

*Original Article*

# Teachers' Performance Based On Educational Sustainable Development Goals

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**Abstract:** Gender expressions are often curtailed by our society's gender norms—the expectations and assumptions that govern how a girl or boy is supposed to look, act, dress, and play. A sustainable and long-term commitment is essential, so that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty-first century. This study assessed the attitudes and behavior in relation to gender sensitivity as one of the sustainable goals in education and their influence on the academic performance of the selected students in the secondary institutions in the country as basis for an intervention plan. The study employed descriptive-correlative methods of research, selected teachers and students as respondents through scientific sampling. The data were gathered using a descriptive survey questionnaire, the data were statistically treated using percentage, weighted mean, and Pearson r. The study found out that both teachers and students had positive attitudes towards gender sensitivity; however, teachers' attitudes towards gender sensitivity were not significantly associated with academic performance of the students. Furthermore, it is concluded that the teachers were sensitive to gender issues, and these are evident in teaching practices. To sustain the positive attitude of teachers as well as students, there is a need for more trainings and seminars related to gender sensitivity for the teachers.

**Keywords:** teacher's performance, educational sustainable development goals

## 1. INTRODUCTION

Gender expressions are often curtailed by our society's gender norms—the expectations and assumptions that govern how a girl or boy is supposed to look, act, dress, and play. These arbitrary norms are ubiquitous, children's toothbrush come in pink or blue; the toy aisles in big box stores are labelled girl (full of dolls and kitchen sets) and boy (full of trucks LEGO sets and toy tools) [1]. And this creates a confusion where "gays" are included in the mix where their play preference (toys) are from what is expected they should prefer. This conclusion leads normal boys or girls treat them differently—harassing and bullying them to conform with the normal behavior and preference of the "bullies" to the point that their performance in school is below the expected norms of what they should perform [2]. "Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality development and peace [3]. A transformed partnership based on equality between women and men is a condition for people-centered sustainable development. A sustainable and long-term commitment is essential, so that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty-first century" [4]. A gender-diverse child's best predictor of success is whether that child receives support at home and from teachers. Often, families push schools to make the necessary changes for their children [5]. But for kids who don't have support at home, informed and sympathetic educators are their only chance for a safe place. Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different

educations [6]. In fact, upon entering school, girls perform equal to or better than boys on nearly every measure of achievement, but by the time they graduate high school or college, they have fallen behind [7]. However, discrepancies between the performance of girls and the performance of boys in elementary education leads some critics to argue that boys neglected within the educational system. The socialization of gender within schools assures that girls are made aware that they are unequal to boys [8]. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. There is some evidence that girls are becoming more academically successful than boys, however examination of the classroom shows that girls and boys continue to be socialized in ways that work against gender equity. Teachers socialize girls towards a feminine ideal [9]. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up. Girls socialize in schools to recognize popularity as being important and learn that educational performance and ability are not as important. "Girls in grades six and seven rate being popular and well-liked as more important than being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and competence as more important [10]. This socialization of femininity begins much earlier than the middle grades. At very early ages, girls begin defining their femininities in relation to boys. One study of a third-grade classroom examined four self-sorted groups of girls within the classroom: the nice girls, the spice girls, and the tomboys. Gender sensitivity may seem normal in our school system [11]. It is observed that there is a normal relationship between male and female students. However normal the situation may be there existing between two (2) major genders a sense of rivalry, a superiority complex being manifested by the male, inclination of teachers to favor a gender over the other, and what is more important is the performance level shown by the specific gender which lead to competitions which may separate the two major genders [12]. In the Asia, the Philippines has been at the forefront of the movement for gender equality in the last two decades. Gender equality in the Philippines is rooted in history. Studies in other countries show that those belonging to the female gender outperform are more sociable than their male counterparts [13]. The males, however, manifests aggressiveness in learning and are more inclined to group themselves with other members of their own sex. However, in the Philippines, teachers are mandated to show that there should be no signs of discriminations in the treatment of the different sexes-including those belonging to those members of the sexes who show sexual preference other than their own [14]. This diversity becomes complicated with the entry of homosexuals and lesbians-to picture where there is conflation of gender identity- how one feels on the inside-and gender expressions-how gender is presented to the world through hairstyle, clothing, and behaviors [15]. This study determined the factors that affect gender sensitivity in night high schools' students' academic performance and how they can be dealt with positively in the delivery and acceptance of the teaching and learning process.

## 2. MATERIALS & METHODS

This study employed descriptive-correlative method of research, study follows the system approach of input, process, and output. This research design was chosen since it is concerned with the determination of prevailing conditions which involves the gathering of data regarding current conditions and ascertaining what is typical or normal under specific conditions. The study design ascertain the prevailing conditions are for the following reasons: determining the level of attitudes and behaviors on gender sensitivity, the issues and concerns on gender sensitivity, and determining relationships of variables, making comparisons, noting and evaluating direction of change, making inferences based on the general characteristics of data, revealing practices or conditions with reference to the average, and discovering current trends and making subsequent school years. The locale of the study was the Tacloban City Division Office, Tacloban City; specifically secondary institutions that offer night high schools- Tacloban City Night High School located at Lino Gonzaga Avenue, Tacloban City; Cirilo "Roy" Montejo Night High School located at Corner Paterno Street and T. Claudio, Respondents of the study were night high school teachers and students at national

secondary schools covered offering night high school in the Tacloban City Division, Tacloban City. They were selected as respondents of the study due to their direct contact with the night high school students almost every day are N= 56 teachers & N=56 students. A researcher-made questionnaire was used in the data gathering. Percentage was used for the profiles which were presented in percentage distribution tables. Weighted Mean was used for the variables which were measured using a 5-point rating scale such as the attitudes towards gender sensitivity and issues and concerns related to gender sensitivity. Pearson (r) was used to determine the relationship between the teachers' attitudes. towards gender sensitivity and student's academic performance.

### 3. RESULTS & DISCUSSION

#### 3.1 Profile of Respondents

One group of respondents included N=56 instructors from Tacloban City Division's four night high schools. Age, gender, teaching experience, highest education, academic rank, and adequate training were evaluated. About half (48%) were 31-40 years old, and 25% were 21-30. Senior instructors comprised 23% (41-50 years old) and 4% (51-60 years old). Men made up 25% of the teachers, while women made up 75%. This yields 1 male to 3 females, it confirms most research that show women dominate teaching. This suggests teaching draws more women than men. The majority of teachers have less than 10 years of experience 43% had less than five and 32% had 5-9 years. One-fourth had 10+ years teaching experience. The highest degree instructors earned was a doctorate. Two teachers 4% had this degree. More than half (57%) possessed merely a bachelor's degree, the minimum for teachers. The remaining 39% had master's degrees. For academic rank, 54% of teachers were Teacher I and 7% were Master Teacher I. The others were I and II teachers. It 5 specifies training kind, duration (days), and level. Only 80% of respondent-teachers had attended gender sensitivity training, whereas 20% had not. Of the 45 respondents, 37 attended Gender and Development Training (66%), two attended Capacity Building on Gender and Degree and Development, and six attended additional gender-related seminars. The majority of trainings lasted less than five days, with only two lasting five to nine days. The result also showed that 46% of training was done in schools and % in divisions. The pupils were 12–20 (or older). More than half of Grades 7–10 students were older than the optimal age range of 12–16. This could be because they enrolled in grade one after 6–7 years old or left school for at least a year. Females made up 51% and 49% of respondents. In the night high, 130 males (46%) desired to be males and 150 females (54%). There were 130 "straight" males and females who preferred to be males or lesbians. The 150 who wanted to be ladies included "straight" women and gay men. The results showed 142 men but only 130 desired to be male. This suggests more men wanted to be women. However, some preferred productive pastimes like gardening and reading. 44 percent of the 280 respondents read books and 34 percent gardened. Collecting postcards/stamps (5%), grooming (11%), and woodworking (14%), were the least popular hobbies. The majority (41%), were school club members, eight percent were involved in community organizations and five percent in church/religious groups. Despite school bans, eight of three percent were fraternity/sorority members.

#### 3.2 Level of Attitudes of Respondent Groups towards Gender Sensitivity

The main objective of the study was to determine the level of attitudes of the teachers and students towards gender sensitivity. For the teachers the attitude towards gender sensitivity was categorized into two: one was the teaching attitudes/behaviors/practices relative to gender sensitivity' and the other was attitudes towards sexual diversity.

**Table 01:** Teaching Attitudes/ Behaviors/ Practices Relative to Gender Sensitivity

Attitude/ Behavior Indicators	WM	D	I
In the use of Learning Materials:			

The teacher's spoken and written language uses either gender- neutral or male and female forms.	4.04	O	P
The teachers ascertain that male and female person appear equally in the material (photos, examples, pictures) to the same extent.	4.39	A	HP
The teachers ascertain that male and female persons are represented in the material (photos, examples, pictures) at the same hierarchical levels and in non-stereotype roles.	4.20	A	HP
Mean	4.21	A	HP
Didactics:			
The teacher addresses male and female students equally often and with equal stimulating demands.			
The teacher equally takes on contributions from male and female students.			
The teachers give equally intensive and constructive feedback to Male and female students.			
In group tasks, the teacher ascertains that each student takes various and non-stereotype roles and functions.			
The teacher reinforces non-stereotype behavior of students and regulates stereotypical behavior of students.			
The teacher ascertains that the development of gender competence as among the learning objectives.			
The teacher considers critical thinking as among the learning objectives and integrated in the teaching activities in order to enable detection and reflection in inequality.			
Teacher encourages students to reflect on their attitudes regarding gender equality and femininity/ masculine.			
The teacher sees to it that gender sensitivity is explicitly presented as principle of the teaching.			
The teacher sees to it that gender sensitivity is explicitly presented as principle of the teaching.			
The teacher avoids the use of cliches- like 'boys don't cry' or a 'tomboy' consciously.			
Learning Evaluation:			
The teacher ascertains that:			
Male and female students are allowed to perform equally well in learning outcome measure.			
Objective criteria are used in the evaluation of student performance.			

Gender-neutral language and representation is a criterion used for learning evaluation.			
The learning evaluation contains assessment of gender competence.			
Feedback of learning evaluation methods are reflected to ensure that prejudice and stereotypes are not adopted.			
Mean			
Overall Mean			

The overall mean of 4.23 was described as always practiced by the teachers which suggests that the teachers had generally manifested high positive attitudes towards gender sensitivity. This also implies that the teachers were always mindful and sensitive to gender issues in their teaching as manifested in the use of learning materials, in didactics, and learning evaluation. In terms of the use of learning material, which had a mean of 4.21, the teachers showed a highly positive attitude as manifested by their choice and use of learning materials that would not deprive or insult any gender preference. In terms of didactics, the teachers had also shown high positive behavior as evidenced by the mean of 4.26. On top of this was evident in their practice to equally take on contributions from male and female students (WM=4.50); and give equally intensive and constructive feedback to male and female students (WM= 4.5). In the learning evaluation, the mean of 4.23 also indicated that the teachers were highly sensitive to gender issues. This was very evident in allowing males and females to perform equally well in learning measures (WM= 4.61). The other indicators had also shown high positive attitudes.

**Table 02:** Attitudes of Teachers towards Sexual Diversity

Attitude Indicators	WM	D	I
Negative Indicators I have a generally negative attitude towards gays and lesbians.	1.93	D	P
Being gays and lesbians make me uncomfortable.	1.84	D	P
I would be ashamed if I had a homosexual son or daughter, or close relative.	1.84	D	P
Homosexuals should not be allowed to work associated with children.	1.79	D	P
In giving assignments during activities in the class, I cannot avoid being biased against homosexuals.	1.70	D	P

Mean	1.82	D	P
I have no problem about having a homosexual son or daughter, or close relative	3.63	A	P
Homosexuality is natural and normal.	3.46	A	P
I respect gays and lesbians in the same way as I respect straight males and females.	4.25	SA	HP
I consider homosexuals as equally important in my class.	4.11	A	P
I believe gays and lesbians have the same rights as anybody else.	4.21	SA	HP
Mean	3.93	A	P

The result as shown that generally reflects the positive attitudes of the teachers towards sexual diversity. Specifically, these are manifested by their disagreement on the negative statements and agreement on the positive statements. In the negative statements, the mean was 1.82 which suggests disagreement and implies positive attitude. In the positive attitude indicators, the mean was 3.93 which indicates agreement and implies a positive attitude towards sexual diversity. Hence, it is deduced from these results that the teachers in the night high schools had generally positive attitudes towards sexual diversity. This further implies that teachers are fair in dealing with their students, regardless of sexual gender preferences.

**Table 03:** shows the level of attitudes of students towards gender sensitivity.

Attitudes Indicators	WM	D	I
Positive Indicators:	4.13	A	P
I treat people equally regardless of whether they are male, female, gay or lesbian.			
Regardless of gender, all are equal and should have the same rights and privileges.	4.15	A	P
I avoid using a language that would offend opposite sex.	3.80	A	P
I have no problem about having homosexual son or daughter, or close relative.	3.48	A	P
Homosexual is natural and normal.	3.69	A	P
I respect gays and lesbians in the same way as I respect straight males and females.	4.29	SA	HP
I consider homosexuals as equally productive as straight men and women.	3.46	A	P
I believe gays and lesbians have the same right as anybody else.	3.51	A	P
Mean	3.81	A	P
Negative Indicators:	2.73	U	MN
I would be ashamed if I had a homosexual brother or sister, or close relative.			
Homosexual should not be allowed to work associate with children.	2.57	D	P
I have generally negative attitude towards gays or lesbians.	2.64	U	Mn
Being with gays and lesbians makes me uncomfortable.	2.75	U	MN
Mean	2.67	U	MN

Generally, the students had positive attitudes towards gender sensitivity as manifested by their agreement on the positive attitude indicators. The mean of the positive indicators was 3.81 which means agreement of the statements and implies positive attitude. On top of the attitude indicators showing high positive attitude was the statement "I respect gays and lesbians in the same way as I respect straight males and females" which got weighted mean of 4.28. In the other positive indicators, the students agreed which imply positive attitudes. On the other hand, the mean of 2.67

for the negative indicators implies moderate negative attitude towards gender sensitivity. The weighted mean was described that “homosexual should not be allowed to work or associate with children” which suggest a positive attitude. The result showed no significant relationship between teachers’ attitude towards gender sensitivity and academic performance of the students. Between teaching attitudes/ behaviors/ practices and academic performance, the correlation coefficient was .230 with a corresponding p-value of .008. The p- value indicates non-significance of the relationship at the .05 level.

**Table 04:** Relationship between the Teachers’ Attitudes towards Gender Sensitivity and Academic Performance of Students

Pair of Variable	r	p-value	Interpretation
Academic Performance of the Students and:	.230	.088	Not Significant
Teaching Attitude/ Behaviors/ Practices Relative to the Gender Sensitivity Attitude towards Sexual Diversity	.199	.142	Not Significant

Between teachers’ attitude towards sexual diversity and students; academic performance, the corresponding coefficient was .199 with p-value of .142. This also suggests non-significance of the relationship at the .05 level. From the results, it can be deduced that academic performance of the students was not associated with teachers’ attitudes towards gender sensitivity. These ways suggest that there are other factors which have influenced academic performance of the students.

### 3.3 Relationship between the Teachers’ Attitudes towards Gender Sensitive & Academic Performance

Another objective of the study was to determine the relationship between the teachers’ attitude towards gender sensitivity and students’ academic performance. To determine the correlation coefficient, the total score of each teachers’ attitude towards gender sensitivity was paired with the average grade of all the students under the teacher. Pearson (r) correlation was used for this purpose. Finally, the study identified some issues and concerns related to gender sensitivity as perceived by both teachers and students. Results shows that issues and concerns related to gender sensitivity as perceived by the teachers. The weighted means indicate the degree of problem. In general, the teachers neither agreed nor disagreed of the identified issues and concerns. This is substantiated by the overall mean of 3.40. This means some teachers may have considered some of these problems to be evident, while others did not. These results may also imply, that to some extent, there are issues and concerns related to gender sensitivity, however, these issues are not serious. In some of the pre-identified concerns, the teachers disagreed, which means these are not considered problems to them. For the other respondents they neither agreed nor disagreed (undecided).

**Table 05:** Issues and Concerns Related to Gender Sensitivity Perceived by the Teachers

Issues and Concerns	WM	I
There is still a trace of a sexist (Chauvinist) culture in our present Time; hence, it is really difficult to treat both sexes equally.	2.32	U
The school vision does not convey specific commitment for basic Human rights and gender sensitivity.	2.59	D
The school mission does not define clear and transparent gender Equality outputs of outcomes.	2.71	U
The school management does not ensure abiding the constitutional and legal rules and regulations supporting Gender equality in all	2.50	D

Systems and processes of the school.		
The selection of teachers and giving of assignments reflects bias in Terms of gender.	2.91	U
The management provides opportunities and responsibilities to all members but with gender bias.	2.27	D
The school design and infrastructure does not offer equal comfort to both the genders.	1.79	SD
The restrooms/toilets for girls are not sensitive towards their needs (disposal of menstrual waste, privacy, etc.)	2.86	U
The school has no mechanism for continues supervision, surveying and reporting of genders and provide support.	2.66	U
The school has no guidance program to address the growing up concerns of both genders and to provide support.	2.79	U
The school has policies which are gender bias.	2.41	D
Teachers and other school personnel are not careful in the use of verbal and non-verbal language which are offensive to either of the sexes.	2.46	D
The school has no clear policy and punitive measure against penetrations of gender-biased abuse/ teasing/ harassment.	2.73	U
There is a bias in the approach or action towards either of the gender in the school discipline policy.	2.21	D
There are no periodic advocacy programs/ activities conducted either in school or in the community to promote gender sensitivity and address gender issues.	2.70	U
The curriculum in various subjects/disciplines have components that do not support gender sensitivity.	2.63	U
The school does not provide equal opportunities to both genders	2.34	D
Some school policies are biased against gays and lesbians.	2.32	D
Teachers cannot help but show bias against gays and lesbians.	2.23	D
Bullying against gays and lesbians is very evident/rampant in the school.	2.52	D
Overall Mean	3.40	U

The issues and concerns related to gender sensitivity as perceived by the students. The weighted means indicate the degree of problem. Like the result of the perceptions of the teachers, the students were also neither agreed nor disagreed on the identified issues and concerns. This is manifested by the overall mean of 2.86. This also indicates that the students do not see much of a problem about gender issues. However, they agreed on one concern on which is about bullying against women, gays and lesbians which is still evident in schools. This is evidenced by the weighted mean of 3.94. They however, disagreed on the following: there is a bias in the approach or action towards either of the gender in school discipline policy; teachers cannot help but show bias against gays and lesbians; and the school authorities does not give immediate action to some complaints/issues related to gender sensitivity. In the other issues and concerns, the students neither agreed nor disagreed.



**Table 06:** Issues and Concerns Related to Gender Sensitivity as Perceived by the Students

Issues and Concerns	WM	I
Bullying against women, gays or lesbian is still happening in Schools.	3.94	A
Some teachers do not treat males and females equally and fairly.	2.98	U
Some teachers are still biased against gays and lesbians.	2.37	U
The restroom/toilets for girls are not sensitive towards their needs (disposal of menstrual waste, privacy, etc.)	3.15	U
The school has no guidance program to address the growing up concerns of both genders and to provide support.	2.84	U
The school has policies which discriminate a certain gender group (like female, gays or lesbians ).	3.20	U
Teachers and other school personnel are not careful in the use of verbal and non-verbal language which are not offensive to either of the sexes.	2.97	U
The school has no clear policy and punitive measure against perpetrators of gender-biased abuse/teasing/harassment.	2.66	U
There is a bias in the approach or action towards either of the gender in school discipline policy.	2.52	D
There are no periodic advocacy programs/ activities conducted either in school or in the community to promote gender sensitivity and address gender issues.	3.09	U
The school does not provide equal opportunities to both genders.	2.65	U
Some school policies, rules and regulations are biased against gays and lesbians.	2.66	U
Teachers cannot help but show bias against gays and lesbians.	2.59	D
Females, gays or lesbian experienced being harmed or mistreated by males.	2.83	U
The school authorities do not give immediate action to some complaints/ issues related to gender sensitivity.	2.50	D
Overall Mean	2.86	U

#### 4. CONCLUSION

Our society's gender norms, which are the expectations and assumptions that dictate how a girl or boy is meant to look, act, dress, and play, frequently restrict the ways in which people show their gender. It is vital to make a commitment that is both long-term and sustainable in order for women and men to be able to collaborate in order to tackle the problems of the twenty-first century. This is for the benefit of themselves, their children, and society as a whole. The Philippines has been at the forefront of the drive for gender equality in Asia for the past two decades. This movement has been leading the way, the concept of gender equality in the Philippines has its origins in the country's past. Studies conducted in different nations have demonstrated that individuals who belong to the female gender are more sociable than their male counterparts. For the purpose of developing an intervention strategy, this study investigated the attitudes and behaviors of night school students in Tacloban City with regard to gender sensitivity, as well as the influence those attitudes and behaviors had on the academic performance of the students during the school day. Both teachers and students showed good attitudes about gender sensitivity, which was not substantially connected with the academic achievement of the students, according to the findings of the study, which led to the conclusion that such attitudes were present. In addition, it is found that the teachers were sensitive to gender issues, and this sensitivity is obvious in the instructional approaches that they employed. In addition, there are not a lot of issues that are associated with gender sensitivity; yet, it was discovered that bullying against women, gays, and lesbians is still prevalent, as the kids admitted.

## 5. RECOMMENDATIONS

From the findings of study following are recommended can be suggest:

1. To sustain the positive attitude of teachers was well as students, there is a need for more trainings and seminars related to gender sensitivity for the teachers; and conduct activities for students related to gender-issues.
2. On the bullying against women, gays, and lesbians, which the students admitted being a concern, there is a need for the guidance program to conduct symposium and other related activities about bullying. Also, the Anti- bullying Law should be included in the curriculum. Particularly, it should be part of the lesson in Araling Panlipunan.
3. The intervention plan which is the output of the study should be implemented.
4. Studies like this should be conducted by future researchers.

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