

## Appendix A. Survey Questionnaire

### LEVEL OF AWARENESS AMONG TIGWAHANON LEARNERS AND THEIR PERCEPTION TOWARDS GENDER SENSITIVITY TRAINING

#### SURVEY – QUESTIONNAIRE

##### Part I. Level of Awareness Among Tigwahanon Learners

Direction: Using the 5-point Likert scale below, rate the following questions by placing a check (✓) in the box. Please answer the question honestly. Do not leave each item unanswered.

Scale	Range	Descriptive Rating	Qualifying Statement
5	4.21 – 5.00	Very Highly Aware	Demonstrate awareness in all instances
4	3.41 – 4.20	Highly Aware	Demonstrate awareness in most instances
3	2.61 – 3.40	Moderately Aware	Demonstrate awareness moderate number of instances
2	1.81 – 2.60	Aware	Demonstrate awareness in only few instances
1	1:00 – 1:80	Not Aware at All	Does not demonstrate awareness in any instance.

#### A. Gender Related Terminologies

Indicators	VHA	HA	MA	A	NAA
<i>I am aware that (Nataga at sikan) .....</i>	5	4	3	2	1
1. A lesbian is a woman is physically and romantically attracted to another woman. <i>(Ka tomboy saboka no boi ka Kandan no lawa woy ka igko-upii woy igko-oniyati to duma no boi.)</i>					
2. Transgender people are people whose gender identity is different from the gender they were thought to be at birth. <i>(Transgender no mgo otow iyan ka otow no ka Kandan no pogkootow lo-in to duma no pogkootow. nig isip-isip to ko nokoy sikandin to poglosut.)</i>					
3. Gay people are characterized by sexual or romantic attraction to people of one's same sex. <i>(Ka bayot nigpoila pinabayo to Kandan no pogkohontow woy to romantiko no atraksyon to mgo otow no nokog-iling Kandan.)</i>					
4. Queer people are people whose sexual orientation is not exclusively heterosexual. <i>(Koin-inuwan no otow iyan ka otow no kandin no pogko-otow nigpoila no kono do no iling din no pogkootow (lukos woy boi).)</i>					
5. Bisexual people are characterized by sexual or romantic attraction to people of one's same sex and of the opposite sex. <i>(Bisexual no otow nigpoila-ila to sexual woy romantic no atraksiyon to otow no nokog iling woy waro nokog-iling to Kandan no pogkootow.)</i>					
6. The term gender refers to the behavioral, cultural, or psychological traits typically associated with one sex. <i>(Ka lalag n gender iyan ka pamatasan, cultura woy ko psychological pog-isip woy pokogduma to nokog-iling to saboka no pogkootow.)</i>					
7. Culture is that complex whole that includes knowledge, belief, art, moral, law, custom, and any other capabilities and habits acquired by man as a member of society. <i>(Ka cultura komplikado to olin apil ka katounan, ka tinuuhan, art, Batasan, balaod, woy duma pad no puidi no ogkohimo)</i>					

<i>woy no Batasan no napurut to otow no apil kayi to Kandan no ugpaan.)</i>					
8. Sex can be classified to be either feminine or masculine. <i>(Ka pogkootow duon boi woy lukos.)</i>					
9. Gender is universal and fixed. <i>(Ka gender kayi to kalibotan konad ogkahalin iyan on iyan.)</i>					
10. Masculinity refers to a way of living for men or a way of being male as defined by society. <i>(Ka lukos iyan tuyo to saboka no paagi to pogkinabuhi para to lukos kayi to katilingban.)</i>					
11. Sex refers to the biological assignment of an individual, which is often based on scientific knowledge, the biological determination is often made at birth by looking at prenatal images or directly inspecting genitalia at birth. <i>(Ka sixto tuud to biyolohikal no pogpanulu to matagsaboka no usahay nigbasi to siyentipiko no kato-unan. Ka biyolohikal no determinasyon no ogkohitabu woy nighimu to pogko-otow pinabayo to pogpitow to mgo ula-ula to prenatal to solod to gotok woy to diritsu to pog-inspiksyon to kinatawahan (genetalia) to pogko-otow.)</i>					

## B. Gender Rights

Indicators	VHA	HA	MA	A	NAA
<i>I am aware that (Nataga at sikan).....</i>	5	4	3	2	1
1. Men and women should be equal. <i>(Ka lukos woy ka boi nokog-iling do.)</i>					
2. Men and women have the same rights in our country. <i>(Ka lukos woy boi nokog-iling do to katongod kayi to kanta no nasud.)</i>					
3. Gender awareness plays an important role in informing women and men about gender equality. <i>(Ka pogkataga to gender duon mohinongdanon no papil to pogpohitaga to boi woy lukos bohin to pogpoko-iling to gender.)</i>					
4. Inequalities between men and women are a result of biological differences between them. <i>(Ka konon pogpoko-iling to lukos woy boi iyan resulta to boilohikal no kalo-inan to Kandan.)</i>					
5. I am aware of the rights of women and children as stipulated in the Republic Act 9262. <i>(Natagahan ko ka mgo katongod to boi woy mgo bato no nasulat to Republic Act 9262.)</i>					
6. All human rights are equally important because one right cannot be fulfilled without other rights. <i>(Ka olin no koot-otowan katongod soin olin, mohinongdanong katongod to matag saboka kono ogkatuman ko waro ka duma no mgo katongod.)</i>					
7. An individual who is part of LGBT+ community is fully conscious or aware on how society would look at them. <i>(Ka matag saboka no bohin to LGBT no komunidad malogot no nig-isip-isip woy natagahan ko nigmono sikandan to pogpitow to katilingban.)</i>					
8. Gender roles are how a society views different genders and how they should act. <i>(Ka mgo tahas to gender iyan ka pogpitow to saboka no katilingban no nigkalo-in lo-in no gender ko nigmono sikandan to pogwoi-woil.)</i>					
9. Gender refers to the differentiated social roles, behaviors, capacities and intellectual, emotional and social characteristics attributed by a given culture to men and women. <i>(Ka gender tuud no nigkaloin-loin no sosyal no mgo tahas, Batasan, woy ka ogkohimo woy kayi to kandin no</i>					

<i>natounan, ka kandin no pigguram woy sosyal no mgo kinoiya no para to saboka no kultura tp lukos woy boi).</i>					
10. Gender equality threatens cultures, traditions, and identities. <i>(Ka pogpokog iling to gender nighaldok to tradisyon to mgo kultura woy ko hontow sikandin.)</i>					

C. Gender Inclusive Practices in Daily life

Indicators	VHA	HA	MA	A	NAA
<i>I am aware that (Nataga at sikan).....</i>	5	4	3	2	1
1. Gender equality is practiced in our home. <i>(Ka pog pokog-iling to gender nighimo diyo to kantan baloy.)</i>					
2. In our family, we are free to choose any field of studies regardless of our different genders. <i>(To kantan pamilya, duon katungod ta to pogpili to nokoy no kalasi to pogkatou mohitongod to nigkaloin-loin no gender.)</i>					
3. Occupational roles are no longer viewed through gender stereotypes, careers like teaching, nursing, engineering, and piloting are open to all. <i>(Ka mgo tahas to trabaho konad on stereotype no trabaho iling to pogtudlu, nursing, engineering, woy pilutu puidi on to olin.)</i>					
4. I consistently use correct pronouns as an easy way to show respect in communicating to individuals. <i>(Layon ko ogkagamit ka husto no mgo poglitok to lalag isip saboka no masayun no pamaagi to pogpakita woy pogtohud tog pakiglalag to matag saboka.)</i>					
5. I accept that LGBTQ+ individuals may use bathrooms aligned with their gender preference. <i>(Nigdawat ko no ka mgo LGBTQ no matagsaboka ogkohimo no oggamit to mgo banyo no nohiuyon to Kandan no igkoupai no pogko-otow.)</i>					
6. I support the creation of inclusive, all gender bathrooms for the LGBTQ+ community. <i>(Nigsuportahan ko ka poghimo to inklosibo, to olin no banyo sa to gender para to komunidad to LGBTQ.)</i>					
7. I observed that teachers foster classroom environment that supports equal opportunities for all students regardless of gender. <i>(Nakita ko ka nigtinuru to foster duon to classroom environment no oportunidad para to olin no estudyante amag nokoy pad no kalasi no pogko-otow.)</i>					
8. Gender-sensitive people demonstrate values and attitudes that promote gender equality and sensitivity. <i>(Ka gender maga-ag kalo-in no otow nigpoila to kinaiya woy Batasan no igpamalayat ka gender no mokog-iling-iling do woy maga-ag kalo-in.)</i>					
9. I have observed that gender-sensitive students treats and respect everyone equally regardless of gender preferences. <i>(Duon Nakita ko no ka gender maga-ag kalo-in ni estudyanti og-upianan woy duon pogtohud to olin mokog-iling-iling to ka pogtagad amag pad ko bayod sikandan.)</i>					
10. Watched talk shows/ entertainment/ movies which are hosted or portrayed by hosts or characters from LGBTQ. <i>(Nakakita woy lalag nogpapatow/ kaliagan mo salida nigpangu-uluhan no nigpakita to mgo nig-alap no mgo kinaiyahan puon to LGBTQ.)</i>					
11. I am comfortable with individuals expressing themselves through clothing that aligns with their gender identity. <i>(Komportable a to matag saboka no nigpakita to Kandan no kougalingon iling to pakabo no olog to Kandan no pogkootow.)</i>					
12. I fully accept and respect friendships with gay, lesbian, or transgender individuals. <i>(Puun to kodi no pusung nigtinawo</i>					

<i>woy nigtohud ka pog-amigo to mgo bayot woy tomboy woy ka nigpahalín on to Kandan no pogko-otow.)</i>					
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*Adapted from the study of Casas et al., (2024) entitled, "Assessment of Students' Awareness and Attitude towards Gender Sensitivity"*

## PART II. Perception towards Gender Sensitivity Training

**DIRECTION:** Below are statements assessing the students' perception towards gender sensitivity training. Please use the provided scale to rate how well each statement applies to you.

Scale	Range	Descriptive Rating	Qualifying Statement
5	4.21 – 5.00	Strongly Agree	Shows full understanding and appreciation of the importance of gender sensitivity.
4	3.41 – 4.20	Agree	Demonstrates understanding and appreciation of the importance of gender sensitivity.
3	2.61 – 3.40	Undecided	Indicates uncertainty/ neutrality regarding the importance of gender sensitivity.
2	1.81 – 2.60	Disagree	Shows limited understanding of gender sensitivity.
1	1:00 – 1:80	Strongly Disagree	Reflects a lack of understanding and appreciation of gender sensitivity.

Indicators	SA	A	U	D	SD
<i>Gender sensitivity training will.....</i>	5	4	3	2	1
1. Improve my knowledge and attitude on gender sensitivity issues. <i>(Parakola ka kodi no katounan bohin to mgo isyu to pogkasensitibo to gender.)</i>					
2. Help me use language and expressions that are gender sensitive in everyday life. <i>(Buligi a no oggamit to lalag no mgo ekspresyon no sensitibonto gender to matag aldow-aldow no pogkinabuhi.)</i>					
3. Encourage me to respect for the gender preferences of other students, members of the family, and the community. <i>(Dasiga a nogbogoy to pogtohud to gender to дума no estudyante, mimbroy to pamilya, woy to komunidad.)</i>					
4. Motivate me to engage in activities that promote gender equality and sensitivity. <i>(Ogdasiga a nog apil to mgo kalihukan no nigpasiugda tog pokog-iling woy pogka sensitibu to gender.)</i>					
5. Strengthen my attitudes and values that foster respect and tolerance for everyone. <i>(Duon kalig-on ka kodi no katounan woy Batasan no ogmaka-dakol to rispitu woy to pogpasaylu para to olin.)</i>					
6. Guide me in applying the principles in gender sensitivity training at home, classroom, and with group peers. <i>(Dumohi a to poggamit to mgo prinsipyu to gender sensitibu no pogbabasbas diyo to baloy, iskwilahan, woy дума no grupu.)</i>					
7. Influence me to accept and treat everyone without bias, especially in terms of gender. <i>(Impluwinsiyahi a no ogtinawo woy tratu to olin no waro pili hilabi-on to gender.)</i>					
8. Help me integrate a gender perspective into daily routines at school, home, and beyond. <i>(Buligi a nog apil ka gender perspective to aldow aldow no no oghimuon to iskwilahan, baloy woy дума pad.)</i>					
9. Encourage me to practice share responsibilities at home, school, and the community. <i>(Dasiga a no ogbabasbas to pogbogoy to mgo responsibilitad to baloy, iskwilahan, woy to komunidad.)</i>					
10. Enhance my self-awareness of the gender concerns and issues affecting relationships at various levels within the family, community, and larger society. <i>(Parakola ka kodi no self-awareness bohin to mgo gender mohitongod to isyu no maka-apikto to relasyon nigkaloin-loin ka duon solod to pamilya, komunidad, woy to mohon-in no katilingban.)</i>					

11. Increase my awareness of the gender orientation of other individuals. <i>(Timulan ka kodi no natounan to gender no nigpoila yo duma to matag saboka.)</i>					
12. Make me gain more knowledge about the importance of gender equality in society. <i>(Maka bogoy to kodi to timol no katounan mohitongod to ka mohinongdanon to pogpokoiling to gender to katilingban.)</i>					
13. Help me socialize with other people without judging their sexual identity. <i>(Buligi a nog pakigduma to mgo otw no kono oghukuman ka Kandan no pogko-otow.)</i>					
14. Develop an understanding of basic gender concepts and gender roles in society. <i>(Parakolan ka kodi no pogsabot to mgo pamalaod no konsiptu to gender woy tahas to gender to katilingban.)</i>					
15. Make me recognized that identities are always multiple and interconnected, so gender cannot be viewed in isolation. <i>(Nigpoila kodioy no ka mgo pogko-otow layon mohon-in no nigsumpul-sumpul no sikan iyan no ka gender noko ogko-otow no nigsabsaboka.)</i>					
16. Help me changed into a gender-sensitive student by treating and respecting everyone equally regardless of gender preferences. <i>(Buligan ko no ogkabag-u diyo to saboka no istudyanti no gender sinsitibu pinabayo to pog-alogoy woy pogrispitu to olin no nokog-iling no amag pagnokoy no pogko-otow.)</i>					
17. Deepen my understanding of basic gender concepts and gender roles in society. <i>(Igpariralom ka kodi no pogsabot to nohimo no mgo balaud konsiptu to mgo gender.)</i>					

*Adapted from the study of Casas et al., (2024) entitled, "Assessment of Students' Awareness and Attitude towards Gender Sensitivity"*