong gawin*”. (Not all the things that men can do doesn’t mean women cannot. Then, there are many that doesn’t determine the gender of a person based from a person can do). This indicates that they don’t judge the person’s capabilities based from the gender.

Furthermore, according to Le Mat et al. (2023), for the first time, a study reveals that as trail running distance grows, the difference between men and women gets less, indicating that women have higher endurance. The top male performers still outperform the top female performers, even as women's performance differences with males narrow with increasing racial distance.

**Indicator 7,** “I support the inclusion of gender equality topics within the BS Criminology Curricula”, is perceived as 3.50, which means Strongly Agree. All three universities perceived this as Strongly Agree, with University A 3.52, University B 3.69, and University C 3.70.

This implies that Criminology students of the three schools perceived that their Department needs to include gender equality topics within their curricula. For instance, criminology students have a subject that talks about the different genders and gender equality. This subject is taught to first-year criminology students.

In an interview conducted with Student C of University C, he mentioned, “*So far, we have a subject that is promoting gender awareness. So there’s no need to educate people because the subject gender awareness*”.

Furthermore, according to Condrón et al. (2023), Universities may have to contribute significantly to the advancement of gender equality, diversity, and inclusivity in the community at large in order to be successful in the context of higher education. Experts contend that reform needs to begin on the first day of the student's academic career in order to address and end the gender gap in higher education. Furthermore, higher education institutions (HEIs) can effectively advance gender equality, diversity, and inclusion in the higher education environment as well as in society at large, despite the fact that universities are still both gendered and gendering organizations. In addition, higher education institutes can be powerful agents for promoting gender equality, diversity, and inclusion not only in the higher education context but also in society as a whole. To address and overcome gender inequality in the higher education environment, experts posit that change needs to occur from day 1 of the student's academic experience.

**Indicator 8,** “I actively participate in programs like seminars, workshops, open discussions, and dialogues that encourage gender equality”, is perceived as 3.33, which means Strongly Agree. All three universities perceived this as Strongly Agree, with University A has 3.26, University B at 3.44 and University C at 3.30.

This implies that Criminology students of the three universities perceived that their Department let the students participate in programs and seminars about gender equality in their respective universities. For

instance, the universities conduct seminars and workshops regarding gender equality with the participation of the students, teaching staff and non-teaching staff of the universities.

In an interview conducted to Student B from university B, he mentioned, “*Bilang law enforcer po kailngan po naming maano yung mga ganong program po para mas maging aware pa po kami sa lahat ng nangyayari po, lalo nap o saming mga criminology po. Para wala pong nangyayaring discrimination, di lang po sa gender pati rin po sa iba pang ano pa po*”. (As a future law enforcer we need those kind of programs to be more aware what is happening specially in criminology so discrimination will not happen. It is not just gender but also other things).

The phrase "cognitive behavioural theory" refers to the idea that an individual's thoughts influence their behavior. The self-concepts that individuals form on their own have a direct influence on their conduct. The ideas could originate from internal or external, favorable or negative sources (Brown, 2019). The criminology students have seminars and different programs about gender equality as mandated by the government's gender and development programs. This program of awareness will help the students adapt to the existence of varying genders that our society has. The manner in which a person acts or shows oneself hinges on how their state of mind has developed with time, starting while they were young.

Furthermore, about Tarlac State University's Gender and Development (GAD) (n.d.), TSU-GAD hosts gender-responsive seminars and workshops for all university stakeholders. Through these exercises, participants are encouraged to analyze their own attitudes, beliefs, and behaviors as well as to develop empathy for both themselves and the other sex. They also hope to foster understanding and open-mindedness among the participants.

**Indicator 9**, “*I believe that gender should not be a determining factor in career opportunities within Criminology*”, is perceived as 3.59, which means Strongly Agree. All three universities perceived this as Strongly agree, with University A has 3.56, University B with 3.64 and University C with 3.59.

This implies that the Criminology students of the three schools perceived that their Department doesn't look at the gender of the criminology students on what the career opportunities within Criminology are. For instance, female criminology students joined the reception rites of the Department of Criminology.

In an interview conducted to Student E of University C, he mentioned, “*Yes po, kitang kita po ito nung last crim day kung saan po pinagsuot ng heels ang mga lalake then sa mga babae naman po ay rubber shoes. Parang pinapakita po doon na di porke lalaki ka or babae limited yung mga kaya mong gawin. So, parang nagssymbolize po yung pagsuot naming ng heels na kailangan sa lahat ng bagay patas lang hindi nakadepende sa gender ng isang tao*”. (Yes, it is seen last crim day that males wore a heels then the females wore a rubber shoes. It is shown there that it doesn't matter if you are a male or female the things that you can do is limited. Wearing heels symbolized fairness and it doesn't depend on the gender).

In connection with Feminism Theory, the statement of the criminology student contradicts the inequality existing in our society between men and women. This theory indicates that there are indeed unequal rights of men and women in society. It is not really the sameness but the equal treatment given to the existing genders in our society today.

Furthermore, according to Raihen et.al.(2023), women are regarded as having fewer opportunities in the job. Enhancing women's participation in the process of development is often emphasized as a means to increase possibilities for advancement in nations such as Bangladesh, where more than half of the population is female. They must face a multitude of obstacles in order to develop their abilities and boost their output. These include a lack of startup capital, a lack of education, employee-related issues, and limited mobility, which results in restricted access to the market, knowledge, and opportunities.

**Indicator 10**, “I support gender diversity within the Criminology profession(e.g.gays)”, is perceived as 3.57, which means Strongly Agree, with University A has 3.60, University B with 3.62 and University C with 3.51.

This implies that Criminology Students of the three schools perceived that their Department supports gender diversity within the Criminology profession, for instance, for the Reserved Officer Training Course (ROTC) of the criminology students. There are members of LGBTQIA+ and females that join the advanced training, and it is not limited to male criminology students.

On the contrary, the number of women in senior leadership positions is significantly low, indicating the need for gender diversity in leadership. The ceiling of opportunity for women remains in HEIs, presenting internal and external hurdles to women's professional advancement, particularly in leadership roles. The study emphasizes the significance of gender-focused HRM policies and practices at HEIs. The evaluation also reveals that the UN's aim of addressing problems in reaching SDG-5 by 2030 has to be reconsidered (Pandit&Paul,2023).

In addition, Missouri State offers a diverse student body interested in studying criminology. More groups can be serviced by their knowledge when diverse students have the opportunity to discover and generate knowledge. The criminology student body continues to expand and change. Rector attributes this to the mentorship and relationships fostered by the criminology department. The department can tell you about the exciting criminology careers available to students (Struble,2019).

As gleaned from the table, the overall gender acceptance of criminology students in the Province of Cavite is “Strongly Agree” as evidence of this area mean of 3.55, which shows that there is a positive indication that criminology students are already embracing the change in society.

The three (3) separate schools in the province of Cavite have evaluated Indicators 1–10 as "Strongly Agree," indicating that the gender equality program in criminology already accepts genders other than men. The criminology course already offers equal opportunities to women and LGBTQIA+ members.

## 2. Significant Difference in Level of Acceptance

This section presents an analysis of the significant difference in the level of acceptance of criminology students in the Province of Cavite

### 2.1. In terms of Gender

**Table 1**  
*Level of acceptance of Criminology students based on their Gender*

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	ANOVA					
							Sum of Squares	df	Mean Square	F	Sig.	
Male	278	3.49	0.628150649	0.037539	3.17	3.67	Between Groups	2.53819	2	1.26909	3.935375	0.02018
Female	188	3.63	0.476554650	0.034756	3.31	3.75	Within Groups	152.533	473	0.322483		
Rather not say	10	3.79	0.292308816	0.092436	3.4	4	Total	155.0725	475			
Total	476	3.63	0.145758468	0.021344	3.17	4						

A one-way analysis of variance compared the mean gender equality acceptance of criminology students in the Province of Cavite in terms of gender.



Based on the given data, in terms of the gender of the respondents, the P-value obtained is 0.020181, which is less than 0.05. It shows that there is a significant difference in the level of acceptance among criminology students. In this case, we accept the hypothesis and reject the null hypothesis. From the presented table, the response of the students who would rather not say their gender is higher compared to female and male criminology students. This implies that students who would rather not say their gender have a higher level of acceptance of gender equality. However, this doesn't mean that the criminology department is not doing its part in giving the students programs and seminars to attend and to provide additional knowledge.

## 2.2. In terms of Year Level

**Table 2**

*Level of the criminology students according to their level of acceptance of gender equality in terms of Year Level*

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	ANOVA					
							Sum of Squares	df	Mean Square	F	Sig.	
1st Year	175	3.46	0.7277953636	0.05485963967	3.03	3.64	Between Groups	2.68350866	4	0.6708771649	2.07353012	0.08319363317
2nd Year	138	3.63	0.4549433455	0.038558779093	3.38	3.75	Within Groups	152.3889823	471	0.6708771649		
3rd Year	67	3.6044	0.4918834661	0.06009312974	3.37	3.73	Total	155.0724909	475			
4th Year	96	3.602	0.40910144973	0.04153796364	3.21	3.83						
Total	476	3.57	0.0916576238	0.02387682949	3.03	3.83						

A one-way analysis of variance compared the mean of the gender equality acceptance of criminology students in the Province of Cavite in terms of year level.

Based on the given data, in terms of the year level of the respondents, the P-value obtained is 0.083194, which is greater than 0.05. It shows that there is no significant difference in the level of acceptance among criminology students. In this case, we reject the hypothesis and accept the null hypothesis. From the presented table, the responses of the criminology students do not have any difference. This implies that regardless of the year level of the criminology student, the level of acceptance of gender equality is high. The criminology department is already adapting to the change of the society, which helps the student to be aware of the existence of the different genders.

## 2.3. In terms of School

This table shows the gender equality acceptance of the criminology students of the 3 chosen schools in the Province of Cavite.

A one-way analysis of variance compared the mean gender equality acceptance of criminology students in the Province of Cavite in terms of school. Based on the given data in terms of the school of the respondents, the P-value obtained is 0.443966, which is greater than 0.05. It shows that there is no significant difference in the level of acceptance among criminology students. In this case, we reject the hypothesis and accept the null hypothesis.

**Table 3**  
*Gender equality acceptance of the criminology students of the 3 chosen schools in the Province of Cavite*

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum	ANOVA					
							Sum of Squares	df	Mean Square	F	Sig.	
Unive rsity A	112	3.51	0.5958646638	0.05630391841	3.44	3.72	Between Groups	0.531518	2	0.265759	0.813402	0.4439664389
Unive rsity B	112	3.60	0.5321707905	0.05097271713	3.27	3.64	Within Groups	154.541	473	0.326725		
Unive rsity C	257	3.55	0.5763020554	0.03601887846	3.12	3.76	Total	155.0724909	475			
Total	476	3.55	0.04927436264	0.02605657424	3.12	3.72						

From the presented table, the responses of the students coming from the three universities do not have any difference. However, this doesn't mean that the universities will stop their efforts to raise awareness and let students understand what gender equality is.

Upon analysis of qualitative data, the researcher identified themes observed with the common gender equality issues faced by criminology students in the Province of Cavite.

### 3. Common Gender Issues Faced by Criminology Students in the Province of Cavite

This section discusses the level of common gender issues faced by criminology students in the Province of Cavite.

Common Gender Issues Faced by Criminology Students

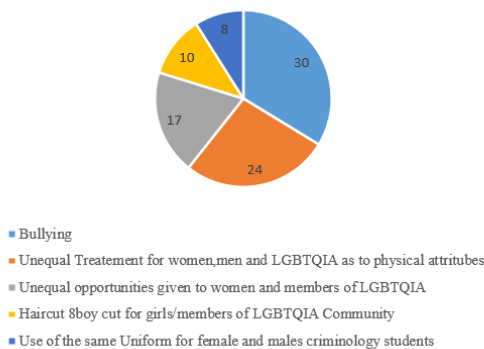


Figure 1. Common gender issues of criminology student

#### 3.1. Bullying

"Bullying is defined as repeated, purposeful, and aggressive behavior directed at a victim, in which there is a real or perceived power imbalance. The victim feels defenseless and unable to protect themselves. The unwelcome behavior is harmful, and can be physical (such as punching, kicking, and destroying property), verbal (such as taunting, insulting, and threatening), or relational (such as gossip and exclusion from a group)" (United Nations, n.d).

According to a recent UNICEF and UN report, alarming statistics reveal that one in three young people in 30 countries has fallen victim to online bullying, leading one in five to skip school as a result of cyberbullying and violence.

As gleaned from Figure 1, there were 30 criminology students experienced bullying. This indicated that bullying in the criminology program still exists, and some students suffer from these incidents.

In an interview conducted from Student C of University C, he mentioned, *“Dito sa court pag nagtraining ako binabantayan nila ang kilos ko kasi I am like this (gay) ang lambot talga ni B\*\*\*\*. Parang syempre nahihiya na lang ako, dindeadma ko na lang di na ako nag eentertain ng negativity”*. (Here at school, in the court during training. They watch my gesture because I am soft. B\*\*\*\* is so soft. Of course I am just shy. I just ignore them and I don’t want to entertain negativity).

Based on the statement given, bullying is usually violating their personal space. Thus, the student's ability to perform with confidence is hindered. Russell et al. (2012) highlighted that stigma-based bullying, which targets socially devalued characteristics like minority sexual orientation or gender identity, has especially damaging effects. This implies that student C feels that he is not comfortable around other students because of how they tease him.

In an interview conducted by the researcher with the GAD officer, bullying occurs at University C as a result of student's lack of understanding that there are distinct genders in our society.

Furthermore, The concept of intersectionality suggests that various forms of discrimination, including those based on gender, sexual orientation, race, class, and disability, combine to create specific types of social oppression.

### **3.2. Unequal treatment for men, women, and members of LGBTQIA+ as to physical attributes**

As gleaned from Figure 1, there were 24 criminology student who happened to experience unequal treatment based on their gender on their physical strengths. This indicates that they view a person’s capabilities based on their gender.

In an interview conducted to Student A of University A, she mentioned, *“In my experience, I think discrimination na nangyayare po sa kin is within subject relating to physical attributes for example, mga activity na marksmanship, driving isa po yun sa mga subject naming and doon po parang ambaba ng standards ng mga professor sa women, kunware, either push-ups mas mababa yung amin, exercise mas mababa yung amin then, kapag nagkakamali sa women. Like “hayaan mo, okay lang yan hindi naman nila masyado magagamit yan hindi naman nila masyadong magagamit yan. So mahigpit sila sa men”*. ( In my experience, I think discrimination happened to me was within subject related to physical attributes for example, activity in marksmanship, and driving. That is one of my subject, the professors have a low standards for women. For example, doing push-ups we do lesser count, and when we committed a mistakes they will just say “just let them, its okay, they will not really use that things. So they are more strict in men).

This unequivocally supports the chivalry/paternalism hypothesis, asserting that leniency in sentencing for women is a direct result of their perceived biological vulnerabilities and the belief that they require protection and nurturing as both offenders and victims (Franklin and Fearn, 2008).

Furthermore, per the United Nations, social and behavioral norms dictate accepted roles and responsibilities for individuals based on gender in a given society. These norms are influenced by household

structure, resource availability, global economic impacts, conflict or disaster occurrences, and locally relevant elements like environmental conditions.

### 3.3. Unequal opportunities are given to women and members of LGBTQIA

As gleaned from Figure 1, the unequal opportunities given to men, women, and members of LGBTQIA+ were experienced by 17 criminology students in the Province of Cavite. This implies that criminology students are not given equal opportunities.

Furthermore, unequal opportunities based on gender and sexual orientation are unfortunately prevalent in many societies worldwide. These disparities can appear in education, employment, healthcare, and social interaction. For instance, for educational opportunities, historically, women and members of the LGBTQ community have faced barriers to education. Although progress has been made, there are still instances of unequal access to educational resources and opportunities

In an interview conducted to Student D of University C, she mentioned, *“Pag sinasabi nilang babae, ay hindi masyadong marunong, di yan masyadong malakas kase babae, pagkainuutusan po. Ay hindi lalaki na lang kasi yung mga babae mahihina yan”*. (When they say girls, they are not very knowledgeable; they are not strong when they get orders. I will choose a boy because girls are weak). Unfortunately, some people continue to retain gender stereotypes and biases that contribute to the unjust treatment of women in a variety of areas, including task assignments. It is critical to understand that such ideas are founded on old-fashioned and damaging preconceptions rather than on factual data.

Moreover, men and women can be equally competent, skilled, and capable in a variety of occupations and professions. Gender should not be considered when assigning jobs or responsibilities. Diversity and inclusion help to create a more productive and inventive workplace.

In a study conducted by Cech & Rothwell (2019), it was found that regardless of workplace policies, LGBT employees reported experiencing worse treatment, less fairness, and lower satisfaction compared to non-LGBT employees. The study highlights that having formal policies to protect LGBT employees is only one part of addressing bias and discrimination.

Moreover, according to Samuel(2019), even with progress and increased social acceptance, many individuals in the LGBT community still face unequal economic and social challenges. In addition, according to GGI Insights(2023), individuals who are denied equity in education may feel forced to fall into impoverishment or face other forms of injustice. Inequality in education has long-term consequences for individuals and can spread to entire communities.

### 3.4. Haircut(Boy cut for female and members of LGBTQIA criminology students)

As gleaned from Figure 1, there were ten criminology students who experienced being wrongfully known for their gender because of their haircut. This implies that some criminology students have been wrongly recognized based on their gender because of their haircuts. Instances like these emphasize the necessity of promoting diversity and avoiding appearance-based preconceptions in academic and professional environments.

Discrimination on the basis of appearance, especially hairstyle, is not only unjust but also contradicts the values of equality and diversity. In a survey floated to the criminology students in the Province of Cavite, one of the students wrote, *“They call them tomboy because of their boy cut”*. The gender stereotyping of the other people. They easily label a person on the gender based on the physical appearance of a person. However, certain hairstyles for females, such as a "boy cut," are sometimes associated with stereotypes and labels such as "tomboy," which can carry cultural expectations and misconceptions about gender roles,

expression, and conduct. Individual choices in appearance, including haircuts, do not establish a person's identity or determine their personality qualities.

Moreover, according to Dray (2023), there are numerous accounts dedicated to the #ShortHairDontCare trend on social media. Many of them are filled with images of absolutely excellent pixie cuts, mullets, and bobs, but there's always the odd post about the terrible comments that women with short hair are routinely subjected to. It's not all bad criticism; among the deluge of incorrect remarks are praises applauding these women for being so "self-assured" and "confident." Which is nice, of course, but as a confirmed people-pleaser and generally worried human being, I find that they don't always ring true.

### 3.5. Use of the same Uniform for female and male criminology students

As gleaned from Figure 1, there were eight criminology students who felt discriminated against due to their uniforms. This implies that a criminology student's uniform inherently conveys information about a person's gender. This, however, paints a clear picture of equality. For instance, from University C, female and male criminology students are wearing the same uniform, which is pants and blouse, which violates cultural conventions because wearing trousers does not define a person's gender.

Furthermore, there are several benefits of wearing the same uniforms for male and female criminology students. This approach adheres to the ideals of equality, fosters unity, and aids in the establishment of a professional and consistent appearance.

Moreover, the aversive racism theory posits that, despite having a non-racist self-image, liberal-minded individuals in the majority may refrain from openly discriminatory behavior, but their actions may still align with their unconscious negative attitudes shaped by social influences (Kang, 2017).

Additionally, male and female students will be allowed to wear skirts at a school in Taiwan after it announced plans to drop gender-specific uniforms, a move that LGBT+ campaigners have hailed as a boost for gender equality. Despite these advances and greater social acceptance, many in the LGBT population still experience disproportionate economic and social disparities. A high school located outside of Taipei has just decided to discontinue gender-specific uniform restrictions for its students. Male students at Banqiao Senior High School were once compelled to wear pants, while female students were required to wear skirts. However, with this recently announced decision, it is now up to the student to choose which uniform to wear (Gonzales, 2019).

To end this section, the common gender issues faced by the criminology students in the Province of Cavite indicate that even with the existence of different policies regarding gender equality, problems still exist and cannot be eradicated, but they can be lessened by means of the different programs coming from educational institutions and the government.

## Conclusions

Based on the findings of the study the following conclusions are derived.

1. The gender equality acceptance by criminology students in the Province of Cavite is already high, which implies that the efforts of the educational institutions and the government are reflected in how the criminology students accept diversity in society.
2. The presence of gender and development programs at the university played a big part in giving seminars to the students; however, even with the presence of seminars, we still need continuing programs, seminars, and training to have a better understanding of the discrimination that is still existing in the educational institutions.

3. The common gender issues faced by the criminology students in the Province of Cavite indicate that even with the existence of different policies regarding gender equality, problems still exist and cannot be eradicated, but they can be lessened by means of the different programs coming from educational institutions and the government.

## Recommendations

In relation to the findings and conclusions of this research, the following are recommended:

1. It is recommended that the gender and development programs provided by universities be maintained and enhanced. In order to improve the students' understanding of gender issues and discrimination, this would include holding supplementary instruction, workshops, and training workshops.
2. Information dissemination by infographics containing gender equality and the laws that might be violated by criminology students in the Province of Cavite.
3. Implementation of rules and regulations that highlight fair opportunities for all genders in the Department of Criminology.

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