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## Research Article

### Integrative Learning Approaches in Fostering Gender Equality Competence

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#### ABSTRACT

The study's primary objective is to investigate how the integrative learning approach contributes to fostering gender equality competence. Schools are a pivotal environment for the youth, thus, they are expected to be safe, non-discriminatory, and provide equal treatment and education. This study aims to understand how integrative learning approaches increase gender equality competence. Descriptive and Correlational Research was utilized as these research aims to determine the relationship of gender equality competence to integrative learning approaches and if gender significantly affects the relationship between the two variables mentioned above. The research instrument used in this study is a self-made survey checklist that was completed based on various scholars and literature. In this study, the researcher employed the stratified sampling technique using a convenience sampling procedure where availability and willingness were factors for selecting the respondents. The researchers utilized convenience sampling to gather research data from several respondents who were conveniently accessible within the researcher's proximity. The outcome of testing for a significant relationship between integrative learning approaches and gender equality competence revealed no moderation effect among the variables. With the result, findings can be utilized in further improving the curricula and emphasizing the utilization of necessary procedures on basing learning methods on gender-related approaches.

**Keywords:** *Integrative Learning Approaches, Gender Equality Competence, Interdisciplinary, Transdisciplinary, Gender*

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## Background

Gender equality is an essential basic right of every individual that is necessary for a productive and advancing society that provides an inclusive and safe learning environment among students. According to England, Levine, and Mishel (2020), social scientists have witnessed a major shift in gender disparity during the last fifty years, often referred to as a "gender revolution." They remark that significant progress toward gender equality was achieved between 1970 and 2018 with more women being employed in the workforce, receiving higher education, and being elected leaders. However, they also highlight that in recent decades, progress has slowed or stopped. Even spite of this stagnation, the Philippines has positioned itself at the forefront of the movement to promote gender equality across all sectors, contributing toward massive developments in the gender scene by being the only country where women have parity to men in senior citizen roles, ranking an impressive 16th out of 146 countries in the 2023 Gender Gap Index report by the World Economic Forum (Dayoan, S. G., 2023). However, despite our government's best efforts to neutralize gender-based discrimination, a persistent gender wage gap where women only earn 71.6% compared to men (The Persistent Challenge of Gender Wage Gap in the Philippines, 2023), a plethora of restrictive expectations regarding the roles of men and women, with the former expected to assume the role of provider and protector, and the latter to be caregivers and nurturers (Redillas, 2023), and a limited employment landscape for women. In addition to being influenced by official textbooks and curricula, gender stereotypes and preconceptions held by teachers in the classroom have an impact on students' opinions and academic performance. This shows the importance of integrative learning approaches as a necessary contributing factor in shaping students' perspectives about gender roles.

Schools are a pivotal environment for the youth, thus, they are expected to be safe, non-discriminatory, and provide equal treatment and education. Yet the existence of traditional gender norms influences the disparity in education between boys and girls (Alegado, J. L. G.,

et al, 2020). Meanwhile, a widening gap between both genders has been observed, with results showing boys lagging academically due to a disproportionate focus on advocating for girls' education while neglecting boys' education, and a study showing that boys have a lower literacy rate of 55.5% compared to girls' 63% (Paqueo, V. B., and Orbeta A. C. Jr, 2019).

Equal consideration of the abilities and characteristics of men and women will become the norm as culture transitions from a gender-based community to a society free of gender discrimination. The Department of Education issued Dep-Ed Order No. 32, s. 2017, titled "Gender-Responsive Basic Education Policy of 2017" which commits itself to incorporating the principles of gender equality, equity, sensitivity, and human rights in the governance and provision of basic education. In any case, although making reasonable progress toward gender parity, which is seen in general advancement, the Philippines is still far from achieving gender equality in education (UNGEI, 2016). Certain things are necessary to achieve the common goal of developing one's gender equality competence. This is the main justification for the need to understand integrative learning approaches and how they relate to the growth of gender equality competence. With the result, findings can be utilized in further improving the curricula and emphasizing the utilization of necessary procedures on basing learning methods on gender-related approaches. This study aims to understand how integrative learning approaches increase gender equality competence.

## Methods

This chapter presents the research locale and research design treatment that was used in the study. Likewise, this identifies the respondents and the sampling technique employed. Validation technique for the instrument and data gathering procedures complete the procedure will be followed.

## Respondents of the Study

The proponent selected the Senior High School students of Sto. Tomas Senior High School, located at Brgy. San Miguel, City of Sto.

Tomas, Batangas, preferably the grade 12 students with a total population of 755. The researcher had come up with 120 students as respondents consisting of forty (40) straight males, forty (40) straight females, and forty (40) LGBTQIA+ students to attain the most accurate results, was chosen through the Stratified sampling technique, wherein individuals from a large population are picked out and gathered into smaller sub-groups called strata, where people with common characteristics are put together, allowing for more specific feedback and representative of the population, and convenience sampling procedure, which bases the respondents on their availability within the researcher's proximity, which was proven to be useful as the research was conducted within school premises, where students, the primary focus of this study, are abundant.

### **Sampling Technique**

In this study, the researcher employed the stratified sampling technique using a convenience sampling procedure where availability and willingness were factors for selecting the respondents. The researchers utilized convenience sampling to gather research data from several respondents who were conveniently accessible within the researcher's proximity. It was the most often used sample technique since it was efficient, simple, and economical. Thus, the students were the respondents who were frequently easily accessible if they chose to be included in this study which was conveniently within the locality.

### **Research Instrument**

The research instrument used in this study is a self-made survey checklist that was completed based on various scholars and literature that will be personally distributed to the Grade 12 students of Sto. Tomas Senior High School via an online platform. The instrument utilized in this study is thoroughly examined and validated following the conduct of the study. The self-made survey is divided into five (5) parts:

**Part 1** consists of the demographic profile of the respondents including their age, gender, economic status of the family, and parents' educational attainment. The data gathered in this section will contribute to the background that

might support contexts for the outcomes as the study progresses. Furthermore, this will also give highlights to the researchers on the potential scope of the study.

**Part II** mainly focused on various factors affecting the integrative learning approaches in fostering gender equality competence. This consists of assessing the perception of the students of the integrative learning approaches being used by the teachers in teaching when it comes to multidisciplinary, interdisciplinary, and transdisciplinary. Hence, this will measure the extent of knowledge of the respondents before conducting the study. Moreover, it also sought to assess how competent the respondents are when it comes to gender equality including in areas such as commitment, methodological skills, and specialist knowledge. Nonetheless, it is important to determine whether gender has a significant relationship with the variables or whether gender significantly moderates the relationship between the observations of integrative learning approaches and gender equality competence.

The tool was validated through:

- i. Perusal validation were 6 experts in the field of education namely Mr. Ian Genovia, Master Teacher I in English, Mr. Jesus B. Borja, Head Teacher II in Araling Panlipunan, Mrs. Maritess M. Navarez, Teacher III in Araling Panlipunan, Ms. Annaliza A. Magno, Teacher II in Araling Panlipunan, Mrs. Divina M. Hidalgo, Teacher II in Araling Panlipunan and Mrs. Mary Ann T. Moreno, Master Teacher I in Science and School GAD Coordinator shall put recommendations for changes and provide certificates as proof for validation.
- ii. Statistical validation for the test of validity (spearman brown) and test of consistency (Cronbach alpha) were performed.

### **Statistical Treatment of Data**

In determining the demographic profile of the respondents, Frequency analysis via percentage formula was used in this section.

Sub-problems 2 and 3 refer to the Assessment of the perception of the student-respondents to the integrative learning approaches being used by the teacher in teaching and evaluating how competent are the respondents when it comes to gender equality in terms of

commitment, methodological skills, and specialist knowledge, respectively, the weighted mean was utilized in these sections.

For sub-problem 4 which is used to determine if there is a significant relationship between the integrative learning approaches and gender equality, competence correlational analysis via Pearson product-moment correlation (Pearson-r) will be utilized in this section as it aims to know the relationship of variables mentioned above.

For sub-problem 5 moderation analysis will be used to determine if gender plays a major role in the interaction between gender equality competence and integrative learning approaches.

### ANOVA

This test was used to determine the influence that independent variables have on the dependent variable in a regression study. The groups to be evaluated were the qualitative variables: male, female, and LGBTQ+.

## Result and Discussion

Table 1. Profile of the students in terms of their Age

Demographics	Frequency	Percent
<b>Age</b>		
18	91	75.8
19	29	24.2
<b>Total</b>	<b>120</b>	<b>100</b>

As shown in Table 1, most of the respondents are 18 years old which corresponds to

75.8% of the total number of respondents, while the remaining 24.2% are 19 years of age.

Table 2. Profile of the students in terms of their Gender

Gender	Frequency	Percent
Male	40	33.3
Female	40	33.3
LGBTQIA+	40	33.3
<b>Total</b>	<b>120</b>	<b>99.9</b>

The table above shows an equal number of respondents by gender. There are 40 males, 40 females, and 40 members of LGBTQIA+. Each

group is equally divided into 33.3% of the total population. This indicates a balanced representation across all three gender categories.

Table 3. Profile of the students in terms of Family Income

Economic Status	Frequency	Percent
Poor (below P10, 957)	56	46.7
Lower Income (P10, 957 to P21, 914)	41	34.2
Lower Middle Class (P21, 914 to P43, 828)	19	15.8
Middle Class (P43, 828 to P76, 669)	4	3.3
Upper Middle (P76, 669 to P131, 484)	0	0
Upper Income Class (P131, 483 to P219, 140)	0	0
Rich (P219, 140 and above)	0	0
<b>Total</b>	<b>120</b>	<b>100</b>

The data in the table above indicates that most of the respondents are in poor status (46.7%), followed by lower-income (34.2%), lower middle class (15.8%), and middle class at 3.3%. There are no respondents from the upper-middle, upper-income class, and rich categories.

Table 4. Profile of the students in terms of Parent's Education Attainment

<b>Parent's Educational Attainment</b>		
Elementary Undergraduate	8	6.7
Elementary Graduate	11	9.2
Highschool Undergraduate	17	14.2
Highschool Graduate	45	37.5
College Undergraduate	15	12.5
College Graduate	24	20.0
<b>Total</b>	<b>120</b>	<b>100</b>

Table 4 shows that most parents of the respondents are high school graduates (37.5%), followed by college graduates (20%), then high school undergraduates (14.2%), college undergraduates (12.5%), elementary graduates (9.2%) and elementary undergraduate (6.7%).

Table 5. Perceived Utilization of Multidisciplinary Approach by Teacher in Teaching

<b>Indicators</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
<b>Integrative Learning...</b>			
1. Helps me to use my scientific knowledge to create connections about the current social issues	3.99	.783	High Extent
2. Make use of historical knowledge to provide background about the current social issues.	3.91	.745	High Extent
3. Creates a connection that helps me to learn and explore distinct disciplines to awareness of social issues.	4.23	.719	High Extent
4. Gives me a comprehensive awareness of the world, with varied viewpoints that open the door to many ideas and modes to address gender inequality.	4.28	.735	High Extent
5. Provides a wide range of concepts working together to form a greater whole as one of its most significant benefits to knowledge in addressing gender equality.	4.08	.717	High Extent
6. Can increase my engagement by providing a more connected and relevant education.	3.96	.749	High Extent
7. Can help me develop critical thinking, problem-solving, teamwork, and other transferable skills that are valuable in my career or field of study.	4.24	.722	High Extent
8. Provides a more relevant and practical education that will prepare me for the workforce and future careers.	4.07	.758	High Extent
9. Gives me a greater sense of purpose and motivation, making my education more meaningful and relevant.	4.25	.725	High Extent
10. Provides me an increase in understanding, retention, and application of the general concepts that provide me a better understanding of the content.	4.19	.737	High Extent
<b>Overall</b>	<b>4.12</b>	<b>.559</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The table shows the mean distribution of the perception of the student to the integrative learning approaches in Multidisciplinary learning. The overall mean of 4.12 presented in the table signifies that the above statements can be interpreted as a “high extent” as students assess their perceptions of the Integrative approach in Multidisciplinary learning. Among the statements cited, statement number 4 has the highest mean score of 4.28 which is assessed to a “high extent” stating that giving students a comprehensive awareness of the world, with varied viewpoints opens the door to many ideas and modes to address gender inequality, while statement 2 has the lowest mean of 3.91 which assessed as to “high extent” by the respondents stating that Integrative learning makes use of historical knowledge to provide background about the current social issues.

The researcher observes that this data may be used to guide discussions regarding the role

of historical context in understanding contemporary issues such as gender inequality. Exploring historical narratives can enrich students' understanding of the root causes of social phenomena and empower them to critically analyze the persistence of gender disparities. Additionally, it's essential to leverage these insights to facilitate meaningful discussions and guide students in harnessing the full potential of integrative learning for social change. The result indicates that Multidisciplinary Learning in an Integrative approach elevated the interest of the students to ponder the connection between their ideas. It gives students a comprehensive awareness of the world, varied viewpoints that open the door to many ideas and modes of knowing, and a real-world application, and it improves students' teamwork abilities, the concept of working together to form a greater whole as one of its most significant benefits (Glebe R., 2020).

Table 6. Perceived Utilization of Interdisciplinary Approach by Teacher in Teaching

Indicators	Mean	SD	VI
<b>Integrative Learning...</b>			
1. With my current knowledge, integrative learning provides me a background of social issues regarding gender equality (contextualization).	3.97	.755	High Extent
2. In regards with social issues, integrative learning develops or strengthen capacities to mainstream and advocate gender equality in a sustainable manner.	4.03	.744	High Extent
3. It identifies advocacy issues related to gender equality and sets a goal for specific advocacy relating to more than one discipline.	3.99	.772	High Extent
4. paved the way for us to understand the problem or the gender equality concerns to be mitigated through application of more than one discipline.	4.08	.784	High Extent
5. It helps us to empower academics and all relevant discipline while developing gender equality competence.	4.16	.733	High Extent
6. Integrative learning fosters critical thinking skills, enabling us to analyze and challenge traditional gender norms, power dynamics and systems of oppression.	4.10	.749	High Extent
7. empowers us to become advocates for gender equality by providing us with knowledge, skills, and tools to actively engage in efforts to promote gender justice and social change.	4.18	.756	High Extent
8. By incorporating diverse voices and perspectives into the learning process, integrative learning promotes gender diversity and inclusion.	4.04	.864	High Extent
9. encourages the examination of how gender intersects with other factors such as race, ethnicity, class, sexuality, and ability.	4.08	.842	High Extent
10. allows us to explore gender issues from various perspectives, including social, cultural, economic, and political dimensions.	4.12	.865	High Extent
<b>Overall</b>	<b>4.08</b>	<b>.632</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The table illustrates the mean distribution of students' perceptions of integrative learning approaches in interdisciplinary learning. The total mean of 4.08 in the table indicates that the preceding assertions can be understood as "high extent" as students analyze their perceptions of the Integrative approach in Interdisciplinary learning. Among the statements cited, statement number 7 has the highest mean score of 4.18, which is assessed as "to high extent," stating that giving students empowerment to become advocates for gender equality by providing them knowledge, skills, and tools to actively engage in efforts to promote gender justice and social change, while statement 1 has the lowest mean of 3.97 which assessed as "to high extent" by the respondents stating that with current knowledge, integrative learning provides a background of social issues regarding gender equality (contextualization).

The researcher sees the importance of nurturing students' agency and encouraging them to take proactive steps toward addressing gender inequality within their communities and beyond. During class discussions, teachers could explore ways to deepen students' contextual understanding of gender issues and encourage them to critically analyze the intersectionality of gender with other social factors. Overall, the data suggests that students perceive integrative learning in interdisciplinary

contexts as valuable for promoting gender equality and empowering them to act. Utilizing these insights is crucial for promoting constructive discussions and helping students recognize how integrated learning can empower them to effect positive societal change.

According to the Merriam-Webster dictionary, context is defined as "the parts of a discourse that surround a word or passage and can throw light on its meaning," and also as "the interrelated conditions under which something exists or occurs" (Context, 2024). This concept serves as a vital tool recommended by the interdisciplinary approach to integrative learning, enabling students to address and clarify any biases and assumptions before formally engaging with an idea or concept (Weller, 2021). This approach proves effective in fostering students' comprehensive understanding of the complex concept of gender equality, equipping them with the critical knowledge and motivation needed to advocate for positive change,

A study by Hubert (2021) discovered that this technique increased pupils' general interest and problem-solving skills. In addition, they will have the opportunity to develop relationships with their professors and classmates, which will contribute to academic achievement.

Table 7. Perceived Utilization of Transdisciplinary Approach by Teacher in Teaching

Indicators	Mean	SD	VI
<i>Integrative Learning...</i>			
1. helps me apply my social and scientific learning to be aware of the social issue about gender equality.	4.12	.735	High Extent
2. provides me engagement with different sites of knowledge production in relation to gender equality which opens possibilities for mutual learning.	3.98	.767	High Extent
3. promotes gender-sensitivity which does not only refer to gender equality but calls for openness to accept multiple perspectives for change.	4.10	.834	High Extent
4. broadens the perspective beyond disciplinary boundaries that highlights critical reflection as a characteristic of gender mainstreaming.	3.93	.896	High Extent
5. does not only consist of production of knowledge but rather intervention that can be applied in a broad range of other disciplines while developing gender equality.	4.00	.850	High Extent

6. allows students to explore these intersecting factors such as race, ethnicity, class, sexuality, and ability leading to more inclusive and effective approaches to promoting gender equality.	4.14	.759	High Extent
7. allows for a comprehensive understanding of gender issues by integrating insights from discipline such as sociology, psychology, economics, anthropology, and political science.	4.11	.797	High Extent
8. enables to explore the underlying causes of gender inequality, including social norms, cultural beliefs, economic structures, and institutional practices.	4.11	.719	High Extent
9. creates space for the voices and experiences of marginalized individuals and communities to be heard and valued.	4.08	.780	High Extent
10. encourages students to work collaboratively to address complex gender issues, fostering a sense of collective responsibility and solidarity.	4.01	.783	High Extent
<b>Overall</b>	<b>4.06</b>	<b>.627</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The table indicates the mean distribution of students' perceptions of integrative learning methodologies in Transdisciplinary learning. The total mean of 4.06 in the table reveals that the following statements can be interpreted as "high extent" as students analyze their perceptions of the Integrative approach in Transdisciplinary learning. Among the statements cited, statement number 1 has the highest mean score of 4.12 that is assessed as "to the high extent" stating that transdisciplinary learning helps students apply social and scientific learning to be aware of the social issue of gender equality, while statement 4 has the lowest mean of 3.93 that is assessed as to "high extent" by the respondents stating that Transdisciplinary learning in integrative approach broadens their perspective beyond disciplinary boundaries that highlights critical reflection as a characteristic of gender mainstreaming. Teachers should encourage students to delve deeper into these findings during class discussions. They might investigate why particular learning

resonates more deeply with them and consider how these insights could shape their strategies for addressing gender equality issues. Additionally, they could examine methods to enhance critical reflection in integrative learning scenarios, such as fostering interdisciplinary discussions and encouraging consideration of diverse viewpoints. Ultimately, these findings offer valuable insights to improve teaching approaches and foster more impactful and effective learning experiences for students.

The findings indicate that the transdisciplinary approach, which highlights the link between academic learning and its practical application in students' everyday lives, is effective not only for imparting knowledge and increasing awareness but also for promoting solidarity among students. Furthermore, it allows the students to derive more meaning from what they learn about gender equality, thus enabling them to be proactive and utilize their critical thinking more efficiently (Gilbert, 2021).



Table 8. Summary table of the Perception Utilized in Integrative Learning Approaches by Teachers in Teaching.

Indicators	Mean	SD	VI
Multidisciplinary Approach	4.12	.559	High Extent
Interdisciplinary Approach	4.08	.632	High Extent
Transdisciplinary Approach	4.06	.627	High Extent
<b>Total</b>	<b>4.09</b>	<b>.606</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The mean score of 4.12 indicates that, on average, respondents perceived the Multidisciplinary Approach positively, with a tendency towards a high extent. This suggests that students highly valued the integration of diverse perspectives and themes from different disciplines, as indicated by the high mean score. The relatively low standard deviation (0.559) indicates that the responses were closely clustered around the mean, suggesting a relatively high level of agreement among respondents regarding the effectiveness of this approach.

Similarly, the Interdisciplinary Approach also received a high mean score of 4.08, indicating a positive perception among respondents. Like the Multidisciplinary Approach, students highly valued the incorporation of diverse perspectives, but in this case, within a more interconnected framework. The standard deviation of 0.632 suggests slightly more variability in responses compared to the Multidisciplinary Approach, indicating that there may be slightly more diverse opinions among respondents regarding the effectiveness of this approach.

The Transdisciplinary Approach also received a high mean score of 4.06, indicating positive perceptions among respondents. This approach emphasizes the practical application of learned information to real-world situations, fostering a deeper understanding and connection among students. The standard deviation of 0.627 suggests a similar level of variability in responses as the Interdisciplinary Approach.

The total mean score of 4.09 reflects the overall positive perception of integrative learning approaches among respondents to a high extent. The relatively low standard deviation of 0.606 indicates a high level of agreement among respondents across all approaches.

In summary, the table indicates that all three integrative learning approaches (Multidisciplinary, Interdisciplinary, and Transdisciplinary) are perceived positively by respondents, with mean scores reflecting a high extent of agreement. Despite slight variability in responses, the overall trend suggests that students highly value the integration of diverse perspectives and practical applications offered by these approaches.

Table 9. Perceived Competence to Gender Equality as to Commitment

Indicators	Mean	SD	VI
1. I am aware of gender differences among my peers and other members of society.	4.45	.743	High Extent
2. I respect all people regardless of their gender.	4.58	.668	Very High Extent
3. I know how to integrate gender perspective to realize gender equality.	4.38	.712	High Extent
4. I am responsible for my own welfare and actions that may affect and result on inequalities.	4.44	.683	High Extent

5. I make sure to contribute to my own personal responsibility regarding equal gender treatment.	4.47	.661	High Extent
6. I demonstrate commitment to gender equality by advocating for the development and implementation of policies that promote gender equity.	4.22	.758	High Extent
7. I exhibit commitment to gender equality by fostering inclusive and equitable workplaces through policies and practices.	4.15	.682	High Extent
8. I engage in community-based initiatives aimed at addressing gender-based violence.	4.03	.874	High Extent
9. I speak out against stereotypes and biases based on gender and promotes a culture of respect and inclusivity.	4.00	.870	High Extent
10. I engage in advocacy and activism efforts aimed at raising awareness about gender inequality.	4.04	.814	High Extent
<b>Overall</b>	<b>4.28</b>	<b>.551</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The table depicts the mean distribution of students' competence in terms of commitment. The total mean of 4.28 in the table indicates that the preceding statements might be understood as a "high extent" as students judge their commitment to advancing gender equality. Among the statements cited, statement number 2 has the highest mean score of 4.58, which is assessed as "very high extent," stating that students respect all people regardless of gender, while statement 9 has the lowest mean of 4.00, which is assessed as "to high extent" by respondents, stating that students speak out against gender stereotypes and biases and promote a culture of respect and inclusivity.

The researcher commends the high mean of 4.28 that students reached for commitment to promoting gender equality, as it suggests that they are receptive to discussions and initiatives aimed at fostering gender equality in the classroom and beyond. This approval continues to

statement number two, which received the highest mean score of 4.58, which indicates that students demonstrate a very high level of respect for all individuals regardless of gender. Teachers can build upon this positive attitude by reinforcing the importance of respecting differences and treating everyone with dignity and fairness. On the other hand, statement number 9, which received the lowest mean score of 4.00, highlights an area where students may need further encouragement and support. Educators can create a supportive environment where students feel empowered to challenge stereotypes and advocate for inclusivity.

According to Herold (2022), schools in Philadelphia, especially its students, have shown their commitment to creating a safe and inclusive academic environment by proactively tackling the lack of diversity in gender identities by introducing non-binary options to represent its members.

Table 10. Perceived Competence to Gender Equality as to Methodological Skills

Indicators	Mean	SD	VI
1. I participate in activities that have a connection with improving gender equality concepts to combat discrimination.	3.83	.843	High Extent
2. I defend mistreated people when they are in trouble.	4.04	.782	High Extent
3. I recognize gender-biased treatments.	4.11	.765	High Extent
4. I support partaking in giving and having equal opportunity and responsibility among peers.	4.22	.712	High Extent
5. I engage and take part with the adaptation of policy about gender equality.	4.05	.754	High Extent
6. I make sure to protect people's privacy and treat them with respect.	4.38	.734	High Extent

7. I avoid languages that promotes discrimination.	4.21	.721	High Extent
8. I participate in activities that raise awareness about gender issues and promote positive change the community.	3.99	.815	High Extent
9. I treat everyone with respect and dignity regardless of their gender identity or expression.	4.37	.733	High Extent
10. I join organized events that recognize the contributions of people of all genders to society, culture, and history.	3.79	.916	High Extent
<b>Overall</b>	<b>4.10</b>	<b>.563</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The table demonstrates the mean distribution of students' methodological skills. The total mean of 4.10 in the table indicates that the above statements can be "high extent" as students assess their methodical efforts to promote gender equality. Among the statements mentioned, statement number 6 has the highest mean score of 4.38, which is assessed as "to a high extent," stating that students make sure to protect people's privacy and treat them with respect, while statement 10 has the lowest mean of 3.79 which assessed as "to high extent" by the respondents stating that students participate in events that recognize the contributions of people of all genders to society, culture, and history.

The researcher commends the students for their high mean score in methodological skills, as seen in the data. The fact that the students rated their efforts to protect privacy and treat others with respect so highly suggests that they are actively engaging with important concepts related to gender equality such as the appropriate behavior towards all genders and the elimination of discrimination. This could indicate that the students are demonstrating empathy

and consideration for others' perspectives, which are crucial skills for fostering a respectful and inclusive learning environment.

The teachers could further highlight the role of classroom discussions and activities in reinforcing these values. By providing opportunities for students to engage in meaningful dialogue, work collaboratively, and challenge gender norms, educators can empower students to become advocates for gender equality both within the classroom and beyond. Ultimately, the teacher might encourage students to continue demonstrating their methodological skills by actively participating in activities aimed at promoting gender equality and combating discrimination.

According to Kariny and Kariny (2023), the years children spend in the classroom greatly shape their values and the way they treat others. Therefore, they advise teachers to implement ways to support the development of intelligent ways a student can contribute to the progress of gender mainstreaming, such as avoiding stereotypes like "soft girls" and "tough boys," and promoting respect and working or studying with different genders to build camaraderie and trust among the students.

Table 11. Perceived Competence to Gender Equality as to Specialist Knowledge

Indicators	Mean	SD	VI
1. I am aware of using other's preferred pronouns	4.16	.860	High Extent
2. I recognize policies regarding gender equality and development	4.24	.733	High Extent
3. I understand the diverse practical gender needs and its connection on developing an individual's quality of life.	4.18	.745	High Extent
4. I am fully aware of the possible result of gender discrimination.	4.35	.669	High Extent
5. I understand that gender is an aspect that needs to be classified	4.26	.728	High Extent
6. I have a clear understanding of basic gender concepts like gender identity, gender expression, and gender roles.	4.28	.663	High Extent

7. I understand how factors like race, ethnicity, class, and sexuality intersect with gender to create unique experiences of inequality and discrimination.	4.27	.742	High Extent
8. I equip myself through researching and reading articles to gain more knowledge about laws and policies related to gender equality and woman's rights.	4.17	.803	High Extent
9. I am fully aware that people can be treated unfairly because of their gender, like being treated differently or left out.	4.31	.754	High Extent
10. I understand the diverse challenges faced by individuals of different genders in different cultural, social, and economic contexts around the world.	4.23	.695	High Extent
<b>Overall</b>	<b>4.25</b>	<b>.578</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The table shows the mean distribution of the competence of the students in terms of specialist knowledge. The overall mean of 4.25 in the table implies that the above statements can be understood as "high extent" as students judge their specialist knowledge in promoting gender equality. Among the statements stated, statement 4 has the highest mean score of 4.35, which is assessed as "to a high extent," pointing that students are fully aware of the possible result of gender discrimination, whereas statement 1 has the lowest mean of 4.16, which is assessed as "to a high extent" by the respondents, indicating that students they are aware of using other's preferred pronouns.

Firstly, the researcher would like to highlight the significance of the high mean score of 4.25, indicating that students perceive themselves to possess a strong level of specialist knowledge in promoting gender equality. This suggests that students process a solid understanding of fundamental concepts and regulations related to gender issues, as demonstrated by statement 4, which achieved the highest average score of 4.35. This awareness reflects a crucial comprehension of the impacts of gender discrimination, vital for nurturing empathy and fostering activism among students.

Secondly, the researcher praises the students for their understanding and practice of

using others' preferred pronouns, as indicated by the "high extent" rating given to statement 1. This demonstrates a respectful and inclusive attitude towards gender diversity, contributing to a supportive and accepting classroom environment.

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Lastly, with these in mind, the teachers may encourage students to further deepen their specialist knowledge of gender equality through ongoing learning and dialogue. By empowering students with the tools and understanding to address gender discrimination, educators can play a crucial role in fostering a more inclusive and equitable society.

According to Generale and Emilyn (2023), students have at least a basic understanding of gender laws and stereotypes. Furthermore, Male, Female, and LGBTQ students reported having shared experiences with gender inequality, therefore heightening their empathy and awareness towards its negative impact on a person's personal and academic life. They must be granted ample opportunities to enhance this knowledge to uplift not only their lives but others too.

Table 12. Summary Table of Competence to Gender Equality

Indicators	Mean	SD	VI
Commitment	4.28	.551	High Extent
Methodological Skills	4.10	.563	High Extent
Specialist Knowledge	4.25	.578	High Extent
<b>Total</b>	<b>4.21</b>	<b>.564</b>	<b>High Extent</b>

Legend: 1.0-1.49 (Very Low Extent); 1.50-2.49 (Low Extent); 2.50-3.49 (Moderately Extent); 3.50-4.49 (High Extent); 4.50-5.0 (Very High Extent).

The high mean score of 4.28 indicates that there is a strong level of commitment among the students towards advancing gender equality. This suggests that students are highly motivated and dedicated to supporting initiatives and actions that promote gender equality. The low standard deviation (0.551) indicates that there is minimal variance in the amount of dedication among the pupils, showing a consistently high level of commitment across the board.

On average, students demonstrate strong methodological proficiency in gender equality, achieving a score of 4.10. This indicates their capability to evaluate, understand, and adeptly apply diverse methods to address gender-related issues. The high variability score further underscores students' overall strong methodological skills, supporting a comprehensive approach to tackling gender equality challenges.

The average score of 4.25 indicates that students possess a strong level of specialized knowledge in gender equality. This reflects their comprehensive understanding of specialized concepts and principles related to gender issues. The relatively low standard deviation (0.578) suggests a consistent level of specialized knowledge across the student body, indicating a generally high level of proficiency in this area.

The overall average score of 4.21 across all factors illustrates the students' robust proficiency in gender equality. This indicates that students possess a comprehensive array of skills, knowledge, and dedication necessary to address gender equality issues effectively. The minimal standard deviation (0.564) underscores a consistently high level of gender equality competence among the student body, highlighting their collective competence in this domain.

Table 13. Test of Relationship between the Integrative Learning Approaches and the Gender Equality Competence

Integrative Approaches	Learning	Gender Equality Competence		
		Commitment	Methodological Skills	Specialist Knowledge
Multidisciplinary		.569**	.637**	.714**
Interdisciplinary		.575**	.641**	.693**
Transdisciplinary		.546**	.632**	.686**

\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed).

This table represents the level of correlation between the integrative learning approaches and gender equality competence. The following analysis and interpretation will focus on assessing the strength of significance of each competency to their respective approach. Firstly, the relationship between commitment and the multidisciplinary strategy is .569, indicating a moderate significance (+0.4 to +0.6 Moderate +/- association) and implies that this approach of interlinking themes from different disciplines to broaden one's understanding of a specific topic somewhat stimulates the students' capacity to commit to advance gender equality. Secondly, the correlation between a student's methodological skills and multidisciplinary approach is approximately .637, landing at a 0.01 or two-tailed level of

significance, a strong association (+0.6 to +0.8 Strong +/- association). This means that, through this strategy of incorporating lessons from different subjects to elevate a student's mastery over gender concepts, they can enhance their ability to comprehend and enact the principles of gender equality in the real world to actualize its ideals. Lastly, the relation between specialist knowledge and the multidisciplinary strategy is the strongest across the table, reaching an estimated .714, showing a strong 0.01 or two-tailed significance (+0.6 to +0.8 Strong +/- association). This result entails that interconnecting the themes of many fields to further learners' aptitude with one yields the best results in terms of training the students to understand the nuances and expand their perception of the broad domain of gender.

These results align with the researcher's experience during class discussions about gender. Firstly, students were observed to be actively engaged and interested during class. Secondly, the moderate correlation between commitment and the multidisciplinary technique suggests that educators employing multidisciplinary approaches can effectively engage students in discussion about gender equality by connecting various subject areas. Thirdly, the strong correlation between methodological skills and multidisciplinary approach underscores the importance of multidisciplinary methods in enhancing students' comprehension of gender concepts and preparing them to address gender-related issues successfully. Lastly, the strongest correlation between specialist knowledge and the multidisciplinary strategy indicates that educators utilizing multidisciplinary approaches can leverage diverse perspectives to enrich students' understanding of gender-related topics and promote a comprehensive grasp of principles related to gender equality.

This is evidenced in a study conducted by Hubert (2021), which found that students show higher engagement and interest in subjects presented in formats they find enjoyable. According to Pathak and Pathak (2023), this approach exposes children to diverse perspectives, nurtures curiosity and a passion for learning, and equips them to tackle complex real-world problems. The comprehensive understanding fostered by this method allows students to develop a deeper grasp of the subject matter by integrating multiple disciplines to broaden their understanding of gender issues (4 Major Benefits of a Multidisciplinary Approach in Education, 2020).

Afterward, examining the data about the relationship between commitment and the interdisciplinary approach, we find that its significance is the strongest of its competency group at approximately .575, which is expressed as a moderate association at the 0.01 or two-tailed level (+0.4 to +0.6 Moderate +/- association). This means that the students' commitment flourishes the most when multiple disciplines are interlinked to form a coherent whole.

The interdisciplinary method suits this as he also found that its cross-curricular nature,

incorporating different themes from many subjects, and utilization of relevant real-world problems in the discussions garnered enthusiasm from the learners. Following this, the results regarding the correlation between methodological skills and the interdisciplinary approach attained the strongest significance in its competency group with an estimate of .641, at the 0.01 (two-tailed) level resting at a strong association (+0.6 to +0.8 Strong +/- association). This indicates that this teaching method is effective in allowing the students to understand the guiding principles of gender mainstreaming in such depth that they can establish a high-trust study environment in the context of gender security and equality. Finally, the relation between specialist knowledge and the interdisciplinary approach is the 0.01 level with .693, signifying a strong association (+0.6 to +0.8 Strong +/- association) at the 0.01 or two-tailed level. This signifies that students can consistently form a concrete understanding of the technicalities of gender mainstreaming under the conditions of this teaching strategy.

The researcher finds that the strong correlation between methodological skills and the interdisciplinary approach indicates its efficacy in promoting a deep understanding of gender mainstreaming principles. Students exposed to this approach develop not only a theoretical understanding but also practical skills to address gender-related issues confidently. The establishment of a high-trust study environment further supports students' engagement and learning, facilitating open dialogue and collaboration among diverse groups of students. This is further verified by the researcher noticing that the male, female, and LGTBQ students are comfortable with joking about the gender stereotypes and roles of their peers with all parties gleefully laughing and playing along, indicating that they not only recognize boundaries but are also comfortable and trust each other.

According to an article authored by Suderth (2023), where she states that this form of teaching trains students to consider different angles to tackling a problem, therefore encouraging them to think more critically about their identities which eliminates their preconceptions. Furthermore, the article entitled "What Is

an Interdisciplinary Approach, and How Can It Help You?" (2022) states that this way of instruction strengthens the learners' critical thinking skills, which in turn results in deeper understanding and assimilation of knowledge.

Thereafter, evaluating the computed data for the significance of the relationship between the transdisciplinary approach and the commitment competency, reveals that it has a positive correlation of only about .546 at the two-tailed (0.01) level, a moderate association (+0.4 to +0.6 Moderate +/- association), and the weakest significance in the table. However, despite its lower-end score, this approach to teaching proves to still be able to pique the learners' commitment to gender disciplines. Next, the data regarding the correlation between the methodological skills and the transdisciplinary approach is approximately .632 at the two-tailed (0.01) level and a strong association (+0.6 to +0.8 Strong +/- association), albeit having the weakest significance of its competency group. This indicates that the frequent reflexivity and striving for proactive problem-solving in this strategy is effective in honing the students' grasp on the relevant gender issues and equipping them with the wits and expertise to bring about positive changes in the gender sphere. Last of all, by assessing the findings for the relation between specialist knowledge and the transdisciplinary approach, it's revealed that they have a strong association (+0.6 to +0.8 Strong +/- association), with the statistics displaying an estimated .686, which sits at the 0.01 or two-tailed level but having the weakest significance of its competency. This indicates that the unification of multiple disciplines in this

strategy is successful in its goal of creating competent students prepared to apply what they've learned about gender mainstreaming.

The researcher remarks that the transdisciplinary approach achieving the weakest significance of the three learning strategies in all competencies is sustained by the observation that students submit project outputs that lack quality when it comes to real-world application of the lessons taught about the appropriate representation of all genders.

A study by Lawrence et al. (2022) explains the weaker significance of this strategy in fostering commitment as a side-effect of the demand for high creativity, focus on wide-reaching concepts, and outside-of-the-box thinking in this approach, so students have the least positive results with this teaching strategy compared to the previous two. However, its efficacy in teaching is supported by an article from Gilbert (2021), where he says that students find motivation and more meaning in what they learn when they discover the connection between one topics to many school subjects. Furthermore, he reinforces this point by stating that the transdisciplinary approach enhances the learners' memory to remember what they learned more efficiently, and versatility to develop a "language of a problem" wherein they pursue multiple perspectives and solutions. Finally, according to a test and study conducted by Tasdemir & Gazo (2020), their results showed that 100% of the learners who partook in their test that utilized a transdisciplinary approach displayed a complete understanding of their subjects and were confident to apply their skills in real life.

Table 14. Role of Gender in the Interaction Between Gender Equality Competence and Integrative Learning

Model Summary						
R	R-sq	MSE	F	df1	df2	P
.763	.583	.112	54.040	3	116	.000
Model						
	coeff	se	t	p	LLCI	ULCI
Constant	1.361	.594	2.292	.024	.185	2.537
ILA	.651	.147	4.418	.000	.359	.943
GENDER	.090	.275	.328	.743	-.454	.634
Int_1	.001	.067	.008	.993	-.132	.133

Legend: ILA (Integrative Learning Approaches); (Gender Equality Competence); (Gender).

\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed).

Moderation analyses were initiated using PROCESS Macro v4.1 following Hayes's (2022) procedure. The results showed that gender was estimated at 76.3% ( $t=.008$ ;  $F=54.040$ ;  $p=.000$ ) or .763 of the variation in the effect of integrative learning approaches to gender equality competence, which is a two-tailed (0.01) level of significance with a strong association. An article that aims to delve into the disparity in learning between genders highlighted that the pre-existing gender biases and stereotypes in education have a drastic impact on the student's academic performance and reception of the knowledge taught during class, therefore impacting the quality of their competence in pursuing and advocating for the themes and principles in the subjects, and diminishing their problem-solving skills open-mindedness when facing issues in the real world (How Gender Disparities Affect Classroom Learning, 2021). Therefore, the outcome of testing for a significant relationship between integrative learning approaches and gender equality competence revealed no moderation effect among the variables.

### **Conclusion**

The study intended to examine if gender has influenced the integrative learning approaches in fostering gender equality competence of Grade 12 Senior High School students at Sto. Tomas Senior High School. The results showed that the students perceive the multidisciplinary, interdisciplinary, and transdisciplinary approaches of integrative learning regarding gender equality in the classroom to "a high extent." The respondents have a mean competence of "a high extent" regarding their commitment, methodological skills, and specialized knowledge in applying gender sensitivity and inclusivity in the classroom and manifesting the ideals of gender mainstreaming. The outcome of testing for a significant relationship between integrative learning approaches and gender equality competence revealed that there is no moderation effect among the variables. The results obtained in Table 14 show that gender plays a major role in the interaction between gender equality competence and integrative learning, influencing an estimated 76.3% of the variation in the effect of

integrative learning approaches to gender equality competence. Recommendations included the implementation of rules that will uphold the ideals of gender equality, employing more positive language and trends in classrooms to promote equity and belongingness among the students, and encouraging learners to be more interactive with each other regardless of gender.

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