



Exploring Gender Expression of Learners in SHS in San Nicholas Iii, Bacoor City

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Abstract— Despite the implementation of orders promoting gender sensitivity, issues of gender discrimination are still present and found unsafe by the learners. The study was conducted to explore the level gender expression of learners in SHS in San Nicholas III, Bacoor. The study also found significant one out of seventeen Sustainable Development Goals. #5 Gender Equality, with this study, this ameliorates the equality of all various genders. Descriptive survey was utilized as research design; three hundred and fifty-two learners were used as the respondents, and data had been gathered including the age, gender, grade level, and academic strand/track. The level of gender expression measured using Bem Sex Role Inventory, and Survey on Public Attitude towards Homosexuals, correspondingly. The data was analyzed using Pearson's correlation coefficient, one-way ANOVA, and independent t-test. The results show the level of openness of the institution is moderately high. Furthermore, there is no significant relationship between the age as well no difference to their grade level, and the gender expression of learners. While the academic strand/track of learners resulted in significant difference to their gender expression. The researcher suggests sustaining the openness of gender expression of learners in SHS in San Nicholas III, Bacoor City.

Keywords— Gender Expression, Homosexual, Gender-sensitive, Gender dysphoria, Openness

INTRODUCTION

Gender expression is a path for a person to freely express their accommodated gender to society. This way of expression includes the person's way of clothing style, visual appearance, such as haircuts, physical gestures and characteristics, verbal communication, accommodated pronouns, and mannerism (Cherry, 2021). One's gender is also recognized to address as a part of their identity. While gender expression is a presentation that goes reciprocally of what people expect from the person expressing that should be based on their biological sex (Adler, 2014).

Consequently, gender discrimination is still an issue in society, especially for learners. Despite the implementation of orders to address the problem of gender expression, still this was very rigorous in many societies (Cherry, 2021). In general, it is considerable to keep in mind that expressing gender is an exterior representation, and the struggles within should be addressed by the community on how society responds to these kinds of incidents. Moreover, terms using pronouns as their label is also a problem that society neglects to accept utilizing these pronouns which are not fit their biological sex (Heisler, 2019). In terms of religious approaches, there was a huge impact on consideration between the family that was inclined toward religious beliefs and practices since then. This brings up the concept of conservatism which asks the people to retain themselves between what is written



from the past and what must be reflected in them. Thus, children born with religious families are torn on what they should be, and not on what they wanted to be (Piamonte et al., 2020).

Public restroom accessibility, and accessibility to government services all became relevant topics. According to research done by Sawyer and Thoroughgood (2017), transgender people are persistently resistant to using the facilities because of how they represent their gender. In line with this, the Philippines is affected by gender dysphoria which is significant to transgender people. 25% are cohort as transgender, genderqueer, and non-binary. People within the gender are still experiencing exclusion from public services, especially in the medical field. This brings them self-assessment and medication to address the problem within themselves (Eustaquio et al., 2022).

Furthermore, heterogender are also experiencing a lack of acknowledgment of their gender. Women are used to being recognized for helping their families and performing household-related practices and men should have the life practices externally which narrows the abilities and capabilities of women by limiting their accessibility in fields. The researcher of this study wanted to address the challenge of acknowledging the gender expression of learners in SHS in San Nicholas III, Bacoor City.

As the provided challenge, the researcher conducted a study to investigate the SHS in San Nicholas III, Bacoor City's openness of gender expression on their learners. The author wanted to help people struggling in expressing gender with their external representation to the public. It aimed to have openness to the learners and attain their freedom to express themselves without having a barrier to the public.

This research is found significant to the institution of SHS in San Nicholas III, Bacoor City if the said school was already implemented and practiced the Reiterated DepEd Order No. 32. s, 2022, and exercised the orders provided by the Department of Education towards their learners.

It is found relevant as well to the learners of the said school, to determine if their current institution can observe the openness to gender expression among the various genders of them.

This is also significant to two out of seventeen Sustainable Development Goals provided by the United Nations. First, Gender Equality, since this study objects to investigate the field of various gender if they are having equal treatment practice specially to the institutions that they belong.

Lastly, the significance of this study on the other SGD is Reduced Inequalities. This research aims to address the problems of gender inequality practices that can affect the various genders, especially the learners.

OBJECTIVE OF THE STUDY

The main objective of this study was to determine the level of openness in gender expression within the learners of SHS in San Nicholas III, Bacoor City. Specially, the study determined the sociodemographic profiles of learners, and the significant difference and relationship of openness to gender expression within the institution in terms of the learner's age; and gender, and if their grade level and strands contribute to their withdrawal for gender expression.

RESEARCH METHODOLOGY

Research Design

A descriptive study was utilized in this research and systematically explained a population circumstance or phenomenon. While it is not related to experimental research you must experiment. Thus, a variety of research methods were utilized and analyzed carefully and read them.

It is supported by the study of Salaria (2012), the researcher utilized a descriptive survey as well, in which a group was picked from a wider community to gather information on this population and stand as a sample. It represented a part of the complete or aggregate from which it was drawn, and it enabled a generalization based on the relatively small sample size of the population.

Sampling and Participants

Convenience sampling was used to investigate the participants of this study. It was based on the academic strand of track of the participants who participated in the research that answered the survey questions.

Three hundred and fifty-two from SHS in San Nicholas III, Bacoor City subject of this study. Slovin's formula was utilized and calculated the total number of participants, with n denoted sample size, as followed:

Equation 1. Slovin's formula

$$n = \frac{N}{1 + Ne^2}$$

where n was the sample size, N represented the population size, and e represented the margin of error.

Research Instrument

A survey questionnaire was provided on printed forms that served as the primary tool during the collection of data. Survey questionnaires included sociodemographic characteristics, such as age; gender; grade level; strand; gender expression of the learners; and prevalence of the school's level of openness in gender expression.

Two questionnaires were utilized in this study. One for the assessment of public awareness, acceptance, and extent of the problem of discrimination faced by sexual minorities based on Adeyemo (2019), and the other for collected of genders among learners and compared the respondents by their age; gender; grade level; and the strand to the level of openness in term of gender expression that utilized by using the MVA Hongkong Limited (2006), four-point Likert-scale was used and answered four questions considered the school field by determining the aforementioned objective and has the inclusion of strongly disagree (1), disagree (2), agree (3), and strongly agree (4), which based on the study of (Badjanova et al., 2017) and (Adeyemo, 2019). The frequency was measured using three scale Bem Sex Role Inventory BSRI, Bem, 1974) which expanded the androgyny by including other genders based on the study of (Tabler et al., 2021). This included, lesbian (a), gay (b), bisexual (c), transgender (d), queer (e) asexual (f), and pansexual (g). The respondents provided their sociodemographic profile and related to the openness of gender expression by checking the box consisting of the item. (strongly disagree, disagree, agree, strongly agree).



Data Gathering Procedure

Face-to-face survey has conducted for three weeks. This study included a printed survey with collected data. The survey had also distributed to the learners from all strands of SHS in San Nicholas III, Bacoor City. The researcher asked the participants about their grade level and strand for the record's validity. Moreover, the researcher has not requested the name of the participants to maintain confidentiality.

Statistical Analysis

The mean and the standard deviation of data have been calculated to determine the level of gender expression among learners in SHS in San Nicholas III, Bacoor City. The data have been statistically analyzed using Pearson's correlation coefficient, independent t-test, and one-way analysis of variance. Pearson's correlation coefficient was used and assessed the relationship and figured out the relationship between the level of gender expression among the learners and the school's openness to the objective. Meanwhile, the independent t-test was used and measured the significant difference between the gender expression of learners and the prevalence of school's openness to gender expression in terms of gender, and grade level. Lastly, the one-way analysis of variance, on the other hand, was used and assessed the significant difference in the gender expression of learners among the various strands in SHS in San Nicholas III, Bacoor City.

RESULTS AND DISCUSSION

The gathered respondents among the learners of SHS in San Nicholas III, Bacoor City was asked to provide their sociodemographic profile and determined their self-belonging to the society. The following details of the respondents were included in Table 1.

Table 1. Sociodemographic profile of respondents

Features	f	%
Age		
16	46	13.07
17	92	26.14
18	123	34.94
19	41	11.65
20	19	5.40
21	15	4.26
22	5	1.42
23	6	1.70
24	2	0.57
25	2	0.57
27	1	0.28
Gender		
Male	165	46.88
Female	135	38.35
Lesbian	4	1.14
Gay	5	1.42
Bisexual	34	9.66
Transgender	3	0.85
Queer	1	0.28



Pansexual	5	1.42
Grade Level		
Grade 11	199	56.53
Grade 12	153	43.47
Strand		
GAS	87	24.72
HE	108	30.68
HUMSS	105	29.83
ICT	52	14.77
Total	352	100

The level of openness in terms of gender expression was shown in Figure 2., which 352 total of learners in SHS in San Nicholas III, Bacoor City, stood as the respondents of this study. The results showed that this study collected most of the respondents were of legal age, 123 of them were 18 (34.94%) years old, followed by 92 respondents of 17 (26.14%) years of age, 46 respondents were 16 (13.07%) years old, 41 were 19 years old (11.65%), 19 (5.40) were 20, while 15 of the participants were 21 (4.26), six were 23 (1.70%), five were 22 (1.42%), two were 24 (0.57%) and 25 (0.57%), and lastly, one participant has the age of 27 (0.28%).

In terms of gender, male as the greatest number of respondents and has a total number of 165 (46.88%); while female has 135 (38.35%) respondents. 34 (9.66%) of the respondents considered themselves bisexual; five (1.42%) of them labeled themselves as gay and pansexual, while four (1.14) respondents were lesbian, and the remaining three (0.85%) of them are transgender, and one (0.28%) was queer.

The result as well showed that 199 (56.53%) of the respondents were in Grade 11, while 153 (43.47%) as the remaining were in Grade 12. Strands were determined that 108 (30.68%) of the respondents were HE-TVL Track, 105 (29.83%) were HUMSS, 87 (24.72%) were GAS, and 52 (14.77%) of the participants were ICT.

Table 2. Level of openness between institution and learners

Statement	Mean	Interpretation
I can see the school has the openness for learners with gender expression.	3.24	High
I am not experiencing difficulties with my age on expressing my gender	2.74	Moderately High
I am not facing any social barrier and struggles academic strand in terms of my gender expression.	2.87	Moderately High
I am not struggling with my gender in terms of my strand	2.88	Moderately High
OVERALL MEAN SCORE	2.93	Moderately High

Based on the reiterated memorandum of Department of Education No. 32 s. 2022 Gender-Responsive Basic Education Policy and disseminated under Regional Memorandum No. 551, s. 2022 which discussed to undertake gender-mainstreaming to address the issues and concerns pertaining to gender and sexuality under basic education such, violence, abuse, exploitation, discrimination, and bullying. This included the promotion as well on gender equality and non-discrimination in all governance levels. Moreover, it was ordered as well to ensure gender parity and strengthen the development institutional mechanism among genders.

Table 3. Relationship between age and gender expression of learners using Pearson's correlation coefficient

Variables	N	df	r	sig	Remarks
Age	352	351	0.057	0.05	No significant difference
Gender Expression					

Using Pearson's correlation coefficient, it was determined that there is no significant difference between the age of learners towards to their gender expression which was shown in Table 3., since the significant value ranged with 0.05, while the computed value was 0.057. In line with this, the hypothesis of the researcher was matched to the show results. Thus, the learners of SHS in San Nicholas were not affected by their age for expressing their gender between themselves and the institution. proved that it was composed of teenagers which is relevant for expressing their gender with no accordance to their age. Furthermore, it was also mentioned that the age of 17 was the stage of development of feelings and interaction that accommodates their exploration to fully identify their sexualities and desired gender.

Table 4. Difference between gender expression of Grade 11 and Grade 12 learners using independent t-test

Grade Level	N	Mean	SD	df	t	t crit	Remarks
Grade 11	199	2.9	0.38	352	-1.11	1.64	No Significant Difference
Grade 12	153	0.38					

The independent t-test was utilized in the results shown in Table 4., which the grade level has found with no significant difference between Grade 11 and Grade 12 to their gender expression. The t-crit (1.64) was higher than the t-stat (-1.11). The data lead to the conclusion that learners of SHS in San Nicholas III, Bacoor City faced no different condition in regards of their gender expression between of being a Grade 11 or Grade 12 learner of SHS in San Nicholas III, Bacoor City.

However, based on the study of Evangelista et al. (2021), it was found that in the Philippines was prone to gender discrimination, even the implementation of orders was present. This incident was observed in higher levels, including senior high school and college. This led to a major influence on the nation that should be addressed. Thus, comparing to these results, it was opposed outcome between the gathered study.

Table 5. Difference among gender expression of learners from various strands using one-way analysis of variance

Source of Variance	SS	df	MS	F	P-value	Remarks
Between Groups	5.58	3	1.86	5.49	0.001	Significant
Within Groups	117.18	348	0.33			
Total	123.36	351				

However, significant difference was found among strands of learners in SHS in San Nicholas III, Bacoor City with their gender expression as shown in Table 5. The F stat (5.49) was higher than the F crit (2.63) that lead the conclusion that the learners of the mentioned school have difference in terms of gender expression linked on the various strands among GAS, HE, HUMSS, and ICT.

Based on the study of Manalastas et al. (2017), one of the researchers' bases to determine the gender expression of learners as the respondents as well was to determine their strands and assess it with the question if the participants of the study were experiencing struggle with their gender expression which contributed by their courses or strands. It was stated in the results that homonegativity in the Philippines was also relevant in higher education. Furthermore, degree courses in this study were defined for associating someone's gender, the chosen career path has reflection towards anyone. Thus, with this perception of people, this places gender expression is harder for people.

CONCLUSIONS

The overall status of gender expression and its openness in SHS in San Nicholas III, Bacoor City was moderately high. Based on the gathered results, the researcher concluded that the school of SHS in San Nicholas III, Bacoor City has the openness to gender expression of their learners. The associated question within the survey was to determine the openness with has high remarks that proved that the said school was gender sensitive and inclusive.

Furthermore, the school was already implementing the Reiterated DepEd Order No. 32 s, 2022 which was observed by their learners that brought to school with a better result. Moreover, even the aspects in terms of age, grade level, and strand was not able to attain the maximum positive remarks, still it ranges with a good profile. Still the openness in gender expression was verdict to be observed by their learners.

RECOMMENDATIONS

Then conducted study might open various possibilities for addressing the openness in gender expression among the learners of SHS in San Nicholas III, Bacoor City

Considering the findings of the study, the following recommendations were drawn:

1. Sustaining the openness of gender expression towards the learners of SHS in San Nicholas III, Bacoor City for the further students in the upcoming academic years
2. Maintaining the practices under the reiterated DepEd Order No. 32., s, 2022 that makes the institution more gender inclusive and sensitive towards their learners.
3. Establishing programs and events that will recognize and acknowledge all the various genders of learners based on the provided memorandum from the national government on education.
4. Conduct a wider study including sexual orientation and gender identity as well preference of learners.
5. Lastly, determining the level of discrimination and its effect on the learners between their academic performance and participation.

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