



# Gender Role Perceptions among Senior High School Students: A Comparative Study between Public and Private Schools

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## Abstract

## Original Research Article

This study examined gender role perceptions among senior high school students in Cordon, Isabela, focusing on gender attitudes, household role expectations, and occupational role expectations. Using a descriptive-comparative research design, the study analyzed whether significant differences exist when respondents are grouped according to sex, socio-economic status, and type of school. A stratified sampling technique was employed, and data were collected through a validated survey questionnaire administered to students from both public and private schools. Descriptive statistics and inferential tools, including t-tests and Analysis of Variance (ANOVA), were used to analyze the data. Findings revealed that, in general, there are no significant differences in gender role perceptions across socio-economic status and type of school, indicating that shared cultural norms and socialization processes strongly influence students' views. However, significant differences were observed in selected areas when grouped by sex, particularly in attitudes toward leadership, decision-making, childcare, and occupational roles such as nursing, engineering, politics, and high-risk jobs. These results suggest that while students are gradually adopting more egalitarian perspectives, traditional gender stereotypes remain evident in specific domains, especially those associated with authority, masculinity, and career expectations. Overall, the study highlights a transitional shift in gender role perceptions among Filipino youth, where modern and traditional views coexist. The findings emphasize the need for continued educational interventions and policy efforts to promote gender equality and challenge persistent stereotypes within both school and community contexts.

**Keywords:** gender role perception, gender attitudes, household roles, occupational roles, senior high school students.

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## Introduction

Gender role perception remains a fundamental issue that needs to be discussed as we are now in modernization and slowly shifting toward a more modernized approach regarding that matter (Lalchandani, N., & Pardasani, M., 2022). Factors

such as peers, social environment, and media exposure influenced gender attitudes (Streatfield, A. J., et al., 2023). Moreover, views in terms of occupational role have been continuously influenced by gender role perceptions. Traditional occupational roles such as caregiving, teaching, and



administrative roles are often associated with women, while men are more drawn to leadership and technical fields (Monde, 2025; OECD, 2019). This pattern reflects the process of gender socialization, where individuals learn expected roles through family, school, and society (Chaulagain, 2025)

In the Philippines, gradual changes from traditional norms to contemporary perspectives are now slowly understood and accepted. Filipinos are now more open to the modern approach of gender roles (Pedragoza et al., 2024). Despite this transition, students' aspirations are shaped by their personal experiences, institutional culture, and access to opportunities (Rogayan et al., 2024).

Through studying factors such as the demographic profile, gender attitudes, household role expectations, and occupational role expectations in which, these affects the gender role perception of the respondents from senior high school students both in public and private schools within Cordon, Isabela, this will provide an understanding regarding localized insights into how the cultural and societal expectations shape the perception of the youth regarding gender role with in their community to adapt in to a modern era.

### Methodology

This study utilized a descriptive-comparative research design to summarized and assessed the respondent's demographic profile together with other variables such as; Gender role perceptions in terms of their gender attitudes, household role expectations, and occupational role expectations to examine whether these has significant difference in gender role perception when the respondents are

grouped according to their demographic profile (sex, socio-economic status, and type of school). A stratified sampling technique was used to select these respondents.

Moreover, a survey questionnaire was employed to collect data for the information of respondents' demographic profile, and gender role perception in terms of their gender attitudes, household role expectations, and occupational role expectations. To ensure the validity, clarity, and reliability of the questionnaire, pilot testing was conducted on a small group of students. The finalized questionnaire was administered to the selected respondents through printed forms. The respondents were given clear instructions on how to answer the questions honestly and accurately. The researcher also ensured that all respondents understood that their responses would remain confidential and would be used solely for the study.

The data gathering process began by coordinating with the school principals to secure permission to collect data. Survey questionnaires were then administered to selected respondents of senior high school students. Data analysis involved descriptive statistics such as frequency, percentage, mean, and standard deviation, as well as inferential statistical tools, including the t-test and ANOVA. These statistical tools aimed to determine the significant difference in gender role perceptions when they are grouped according to their demographic profile.

Ethical considerations, including informed consent and confidentiality, were observed throughout the research process in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173).

### Results and Discussions

Table 3.a. t-test on the Mean Perception of Respondents on Gender Roles in Terms of Gender Role Attitudes when they are Grouped by Sex

Statements	T	p-value	Decision
1. Men should be the primary breadwinners in the family.	-0.396	.693	Fail to reject Ho

2. Women are naturally better at childcare than men.	3.443	< .001*	Reject Ho
3. A husband's job is to earn money; a wife's job is to look after the home.	-0.914	.362	Fail to reject Ho
4. Some equality in marriage is good, but men should have the final say.	-2.217	.028*	Reject Ho
5. Women rather than men should care for sick family members.	-1.353	.177	Fail to reject Ho
6. Traditional gender roles benefit society.	-0.546	.586	Fail to reject Ho
7. Men are better suited for leadership positions.	-3.549	< .001*	Reject Ho
8. Women should prioritize family over career.	-0.591	.555	Fail to reject Ho
9. Gender equality has gone too far nowadays.	0.549	.584	Fail to reject Ho
Grand Mean	-1.135	.257	Fail to reject Ho

p-value ≤ 0.05 is significant

Based on the results of the independent samples t-test examining the differences in respondents' attitudes toward traditional gender role statements, the grand mean of .257 shows no significant difference, indicating similar views between groups.

Despite the overall result, Significant differences were observed in perceptions of women's suitability for childcare ( $p < 0.001$ ), authority in marital decision-making ( $p = 0.028$ ), and men's suitability for leadership roles ( $p < 0.001$ ), suggesting divergence in views on caregiving, authority, and leadership.

The finding was aligned with the study of Alemann, C. (2020), which highlights that caregiving roles are increasingly viewed as shared responsibility between men and women. On the other hand, Acharya, S. (2024), stated that modern families are moving towards joint decision-making where both husband and wife contribute equally, creating a more balanced relationship. Lastly, the study of Adlawan, J.P. (2025) shows that both men and women occupy leadership roles and perform similar functions, reinforcing the idea that leadership capability is not dependent on gender.

Table 4. Analysis of Variance on the Mean Perception of Respondents on Gender Roles in Terms of Gender Role Attitudes when they are Grouped by Socio-economic Status

Statements	F	p-value	Decision
1. Men should be the primary breadwinners in the family.	2.278	.106	Fail to reject Ho
2. Women are naturally better at childcare than men.	0.592	.554	Fail to reject Ho
3. A husband's job is to earn money; a wife's job is to look after the home.	0.570	.567	Fail to reject Ho
4. Some equality in marriage is good, but men should have the final say.	0.907	.406	Fail to reject Ho
5. Women rather than men should care for sick family members.	0.177	.838	Fail to reject Ho
6. Traditional gender roles benefit society.	1.476	.232	Fail to reject Ho
7. Men are better suited for leadership positions.	2.379	.096	Fail to reject Ho

8. Women should prioritize family over career.	0.503	.606	Fail to reject Ho
9. Gender equality has gone too far nowadays.	0.485	.617	Fail to reject Ho
Grand Mean	0.616	.541	Fail to reject Ho

*p-value ≤ 0.05 is significant*

Analyzing Table 4, all indicators show no significant differences in gender role attitudes across socio-economic groups, as all p-values exceed 0.05, including the overall result ( $F = 0.616, p = 0.541$ ), leading to the retention of the null hypothesis. Responses across indicators-covering family roles, decision-making, leadership, and gender equality demonstrate a consistent pattern across income categories.

This simply means that socio-economic status does not affect gender role attitudes. Instead, the all-responses points to the role of shared tradition and socialization of Women. UN (2023), World Bank (2022), and Scarborough et al. (2023) emphasize that gender attitudes are developed by societal and institutional factors and remain stable in all social groups.

Table 4.c. t-test on the Mean Perception of Respondents on Gender Roles in Terms of Gender Role Attitudes when they are Grouped by Type of School

Statements	t	p-value	Decision
1. Men should be the primary breadwinners in the family.	-1.656	.101	Fail to reject Ho
2. Women are naturally better at childcare than men.	0.579	.564	Fail to reject Ho
3. A husband's job is to earn money; a wife's job is to look after the home.	-0.516	.607	Fail to reject Ho
4. Some equality in marriage is good, but men should have the final say.	0.421	.675	Fail to reject Ho
5. Women rather than men should care for sick family members.	-0.388	.699	Fail to reject Ho
6. Traditional gender roles benefit society.	0.296	.767	Fail to reject Ho
7. Men are better suited for leadership positions.	-0.165	.869	Fail to reject Ho
8. Women should prioritize family over career.	0.952	.343	Fail to reject Ho
9. Gender equality has gone too far nowadays.	-1.152	.252	Fail to reject Ho
Grand Mean	-0.358	.721	Fail to reject Ho

*p-value ≤ 0.05 is significant*

As shown, all calculated p-values exceed the level of significance of 0.05. On this basis, all the indicators are retained by the null hypothesis, meaning that there is no statistically significant differentiation

between the perceptions of gender roles with respect to the respondents who are in private and public schools. These findings showed that both groups of

respondents had similar perceptions about gender roles in terms of gender attitudes.

These findings are supported by the overall finding. The level of significance is relatively low, whereas the grand mean p-value of .721 is significantly larger, which makes it possible to draw a conclusion according to which the school type does not have a significant impact on gender role attitudes. This implies that cultural factors and social experiences are more likely to influence the gender roles perceptions of students than the nature of the school that a student attends.

Le, K (2025) supports this, indicating that one of the determinants of gender-related attitudes is culture and social factors. Similarly, Namusoke, J. In a study of gender norms, (2025) discovered that a significant part of the role is played by common ideas fixed in society. Besides this, Rudman et al. (2025) indicated the way common social expectations across groups determine gender perceptions. Moreover, Fang et al. (2025) emphasized that gender attitudes can be largely impacted by cultural values and social experiences. These results substantiate the current study, that the gender role attitudes of respondents are not that sensitive to the type of school.

Table 5.a. t-test on the Mean Perception of Respondents on Gender Roles in Terms of Household Role Expectations when they are Grouped by Sex

Statements	t	p-value	Decision
1. Cooking and cleaning are primarily women's responsibilities.	0.207	.836	Fail to reject Ho
2. Men should not do housework like washing dishes.	-3.665	< .001*	Reject Ho
3. Women are responsible for most household chores.	0.115	.909	Fail to reject Ho
4. Men should handle home repairs and finances.	2.115	.035	Reject Ho
5. Childcare is mainly a mother's duty.	-0.612	.541	Fail to reject Ho
6. Household decisions should be made by the man.	-3.733	< .001*	Reject Ho
7. Women belong in the home more than in the workplace.	-2.046	.042*	Reject Ho
8. Men helping with chores makes them less masculine.	-2.236	.026*	Reject Ho
9. Grocery shopping is a woman's task.	0.787	.432	Fail to reject Ho
Grand Mean	-1.630	.104	Fail to reject Ho

p-value ≤ 0.05 is significant

These results suggest that the majority of statements are not reflective of a significant difference because their p-values are above the 0.05 level of significance. This implication is that both men and women respondents tend to have similar expectations of various household roles. In particular, there were no crucial differences in the perception of cooking and cleaning (t = 0.207, p =

.836), most household chores were women with the responsibility (t = 0.115, p = .909), child care was the duty of a mother (t = -0.612, p = .541), and grocery shopping was the business of women (t = 0 This is an indication that respondents still maintain their views on these propositions put across. This is further supported by the overall result of the process since the grand mean did not show a statistically

significant difference ( $t = -1.630, p = .104$ ) between the general perception of the two groups.

Conversely, there are a number of statements on which there are significant differences between male and female respondents. These are that men are not supposed to perform house chores like dishwashing ( $t = -3.665, p = .001$ ). The outcome indicates a substantial divergence, which means that carrying out household chores, including washing dishes, is no longer rooted in the notion of sexual identity since men in the current times also perform domestic chores. Pruthi, A. supports this finding. That it is not women who do the usual household chores is confirmed by Pruthi, A. (2025), who discovered that adult males are also engaged in regular household activities like washing dishes.

Equally, the man ( $t = -3.733, p < .001$ ), the belief that women belong in the home than in the workplace ( $t = -2.046, p = .042$ ) and the view that men who assist in the household chores are less masculine ( $t = -2.236, p = .026$ ) indicate that all the statements have data show significant difference. What these findings are signaling is that the differences in the perception are clearer in the fields concerning authority, or household roles, or traditional and expected role. These results are in accord with the research of Baek, S.U, Kim, S., and Lee, H. They recounted this (2024), where they underscored the need to have collective responsibility and equal authority in a household

among men and women. Conversely, Samtleben, C. (2022) article reports that, redistributing the household work between men and women enhances women’s participation in the labor market, which favors the notion that women have equal roles in the labor market. Finally, the analysis presented by Gao, N. (2025) understands that contemporary fathers pursue masculinity by caring and doing housework and demonstrates that engaging in household duties does not masculinize them.

Also, it can be mentioned that the statement about men doing home repairs and finances received a value of ( $t = 2.115, p = .035$ ), which normally is thought to be statistically significant. This implies that both sexes can manage repairs and finances, even though the respondents of either sex support the notion that both sexes can do that. Most of the women who are residing in these contemporary times have now been having their way with their freedom and authority with respect to financial management and repair skills. Deshmukh, R., and others were housed in the study to back this. The reasons held in (2025), where he demonstrates that women are now actively involved in making decisions in the household, including finance, are motivated by education and socio-economic circumstances. Nevertheless, it did not come out significantly in the table, indicating a probable anomaly in the use of the decision criterion.

Table 6.b. Analysis of Variance on the Mean Perception of Respondents on Gender Roles in Terms of Household Role Expectations when they are Grouped by Socio-economic Status

Statements	F	p-value	Decision
1. Cooking and cleaning are primarily women's responsibilities.	0.477	.622	Fail to reject Ho
2. Men should not do housework like washing dishes.	1.509	.225	Fail to reject Ho
3. Women are responsible for most household chores.	0.348	.707	Fail to reject Ho
4. Men should handle home repairs and finances.	0.400	.671	Fail to reject Ho
5. Childcare is mainly a mother's duty.	0.643	.527	Fail to reject Ho
6. Household decisions should be made by the man.	2.581	.079	Fail to reject Ho
7. Women belong in the home more than in the workplace.	1.287	.279	Fail to reject Ho
8. Men helping with chores makes them less masculine.	6.084 <sup>ac</sup>	.003*	Reject Ho

9. Grocery shopping is a woman's task.	1.579	.210	Fail to reject Ho
Grand Mean	2.470	.088	Fail to reject Ho

p-value ≤ 0.05 is significant

Table 6.b indicates no significant differences in household role perceptions across socio-economic groups, as most p-values exceed 0.05, including the overall result (F = 2.470, p = .088). Responses to routine domestic responsibilities—such as cooking, cleaning, and childcare—remain consistent, reflecting shared expectations across income groups. A significant difference emerges in the perception that men’s involvement in household chores diminishes masculinity (F = 6.084, p = .003), indicating that socio-economic status shapes attitudes toward masculinity. While general role expectations are stable, beliefs linked to gender identity vary.

Overall, the findings indicate that socio-economic status has a limited influence on household role perceptions, which are largely shaped by shared cultural norms and socialization. This supports Scarborough et al. (2021) and Dotti Sani and Quaranta (2021), who emphasize the stability of gender attitudes across social groups. The variation in masculinity-related views aligns with Vandello and Bosson (2021) and Meeussen et al. (2022), highlighting the context-dependent nature of masculinity.

Table 7.d. t-test on the Mean Perception of Respondents on Gender Roles in Terms of Household Role Expectations when they are Grouped by Type of School

Statements	t	p-value	Decision
1. Cooking and cleaning are primarily women's responsibilities.	0.021	.984	Fail to reject Ho
2. Men should not do housework like washing dishes.	1.642	.104	Fail to reject Ho
3. Women are responsible for most household chores.	-0.239	.812	Fail to reject Ho
4. Men should handle home repairs and finances.	-0.864	.389	Fail to reject Ho
5. Childcare is mainly a mother's duty.	1.157	.249	Fail to reject Ho
6. Household decisions should be made by the man.	1.509	.134	Fail to reject Ho
7. Women belong in the home more than in the workplace.	1.966	.052	Fail to reject Ho
8. Men helping with chores makes them less masculine.	3.179	.002*	Reject Ho
9. Grocery shopping is a woman's task.	1.933	.056	Fail to reject Ho
Grand Mean	1.884	.062	Fail to reject Ho

p-value ≤ 0.05 is significant

Examining the results, Table 7.d shows no significant differences between private and public-school respondents in household role perceptions, as

most p-values exceed 0.05, including the overall result (t = 1.884, p = .062). Views on cooking, cleaning, and childcare remain statistically

comparable across groups, indicating shared role expectations.

A significant difference is observed in the perception that men’s involvement in household chores diminishes masculinity ( $t = 3.179, p = .002$ ), suggesting that school context influences interpretations of masculinity within domestic settings.

Overall, household role attitudes are consistent across school types, supporting Scarborough et al. (2021) and Dotti Sani and Quaranta (2021), who emphasize the role of shared socialization in stabilizing gender norms. In contrast, the variation in masculinity-related views aligns with Vandello and Bosson (2021) and Meeussen et al. (2022), highlighting the contextual and socially constructed nature of masculinity.

Table 9.a. t-test on the Mean Perception of Respondents on Gender Roles in Terms of Occupational Role Expectations when they are Grouped by Gender

Statements	t	p-value	Decision
1. Nursing is more suitable for women than men.	-2.372	.018*	Reject Ho
2. Engineering is a man's field.	-2.387	.018*	Reject Ho
3. Teachers should mostly be women.	-1.633	.104	Fail to reject Ho
4. Women are better secretaries than executives.	0.165	.869	Fail to reject Ho
5. Men dominate in politics for good reason.	-2.620	.009*	Reject Ho
6. High-risk jobs like mining suit men better.	-2.435	.016*	Reject Ho
7. Female doctors face more challenges than males.	0.770	.442	Fail to reject Ho
Grand Mean	-2.437	.015*	Reject Ho

p-value  $\leq 0.05$  is significant

Table 9.a. shows t-test results concerning the differences in the way male and female respondents perceive occupational roles. Several statements show statistically significant differences, including nursing ( $t = -2.372, p = .018$ ), engineering ( $t = -2.387, p = .018$ ), politics ( $t = -2.620, p = .009$ ), and high-risk jobs ( $t = -2.435, p = .016$ ).

These results reveal that gender plays a large role in perception in these particular occupational fields. Other statements, such as teaching ( $t = -1.633, p = .104$ ) and women as secretaries ( $t = 0.165, p = .869$ ), do not show significant differences. The grand mean ( $t = -2.437, p = .015$ ) is statistically significant. This shows that, in general, the occupational role expectations between male and female respondents differ significantly.

The outcomes indicate that the gender disparity in male and female respondents might be

related to gender socialization, and affects the way a person perceives appropriate roles of men and women in the workplace, as evidenced by Demirtaş, Z. Emphasis has been put on social expectations and experiences in shaping gender roles, as stressed by (2026). Even at a tender age, individuals are exposed to various demands and influences of society that condition their perceptions towards a number of jobs, including nursing, engineering, politics, and high-life threats.

Moreover, the findings reveal that the occurrence of occupational stereotypes within society remains, especially in those jobs associated with either masculinity or femininity, with the findings similar to those of Dilshan, K.G.I, and Shantha, W.A. (2025), who have documented that gender stereotypes are still in existence and shape career choices and occupation expectations. Whereas

some of the occupations are not showing much difference- indicating a better perspective of equality- the net high outcome shows that gender remains a factor in occupational expectations. This is

indicative of a continuing shift in which old beliefs still exist, although newer and more inclusive ways of thinking are starting to develop.

Table 9.c. Analysis of Variance on the Mean Perception of Respondents on Gender Roles in Terms of Occupational Role Expectations when they are Grouped by Socio-economic Status

Statements	F	p-value	Decision
1. Nursing is more suitable for women than men.	4.693 <sup>ac</sup>	.011*	Reject Ho
2. Engineering is a man's field.	1.795	.170	Fail to reject Ho
3. Teachers should mostly be women.	0.748	.475	Fail to reject Ho
4. Women are better secretaries than executives.	0.527	.592	Fail to reject Ho
5. Men dominate in politics for good reason.	2.980	.054	Fail to reject Ho
6. High-risk jobs like mining suit men better.	0.076	.927	Fail to reject Ho
7. Female doctors face more challenges than males.	2.163	.119	Fail to reject Ho
Grand Mean	1.403	.249	Fail to reject Ho

p-value ≤ 0.05 is significant

The ANOVA statistics comparing the perceptions of occupational roles among socio-economic groups are shown in Table 9.c. Most statements show p-values greater than 0.05, such as engineering (F = 1.795, p = .170), teaching (F = 0.748, p = .475), and high-risk jobs (F = 0.076, p = .927), indicating no significant differences. The statement that demonstrates the only significant finding is that Nursing is more appropriate for women, not men (F = 4.693, p = .011). It is possible to suggest that it depends on socio-economic status. The grand mean (F = 1.403, p = .249) is insignificant. It means that socio-economic status, in general, does not have a significant impact on the general perceptions of occupational roles as held by respondents.

These results indicate that the fact that there are no significant differences in the majority of occupational occupations would be informed by cultural norms that are shared among many people and similar socialization practices that shape how

individuals perceive gender and employment, irrespective of the socio-economic status. This is a sign that beliefs towards occupational roles are primarily under the influence of shared universal norms in society and not diversified through the disparity in the economic background.

At the same time, the main finding, which is associated with the idea that nursing is an essentially female occupation, gives prominence to the fact that there are still some professions that are entwined with the idea of traditional gender division. This could indicate long-held perceptions about assigning the role of a caregiver to a woman, and this can be affected depending on educational, social, and economic backgrounds. All in all, the findings indicate a larger trend of similar and more inclusive attitudes toward occupational roles, but also make it clear that certain old-time gender conventions remain.

Table 9.e. t-test on the Mean Perception of Respondents on Gender Roles in Terms of Occupational Role Expectations when they are Grouped by Type of School

Statements	t	p-value	Decision
1. Nursing is more suitable for women than men.	1.233	.220	Fail to reject Ho
2. Engineering is a man's field.	0.771	.443	Fail to reject Ho
3. Teachers should mostly be women.	1.240	.218	Fail to reject Ho
4. Women are better secretaries than executives.	2.107	.037*	Reject Ho
5. Men dominate in politics for good reason.	2.509	.014*	Reject Ho
6. High-risk jobs like mining suit men better.	-1.726	.087	Fail to reject Ho
7. Female doctors face more challenges than males.	0.851	.397	Fail to reject Ho
Grand Mean	1.557	.123	Fail to reject Ho

p-value ≤ 0.05 is significant

Table 9.e. shows no significant differences in occupational role perceptions between private and public-school respondents for most indicators, including nursing ( $t = 1.233$ ,  $p = .220$ ), engineering ( $t = 0.771$ ,  $p = .443$ ), and high-risk occupations ( $t = -1.726$ ,  $p = .087$ ). The overall result is likewise non-significant ( $t = 1.557$ ,  $p = .123$ ), indicating comparable expectations across school types. Significant variation appears in perceptions of women as better suited for secretarial roles ( $t = 2.107$ ,  $p = .037$ ) and male dominance in politics ( $t = 2.509$ ,  $p = .014$ ), suggesting school context influences views on hierarchical and leadership-oriented occupations.

Overall, occupational expectations remain largely aligned across groups, implying the influence of shared cultural socialization. Differences in leadership-related perceptions suggest slower change in norms tied to authority and power structures, where traditional gender associations remain more persistent.

The study reveals that gender role perceptions among senior high school students in Cordon, Isabela, are generally consistent across sex, socio-economic status, and type of school, indicating the strong influence of shared cultural norms and socialization processes. While most indicators show no significant differences, notable variations emerge in specific areas such as leadership, decision-making, caregiving, and occupational roles. These

findings suggest that although students are gradually embracing more egalitarian views, traditional beliefs—particularly those linked to authority, masculinity, and gendered occupations—persist. The lack of variation across socio-economic status and school type highlights that gender perceptions are deeply embedded in broader societal values rather than institutional contexts. Overall, the results reflect a transitional phase in which modern perspectives on gender equality coexist with enduring stereotypes. This underscores the need to further examine how cultural, familial, and media influences continue to shape evolving gender role perceptions among the youth.

Future studies may explore additional variables such as parental education, media consumption, and peer influence to better understand factors shaping gender role perceptions. A mixed-methods approach incorporating qualitative data (e.g., interviews or focus groups) is recommended to capture deeper insights into students' beliefs and experiences. Expanding the study to other regions will enhance generalizability and allow for comparative analysis across cultural contexts. Longitudinal research is also suggested to examine how gender perceptions evolve. Moreover, future researchers may investigate the effectiveness of school-based gender sensitivity programs in promoting more inclusive and equitable attitudes among students.

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