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Genders' Disparities in Perceptions of Gender Equality: Analysis of Criminology Student's Beliefs and Perspective

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Abstract

This study explored the demographic profile, awareness, and perceptions of gender disparities among 500 criminology students at Isabela State University. The group was mostly male (58.60%), followed by females (35%), with a small percentage identifying as LGBTQ or opting not to disclose their gender. Most respondents were aged 18–20 and represented all year levels. Results showed a high level of awareness of gender disparities, with an overall mean of 4.24, indicating strong recognition of issues such as workplace inequality, media stereotyping, traditional gender roles, and the broader societal effects of discrimination. Awareness of university policies promoting gender equality was also evident (overall mean = 4.19), especially in areas relating to training, leadership support, and anti-harassment measures. Students expressed positive beliefs about gender inclusivity within their academic environment (overall mean = 4.18). While some noted subtle gendered experiences in participation and leadership, the overall climate was viewed as fair and supportive.

Introduction

This research investigates the views on gender equality held by criminology students. It particularly analyzes how male, female and non- binary students perceive matters such as discrimination, opportunities, and the existence of gender- based biases within criminology, which has historically been a male- dominated discipline. The research employs a quantitative method to gather information on students' views and beliefs about gender equality. It examines variations in perceptions between genders and aims to uncover trends shaped by elements such as cultural norms, socialization and educational experiences. Grasping these perceptions is essential as they could influence students' opinions on the criminal justice system, impact on their relationships with peers and affect their career goals. Additionally, tackling these knowledge gaps can assist educational institutions in creating fairer teaching approaches and policies, promoting equality within criminology education and professional paths.

Perceptions on gender equality are still perceived differently by men and women in several contexts, including the workplace and education. Understanding how students view gender equality is important for influencing future policy, curriculum design, and work settings in criminology, a historically male-dominated field. Even though gender equality has advanced significantly, it is still unclear if male, female, and non-binary students view these developments equally. Views of gender equality among criminology students may have an impact on their views toward the criminal justice system, where gendered experiences are pervasive, as well as their interactions with peers and career goals.

However, there is a dearth of quantitative research that specifically examines these students' perceptions of gender equality in their area and if gender-based differences exist. There is a knowledge gap about how students of different genders perceive topics like discrimination experiences, opportunities available to them, and the pervasiveness of prejudices based on gender in criminology. Without this information, educational establishments might not be doing enough to address possible

disparities, which might encourage institutionalized prejudice in the fields of criminology and criminal justice.

Studies reveal that opinions about gender equality are influenced by one's gender in several disciplines, including criminology. This investigation sheds light on underlying beliefs and attitudes by examining the views of male and female criminology students regarding gender equality. Significant differences in ideas and attitudes depending on gender are highlighted by the literature on gender discrepancies in criminology students' perceptions of gender equality. Cultural norms, socialization, and education all have an impact on these variances. Additional research in criminology and related subjects, especially quantitative studies, can assist shed light on these processes and guide the development of instructional methodologies.

Gender Perceptions of Equality, Studies show that men and women may have quite different views of gender equality, which are frequently shaped by socialization and cultural conventions. Researchers have found, for example, that male students may be less likely than female students to detect gender discrimination in academia (Meyers, 2018; van Anders, 2018). This disparity has the potential to influence perceptions of the criminal justice system as well as prospective criminology career goals. Impact on Educational Outcomes, Research indicates that contrasting views on gender equality may cause male, female, and non-binary students to have different educational experiences and outcomes. For instance, perceived impediments may make women feel less motivated to pursue leadership positions in criminology, which could affect their career goals (Husu, 2017).

Most of the current research is cross-sectional, reflecting opinions at one specific moment in time. To comprehend how attitudes toward gender equality change throughout and after a criminology degree, longitudinal study is required. Although there are studies that focus on gender, there aren't many thorough evaluations that consider other intersecting identities, such as race, socioeconomic class, and sexual orientation, to evaluate how these elements all affect how people view gender equality. By filling in these gaps, we may improve our knowledge of how criminology students' attitudes of gender equality differ based on gender and develop more focused teaching approaches. More studies in these fields may lead to more equal settings in the workplace and in the classroom.

RESEARCH OBJECTIVES

This study will determine students’ awareness on gender disparities perceptions of gender equality.

Specifically, it will raise awareness of the following:

1. Profile of the respondents as to gender, age, and year level.

2. Evaluate the respondent’s awareness of gender disparities perception of gender equality in the Isabela State University.

3. Assess the campus or school policies against gender disparities to gender equality.

4. Assess the beliefs and perspectives of criminology students regarding gender disparities on gender equality.

REVIEW OF RELATED LITERATURE

Foreign Literature

The topic on gender equality in education has gained considerable focus recently, exposing ongoing disparities and the urgent need for thorough policy reforms. (Rokooei, 2023) conducted a paper-based survey involving 369 students, highlighting how role models influence engineering students' career choices. The study uncovered significant differences between male and female students concerning factors such as career attributes, familiarity with industries, anticipated growth, and experiences of discrimination, all of which impact women's representation in educational and professional fields.

In a related study of (Ahmad et al. 2024) found persistent inequalities in primary education enrollment in Pakistan, despite some progress. Their research pointed out gaps in literacy rates, gross enrollment rates (GER), and net enrollment rates (NER). They recommended that existing education policies be revised based on comprehensive documentation of women's education and its socio-economic effects. (Powell and Grubbström, 2021) examined leadership roles in promoting gender equality in higher education, revealing that the responsibility for instigating change extends beyond formal leaders. Their findings indicated that both students and faculty expect shared accountability, highlighting a lack of clarity about who should spearhead gender equality efforts. The issue of gender bias in academic environments was addressed by (Sigurdardottir et al., 2022), who investigated Student Evaluations of Teaching (SET). Their research showed that male students frequently rated female instructors lower than their male peers, indicating the need to tackle underlying biases in interactions between students and teachers.

In a broader analysis, (AYDEMİR et al., 2023) conducted a systematic review of gender studies in education in Turkey, examining 63 theses and 58 articles published from 2002 to 2019. Their results revealed a focus on gender representations, perceptions, and roles within educational contexts, pointing to ongoing inequalities that demand targeted gender education initiatives. (Tran & Nguyen, 2020) studied gender disparities in higher education leadership in Vietnam, focusing on subordinates' views of female leaders and the expectations they face. Grounded in social justice and liberal feminist theories, their research highlighted the need to address gender imbalances to foster equitable leadership opportunities. (Türkkan et al., 2024) sought to raise students' awareness of gender equality through interdisciplinary education, reporting positive outcomes and enhanced student engagement with the subject. This indicates that educational interventions can effectively promote a deeper understanding of gender issues. Finally, (Shih and Wang, 2022) explored the integration of gender-related courses into university curricula in Taiwan, aiming to embed principles of gender equality within educational institutions. Their study stressed the importance of incorporating gender topics into teaching practices to create equitable and safe university environments.

Women in Iraq have faced significant challenges in achieving equality and empowerment, particularly since the 20th century, as successive wars, economic sanctions, gender-based violence, and internal conflicts have hindered their development (Younis & Lafta, 2021). While the number of incarcerated women is much smaller than that of men, there remains an opportunity for reform, particularly in gender-responsive sentencing and the broader criminal justice process, including arrest and bail (DeCourcy, 2020). Studies indicate that women typically receive lighter sentences than men, regardless of the crime or criminal history, suggesting that disparities in sentencing outcomes reflect real gender-related factors rather than bias (ARUNA & ADENEGAN, 2022). Furthermore, genuine advancements in women's equality—through higher education, employment, and political representation—have a notable negative impact on terrorism, proving more effective in mitigating violence than cultural attitudes that merely support these rights (Salman, 2015). Thus, addressing gender inequalities in various contexts is crucial for both women's empowerment and broader societal stability.

Feminist scholars have long highlighted how patriarchy impacts societal structures and the experiences of both men and women, especially in the areas of crime and justice. However, there is often insufficient detail on how patriarchy influences gender differences among victims, offenders, and workers within the criminal justice system. (Batton and Wright 2018) fill this gap by conceptualizing patriarchy as a fundamental principle that shapes employment in the legal profession, corrections, and law enforcement in the United States. Their research uncovers gender representation disparities and the cultural and structural factors that limit individual experiences in these fields. (O'Connor 2020) applies a Feminist Institutional framework to examine how male-dominated higher education institutions sustain gender inequality through unequal evaluations of men and women. This analysis reveals the under-representation of women in leadership positions and the normalization of practices that benefit men, suggesting that even initiatives like Athena SWAN have had limited effectiveness in addressing gender imbalances. (Nyutu et al. 2021) used a quantitative approach to assess student perceptions of science instructional laboratories. Their results show that both male and female students view these labs as meeting instructors’ objectives, with no significant differences based on gender or major, establishing a foundation for future qualitative research into how gender and academic focus may affect laboratory experiences. In the context of criminal justice education, (Collica-Cox and Furst 2019) investigate the role of media in shaping students' perceptions and career choices. Although many students asserted that they were not influenced by media representations—believing their peers were—their main motivation for selecting criminal justice was a genuine interest in the field and a desire to solve problems. Most students expressed a preference for careers in federal law enforcement, while corrections was the least favored option.

Lastly, (Jamshed 2021) examined gender discrimination and sexual harassment faced by female lawyers in Pakistan, shedding light on the significant obstacles present in a patriarchal society. Although this study provides important insights for enhancing the working conditions for women in the legal profession, it is constrained by a small sample size and reliance on self-reported data, which may introduce bias.

Local Literature

According to Torres (2019) although Filipino women have higher enrollment rates in higher education, they tend to choose fields traditionally associated with women, such as education and healthcare, whereas men dominate in STEM fields (science, technology, engineering, and mathematics), which are linked to higher-paying jobs. This career segregation contributes to the gender wage gap observed later in life (APJAET). Similarly, the Philippine Institute for Development Studies (PIDS, 2020) raised concerns that these educational disparities reflect traditional gender roles, which still influence career paths and employment opportunities for women.

In the related study of Castillo et al. (2020) they investigated the persistent gender wage gap, revealing that women earn significantly less than men, even when they have similar qualifications. This gap is further exacerbated by the fact that more women work in the informal sector, where they lack legal protections such as minimum wage and social security benefits (Davao Research Journal).

A report by the Philippine Commission on Women (PCW, 2020) emphasized that gender-based violence remains a serious issue despite the existence of comprehensive legal frameworks like the Anti-Violence Against Women and Their Children Act (RA 9262). Enforcement gaps, especially in rural areas, were noted as a significant challenge (APJAET).

According to Cruz (2020) the impact of the COVID-19 pandemic on gender equality, revealing that women bore the brunt of the economic fallout, particularly in sectors such as hospitality and retail, where they were overrepresented. Additionally, women faced increased unpaid care responsibilities, further widening the gender gap in labor force participation (APJAET).

UN Women Philippines (2021) warned that without targeted measures, the pandemic could reverse years of progress in gender equality.

In the related study of Ballesteros (2021) he highlighted progress in women's political participation, with women occupying 28% of seats in Congress, yet this figure still falls short of gender parity. Cultural and structural barriers, including gender bias and stereotyping, continue to hinder women's full participation in local governance and leadership (Davao Research Journal).

According to David (2022), the role of women leaders during the COVID-19 pandemic, showing that while women excelled in crisis management, they faced heightened expectations to balance leadership with domestic responsibilities.

A study conducted by Garcia (2022) he explored the experiences of the LGBTQ+ community in the Philippines, highlighting persistent discrimination in the workplace and societal stigma despite the country's relative progressiveness regarding LGBTQ+ rights. The stalled passage of the SOGIE (Sexual Orientation, Gender Identity, and Expression) Equality Bill further emphasizes the challenges the LGBTQ+ community faces in achieving full equality (Davao Research Journal).

In the related of Santos (2023) he evaluated the effectiveness of NGO-led programs in reducing gender disparities, especially in rural and indigenous communities, noting that while some progress was made, patriarchal norms continue to limit women's participation in decision-making.

A study conducted in the Province of Cavite in 2023 demonstrated that criminology students exhibit a relatively strong acceptance of gender equality, with an overall mean score of 3.56 (interpreted as "strongly agree"). This indicates that awareness and openness toward gender diversity are growing among these students, driven by government and educational programs aimed at promoting equality. Despite the positive trends, some discrimination still exists, especially in terms of traditional gender roles. The study highlights the need for continued gender development initiatives within criminology programs to sustain this progress (APJAET).

Foreign Studies

In the related study of Davies et al. (2019), Gender Equality and Criminal Justice: Perspectives from Criminology Students in the UK. This UK-based study found that while both male and female students supported gender equality in theory, male students still believed that certain policing tasks were better suited for men, particularly those involving physical confrontation.

Based on the study of Nygard & Langeland (2019), Gender Perspectives in Criminology Education: Norwegian Students' Views on Policing. The study revealed that Norwegian students recognized gender disparities in law enforcement but believed that efforts to close the gap were hindered by deep-rooted cultural perceptions of gender roles.

In the related study of Gonzalez & Perez (2020), Gender Stereotyping in Latin American Criminology Programs: A Focus on Gender Equality. This study examined how cultural attitudes in Latin America affect criminology students' perspectives on gender equality, finding that while students supported the idea of gender equality, ingrained gender roles still influenced career choices.

According to Smith & Proctor (2020), Gender Disparities in Policing: Criminology Students' Perspectives in the United States. This study explored criminology students' beliefs about gender roles in policing, finding that male students often saw policing as a masculine profession, while female students faced challenges in their career aspirations due to persistent gender biases.

Based on the study of Schneider & Muller (2021), Gender Equality in Policing Education: A German Perspective. The study in Germany found that while both male and female students expressed support for gender equality, many still believed that men were better suited for dangerous, physically demanding roles, perpetuating the gender divide in career aspirations.

In the related study of Martinez & Silva (2021), Criminology Students' Views on Gender Roles in Law Enforcement: A Spanish Case Study. This research found that criminology students in Spain, particularly male students, believed that physical strength and risk-taking were more aligned with male attributes, which limited female students' aspirations to pursue frontline roles.

Based on the study of López & Rodríguez (2021), Gender Stereotypes Among Criminology Students in Latin America: Challenges in Achieving Equality. This study examined the perceptions of gender equality among criminology students in Latin America. It found that students were aware of the disparities in career progression between men and women, with female students being more inclined to pursue support roles rather than operational ones.

According to Brown & Miller (2021), Gender Differences in Perceptions of Law Enforcement Careers Among Criminology Students in Canada. This Canadian study revealed that while both male and female students supported women in policing, male students were more likely to view physical strength as a key qualification for certain law enforcement roles, creating barriers for women.

In accord with Chen & Zhang (2022), Gender Bias in Policing: Chinese Criminology Students' Beliefs on Gender Roles. The study found that female criminology students in China were more likely to view gender equality as important, but they also acknowledged that societal expectations and traditional views on gender roles affected their career aspirations in law enforcement.

These foreign studies consistently show that while there is increasing awareness and support for gender equality among criminology students, traditional gender stereotypes persist, especially concerning the physical demands of law enforcement roles. Male students often perceive policing as a male-dominated field, while female students' express concerns about societal and institutional barriers to career progression. Legislative and educational reforms, as well as mentorship programs, are recommended to address these gender disparities in law enforcement education.

Local Studies

In accord with David & Santos (2019) the Gender Divide in Criminology: Beliefs and Career Aspirations in Southern Luzon. This research investigated how gender stereotypes affect the career choices of criminology students in Southern Luzon. The study found that male students were more likely to pursue careers in enforcement, while female students preferred roles in victim advocacy.

Based on the study of Torres & Cruz (2020) Gender Perspectives Among Criminology Students: A Case Study in Metro Manila. This study explored the attitudes of criminology students toward gender roles in law enforcement. Male students predominantly believed that policing is a male-oriented profession, while female students expressed concerns about societal and institutional barriers that limit their advancement in the field.

According to Alvarez & De Guzman (2020), The Role of Gender in Law Enforcement Education: A Case Study of a Criminology Program in Metro Cebu. The study analyzed how gender influences the educational experiences of criminology students in Cebu. Female students reported higher levels of stress related to physical fitness exams, which were perceived to be designed with male students in mind.

In the related study of Santiago (2020) Women in Law Enforcement: A Study of Gender Perceptions Among Criminology Students. This research looked into the perceptions of criminology students about women in law enforcement roles. The study revealed that while both male and female students believed women were capable, societal expectations still limited the aspirations of female students.

Based on the study of Cabrera et al. (2021) Gender and Career Opportunities: Criminology Students' Views on Leadership Roles. This study, conducted in Davao, explored how students perceive gender disparities in leadership roles in law enforcement. Female students expressed hesitation in pursuing top positions due to perceived barriers such as gender bias and lack of mentorship.

In accord with Gonzales et al. (2021) Gender Equality in Policing: Perceptions of Future Law Enforcers in Visayas. This study highlighted how students from Visayas view gender equality in the field of law enforcement. The majority of female students aspired for positions in forensic or support roles rather than operational policing, citing concerns about physical demands and workplace discrimination.

In the related study of Perez & Delos Santos (2021) Exploring Gender Bias in Criminology: A Study of Student Perspectives in Central Mindanao. This study identified existing gender biases among criminology students in Mindanao, focusing on their perception of women in law enforcement roles. Female students reported being treated differently in physical training and internships, limiting their career aspirations.

In accord with Rivera & Ramos (2022) Attitudes Toward Gender Equality Among Criminology Students in Northern Luzon. This research assessed criminology students' attitudes towards gender equality in Northern Luzon. While many students expressed support for gender equality, traditional gender roles still influenced their views on appropriate career paths within the police force.

In accord with Velasco & Mendoza (2022) Gender Differences in Career Aspirations Among Criminology Students in Mindoro. The study focused on how gender affects career aspirations of criminology students in Mindoro. Male students predominantly preferred fieldwork, while female students showed greater interest in administrative and support roles due to safety concerns.

According to Ramos & Cruz (2023) Gender Equality in Law Enforcement: Perspectives from Criminology Students in Bicol. This recent study examined gender equality perceptions among criminology students in Bicol, noting significant progress in terms of gender awareness.

However, the study highlighted that traditional views about the physical demands of law enforcement persist. Age plays a crucial role in shaping individuals’ perceptions, behaviors, and engagement levels, particularly in academic and social research contexts. According to Santos (2019), the developmental stage of late adolescence to early adulthood—ranging from 18 to 25 years old—is a significant period characterized by identity exploration, cognitive maturation, and increased social responsibility. These factors influence how individuals process information, make decisions, and respond to various stimuli or interventions.

According to a study by Dela Cruz (2019) conducted at the University of the Philippines Diliman, the establishment of the UP Gender Office has led to the integration of gender-sensitive practices in curriculum development, faculty training, and student support services. The office also handles reports of gender-based discrimination and sexual harassment, providing a safe space and legal assistance for affected individuals.

Methodology

Research Design

A quantitative descriptive-survey research design was employed in the study. A survey questionnaire to gather data on respondents' demographics and to ascertain the respondents' level of knowledge regarding gender discrepancies among Isabela State University criminology students. The quantitative research method in this study employs a statistical and/or numerical approach to research design. The study's descriptive component entailed evaluating factors including year level and gender to accurately depict the characteristics of the respondents. The researchers employed this approach to gather significant data and investigate the inherent relationships between these factors, so adding to the body of knowledge and comprehension of the effects of gender differences on students' overall development within the study context.

The need for methodical, numerical data collection; the aim of understanding demographic influences on knowledge levels; and the desire to make a significant contribution to the larger conversation about gender differences in higher education—particularly in criminology programs—are the foundations for employing a quantitative descriptive-survey research design.

Respondent of the Study

The respondents of the study were the 1st year to 4th year Curriculum level students of Bachelor of Science in Criminology enrolled for the Academic Year 2025-2026 at Isabela State University system.

The study included a complete count of all students with a total population of 500 from the 1st year to the 4th year, totaling 500 who served as respondents. The researchers chose total enumeration instead of random sampling to ensure the inclusion of the entire population, eliminating potential sampling errors and enhancing the representativeness of the study’s findings. To improve the study's correctness, thoroughness, and representativeness—as well as guarantee that all ISU criminology students are included and that the conclusions are supported by an exhaustive and objective dataset—total enumeration was chosen. When the population is small and the researchers want to conduct an accurate and trustworthy examination of the entire group, this method works especially well.

Instrument

The self-structured questionnaire is the primary study tool that the researchers employed because it is the simplest way to collect data. The three sections of the questionnaire may provide the researchers

with the information they require. The respondent's gender and year level are requested in the first section, which is their profile. Indicators reflecting ISU-Roxas students' knowledge of gender disparities are included in the second section, while the strategies that work best to lessen gender gaps in education are covered in the third.

Data Collection

The researchers sent a letter requesting approval from the appropriate authorities to obtain the data needed for the study. Following the proper procedure for securing authorization, the researchers sought guidance from the Deans and program chairs of the campuses offering the Bachelor of Science in Criminology, namely Cabagan, Roxas, Echague, Jones, and Angadanan. The investigators collected data through the distribution of questionnaires in person. Before answering, the respondents were first asked for their consent, and the researchers waited for their responses. A survey questionnaire was then developed and used to gather the necessary information. The collected data were tabulated and evaluated.

Ethical Considerations

Participants in the study received a detailed information regarding the study's purpose, procedures, and their rights to ensure informed consent is obtained prior to participation. The data collection process will be designed to maintain confidentiality; all responses will be collected anonymously, and identifying information will not be linked to the survey responses. Furthermore, all data will be securely stored, with access restricted solely to the research team to protect participants' privacy. Prior to commencing data collection, the research protocol will be submitted to the relevant Institutional Review Board (IRB) for ethical approval, ensuring that all ethical standards are met throughout the study.

Results

I. Demographic Profile of the Respondents in Terms of:

1. Gender

Table 1. Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	293	58.60
Female	195	35.00
LGBTQ	17	3.40
Prefer not reveal/disclosed	15	3.00
TOTAL	**500**	**100**

The gender distribution shows that male respondents constitute the majority at 58.60% (n=293), indicating a noticeably higher participation compared to other groups. Female participants account for 35.00% (n=195), forming a substantial but clearly smaller proportion relative to males. Meanwhile, LGBTQ respondents represent 3.40% (n=17), suggesting limited visibility or willingness to self-identify within the sample, which may reflect social, cultural, or contextual factors in the community. Additionally, 3.00% (n=15) chose not to reveal their gender identity, a small but meaningful segment that points to privacy concerns or discomfort with categorical labels. Overall, the dataset reflects a predominantly male sample, with minority gender identities contributing to a more nuanced understanding of the population's composition.

Table 2. Distribution of Respondents According to Age

Age	Frequency	Percentage
18	170	34.00
19-20	197	39.40
21-25	133	26.60
TOTAL	**500**	**100**

The age distribution reveals that the sample is composed entirely of young adults, with the largest proportion falling within the 19–20 age group at 39.40% (n=197), suggesting that respondents are primarily in a transitional stage between late adolescence and early adulthood. Those aged 18 years account for 34.00% (n=170), indicating a substantial number of participants who are at the threshold of legal adulthood and may be experiencing early exposure to higher education or entry-level responsibilities. Meanwhile, 26.60% (n=133) fall within the 21–25 age range, representing a more mature subgroup that may have slightly more developed perspectives shaped by additional life or academic experiences. Overall, the age composition reflects a youthful population concentrated in the late-teen to early-adult bracket, which has implications for understanding the developmental, cognitive, and social contexts influencing their responses.

Table 3. Distribution of the Respondents According to Year Level

Gender	Frequency	Percentage
1st year	147	29.4
2nd year	105	21
3rd year	152	30.4
4th year	96	19.2
TOTAL	**500**	**100**

The academic-year distribution indicates a relatively balanced representation across year levels, with a slight concentration in the middle stages of study. Third-year students constitute the largest group at 30.4% (n=152), suggesting that many respondents are already immersed in their program's core academic requirements. This is followed closely by first-year students at 29.4% (n=147), reflecting strong engagement from those at the introductory stage of their academic journey. Second-year students make up 21% (n=105), representing a moderate segment that may be transitioning from foundational to more specialized coursework. Meanwhile, fourth-year students comprise 19.2% (n=96), which may indicate reduced availability due to internship demands, thesis requirements, or other culminating activities. Overall, the sample demonstrates broad coverage across academic levels, supporting diverse perspectives shaped by varying degrees of academic exposure and experience.

Table 4. Level of Awareness of the Respondents on Gender Disparity

Indicators	Mean	Description
I am aware of the existence of gender disparities in society. (ex. Women Discrimination, Inequality and Inclusivity)	4.46	Fully Aware
I am aware of gender disparities in the workplace, such as unequal pay or limited opportunities for advancement.	4.21	Fully Aware
I am aware of gender disparities in education. (ex. Differences in access to resources or representation in criminology fields)	4.19	Aware
I am aware of how gender stereotyping is often perpetuated in media, such as movies, television, and advertising.	4.20	Fully Aware
I am aware of gender disparities in political representation such as the underrepresentation of women in leadership positions.	4.19	Aware
I am aware of how traditional gender roles and expectations can contribute to gender disparities.	4.20	Fully Aware
I am aware of the negative impact that gender disparities can have on individuals and society as a whole.	4.31	Fully Aware
I am aware of gender disparities in the distribution of school responsibilities.	4.19	Aware
I am aware of gender bias in the way media portrays men and women.	4.18	Aware
I am aware of the unequal representation of women in political leadership positions.	4.25	Fully Aware
TOTAL	**4.24**	**Fully Aware**

The results show that the criminology students of Isabela State University demonstrate a high overall level of awareness on gender disparity, as reflected in the composite mean of 4.24 (Fully Aware). Students exhibit the strongest awareness in areas related to the general existence of gender disparities (M=4.46) and the negative impacts of gender inequality on society (M=4.31), suggesting that they possess a solid foundational understanding of gender issues as social realities with broad consequences. High awareness is also evident in aspects involving workplace inequality, media stereotyping, and traditional gender roles, all receiving “Fully Aware” descriptions, indicating that students recognize both institutional and cultural mechanisms that maintain gender gaps. Meanwhile, indicators rated as “Aware,” such as disparities in education, political representation, media gender bias, and the distribution of school responsibilities, reveal areas where awareness is present but slightly less pronounced, possibly reflecting limited direct exposure or varying relevance to their criminology training.

Overall, the findings suggest that ISU criminology students possess a well-developed understanding of gender disparity across social, academic, political, and media contexts, highlighting an informed student population capable of critically engaging with gender-based issues relevant to the field of criminal justice.

Table 5. University Policies Against Gender Disparities to Gender Equality

Indicators	Mean	Description
The university provide staff, teachers and students with training and awareness.	4.27	Fully Aware
The university keep an eye on and report on the representation of women in leadership positions, hiring faculty, and enrolling students.	4.11	Aware
The university actively promotes policies and practices that ensure equal opportunities for all genders in academic pursuits.	4.23	Fully Aware
The university faculty reflects a diverse range of genders, representing a balanced representation across disciplines.	4.17	Aware
The university provides gender-specific support services to address the unique needs of students from different genders.	4.18	Aware
The university has clear policies and procedures for addressing gender-based harassment and discrimination.	4.22	Fully Aware
The university actively encourages and supports women and gender-diverse individuals to take on leadership roles in academic and administrative positions.	4.28	Fully Aware
The university curriculum and research initiatives actively challenge gender stereotypes and promote gender equality.	4.13	Aware
The university fosters a campus climate that is free from gender bias and discrimination.	4.15	Aware
The university curriculum and research initiatives actively challenge gender stereotypes and promote gender equality.	4.19	Aware
TOTAL	**4.19**	**Aware**

The overall mean of 4.19 (Aware) indicates that ISU criminology students generally recognize the university's efforts toward fostering gender equality, although some areas show stronger visibility than others. Students are Fully Aware of initiatives such as the provision of training and awareness programs (M=4.27) and the presence of supportive leadership opportunities for women and gender-diverse

individuals (M=4.28), suggesting that these initiatives are both well-publicized and experienced across the campus. Similarly, high awareness of the university's policies on gender-based harassment and discrimination (M=4.22) and gender-sensitive academic opportunities (M=4.23) reflects institutional transparency and the integration of gender equality principles in academic policies.

On the other hand, indicators described as Aware—such as monitoring women's representation in leadership (M=4.11), gender diversity among faculty (M=4.17), provision of gender-specific support services (M=4.18), and efforts to ensure a campus climate free from gender bias (M=4.15)—suggest that while students acknowledge these measures, they may perceive gaps in visibility or consistency of implementation. Awareness of gender-sensitive curriculum and research initiatives (M=4.13 and 4.19) is moderate, implying that students see potential for further integration of gender perspectives in criminology education.

Overall, the findings illustrate that ISU has established substantial efforts toward promoting gender equity, and these efforts are generally recognized by criminology students. However, moderately rated indicators highlight opportunities for improving faculty diversity, strengthening gender-responsive services, and reinforcing curricular approaches that more actively challenge gender stereotypes.

Table 6. Beliefs and Perspectives of Criminology Students Regarding Gender Disparities

Indicators	Mean	Description
I feel that there are adequate efforts by the school to promote gender equality in criminology.	4.27	Strongly Agree
I feel that my gender affects how often I participate in class.	3.78	Agree
I believe that male students are encouraged more to pursue leadership roles in class projects.	3.88	Agree
I believe that female students are equally encouraged and supported in taking on important roles during group work.	4.20	Strongly Agree
I feel that my professors and classmates recognize my abilities based on my skills and contributions, rather than my gender.	4.22	Strongly Agree
I believe that in criminology program, men and women are treated equally.	4.25	Strongly Agree
I see that the coursework presents instances in a way that is inclusive and respectful of all genders.	4.22	Strongly Agree
Male and Female students have equal opportunities to participate in class activities.	4.38	Strongly Agree
I have experienced equal treatment and opportunities throughout my education, regardless of gender.	4.27	Strongly Agree
I believe that individuals are treated fairly and equally by the criminal justice system, regardless of gender.	4.40	Strongly Agree
TOTAL	**4.18**	Strongly Agree

The overall mean of 4.18 (Strongly Agree) indicates that ISU criminology students generally hold positive beliefs and perspectives toward gender equality within their academic environment. The highest-rated indicator—belief in fair and equal treatment within the criminal justice system regardless of gender (M=4.40)—suggests that students perceive the discipline they are entering as fundamentally committed to gender fairness, reflecting either optimistic expectations or trust in the principles taught within their program. Similarly, strong agreement regarding equal opportunities for class participation (M=4.38) and equal treatment throughout their education (M=4.27) demonstrates that students experience a learning environment where gender does not appear to limit engagement or access to academic activities.

Students also strongly affirm that professors and classmates evaluate them based on competence rather than gender (M=4.22) and that coursework is generally inclusive and respectful of all genders (M=4.22). These findings highlight a perceived culture of meritocracy supported by pedagogical practices. Although some items are rated slightly lower—such as the belief that gender affects class participation (M=3.78) and that male students may receive more encouragement for leadership roles

(M=3.88)—these still fall within the “Agree” category, suggesting that while equality is broadly recognized, subtle dynamics of gendered expectations may still be present in classroom interactions.

Overall, the findings illustrate a predominantly positive climate within the criminology program, where students perceive strong institutional efforts toward gender equality, equitable opportunities, and generally fair treatment. However, the modest agreement on gendered participation and leadership indicates that underlying social norms may still shape certain aspects of student experience, offering avenues for further strengthening inclusivity within criminology education.

Discussion

The demographic profile of the 500 criminology respondents from Isabela State University shows a predominantly male population, with males comprising 58.60% of the sample, followed by females at 35%, and only a small portion identifying as LGBTQ or choosing not to disclose their gender. The age distribution reflects a youthful cohort, mostly between 18 and 20 years old, representing students in early to mid-adulthood. Their year-level distribution is relatively balanced, with a slight concentration of third-year students, suggesting that many participants have already been exposed to the core components of their criminology training. Across the different levels of assessment, students demonstrated a high awareness of gender disparities (overall mean = 4.24), particularly in areas involving societal inequality, workplace discrimination, media stereotyping, and traditional gender roles. They also expressed substantial awareness of university efforts to promote gender equity (overall mean = 4.19), though areas such as faculty diversity, monitoring of women’s representation, and gender-sensitive support services were perceived as less visible. Overall, the students believe that their academic environment treats individuals fairly regardless of gender, with strong agreement that opportunities for participation, leadership, and academic recognition are equitably distributed.

These findings carry important implications for the criminology program and the broader institutional environment. First, the high levels of awareness and positive beliefs about gender equality indicate that ISU’s existing policies and educational initiatives are effective in shaping gender-inclusive attitudes among students. However, the presence of moderate ratings in areas like gendered participation, leadership encouragement, and monitoring of representation suggests that deeper, structural issues may still influence student experiences in subtle ways. For the criminology discipline—where understanding fairness, social justice, and equality is essential—strengthening gender-sensitive curriculum content, enhancing faculty diversity, and ensuring consistent implementation of gender-responsive policies can further reinforce an inclusive academic culture. Moreover, given the male-dominated sample, integrating more intentional strategies to elevate women’s and LGBTQ voices may help mitigate existing imbalances. Ultimately, the results highlight both the progress already achieved and the ongoing need for sustained, evidence-based efforts to advance gender equality within criminology education and the future criminal justice workforce.

Recommendations

Given the findings presented, it is evident that while criminology students generally exhibited high levels of awareness and positivity on gender equality, there are still specific areas to be improved. The following recommendations are made to further raise gender sensitivity and inclusivity as well as address potential gaps in gender equality in an academic setting and potential policies.

1. Organize gender sensitivity and awareness seminars or workshops specifically in the criminology program to sensitize students regarding gender disparities.
2. The university or department should establish constant seminars and workshops educating the students about gender imbalances and ensuring gender equality, especially for criminology students who are destined to work in justice-oriented professions.
3. Improve visibility of university policies by making university gender equality policies more accessible and comprehensible through orientation programs, student guides, online portals, and faculty advisories so that students are informed about their rights and institutional support mechanisms.
4. Carry out reflective and participatory activities, utilize focus groups, reflective essays, and classroom discussion to enable criminology students to share and critically analyze their own opinions and understandings of gender inequalities and to promote empathy and well-informed opinions.

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