

Gender and Gender Roles in Relation to the Helping Behavior of College Students

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Abstract—This study aimed to determine the Gender and Gender Roles and the Helping Behavior of College students of Cebu Roosevelt Memorial Colleges, Bogo City, Cebu for the Academic Year 2020 - 2021. Specifically, this study sought to answer the following questions: (1) What is the gender preferences of the respondents? (2) What is the gender role of the respondents in terms of: (2.1) societal roles? (3) What is the helping behavior of the respondents in terms of: (3.1) perception; (3.2) responsibility; and (3.3) capability? (4) Is there a significant relationship between the gender preferences of the respondents and their gender roles? (5) Is there a significant relationship between the gender preferences of the respondents and their helping behavior? (6) Is there a significant relationship between the gender roles of the respondents and their helping behavior? (7) On the basis of the findings, what plan of action can be proposed? The quantitative descriptive correlational - research was used to identify the helping behavior of the students. This study utilized adapted-modified research questionnaires. The constructed domains were to be measured as the essentials of gender, gender roles and helping behavior of the college students and questions were formulated for every identified attribute. The study showed that there is no relationship between the respondents' gender preferences and gender roles. There is no relationship between the respondents' gender preferences in relation to helping behavior. There is also no relationship between perception and their helping behavior. Apparently, young people now are becoming aware and gender sensitive. It is recommended that a similar study shall be conducted among high school students. Further qualitative research is recommended for study in relation to bullying is recommended as it will complement gender-related research and practice. The administrators are enjoined to insert proper rules and regulations of the school particularly on matters regarding gender and gender roles.

Keywords— Gender, gender roles, helping behavior, Higher Educational Institution.

I. INTRODUCTION

Education, population demographics, and student routines are all converging these days to motivate students to become self-directed, life-long learners who make meaning equally, independently, and socially (Tinapay & Tirol 2021). For each sex, the sexual identity role is a set of culturally associated habits, emotions, and motivations (Nielson et al., 2020). Gender roles are learned as children grow older, and at a young age, children realize whether they are men or women. The goal of integration is to establish sexual preference characteristics in both sexes to carry out the gender

stereotypes that society has given to them efficiently (Spence & Helmreich, 2018). On the other hand, helping action is an essential part of modern culture. Helping is one of the noblest human traits, so it is no surprise that the researcher has focused on gender roles and how they can be connected. The Commission on Gender Equality held with the members of the European Commission - Directorate-General for Justice (2015), raised concerns discusses the rise in sex discrimination in educational institutions in general, and student violence in specifically, including rape, and the violation of students' right to bodily integrity as a result. These gender stereotypes, defined by our culture, are some of our society's most potent social conventions (Koenig, 2018).

In this study, the researcher focused on the specific factors that underlie gender, gender roles, and helping behavior among Cebu Roosevelt Memorial Colleges college students. The researcher began by discussing the aspects that enter into a person's decision that help is required in a given situation and whether and how responsibility for helping is assumed and carried out. Republic Act No. 9710, also known as the Magna Carta of Women (MCW): This comprehensive law prohibits discrimination against women in various spheres, including education. It mandates HEIs to: Integrate Gender and Development (GAD) principles into their policies, programs, and activities, Conduct GAD training for administrators, faculty, and staff, establish a GAD Unit responsible for formulating and implementing GAD plans and programs, address gender-based violence through specific policies and procedures. Additionally, the reliance on self-reported student data may introduce bias as individual perceptions and experiences vary. Further research incorporating data from faculty and staff could offer a comprehensive understanding of service quality factors from multiple perspectives (Nadela et al. 2021).

Objective of the Study

This study aimed to determine the Gender and Gender Roles and the Helping Behavior of College students of Cebu Roosevelt Memorial Colleges, Bogo City, Cebu, for the Academic Year 2020 - 2021. Findings served as the basis for a proposed action plan.

Specifically, this study sought to answer the following questions:

1. What is the gender preferences of the respondents?

2. What is the gender role of the respondents in terms of:
 - 2.1. societal roles?
3. What is the helping behavior of the respondents in terms of:
 - 3.1 perception;
 - 3.2 responsibility; and
 - 3.3 capability?
4. Is there a significant relationship between the gender preferences of the respondents and their gender roles?
5. Is there a significant relationship between the gender preferences of the respondents and their helping behavior?
6. Is there a significant relationship between the gender roles of the respondents and their helping behavior?

II. METHODOLOGY

The researcher employed a quantitative descriptive correlational - research using the Gender and Gender Roles survey questionnaire adapted from Kreuzer (1992) and the helping behavior questionnaire adapted from Coloma (2010) as the primary instruments for data gathering. The respondents of this study were 320 out of 1,460 college students; selected via proportionate random sampling to ensure representativeness of students by the college department. From the 1,460-student population, the questionnaire was fairly distributed to different departments.

The total number of student respondents in this study was 320 using Krejcie and Morgan's sample size calculation. This study utilized adapted and modified research questionnaires. It was distributed to the actual respondents of the Cebu Roosevelt Memorial Colleges students via Google survey form. The constructed domains were to be measured as the essentials of gender, gender roles, and helping behavior of the college students and questions were formulated for every identified attribute. Part I contains the gender preferences such as male, female, and LGBTQ. Part II pertains to the gender roles in terms of societal roles (10 items). Part III gives questions regarding helping behavior in terms of perception of helping others (10 items), the responsibility of helping others (10 items), and the capability of helping others (10 items). To ensure the reliability of the questionnaire, a pilot test was conducted in Northern Cebu Colleges, and the result was reliable with Cronbach's alpha of 0.8125. For the analysis of data, non-parametric statistics were adopted.

To consolidate the participants' responses to each question, frequency count, percent and weighted mean were applied. The highest and the lowest points of the weighted mean from the set of perceptions were determined by ranking. To come up with the general results of participants' responses for each questionnaire, composite mean was used to get the average mean. The chi-square test was used to test the relationship for the given variables, particularly the relationship between gender preferences and gender roles of the respondents, gender preferences and their helping behavior, and gender roles and their helping behavior. Data from the survey questionnaires were reduced to meaningful data. Data were organized, presented in tabular form, and analyzed using descriptive quantitative analysis. The interview responses were used to provide evidence to support the obtained quantitative data.

III. RESULTS AND DISCUSSION

The data obtained was presented, and the results were analyzed and given interpretation. The purpose of this study was to examine the gender and gender roles in their helping behaviors in a higher educational institution in Cebu Roosevelt Memorial Colleges for the school year 2020 - 2021. The findings from this study were organized in tables presenting as the basis of a proposed action plan.

TABLE 1. Respondents' Gender Preferences

Gender Preferences	Frequency	Per Cent
Male	205	64.1
Female	89	27.8
LGBTQ	26	8.1
Total	320	100.0

Table 1 showed that the gender preferences of the respondents were composed of 64.1 percent males, 27.8 percent females, and 8.1 percent LGBTQ. This means that majority of the respondents who responded were males, followed by females and LGBTQ, respectively. Hate has no place in society, especially in schools. Respecting gender preference was a choice and did not violate any human rights. The administrator should promote equality and fairness among all people in school regardless of gender preference.

As established that individual use of gender-neutral pronouns reduced the mental salience of males, they should give respect to any gender preferences. This shift was associated with people expressing less bias in favor of traditional gender roles and categories, as manifested in more positive attitudes toward women and LGBTQ individuals in public affairs (Tavits & Perez, 2019).

School administrators should adopt the principles in Gender and Development that promote gender equality. School presidents should approve seminars related to GAD as it was deemed necessary in any educational institution. Furthermore, teachers must condemn any form of discrimination in the classroom and school (Tirol, 2021).

TABLE 2. Respondents' Gender Role in Terms of Societal

Indicators	Mean	Interpretation	Rank
1. Men are better leaders than women.	2.33	Usually	6
2. It is more important for a man to prepare for a career than it is for a woman to prepare for a career.	2.02	Usually	8
3. Women should take an active role in solving the intellectual and social problems of the day.	2.01	Usually	9
4. It would be difficult to work for a woman.	2.97	Sometimes	1
5. Women are too emotional to be effective leaders.	2.45	Usually	4
6. When the work is essentially equal, it is wrong for women to receive less pay than men.	2.58	Usually	3
7. Women are unsuited for powerful jobs that require a strong personality.	2.89	Sometimes	2
8. In a relationship, it is acceptable for the woman to be the breadwinner.	2.41	Usually	5
9. A husband and wife should be equal partners in a marriage.	1.81	Always	10
10. Whereas a career is important, a woman's real fulfillment comes from being a wife and mother,	2.03	Usually	7
Overall Mean	2.35	Usually	

Table 2 revealed that items 4, 7, and 6 got the highest mean. The respondents' gender role in terms of societal involved the following indicators: "It would be difficult to work for a woman" which comprised 2.97 mean with an interpretation of "sometimes," followed by, "Women are unsuited for powerful jobs that require a strong personality" with a mean of 2.89 and interpreted as "sometimes." And rank 3 is, "When the work is essentially equal, it is wrong for women to receive less pay than men" which comprises 2.58 mean with an interpretation of "usually."

The three indicators with the lowest weighted mean were as follows: "It is more important for a man to prepare for a career than it is for a woman to prepare for a career," "Women should take an active role in solving the intellectual and social problems of the day," and "A husband and wife should be equal partners in a marriage" with the corresponding mean of M = 2.02, M = 2.01, and M = 1.81 respectively with an interpretation of Usually, Usually, and Always.

Table 3 reflected an overall mean of 2.35 with an interpretation of "usually." There is a presence of gender bias that the respondents are not aware of. It also goes with the second rank because many women already made it to the highest positions that were once believed only men could do. This implies that the behavior of men and women and the LGBTQ should be considered in stereotypes, attitudes, and ideologies relevant to the sex and gender of the college students in terms of societal and workforce.

A related study demonstrated that there are still gender-based issues women have to face in the legal workplace. Among these issues to date are the difficulties in combining work responsibilities with responsibilities of families and children that underpin women's employment and earning disadvantages. Drawing from prominent explanations of gender inequality in the legal profession, focus on inquiries of commitment to work, performance, ideal worker expectations, practice settings, and job satisfaction among dimensions of workplace characteristics and examine their effects on women and men lawyers' work schedules. Logistic regression results showed that work schedules significantly vary by gender, parental role, and experience of workplace discrimination (Plickert & Sterling, 2017).

However, the study of (Ridgeway, 2011) revealed that women who displayed a "hyper" workplace commitment were in fact perceived as equally committed to their jobs and competent as their "hyper" determined counterparts without children. Gender roles determine how males and females should think, speak, dress, and interact within the context of society. It is recommended that workplaces such as the Human Resource department and executive department provide equal pay for work of equal or comparable value. Removal of barriers to the full and equal participation of women and the LGBTQ in the workforce is hereby recommended to be practiced and done. Furthermore, it is recommended that the secretary of education conduct a nationwide anti-discrimination campaign and help urge Congress to prioritize the anti-discrimination bill to be enacted into law.

Gender roles are discussed from a variety of disciplines. The interactions between individuals, groups, and their

environments, according to an ecological viewpoint on gender roles, establish gender roles. Individuals and the physical and social settings in which they work play a part in constructing gender roles. Women have a natural affinity for the feminine gender role, whereas males have a natural relationship for the masculine gender role, according to a biological perspective on gender roles.

TABLE 3. Respondents' Helping Behavior in Terms of Perception

Indicators	Mean	Interpretation	Rank
1. My action to help is influenced of what I perceived	3.58	Slightly Agree	10
2. I interpret the need of help because of my experiences	3.90	Slightly Agree	8
3. I easily perceived disruptive crowds or situation	3.79	Slightly Agree	9
4. I easily perceived the lonely people who is in need of help	3.96	Slightly Agree	7
5. I always intend to look up the action of others to have an opportunity of helping	4.08	Slightly Agree	6
6. I easily perceived students who are experiencing bereaved and frightening emotion that need help	4.11	Slightly Agree	5
7. I perceived people who are in need of encouragements	4.36	Moderately Agree	2
8. I easily perceived people who are troubled financially	4.17	Slightly Agree	3
9. I perceived my fellow students having relationship problem	4.14	Slightly Agree	4
10. I perceived my fellow students having family problems seeking for help	4.46	Moderately Agree	1
Overall Mean	4.05	Slightly Agree	

Table 3 showed that the respondents' helping behavior in terms of Perception. "I perceived my fellow students having family problems seeking for help," which comprises a mean of 4.46 with an interpretation of "moderately agree" ranked first. Followed by "I perceived people who are in need of encouragements" which comprises 4.36 mean, which can also be interpreted as Moderately Agree, while the third rank was, "I easily perceived people who are troubled financially" with a mean of 4.17 and which analyzed as "slightly agree." However, the three indicators with the lowest weighted mean were as follows: "I interpret the need of help because of my experiences," I easily perceived disruptive crowds or situation" and "My action to help is influenced of what I perceived" with a corresponding mean of M = 3.90, M = 3.79, and M = 3.58 respectively and the same interpretation of Slightly Agree of the lowest three indicators.

Table 3 showed an overall mean of 4.05 with an interpretation of Slightly Agree, which means that most of the students' Perception of helping was when their fellow students have family problems and when they were seeking help. This means that respondents have empathy, especially on family problems. A related study showed that the most important and prominent family problems experienced by the University of Jordan students were: Problems in communication between family members, difficulties with emotional expression, lack of respect among family members, and lack of trust in the relationship with the parents. The results also showed no statistically significant differences in family problems

experienced by the University of Jordan students from the viewpoint of the students themselves due to the variables of gender, college, and the interaction between them both (Al-Qudah & Hatahet, 2016).

TABLE 4. Respondents' Helping Behavior in Terms of Capability

Indicators	Mean	Interpretation	Rank
1. I willingly help my fellow students regarding school chores	4.57	Moderately Agree	3
2. I offer help if someone initiated the action	4.42	Moderately Agree	4
3. I am responsible to give an encouragement to my classmates and fellow students	4.60	Moderately Agree	2
4. I usually neglect to offer help when I am in negative mood	4.06	Slightly Agree	8
5. I am responsible to my fellow students growth of learning on spiritual side	4.26	Slightly Agree	5
6. I tend to force my self just to offer help	4.14	Slightly Agree	7
7. I won't help if somebody is doing it already	3.81	Slightly Agree	9
8. It is not my responsibility to help when the situation is in the crowd	3.66	Slightly Agree	10
9. I felt disturbed if I wasn't able to help the needy	4.18	Slightly Agree	6
10. I tend to finish task being assigned to me at the specified time	4.61	Moderately Agree	1
Overall Mean	4.23	Slightly Agree	

It is recommended that the school administrators continue to practice social awareness and put their feet in the shoes of their students (Tinapay & Tirol, 2021). It is also recommended to the Department of Budget and Management to provide teachers incentives and increase their salaries because most teachers are helping their students at their own expense. It is also recommended that the barangay council propose a budget to help students defray school expenses. Furthermore, parental involvement is also recommended to help their children address their family problems since teachers can help. The more the parents are involved in in-class activities, the more that the issues are easily solved (Tinapay & Tirol, 2021)

Table 4 showed that rank 1 of the respondents' helping behavior in terms of capability was, "I tend to finish task being assigned to me at the specified time," which comprises a mean of 4.61 with an interpretation of "moderately agree." The second rank was, "I am responsible for encouraging my classmates and fellow students" with a mean of 4.60, which can be interpreted as "moderately agree". This was followed by, "I willingly help my fellow students regarding school chores" which is 4.57 mean with an interpretation of "moderately agree" as well.

In parallel, the three indicators with the lowest weighted mean were as follows: "I usually neglect to offer help when I am in a negative mood", "I won't help if somebody is doing it already," and "It is not my responsibility to help when the situation is in the crowd" with a corresponding mean of M = 4.06, M = 3.81, and M = 3.66 respectively with the same interpretation of Slightly Agree. The result revealed that the overall mean 4.23, which can be interpreted as Slightly Agree. This implied that the students were capable of doing

something good in themselves and others, together with their willingness to do their tasks accordingly.

In line with this study, Poepsel & Schroeder (2021) found that men and women tend to help in ways that are more impulsive and physically active, while women were more nurturing and supportive. Personality characteristics such as agreeableness and prosocial personality orientation also affect people's likelihood of assisting others. It is recommended that teachers continue to teach in the minds and hearts of students the sense of sharing and giving (Tinapay et al., 2023). To the DepEd Schools Division Superintendent, there must be a committee to look into the concerns and welfare of students per department.

TABLE 5. Summary Table of Respondents' Helping Behavior

Helping Behavior	Overall Mean	Interpretation	Rank
Perception	4.05	Slightly Agree	3
Responsibility	4.23	Slightly Agree	2
Capability	4.55	Moderately Agree	1
Grand Mean	4.28	Slightly Agree	

Table 5 showed the summary table of respondents' helping behavior. The rank 1 was in terms of Capability which comprises 4.55 in overall mean with an interpretation of "moderately agree". The rank 2 got 4.23 in overall mean in terms of Responsibility and interpreted as "slightly agree". While the rank 3 is Perception which comprises 4.05 in overall mean with an interpretation of "slightly agree". Table 6 also revealed the Grand Mean of 4.28 and interpreted as "slightly agree". This implied that the respondents are willing to help their fellow students in as much as possible by means of their capability. Hence, one cannot give what he/she does not have. School heads and administrators are enjoined to make clubs that would foster camaraderie and at the same time promote gender sensitivity awareness among students (Tirol, 2021).

TABLE 6. Relationship Between the Respondents Gender Preferences and Gender Roles

Variables	P-Value	Decision on Ho $\alpha = 0.05$	Interpretation
Gender Preferences Gender Roles	0.08	Failed to Reject Ho	Not Significant

Table 6 above showed that there was no relationship between the respondents' gender preferences and gender roles. This indicated that it is time to reject everyone's opinion that may seem to have some biases and stereotypes about gender differences which have long captured the public's interest and have been used to justify myriad laws, policies, and practices in the public and private spheres. It is essential in explaining gender differences in economic outcomes, such as occupational choice, financial investment, or educational decisions, among many others. However, gaps remain in understanding the sources of gender differences in preferences (male, female, and LGBTQ) and their variation. Gender differences should not be a barrier to acquiring gender roles simply because society dictates what they can do well to the community.

A related study indicated that higher levels of economic development and gender equality favor the manifestation of

gender differences in preferences across countries. The results highlighted the critical role of availability of material and social resources and gender-equal access to these resources in facilitating the independent formation and expression of gender-specific preferences (Falk & Hermle, 2018).

It is recommended to parents and guardians not to mandate their kids of what they want in life based on their gender. Any person, regardless of sex or gender, can make a feat and a difference in life (Tinapay et al., 2021). It is also recommended that the guidance counselor of each school let the students have equal access to counseling services by having a monthly schedule.

TABLE 7. Relationship Between the Respondents Gender Preferences and Their Helping Behavior

Gender Preferences in Relation to Helping Behavior	P-Value	Decision on Ho $\alpha = 0.05$	Interpretation
Perception	0.761	Failed to Reject Ho	Not Significant
Responsibility	0.638	Failed to Reject Ho	Not Significant
Capability	0.176	Failed to Reject Ho	Not Significant

Table 7 above reflected no significant relationship between the respondents' gender preferences in relation to helping behavior. There was also no relationship between Perception and their helping behavior. The same thing with the Responsibility and Capability showed no significant relationship between them and their helping behavior.

This means that gender preferences are not a barrier to helping others as long as they do good in society. Gender will not matter in relation to helping behavior; thus, it depends on the willingness of a person to help others. Such criticism may be rooted because of gender preferences, but it is time to unfold the truth that every person can make a big difference without biases. Gender played a role in helping behavior, both of the people helping and the gender of the helpee. It is recommended that teachers guide the students in their benevolent activities and integrate values in all subject areas.

TABLE 8. Relationship Between the Respondents Gender Roles and Their Helping Behavior

Gender Roles in Relation to Helping Behavior	P-Value	Decision on Ho $\alpha = 0.05$	Interpretation	Strength
Perception	0.127	Failed to Reject Ho	Not Significant	
Responsibility	0.001	Reject Ho	Significant	C=0.353 (Slight)
Capability	0.757	Failed to Reject Ho	Not Significant	

Table 8 showed no relationship between the respondents' gender roles in terms of (Perception) and their helping behavior. Also, there was no significant relationship between their capability and helping behavior. Only the gender roles in terms of Responsibility have a relationship with their helping behavior.

This implied that the respondents' gender roles, specifically responsibility, have a great connection with their helping behavior. People believe they are responsible for helping those in their society who need help or are dependent on them. For example, people may feel that it is their responsibility to be helpful to the children, the infirm elderly, people with physical disabilities, and other groups. This norm of social responsibility is stronger among women than men, and it is stronger among people with a collectivist orientation than people with an individualist orientation. Also, while people will follow the norm of social responsibility in most cases, they will not follow it if they believe the person to be helped was to blame for their own needs.

Furthermore, in a related study that examined the relationship of gender roles, life experiences, personality, and helping behavior intention, it was hypothesized regardless of sex that masculine individuals help more in dangerous helping situations, and feminine individuals help more in emotional situations, which showed some statistical trends of behavior rather than outlining new behaviors. An interesting trend uncovered was that females were helped first in both dangerous and emotional situations, while men were helped last if related to an emotional-based help (Hupp-Wilds, 2014).

Therefore, it is recommended for teachers to teach in the students' minds the social responsibility that they naturally have for the people around them. This could be done through simulation, role play, and actual helping inside and outside the class. The Department of Education and the Local Government Units leaders should lead and help by example to this younger generation. Furthermore, parents are recommended to help their children make a difference by assisting them to help other people. The school administrators and school heads are recommended to revoke, amend, or add policies to help students become more socially responsible (Tirol, 2022). It is also recommended to the Local Government Unit through the Local School Board to allocate budget for the city-wide information drive on anti-discrimination and gender and development policies which also covers women empowerment, human rights, and human development.

The administrators are urged to insert proper rules and regulations of the school, particularly on gender and gender roles. Therefore, the need to continually examine and update school policies and review its impact on its Gender and Development programs must be done periodically for continuous improvement and ensuring that all gender regulations are properly imposed and fairly followed without compromising gender equality.

The school must set a committee assigned to update and revise the school policies composed of several members representing each stakeholder of the school, such as the students, teachers, administrators, parents, alumni, and school board (Tinapay & Tirol, 2021).

A quarterly meeting and conference should be scheduled to ensure that communication and dissemination of modified school policies are properly carried out (Tirol, 2023). Such discussions would include consultations with all the school community members, such as the parents, students, and school

administrator, so that whatever gap or challenges the school faces in implementing school rules and regulations would be addressed and attended to immediately.

IV. CONCLUSION

Everyone, regardless of gender and roles, should build respect in stereotypes, attitudes, and ideologies and that in helping one another know no gender. Furthermore, there was no significant relationship between gender and gender roles, so it would be imperative to reject everyone's opinion that may seem to have some biases and stereotypes about gender differences which have long captured the public's interest and have been used to justify myriad laws, policies, and practices in the public and private spheres. This would start in the classroom by incorporating Gender and Development lessons into the real-life scenario.

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