GENDER PERSPECTIVES OF SELECTED FIRST YEAR STUDENTS: AN EXPLORATORY STUDY

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Abstract

The inclusion of gender education in the general education curriculum acknowledges its importance in developing the learners' intellectual, personal and civil competencies. In the First Semester, School Year (SY) 2021 to 2022, Quezon City University offered Gender and Society (GEE1) for the first time as an elective course for freshmen students, thus, aligning its curriculum with the gender components of the Sustainable Development Goals, the Philippine Development Goals and of the local government of Quezon City.

The purpose of the study is to understand the gender perspectives of the learners through the theories of Social Learning, Differential Association, and Transformative Learning. An open-ended questionnaire, final course project, and video recordings of synchronous classes were used to gather data from a class of first year students enrolled in GEE 1 course. The results indicate that learners used socio-psychological concepts to define gender; vary in their perceptions of men, women, and homosexuals; gender-related roles, practices and concepts are learned from multiple sources, which are also the sources of discriminatory practices; and variations in experiences, observation skills and language used in learning result to varying gender perspectives. Further research on gender in academic settings is recommended.

Keywords: Gender, gender education, gender perspectives, exploratory study, Philippine Education System, Theories of Learning, SDG, Quezon City University

Introduction

The perspectives of selected freshmen students enrolled in the First Semester, School Year (SY) 2021 to 2022 particularly on the term gender, the words/phrases used to identify men, women, and homosexuals, the gender-related roles, practices, or concepts introduced by female and male relatives, schools attended, advertisements, media, and religion, and identifying which of these roles, practices or concepts are discriminatory were investigated. Numerous studies on gender in the Philippine education context present issues and challenges in gender education. Such is the study of Estacio et al (2018) on instructional materials particularly 60-award-winning and non-award-winning bilingual children storybooks written by Filipino authors, and the study of Parcon (2016) on learning materials used by grade one (1) students which were found to permeate gender roles. While the study on language that is gender stereotypic and gender bias among English language teachers by Banegas (2020) as cited in Tarrayo et al (2021) focused on Filipino college students studying English as a second language. On the other hand, the study of Tagare (2020) on Filipino Gen-Z students found that they are open-minded and acknowledge "being receptive" as a requirement for their generation. These studies provide relevant glimpses on gender and gender issues in the Philippine Education system, albeit there are still areas that require investigation such as the students' gender perspectives and the sources of these perspectives, which if determined through empirical studies can provide stakeholders information in developing approaches and strategies that are appropriate and responsive to the needs of the students.

The respondents, who belonged to the first batch of Quezon City University (QCU) students to take GEE 1 elective course, are recipients of recent curriculum developments in the Philippines. Firstly, RA 10533 (or, the Enhanced Basic Education of 2013) which, among other things, require the completion of two (2) years in senior high school. Part of its implementing rules and regulations (IRR) mandates the Department of Education (DepEd) to ensure that gender- and culture-sensitive basic education curriculum is observed. And the Commission on Higher Education (CHED) Memorandum Order No. 20, S2013 (or, the General Education (GE) Curriculum: Holistic

Understanding, Intellectual and Civic Competencies), revising a 17 year old general education curriculum with the goal to prepare Filipino students to the 21st century. Part of this revised GE curriculum is the inclusion of electives that represent knowledge domains such as social sciences and philosophy where Gender and Society course is included.

Moreover, the student-respondents belong to Generation Z (Gen Z), that is, born between 1996 to 2010 (McNeil, 2018 as cited in Nicholas, 2020). They are also referred to as iGeneration, homelanders, and post-millenial (Dimock, 2019). They are said to have eight seconds attention span (Sparks & Honey, 2017 as cited in Nicholas, 2020), and spend most of their time online and experience mental health challenges like feeling isolated, lack of energy or motivation, and anxious (Evans, 2019 as cited in Tagare, 2022). Singh (2014) as cited in Tagare (2020) described them as impatient and immature. Nonetheless, the Gen Z also has positive qualities and characteristics that set them apart from other generations such as being pragmatic, open-minded, socially responsible and tech-savvy (Dimock, 2019). They are also adaptable and intelligent (Singh, 2014 as cited in Tagare, 2020), thoughtful, compassionate, loyal, and determined (Seemiller & Grace, 2016 as cited in Nicholas, 2020).

On the other hand, studies on students' gender perspectives highlight the crucial role of language used in learning such as the language in instruction and learning materials (LM) like books. Collins & Stockton (2018) inferred that learners' perspectives on gender are acquired through the language used by the group, or by the class, as facilitated by the teachers. And Sumalatha (2022) as cited in Estacio et al (2018) drew the same conclusion in her study of social textbooks in India that lead children to mold desirable attitudes. Likewise, gender disparities and gender stereotyping are observed in the language used by media (Young, 2002 as cited in Estacio et al, 2018) such as how physically active girls are as represented across media (Roper and Clifton, 2013). This implies that the perspectives of individuals about themselves, other people, the society among others which are expressed through language are manifestations of their thoughts, feelings, and culture. At the same time, language helps in the formation of values and reality as explained in Sapir-Whorf Hypothesis of Language and Thought.

Additionally, social concepts such as gender and gender roles can be studied under the lens of sociological theories on learning such as Albert Bandura's Social Learning Theory (SLT) that explains learned behavior through three (3) primary concepts which include the ability of individuals to learn through observation. Moreover, SLT identified key constructs (Neighbors & Foster, 2013), which can help explain learned behavior that are either positive or negative. Vicarious learning, differential association, definitions, and differential reinforcement comprise the four (4) fundamental constructs. For instance, differential association emphasizes the association of an individual to group such that the group's norms, values, and attitudes comprise the "social context which social learning occurs" (Akers & Jensen, 2006 as cited in Telzer et al, 2018). Accordingly, an adolescent student's perspectives, values and norms including those related to gender are products of the learning acquired from the group the student associates with. While definition focuses on the meanings that a person attaches to a given behavior, whether it is good or bad, appropriate, or inappropriate which are learned through vicarious learning and differentiated reinforcement (Akers & Jensen, 2006 as cited in Telzer et al, 2018). Sutherland et al (19920 as cited in Telzer et al (2018) explained the learning of behavior through group association through Differential Association Theory which he developed to explain individual crimes. The quality or level of social learning, such as gender, depends on the frequency, duration, priority, and intensity of social interaction between an individual and a group. And Jack Mezirow's Transformational Learning Theory (TLT), on the other hand, emphasizes the role of a situation, or catalyst, that leads to the changes in the learner's "frame of reference" (Mezirow, 1997) or perspective (Cranton, 1994) after the examination and evaluation of one's values and beliefs or, critical reflection (Mezirow, 1997).

The inclusion of gender concepts in the curricula of both basic and higher education institutions in the Philippines acknowledges their value in framing Filipino learners to be the 21st century and global citizens in the ever-changing environment. The respondents of this study are Filipino college students who are also Gen Z, recipients of key curriculum developments in the Philippine education system, graduated from senior high school during the Covid -19 pandemic and attended their first-year classes in college purely online. Their gender perspectives, gathered through qualitative data gathering methods, shed light on who they are in the context of the dynamic system and society they live in.

Materials and Methods

Materials. The classes in QCU for the First Semester, SY 2021 to 2022 were all conducted online to comply with the national government's mandate for all educational institutions in the National Capital Region (NCR) since the region is declared under Enhanced Community Quarantine (ECQ) in August 2021, Alert Level IV from September 2021 to October 2021, and Alert Level II from November 2021 to December 2021 (Presidential Communications Operation Office, 2021). Consequently, all data were gathered online through the open-ended questionnaire, final course project, and Google recordings of synchronous classes. The open-ended questionnaire was written in Google Form and was given on the first week of the semester. It asked for the meaning of gender according to their understanding of the term, past lessons, and readings. The questionnaire also asked the students to identify and list words/phrases that they know are used to refer to, or identify with, men, women, and homosexuals. There are, however, students who listed words/phrases in Filipino to describe them and all these were also included in data analysis. The final project, on the other hand, is a group output which focused on identifying roles, practices, and concepts introduced by the following sources: male and female sources, schools, advertisement, media (both traditional and social), and religion. Then each group must sort which of these roles, practices and concepts promote gender discrimination. The recordings of synchronous classes which focused on the topics related to the study completed the triangulation of the data gathering method. These included the comments and reactions of the students in the chat box. According to Patton (1999) as cited by Carter et al (2014), triangulation involves the use of multiple methods or sources of data in qualitative research to develop a complete perspective and understanding of the phenomenon. And Nightingale (2019) cited that triangulation can be used to examine inconsistencies of data. While Heale and Forbes (2017) mentioned that methodological triangulation is the most used type of triangulation to address the limitations of each method.

Methods. The participants, who are purposefully selected, are first year college students enrolled in the First Semester, SY 2021 to 2022 with Gender and Society (GEE1) as elective course, who belonged to the same section with the researcher as their professor. On the first day of classes, 38 students attended the synchronous meeting. However, the midterm and final grade sheets released by the University Registrar indicated 46 students who belonged to the section. Of the 46 students, 24 (52%) are females and 22 (48%) are males. And 41 (or, 89%) garnered passing final grades while other students received incomplete remarks or dropped unofficially.

The research, particularly the data gathering, was conducted for the duration of the First Semester, SY 2021 to 2022, or an equivalent of 18 weeks. After the course orientation on the first meeting, each student was furnished with the Google Form that has the open-ended questions, answered these during asynchronous session and submitted their answers within the day. The gathered data were analyzed based on the order of questions in the statement of the problem and initially sorted according to the following preset categories: gender, and words and phrases. Likewise, the recordings of synchronous classes particularly those with topics related to the study were analyzed using the specific questions as the focus of the analysis and sorted according to the preset categories. The final group project was submitted on the 17th week of the semester based on the format of presentation. And these were also analyzed using the specific questions as the focus and sorted according to the following preset categories: gender roles and sources, discriminatory roles, practices, and concepts.

The data analyzed from the three (3) data gathering methods, however, prompted the researcher to create emergent categories and to assign specific codes. For instance, the definitions of gender are further sorted into socio-psychological (SP), categories (*C), and sex (S). While the data about the words and phrases referring to men, men and homosexuals were further sorted into physiological descriptions (PD), physical attributes (PA), abilities (A), attitudes/behavior (AB), roles (*R), synonyms (Sy) and unique concepts (UC). On the other hand, the sources of gender roles were sorted into men and women, and were further sorted into abilities (A), activities (Ac), attitudes/behavior (AB), image (I) and tasks/duties (TD).

And these coded data were further analyzed to identify patterns and connections within and between categories. For instance, relative importance of themes, that is the frequency of the theme mentioned within each category, were determined including the unique responses. Similarities and differences in the written descriptions as well as relations between or among themes were also investigated.

Then, these were followed by theory triangulation to analyze and interpret data to aid the researcher in either supporting or refuting the research findings. Theories in qualitative research provide four (4) dimensions of insight

namely a) giving focus and organization, b) exposing and obstructing meaning, c) connecting the study to existing bodies of knowledge, and identifying strengths and weaknesses (Collins & Stockton, 2018). For this study, the theories of social learning, differential association and transformative learning were used.

Results and Discussions

The analyzed responses of the students on their understanding of the term gender are sorted into three (3) categories namely, (a) socio-psychological, (b) categories and (*c) sex. There are students whose understanding of the term gender at the start of the semester are based on socio-psychological concepts as represented by the following terms (a) personality, (b) behavior, (c') self, (d) society, (e) race, (f) awareness, (g) identity, (h) social distinctions, (i) cultural distinctions, (j) socially acceptable, (k) socially constructed, (l) social/gender roles, and (m) characteristics. There students who perceive gender as a socio-psychological phenomena, the category that has the most number of responses. And there are those who directly relate gender to personality with one (1) response in English by stating that "Gender determines personality". And there are two (2) students who used the Filipino term pagkatao in their responses with one stating that gender as "Tumutukoy sa pagkatao", and the other describing gender as "Nagpapatunay kung ano ang pagkatao". In Filipino, "pagkatao" refer to man's nature, that is, essential quality or character.
The second group of analyzed responses is referred to as Categories because of the frequency of descriptions that used the term. There are 19 students whose responses state that gender is the category of men/women, male/female, masculine/feminine, boy/girl or LGBT explicitly. And there are descriptions of gender that associate it to sex/sexuality. Some of them mentioned that gender refers to the sexuality of a human; as either of the male/female; and boys/girls who changed their sexuality. While there are responses that link gender, categories and sociological concepts like society and culture. One student mentioned that gender refers to social and cultural distinctions associated with being a male/female. While gender is viewed by another student as social roles, attitudes, and activities set for men and women by society. There are also responses that emphasized categories like men/women, boys/girls and related this to the individual's ability to determine one's identity.

And there are students who perceive that gender is sex or is related to sexuality. There are responses which stated that gender can be two sexes which are the male and female; gender is either of the two sexes which is male and female; and gender is what identifies the societal role of an individual based on their sex. While responses that mentioned sexual and sexuality indicated that gender does depend on one's sexual anatomy; consists of male, female, and girls and boys that change their sexuality; and a sexuality of a human.

This knowledge on gender and relating these to sociological and psychological concepts may have been the results of several factors including lessons in their senior high school (SHS), junior high school (JHS), or even elementary school days. The SHS curriculum, for instance, observes the harmonization of subject offerings per track and strand. It requires students to take 15 core subjects that include Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino, 21st Century Literature from the Philippines and the World, Media and Information Literacy, Introduction to Philosophy of the Human Person, Personal Development/Pansariling Kaunlaran, and Understanding Culture, Society, and Politics among others (Official Gazette Philippine Government, n.d.). The readings, instructional materials, related course activities and requirements may have introduced students to concepts and issues on gender in addition to the school-wide activities and programs that are observed and implemented in compliance to Department of Education (Dep Ed) Order No. 32, S2017 or the Gender-Responsive Basic Education Policy. Moreover, studies on gender perspectives acquisition show that language learning and instructional materials used in various subjects are instrumental along with the teacher's perspectives expressed through the language used (Mante-Estacio et al., n.d., 208-216) (Parcon et al., n.d.) (QUEZADA, n.d.).

Moreover, studies on gender and gender perspectives show that there are many possible sources for an individual to acquire knowledge such as one's family, school, community, social media, and even church where one is a member. Among the information on gender an individual acquires is about grouping, that is, classification, typologies or categories, in terms of similarities in biological make-up, physical attributes, abilities, roles among others. Most of the time, the bases of the categories or grouping are repeated from one group to another through the use of language. Thus, reinforcing the information and categorization of persons and influencing the perspectives of the individual about one's self and of others.

In addition, the students' understanding of gender as categories of male and female, boy/girl, masculine/feminine, and sexuality represent the knowledge they have acquired from various sources that were reinforced by the same sources

over time, and their independent analysis of themselves and of others. Sapir-Whorf Hypothesis of Language and Thought may provide an insight on this phenomenon. Also known as the relativity hypothesis, it proposes that the language an individual speaks influences the way one thinks about reality (Lucy, 2001). It was used in several studies to explain the phenomenon of perspective and awareness including the study on Filipino college students and their androgyny trait, awareness and attitude in gender-fair language (Talosa, 2021).

As for the responses under the Sex (S) category, the students have the wrong perception of the term gender in relation to sex and sexuality. Sex, or biological sex, refers to the biological dimension of one's gender and sexuality, and is often assigned at birth (Peralta et al., 2019). While sexuality refers to the expression of a person's thoughts, feelings, sexual orientation and relations (Rodriguez & Rodriguez, 2019,). Identifying the salient features of gender, sexuality, and sex is one of the objectives of Gender and Society (GEE 1). The concerned students may have been introduced to gender and gender-related concepts prior to GEE 1 but these varying applications of the terms indicate that not all students have the same appreciation and understanding. This serves as a caution for any faculty who is teaching GEE 1.

Socio-Psychological (SD)	Categories (*C)	Sex (S)
Personality Behavior Self Society Race Awareness Identity Social distinctions Cultural distinctions Socially acceptable Socially constructed Social/gender roles Pagkatao	men/women masculine/feminine male/female boy/girl LGBT	Sex of boys/girls Depends on sexual anatomy Societal role based on their sex

The analyzed responses to statement of the problem number 2, that is, words and phrases referring to men, women, and homosexuals, are presented in Table 2. And these are arranged according to the following emergent categories (EC), namely: (a) physiological descriptions (PD), (b) physical attributes (PA), (*c) abilities (A), (d) attitude/behavior (AB), (e) roles (*R), (f) synonyms (S), and (g) unique concepts (UC), respectively. Results of the conceptual analysis show that most of the responses mentioned words or phrases that refer to the AB of men, women, and homosexuals. As for men, the next two (2) EC that refer to them are PA and S, respectively. At the same time, R and PD are the two (2) most mentioned EC, after AB, referring to women. And as for homosexuals, AB is followed by S and UC, respectively.

Specifically, PD refers to any word or phrase that is related to body parts, including the reproductive organs of men, women, and homosexuals. Moreover, the descriptors, i.e, words and phrases, are listed from the most mentioned to the least mentioned based on the results of conceptual analysis. Thus, the word body is the most frequently mentioned descriptor for men, hair for both women and homosexuals. The students attached words that describe men's bodies such as body creature, muscular body, physical body, body movement, and big body. In comparison, hair, as the most mentioned descriptor for women, is consistently described as long, that is., long hair. And for homosexuals, the students described their hair as either long or short, implying that long hair is common among gays while short hair is common among lesbians.

Other PD include words and phrases that refer to the reproductive organs and their functions or abilities particularly menstruation. Some students emphasized the differences between men and women by citing women's ability to menstruate and get pregnant. Likewise, the arm, as a body part, is used to refer to men i.e., big arms, and the nails refer to women.

Although the responses under PD are fewer than other EC, the students who used these words and phrases are consistent in their responses, that is, using physiological descriptions referring to men, women, and homosexuals. If the first word on the list of descriptions is physiological, the succeeding descriptors are also physiological, most if not all. And the same is observed in the responses in other EC.

Table 2 also presents the analyzed responses and categorized as physical attributes (PA), or words and phrases that describe the physical appearances of men, women, and homosexuals. And these are also arranged from the most to the least mentioned based on the results of conceptual analysis. Thus, strong and its synonyms are the most mentioned words that refer to men, beautiful to women, and masculine to homosexuals. About the word strong as the most mentioned descriptor for men, some of the students used synonyms like strength, tough, very strong, and the Filipino word" malakas". As the most mentioned word to refer to women, the adjective beautiful was also one of the descriptors to refer to homosexuals, and cute is found in the responses that refer to both men and women. On the other hand, the students used masculine and handsome descriptors for both homosexuals and men, and so is feminine to both homosexuals and women. There are, however, descriptors other than strong in the responses that refer only to men, namely athletic, clean/clean-cut, attractive, muscular, charming, and deep voice. And words or adjectives like angelic, gorgeous, captivating, pretty, and alluring are responses that refer only to women. There are, however, no PA descriptors that exclusively refer to homosexuals.

The PA that refer to men and women are stereotypical descriptions used or observed whenever men and women are presented or described in literature such as books, ebooks and comics; in media, both traditional and new; in movies, advertisements to name a few. As for the PA that refer to homosexuals, that is, masculine and handsome for lesbians, and beautiful and feminine for gays, these are non-discriminatory descriptions. The students drew these descriptions from the same sources, from their observations of the environment and lived experiences.

These PA can be associated with the environment, such as family, schools, and media and their influences on the learners' perspectives that are highlighted in gender-related studies. Johnson and Young (2002), as cited in Estacio et al, (2018), mentioned that gender stereotyping is very common in American advertisements, either expressed or inferred. While the advancements in technology, particularly the potent combination of the internet and social media, make it possible for anyone like a Filipino Gen Z to access information that is for the American consumers. As digital natives with greater access to information than their Millennial counterparts, Gen Z, including the students in this study, are likely to be more influenced by real-life users (Annie E. Casey Foundation, 2021). Youtube, for instance, abounds with vloggers from almost all walks of life from every corner of the world.

The third row of Table 2 indicates the responses categorized as abilities (A) or the words and phrases that describe the activities that a person can do, perform or is good at performing as perceived by students. The conceptual analysis of the responses that refer to men, women, and homosexuals shows that being athletic is the most mentioned descriptor for men, being capable for women, and being creative for homosexuals.

Next to being athletic, the students perceived that men could lead, hide their feelings, do heavy work, and can multitask, respectively. On the other hand, women are perceived as innovative, artistic, flexible, educated, and can define themselves. At the same time, the descriptors on homosexuals show that they are imaginative, artful, and capable of doing things. Thus, both men and women can multitask, and women and homosexuals have abilities leaning towards art and creativity and are capable of doing things. As for descriptors referring to men, one can surmise that students perceived strength is not limited to their physical attributes but is also associated with their leadership abilities, controlling their feelings, and doing heavy work. Being flexible, educated, and defining oneself as women's abilities may not be considered as physical strength rather strength of the will. Likewise, the students used positive words to describe homosexuals, emphasizing on their creativity.

Similarly, the descriptions under abilities were drawn by the students from their environment, that is, family, schools, community, media among others, either intentional, such as the concepts purposely taught in schools, or unintentional such as realization from experiences.

The data in row 4 of Table 2 are the responses categorized as attitude/behavior (AB) or the words and phrases that describe a person's action and reaction to themselves, others, or a situation. These words and phrases are results of conceptual analysis and are listed from the most to least mentioned. Among the EC of the words/phrases that refer to men, women, and homosexuals, attitude/behavior-related (AB) descriptors dominated the responses from the students,

with 37 descriptors referring to women, 22 to men, and 18 to homosexuals. The most mentioned attitude/behavior descriptor to women is emotional, with other students adding they are more emotional than men, and emotional appearance. However, there are students who also described men and homosexuals as emotional.

On the other hand, aggressive is the most mentioned AB descriptor to men, and is not used to refer to either women or homosexuals. And being funny is the most mentioned AB descriptor to homosexuals, although there are students who perceive that men and women are also funny. There is a respondent who used the word joker to refer to men. Among the 77 combined words and phrases categorized as AB descriptors, two (2) descriptors, these are independence (or to be independent) and brave (or, matapang in Filipino) are used to describe men, women, and homosexuals. However, independence (or to be independent) often refers to women, while brave refers to men. Likewise, four (4) AB descriptors refer to both women and homosexuals: kind, reserved, supportive, and strong. A student described women as weak but strong as well. At the same time, men and homosexuals are referred to be romantic and confident; however, confidence as a descriptor is used more often in men.

Moreover, these AB descriptors can be sub-categorized into positive and negative. Some perceived women as talkative, conservative, shy, fragile, and weak. But they were also described as graceful, modest, supportive, brave, empowered, smart, wise, bright, amazing, adorable, appreciative, resilient, intelligent, impressive, adventurous, careful, charming, sincere, motivated, dependent, mindful, tender, elegant, dedicated, passionate, and gentle. As for men, some perceived them as aggressive, cocky, dominant, hard headed, loud, unbending, and violent. A student described men as "may pagkabayolente". They are also described as dependable, gentlemen, disciplined, simple, courageous, cool, and direct to the point. In comparison, harsh is the only word that connotes negativity referring to homosexuals. Student-respondents describe them as good to be with, proud, fighter, understanding, and honest. The students were also ask about these perceived AB descriptors during synchronous classes. For instance, when the faculty researcher probed further on students' descriptions of women being gentle, soft, or "mahinhin", the students replied that soft refers to women being emotional, "iyakin", and their ability to forgive, that is., "mabilis magpatawad".

These perceived AB were drawn by the students from their individual experiences and realizations and varied sources that influenced their views of men, women, and homosexuals. One of the three (3) primary concepts of Social Learning Theory (SLT) is the ability of individuals to learn through observation (Social Learning Theory: Theoretical Approach to Social Work, n.d.). In addition, Differential Association Theory (DAT) states that the quality or level of learning depends on four (4) factors, namely frequency, duration, priority and intensity of social interaction (Telzer et al., 2018). Interestingly, the students have listed words/phrases that are stereotypical of men, women, and even homosexuals. Still, the conceptual analysis results show similarities between and among men, women and homosexuals as perceived by the students.

While the analyzed responses categorized as roles (*R) are presented in row 5 of Table 2. Roles, or gender roles, refer to any of the productive, reproductive, and community roles. Based on the results, reproductive roles particularly father and mother are the most mentioned words that refer to men and women, respectively. Other terms and phrases that the students listed that refer to men are husband, breadwinner, head of the family, groom, and "haligi ng tahanan", respectively. Except for breadwinner, which is a productive role, all the descriptors that refer to men's roles are reproductive roles and emphasize their role in leading. As for women, the most mentioned words after mother are daughter, wife, mrs, and work. While the phrases that refer to women's roles include they used to stay at their houses more than men, they get pregnant unlike men, and are the boss of the family. Descriptors of women's roles include reproductive roles i.e., mother, wife, mrs, and getting pregnant, and productive roles such as work; they used to stay in their house more than men. Boss of the family is a role-related response but unique because it is associated with both productive and reproductive roles. As for homosexuals, there are no descriptors that are associated with gender roles.

On students who used words and phrases that refer to gender roles, their references are from what they have observed, learned, and/or experienced. Some responses are stereotypical gender roles like breadwinner for men and bearing child for women. Interestingly, there are respondents whose descriptions of women reflect their contemporary roles of Filipinas that is, work and they used to stay in their house more than men. A student who described a woman as the family's boss may have observed this or even experienced it in their own family. Differential Association Theory (DAT) explains that a person's norms, values, and perspectives (emphasis provided) are influenced by a group or groups that a person associates with and the quality of interactions he/she has with the said group/groups (Sutherland et al, 1992 as cited in Telzer et al, 2018). Transformational Learning Theory (TLT), on the other hand, explains that

persons or learners undergo "critical reflection", i.e., the individual examines their values and beliefs in the context of the new knowledge and/or experience (Mezirow, 2002). The results are a change in perspectives which leads to changes in beliefs and actions. Students who responded with non-stereotypical roles of women may have perspectives that are products of their "critical reflection".

The responses which refer to men, women, and homosexuals that are categorized as synonyms(S) are presented in row 6 Table 2. This category is second to attitude/behavior (AB) regarding the number of words and phrases. In terms of the most mentioned words and phrases, boy for men, girl for women, and gay for homosexuals topped the lists, respectively. Among men, women, and homosexuals, the synonyms that refer to homosexuals are combinations of common words such as gay, lesbian, same-sex, bisexual, and LGBT, and uncommon words like effeminate, invert, duality, diversity, pride, and unusual.

Several factors may have contributed the student's knowledge, including vocabulary. Firstly, they may have learned other words and phrases that refer to men, women, and homosexuals through the learning materials used in their classes or school activities, and from their teachers. The Department of Education (Dep Ed), for instance, issued DO Number 32, S2017 which states the commitment of the DepEd to observe and integrate principles of gender equality, equity, sensitivity, non-discrimination, and human rights in its provisions and governance of basic education. The internet is another possible source of information for the students to learn vocabulary including those that are gender-related ones. As members of Generation Z, the students spend most of their time online (Evans, 2019 as cited in Tagare, 2022) where news and stories from all walks of life from all the corners of the globe abound including those which trended in social media.

Row 7 Table 2, on the other hand, lists the responses categorized as unique concepts (UC), or the words and phrases that refer to men, women, and homosexuals, and do not belong to the categories from row 1 to 6, Table 2. Men and women are both described as most interested in the opposite sex. While the word attract, sex, and equal are used along with other words to describe homosexuals such as attracted to both sexes or gender, sexual attraction, attracted to their sex, attractive, gender equality, and marriage equality. Meanwhile, fashion-related terms such as style, earrings, and make-up, refer to women and homosexuals like boys wearing make-up, boys wearing girls' outfits, and girls wearing boys' outfits. But, homosexuals are the only ones described or referred to using the word discrimination, that is, who always receive discrimination in every country like the Philippines, and respect and recognition, that is, humans deserving of respect and recognition.

These responses show what the students know about men, women, homosexuals, gender and other related concepts acquired from formal schooling, experiences, observations, critical reflection (Mezirow, 2002) among others. To use discrimination, respect, gender equality, marriage equality, and recognition, among the many other words that could be used to refer to homosexuals, tells that there are students who are aware of the experiences of homosexuals in the Philippines and abroad and the need to address the related issues. Or, all the students are aware of these issues on discrimination, equality, need for respect and recognition but not all of them have the same level of appreciation or concern, that is, the need to address these issues. Definitions, as a fundamental SLT construct, refer to meanings that a person attaches to a behavior whether, it is good or bad, appropriate or not, justified or unjustified, learned through vicarious learning, or role modeling, and differentiated reinforcement (Akers & Jensen, 2006 as cited in Telzer et al., 2018). And this results in differences in appreciation and observation of values, norms, and practices.

Table 2. Words/Phrases that Refer to Men, Women and Homosexuals

Categories	Men	Women	Homosexuals
Physiological Descriptions (PD)	*body creature, muscular body, physical body, body movement, big body * don't have long hair, short hair *adam's apple *testes *penis *big arms *don't menstruate	*long hair *vagina *body *chest *ovary *long nails *menstruate	*long hair *short hair

Physical Attributes (PA)	*strong, very strong, tough *malakas *masculine, muscular *athletic *handsome, attractive, cute, charming *clean, clean-cut *broad, deep voice	*beautiful, cute, pretty *feminine *angelic *gorgeous *captivating, alluring	*masculine *feminine *beautiful *handsome
Abilities (A)	*athletic, play sports *leader of the pack *can hide every feeling, not showy of their feelings *does heavy work *canmultitask	*innovative *artistic *flexible *educated *can multitask *capable, defines herself	*imaginative *artful, creative *capable of doing things
Attitudes/Behavior (AB)	*aggressive *arrogant, loud *confident,courageous *brave, matapang *unbending *dependable *gentlemen, disciplined *cocky, cool *dominant *funny, joker *emotional, romantic *independent *may pagkabayolente	*emotional, more emotional than men *independent, adventurous *kind, tender, sincere, gentle *graceful, elegant, charming *modest, dedicated *competitive, passionate *weak but strong, resilient *brave, motivated, dedicated *smart, wise, bright, intelligent *empowered, fragile *talkative, shy *funny	*funny, happy *easily gets emotional *strong, confident, proud *romantic *thoughtful, understanding *independent, brave *honest *harsh *supportive *reserved *fighter *good to be with
Roles (*R)	*father, haligi ng tahanan *husband, head of the family *breadwinner *groom	*mother, mrs *wife *boss of the family *work *they get pregnant unlike men	No evaluated terms and descriptions related to roles.
Synonyms (Sy)	*boy, lad, son, brother, dude, guy	*girl, female, lady, sister, maternal, ma'am, maiden, babushka, girlfriend, queen, mistress	*gay, lesbian, same sex, bisexual, homosexual, effeminate, LGBT, invert, duality, diversity,
Unique Concepts (UC)	*men are dangerous species *mostly interested in opposite sex *can be feminine	*mostly interested with the opposite sex *style, earrings, make-up *unobtrusive, affable	*attracted to both sex or gender *who always receive discrimination in every country like Philippines *humans deserving of respect and recognition *boys wearing girls' outfit, girls wearing boys' outfit *boys wearing make-up

The data on the sources of gender-related roles, practices and concepts are presented in Table 3. Analysis of the gathered data required the creation of emergent categories (EC) namely abilities (A), activities (Ac), attitudes/behavior (AB), image (I), and task/duties (TD) to refer to men and women. These imply that the gender-related roles, practices and concepts that were introduced, taught, or emphasized to the students refer to what men and women should regard

as AB, Ac, TD among others. However, no responses and descriptions associated with, or related to, the roles, practices and concepts related to homosexuals.

In terms of A, all data are from ES (education sources like schools). Male students are viewed to be better or good in math, wiser and smarter than their female counterparts, and are better choices for leadership roles. As for Ac, the sources of information are ES, FS (female relative sources), MS (male relative sources), and MDS (social media sources). Information from ES and MS on men being active and athletic are similar in context, that is, men are expected to be interested in sports particularly basketball, and male students are expected to be active in athletics. In addition, the students draw from MS on what should be the areas of interest for men/boys: cars, career, and financial matters. The MS are also sources of sex-related information like what circumcision and masturbation can do to a man's body. They also learned from the MS that real men drink alcohol. While the information on courting, that is, a man or boy should be the one to court, is from FS. As for MDS, the students listed the activities that men do online instead: (a) posting macho images and tattoos; (b) sharing hilarious videos; and (c')watching action movies or videos. And they are addicted to online games.

Regarding AB, the students identified the MS as the source of information for men to be gentlemen, treat women with dignity, love, kindness, and respect, and to honor their parents. While men's AB MDS are presented as very violent, predatory, stoic, and risk-takers because, according to the students, the roles men usually portray are soldiers, police officers, and characters who are nuclear with massive guns. And for men/boys to be strong, brave, fearless, bold, aggressive and tough are, according to the respondents, sourced from MS, ES, and MDS. For instance, male students are strong, aggressive, and bold.

While FS, MS, ES, ADS (Advertisement sources), and MDS are sources of information on the image (I) that men/males/boys have, must have, or must portray. The stuents learned from all these sources, whether intentional or not, that men/males/boys are, or must be, masculine, strong, athletic, brave, tough, fearless, intimidating, aggressive, very violent, predatory, virile, and stoic. They also learned from these sources that men/males/boys are, or must be, cool, comfortable, self-contained, present, aware of the surroundings, alone and hardworking. Both FS and MS are sources of information that a man does not show weaknesses and does not cry because if he does, he is gay. There are, however, grooming and dressing-up practices that both MS and ES introduced to the respondents, and these are men/males/boys wear pants or the prescribed uniform for men and not skirts, they are not allowed to wear earrings, and they have short and clean haircuts. ES and MDS, on the other hand, have similarities in men's image as professionals such that schools, according to the student-respondents, always present men/males/boys as doctors, executives, and business people, and will take classes in agriculture and automotive. Likewise, men/males/boys are portrayed in advertisements (ADS) that are associated with leisure, technological products, restaurants, retail outlets, alcoholic beverages, deodorants, shirts, and pants, and often objectifying pretty and sexy girls among others. And when endorsing work-out exercise, men are often portrayed lifting heavy gym equipment.

Tasks/Duties (TD) presents the gender-related roles and practices sourced from FS, MS, ES, and RS (religious sources). Men/males/boys doing hard labor or assisting in doing hard work including lifting/carrying heavy objects are tasks/duties sourced from both FS and ES. Moreover, the students learned from ES that male students are expected to do, or are assigned, to throw the garbage, to fetch water, and are also responsible for the flag-raising ceremony. Meanwhile, only the MS mentioned that it is the man who pays on dates. And the information from RS that refers to tasks/duties of men include walking humbly and holy in the eyes of the Lord, protecting the women, seating separately from women (INC), and wearing prescribed clothing among others. Finally, all sources identified the productive role of men, that is, they are their family's breadwinner, moneymaker, and manager of the family's finances. And that men are the "pillars of their house"; protector and guard of the family and its possessions; influence and teach values to the children; support the wife and children; and do house repairs.

In terms of women's abilities (A), all the information are from ES, that is, the students acquired the information that female students are good in public speaking but are not as wise and smart as their male counterparts, including in math subjects, are from the schools they attended.

As for activities (Ac)where women can participate, excel, join, the sources of information are FS, MS, ES and MDS. According to respondents, they acquired information from FS and MS that women/girls should have less contact with men, are not allowed to spend the night with friends, and are not allowed to go out with men and drink alcohol.

Regarding plays or games that women/girls can participate in, they learned from the FS that girls play at home with their dolls like barbie dolls, and ES that female students can play volleyball during sports activities. Moreover, the FS are the source of information regarding female reproductive organs. A girl should put the blood of her 1st menstruation on her face to keep it simple-free, repeatedly jump during 1st menstruation to grow tall, and not take a bath on days they menstruate. The students' responses on MDS as source of information are similar to those referring to men, i.e., activities of women/females/girls online instead of information sourced from MDS. These activities include posting sexy photos and sharing everything online. And these, according to respondents, result in women experiencing severe harassment like body shaming which, in turn, results in losing confidence.

Information on women's attitude/behavior (AB) are from FS, MS, ES, and MDS. From all these sources, they learned that women/females/girls should be decent, obedient, polite, graceful, respectful and modest in words and actions. And they should be sensitive to others' feelings and be submissive. For instance, they learned from the schools (ES) they attended that female students are expected to be responsible, obedient, polite, and graceful. The MDS, on the other hand, shows women focused on their career, beauty, and motherhood.

Meanwhile, all sources except RS are sources of information that are categorized as image (I). One set of responses refers to the expectation for women to have a good image based on outfits i.e.., wearing neat, pleasant, feminine, and conservative clothes. For instance, women must be careful of what they wear, that they do not wear short shorts and revealing clothes so they will not be harassed. And the other set of responses from all these sources refers to hygiene and physical attributes, particularly women/females/girls being neat, wearing make-up, and having long hair. However, all the sources except for FS added that women are vulnerable, fragile, weak, timid, powerless, submissive, subordinate to men, selfless, and sensitive. At the same time, women are attractive, beautiful, gorgeous, and nice. In addition, ADS and MDS portray women as thin, sexy, sexually available, and victims of sex trafficking. These sources associate the pink color with women. And they feature women in cosmetics and domestic products. And as mentioned earlier these sources also present women as focused on career, beauty and motherhood. Regarding careers, women can be teachers or nurses, if not homemakers, according to ES.

As for tasks/duties (TD), female students clean the classroom including sweeping the floor according to ES. While RS are the sources of following information: that women walk humbly and holy in the eyes of the Lord; marry only a man; sit separately from men (INC); marry only once; keep their hair from anyone but their husbands (Muslim); not to cut their hair (Dating Daan); and not to let anyone just touch her (Muslim). On the other hand, all the sources of information refer to women as homemakers, caregivers, and mothers, and as such perform all the related tasks/duties such as doing house chores, taking care of the family and elderly, bearing a child, and serving the husband.

These collected and analyzed responses that identify the sources of gender-related roles and practices can be related to studies on gender perspectives including language learning. As mentioned, language plays an important role such that learners acquire their knowledge and understanding of the world around them through the language used by their parents, language used in learning materials (LM) in schools, social and traditional media among others. For instance, Sumalatha (2004), as cited in Estacio et al (2018), affirmed the influence of LM to the development of desirable attitude/behavior among children. Similarly, Trepanier-Street & Romatowski (1999) found that the LM influences young learners' understanding of gender stereotyping. Johnson and Young (2002), as cited in Estacio et al (2018), concluded that gender-based concepts including gender disparities and stereotyping abound in advertisements, whether expressed or inferred, in the United States of America. One of the ethical issues in marketing today is that practitioners perpetuate stereotypes even without realizing it (von Ahn, 2021). Social media is another powerful tool for anyone to learn language including concepts on gender. The Philippines topped the list of countries in the world that spend the most significant amount of time online (almost 11 hours per day), particularly on social media (4 hours per day) (Chua, 2021). And with student-respondents as tech-savvy members of Gen Z, it is safe to say that their gender perspectives are drawn from and influenced by their environment including the LM, social media and advertisements.

Moreover, the students gender perspectives can be explained by Albert Bandura's Social Learning Theory (SLT), and Edwin Sutherland's Differential Association Theory (DAT). Specifically, SLT's primary concepts can help explain the variations in the gender perspectives - first, the ability of individuals to learn through observation; second, the mental state of the learner; and third, change in behavior does not necessarily happen after learning something. Considering that all students have access to social and traditional media and LM, their observation skills vary, their

mental states during the learning process also vary, and change in behavior, even perspectives, will not happen all at the same time among them.

In addition, SLT's key constructs - vicarious learning, differential association, definitions, and differential reinforcement - can explain the variations on knowledge and understanding of the students on gender-related roles and practices. For instance, the students may have accessed LM that promoted gender awareness and sensitivity on reproductive roles. However, the set-up in their respective homes may differ from what they have read in LM. Vicarious learning, or role modeling, explains that an individual learns attitudes, behavior, and outcomes of behavior by observing another person such as family members and even strangers. Related to this is the differential reinforcement construct, that is, the groups in which an individual is a member such as a family, school, religion, or group of friends, exert pressure on the member to acquire and observe the values and behavior they promote, and to avoid social consequences.

Table 3. Sources of Information on Gender-related Roles, Practices and Concepts

Categories	Men	Women	Homosexuals
Abilities (A)	(ES) *Male students are better or good in math than their female counterparts *They are wiser and smarter thank their female counterparts *Male students are better choices in leadership roles	(ES) *Female students are not as good as their male counterparts in math. *They are not as wise and smart as their male counterparts.	
Activities (Ac)	(MS and ES) *Men are expected to be interested in sports particularly basketball. *Male students are expected to be active in athletics. (MS) *Men/boys should be/are interested in cars, career, financial matters. *Men/boys are circumcised to grow tall. *Men/boys masturbate to make their thing bigger. *Drinking alcohol is an activity that real men do. (FS) *It is the man/boy who should court a girl, not the other way. (MDS) *Men are addicted to online games. *Post macho images, tattoos, and share hilarious videos, watch action movies/videos.	(FS and MS) *Women or girls should have less contact with men. *Women or girls are not allowed to spend the night with friends, not allowed to go out with men and to drink alcohol. (FS and ES) *Girls play at home with their dolls. *Female students are expected to play volleyball during sports activities. (FS and MDS) *A girl should put the blood from her 1st menstruation on her face to keep it pimple-free, to jump repeatedly so they will grow tall, and to not take a bath when they have their monthly period.	No evaluated terms or concepts related to the roles, practices and concepts about homosexuals according to the sources.
Attitudes /Behavior (AB)	(MS and ES) *Men/boys should be strong, brave, fearless and bold. (ES and MDS)	(FS, MS, ES and MDS) *Women/girls to project themselves decently, to act modestly, and to speak respectfully.	

	*Men/boys should be/are aggressive. (MS and MDS) *Men/boys should be/are tough. (MS) *Men/boys should be/are gentlemen, treat women with dignity, love, kindness and respect. *They should honor their parents.(MDS) *Men are very violent, predatory, stoic and risk-takers.	*They should be modest, sensitive to other's feelings and should be submissive. *Female students are expected to be responsible, obedient, polite and graceful. (MDS) *They are always career-oriented, and focused on beauty and motherhood.	
Image (I)	(MS and ES) *Men/boys don't wear skirts or dresses. They have short hairstyle. They do not wear earrings. (ES and MDS) *They are always portrayed as doctors, executives and businessmen; to take agriculture and automotive classes. *Their roles are usually soldiers and police officers. And portrayed by characters who are nuclear with massive guns. (FS and MS) *Men's movement should be masculine. *Men are not allowed to cry, to show weaknesses.	(ALL SOURCES except RS) *It is important for girls to have a good image and that women, or girls, to wear neat and pleasant dresses, or skirts and make-up, that they are watchful on what they wear so they will not be harassed. *To be hygienic and to have long hair. (ADS and MDS) *They are presented as sexy, sexually available, thin, attractive. *Pink color is associated with them. *They are featured in cosmetics and domestic products.	
Tasks/Duties (TD)	(FS and ES) *Men should assist in doing heavy work including assisting their father. *Male students are expected to do hard labor and carry heavy objects.(MS) *Men/boys to pay on dates. (ES) *Male students are expected to throw the garbage, fetch water and oversee the flag ceremony. (RS) *Men are to walk humbly and holy in the eyes of the Lord, to protect the women, to seat separately from the women, to wear prescribed clothing. (ALL SOURCES) *Men as the breadwinner, moneymaker, manager of the family's finances.	(ES) *Female students are expected to do the cleaning of the classroom including the sweeping of the floor. (RS) *Women are expected to walk humbly and holy in the eyes of the Lord, to marry only a man, to seat separately from men when inside the church (INC), not to show their hair to anyone (Muslim), not to cut their hair (Dating Daan) and not to let anyone just touch her (Muslim). (ALL SOURCES) *Women are homemakers, caregivers, and do chores and take care of the family including the elderly parents. *As a wife, a woman bears child and serves her husband.	

	*Men lead the family, he is the "pillar of the house", protector of the family and its possessions, guards the family, influences and teaches values, supports the wife and children, and does the repairs at home.		

(Legend: ADS - advertisement sources ES - education sources, e.g. schools attended; FS - female sources like mothers; MDS - media sources like TV/social media; MS - male sources like fathers; RS - religious sources like priests /teachings of the church)

The gender roles, practices and concepts that are discriminatory are presented in Table 4. Analysis of data shows that there are A, Ac AB, I and TD that are perceived by the respondents as discriminatory against men and women. Specifically, productive gender roles discriminate against women as men are often associated with performing this role. While the stereotyping of work and profession, according to the student-respondents, is both discriminating against men and women. And these discriminatory roles, practices, and concepts are from all sources. As for the homosexuals, the practice observed by RS that limit the LGBTQIA+ participation in activities of a particular religion, like going inside the place of worship is the only response identified by the students as discriminatory. At the same time, no gender productive and reproductive roles are associated with homosexuals.

The students learned these gender roles, practices, and concepts from authoritative sources. Nevertheless, they do not perceive all of these as appropriate because there are roles, practices, and concepts that they find discriminating either against men, women, both men and women, and homosexuals. And this leads to the questions where and how the student-respondents developed these perceptions of discrimination?

Transformational Learning Theory (TLT) explains that a change in a person's "frame of reference" (Mezirow, 2002), or perspective, is caused by a situation that reveals deviation or inconsistency between what the person or learner has always known to be true and what he/she just learned (Cranton, 2002, 63-71). The situation is the catalyst for change, while the person experiences "critical reflection" (Mezirow, 1997), a state wherein the person examines and evaluates his/her values and beliefs, their reliability or correctness in the context of the new body of knowledge or experience, and assertions (Cranton, 2002, 63-71). Though the students are freshmen, have access to gender-related information, and have varying experiences, some can experience critical reflection that will cause them to change their perspectives on some gender roles, practices, and concepts. These are reflected in their responses such as word choices, citing concrete examples/situations, and unique responses.

Additionally, the variations in the students' perspectives of discriminating gender roles, practices, and concepts could be the results of their limited access to sources that present, discuss, and elaborate these issues. For instance, respondents who attended and participated in learning activities in schools, communities, and churches are able to access media, both social and traditional. Or, tho who have relatives and friends, or themselves, experienced or observed stereotypical and non-stereotypical gender roles and practices are likely to process the information and analyze their applicability to themselves. As previously mentioned, SLT key constructs include vicarious learning, definition, differential association, and differential reinforcement. So, a students' perspective that a role, practice, or concept introduced by a person of authority like a mother, father, or teacher is discriminatory because he/she has learned through vicarious learning and came-up with his/her own definition that such is discriminatory.

Table 4. Discriminating Gender Roles, Practices or Concepts

Categories	Men	Women	Homosexuals
Abilities (A)	Expectations that men/boys are good in math are discriminating.	Women/girls being less academically inclined compared to men/boys;female students are good at public speaking	No evaluated terms or concepts related to the roles, practices and concepts

Activities (Ac)	Men/boys are expected to be inclined/interested in sports particularly basketball; that they are addicted to online game	Women/girls are expected to play a particular sport like volleyball	about homosexuals according to the sources.
Attitudes/Behavior (AB)	Expectations that men or boys are strong, tough, powerful, and fearless; expectations that men/boys should not cry, should not be emotional, and should not show weakness		
Image	Men/boys being portrayed as wrong online	Women are expected to be and portrayed as dependent on men; women as objects of men's attention; they are vulnerable, weak, fragile, powerless, and submissive; to be sexy, sexually available; watchful/careful in dressing up and to focus on their looks	
Task/Duties (TD)	Men/boys being required and portrayed as the provider, moneymaker in the family; expected and portrayed to do repairs at home; to pay the bill on dates; male students to throw the garbage	Women/girls being required and portrayed to know house chores; portrayed as homemakers, being required to stay at home to do chores and take care of the family; female students to do the cleaning like sweeping the floor	

Conclusion

Based on the analysis of gathered data, the student-respondents perceived that gender is a socio-psychological phenomena, that is, a result of the interplay of social and psychological factors. They used socio-psychological concepts such as awareness, behavior, characteristics, identity, personality, race, self, and society to define gender. There are, however, respondents whose perceptions of gender needs improvement, particularly those who equate gender with sex, since these contradict the literature on gender being a social construct.

As for the words and phrases used to refer to men, the students described them by using words categorized as attitudes/behavior, physical attributes, and synonyms - the three (3) mostly mentioned descriptions for men. Women are identified to words and phrases categorized as attitudes/behavior, roles, and physiological descriptions; and homosexuals to categories of attitudes/behavior, synonyms, and unique concepts. Moreover, there are words and phrases used to refer to men, women, and homosexuals but with different applications and meanings. For instance, the words brave, emotional, funny, independent, and strong. Also, there are more words and phrases that refer to both women and homosexuals than men and homosexuals, and women and men. For instance, words like artistic, beautiful, creative, feminine, imaginative, kind, reserved and supportive describe and identify both women and homosexuals.

The familiarity of the student-respondents to terminologies related to attitudes/behavior may have contributed for this category as the mostly used words/phrases to refer to men, women, and homosexuals. As for the attitudes/behavior observed in men, women and homosexuals, some student-respondents may have discerned these as qualities possessed by any person regardless of if the person is a man, woman or homosexual. While students' perceptions that women and homosexuals possess qualities that are identifiable to each other could be the results of their access to various

materials such as online sources where images of beautiful women and homosexuals proliferate. Lived experiences may have also influenced students' perception of these qualities shared by women and homosexuals.

The gender-related roles, practices, and concepts categorized as attitudes/behavior are introduced and taught, intentionally or not, by mothers/female relatives, fathers/male relatives, schools, advertisements and media. Schools, on the other hand, are the common sources of gender-related roles, practices and concepts categorized as abilities, activities, attitudes/behavior, image, and tasks/duties. While religion is the source of practices and concepts categorized as tasks/duties. Moreover, there are roles, practices and concepts introduced by multiple sources like men as athletic, tough, strong, and the family's breadwinner. And women as modest, caregivers, and homemakers. Media and advertisements are sources of images of men as aggressive and violent individuals, and women as sex objects, beauty conscious, and career-oriented.

The gender-related roles, practices, and concepts discriminatory to men are found in all the categories: abilities, activities, attitudes/behavior, image and tasks/duties. Likewise, the categories of roles, practices, and concepts discriminatory to women include abilities, activities, image, and tasks/duties. Student-respondents consider the stereotyping of productive and reproductive roles of men and women discriminating. Homosexuals, on the other hand, are discriminated against by the religious-based practices particularly for not allowing them to enter places of worship.

Student-respondents vary in their definitions of gender, perceptions of men, women, and homosexuals in terms of abilities, attitudes/behavior, and roles, and discriminatory practices and concepts. There are respondents who described men as the "most dangerous species". And some described homosexuals as someone who is "always discriminated against in every country like the Philippines", and "humans deserving of respect and recognition". And these variations can be explained by the key constructs of theories of Social Learning, Differential Association, and Transformational Learning.

In summary, the socio-psychological concepts acquired from authoritative sources like schools are used in most definitions of gender; the student-respondents perception of men, women and homosexuals vary; similar gender-related roles, practices, and concepts are acquired and learned from multiple sources, and is validated by another source; sources of gender-related roles, practices and concepts are also the sources of some discriminatory practices against men, women and homosexuals; and variations in experiences, learning abilities, and language used in learning contribute to differences in perceptions in gender.

Thus, the findings of this study may be referred to in the enhancement of instructional materials for gender education , development and improvement of teacher-training programs for gender education, gender policy enhancement in educational institutions including student services, and in future researches on gender education.

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