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Gender Differences in Academic Pressure, Expectations, and Behavioral Confidence of Education Students

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ABSTRACT: This survey-correlational study aimed to investigate the gender differences in academic pressure, expectations, and behavioral confidence of education students for the academic year 2023-2024. The participants were 161 students of the College of Teacher Education. The independent variable was the gender differences and the dependent variables were academic pressure, expectations, and behavioral confidence. Data were gathered using an adopted, standardized, and modified academic pressure questionnaire (Dy et al., 2015); a standardized and modified expectations questionnaire (Diniz et al., 2018); and a standardized and modified behavioral confidence questionnaire (Leraas et al., 2018; Fasser et al., as cited in Li et al., 2022; and Sanders et al., as cited in Kirikkanat et al., 2015). The statistics used to analyze the data were frequency count, mean, standard deviation, t-test, and Pearson's correlation. The alpha level of the significance was set at .05. The findings of the study revealed that male and female education students showed high levels of academic pressure. Male and female education students showed high levels of expectations. Male and female education students showed high levels of behavioral confidence. No significant differences have been found in academic pressure, expectations, and behavioral confidence based on gender differences among education students. Significant relationships have been found among academic pressure, expectations, and behavioral confidence of education students.

KEYWORDS: Education students, Gender Differences, Academic Pressure, Expectations, Behavioral Confidence

I. INTRODUCTION

The notion of gender differences in the academe has been an overarching concept that students consider in performing their responsibilities in school. According to [1] gender differences exist in access and learning achievement in education. In the Philippines, most studies on gender differences have only focused on a narrow range of educational constructs such as academic achievement [2]. As detailed by [3], there is a notable gender gap in higher education enrolment, with women outnumbering men in tertiary education. This reflects broader global trends where women face educational barriers and societal expectations that can limit their academic and professional prospects [4]. Despite this, there is an increasing presence of women in academia, though they remain underrepresented in many professional fields due to historical and systemic obstacles [5].

In addition, the distribution of male and female teachers also varies significantly by educational level. At lower educational levels, such as primary and secondary schools, women make up the majority of educators, which can limit the exposure of children to male role models. This imbalance is particularly noticeable in countries like Lithuania, Latvia, and Bulgaria [6], where male teachers are in the minority.

Gender differences continue to shape societal expectations and individual experiences across various domains, from education to the workforce. While progress has been made in many areas, deeply ingrained gender norms and

stereotypes persist, often limiting opportunities and reinforcing inequalities. The ongoing challenge is to create environments—both in educational settings and in the workplace—that allow for greater gender equality and offer individuals the freedom to define their identities beyond traditional roles.

This study aimed to explore and determine the gender differences in academic pressure, expectations, and behavioral confidence of education students for the school year 2023-2024. Specifically, this sought to answer the following questions:

1. What is the level of academic pressure based on gender differences of education students as an entire group and in terms of extracurricular activities, heavy workloads, and meeting with academic standards?
2. What is the level of expectation based on gender differences of education students as an entire group and in terms of personal and social development, political engagement and citizenship, social interaction, and training for employment?
3. What is the level of behavioral confidence based on gender differences of education students as an entire group and in terms of classroom participation, competition, and verbalizing?
4. Are there significant differences in the academic pressure, expectations, and behavioral confidence based on gender differences of education students?
5. Are there significant relationships among academic pressure, expectations, and behavioral confidence of education students?

II. RELATED WORK

The study of gender differences in academic settings reveals that societal expectations and norms around gender continue to shape the academic and social lives of students, despite ongoing shifts in these expectations. These gender differences are deeply ingrained in social constructs and affect various aspects of life, from educational choices to career outcomes.

In education, gender roles play a significant role in shaping both academic choices and performance. For example, certain fields, such as education, are often viewed as feminine, with women disproportionately occupying teaching roles. According to the [7], the underrepresentation of men in education further reinforces this gendered division of labor, suggesting that academic pathways are still strongly gendered. This aligns with Sandra Bem's Gender Schema Theory, which posits that the culture around us shapes our understanding of gender, influencing our behavior and expectations. Women, especially in fields like education, face higher expectations to perform well academically. This expectation is corroborated by studies such as that of [8], which found that women experience higher academic stress than men, potentially due to societal pressures to excel in traditionally feminine fields.

The question of whether gender affects academic pressure and performance is complex. While some studies suggest that men experience more pressure due to societal expectations to succeed professionally [9], other research challenges this by showing that women face higher expectations in extracurricular activities [10]. Regardless of gender, heavy academic workloads are a significant source of stress for all students, which may indicate that gender differences do not play a major role in the pressure caused by academic demands, but rather the context in which these pressures manifest. For example, [8] noted that women often experience academic stress more acutely, especially in fields that are perceived as more feminine. However, some studies also show that women are outperforming men in most academic disciplines, suggesting that gender expectations might be evolving in the classroom.

Interestingly, despite the higher academic stress that women report, research has shown that they generally outperform men academically. This reversal challenges traditional expectations, where men were once presumed to be better academically. Studies by [11] and [12] indicate that women's academic performance often exceeds that of men, which can be linked to the greater societal pressure for women to succeed academically. Confidence, however, is an area where gender differences persist. Studies like those of [13] and [14] suggest that men tend to display higher levels of behavioral confidence, but this does not translate into better academic outcomes, as women often perform just as well or better. This discrepancy suggests that while confidence may be important, it does not necessarily correlate with performance, as women may still achieve academic success despite lower self-reported confidence.

Gender differences also manifest in classroom dynamics. Men are generally more active in classroom participation, engaging more in class discussions. However, [11] observed that women, especially in group settings, tend to achieve

higher levels of success. This suggests that while men may dominate individual participation, women excel in collaborative and group-based environments. Regarding competition, studies are mixed: while [14] found that women are less competitive on average, other studies [11] found that women outperform men in academic settings, indicating that competition may not always translate into success.

In addition to academic performance, gender differences also extend to other areas of student life, such as political engagement and social skills. Research by [15] found that women are more likely to engage in social movements, while [16] argued that both men and women engage politically, but in different forms (e.g., activism vs. civic causes). This highlights the different forms of political engagement shaped by gendered expectations. Similarly, [17] found that academic pressure might reduce the time available for students to develop social skills. However, [18] suggests that extracurricular activities, which are often gendered, provide a space for developing these skills, particularly in women, who may be more likely to participate in such activities.

The gender gap in education may persist into the labor market. Despite higher academic performance, women still face gender disparities in career advancement and salaries, even in professions where they outnumber men, like teaching. Studies indicate that men continue to command higher salaries than women in the same professions, suggesting that gender expectations and biases continue to influence career outcomes [12]. This disparity reinforces the idea that gender differences, shaped by societal roles and expectations, still play a critical role in shaping career paths and success.

Gender differences in education and academic performance are deeply embedded in societal expectations, which are shaped by cultural norms and gender schemas. While women have made significant strides in outperforming men academically, gendered expectations continue to influence both the challenges and opportunities that students face. Whether in the classroom, in extracurricular activities, or in career preparation, the societal expectations placed on men and women continue to drive gender differences. Despite advancements in gender equality, these expectations still play a central role in shaping the academic experiences and outcomes of students.

III. METHODOLOGY

This study employed a survey-correlational method of research involving 161 education students who were selected using stratified random sampling. The sample was determined using Slovin's formula. Data were gathered using the standardized and modified academic pressure questionnaire [19]; expectations questionnaire [20]; and behavioral confidence questionnaire [21]; [22]; [23]. The instrument was validated by the panel members of experts. Their suggestions and comments for instrument development were incorporated into the questionnaire. Once the instrument was validated, the questionnaire underwent a reliability test using SPSS Software. The independent variable was the gender differences and the dependent variables were academic pressure, expectations, and behavioral confidence. Data analysis included descriptive statistics (frequency, mean, standard deviation) and inferential statistics (T-test, Pearson correlation coefficient), with a significance level (α) set at 0.05.

IV. RESULTS AND DISCUSSION

A. Level of Academic Pressure

Table 1 presents the level of academic pressure on Education students. As shown in Table 1, generally, the level of academic pressure is high ($M= 3.45$; $SD= .63$). Moreover, dealing with extracurricular activities is moderate ($M= 3.08$; $SD= .82$), heavy workloads appeared high ($M= 3.74$; $SD= .66$), and meeting with academic standards is high ($M= 3.45$; $SD= .63$).

Based on gender differences, the academic pressure is high for both males ($M= 3.55$; $SD= .75$), and females ($M=3.42$; $SD= .60$), while dealing with extracurricular activities, both males ($M=3.37$; $SD= .95$) and females ($M= 3.01$; $SD= .77$) education students are moderate. For heavy workloads, both males ($M= 3.56$; $SD= .74$) and females ($M= 3.52$; $SD= .64$) are high. Moreover, in dealing with academic standards, both males ($M= 3.73$; $SD= .74$) and females ($M=3.74$; $SD= .67$) are high.

Table 1. Mean and Standard Deviation of Academic Pressure

| Variable | M | Description | SD |
|---|------|-------------|-----|
| Academic Pressure | 3.45 | High | .63 |
| Male | 3.55 | High | .75 |
| Female | 3.42 | High | .60 |
| Dealing with Extracurricular Activities | 3.08 | Moderate | .82 |
| Male | 3.37 | Moderate | .95 |
| Female | 3.01 | Moderate | .77 |
| Heavy Workloads | 3.74 | High | .66 |
| Male | 3.56 | High | .75 |
| Female | 3.52 | High | .64 |
| Meeting with Academic Standards | 3.45 | High | .63 |
| Male | 3.73 | High | .74 |
| Female | 3.74 | High | .67 |

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The level of academic pressure is high. This implies that oftentimes, both male and female education students are academically challenged by their academic duties and responsibilities. Moreover, the high level of academic pressure experienced by education students creates a competitive learning environment for every education student in which they might feel that they are constantly competing with each other. Thus, it establishes a sense of collaboration and sense of community. This academic pressure further positively leads the students to feel motivated as one group, which drives them to meet high standards that spurred them to work intensively and achieve what is best for them. Furthermore, the high level of academic pressure experienced by education students provides an avenue for the students to create a peer support system which highlights the collaboration and strengthened relationship among them that leads to sharing a wide range of ideas and friendly learning experiences.

The result of both genders has high academic pressure roots from the reasons of the level of accreditation of the department which is level IV. To be under in the level IV accredited status imposes a requirement for the students to meet specific criteria standards, which leave the students to do their absolute best regarding their academic performances. To add, high level of accreditation imposes high expectations and high demands from the students. These expectations and demands that students need to cope with are targeted in order for the department to surely have better outcome through better student retention, and high graduation rates to show commitment to high standards and uninterrupted manifestation of improvement.

The level of dealing with extracurricular activities is moderate. This posits that both male and female education students sometimes feel challenged in participating in different extracurricular activities in the academe. Moderate pressure experienced by both male and female education students provides a platform that drives them to develop significant lifelong skills such as organizational management and teamwork which can be beneficial to their development as future educators. Furthermore, it exposes education students to a variety of learning opportunities and widens the learning platform in discovering new interests and acquisition of conceptual and practical knowledge.

This is mainly due to the reason that the CTE Department is composed of different affiliated student organizations that offer students a chance to render service, spearhead and organize programs, and create initiatives to impact lucid effects in the academe and beyond. However, these different organizations differ in the magnitude and frequency of conducting programs. Most of the organizations are rarely doing it. Thus, students are only having a moderate level of pressure experience from dealing with extracurricular activities.

The level of heavy workload is high. The result implies that male and female education students oftentimes experience pressure in terms of managing time schedules and spending more time in school. The high level of pressure in terms of heavy workloads reveals that students of both genders can demonstrate effective attitudes in managing time schedules and finding alternative ways of working and complying with numerous outputs at the same time. This further implies

that education students can handle intense workloads, which significantly helps them grow a sense of confidence and accomplishment.

The result boils down to the cause of having a gridlocked class schedule and a fully scheduled curriculum. Education students of both genders in the education department have to deal with multiple units of the subject every semester plus the nature of the coursework which happens to be demanding, requiring preservice teachers to apply theories practically and think critically and creatively. Others, as go in their respective internship program, must render service to actual classroom settings to ensure full learning experience and training make all the workloads heavier, leading them to experience pressure oftentimes in dealing with heavy workloads.

The level of meeting with academic standards is high. The high result implies that male and female education students are oftentimes pressured to exude satisfactory performance in their academics. This pressure pushes students to study most of the time whenever there is an upcoming quiz or test to secure high scores remarks, and extensively strive to get higher grades than before. Moreover, the result further implies that education students can boost themselves to be motivated and put ahead their commendable effort in the academe. Students of both genders are also pushed to aim for the best outcome and have sharpened their focus and concentration abilities, which leads them to develop a sense of discipline, better study routine, resilience, and performance.

This is a result of having a high standard in the department in the retention and admission policies. Students are academically challenged and at the same time, pressured to meet the academic standards required by the department to level what the policy expects students to be. Furthermore, education students are expected to be equipped with enough knowledge and skills for future utilization which adds more to the pressure they are experiencing inside the department, molding them to be the highest version of themselves.

B. Level of Expectations

Table 2 presents the level of expectations of education students. As indicated in Table 2, the level of expectations as a group is high (M=4.14; SD= .48). Moreover, in terms of personal and social development (M=4.16; SD= .55), political engagement and citizenship (M=4.03; SD= .57), and social interaction (M=4.12; SD= .62) the result is high, while training for employment is very high (M=4.26; SD= .55).

Based on gender differences, the level of expectations of both males (M= 4.00; SD= .52) and females (M= 4.18; SD= .46) is high. In terms of personal and social development, the result of males (M=4.11; SD= .56) and females (M=4.17; SD= .54) is high. When it comes to the level of political engagement and citizenship, both males (M=3.84; SD=.65) and females M=4.07: SD= .54) are high. Furthermore, for social interaction, both males (M=3.86; SD= .60) and females (M=4.18; SD= .61) are high. In terms of training for employment, the level of males is high (M=4.20; SD= .66) and for females (M= 4.28; SD= .52) is very high.

Table 2. Mean and Standard Deviation of Expectations

| Variable | M | Description | SD |
|--------------------------------------|------|-------------|-----|
| Expectations | 4.14 | High | .48 |
| Male | 4.00 | High | .52 |
| Female | 4.18 | High | .46 |
| Personal and Social Development | 4.16 | High | .55 |
| Male | 4.11 | High | .56 |
| Female | 4.17 | High | .54 |
| Political Engagement and Citizenship | 4.03 | High | .57 |
| Male | 3.84 | High | .65 |
| Female | 4.07 | High | .54 |
| Social Interaction | 4.12 | High | .62 |
| Male | 3.86 | High | .60 |
| Female | 4.18 | High | .61 |
| Training for Employment | 4.26 | Very High | .55 |
| Male | 4.20 | High | .66 |
| Female | 4.28 | Very High | .52 |

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The level of expectations is high. This implies that oftentimes, CTE students experience rigorous training when it comes to pedagogical and instructional training imposed by the department under the high level of academic standards. Moreover, the high level of expectations is extensive to achieve a high level of performance within the department. Furthermore, oftentimes high level of expectations is designed to challenge students and promote a culture of excellence, pushing students to reach their full potential.

This is because the department oftentimes emphasizes achievements, excellence, and setting high levels of academic standards which translates to students expecting positive and optimistic outcomes in the future. This is also because a rigorous curriculum often exposes students to extensive and challenging coursework, which requires them to push boundaries to the best of their abilities, leading them to set ambitious goals in the future and believe in themselves that they are likely to succeed.

The level of personal and social development is high. This implies that oftentimes, CTE students can be personally intelligent and socially adept students, which leads them to likely excel in collaborative and challenging settings in the future. Moreover, the high-level result of personal and social development additionally implies that CTE students are oftentimes self-aware, self-regulated, and motivated, equipping them to converse complex ideas within their learning environment, in response to the high level of quality of achievement and academic standards. Furthermore, it implies that CTE students are adaptable to any academically diverse learning situations, and are geared to face future challenges in the educational field.

The result points out the culture of teamwork inside the department. Oftentimes, CTE students are subjected to tasks that encourage teamwork among members of the group, working jointly to accomplish a single task; eliminating the idea of competition. This leads education students to nurture their social skills and lets students learn to work in diverse learning environments. Also, exposure to real-world experiences such as practicums, demonstrations, and extension programs offering students hands-on experience and introducing them to real-education situations push students to seek opportunities to improve their personal and social skills.

The level of political engagement and citizenship is high. This infers that oftentimes, education students are likely to have adequate knowledge about pressing societal issues, current social phenomena, and problems, making them politically informed as citizens in the community. Also, this indicates that they are oftentimes likely to take part in community engagements and extensions, local initiatives, and social advocacies as part of their learning processes inside and outside the academe, which helps them create an avenue to strengthen ties between school and communities, championing as role models to their peers in advocating for civic responsibility.

The result draws from the fact that in the department, most of the general education subjects are social science-focused, emphasizing social justice, civic responsibility, and societal participation, which further emphasizes the importance of active societal participation as education students. Moreover, role modeling is also one of the reasons for having a high level of political engagement and citizenship among education students. Students oftentimes see their instructors as role models, demonstrating adequate knowledge and enthusiasm in civic engagement which reflects students' expectations. Furthermore, exposure to community involvement activities contributes to the high level of expectations of education students. Extension programs of different organizations in the department such as Munting Paaralan sa Barangay, Math Pirates' tutorial program, KAMAGFIL's extension program, and FCUSR CTE extension program incorporate service learning components, creating a bridge between students and the local community to further extend their sense of civic responsibility.

The level of social interaction of education students is high. This indicates that oftentimes, students of both genders foster teamwork and collaboration as they engage with their peers, where students can promote understanding and empathy, enriching them to become socially adaptable individuals in different social settings. Additionally, education students form support networks as they help each other with tasks, studies, and outputs, making them most of the time connected with their peers and further facilitating social interaction.

The findings suggest that having a high level of social interaction with education students is a result of CTE's culture of collaboration which enables students to cooperatively create a collaborative and supportive learning environment that often emphasizes group work outputs and concerted presentations which students learn to socialize with each other.

The level of training for employment is high. This implies that oftentimes education students are optimistic of the training that they are receiving as it equips them with necessary abilities and ideas making them more eligible candidates in the labor market. It further implies that CTE students most of the time receive rigorous training tasks to improve their pedagogical techniques and curriculum development skills. However, the level of training for employment for females is very high. This suggests that female education students always have a positive mindset to have themselves land jobs in the market due to the extensive training that they receive inside the department.

This is because CTE is coping with the demands of the accreditation standards ensuring that students are well-trained, and honed and that they are receiving top-notch training that is aligned with the current educational trends and demands. It is also because CTE is committed to ensuring that all students receive meaningful and effective education, necessitating comprehensive training for future educators to be holistically prepared in the field. On the other hand, the very high level of training for employment of female education students is rooted in the reason that there are more work opportunities for women in the teaching field as it is a female-dominated profession.

C. Level of Behavioral Confidence

Table 3 presents the level of behavioral confidence of education students. As shown in Table 3, the behavioral confidence of education students as a group is high (M=3.62; SD=.59). Moreover, the results showed that classroom participation (M=3.64; SD=.69), competition (M=3.62; SD=.62), and verbalizing (M=3.59; SD=.76) are all high. Based on gender differences, the level of behavioral confidence of both males (M=3.81; SD=.62) and females (M=3.58; SD=.58) is high. Similarly, the level of classroom participation of both males (M=3.84; SD=.71) and females (M=3.59; SD=.68) is high. Moreover, the level of competition of both males (M= 3.83; SD=.61) and females (M= 3.58; SD=.62) is high. Furthermore, the level of verbalizing for males (M = 3.75; SD =.77) and females M = 3.56; SD =.76) is high.

Table 3. Mean and Standard Deviation of Behavioral Confidence

| Variable | M | Description | SD |
|-------------------------|------|-------------|-----|
| Behavioral Confidence | 3.62 | High | .59 |
| Male | 3.81 | High | .62 |
| Female | 3.58 | High | .58 |
| Classroom Participation | 3.64 | High | .69 |
| Male | 3.84 | High | .71 |
| Female | 3.59 | High | .68 |
| Competition | 3.62 | High | .62 |
| Male | 3.83 | High | .61 |
| Female | 3.58 | High | .62 |
| Verbalizing | 3.59 | High | .76 |
| Male | 3.75 | High | .77 |
| Female | 3.56 | High | .76 |

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The level of behavioral confidence of education students is high. This implies that oftentimes, their self-management and performance are noteworthy. When it comes to self-management, education students oftentimes take initiative and have a productive attitude in doing their responsibilities. Furthermore, they are oftentimes confident in their abilities to manage responsibilities and take appropriate actions regarding their performances and academic challenges with determination.

The findings boil down to the reason that education students oftentimes receive supportive and constructive feedback from mentors which helps them recognize their strengths and improve their areas of weakness. Furthermore, achievements in reporting, teaching demonstrations, or field experiences contribute to a sense of accomplishment and reinforce high level of confidence among them. Their strong desire to become future educators oftentimes drives them to feel more confident with their abilities.

The level of classroom participation of education students is high. This posits that oftentimes; they are confident and motivated to participate in various classroom activities. Education students frequently interact with their classmates and mentors considering diverse perspectives among them. Furthermore, their various insights and efforts are oftentimes valued and taken into consideration, creating great opportunity for them to express themselves accordingly.

The result supports that they are comfortable with their mentors and classmates. Positive classroom environment enables them to participate in classroom activities most of the time. In addition, peer influence to actively participate in classroom activities also justifies their high level of classroom participation. When their individual learning needs are being addressed by their instructors, it promotes high level of classroom participation. Relevance of materials and setting of clear expectations are also some of the underlying reasons why education students are likely to engage actively in classroom activities.

The level of competition among education students is high. This underscores that education students oftentimes work harder, strive for excellence, and enhance their academic performance through competition among them. As they compete, they often seek to improve their skills and knowledge, leading to a more robust understanding of educational theories and practices. Furthermore, they frequently share their resources and support each other while competing with other groups which fosters collaboration.

This finding highlights the institutional culture of the College of Teacher Education which promotes a healthy competitive environment among students. In addition, education students are inherently motivated, leading them to compete to demonstrate their abilities and commitment to the field of education. Their social influences such as support from family, friends, or mentors also play a vital role in rising above every competition among others.

The level of verbalizing among education students is high. This means that they are oftentimes engaged actively in discussions to deepen their understanding of teaching methods and educational theories. In performing their responsibilities, they make sure to ask for clarifications regarding the lectures, lesson materials, and results of their performances most of the time to ensure their active engagement and assess their own progress. Furthermore, a high level of verbalizing among education students highlights their positive self-management in expressing their thoughts and ideas about their academic responsibilities oftentimes.

The result suggests that the College of Teacher Education upholds an inclusive and safe learning environment where students can oftentimes verbalize their concerns and commendations about the implementation of various teaching strategies and educational programs among students. Additionally, instructors make sure that students are heard and given proper guidance when it comes to their academic responsibilities for them to achieve their full potential.

D. Differences in Academic Pressure, Expectations and Behavioral Confidence Based on Gender Differences

Table 4 shows the difference between academic pressure, expectations, and behavioral confidence based on gender differences. As presented, there is no significant difference in the academic pressure of education based on gender differences with the t-value of (1.003) and p-value = 0.317 > 0.05. Similarly, there is no significant difference in the expectations based on gender differences with a t-value of 1.790, and a p-value of 0.075 > 0.05. Moreover, there is no significant difference in the behavioral confidence based on gender differences with t-values of 1.901 and 0.059 p-values. Therefore, the null hypothesis is accepted.

Table 4. T-test for the differences in Academic Pressure, Expectations, and Behavioral Confidence Based on Gender Differences

| | t-value | df | Sig. (2-tailed) |
|-----------------------|---------------------|-----|-----------------|
| Academic Pressure | 1.003 ^{ns} | 159 | 0.317 |
| Expectations | 1.790 ^{ns} | 159 | 0.075 |
| Behavioral Confidence | 1.901 ^{ns} | 159 | 0.059 |

^{ns}p > .05 – not significant at 5% level

There is no significant difference in academic pressure based on gender differences among education students. This suggests that the level of academic pressure does not vary across genders in the college teacher education department.

This further implies that education students can reach out or engage with one another who are encountering the same kind of academic situation. The exchange of mutual support between genders has led to the establishment of a community group inside the department where students feel at ease sharing techniques support group creation; foster a positive learning atmosphere.

Similarly, there is no significant difference in the expectations based on the gender differences of education students. This implies that gender did not play any role in influencing the expectations that education students hold. Instead, both genders of students in the department have the same optimistic vision of succeeding in the field of education. This implies that the College of Teacher Education continually gives equal and uniform education and professional training to students regardless of gender. In addition, the same kind of training received by students in the academe of both genders has shaped the perception of male and female education students that anyone can be in the field of education despite gender withholds.

Moreover, there is no significant difference in the behavioral confidence based on gender differences of education students. The result posits that gender did not play a significant role in molding and developing their behavioral confidence in the academe. It suggests that the department is adhering to a planned curriculum, in the Teacher Education department that ensures all students receive support and guidance which helps build their confidence levels equally. It also suggests that most students have been provided with resources and mentorship opportunities that contribute to their confidence development. For the reason that the College of Teacher Education consistently adheres to extensive pedagogical training and instructions, students of both genders have developed high behavioral confidence which they use in achieving their personal, scholastic, and social development.

E. Relationship among Academic Pressure, Expectations, and Behavioral Confidence

The result of Pearson r on the relationship among academic pressure, expectations, and behavioral confidence is revealed in Table 5. As revealed, there is a positive, moderate association, and significant relationship between academic pressure and expectations $r= 0.296^*$, $p= .000 <.05$. There is also a positive, strong association, and significant relationship between academic pressure and behavioral confidence $r= 0.340^*$, $p= .000 <.05$. Likewise, there is a positive, strong association, and significant relationship between expectations and behavioral confidence $r= .400^*$, $p= .000 < 0.05$.

Table 5. Pearson r result on the relationship among Academic Pressure, Expectations, and Behavioral Confidence

| Variables | r-value | Sig |
|---|---------|------|
| Academic Pressure and Expectations | .296* | .000 |
| Academic Pressure and Behavioral Confidence | .340* | .000 |
| Expectations and Behavioral Confidence | .400* | .000 |

* $p < .05$ – significant at 5% level

There is a moderate, positive, and significant relationship between academic pressure and expectations. Meaning, there is a noticeable and moderate connection between the two variables. It implies that students' attitude of collaborating, sharing mutual support, and being motivated to perform in their highest possible capabilities has a direct link to students being exposed to robust training, practice, and coursework to sustain the department's high level of academic standards. This, in turn, enables students to be academically productive and enthusiastic for a reason the academic pressure being experienced contributed a factor in shaping their expectations towards their future standing through having ambitious goals in personal, social, political, and professional aspects.

There is a strong, positive, and significant relationship between academic pressure and behavioral confidence of education students. In other words, there is a presence of meaningful statistical evidence of how students collaborate and are driven to learn to their development of proactive self-management and have a sense of self-discipline to accomplish an academic task or activity in the department. Their actions of unitedly sharing ideas, mutual support, and constructing a positive environment push students to take appropriate initiative and necessary actions toward their learning progress and academic achievements. They become confident in the manner in which they behave, interact, and approach situations with determination and resilience.

There is a strong, positive, and significant relationship between expectations and behavioral confidence of education students. This implies that the expectations of education students have a statistically and directly significant association with the students' confidence. Further, it implies that their subjection to holistic and intensive practice to pedagogical instruction and knowledge plays a critical role in their development of an attitude of being self-managed and disciplined in their way of acting, behaving, interacting, and performing various academic tasks. Striving as a result of expectations helps them boost their self-assurance, aiding them to be competent in a professional environment.

V. CONCLUSIONS

Education students of both genders can cultivate a sense of responsibility, where students inspire each other to strengthen their sense of commitment and determined motivation towards self-improvement. The challenges faced in academics stimulate the development of a growth orientation and enhance the departmental atmosphere and environment in such a way that students feel appreciated and belong to the community. In a likely manner, the expectations that students hold enable them to attain self-discipline, focus, commitment to quality standards, and dedication towards the work, and thus encourage them to be devoted students with high-standard outcomes. However, education students do not only assume those qualities once they finish college but can self-regulate, focus, and overcome obstacles due to their confidence. Such confidence helps them face academic stresses boosts creativity and productivity and boosts them towards further development both personally and professionally.

The findings furthermore reveal a significant magnitude of equality and positive development between both male and female education students within the College of Teacher Education (CTE) department. The nonexistence of significant differences in academic pressure, expectations, and behavioral confidence based on gender suggests that all students are into the same level of academic standards and are undertaking under one umbrella of challenges which has led to making an inclusive environment, where both genders emerge and perform equally. The strong relationships between academic pressure, expectations, and behavioral confidence further indicate that the challenges students face are not only promoting balance in gender treatment and fairness but also encouraging peer support, growth and self-assertion. As education students experience increasing pressure and expectations, they develop a sense of discipline, resiliency, and confidence, which enhances their ability to manage academic weights and engage vigorously in their studies and future professional roles. Overall, these findings emphasize the importance of maintaining a sensible, reassuring, and conducive academic environment that encourages all students to shine without gender-based boundaries.

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