



Gender and Society Course at City College of Calamba: Classroom Learning and Advocacy Engagement

Mary Rose F. Montano^{ORCID}, Anna Rhea C. Opeña^{ORCID}, Jeanne Mae L. Ilao^{ORCID},
Julie Ann Azucena-Orajay^{ORCID}, Marilyn R. Garma^{ORCID}, Kathleen R. Reyes^{ORCID}
City College of Calamba, Philippines

Received: November 7, 2025

Revised: March 24, 2026

Accepted: March 27, 2026

Online: March 31, 2026

Abstract

Education plays a critical role in shaping students' engagement in gender advocacy; however, existing studies on gender-responsive pedagogy largely focus on attitudinal outcomes, with limited empirical evidence on how classroom learning translates into actual advocacy engagement within specific course contexts. Addressing this gap, this study examines how classroom learning in a Gender and Society course influences students' advocacy engagement, particularly regarding attitudes, motivation, perceived barriers, and real-life application in a localized higher education setting. Using a descriptive–correlational quantitative design, data were collected from 164 students through a validated Likert-scale survey. Descriptive statistics and Pearson's r were employed to analyze relationships among classroom learning, motivation, barriers, and advocacy engagement. Findings indicate that the course significantly enhanced students' advocacy-related attitudes and motivation ($M = 4.68$; $SD = 0.54$). Teaching methods demonstrated a strong positive relationship with motivation ($r = 0.640$) and a moderate relationship with real-life advocacy application ($r = 0.522$). While perceived barriers such as limited opportunities and lack of knowledge were identified ($M = 3.10$), they did not significantly influence motivation ($r = 0.062$), suggesting that supportive and participatory pedagogical practices can outweigh perceived constraints. Overall, the findings confirm that classroom learning extends beyond awareness and contributes to students' actual advocacy behavior. This study provides empirical evidence linking gender pedagogy to advocacy engagement within a specific course and institutional context. It emphasizes the necessity of integrating experiential and advocacy-based strategies in gender education to sustain student engagement beyond the classroom.

Keywords: *Gender Advocacy, Classroom Learning, Gender-Responsive Pedagogy, Student Motivation, Advocacy Engagement*

INTRODUCTION

Education plays a critical role in shaping students' perceptions, values, and engagement in societal issues, particularly in advancing gender equality. Prior studies on gender-responsive pedagogy consistently demonstrate its effectiveness in enhancing students' awareness, inclusivity, and critical thinking (Shih & Wang, 2021; Boachie et al., 2021). These studies primarily focus on attitudinal outcomes, such as changes in gender perceptions, sensitivity to inequality, and classroom participation. Similarly, institutional and program-based initiatives emphasize policy implementation and curriculum integration as key drivers of gender equality in education (Manuel, 2024; Lynch, 2023).

Despite these contributions, the existing literature remains largely focused on awareness and attitudinal change, with limited empirical investigation into how classroom learning translates into actual advocacy engagement among students. While prior studies highlight improvements in perceptions and participation within classroom settings, the mechanisms through which students move from knowledge acquisition to real-life advocacy behavior remain underexplored, particularly in localized higher education contexts.

This gap is especially relevant in courses such as Gender and Society, which are explicitly

Copyright Holder:

© Montano, Opeña, Ilao, Azucena-Orajay, Garma & Reyes. (2026)
Corresponding author's email: mfmontano@ccc.edu.ph

This Article is Licensed Under:



designed not only to develop awareness but also to foster active engagement in gender-related advocacy. Unlike general courses that integrate gender concepts indirectly, this course provides structured opportunities for critical reflection, discussion, and application of gender principles. However, there is limited localized empirical evidence examining whether such a course effectively translates classroom learning into sustained advocacy engagement among students.

To address this gap, the present study examines how classroom learning in a Gender and Society course influences students' advocacy engagement, focusing on key dimensions such as motivation, perceived barriers, and real-life application of learning. In this study, attitudes toward gender advocacy are treated as a preliminary dimension of advocacy behavior, recognizing that positive attitudes may serve as a foundation for engagement.

Specifically, the study seeks to answer the following consolidated research questions:

1. To what extent does classroom learning in Gender and Society influence students' advocacy-related attitudes and motivation?
2. What instructional and contextual factors contribute to students' motivation to engage in gender advocacy?
3. What perceived barriers affect students' participation in gender advocacy?
4. To what extent do students apply their learning in real-life gender advocacy efforts?
5. Is there a significant relationship between:
 - 5.1 teaching methods and student motivation?
 - 5.2 motivation and perceived barriers?
 - 5.3 teaching methods and real-life advocacy application?
6. What recommendations can be made to enhance the integration of advocacy engagement in gender-related education?

LITERATURE REVIEW

This section reviews relevant literature on gender-responsive pedagogy and advocacy engagement, highlighting gaps in how classroom learning translates into actual advocacy behavior. It provides the foundation for examining the relationship among classroom learning, motivation, perceived barriers, and advocacy engagement in the Gender and Society course.

Theoretical and Conceptual Foundations of Gender Advocacy Engagement

Gender equality in education is widely recognized as a fundamental element of inclusive and transformative learning environments. Across diverse contexts, including Taiwan and East Africa, studies highlight the role of education in promoting awareness, inclusivity, and critical thinking through approaches such as Gender-Responsive Pedagogy (GRP) (Shih & Wang, 2021; Boachie et al., 2021).

GRP emphasizes equitable participation, inclusive learning materials, and reflective teaching practices that challenge gender biases and stereotypes, thereby shaping students' attitudes toward gender equality. As such, the existing literature consistently shows that classroom instruction plays a significant role in shaping students' perceptions and understanding of gender-related issues.

However, while these studies demonstrate the effectiveness of gender-responsive approaches in enhancing awareness and attitudinal outcomes, they provide a limited explanation of how such learning extends beyond the classroom and translates into actual advocacy behavior. Most empirical work remains focused on cognitive and affective outcomes, leaving a critical gap in understanding the transition from learning to action. Addressing this limitation requires a theoretical lens that explains how attitudes and knowledge are converted into behavior.

To bridge this gap, the present study is anchored in the Theory of Planned Behavior, which posits that behavior is shaped by three key determinants: attitudes toward the behavior, subjective

norms, and perceived behavioral control. In the context of gender education, classroom learning fosters positive attitudes toward gender advocacy, while instructional strategies and classroom environments shape students' motivation and perceived capability to engage in advocacy-related actions. This perspective provides a logical pathway linking educational experiences to behavioral outcomes.

Empirical support for this linkage can be observed in initiatives such as the Gender and Inclusive Pedagogies (GIP) program (Lynch, 2023), which demonstrate that participatory and inclusive teaching approaches foster critical engagement and a stronger commitment to social change. These findings suggest that when students are actively involved in the learning process, they are more likely to internalize gender concepts and develop a readiness to act. Nevertheless, these initiatives primarily report improvements in engagement and awareness, without empirically examining how such experiences translate into sustained advocacy behavior beyond the classroom.

Furthermore, perceived barriers—such as limited opportunities, lack of knowledge, and social constraints—can be understood through the lens of perceived behavioral control, a central component of the Theory of Planned Behavior. Existing studies (Mendizabal, 2024; Kuteesa et al., 2024) suggest that these barriers may influence individuals' willingness to act; however, their impact is not always consistent and may depend on enabling factors such as supportive learning environments and strong personal motivation. This indicates that barriers do not necessarily prevent engagement but may interact with motivational factors in shaping advocacy behavior.

Synthesizing these perspectives, this study posits that classroom learning—grounded in gender-responsive pedagogy—serves as a foundational driver of advocacy engagement. It influences behavior both directly and indirectly by enhancing student motivation, while perceived barriers serve as moderating or intervening factors that may either constrain engagement or have minimal effect. By integrating GRP with the Theory of Planned Behavior, this study advances a more comprehensive explanation of how educational experiences translate into real-life gender advocacy, thereby addressing a critical gap in existing literature.

Conceptual Framework

Building on these theoretical and empirical foundations, the conceptual framework (Figure 1) illustrates the relationships among classroom learning, student motivation, perceived barriers, and advocacy engagement in the Gender and Society course. Classroom learning, reflected through teaching methods and course content, is positioned as the primary factor influencing advocacy engagement, both directly and indirectly through student motivation.

Motivation serves as a key mediating variable that translates learning into action, while perceived barriers—such as limited knowledge or opportunities, and fear of criticism—may influence engagement but not necessarily hinder it. Ultimately, advocacy engagement is viewed as the outcome, demonstrated through students' real-life application of gender concepts. This framework provides a basis for analyzing how educational experiences contribute to advocacy behavior, as tested through the study's correlational design and hypotheses.

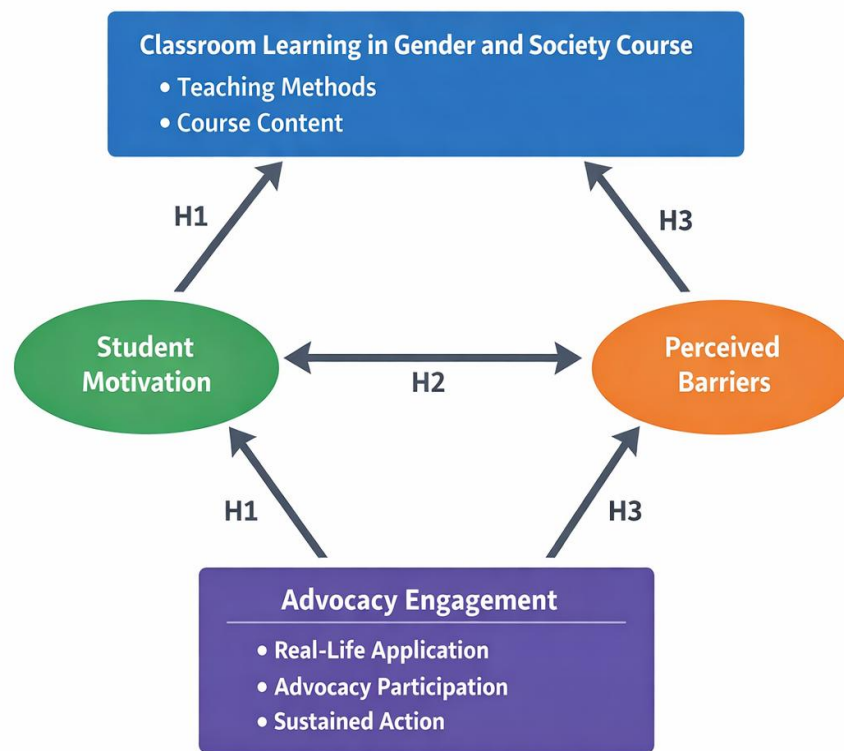


Figure 1. Conceptual Framework

The Role of Gender-Responsive Pedagogy and Institutional Commitment

Gender equality has become a central priority in higher education, with studies highlighting the role of curricula and pedagogy in shaping inclusive and equitable learning environments (Shih & Wang, 2021). Scholars consistently emphasize that integrating gender perspectives into instruction enhances students' awareness, critical thinking, and sensitivity to social justice issues. Similarly, classroom-based strategies such as the use of unbiased materials, gender-neutral language, and inclusive participation structures have been shown to challenge stereotypes and promote equity (Doherty, 2022).

Across different contexts, educators identify Gender-Responsive Pedagogy (GRP) as a key approach to achieving these outcomes. GRP promotes equitable participation, inclusive teaching practices, and balanced representation in learning environments (Boachie et al., 2021). Studies conducted in African contexts further support these findings by demonstrating improvements in academic performance and participation when gender-responsive strategies are implemented (Ing et al., 2023). While these studies collectively affirm the value of GRP in enhancing awareness and engagement, they primarily focus on educational outcomes rather than examining how such learning translates into sustained advocacy behavior.

Projects like the Gender and Inclusive Pedagogies (GIP) program (Lynch, 2023) further reinforce the effectiveness of participatory and inclusive teaching approaches in fostering critical engagement with gender issues. These initiatives demonstrate that when students are exposed to interactive and reflective learning environments, they are more likely to question societal norms and develop a commitment to gender equality. Despite these positive outcomes, the emphasis remains largely on attitudinal change and classroom participation, with limited empirical investigation into how these experiences translate into actual advocacy engagement beyond academic settings.

Moreover, existing literature highlights that classroom strategies alone are insufficient

without strong institutional support. Studies on Gender and Development (GAD) implementation emphasize the importance of leadership commitment, policy support, and continuous dialogue in sustaining gender advocacy efforts (Manuel, 2024). Institutional mechanisms, such as embedding gender equality in quality assurance systems and providing professional development for educators, are essential in reinforcing the principles introduced through classroom instruction. These findings suggest that advocacy is not solely an outcome of pedagogy but also of the broader institutional environment.

Despite these contributions, a critical gap remains in understanding the mechanism through which classroom learning leads to advocacy behavior. While GRP and related initiatives effectively enhance awareness and engagement, they do not clearly explain how students transition from knowledge acquisition to active participation in advocacy. This limitation points to the need for a theoretical lens to explain the formation of behavior. In this regard, the Theory of Planned Behavior provides a useful framework, as it posits that behavior is influenced by attitudes, motivation, and perceived control.

Connecting these perspectives, this study posits that classroom learning—through gender-responsive pedagogy—shapes students' attitudes and motivation, which in turn influence their engagement in advocacy, while institutional and perceived barriers may affect this process. By integrating insights from GRP and behavioral theory, this study moves beyond descriptive accounts and offers a more comprehensive explanation of how gender education can lead to meaningful advocacy engagement.

Enhancing Advocacy Engagement in Gender-Related Education

Advocacy is widely recognized as a strategic process for challenging unjust power structures and promoting equity through evidence-based, action-oriented approaches (Plan International, 2016). It involves defining clear goals, developing targeted strategies, and implementing structured actions to influence decision-making and achieve systemic change. Similarly, gender-transformative advocacy extends this process by addressing not only surface-level inequalities but also the underlying power dynamics that sustain gender disparities, emphasizing collective action and long-term social transformation.

Scholars consistently highlight that effective advocacy in education requires multidimensional and inclusive strategies. For instance, Brice et al. (2022) emphasize the importance of integrating gender-inclusive, anti-racist, and decolonial perspectives to address intersectional barriers in education. Likewise, global initiatives such as Education Out Loud and grassroots movements demonstrate that evidence-based advocacy, stakeholder engagement, and community participation are essential in influencing policies and improving educational access (Berdan et al., 2022). Across these studies, there is a shared recognition that advocacy is most effective when it is participatory, context-sensitive, and grounded in real-world experiences.

However, while these studies collectively underscore the effectiveness of advocacy strategies at institutional and policy levels, they primarily focus on large-scale interventions and systemic outcomes. There is limited attention to how advocacy competencies are developed at the student level, particularly within classroom contexts. Existing literature tends to emphasize policy reform, community mobilization, and organizational practices, rather than examining how learners acquire the motivation and capacity to engage in advocacy through educational experiences.

Moreover, although recommendations such as integrating intersectionality, community participation, and monitoring frameworks are well established (Brice et al., 2022), there remains a lack of clarity on the mechanisms through which individuals transition from awareness to active advocacy. This gap suggests the need to examine advocacy not only as a structural or institutional process but also as a behavioral outcome shaped by learning experiences.

In this regard, this study connects advocacy literature with educational processes by examining how classroom learning in a Gender and Society course influences students' motivation, perceived barriers, and real-life advocacy engagement. By shifting the focus from institutional advocacy to student-level behavior, the study helps bridge the gap between advocacy theory and educational practice, offering a more comprehensive understanding of how advocacy engagement can be cultivated in higher education.

Based on the reviewed literature, the study proposes the following hypotheses:

H₀₁: There is no significant relationship between teaching methods and students' motivation to engage in gender advocacy.

H₀₂: There is no significant relationship between students' motivation and perceived barriers to gender advocacy.

H₀₃: There is no significant relationship between teaching methods and the application of learning in real-life gender advocacy efforts.

RESEARCH METHOD

Research Design

This study employed a descriptive–correlational quantitative research design to examine the relationship between classroom learning in the *Gender and Society* course and students' advocacy engagement. The descriptive component assessed students' attitudes, motivation, perceived barriers, and application of learning, enabling analysis of trends and behaviors without manipulating variables (Kelkar, 2023). Meanwhile, the correlational component determined the strength and direction of relationships among key variables, providing a clearer understanding of how classroom learning is associated with students' engagement in gender advocacy.

Description of the Course Context

The Gender and Society course is a general education subject offered to first-year college students at the City College of Calamba. It is typically delivered over a one-semester period (18 weeks) and focuses on gender concepts, equality, inclusivity, and social justice. The course utilizes interactive and student-centered pedagogical approaches, including class discussions, case analyses, group activities, and reflective tasks, which are intended to promote awareness and encourage advocacy engagement.

Population and Sampling Technique

The target population shown in Table 1 consisted of 285 students enrolled in nine (9) sections of the Gender and Society course, which was handled by the researchers during the 2nd semester of A.Y. 2024 - 2025. A proportionate stratified random sampling technique was employed to ensure equitable representation from each section. The Raosoft sample size calculator determined a total sample of 164 respondents, using a 95% confidence level, a 5% margin of error, and a 50% response distribution.

Each section was treated as a stratum, and the number of respondents per section was computed using the formula:

$$n_s = (N_s / N) \times n$$

where n_s = sample per section, N_s = population per section, N = total population, and n = total sample size.

Table 1. Respondents of the Study

Section	No. of Students	No. of Respondents
I-EED2	32	17
I-EED3	33	19
I-EED4	33	19
I-PSY1	36	21
I-PSY6	33	19
I-SEDE2	34	20
I-SEDM1	28	16
I-SEDM2	27	16
I-SEDS1	29	17
Total	285	164

Research Instrument

A self-constructed structured questionnaire was utilized as the primary data-gathering instrument. The tool was developed based on a comprehensive review of related literature on gender-responsive pedagogy, advocacy engagement, student motivation, and perceived barriers. The decision to construct the instrument was guided by the need to ensure contextual relevance, as no existing standardized measure adequately captures the relationship between classroom learning in a Gender and Society course and students' advocacy engagement within a localized higher education setting.

The questionnaire was organized into two major sections. The first section gathered the demographic profile of the respondents, including variables such as sex, academic program, and section, which were used to describe the sample and support subgroup analysis where necessary.

The second section consisted of Likert-scale items designed to measure the study's key variables. These included the following: (1) classroom learning, which examines the influence of teaching methods and course content; (2) student motivation, which reflects the degree of willingness to engage in advocacy; (3) perceived barriers, which identify constraints that may affect participation; and (4) application of learning, which captures the extent to which students translate classroom knowledge into real-life advocacy practices.

This structured design ensures alignment between the research objectives and the variables measured, thereby strengthening the instrument's ability to capture both the cognitive and behavioral dimensions of advocacy engagement.

Validity and Reliability of the Instrument

To ensure content validity, the instrument was evaluated by experts in gender studies and educational research. Revisions were made based on their feedback to improve clarity, relevance, and alignment with the study variables. A pilot test was conducted with a small group of students similar to the target respondents. The reliability of the instrument was assessed using Cronbach's Alpha. All values exceeded the acceptable threshold of 0.70, indicating high internal consistency.

Table 2. Reliability Test Result

Variable	Cronbach's Alpha
Classroom Learning	0.91
Student Motivation	0.88
Perceived Barriers	0.85
Application of Learning	0.90

Data Gathering Procedure and Data Analysis

After securing the necessary permissions, the questionnaire was distributed via a Google Form survey and sent to respondents through their respective class group chats. Participation was voluntary, and confidentiality of responses was strictly maintained. The finalized instrument consisted of two sections: (1) demographic profile of respondents and (2) Likert-scale items measuring classroom learning, student motivation, perceived barriers, and real-life advocacy application. Responses were rated using a five-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1), to quantify participants’ perceptions and experiences.

Table 3. Five-Point Likert Scale

Weight	Ranges	Qualitative Description
5	4.20-5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Neutral
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

For data analysis, descriptive statistics—specifically frequency, mean, and standard deviation—were used to summarize respondents’ responses. Pearson’s r correlation analysis was employed to determine the relationships among variables, with significance tested at the 0.01 level. The strength of relationships was interpreted using standard correlation ranges, from very weak to very strong.

Table 4. Pearson’s R Correlation Interpretation of Values

Correlation Value	Qualitative Description
0.80 - 1.0	Very Strong Positive
0.60 - 0.799	Strong positive
0.40 - 0.599	Moderate Positive
0.30 - 0.399	Weak Positive
0.00 - 0.199	Very Weak

Prior to conducting Pearson’s r correlation analysis, the assumption of normality was tested using the Shapiro–Wilk test. Results indicated that the data were approximately normally distributed ($p > 0.05$), satisfying the assumptions required for parametric analysis. Therefore, the use of Pearson’s r was deemed appropriate.

FINDINGS AND DISCUSSION

Profile of the Respondents

The inclusion of demographic variables such as sex, academic program, and section provided a contextual understanding of the sample, ensuring that the findings were grounded in the participants’ specific characteristics.

Sex Distribution

Table 5 shows that the majority of respondents were female ($n = 98, 59.76\%$), while males accounted for 66 (40.24%), indicating a higher proportion of females in the sample. This may reflect actual enrollment patterns or greater participation of female students in gender-related studies. The finding aligns with literature indicating that female participation in higher education often surpasses that of males and that female students tend to be more actively engaged in classroom

settings, particularly in gender-focused learning environments (Bailey et al., 2020). Overall, this distribution reflects broader participation trends and suggests that the findings may more strongly represent female students' perspectives on gender advocacy.

Table 5. Sex Distribution

Sex	Frequency	Percentage
Female	98	59.76%
Male	66	40.24%
Total	164	100%

Academic Program Distribution

Table 6 shows that most respondents were from the Bachelor of Elementary Education (BEED) program (n = 55, 33.54%), followed by Bachelor of Science in Psychology (n = 40, 24.39%), with the remaining participants from BSEd majors in Mathematics (19.51%), English (12.20%), and Science (10.37%). This indicates a higher representation of education students, which may be attributed to the nature of teacher education programs that emphasize inclusivity and social responsibility aligned with gender advocacy.

As noted by UNESCO (2018), education plays a key role in promoting gender equality and preparing future educators as agents of social change. The inclusion of students from psychology and other education majors also reflects interdisciplinary engagement, although the predominance of education students should be considered when interpreting the findings, as it may influence levels of advocacy awareness and engagement.

Table 6. Academic Program Distribution

Program	No. of Respondents	Percentage
Bachelor OF Elementary Education	55	33.54%
Bachelor of Science in Psychology	40	24.39%
Bachelor of Secondary Education major in English	20	12.20%
Bachelor of Secondary Education major in Mathematics	32	19.51%
Bachelor of Secondary Education major in Science	17	10.37%
Total	164	100%

Section Distribution

Table 7 shows that the largest proportion of respondents came from the Bachelor in Elementary Education (BEED) program (n = 55, 33.55%), followed by Bachelor of Science in Psychology (n = 40, 24.39%), with the remaining respondents from BSEd majors in Mathematics (19.51%), English (12.20%), and Science (10.37%). This indicates a higher representation of education students, particularly in elementary education. This pattern may be attributed to the nature of teacher education programs, which emphasize inclusivity and social responsibility aligned with gender advocacy.

As noted by UNESCO (2018), education—especially teacher education—plays a key role in promoting gender equality. The relatively balanced distribution across sections also suggests proportional sampling, enhancing the reliability of the findings. However, the predominance of education students should be considered when interpreting the results, as it may influence levels of advocacy awareness and engagement.

Table 7. Section Distribution

Program	Section	No. of Respondents	Percentage
Bachelor's in Elementary Education	I-EED2	17	10.37%
	I-EED3	19	11.59%
	I-EED4	19	11.59%
Bachelor of Science in Psychology	I-PSY1	21	12.80%
	I-PSY6	19	11.59%
Bachelor of Secondary Education major in English	I-SEDE2	20	12.20%
Bachelor of Secondary Education major in Mathematics	I-SEDM1	16	9.76%
	I-SEDM2	16	9.76%
Bachelor of Secondary Education major in Science	I-SEDS1	17	10.37%
Total		164	100%

Extent of Classroom Learning Influence on Students' Advocacy-related Attitudes and Motivation

Table 8 shows that classroom learning in the Gender and Society course has a strong positive influence on students' advocacy-related attitudes (M = 4.68, SD = 0.54), with all indicators rated "Strongly Agree." The highest mean (M = 4.74) reflects increased awareness of gender issues, while improvements in confidence (M = 4.55), willingness to support advocacy (M = 4.65), attitudes toward gender equality (M = 4.60), and likelihood of challenging discrimination (M = 4.46) indicate enhanced cognitive and behavioral readiness.

The low standard deviations suggest consistent responses, implying effective internalization of gender concepts. These findings align with the [Creative Action Institute Team \(2020\)](#), which highlights the role of gender-responsive pedagogy in challenging stereotypes and promoting critical awareness. From a theoretical perspective, the Theory of Planned Behavior supports these results, as positive attitudes developed through classroom learning serve as a foundation for advocacy engagement.

Table 8. Influence of Classroom Learning on Students' Advocacy-related Attitudes and Motivation

Indicators	Mean	Std. Dev.	Interpretation
1 The course increased my awareness of gender issues.	4.74	0.48	Strongly Agree
2 I am more confident discussing gender-related topics.	4.55	0.66	Strongly Agree
3 The course encourages me to support gender advocacy.	4.65	0.61	Strongly Agree
4 My attitude toward gender equality improved.	4.60	0.68	Strongly Agree
5 I am more likely to challenge gender discrimination.	4.46	0.76	Strongly Agree
Grand Mean	4.68	0.54	Strongly Agree

Factors Contributing to Student Motivation for Gender Advocacy Engagement

Table 9 shows that instructional and contextual factors in the Gender and Society course

strongly contribute to student motivation for gender advocacy (M = 4.53, SD = 0.74), with all indicators rated “Strongly Agree.” The highest-rated factor was course content (M = 4.59), followed by instructor support (M = 4.55), teaching methods (M = 4.52), and class activities (M = 4.51), indicating that relevant and engaging learning experiences enhance motivation. Assignments (M = 4.48) also supported a deeper understanding of advocacy.

These findings align with [Robinson \(2023\)](#) and [Eccles and Wigfield’s \(2020\)](#) expectancy-value theory, which suggests that motivation is shaped by task value, competence, and perceived cost. The results indicate that meaningful content, interactive activities, and supportive instruction foster confidence and a sense of relevance, thereby strengthening students’ motivation to engage in gender advocacy.

Table 9. Instructional and Contextual Factors

	Indicators	Mean	Std. Dev.	Interpretation
1	Teaching methods promote gender advocacy.	4.52	0.81	Strongly Agree
2	Course content encourages active participation.	4.59	0.65	Strongly Agree
3	Class activities motivate support for advocacy.	4.51	0.76	Strongly Agree
4	Assignments deepen understanding of advocacy.	4.48	0.81	Strongly Agree
5	Instructor support increases my motivation.	4.55	0.74	Strongly Agree
	Grand Mean	4.53	0.74	Strongly Agree

Perceived Barriers to Participation in Gender Advocacy

Table 10 indicates a generally neutral perception of barriers to gender advocacy (M = 3.10, SD = 1.34). The most notable barriers were lack of knowledge (M = 3.41) and limited opportunities (M = 3.43), suggesting gaps in understanding and access to advocacy platforms. Fear of criticism (M = 3.21) elicited varied responses, while low prioritization (M = 2.69) and a perceived lack of institutional support (M = 2.78) were rated as neutral.

These findings suggest that although barriers are not strongly perceived overall, specific constraints—particularly knowledge gaps and limited opportunities—may hinder participation. Consistent with [Spricigo et al. \(2023\)](#), these barriers reflect both institutional and individual factors, highlighting the need for structured programs, supportive environments, and increased institutional visibility to enhance student engagement in gender advocacy.

Table 10. Perceived Barriers to Participation in Gender Advocacy

	Indicators	Mean	Std. Dev.	Interpretation
1	A lack of knowledge limits my involvement in advocacy.	3.41	1.29	Agree
2	Limited opportunities hinder my participation.	3.43	1.28	Agree
3	Fear of criticism discourages my involvement.	3.21	1.40	Neutral
4	Advocacy is not a priority in my activities.	2.69	1.33	Neutral
5	Institutional support for advocacy is insufficient.	2.78	1.34	Neutral
	Grand Mean	3.10	1.34	Neutral

Extent of the Application of Learning in Real-Life Advocacy Efforts

Table 11 shows that students actively apply what they learned from the Gender and Society course in real-life contexts (M = 4.40, SD = 0.73), indicating strong agreement. The highest-rated item (M = 4.50) reflects application in community discussions, while high scores in practicing

gender-sensitive behavior (M = 4.38), participation in advocacy (M = 4.23), and preparedness for initiatives (M = 4.35) demonstrate both awareness and action. Even influencing others (M = 4.20) indicates positive spillover beyond the classroom. These findings support Alexander et al. (2020), emphasizing that effective learning leads to behavioral change. Overall, the results suggest that participatory, student-centered approaches effectively translate classroom learning into real-life gender advocacy and social engagement.

Table 11. Application of Learning in Real-Life Advocacy Efforts

	Indicators	Mean	Std. Dev.	Interpretation
1	I apply course knowledge in community discussions.	4.50	0.69	Strongly Agree
2	The course encourages my participation in advocacy.	4.23	0.96	Strongly Agree
3	I practice gender-sensitive behavior daily.	4.38	0.82	Strongly Agree
4	I influence others on gender equality.	4.20	0.96	Agree
5	I feel prepared to engage in advocacy initiatives.	4.35	0.80	Strongly Agree
	Grand Mean	4.40	0.73	Strongly Agree

Relationship of Teaching Methods used in Classroom Learning on Students’ Motivation to Engage in Advocacy

Table 12 shows a strong, positive, and significant relationship between teaching methods and students’ motivation to engage in advocacy (r = 0.640, p < 0.01). This indicates that effective instructional practices significantly enhance student motivation. The result suggests that motivation is shaped not only by individual factors but also by the classroom environment, where interactive and inclusive teaching strategies increase students’ perceived relevance and readiness to engage.

These findings support the expectancy-value theory and align with Sugano and Mamolo (2021), who emphasize that meaningful, student-centered learning fosters motivation and sustained participation. Overall, the results highlight that effective teaching plays a crucial role in translating learning into advocacy engagement.

Table 12. Relationship of Teaching Methods on Students’ Motivation to Engage in Advocacy

	Students' motivation to engage in advocacy	Strength of the Relationship	Decision	Conclusion
Teaching methods (classroom learning)	0.640**	Strong Positive	Reject Ho	Significant Relationship

Legend: 0.00-0.199 = Very Weak 0.40-0.599 = Moderate 0.80-1.00 = Very Strong
 0.20-0.399 = Weak 0.60-0.799 = Strong

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

Relationship of Teaching Methods used in Classroom Learning on the Application of Learning in Real-Life Gender Advocacy Efforts

The analysis presented in Table 13 reveals a moderate positive and statistically significant relationship between teaching methods and the application of learning in real-life advocacy efforts (r = 0.522, p < 0.01). This indicates that effective instructional strategies extend beyond facilitating classroom understanding and contribute to students’ actual engagement in advocacy-related activities.

This finding is particularly significant because it addresses the gap identified in the literature—namely, whether classroom learning translates into real-world advocacy. While teaching methods do not determine behavior alone, the results suggest they play a meaningful role in enabling students to apply their knowledge in practical contexts. This supports the study’s proposition that education serves as a pathway from knowledge acquisition to social action.

Table 13. Relationship of Teaching Methods on the Application of Learning in Real-Life Gender Advocacy Efforts

	Application of learning in real-life advocacy efforts	Strength of the Relationship	Decision	Conclusion
Teaching methods (classroom learning)	.522**	Moderate Positive	Reject Ho	Significant Relationship

Legend: 0.00-0.199 = Very Weak 0.40-0.599 = Moderate 0.80-1.00 = Very Strong
 0.20-0.399 = Weak 0.60-0.799 = Strong

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

The results further highlight the importance of active and participatory learning environments. When students are engaged as active contributors rather than passive recipients, they are more likely to develop critical thinking, reflective skills, and the ability to connect academic concepts with societal issues. These processes foster not only conceptual understanding but also essential competencies such as empathy, communication, and ethical awareness, which are necessary for effective advocacy.

These findings align with Bloom Bird's (2023) perspective, which emphasizes that education promotes personal growth, social empowerment, and moral development. Similarly, G.K. (2019) underscores education's role as a catalyst for social transformation, enabling individuals to engage meaningfully in societal change. In this context, the Gender and Society course serves as a transformative platform that equips students not only with knowledge but also with the capacity to act on it through advocacy.

Overall, the findings show that effective teaching does more than deliver content; it also inspires informed and sustained action. By integrating inclusive, reflective, and experiential approaches, educators can foster students’ readiness to engage in gender advocacy and position the classroom as a dynamic space for social change.

Relationship of Perceived Barriers on Students’ Motivation to Engage in Advocacy

The analysis presented in Table 14 revealed a very weak and non-significant relationship between perceived barriers and students’ motivation ($r = 0.062, p > 0.05$), indicating that perceived barriers do not meaningfully influence students’ motivation to engage in advocacy. This suggests that, although students may recognize challenges such as limited opportunities, fear of criticism, or time constraints, these factors do not substantially diminish their willingness to participate in gender advocacy.

This finding presents an important theoretical tension. While existing literature commonly identifies barriers as factors hindering engagement, the results suggest that students remain motivated despite these constraints. Within the framework of the Theory of Planned Behavior, the finding may indicate that attitudes and motivation exert a stronger influence than perceived behavioral control, reflecting resilience or strong internalization of advocacy values among students.

Rather than barriers being primary determinants, the findings suggest that motivation may be driven by more influential factors, such as personal values, supportive learning environments, institutional encouragement, and participatory teaching strategies. This shifts the focus from merely reducing constraints to strengthening enabling conditions that sustain engagement.

Table 14. Relationship of Perceived Barriers on Students' Motivation to Engage in Advocacy

	Perceived Barriers	Strength of the Relationship	Decision	Conclusion
Students' motivation to engage in advocacy	0.062	Very Weak Positive	Fail to Reject Ho	No Significant Relationship
Legend: 0.00-0.199 = Very Weak 0.20-0.399 = Weak 0.40-0.599 = Moderate 0.60-0.799 = Strong 0.80-1.00 = Very Strong				

This interpretation is supported by the study of [Lim et al. \(2022\)](#), which found that perceived barriers did not prevent students from engaging in reflective practices when supportive elements—such as teacher influence and conducive learning environments—were present. Similarly, the current findings indicate that students can maintain engagement when they experience meaningful opportunities and motivation-enhancing conditions.

Taken together, these results highlight that student engagement is not solely dependent on the absence of barriers but is more strongly influenced by supportive, inclusive, and autonomy-driven educational experiences. In the context of gender advocacy, the statement emphasizes the need to foster empowering learning environments that cultivate motivation, agency, and sustained commitment to social change.

Recommendations to Enhance the Integration of Advocacy Engagement in Gender-related Education

The analysis of Table 15 indicates a strong overall endorsement of strategies to enhance advocacy engagement in gender-related education (M = 4.49, SD = 0.71). The highest-rated recommendation—collaborative projects with gender advocacy groups (M = 4.52)—highlights the value of real-world partnerships in bridging theory and practice, enabling students to engage directly in advocacy and observe its impact.

This is reinforced by strong support for integrating guest speakers from advocacy organizations (M = 4.43) and institutional mechanisms that facilitate student participation (M = 4.42), suggesting that both practitioner engagement and structured support systems are essential in fostering meaningful involvement. Additionally, the demand for immersive learning experiences, such as fieldwork and community engagement (M = 4.35), as well as skills-based workshops (M = 4.37), underscores the need to equip students with practical competencies for effective advocacy.

Table 15. Recommendations to Enhance the Integration of Advocacy Engagement in Gender-related Education

	Recommendations	Mean	Std. Dev.	Interpretation
1	More experiential learning should be integrated.	4.35	0.82	Strongly Agree
2	Guest speakers would enhance the course.	4.43	0.83	Strongly Agree
3	More advocacy platforms should be provided.	4.42	0.78	Strongly Agree
4	Collaborative advocacy projects should be encouraged.	4.52	0.71	Strongly Agree

5	More advocacy training and workshops are needed.	4.37	0.82	Strongly Agree
Grand Mean		4.49	0.71	Strongly Agree

Taken together, these findings suggest that the *Gender and Society* course should extend beyond theoretical instruction and function as a platform for active engagement and skill development. Integrating experiential learning, institutional support, and practitioner involvement can enhance students’ readiness to participate in advocacy and translate learning into action.

This aligns with the framework proposed by Funds for NGOs (2024), which emphasizes a multi-level approach combining education, community engagement, and institutional collaboration. Such an approach positions the course as a catalyst for developing students into active agents of gender equality and social change.

Proposed Action Plan to Enhance the Integration of Advocacy Engagement in Gender-related Education

The proposed action plan aims to strengthen advocacy engagement in gender-related education by embedding practical, hands-on experiences into classroom instruction. In response to students’ strong preference for real-world application, the plan outlines feasible activities such as inviting guest speakers, conducting advocacy workshops, and encouraging participation in community or institutional campaigns—all within the scope of a subject teacher.

Central to the plan is implementing community-based group projects and interactive class activities that enable students to apply theoretical concepts in real-life contexts. Through partnerships with advocacy groups, reflective exercises, and student-led initiatives, learners develop critical thinking and essential skills in communication, leadership, and collaboration, while fostering a deeper commitment to social justice.

Designed to be realistic and low-cost, the plan includes a defined timeline, budget estimates, and designated responsible individuals or offices. It also promotes collaboration with the Gender and Development (GAD) Office, Student Services, and faculty members to ensure sustained support and implementation. As such, the *Gender and Society* course is positioned not only as an academic requirement but as a platform for advocacy, empowerment, and meaningful engagement.

To ensure sustainability, the plan incorporates a monitoring and evaluation component that enables teachers to track student engagement, assess learning outcomes, and gather feedback for continuous improvement. Tools such as reflection journals, peer evaluations, and post-activity surveys provide practical means of assessing effectiveness. This iterative approach allows for ongoing refinement, ensuring that advocacy integration remains responsive, relevant, and impactful.

Table 16. Proposed Action Plan to Enhance the Integration of Advocacy Engagement in Gender-related Education

Objective	Activities	Time Frame	Estimated Budget	Person/Office Responsible
1. Introduce Advocacy Exposure through Guest Speakers	Invite 2 guest speakers from local advocacy groups (in-person or virtual) to discuss real-world gender advocacy work	Midterms and Finals Week	₱1,000 per speaker honorarium × 2 = ₱2,000 (Snacks: ₱500)	Subject Teacher, with support from the Gender Focal Point

2. Facilitate a Mini Community-Based Project	Require students to design and implement a small group project (e.g., gender awareness campaign on campus or in the community)	Weeks 10–14 of the semester	Materials & printing: ₱1,000 (can be co-shared by groups or funded via student org grants)	Subject Teacher, in coordination with the Student Council
3. Conduct a Basic Skills Workshop	Facilitate a 2-hour in-class workshop on advocacy communication (e.g., poster-making, social media advocacy, public speaking)	Week 6 or 7	Resource person token: ₱1,000 Materials (manila paper, markers): ₱300	Subject Teacher, tap faculty colleague or resource speaker
4. Encourage Reflection and Documentation	Require a personal reflection paper or group video journal on gender advocacy experiences	Final 2 weeks of semester	No cost	Subject Teacher
5. Coordinate Student Participation in Existing Campaigns	Connect students with ongoing local campaigns (e.g., Women’s Month activities, 18-Day Campaign to End VAW) for optional participation	Depending on scheduled events	Transportation for field visit (optional): ₱1,000 (can be shared)	Subject Teacher, with help from the Gender and Development (GAD) Office
6. Showcase Student Outputs in a Culminating Activity	Organize a mini-class exhibit or showcase of student projects and outputs	Finals Week	Printing/display materials: ₱700 Certificates: ₱300	Subject Teacher, with help from the Student Services Office
Total Estimated Budget			₱6,800	

Note: May be reduced if some items are supported by student orgs, in-kind partnerships, or if guest speakers volunteer

Support Mechanisms:

- Institutional support: Letter of request for budget or honoraria through the Office of the Director of Student Affairs
- Documentation assistance: Request template forms from the QA Office or Student Affairs Office
- GAD Office coordination: Tap their existing programs or resource persons for potential collaboration

CONCLUSIONS

This study demonstrates that classroom learning in the Gender and Society course plays a

significant role in shaping students' advocacy engagement. The findings revealed a high level of agreement in students' attitudes toward gender advocacy ($M = 4.68$, $SD = 0.54$), indicating that the course effectively enhanced awareness, confidence, and willingness to support advocacy initiatives. Furthermore, a strong positive and statistically significant relationship was found between teaching methods and students' motivation ($r = 0.640$, $p < 0.01$), while a moderately significant relationship was observed between teaching methods and the application of learning in real-life advocacy efforts ($r = 0.522$, $p < 0.01$). In contrast, perceived barriers showed a very weak, non-significant relationship with motivation ($r = 0.062$, $p > 0.05$), suggesting that these constraints do not substantially hinder students' engagement.

From a theoretical perspective, these findings reinforce the Theory of Planned Behavior by demonstrating that positive attitudes ($M = 4.68$) and motivation ($r = 0.640$) are stronger predictors of advocacy behavior than perceived barriers ($r = 0.062$). This highlights a key mechanism in which classroom learning shapes students' attitudes and motivation, which in turn influence their readiness to engage in advocacy. The results, therefore, contribute to the literature by clarifying how gender-responsive pedagogy translates into actual behavioral engagement.

Practically, the findings emphasize that enhancing instructional quality is more impactful than solely addressing barriers. The strong relationship between teaching methods and motivation ($r = 0.640$), as well as their influence on real-life application ($r = 0.522$), indicates that participatory, inclusive, and experiential teaching strategies are critical in fostering advocacy engagement. Educational institutions should therefore prioritize integrating interactive learning activities, real-world advocacy opportunities, and supportive environments to strengthen student motivation and application.

Overall, the study affirms that education becomes a transformative force when it moves beyond awareness to action. By strengthening both pedagogical practices and institutional support, higher education can effectively develop students into active agents of gender equality and social change.

LIMITATION & FURTHER RESEARCH

This study relies on self-reported data, and social desirability bias may affect it. Since gender advocacy is a socially valued issue, respondents may have overstated their attitudes and engagement, potentially inflating the high mean scores (e.g., $M = 4.68$). Additionally, the study was conducted within a single institutional context and used a cross-sectional design, limiting generalizability and the ability to capture changes over time.

Future research is recommended to use longitudinal designs to track whether students' attitudes and motivation translate into sustained advocacy behavior beyond the classroom. Incorporating behavioral measures, such as participation in advocacy activities or project outputs, can also help validate self-reported data and reduce bias.

REFERENCES

- Alexander, F., Manuain, L. M. M., Silla, W. Y., & Dami, Z. A. (2020). Implementation of advocacy learning model as a predictor of student's learning outcomes. In *Proceedings of the 1st International Conference on Information Technology and Education (ICITE 2020)* (pp. 149–155). Atlantis Press. <https://doi.org/10.2991/assehr.k.201214.228>
- Bailey, E. G., Greenall, R. F., Baek, D. M., Morris, C., Nelson, N., Quirante, T. M., Rice, N. S., Rose, S., & Williams, K. R. (2020). Female in-class participation and performance increase with more female peers and/or a female instructor in life sciences courses. *CBE—Life Sciences Education*, 19(3), Article ar30. <https://doi.org/10.1187/cbe.19-12-0266>
- Berdan, A., Bruce, A. C., & Pearce, E. (2022, March 25). *Gender-responsive advocacy: How civil society*

- is changing the landscape for girls' education*. Global Partnership for Education. <https://www.globalpartnership.org/blog/gender-responsive-advocacy-how-civil-society-changing-landscape-girls-education>
- Bloom Bird Edulearn LLP. (2023, November 27). *Quality education: A catalyst for long-term academic and personal growth*. <https://bloombird.in/quality-education-a-catalyst-for-long-term-academic-and-personal-growth/>
- Boachie, S., Quansah, F., & Oppong, E. K. (2021). The practice and awareness of gender responsive instructional approaches during college of education chemistry lessons: A case study. *European Journal of Open Education and E-Learning Studies*, 6(2). <https://doi.org/10.46827/ejoe.v6i2.4084>
- Brice, J., Gnonlonfoun, E., Gutiérrez García de Viedma, M., & Jayatilaka, C. (2022). *Advocacy for impact: Gender and education*. United Nations Girls' Education Initiative. <https://www.ungei.org/sites/default/files/2022-05/LSE-Advocacy-For-Impact-Gender-Education.pdf>
- Creative Action Institute Team. (2020). *Gender responsive pedagogy: A toolkit for teachers and schools* (2nd, updated ed.). Forum for African Women Educationalists. <https://www.ungei.org/sites/default/files/Gender-Responsive-Pedagogy-Toolkit-Teachers-Schools-2020-eng.pdf>
- Doherty, S. (2022, December 20). *10 ways to promote gender equality in the classroom*. Provide Education. <https://www.provide-education.co.uk/10-ways-to-promote-gender-equality-in-the-classroom/>
- Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, Article 101859. <https://doi.org/10.1016/j.cedpsych.2020.101859>
- fundsforNGOs. (2024, March 5). *Promoting gender equality through education and empowerment: Sample proposal activities*. <https://www.fundsforngos.org/proposals/promoting-gender-equality-through-education-and-empowerment-sample-proposal-activities/>
- G.K., S. (2019). Education as a catalyst for social transformation. *International Journal of Creative Research Thoughts (IJCRT)*, 7(2), 813–814. <https://www.ijcrt.org/papers/IJCRT1135833.pdf>
- Ing, M. D. H., Gear, S., & Booth, R. O. (2023, October 18). *Working towards gender equality: The role of teachers and teaching*. Global Partnership for Education. <https://www.globalpartnership.org/blog/working-towards-gender-equality-role-teachers-and-teaching>
- Kelkar, G. (2023, July 18). *What is descriptive design and why is it important: The ultimate guide*. Emeritus. <https://emeritus.org/blog/product-design-and-innovation-what-is-descriptive-design/>
- Kuteesa, K. N., Akpuokwe, C. U., & Udeh, C. A. (2024). Gender equity in education: Addressing challenges and promoting opportunities for social empowerment. *International Journal of Applied Research in Social Sciences*, 6(4). <https://doi.org/10.51594/ijarss.v6i4.1034>
- Lim, R. B. T., Tan, C. G. L., Hoe, K. W. B., Teng, C. W. C., Müller, A. M., Azfar, J., Narayanasamy, S., & Liow, C. H. (2022). Correlates, motivating factors, and barriers of engaging in regular self-reflection among public health students in higher education: A mixed methods approach. *Frontiers in Public Health*, 10, Article 1023439. <https://doi.org/10.3389/fpubh.2022.1023439>
- Lynch, K. (2023, October 20). *Project extension: The impact of gender and inclusive pedagogies*. GPE KIX. <https://www.gpekix.org/news/project-extension-impact-gender-and-inclusive-pedagogies>

- Manuel, J. D. C. (2024). Communicating the implementation of gender and development (GAD): A classroom setting experience in higher education institutions (HEIs). *International Journal of Research and Innovation in Social Science*, 8(4), 313–328. <https://doi.org/10.47772/IJRISS.2024.804026>
- Mendizabal, R. N. (2024). Teachers' challenges and strategies in fostering gender equality in the classroom. *QCU The Lamp: Journal of Education*, 2(1). <https://doi.org/10.64807/n73ydr94>
- Plan International. (2016). Gender transformative advocacy. In *Girls champions of change: Curriculum for gender equality and girls' rights*. Plan International. https://www.alignplatform.org/sites/default/files/2018-09/11-GCOC_BSC_Module_LightVersion.pdf
- Robinson, K. A. (2023). Motivational climate theory: Disentangling definitions and roles of classroom motivational support, climate, and microclimates. *Educational Psychologist*, 58(2), 92–110. <https://doi.org/10.1080/00461520.2023.2198011>
- Shih, Y.-H., & Wang, R. (2021). Incorporating gender issues into the classroom: Study on the teaching of gender-related courses in the general curriculum of Taiwan's universities. *Policy Futures in Education*, 20(1), 44–55. <https://doi.org/10.1177/14782103211009641>
- Spricigo, C. B., Camilotti, B. M., Graham, C. R., & Baptista, R. (2023). An exploration of institutional and personal barriers to online academic engagement at a Brazilian university. *Educación XX1*, 26(2), 17–50. <https://doi.org/10.5944/educxx1.36095>
- Sugano, S. G. C., & Mamolo, L. A. (2021). The effects of teaching methodologies on students' attitude and motivation: A meta-analysis. *International Journal of Instruction*, 14(3), 827–846. <https://doi.org/10.29333/iji.2021.14348a>
- UNESCO. (2018). *Global education monitoring report gender review 2018: Meeting our commitments to gender equality in education*. UNESCO. <https://doi.org/10.54676/VYPC6340>