

# Gender Issues on Academic Performance: Elementary School Teachers' Perspectives

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*Abstract* — The purpose of this study was to investigate the perspectives of Home Economics teachers on gender issues. A descriptive-survey method of research was used in this study. The study utilized three (3) public elementary schools, the San Pablo Integrated School of Malabog, Davao City, Pablo M. Piatos Sr. Integrated School of Bunawan, Davao City and Gatungan Integrated School of Mahayag, Davao City. By exploring the perceptions of Home Economics teachers regarding gender-related factors in Home Economics education, the research aimed to identify any disparities or challenges that may affect students differently based on gender. The findings of this study contributed to a better understanding of how gender influences academic outcomes in Home Economics and informed educational practices and policies to create a more inclusive and equitable learning environment for all students.

*Keywords* — *Across Learning Areas, Gender Issues, Perspectives, Academic Performance, Davao City*

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## I. Introduction

Home Economics is a skill-oriented course that can provide students with skills that allow for self-reliance or paid employment, hence lowering unemployment and promoting manpower development. Among the areas of education that are used to improve development, Home Economics has consistently been identified as the proper step in the right path (Ekpenyong, 2008). However, gender bias does occur in the study of Home Economics especially in the academic performance of the students – students' preferences for the subject are influenced by their gender roles. One of the causes of the gender gap in the study of Home Economics is the assumption that it is a subject for women or girls (Eudeo, 2014). The attitudes of communities concerning sex roles and behavior also play a part in this. If everything about food, clothing, and housekeeping falls under the purview of women, it may be difficult for male students to have positive attitudes toward the subject (Sagad, 2010).

The content of home economics comes from the synthesis of multiple disciplines. This interdisciplinary knowledge is essential because the phenomena and challenges of everyday life are not typically one-dimensional. The content of home economics courses varies, but may include: food, nutrition, and health; personal finance; family resource management and planning; textiles and clothing; shelter and housing; consumerism and consumer science; household management; design and technology; food science and hospitality; human development and family studies; communication and extension education and community services, among others

(Abise, 2018). The capacity to draw from such disciplinary diversity is a strength of the profession, allowing for the development of specific interpretations of the field, as relevant to the context (Madhurima, 2015).

Numerous researches and studies have emphasized the significance of studying Home Economics to equip students with the life skills necessary to live more independently after primary school. Nevertheless, gender issues stem from people's cultural and traditional perspectives. Thus, this section introduced the Home Economics literature review and the gender issues surrounding it. The literature presents the assumptions, observations, claims, propositions and findings made by authorities here and abroad which provided the research with rich background related to the variables of the study. By definition, home economics is “the art and science of home management”, meaning that the discipline incorporates both creative and technical aspects into its teachings. Home economics courses often consist of learning how to cook, how to do taxes, and how to perform child care tasks. In the United States, home economics courses have been a key part of learning the art of taking care of a household.

The content of home economics comes from the synthesis of multiple disciplines. This interdisciplinary knowledge is essential because the phenomena and challenges of everyday life are not typically one-dimensional. Home Economics is taught in Philippine schools as part of the Edukasyong Pantahan at Pangkabuhayan (EPP) curriculum for grades four to five and the Technology and Livelihood Education (TLE) curriculum for grades six to twelve. EPP/TLE is geared toward the development of technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work values, and life skills. This means that the EPP/TLE that works is one which is built on adequate mastery of knowledge and information, skills and processes, and the acquisition of right work values and life skills. The EPP/TLE that is functional is one which equips students with skills for lifelong learning. EPP/TLE that is concerned only with mere definition of terms is meaningless and shallow. EPP/TLE that is focused on mastery of skills and processes without right work values is anemic and dangerous. An effective EPP/TLE is one that is founded on the cognitive, behavioral, or psychomotor and affective dimensions of human development. Therefore teaching TLE means teaching facts, concepts, skills, and values in their entirety. EPP/TLE by its nature is dominantly a skill subject; hence the teacher must engage students in an experiential, contextualized, and authentic teaching-learning process. It is a subject in which students learn best by doing. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE. It integrates concepts, skills, and values.

Not only does Home Economics teach students about cooking and safety but it also builds responsibilities to students. Some authors discussed effective strategies that teachers can use to make Home Economics lessons engaging and interactive for students:

*Using hands-on activities.* These activities allow students to apply what they have learned in class and develop practical skills. Turner & Cox (2013) detailed that hands-on experiences allow

students to learn by doing things and solving problems for themselves. It is also known as experiential learning. The general idea behind hands-on learning is that it allows students the opportunity to construct their own knowledge through their experiences. For Harris (2011), hands-on activities use kinesthetic and tactile methods, where touch, feel, smell, taste and hearing can enhance the learning experience. This type of multi-sensory learning enriches the mind and helps students retain what they have learned for much longer than lectures or reading alone.

*Incorporating technology.* Technology can be a great tool for teaching Home Economics. Teachers can use multimedia resources, such as videos, online tutorials, and interactive software, to enhance students' learning experience. Murray (2011) stressed that the use of technology during whole-class instruction can foster student engagement for auditory and visual learners. Integrating simple technologies such as Power Points, games, internet homework assignments, or online grading systems can be difference makers in students' growth in the classroom. *Using real-life scenarios.* For example, students can be asked to plan a family budget, prepare a healthy meal plan, or design a sustainable home. Cuadra & Shaw (2011) discussed that real life scenarios allow Home Economics teachers to put their students in the picture. Creating immersive, relatable scenarios enables students to apply skills and knowledge easily and directly in their daily roles and tasks. Moreover, Ballison (2001) also mentioned that R=real examples provide concrete applications to knowledge and skills learned in the classroom as they relate to students themselves and society. Real examples also encourage students to be aware of the choices they make and how they fit into a greater societal context.

*Collaborating with other subjects.* Home Economics can be integrated with other subjects such as science, math, and social studies. Teachers can use this approach to make connections between different subjects and provide a more comprehensive learning experience. Wong, Kasem & Suwan (2004) noted that collaborating with other subjects enables students to acquire and use basic skills in all the content areas and to develop positive attitudes for continued successful learning throughout the elementary grades. Collaboration acknowledges and builds on the relationships which exist among all things. Moreover, Dee (2000) concluded that to collaborate with other subjects means to remove barriers between areas of study and to make connections among subjects.

*Encouraging creativity.* Home Economics lessons can be an opportunity to encourage students to express their creativity. For example, students can be asked to design their own clothing, create a new recipe, or decorate a room. Chen & Saelem (2008) pointed out that creativity belongs everywhere, not just in childhood games and extracurriculars. It involves all of your senses and creates new knowledge that didn't exist before. Students of all ages need to learn by creating - it helps to synthesize information and bring joy and meaning into their educational experience. Schmidt (2015) stressed that Home Economics teachers who frequently assign classwork involving creativity are more likely to observe higher-order cognitive skills — problem solving, critical thinking, making connections between subjects — in their students.

*Fostering teamwork.* Home Economics is a collaborative subject that requires teamwork. Teachers can encourage teamwork by assigning group projects and activities that require students to work together. Raffiti (2020) expressed that teamwork teaches essential communication and social skills, such as active listening and effective speaking. When working as a team, students learn how to listen to their leaders and coaches in order to perform their individual roles. Students learn how to listen to one another in order to function as a cohesive unit. Wright (2021) also expressed that one of the big ways in which teamwork is important is because working as part of a unit helps us to foster a joint sense of friendship, loyalty and trust. Having close relationships helps us to motivate each other and be more supportive of others' needs

Gender issues on academic performance refer to the disparities and inequalities that exist between boys and girls, men and women in academic settings (Castellan, 2017). These issues can be influenced by various factors.

*Stereotype and biases.* Stereotypes and biases based on gender can impact how students are perceived and can limit their academic performance. For example, boys may be stereotyped as being poor at Home Economics, whilst girls excel. Syahrin & Komariah (2012) revealed in their study that in terms of performing the tasks in preparatory work, processing the materials, and tidying up the practice room, girls students showed better results than male students. Stereotyping girls enhances their confidence and performance while decreasing boys' confidence and performance.

*Parental and societal expectations.* Parental and societal expectations can influence a child's academic performance. For instance, some cultures may prioritize training their girls in the Home Economics class over boys, which can limit boys' opportunities for academic success. Arabe (2007) discussed that parental and societal expectations for girls and boys in Home Economics can differ based on cultural norms and gender stereotypes. Girls have parental and societal expectations that include domestic responsibilities and femininity at home.

*Lack of representation.* Lack of representation of a particular gender in a particular field can influence academic performance. For example, the underrepresentation of boys in Home Economics may discourage boys from pursuing these fields. Gender segregation in the vocational orientation of students has been well documented for decades in most OECD countries (OECD, 2012).

*Educational Environment.* The educational environment can also contribute to gender issues in academic performance. For instance, if there are sufficient role models in studying Home Economics which could be seen in books and educational videos, this can have a good effect on the academic performance of the students. Sibalyan (2011) asserted that the educational environment has a major impact on students' academic achievement. A pleasant educational learning environment can foster a supportive and accommodating learning environment, resulting in improved academic performance for pupils. A pleasant psychological environment in which

male and female students feel belonged and achieved is part of a motivating educational environment.

*Socioeconomic factors.* Socioeconomic factors such as poverty and lack of resources can also impact the academic performance of the students. Home Economics education is a vital aspect of teaching students about essential life skills, such as cooking, budgeting, and home management. Due to a lack of resources and opportunities, students from low socioeconomic backgrounds may have limited access to these abilities (Gunman, 2008). Girls may be more affected by this aspect than boys in many circumstances, because girls are acknowledged to be good and skilled in Home Economics abilities, resulting in gender differences in academic performance.

Addressing gender issues in education is essential because it promotes gender equality and enables both boys and girls to reach their full potential. Gender issues have an impact on the academic performance of the students. Home Economics teachers have some thoughts on it.

*Reduced students' self-esteem.* Gender issues in education can have a negative impact on students' self-esteem. When students are constantly subjected to gender stereotypes or biased treatment, they may begin to feel less worthy of respect. Compared to girls, boys may lack male role models in Home Economics classes, which can make them feel out of place or discouraged from participating (Winston & Huston, 2011). Moreover, girls and boys may not be interested in the subject matter of Home Economics classes, which can lead to feelings of disengagement or boredom (Faustino, 2009).

*Limited opportunities.* When gender issues are prevalent in education, students may be limited in their opportunities to pursue certain subjects or career paths. For example, girls may be discouraged from pursuing science and math courses, while boys may be discouraged from pursuing courses in Home Economics. Boys may not see Home Economics as a viable career path because of gender stereotypes about the field. This can limit their opportunities for future career success (Raffa & Migar, 2013). In addition, societal expectations about masculinity can also limit boys' opportunities in Home Economics classes. Boys may feel pressure to pursue traditionally "masculine" subjects, such as Math or Science, rather than Home Economics (Hill, Baderson, & Gamado, 2011).

*Increased absenteeism.* Boys tend to be absent frequently in Home Economics class, rather than girls (Tomson, 2010). Absenteeism of boys in Home Economics is a common issue that may have several underlying factors. Boys may feel societal pressure to pursue traditionally masculine subjects, such as math or science, and may be discouraged from taking Home Economics courses (Dayan & Brinton, 2009). This can lead to a lack of interest in Home Economics class and a higher likelihood of absenteeism. Moreover, boys may feel disengaged from Home Economics classes if the curriculum does not resonate with their interests or career goals (Guazon, 2011). For example, if the focus is mainly on cooking and sewing, boys who are more interested in technology or engineering may feel disinterested and not attend classes regularly.

*Unequal participation and performance.* There are some cases that boys and girls may be treated differently in Home Economics classes, which can affect their participation and performance (Quizon, 2011). For example, boys may receive less attention or encouragement from their teachers, parents, and peers, while girls may be expected to perform better and receive higher grades in the subject. This can create a sense of unfairness or insecurity for students of both genders. Salazar (2012) noted that the unequal participation and performance of boys and girls in Home Economics is a common gender issue that may arise due to a variety of factors, including socialization, cultural attitudes, and individual differences.

*Negatively affect career aspirations.* The way that Home Economics is presented and taught also affect students' career aspirations and choices (Limbo, 2001). For example, if the subject is presented as being primarily for girls or as leading to careers in traditionally "female" fields such as nursing, boys may be less likely to consider it as a viable option. Girls may also face pressure to pursue careers that are seen as more appropriate for their gender, rather than pursuing their true interests and abilities (Kaidrana & Philgephilpe, 2011).

Teaching Home Economics is a demanding job that can be emotionally and mentally challenging at times. Coping ways are important for these teachers to maintain their well-being, manage the challenges, and provide quality education to their students.

*Educating and raising awareness.* Home Economics teachers can cope with gender issues on academic performance of the students in Home Economics class by educating themselves on the latest research and best practices related to gender equity in education (Hart & Cadell, 2003). This can involve attending workshops, conferences, and training programs, and staying up-to-date on current events and policies related to gender equity in education. In addition, education and awareness of Home Economics teachers in gender issues provides them with opportunities to connect with other teachers, administrators, and researchers. This can help the Home Economics teachers to build professional relationships, share ideas and resources, and collaborate on projects or programs related to gender equality and inclusivity (Whitlock, 2000). What is more is that, attending workshops, training, or conferences can be a source of inspiration for Home Economics teachers. Seeing other teachers' work and hearing about their successes in combating gender issues on students' academic performance. It can motivate them to try new things, take risks, and explore new ideas (Rustom, 2010).

*Creating an inclusive classroom.* Teachers can cope with gender issues by creating an inclusive classroom environment that welcomes and values diversity. This can involve using gender-neutral language, avoiding stereotypes and biases, and creating a safe and supportive learning environment for all students. With regards to using gender-neutral language, Laurier (2001) asserted that Home Economics teachers should be mindful of the impact of language on students. To avoid stereotypes and biases, Elrod (2005) emphasized that Home Economics teachers should examine their own biases about gender, and reflect on their own experiences and beliefs on gender. In addition, Elrod (2005) suggested that Home Economics teachers should build

positive relationships with students and create a sense of community in the classroom to create a safe and supportive learning environment for both genders.

*Encouraging dialogue and discussion.* Teachers can cope with gender issues on students' academic performance by encouraging dialogue and discussion in the classroom. This can involve creating opportunities for students to share their experiences and perspectives on gender issues, and facilitating respectful and open-minded conversations about these topics (Ritchell, 2020). Dialogue and discussion are critical for addressing gender issues in the classroom. Gender issues are complex and multifaceted, and they require a nuanced understanding that can only be achieved through open and honest conversation (Buden, 2011). By engaging in dialogue and discussion, students and teachers can learn from one another, share their experiences, and develop a deeper understanding of gender issues. This can help to create a more inclusive and supportive learning environment where all students feel valued and respected.

*Incorporating diverse gender perspectives.* Teachers can incorporate diverse perspectives into their curriculum and classroom discussions. This includes materials that represent a variety of gender identities and experiences, and encourages students to share their own perspectives and experiences (Chauhan, 2020). Further, the Home Economics teachers could also address intersectionality for more diversity in perspectives. The Home Economics teachers can address the ways in which gender intersects with other forms of identity, such as race, ethnicity, and sexuality. This can help to create a more nuanced understanding of the experiences of different individuals and communities (Claro, 2021).

*Providing gender-specific positive feedback.* Providing positive feedback can help to build confidence and self-esteem in students who may be experiencing gender issues in Home Economics class. Teachers can provide specific, constructive feedback that focuses on effort and achievement rather than on gender. Positive feedback that focuses on effort, achievement, an individual strengths rather than gender can help to promote gender equity and build self-esteem in students who are studying Home Economics. By providing positive feedback, teachers can create a supportive and inclusive learning environment that values the experiences and backgrounds of all students regarding the subject (Birk & Brad, 2012).

*Advocating for change.* Advocating for change within the school and community can help to address gender issues in Home Economics classes. Teachers can work with other educators, administrators, and community members to create policies and practices that promote gender equity and inclusion. Advocating for change can encourage critical thinking and engagement among students. This can involve challenging students to question traditional gender roles and to explore their own beliefs and values related to gender (Chen, 2019). Moreover, advocating for change can help to create a safer and more supportive learning environment for all students. This can involve creating policies and practices that address gender-based violence and harassment, and promoting respectful and inclusive communication among students and teachers (Huang, 2019).

This study was framed in line with the Social Learning Theory of Bandura (1977). The theory suggested that gender roles are learned through socialization, and that boys and girls are taught different skills and behaviors from a young age. This led to differences in academic performance, as boys and girls may be encouraged to pursue different types of activities and interests. In the context of Home Economics class, social learning theory suggested that students' gender roles and behaviors influenced their attitudes and performance in the class. For example, girls may be more likely to take on tasks related to cooking and caregiving, while boys may be more likely to focus on tasks related to construction or other traditionally "masculine" activities. This reinforced gender stereotypes and created a bias towards certain types of activities or skills. To address these issues, Home Economics teachers took steps to promote gender equity and inclusivity in the class. This involved encouraging all students to try a range of activities and skills, regardless of their gender. Teachers also worked to challenge gender stereotypes and biases by incorporating diverse perspectives and role models into their teaching materials and activities. For example, teachers included examples of men and women who excel at cooking or caregiving, or highlight the contributions of each gender in the field.

## II. Methodology

This study employed a qualitative approach to research, specifically a phenomenological research design since it will focus on the perspectives of Home Economics teachers on gender issues in the academic performance of students in the discipline. According to Creswell, (2012), phenomenology is an approach to qualitative research that focuses on the commonality of lived experiences within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art will also be used. The data were read and reread and was culled for phrases and themes that were grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon.

In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees will say (McNamara, 1999).

With the statements of Quad (2016), the researcher transcribed and typed the data into a computer file, in order to analyze it after interviewing. Interviews will particularly be useful for uncovering the story behind a participant's experiences and pursuing in-depth information around a topic.

The researcher collected data, typically via long interviews, from individuals who have experienced the phenomenon under investigation. Next, the data analysis involved triangulation



that extracted significant statements from the transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement fell under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience both the textural description of what was experienced and the structural description of how it was experienced. The researcher incorporated his or her personal meaning of the experiences here. Finally, the report was written such that readers understand better the essential, invariant structure of the essence of the experience.

The participants of this study were the 8 Home Economics teachers of Cluster 12, Division of Davao City. The participants were chosen based on the following criteria: (1) must be in the present position for at least 5 years- regardless of their age, sex and marital status; (2) must be teaching Home Economics for at least 5 years- regardless of their age, sex, and marital status; (3) and must have at least a very satisfactory rating in IPCRF.

The researcher utilized the purposive sampling design since the participants will be chosen based on the criteria or purpose of the study (Creswell, 2014). It is also known as judgmental, selective or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

*Educating and raising awareness.* Education and awareness of gender issues are crucial for students to foster a more inclusive and equitable society. By providing students with knowledge about gender diversity, equality, and the challenges faced by various genders, Home Economics teachers can promote empathy, understanding, and respect among young individuals. The participants of the study claimed that:

*“I maintain an ongoing dialogue with students, seeking their feedback and input on gender-related topics and initiatives in teaching and learning Home Economics. I encourage open-mindedness, critical thinking, and respectful discussion to create a culture of inclusivity and learning.” (P2)*

*“I invite guest speakers to share their success stories in Home Economics. This can provide students with real-life perspectives and help challenge biases and stereotypes.” (P8)*

The participants implied that Home Economics teachers should aim in increasing the understanding of students in gender issues. Dialogue provided an opportunity for students to share their perspectives, experiences, and knowledge about gender issues. Through open and respectful conversations, students can gain a deeper understanding of diverse gender identities, challenges faced by different genders in Home Economics, and the impact of gender inequality in the class. Moreover, it was implied that teachers should help students challenge stereotypes and biases associated with their gender. Inviting knowledgeable and successful people motivated and boosted students' self-esteem and worth. It makes Home Economics more meaningful in their life. Unfortunately, there is a lack of knowledge and skills among students, hindering their ability to

effectively educate themselves and raise awareness about gender issues. The participants involved in expressed:

*“Based on my observation, students generally lack the natural inclination to reflect on their experiences, biases, and assumptions without external prompting or guidance. They tend to overlook the importance of self-reflection unless specifically instructed to engage in such introspection.” (P3)*

*“Students often exhibit a deficiency in practicing self-reflection. They tend to overlook the significance of their experiences and fail to engage in thoughtful examination of their own experiences without external encouragement or guidance.” (P7)*

The responses revealed that students in Home Economics require clear instructions or prompts to guide their self-reflection. Without explicit guidance from the teachers, they struggle to initiate and structure their introspective thoughts effectively. The statements of the participants also revealed that students lack confidence in their ability to engage in meaningful self-reflection. They feel uncertain about where to begin, how to approach the process, or whether their reflections will be valuable or correct.

*Providing gender-specific positive feedback.* Providing positive feedback can help to build confidence and self-esteem in students who may be experiencing gender issues in Home Economics class. Teachers can provide specific, constructive feedback that focuses on effort and achievement rather than on gender. Positive feedback that focuses on effort, achievement, and individual strengths rather than gender can help to promote gender equity and build self-esteem in students who are studying Home Economics. By providing positive feedback, teachers can create a supportive and inclusive learning environment that values the experiences and backgrounds of all students regarding the subject (Birk & Brad, 2012). The participants stressed that:

*“I provide specific and detailed feedback that highlights the specific actions, efforts, or achievements I am praising. This helps students understand what they did well and encourages them to continue those behaviors.” (P1)*

*“I recognize and appreciate the efforts and advancements of my students, particularly when they defy societal gender expectations by engaging in activities or sharing ideas that go beyond traditional norms. I prioritize highlighting their journey and dedication to exploring new experiences, rather than solely emphasizing the end results.” (P5)*

*“I ensure that my feedback is genuine and sincere because students can sense authenticity, and it enhances the impact of their words. I also recognize and appreciate their unique strengths and contributions.” (P6)*

Based on the responses, the Home Economics teacher tailored their feedback to individual students, considering their unique strengths, challenges, and areas of growth to effectively deliver

feedback that nurtures students' confidence, motivation, and continuous improvement. For students to process feedback effectively, they need to acquire certain knowledge and skills. They noted:

*“Students should practice active listening when receiving feedback. This involves paying full attention, maintaining eye contact, and being receptive to the information being shared.” (P1)*

*“Students should be active listeners. They should be able to comprehend the feedback being provided.” (P2)*

The participants stressed the importance of active listening by giving undivided attention and focusing on the teachers' feedback. The Home Economics teachers were sure that through this the students can grasp the message being conveyed without misinterpretation or misunderstanding. In relation, a participant added that:

*“Students should be encouraged to inquire and seek clarification if they find any aspect of the feedback unclear.” (P6)*

The participant emphasized that students should be able to acquire a deeper understanding of the specific areas that need improvement, allowing them to contextualize the feedback in their gender.

The coping way of providing positive feedback to the students was related to the findings of Oluwo (2015) that providing gender-specific positive feedback is beneficial for the students. It was found out that acknowledging and reinforcing strengths and achievements that challenge gender stereotypes help students develop a more positive self-concept and increase motivation in areas traditionally associated with the opposite gender. Such way was also connected to the findings of Lynn (2012) that focusing on effort and growth mindset in feedback can be effective. Home Economics teachers can promote a sense of agency, resilience, and self-belief, regardless of gender, when Home Economics teachers recognize students' hard work, persistence, and improvement rather than solely emphasizing gender expectations.

*Incorporating diverse gender perspectives.* Teachers can incorporate diverse perspectives into their curriculum and classroom discussions. This includes materials that represent a variety of gender identities and experiences, and encourages students to share their own perspectives and experiences (Chauhan, 2020). Home Economics is a subject that has traditionally been associated with gender roles and stereotypes. Teachers can challenge these assumptions by discussing the history of gender roles in Home Economics, and by introducing students to successful chefs and homemakers who do not fit traditional gender roles. Further, the Home Economics teachers could also address intersectionality for more diversity in perspectives. The Home Economics teachers can address the ways in which gender intersects with other forms of identity, such as race, ethnicity, and sexuality. This can help to create a more nuanced understanding of the experiences

of different individuals and communities (Claro, 2021). The study participants expressed their viewpoints on the matter, stating that:

*“I promote a collaborative learning environment where students work together to explore and discuss gender-related topics.” (P3)*

*“I allow my students to do group projects and discussions to help them share their diverse perspectives, learn from each other, and develop empathy and understanding.” (P4)*

The responses emphasized that teaching strategies like group work play a crucial role in incorporating diverse perspectives in the class because it brings students of different genders together, encouraging collaboration and perspective sharing. It allows students to learn from each other’s experiences, challenge preconceived notions, and gain a deep understanding of diverse perspectives on gender. Meanwhile, a participant added that:

*“I assign projects and presentations that explore diverse gender perspectives. I encourage students to research, analyze, and present on gender.” (P7)*

The participants revealed that there are lots of teaching strategies that promote the incorporation of diverse gender perspectives in the classroom which allows students to deepen their understanding of gender diversity and contribute to classroom discussions. However, it was evident that teaching strategies alone were insufficient. For the effective incorporation of gender perspectives in the classroom, students need to possess specific knowledge and skills. The participants noted that:

*“Students should learn how to cultivate empathy, putting themselves in others’ shoes and understanding different experiences and viewpoints.” (P4)*

*“Students should learn to appreciate and respect the diverse perspectives shared during the class discussions.” (P5)*

*“It is important for students to cultivate empathy during class discussions. Their ability to establish a sense of connection, understanding, and support should be strong, and it is the responsibility of the teacher to nurture and foster this development.” (P8)*

The participants stressed that empathy promotes respectful and considerate engagement during class discussions. When students approach others' perspectives with empathy, they are more likely to listen attentively, ask thoughtful questions, and respond in a respectful manner. This creates a safe and inclusive environment where everyone feels valued and heard. Moreover, it was implied by the participants that it is the responsibility of Home Economics teachers to bridge the gap between diverse perspectives. Home Economics teachers should encourage students to find common ground, recognize shared values, and build connections even when there are disagreements. By empathetically considering different viewpoints, students can find ways to engage in meaningful dialogue and explore the complexities of gender issues more effectively.he

### III. Results and Discussion

Home Economics teachers concerning gender issues' impact on students' academic performance were reduced self-esteem, increased absenteeism, and limited opportunities.

*Reduced self-esteem.* Gender stereotypes play a significant role in shaping students' perceptions of Home Economics. Traditionally, this subject has been associated with women and girls, reinforcing the notion that domestic skills are inherently feminine. Consequently, male students face social pressure to avoid Home Economics to conform to societal expectations of masculinity, leading to a sense of inferiority and reduced self-esteem.

*Increased absenteeism.* Gender stereotypes and societal norms led some students to believe that Home Economics is more suited to a specific gender. As a result, students who do not identify with the traditional expectations of the subject develop a lack of interest, resulting in increased absenteeism.

*Limited opportunities.* The absence of diverse gender representation in leadership positions or successful professionals within the Home Economics field can reinforce the notion that certain roles or career paths are limited to specific genders. This lack of representation may deter students from envisioning themselves succeeding in related careers, thereby limiting their opportunities.

These themes implied that when students encounter gender-related difficulties in the context of Home Economics, their self-esteem declines, resulting in higher absenteeism and missed chances for learning. Conversely, increased absenteeism and limited opportunities also add to reduced self-esteem, creating a cycle of adverse consequences that affect students' academic performance and overall experiences in Home Economics.

Furthermore, the emerging themes on the coping ways of Home Economics teachers on gender issues encompassed educating and raising awareness, providing gender-specific positive feedback, and incorporating diverse gender perspectives.

*Educating and raising awareness.* Home Economics teachers actively engaged students in discussions about gender issues and how they influence perceptions of domestic roles.

*Providing gender-specific positive feedback.* Home Economics teachers offered encouragement and support that was tailored to each student's individual abilities and interests, without being constrained by traditional gender norms.

*Incorporating diverse gender perspectives.* Home Economics teachers introduced students to different cultural practices and gender roles related to Home Economics around the world. This broadened students' understanding of how domestic responsibilities can vary across societies and challenges ethnocentric perspectives.

Overall, these coping ways were designed to dismantle gender-based obstacles, foster equal engagement, and instill a sense of empowerment and inclusivity among Home Economics students.

In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews with the use of Creswell's Model specifically the identifying of themes approach. According to Creswell (2012) themes in qualitative research were similar codes aggregated together to form a major idea in the database.

Familiarization with the data was common to all forms of qualitative analysis, the researcher immersed himself/herself in, and became intimately familiar with, their data; reading and re-reading the data and noting any initial analytic observations.

*Coding* was also a common element of many approaches to qualitative analysis, involved generating pithy labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding was not simply a method of data reduction; it was also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts.

## **Discussion**

*For policy makers.* They may develop evidence-based policies and initiatives to address gender issues in Home Economics brought by the societal expectations of gender. They may also prioritize inclusive approaches, provide equal opportunities, and foster a supportive learning environment to create a more equitable and empowering educational experience for all students. Considering these future directions will not only positively impact Home Economics education but also contribute to greater gender equality and inclusivity in society.

*For administrators.* They may create a transformative learning environment in their respective schools that celebrates diversity and foster positive change. They may consider evidence-based strategies from the perspectives of Home Economics teachers such as promoting inclusivity, challenging gender stereotypes, and involving the community. By implementing these evidence-based strategies, school administrators will not only enhance Home Economics education but also contribute to a more inclusive and equitable society where everyone's contributions are valued, irrespective of their gender.

*For teachers.* Teachers may participate in ongoing professional development to enhance their knowledge and expertise in addressing gender issues on Home Economics that impacts the academic performance of the students in the subject. This can involve attending workshops, conferences, and courses that delve into various aspects of gender-sensitive pedagogies, assessment methods, and instructional techniques.

*Stakeholders.* They may act as mentors and role models for students in challenge traditional gender norms to inspire them to pursue their interests without limitations. They may also collaborate with the school to develop and implement gender-inclusive policies and initiatives in Home Economics education.

*For Future Researchers.* This study has the potential for further exploration in similar and diverse contexts. It is advisable to incorporate the experiences of other educational levels within basic education. Additionally, they may investigate the perspectives and beliefs of administrators and policy makers, which were not addressed in this research.

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Her teaching career began immediately after her graduation when she was hired as a Grade 4 teacher at Anthony and Mark Canvanis Elementary School in Tibungco, Davao City. Following the advice to "strike while the iron is hot," she pursued her licensure examination while practicing her teaching profession. With God's grace, she passed the exam. After obtaining her license, she resigned from her position at the private school and applied to the Department of Education (DepEd). Fortunately, she was hired in September 2016.

Her journey to becoming a teacher was challenging, but she believes that nothing is impossible with God. She had a dream of becoming a teacher and being part of the DepEd family, and she achieved it. During her tenure with DepEd, she has taken on various coordinatorships, such as School EPP Coordinator, School GSP Coordinator, School Clinic In-Charge, School Health and Nutrition Coordinator, and School Canteen Assistant Manager. Currently, she is pursuing a Master's degree in Education with a major in Educational Management.