

CONCERNS AND NEEDS OF TEACHER EDUCATION STUDENTS IN GENDER-BASED RESEARCH: SWOT ANALYSIS FOR A COMPREHENSIVE SUPPORT SYSTEM

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DOI: <https://doi.org/10.33222/ijetl.v4i2.4162>

Info Artikel

Article History:

Received (September) (2024)

Approved (December) (2024)

Published (March) (2025)

Keywords:

Kata kunci:

Penelitian Berbasis
Gender, Analisis
SWOT, Mahasiswa
Pendidikan Guru,
Sistem Dukungan
Komprehensif

Keywords: Gender-
Based Research,
SWOT Analysis,
Teacher Education
Students,
Comprehensive
Support System

Abstract

Gender-based research is vital for advancing gender equality and social justice, making it imperative for teacher-education students to be well-equipped in this area to foster inclusive and equitable education practices. With that, the study assessed and compared the concerns of needs of teacher education students in gender-based research as the baseline for the provision of a comprehensive support system. Using the descriptive survey design of quantitative research, the data are gathered from students enrolled in the various programs under the College of Education (COEd) who have conducted gender-based research. A questionnaire was used as the data gathering tool, wherein the results were analyzed using descriptive statistics. The analysis revealed that bias and stereotyping are the most pressing concerns, followed by gender equality/inequality and discrimination. Ethical considerations were also significant. Respondents primarily sought guidance and support, training and education, and ethical guidance, underscoring the need for a comprehensive support system to address these issues effectively. This study is crucial for the teacher education program and aligns with Sustainable Development Goal (SDG) No. 5 (Gender Equality) by identifying the concerns and needs of students in gender-based research, thereby informing the development of a comprehensive support system to promote gender equality and inclusive education practices.

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INTRODUCTION

Gender research encompasses areas such as equality, women's and feminist studies, men's and masculinities research, and queer studies, addressing fundamental societal issues and exploring the interaction of gender with categories like ethnicity, sexuality, and social background (University of Copenhagen, n.d.). Researchers in this field examine how gender disparities influence resource allocation (Yañez et al., 2023), power dynamics, and opportunities, as well as the formation and expression of gender-related concepts in culture and society (Kilden, 2015).

However, gender-based research has not always been positive; it often faces challenges such as gender biases, including the lack of incorporation of gender data and biased guidance in teaching and research (Holdcroft, 2007). There is a clear need for gender-sensitive research guidelines (Leduc, 2009) and the provision of resources (Barrera et al., 2023) to address these issues effectively in education.

By addressing these gaps, the study contributes to the broader goal of promoting gender equality in education, as highlighted by the Gender Equality Framework, which focuses on equality of access, equality in the learning process, equality of educational outcomes, and equality of external results (USAID, 2008). Aligning with the global commitment to Sustainable Development Goal 5 (SDG 5) on gender equality, this research aims to enhance access, opportunities, and outcomes for learners across various gender spectrums in education.

Despite the recognized importance of gender-based research in promoting equality and social justice, there is a notable gap in understanding the specific concerns and needs of teacher education students in this area. While existing literature highlights the presence of gender biases and the necessity for gender-sensitive research guidelines, there is a lack of empirical data on the challenges and support requirements of

future educators. This study aims to fill this gap by examining the concerns and needs of teacher education students in conducting gender-based research, thereby informing the development of a comprehensive support system to better prepare them for fostering inclusive and equitable educational practices.

RESEARCH METHOD

The study employed the descriptive survey design of quantitative research in detailing the concerns and needs of teacher education students in gender-based research. As a methodological approach, descriptive research aimed to observe, record, and analyze the characteristics of a phenomenon to provide a detailed understanding (Singh, 2023). The use of a descriptive survey design allowed for the efficient and standardized collection of data from a large and diverse group of teacher-education students, enabling a comprehensive understanding of their concerns and needs in gender-based research.

The study was conducted at the College of Education (COEd) of Bataan Peninsula State University's Balanga Campus in Balanga City, Bataan. Sixty-nine (69) teacher education students from various programs at the COEd, selected randomly, participated in the survey. This study employed a researcher-made questionnaire, which was validated by three experts with a content validity index (CVI) of 1.00. The first part asked the question "What are the most significant challenges you face in conducting gender-based research, and how do these challenges impact your work as a teacher education student?" Meanwhile, the second part raised the question "What types of support and resources do you find most crucial for effectively conducting gender-based research, and how do these needs impact your ability to address the challenges you face in your studies?" Upon securing permission and informed consent from the respondents, an online survey was conducted. The researcher personally collated and prepared the gathered data for statistical analysis. This research study adhered to ethical guidelines by ensuring the anonymity of respondents, maintaining the confidentiality of the data gathered, and fully informing respondents about the extent of

their participation in the study. This study utilized descriptive statistics, such as frequency and percentage, to analyze the data gathered.

FINDINGS AND DISCUSSION

I. Concerns of Teacher Education Students in Gender-Based Research

Table 1
Concerns of teacher education students in gender-based research

Concerns	<i>f</i>	%
Gender Equality / Inequality	10	14.5
Discrimination	9	13.0
Bias and Stereotyping	18	26.1
Ethical Considerations	11	15.9
Participation/Engagement Issues	10	14.5
Data Privacy / Confidentiality	6	8.7
Misleading Findings / Information	3	4.3
Others (e.g., Financial, Access, etc.)	2	2.9
Total	69	100.0

Table 1 presents the concerns of teacher education students in gender-based research. The data reveal that participants are primarily concerned about issues related to gender equality, discrimination, bias and stereotyping, and ethical considerations.

A significant portion of participants (14.5%, 10 out of 69) expressed concerns related to gender equality and inequality. This includes issues such as gender-based violence, gender intersections with other factors, and the need for comprehensive gender-based research. This highlights the importance of addressing systemic issues that perpetuate gender disparities.

Discrimination is another major concern (13.0%, 9 out of 69), encompassing various forms such as judgment, criticisms, and harmful gender norms. This indicates that participants are aware of and affected by discriminatory practices, underscoring the need for initiatives that promote inclusivity and fair treatment.

Bias and stereotyping are the most frequently mentioned concerns (26.1%, 18 out of 69), indicating a widespread recognition of

the pervasive nature of these issues. Participants are concerned about unconscious biases, stereotypes, and the potential for research to reinforce harmful assumptions. This suggests a need for training and awareness programs to mitigate these biases.

Ethical considerations are a significant concern (15.9%, 11 out of 69), including issues related to data privacy, consent, and the ethical conduct of research. This highlights the importance of adhering to ethical guidelines and ensuring the well-being and rights of research participants.

Concerns related to participation and engagement, such as lack of resources, sensitivity of the topic, and access to diverse data sources, are prominent (14.5%, 10 out of 69). This indicates the need for strategies to enhance participation and ensure that research is inclusive and representative.

Data privacy and confidentiality are important concerns (8.7%, 6 out of 69), reflecting the need to protect the personal information and well-being of research participants. This underscores the importance of robust data protection measures.

Concerns about misleading findings and information, though less frequent (4.3%, 3 out of 69), are still notable. This highlights the importance of rigorous research methodologies to ensure the accuracy and reliability of findings.

Other concerns, such as financial capability and access to expertise, are also mentioned (2.9%, 2 out of 69). This indicates the need for a comprehensive support system that addresses a range of practical and logistical issues.

II. Assistance Needed by Teacher Education Students in Gender-Based Research

Table 2
Assistance needed by teacher education students in gender-based research

Assistance Needed	<i>f</i>	%
Guidance / Support	24	34.8
Training / Education	12	17.4
Data Collection / Analysis	11	15.9
Ethical Guidance	10	14.5
Community Engagement	6	8.7
Others (e.g., Resources, Privacy, etc.)	6	8.7
Total	69	100.0

Table 2 presents the types of assistance needed by teacher education students in gender-based research. The data reveal that participants primarily seek guidance and support, training and education, and ethical guidance to address their concerns effectively.

The most frequently mentioned form of assistance needed is guidance and support (34.8%, 24 out of 69). This includes guidance on research methodologies, assessment methods, and support from professionals. This highlights the need for mentorship and structured support systems to enhance research capabilities.

Training and education are also highly sought after (17.4%, 12 out of 69), including seminars, activities, and training in diversity, equity, and inclusion. This indicates a need for continuous learning and development opportunities to improve research skills and awareness.

Assistance with data collection and analysis is a significant need (15.9%, 11 out of 69), including reviewing literature, deciding on research methodologies, and collecting data. This underscores the importance of providing resources and tools for effective data management and analysis.

Ethical guidance is a key area where participants seek assistance (14.5%, 10 out of 69), including ethical review and guidance, legal support, and ethical guidelines. This highlights the need for robust ethical frameworks and support systems to ensure the ethical conduct of research.

Community engagement is another important area where assistance is needed (8.7%, 6 out of 69), including campaigns to raise awareness, education in non-violence, and challenging gender stereotypes. This indicates the importance of fostering community involvement and advocacy in research efforts.

Other forms of assistance, such as resources, privacy, and budget, are also mentioned (8.7%, 6 out of 69). This indicates the need for a comprehensive support system that addresses a range of practical and logistical issues.

III. SWOT Analysis Matrix for the Comprehensive Support System in Gender-Based Research

Table 3
SWOT analysis matrix for the comprehensive support system in gender-based research

Strengths	Weaknesses	Opportunities	Threats
Strong institutional support from the University officials and its Center for Human Rights Education (BPSU-CHRE)	Limited resources for data collection and analysis	Potential for enhanced training and education programs	Resistance to change from some faculty and students
High engagement from teacher education students	Lack of comprehensive ethical guidelines	Opportunities for community engagement and advocacy	Possible budget constraints
Existing frameworks for gender equality (e.g., SDG 5, institutional issuances integrating research perspectives and gender responsiveness in policies, programs, projects, and activities; regulatory and statutory requirements)	Insufficient mentorship and support systems	Collaboration with external organizations for resources and expertise	Competition for resources with other institutional priorities
Alignment with global initiatives (e.g., SDG 5 and other international standards)	Limited awareness of gender-based research among some students	Funding opportunities from international organizations	Changing political and social climates affecting gender equality initiatives
Availability of external resources and expertise	Inadequate training in data privacy and confidentiality	Partnerships with other educational institutions for shared resources	Potential backlash from conservative groups
Supportive regulatory environment for gender equality	Misleading findings and information due to lack of training	Increased visibility and recognition for the institution	Technological challenges in implementing the support system

The Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis for the Comprehensive Support System reveals several key factors to consider in its implementation. Internally, the system benefits from strong institutional support, high student engagement, and alignment with global initiatives like SDG 5. However, it faces weaknesses such as limited resources for data collection, inadequate ethical guidelines, and insufficient mentorship. Externally, opportunities include enhanced training

programs, community engagement, and collaborations with external organizations, while threats encompass resistance to change, budget constraints, and technological challenges. To leverage these insights, the plan involves continuing to engage institutional leaders for support, developing resource allocation plans, and creating comprehensive ethical guidelines. Additionally, specialized training programs, community engagement initiatives, and external partnerships will be established. To mitigate threats, change management strategies, alternative funding sources, and investments in technological infrastructure need to be pursued. By addressing these factors, the comprehensive support system can effectively meet the needs of teacher education students in gender-based research, promoting gender equality and inclusive education practices.

CONCLUSION

The findings elucidate that bias and stereotyping are the most pressing concerns of the teacher education students in gender-based research, followed by gender equality/inequality and discrimination. Ethical considerations are also significant. Participants primarily seek guidance and support, training and education, and ethical guidance, highlighting the need for a comprehensive support system.

AKNOWLEDGMENTS

The researcher expresses sincere gratitude to Dr. Leandro T. Olubia, Dean of the College of Education at Bataan Peninsula State University-Balanga Campus, for permitting the data gathering and supporting the conduct of the study. Additionally, deep appreciation is extended to the teacher education students who participated and contributed significantly to the study.

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