

## UNRAVELING THREADS: EVALUATING THE GENDER RESPONSIVENESS OF THE CRIMINOLOGY CURRICULUM THROUGH ALUMNI PERSPECTIVES

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### ABSTRACT

This study investigates the gender responsiveness of the Bachelor of Science in Criminology (BSC) curriculum at Kapalong College of Agriculture, Sciences, and Technology. It explores the integration of Gender and Development (GAD) principles into the curriculum and examines the experiences of male and female students in learning activities, assessments, and support services. Employing a qualitative descriptive design, data were collected through in-depth interviews with 10 alumni. The findings reveal that the BSC program integrates GAD, ensures equality in learning activities, student assessments, and provides gender-sensitive support services. Key recommendations include curriculum enhancement, faculty training, establishment of inclusive policies, and flexible learning options to further advance gender responsiveness in the program. The study underscores the need for gender-sensitive approaches to criminology education to promote equity and inclusivity in higher education.

**Keywords:** criminology, curriculum, gender responsiveness, gender and development, alumni

### INTRODUCTION

The implementation of Gender and Development (GAD) is an essential component of the nation's educational system. It is mainstreamed through focal persons in various administrative positions at the school, regional, and national levels. The schools are tasked with assigning

individuals, developing regulations, and enabling processes and put gender related programs, projects and activities (PPAs) in place (Villegas et al., 2022).

Moreover, Gender and Development (GAD) is an interdisciplinary field that investigates the relationship between gender, namely the experiences and roles of men and women, and the development processes. It focuses on understanding and addressing how gender relations, roles, and inequities affect and are impacted by social, economic, and political development. Gender equality, women's empowerment, and the fulfilment of human rights for all, regardless of gender, are all goals of Gender and Development (GAD) (Kabeer, 2005). "The process of assessing the implications of any planned action, including legislation, for women and men is known as gender mainstreaming." It is a strategy for incorporating women's and men's concerns and experiences into the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres, with the goal of achieving gender equality (Economic and Social Council [ECOSOC], 1997).

Furthermore, although it is well acknowledged that criminology is an academic field that basically aims to comprehend and inspire constructive change to the injustices and inequalities faced by weak and marginalized social groups (Davis 1998; DeKeseredy 2010), despite a significant increase in research, publications, and viewpoints from people from different socioeconomic, geographic, and demographic backgrounds, it is still arguable that criminology is still a masculinized and Western-dominated field (Daly & Chesney-Lind 1988; Barberet 2007; Howes 2018). Numerous academics have demanded that the various voices and viewpoints included in the criminology curriculum should be given more consideration. However, research shows that persistent structural problems extend beyond the institution. For example, new criminology courses are failing to take advantage of the chance to create a new curriculum that prioritizes intersectionality, representativeness, and creativity (Stockdale & Sweeney, 2019).

In addition, criminology is a field where gender is crucial. The gender component of shaping human experiences and societal systems should be acknowledged in the curriculum. Recognizing the differences in gender-specific socialization and expectations across many cultures and historical situations is crucial. However, gender, gendered identities, and gender-related subjectivities, among other things, impact access to and achievement in higher education. While there is a wealth of literature on the gender-higher education nexus, the use of gender analysis in specific gender-stereotyped degree programs such as criminology, despite being extensively offered throughout the country, remains understudied. Recognizing the Philippines' excellent success in entrepreneurial and mainstreaming GAD norms in comparison to its Asian neighbors, there is still a need to comprehend how gender puts in motion beyond rhetoric and how it entangles everyday activities (Villegas et al., 2022).

With these premises in mind, this study was conducted to ensure that criminology education integrates gender-sensitive approaches essential for equitable and effective criminal justice practice. Historically, criminology curricula have been male-centered, often overlooking gender-based disparities and biases that influence law enforcement, corrections, and policymaking. By examining alumni perspectives, this study seeks to identify gaps and strengths in preparing graduates to address gender-related challenges in their professional roles. As diversity, equity, and inclusion become increasingly vital in criminology, academic institutions must adapt to produce professionals equipped with a nuanced understanding of gender issues. Without such responsiveness, the field risks perpetuating biases that hinder justice and inclusivity, making this study both timely and necessary.

Lastly, this study aligns with multiple United Nations Sustainable Development Goals (SDGs), primarily focusing on gender equality, quality education, and reduced inequalities. Firstly, on quality education or SDG No. 4, this research examines the criminology curriculum, ensuring that it provides inclusive and gender-responsive education. By evaluating alumni perspectives, it helps identify gaps and areas for improvement, ensuring that criminology education equips students with the knowledge and skills needed to address gender-related issues in criminal justice. Secondly, on gender equality or SDG No. 5, the study directly contributes to gender equality by assessing whether criminology education adequately integrates gender perspectives. A gender-responsive curriculum ensures that future professionals in the field understand and address gender disparities in crime, law enforcement, and the justice system. Thirdly, on reduced inequalities or SDG No. 10, by evaluating gender inclusivity within criminology education, the study addresses broader social inequalities. Ensuring that gender perspectives that are embedded in the curriculum helps reduce biases in the criminal justice system and promotes fairer treatment of all individuals, regardless of their gender.

## Research Questions

The general objective of the study is to know how gender-responsive the curriculum of the criminology program is. Specifically, it sought to answer the following questions:

1. What are the aspects of criminology curriculum that indicate gender responsiveness?
2. What are the recommendations to advance the gender responsiveness of criminology curriculum?

## Theoretical Lens

This study is based on gender-responsive pedagogy, which is a term for educational practices that focus on the unique learning requirements of both male and female students. As a concept, pedagogy encompasses almost all forms of instruction and learning. In the context of the classroom, the term "pedagogy" refers to the subjects taught or the content, the methods used to teach those subjects or the teaching process, and the manner in which the subjects are taught (Chapin & Warne, 2020).

Moreover, this study is also anchored to feminist political theory of Tucker (2014) in which, feminism strives to combat inequality and women's social, cultural, economic, and political subjugation. The purpose of feminist politics is to end women's oppression by analyzing and altering structures and beliefs that promote it. Also, the gender mainstreaming method has been fueled by feminist ideology. Feminists have emphasized the importance of confronting and changing patriarchal institutions and structures that perpetuate gender inequality. Gender mainstreaming analyzes and addresses power disparities between genders by drawing on feminist views (Mohanty, 2003).

## METHODS

This study used a qualitative research design, specifically a descriptive study. Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied, and all of them cannot be measured by numbers. According to Creswell (2014), exploring and comprehending the meaning that people or groups assign to a social or human situation can be done through qualitative research. Emerging questions and processes, data acquired in the participant's context, inductive data analysis leading from specifics to broad themes, and the researcher's interpretations of the data's significance are all part of the research process. Also, according to Creswell (2009), the

descriptive research design is a study that describes the characteristics of a population or phenomenon being studied. Primarily used to gain an understanding of a group or phenomenon, this involves collecting data through surveys, interviews, or observation.

The study was conducted in Kapalong College of Agriculture, Sciences and Technology located at Maniki, Kapalong, Davao del Norte, Philippines. The study's participants are the 10 alumni of the program of Bachelor of Science in Criminology who has a thorough grasp, understanding, and experience of the implemented curriculum of the criminology program. Utilizing purposive sampling technique to ensure the acquisition of authentic perspectives regarding the research topic, they were selected based on these inclusion criteria: (1) they must be part of the alumni of KCAST criminology program; (2) they must be graduates in the following school years: 2018-2019, 2021-2022 and 2022-2023; (3) male or female; and (4) 21 years old and above.

In gathering data, the researchers observed the following steps: **Crafting and Validation of the Interview Guide Questions.** A series of revisions and validation of the interview guide questions was carried out under the direct supervision of the panel of examiners. After making all the necessary adjustments and considering all the comments, the interview guide questions were revised to make it more suitable for the participants and the context of the study. **Submitting and Revising Interview Guide Questions for Validation.** After revising the interview guide questions, it was handed over to the research adviser for further validation. Once all corrections were addressed in the interview guide, the questions were then used for data collection.

**Seeking the Permission and Consent of the Participants.** The researchers invited the qualified participants for an interview through a brief orientation in which the participants were encouraged to ask questions related to this research. Before the interviews were initiated, permission and consent of the participants were sought first. This step was necessary to ensure voluntary participation and the avoidance of deception, coercion, and any other forms of exploitation in the part of the participants. **Collection of the Data.** In-depth interviews were conducted with the participants using the validated interview guide questions. With the permission of the participants to voice record the interviews, the researchers were able to gather data germane to the research topic. **Thematic Analysis of the Research Data.** When the interview was done, the researchers checked, transcribed, and coded the gathered data. Afterward, researchers tapped the help of a data analyst in qualitative research to analyze the gathered data.

## RESULTS AND DISCUSSION

This section discusses the results of the thematic analysis of interviews with the participants germane to the gender responsiveness of the curriculum of criminology program in a local college.

**Table 1**  
*Gender Responsiveness of the Curriculum of Criminology Program*

Essential Themes	Supporting Statements
<b>Integration of Gender and Development</b>	<ul style="list-style-type: none"> <li>• “At the start of the semester, our instructor will conduct an orientation about Gender and Development (GAD).” (IDI-08)</li> <li>• “Recently, there is an integration of Gender and Development (GAD) in every Outcomes-Based Teaching and Learning Plan (OBTLP) of the criminology program.” (IDI-07)</li> </ul>

<b>Equality in Learning Activities</b>	<ul style="list-style-type: none"> <li>• “During class discussion, both male and female students have the equal chance to participate or lead in reporting and group discussions.” (IDI-02)</li> <li>• “The activities in the subjects are fair. There are no biases, whatsoever.” (IDI-03)</li> </ul>
<b>Equality of Student Assessment</b>	<ul style="list-style-type: none"> <li>• “The program incorporated a mix of assessment methods, including essays, exams, and presentations. I believe the assessment catered to both genders.” (IDI-01)</li> <li>• “No matter what our individual gender is, our instructors gave the same assessment to us.” (IDI-07)</li> <li>• “The assessments we received from our instructors were uniform for everyone, irrespective of gender differences.” (IDI-10)</li> </ul>
<b>Fairness of Learner Support Service</b>	<ul style="list-style-type: none"> <li>• “The learner support services in the program were notably responsive, demonstrating a commitment to addressing the diverse needs of students effectively.” (IDI-01)</li> <li>• “We have counseling services that are sensitive to gender-related issues, which provides services for unique needs and experiences of both male and female students in the field of criminology.” (IDI-06)</li> </ul>

**Gender Responsiveness of the Curriculum of Criminology Program.** Table 1 shows the perceptions of criminology graduates pertaining to the gender responsiveness of the curriculum of criminology program, the first research question set in this paper. There are four themes that were generated in response to the first research question of the study. The participants said that the curriculum of the criminology program managed to integrate Gender and Development (GAD), showed equality in learning activities, manifested equality of student assessment and expressed fairness in learner support service.

As per the criminology graduates, the curriculum of their program of study has integrated Gender and Development (GAD). Instructors are reported to conduct orientations related to Gender and Development (GAD) as part of their Outcomes-Based Teaching and Learning Plan (OBTLP). As mentioned in the study of Boholano et al. (2024), gender integration improves students' views on gender roles by posing challenges to current stereotypes and empowering them to embrace more egalitarian perspectives. Gender integration demonstrates students' motivation to engage in gender-related activities. An inclusive curriculum promotes student participation and aids in social change by raising awareness of concerns, advancing social justice, and equipping students with the knowledge and skills necessary to address gender inequity.

Also, Mahama et al. (2023) analyzed the extent of gender integration in national agricultural policies and programs in Ghana. The study found a progressive shift from gender-blind policies to those acknowledging gender issues. However, many policies lacked clear strategies and budget provisions for effective implementation. It is recommended that gender mainstreaming efforts move beyond focusing solely on women to include men, ensuring gender equity, and that policies be accompanied by adequate resource allocations. Similarly, Hernandez et al. (2021) examined the integration of GAD approaches in institutional programs, activities, and projects within higher education institutions. The study highlighted the need for clear strategies to incorporate gender-related functions into mandated outcomes, emphasizing that mainstreaming GAD-aligned programs

does not automatically predict effective integration. It is recommended that continuous assessment and strategic planning should be done to enhance GAD integration in higher education.

Secondly, the participants stated that during class discussions, both male and female students have the equal chance to participate or lead in reporting and group discussions, which means that the curriculum of the criminology program showed equality in the learning activities. In the study of Subrahmanian (2005), gender equality in education begins with achieving gender parity. A system of education that progresses equally for boys and girls and has an equal enrollment of both genders may not be founded on gender equality. Thus, the following must be taken into account when discussing gender equality in education: the right to education, which includes access and participation; the right within education, which includes gender-aware educational environments, processes, and outcomes; as well as the right through education which entails meaningful education outcomes that link education equality with wider processes of gender justice.

Moreover, a study by Cañabate et al. (2021) explored how cooperative learning strategies in pre-school and primary education can address gender differences and inequalities. The research identified key principles, such as positive interdependence and promotive interaction, as effective in fostering inclusivity and reducing disparities among young learners. Likewise, a study conducted by Ribeiro et al. (2024) examined the impact of equity-focused teaching strategies on student engagement in physical education. Their study demonstrated that deliberate scaffolding techniques can reduce gender disparities, fostering a more inclusive environment where all students actively participate.

Thirdly, according to the criminology graduates, the curriculum of their program of study has manifested equality of student assessment. As stated, the assessments received by the students from their instructors were uniform for everyone, irrespective of gender differences. The study of Abd Razzak and Lamola (2019) examined learning procedures, resources, and results via a transformational or gender-responsive perspective and it concluded that such provision does not guarantee equity. The educational attainment of boys and girls still differs significantly, even if countries are starting to address gender equity and equality. These variations are most noticeable in learning outcomes, which are established via evaluations or assessments that may or may not be biased. The results show that although a great deal of work has been done to guarantee that gender equality and equity are ingrained in educational policies and instructional strategies, not much investigation has been done into the potential or actual contribution of learning assessments to gender equity.

Also, Tai et al. (2021) conducted a critical review examining how students experience inclusive assessment. Their research identified efforts such as offering student choice, adopting programmatic assessment approaches, and co-designing assessments and policies that promote inclusion. The study emphasizes the need for assessment designers to consider potential exclusionary aspects of assessments and to foster practices that support all students. Similarly, Walker et al. (2023) proposed provisional principles for culturally responsive assessment, addressing criticisms of large-scale summative assessments' potential biases against historically excluded groups. It is advocated that assessments should consider students' backgrounds, beliefs, values, and lived experiences to enhance fairness and validity.

Lastly, the participants stated that the learner support services in the program were notably responsive, demonstrating a commitment to addressing the diverse needs of students effectively. In addition, according to studies by Jung and Hong (2014), learners in distance education (DE) view

learner support systems as the most important component of high-quality instruction. The study developed a gender-sensitive student support model to determine the main problems of Asian DE students in relation to the help offered by various DE and dual-mode providers. It was discovered that students evaluated 13 different forms of student support in five different domains—*affective, reflective, cognitive, systemic, and gender-considerate*—when evaluating the quality of DE. It was also established that the students' opinions of the necessity of student support varied according to their gender.

Likewise, Cendaña (2018) examined the incorporation of gender-fair education into the Grade 9 curriculum across several schools in the Philippines. The study found that while instructional plans, materials, classroom activities, and assessment tools were designed to promote gender fairness, there was a lack of awareness and skills among educators regarding effective integration of such. The research recommended comprehensive gender sensitivity training for teachers and the development of gender-fair instructional materials to enhance curriculum inclusivity. Similarly, Laro (2024) addressed the issue of teenage pregnancy in the Philippines by proposing a gender-responsive curriculum. The study emphasized the need for teacher training in gender sensitivity and the integration of gender concepts into educational content. The proposed TEACH framework, which stands for 'T-eacher, E-ngendering Education, A-nalysis of Gender Gaps/Issues, C-Curriculum/Content (Current/Changes), and H-uman Rights' framework, serves as a guide for educators to incorporate gender-sensitive concepts into their teaching methodologies, aiming to create a more inclusive educational environment.

**Table 2**  
*Recommendations to Advance the Gender Responsiveness of the Curriculum of Criminology Program*

Essential Themes	Supporting Statements
<b>Curriculum Enhancement</b>	<ul style="list-style-type: none"> <li>• “I believe, the program should integrate gender perspectives across the criminology curriculum to ensure a comprehensive understanding of the impact of gender on crime, victimization, and the criminal justice system.” (IDI 1)</li> <li>• “As for the learning materials, the program should review and revise program materials, communication, and documentation to ensure the use of inclusive language that reflects the diverse gender identities and expressions of the student body.” (IDI 10)</li> </ul>
<b>Faculty Training</b>	<ul style="list-style-type: none"> <li>• “There should be training for faculty members on gender-sensitive teaching methods and content delivery to foster an inclusive learning environment.” (IDI 3)</li> <li>• “The program should organize regular workshops and seminars specifically focused on gender-related topics in criminology to facilitate open discussions and awareness.” (IDI 4)</li> </ul>
<b>Inclusive Policies</b>	<ul style="list-style-type: none"> <li>• “I recommend implementing and publicizing clear policies promoting gender equality, diversity, and inclusion within the program.” (IDI 5)</li> <li>• “To establish mechanisms for reporting and addressing gender-based discrimination or harassment, ensuring a safe learning environment for all.” (IDI 8)</li> </ul>

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**Flexible Learning Options**

- “The program should consider implementing flexible learning options to accommodate diverse student needs, including those related to gender responsibilities, such as caregiving or family obligations for student mothers.” (IDI 9)
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**Recommendations to Advance the Gender Responsiveness of the Curriculum of Criminology Program.** Table 2 shows the recommendations given by the alumni or participants to improve the curriculum of the criminology program in terms of gender responsiveness. There are four themes that emerged in the study. The participants suggested the implementation of curriculum enhancement, faculty training, inclusive policies and flexible learning options.

Firstly, the participants recommended that the curriculum must be enhanced further. The curriculum and methods of instruction have the power to perpetuate gender-inequitable beliefs and behaviors. The access that boys and girls can have in the different areas of the curriculum can be influenced by gender inequality as well as general social, political, and economic inequality. To achieve gender-equitable education, teachers' responses to and knowledge of gender issues in the classroom are essential (Akpakwu & Bua, 2014). Similarly, a review article conducted by Doucette and Singh (2024) delves into gender equity within educational physics laboratories, highlighting persistent gender-based disparities in areas such as equipment handling and social interactions. The study underscores the necessity for curriculum reforms that address these inequities, advocating for the adoption of inclusive teaching practices that transcend binary gender identities and consider intersectionality.

Secondly, the participants also suggested for the faculty members to have a training in Gender and Development (GAD). These elements of educational provision—curriculum; instruction and learning; as well as classroom and school dynamics—are highlighted in research. It goes on to address gender equality in education, how to train teachers to support gender equality in the classroom, and how to make teaching and the curriculum more gender equitable in schools (Akpakwu & Bua, 2014). Similarly, the REFLECT program, developed by Kollmayer et al. (2020), is designed to enhance secondary school teachers' competencies in promoting gender equality. Grounded in the systemic actiotope model, REFLECT aims to expand teachers' knowledge and teaching methods, specifically objective action repertoire, and boost their self-efficacy beliefs, particularly their subjective action space. A pilot study demonstrated that teachers who participated in REFLECT showed increased knowledge about gender differences in education and employed more autonomy-promoting teaching methods. Their students also exhibited improved understanding of gender issues and perceived greater diversity fairness in the classroom.

Likewise, the research of Mukagiahana et al. (2024) assessed the effectiveness of the African Institute for Mathematical Sciences Teacher Training Program (AIMS-TTP) in enhancing teachers' comprehension and implementation of gender-responsive pedagogy. Conducted across 14 districts in Rwanda, the study involved 351 teachers who participated in a web-based survey. Findings revealed that over 80% of both male and female teachers demonstrated a high level of understanding and application of gender-responsive teaching methods. Importantly, no significant differences were observed based on gender, school location, school type, or teaching experience, indicating the program's broad effectiveness. The study recommends the expansion of such training to other districts lacking similar interventions.

Thirdly, the participants recommended that there must be inclusive policies. As stated by the participants, they recommended implementing and publicizing clear policies promoting gender

equality, diversity, and inclusion within the program. Moreover, according to the research of Mugambi (2017), the goal of inclusive education is to increase the educational system's ability to serve all students. Learning should be predicated on the conviction that students are unique individuals with a range of histories and traits, and that methods to enhance quality should consequently capitalize on the skills and expertise of students. The human rights-based and multicultural approaches to inclusive education are discussed in this paper, along with how they affect curriculum theory and practice in terms of differentiated curriculum content, instructional methods, differentiated assessment, teacher preparation, and community and parent involvement.

Likewise, Lomibao (2024) evaluated the implementation of the Gender-Responsive Basic Education Policy in Philippine secondary public schools. The study revealed positive perceptions of policy implementation among educators, particularly in promoting gender equality through curriculum development and learning environments. However, it also identified challenges such as the need for comprehensive training in gender mainstreaming and the provision of adequate facilities to support gender-responsive initiatives. Similarly, Quilapio et al. (2024) explored gender inclusivity within law enforcement agencies in the CALABARZON region of the Philippines. The study found positive perceptions of gender equality in law enforcement practices, particularly regarding economic participation and opportunities. Nonetheless, it identified areas needing improvement, such as addressing discrimination in career advancement and enhancing community reception toward gender-responsive policing initiatives.

Lastly, the participants also suggested for flexible learning options, where they stated that the program should consider implementing flexible learning options to accommodate diverse student needs, including those related to gender responsibilities, such as caregiving or family obligations for student mothers. In connection to this idea, a study of Dickson and Tennant (2017) at a UAE higher education institution emphasized the importance of flexible learning options to cater gender responsiveness in educational institutions. To better understand how faculty members engage with new student moms, this study uses interviews to examine the ways in which faculty members recognize and assist new mothers academically and pastorally. They share their opinions about how students manage to balance motherhood and academics, as well as how teachers deal with college regulations in relation to the student moms. Teachers thought of themselves as accommodating and helpful of new moms. Even though motherhood among undergraduate students was unusual in their native countries, it was widely believed that the enhanced efficiency, organization, time management, and resilience shown by student moms were benefits to the university community. Additionally, this research has broader implications for teacher support of non-traditional students in different contexts.

Similarly, Kibelloh and Bao (2014) conducted a case study in China examining whether online programs for earning a degree in Master of Business Administration (MBA) could help professional working mothers balance work, family, and career progression. The study found that online programs offered flexible time management, enabling mothers to pursue further education without compromising their family responsibilities. However, challenges such as maintaining motivation, lack of networking opportunities, and ensuring the quality of education were noted. The research emphasized the need for higher education policies to support e-learning as a credible channel, particularly for women seeking career advancement. Likewise, a study by San Jose et al. (2023) explored the experiences of male and female students with flexible learning during the COVID-19 pandemic. The research revealed that while both genders appreciated the convenience and reduced academic stress of flexible learning, differences emerged in their experiences. Female students emphasized skill development and expressed concerns about teaching methods, whereas

male students highlighted increased family time. These variations suggest the necessity for educators to tailor instruction and provide mental health support, considering gender-specific preferences to create equitable educational experiences.

## **Conclusion**

This study highlighted that while the Bachelor of Science in Criminology (BSC) program exhibits aspects of gender responsiveness—such as equal learning opportunities and unbiased assessments—there remains a room for improvement. Recommendations from participants emphasize the need for curriculum enhancement, faculty training, inclusive policies, and flexible learning options to fully embrace gender-responsive pedagogy. By implementing these recommendations, the BSC program can better address gender inequities and foster an inclusive environment that supports all students, regardless of gender. This will further align the program with the broader Gender and Development (GAD) goals and create a more equitable educational experience.

## **Recommendation**

To further advance the gender responsiveness of the Bachelor of Science in Criminology (BSC) program, several key recommendations can be considered. First, the curriculum should be enhanced by incorporating more gender-sensitive modules. These modules should go beyond the integration of Gender and Development and explore how gender influences crime prevention, victimization, law enforcement, and rehabilitation. Regular reviews of learning materials are essential to ensure they reflect contemporary discussions on gender roles and criminology, incorporating diverse case studies and research. Additionally, adopting an interdisciplinary approach by integrating perspectives from psychology, sociology, and political science could provide students with a deeper understanding of how gender impacts behavior and social expectations in the criminal justice system.

Moreover, faculty development is also crucial in advancing gender responsiveness. Regular gender-sensitivity workshops should be organized to equip faculty members with the skills needed to facilitate inclusive discussions on gender, and to address unconscious biases in teaching. Encouraging faculty to engage in research on gender issues in criminology will further enrich the curriculum and keep it aligned with evolving real-world practices. Incorporating feedback mechanisms, such as anonymous student surveys, will allow faculty to assess their effectiveness in addressing gender issues and continuously improve their teaching methods.

Furthermore, in terms of student engagement and support, it is important to create gender-inclusive learning spaces where students can discuss gender-related topics without fear of bias or discrimination. Establishing peer mentorship programs, particularly for students who have navigated gender challenges within the criminology field, can offer valuable support and foster a sense of inclusivity. Additionally, expanding gender-specific counseling services, with a focus on training counselors to handle gender-sensitive issues, will provide essential support to students and contribute to a more inclusive learning environment.

Also, policy advocacy plays a significant role in advancing gender responsiveness as well. Strengthening gender-inclusive policies within the criminology program will ensure that all students, regardless of gender, are protected from discrimination. These policies should align with national and international frameworks on gender equality, such as the United Nations' Sustainable Development Goals (SDGs), demonstrating the program's commitment to global gender norms.

Lastly, this has significant implications for curriculum development, institutional policies, and the broader field of criminal justice. Its findings may highlight gaps in gender inclusivity, prompting revisions to ensure that criminology education adequately addresses gender-based issues, such as gendered crime patterns, women in law enforcement, and responses to gender-based violence. Academic institutions and accreditation bodies may use these insights to implement policies promoting gender sensitivity in teaching materials, faculty training, and classroom discussions. By addressing these gaps, graduates will be better prepared to handle gender-sensitive cases, fostering a more inclusive and competent workforce. Additionally, the study contributes to broader efforts in promoting gender equality within criminal justice professions and may encourage further research on best practices for integrating gender responsiveness into criminology programs worldwide.

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