



WOMEN, EDUCATION, AND SOCIAL WELFARE
VOL. 3 NO. 2 (2026)

ISSN: **3064-2469**

WISE Pendidikan
Indonesia

Bridging the Gender Awareness-Participation Gap: A Quasi- Experimental Comparison of Psychoeducation and Group Counseling Among Young Adults

Sigit Sanyata*✉, Salma Salsabila Hasna✉, and Rizqi Lestari✉

To cite this article: S. Sanyata, S. S. Hasna, and R. Lestari, “Bridging the Gender Awareness-Participation Gap: A Quasi-Experimental Comparison of Psychoeducation and Group Counseling Among Young Adults,” *Women, Educ. Soc. Welf.*, vol. 3, no. 2, pp. 702–715, 2026. <https://doi.org/10.70211/wesw.v3i2.460>



Published online: June 30, 2026



Submit your article to this journal



View crossmark data



Bridging the Gender Awareness-Participation Gap: A Quasi-Experimental Comparison of Psychoeducation and Group Counseling Among Young Adults

Sigit Sanyata*, Salma Salsabila Hasna, and Rizqi Lestari

Received: March 14, 2025

Revised: April 13, 2026

Accepted: June 25, 2026

Online: June 30, 2026

Abstract

Persistent social norms can sustain unequal gender roles even when individuals endorse equality in principle. This quasi-experimental pretest-posttest study compared structured psychoeducation with group counseling for strengthening gender equality orientation among young adults in Bantul Regency, Indonesia. Purposive sampling recruited 61 participants aged 20-30 years (psychoeducation, $n = 31$; group counseling, $n = 30$). Equivalent forms of the Gender Equality Scale assessed equality, access, participation, and harmony before and after the interventions. ANCOVA controlled baseline scores. The adjusted group effect was not statistically significant, $F(1, 58) = 0.026$, $p = 0.873$, partial eta squared = 0.0004; the full model was also nonsignificant, $F(2, 58) = 1.762$, $p = 0.181$. Descriptively, both conditions showed higher total posttest scores, but changes were uneven across dimensions, with participation remaining comparatively resistant. The study does not establish formal equivalence between interventions; rather, it indicates that a structured psychoeducational format can be considered a feasible awareness-building option alongside group counseling. Its principal contribution is the identification of participation as the priority target for subsequent behavior-oriented and gender-transformative intervention components.

Keywords: Gender Equality; Group Counseling; Psychoeducation; Quasi-Experimental Design; Young Adults.

Publisher's Note:

WISE Pendidikan Indonesia stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright:

©

2026 by the author(s).

License WISE Pendidikan Indonesia, Bandar Lampung, Indonesia. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license

(<https://creativecommons.org/licenses/by/4.0/>).



INTRODUCTION

Gender equality is not limited to formal non-discrimination; it requires equitable access to rights, resources, recognition, and participation across the life course. Recent work in higher education and family contexts shows that equality-oriented learning and everyday gender relations remain mutually constitutive rather than separate domains [1], [2]. Evidence from educational and youth populations also indicates that gender attitudes are shaped by social-psychological processes and can reproduce unequal expectations even when equality is widely endorsed in principle [3], [4].

The problem is consequential because gender inequality operates through several interlinked dimensions. These include unequal opportunities and institutional arrangements, access to knowledge and resources, participation in household and public decision-making, and the legitimacy accorded to women's leadership and labour [5], [6]. Curriculum innovation and structured education can improve awareness, yet gains in attitude do not automatically alter unequal practices or institutional routines [7], [8]. Similarly, workshop and empowerment interventions may improve knowledge or perceived agency while producing uneven effects when broader norms, safety conditions, and resource constraints remain intact [9], [10].

Gender-based harms and inequitable norms are also linked to psychosocial wellbeing, safety, and the delivery of social welfare services. Recent reviews of interventions for women survivors of violence, youth exposed to violence, and community support programmes underscore the value of preventive and psychosocial strategies, while also showing that sustainable change depends on context-sensitive implementation [11], [12], [13], [14], [15]. These considerations align gender-equality learning with the wider goals of inclusive education, wellbeing, and gender-responsive community development.

Young adulthood is a strategic period for intervention because individuals are consolidating relationship expectations, household-role assumptions, and participation in community life. Reviews of interventions with men who perpetrate violence and research on anti-feminist gender-role beliefs indicate that rigid beliefs can become embedded in adult interactions and may be difficult to shift through information alone [16], [17]. Accordingly, interventions for young adults should create opportunities to distinguish biological sex from socially constructed roles, critically assess inequitable expectations, and rehearse more collaborative forms of participation.

Psychoeducation offers one potentially scalable route for this work. It is a structured group intervention that combines accessible information, guided reflection, and skills-oriented activities to strengthen understanding and coping [18], [19], [20]. In contrast with counseling, which commonly invites deeper exploration of personal experience and relational meaning, psychoeducation has a more directive, curriculum-like structure that may be especially useful when the immediate goal is preventive awareness building in non-clinical community settings [21], [22].

Research has documented psychoeducational benefits across diverse populations and delivery modes, including caregivers of autistic children, trauma-exposed families, and older immigrant volunteers [23], [24], [25]. However, evidence from these fields cannot be assumed to transfer directly to gender-equality learning. Comparative research is still needed to

determine whether psychoeducation can generate outcomes comparable to group counseling when gender roles, social norms, and participation are the focal issues.

This study therefore compared a structured psychoeducational intervention and group counseling for gender equality orientation among young adults in Bantul Regency, Indonesia. It asks whether postintervention gender-equality scores differ between conditions after baseline scores are controlled. The study contributes a community-based quasi-experimental comparison, uses a multidimensional outcome framework, and identifies which gender-equality dimensions appear most resistant to short-term intervention. These contributions are relevant to gender equity, counseling and psychosocial support, and scalable community education within women-centered social welfare systems.

METHODS

Research Design

This study used a quantitative quasi-experimental pretest-posttest comparison design with two non-equivalent intervention conditions. The psychoeducation group received a structured, counselor-guided programme, whereas the comparison group received group counseling focused on gender-role analysis. Both groups completed a baseline assessment before the intervention and an equivalent postintervention assessment after it. Because participants were purposively recruited rather than randomly assigned, baseline comparability and covariate adjustment were central to the analytical design.

Participants and Sampling

Participants were purposively recruited from Bantul Regency, Special Region of Yogyakarta, Indonesia. Eligibility criteria were: (a) being a man or woman aged 20-30 years; (b) being in the young-adult developmental period; (c) residing in Bantul Regency; and (d) being willing to participate in the complete research sequence. The analytical sample comprised 61 participants: 31 in the psychoeducation group and 30 in the group-counseling condition. The available dataset identifies the age range, residence, and group allocation but does not report further demographic distributions; therefore, no unsupported demographic estimates are presented.

Operational Definitions of Variables

The dependent outcome was gender equality orientation, operationalized as the degree to which participants endorsed equitable opportunities, access, participation, and relational commitment in gendered social life. The intervention condition served as the independent variable, and baseline gender equality orientation was included as a covariate. Table 1 specifies the construct and its four assessed dimensions.

Table 1. Operational Definitions of Study Variables

Variable	Role	Dimension / Operational Meaning	Measurement
Intervention condition	Independent variable	Structured psychoeducation versus group counseling, each incorporating gender-role analysis.	Categorical group indicator
Gender equality orientation	Dependent variable	Overall endorsement of equitable gender relations in society and everyday life.	GES-01 / GES-02 total score
Equality	Outcome dimension	Equity in opportunities, positions, interactions, rights, and responsibilities.	Raw domain score
Access	Outcome dimension	Opportunity to obtain knowledge, power, resources, and essential services.	Raw domain score
Participation	Outcome dimension	Shared involvement in decision-making and household or social roles.	Raw domain score
Harmony	Outcome dimension	Commitment to constructive, collaborative, and gender-equitable relations.	Raw domain score
Baseline score	Covariate	Preintervention gender equality orientation used to adjust the posttest comparison.	GES-01 total score

Hypotheses Development

Both intervention models were expected to provide participants with a structured opportunity to interrogate gender stereotypes and reconsider role expectations. Psychoeducation may offer consistency through standardized content and guided reflection, whereas group counseling may foster change through interpersonal exploration and feedback. Because the comparative superiority of these formats for community-based gender-equality learning remained empirically unresolved, the study tested a non-directional hypothesis: H1: After controlling for baseline gender equality orientation, postintervention gender equality orientation differs between the psychoeducation and group-counseling conditions.

Data Collection Procedure

Data collection followed four stages. First, eligible participants were recruited and allocated to the psychoeducation or group-counseling condition. Second, participants completed the baseline form of the Gender Equality Scale (GES-01). Third, the psychoeducation group undertook a structured sequence comprising group readiness activities, concept presentation, facilitated discussion, card-based gender-role analysis, reflection, and development planning. The group-counseling condition used orientation, working, and termination phases, with gender-role analysis conducted in five small groups. Finally, participants completed the equivalent posttest form (GES-02). Participation was voluntary, and results are reported only at group level.

Data Analysis

Analysis proceeded in four stages. First, descriptive statistics summarized group allocation and the pretest-posttest profiles of the four GES dimensions. Second, an independent-samples t-test and Levene's test assessed baseline comparability. Third, the assumptions for analysis of covariance (ANCOVA) were examined using Kolmogorov-Smirnov normality tests, Levene's tests, a linearity test, and a homogeneity-of-regression-slopes test. Finally, ANCOVA estimated the condition effect on posttest gender equality orientation while controlling the pretest score. Statistical decisions used an alpha level of 0.05. The group effect and partial eta squared reported in Table 6 are calculated from the available Type III sums of squares and error mean square, ensuring internal consistency with the original output.

Validity and Reliability Results

The Gender Equality Scale was developed in two equivalent forms to reduce immediate retest effects while maintaining the same construct coverage. GES-01 contained 37 items and was used for the pretest; GES-02 contained 36 items and was used for the posttest. Responses used a 10-point agreement scale from 1 (strongly disagree) to 10 (strongly agree). Sixteen gender-equality experts assessed content validity. The original validation records reported scale-level Aiken's V values of 0.75 for GES-01 and 0.77 for GES-02, with item-level coefficients ranging from 0.36 to 0.77. Internal consistency was good for both forms, with Cronbach's alpha values of 0.800 and 0.839, respectively.

Table 2. Validity and Reliability Evidence for the Gender Equality Scale

Instrument Form	Use	Items	Content-Validity Evidence	Cronbach's Alpha
GES-01	Pretest	37	Aiken's V = 0.75 at scale level; item range 0.36-0.77	0.800
GES-02	Posttest	36	Aiken's V = 0.77 at scale level; item range 0.36-0.77	0.839

RESULTS AND DISCUSSION

Results

Participant Allocation and Baseline Equivalence

All 61 participants were retained in the reported analysis: 31 participants in psychoeducation and 30 in group counseling. The pretest means were 253.23 for psychoeducation and 244.43 for group counseling. Levene's test was nonsignificant, $F = 0.014$, $p = 0.906$, indicating homogeneous baseline variances. The independent-samples t-test likewise found no statistically significant baseline difference, $t(59) = -0.970$, $p = 0.336$. Thus, the groups were sufficiently comparable at baseline for a covariate-adjusted comparison, while the non-randomized design still warrants cautious causal interpretation.

Table 3. Baseline Equivalence of Total Gender Equality Scores

Condition	N	Pretest Mean	Levene's F	Levene's P	T (Df)	P
Psychoeducation	31	253.23	0.014	0.906	-0.970 (59)	0.336
Group counseling	30	244.43				

Descriptive Changes Across Gender-Equality Dimensions

Figure 2 and Figure 3 display raw mean scores for the four GES dimensions before and after the interventions. In the psychoeducation condition, the total of the four domain means increased from 253.17 to 278.97 (+25.80). In the group-counseling condition, the corresponding total increased from 244.43 to 277.93 (+33.50). Equality and harmony increased in both conditions. Access was stable, while participation showed little change overall: it declined descriptively by 1.94 points in psychoeducation and increased by 3.83 points in group counseling. Because the domain scores are unstandardized and no within-group inferential test was available in the supplied output, these descriptive patterns are not interpreted as statistically significant within-condition effects.

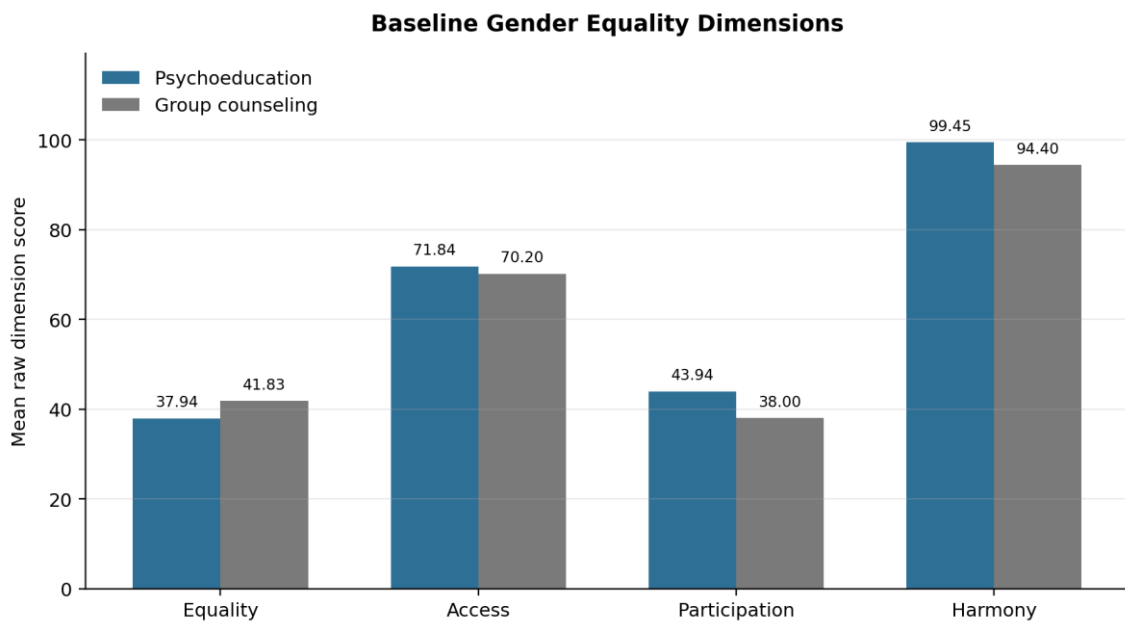


Figure 2. Baseline Gender Equality Profile by Intervention Condition

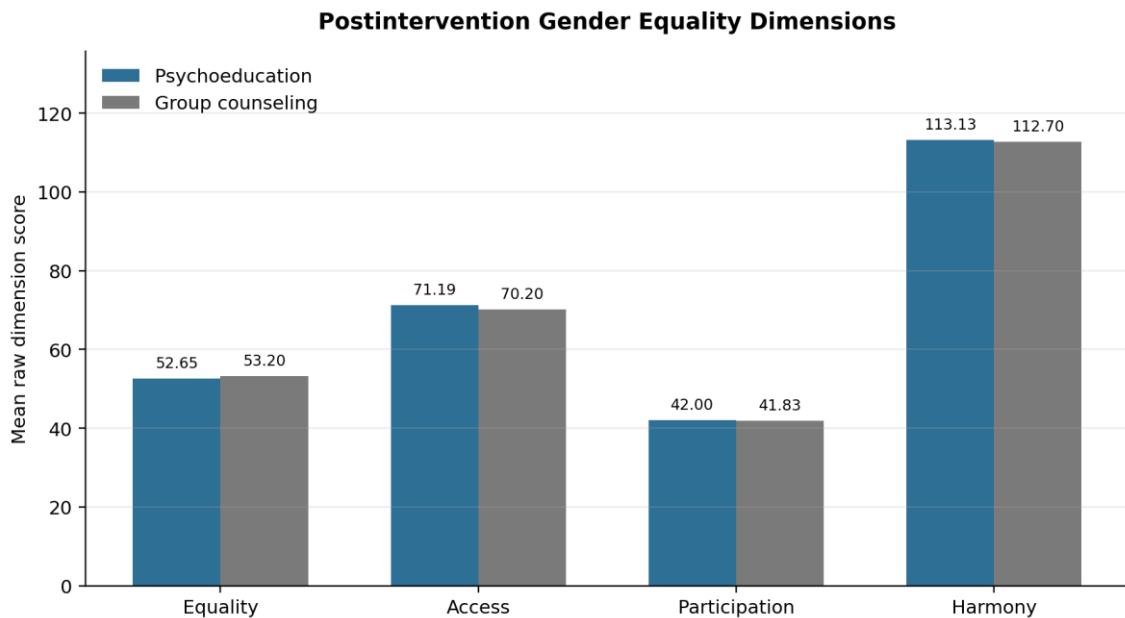


Figure 3. Postintervention Gender Equality Profile by Intervention Condition

Table 4. Raw GES Dimension Scores and Descriptive Change

Dimension	Psychoeducation Pre	Psychoeducation Post	Change	Counseling Pre	Counseling Post	Change
Equality	37.94	52.65	+14.71	41.83	53.20	+11.37
Access	71.84	71.19	-0.65	70.20	70.20	0.00
Participation	43.94	42.00	-1.94	38.00	41.83	+3.83
Harmony	99.45	113.13	+13.68	94.40	112.70	+18.30
Total of domain means	253.17	278.97	+25.80	244.43	277.93	+33.50

Assumption Tests for ANCOVA

All reported Kolmogorov-Smirnov significance values exceeded 0.05, providing no evidence against normality for the reported pretest and posttest distributions. Variance homogeneity was supported at both measurement occasions. The pretest and posttest scores showed a significant linear relation, $F = 5.807$, $p = 0.033$, and the deviation from linearity was nonsignificant, $F = 1.782$, $p = 0.138$. Finally, the pretest-by-group interaction was nonsignificant, $F(2, 58) = 1.911$, $p = 0.157$, supporting the homogeneity-of-regression-slopes assumption.

Table 5. ANCOVA Assumption Tests

Assumption	Statistic / Condition	Value	P	Decision
Normality	Pretest psychoeducation: Kolmogorov-Smirnov Z	0.364	0.999	Supported
Normality	Posttest psychoeducation: Kolmogorov-Smirnov Z	0.682	0.741	Supported

Assumption	Statistic / Condition	Value	P	Decision
Normality	Pretest group counseling: Kolmogorov-Smirnov Z	0.438	0.991	Supported
Normality	Posttest group counseling: Kolmogorov-Smirnov Z	0.842	0.478	Supported
Variance homogeneity	Pretest: Levene's F	0.014	0.906	Supported
Variance homogeneity	Posttest: Levene's F	0.025	0.876	Supported
Linearity	Pretest-posttest linearity: F	5.807	0.033	Supported
Linearity	Deviation from linearity: F	1.782	0.138	Supported
Parallel regression slopes	Pretest x group interaction: F(2, 58)	1.911	0.157	Supported

Adjusted Postintervention Comparison and Hypothesis Test

The ANCOVA model explained 5.7% of variance in posttest gender equality orientation (adjusted R-squared = 0.025), but the overall corrected model was not statistically significant, $F(2, 58) = 1.762$, $p = 0.181$. After accounting for baseline scores, the intervention-condition effect was negligible, $F(1, 58) = 0.026$, $p = 0.873$, partial eta squared = 0.0004. The baseline covariate was also not significant at the 0.05 level, $F(1, 58) = 3.498$, $p = 0.067$. Consequently, H1 was not supported. The available results therefore do not provide evidence that one intervention produced a higher or lower adjusted posttest score than the other.

Table 6. ANCOVA Results for Posttest Gender Equality Orientation

Source	SS	Df	MS	F	P	Partial Eta Squared
Corrected model	2244.654	2	1122.327	1.762	0.181	0.057*
Baseline GES score	2228.341	1	2228.341	3.498	0.067	0.057
Intervention condition	16.313	1	16.313	0.026	0.873	0.0004
Error	36952.496	58	637.112			
Corrected total	39197.150	60				

Table 7. Hypothesis Decision

Hypothesis	Statement	Decision
H1	Adjusted posttest gender equality orientation differs between psychoeducation and group counseling.	Not supported

Discussion

The central result is not evidence that psychoeducation is superior to group counseling, nor does it demonstrate that the two approaches are formally equivalent. Rather, the ANCOVA detected no statistically significant adjusted difference between the two conditions. This distinction is important. A nonsignificant result may reflect genuinely similar outcomes, limited power, measurement sensitivity, or heterogeneity in participants' exposure and

engagement; it cannot, on its own, establish equivalence. The study nevertheless provides a practically useful finding: a structured psychoeducational format was able to accompany descriptive improvements in overall gender-equality orientation without performing detectably worse or better than a more interaction-intensive counseling format in this sample.

This pattern is consistent with the conceptual foundation of psychoeducation as a structured blend of learning and psychosocial support [26], [27]. Across health and family settings, psychoeducational approaches have been implemented through dyadic support, digital self-management, and narrative or arts-based formats, illustrating that their core mechanisms are adaptable to different populations and delivery settings [28], [29], [30]. In the present study, the intervention's combination of concise conceptual material, guided discussion, card-based gender-role analysis, and reflective planning plausibly supported cognitive reframing. Group counseling may have arrived at similar outcomes through a different pathway: interpersonal exploration, feedback, and shared meaning-making. The convergence in adjusted scores therefore has theoretical value because it suggests that the depth of personal disclosure is not the only route to early-stage gender awareness.

The most informative descriptive finding concerns the uneven movement across dimensions. Equality and harmony increased in both groups, whereas participation remained comparatively resistant. This pattern should not be converted into a causal claim because the reported analysis did not test within-group changes by dimension. Still, it identifies a substantively important target. Endorsing equitable principles or relational harmony may be less socially costly than redistributing everyday decision-making and domestic responsibilities. Young-adult gender attitudes are shaped by social scripts, relationship experiences, and gendered expectations that can extend beyond a short educational intervention [31], [32], [33]. Gender-transformative programmes have similarly shown that norms related to practical participation and shared labour require repeated engagement, social reinforcement, and opportunities to practice alternative behaviors [34].

The findings also refine the value-action-gap framing. The study measured gender-equality orientation, not observed behavior; consequently, it cannot claim that either intervention changed household practice. What it does show is a mismatch between the relative malleability of some orientation dimensions and the inertia of participation-related beliefs. This is consistent with literature showing that gender equality is affected by structural opportunity, education, visibility of inequality, and longstanding cultural expectations [35], [36], [37], [38]. A short group intervention can create an entry point for critical reflection, but it is unlikely to dismantle social norms that are reinforced in families, workplaces, and communities without continued, context-sensitive support.

The study's novelty lies in bringing a multidimensional gender-equality measure into a direct comparison between psychoeducation and group counseling for a non-clinical young-adult community sample. Previous work often examines gender education, violence prevention, or psychosocial support separately. Here, the design shows that both modalities can be positioned within a women-centered social welfare strategy, but it also specifies where future programming should be strengthened: participation. For practice, community organizations and education providers can use psychoeducation as an accessible first-stage format for large or dispersed groups, provided that they do not overstate it as a substitute for deeper counseling where participants need individualized support. Subsequent modules should

add behavioral rehearsal, household-task mapping, peer or partner dialogue, and follow-up activities that make shared decision-making and care work discussable and observable.

For policy, the implication is to connect gender-equality learning with service design rather than treating awareness as a stand-alone outcome. Programs aligned with women's education and social welfare should combine preventive psychoeducation with safe referral pathways, facilitator training, and iterative evaluation of participation, safety, and wellbeing [39], [40]. Future studies should use larger, randomized or cluster-randomized samples; report participant characteristics and intervention dosage; include behavioral and longitudinal outcomes; and predefine whether the research seeks superiority, non-inferiority, or formal equivalence. Cost and facilitator-time data would also be necessary before claiming that psychoeducation is more efficient than group counseling.

CONCLUSION

Among 61 young adults in Bantul Regency, structured psychoeducation and group counseling produced no statistically detectable difference in postintervention gender equality orientation after baseline adjustment. Both conditions were associated with descriptively higher total posttest profiles, but gains were uneven across equality, access, participation, and harmony. Participation was the most resistant dimension and should be prioritized in future intervention design. The study contributes a cautious but actionable conclusion: psychoeducation can serve as a feasible, structured entry point for community gender-awareness programmes, yet a nonsignificant comparison does not prove equivalence or cost-effectiveness. Sustainable gender equality programming should therefore extend beyond conceptual awareness to behaviorally anchored, socially reinforced participation in decision-making and shared responsibilities.

LIMITATIONS

This study has several limitations. First, purposive recruitment and non-random allocation limit causal inference and generalizability beyond the participating young adults in Bantul Regency. Second, the Gender Equality Scale relies on self-reported orientation and does not directly observe behavior, household decision-making, or longer-term change. Third, the modest sample size and the absence of reported intervention-dose and detailed demographic data may have limited sensitivity to small condition differences and prevented subgroup analysis. Fourth, the study was not designed as an equivalence or non-inferiority trial, so the nonsignificant ANCOVA result must not be interpreted as proof that the two interventions are interchangeable. Future research should use larger samples, pre-registered comparative designs, behavioral indicators, and follow-up assessments.

AUTHOR INFORMATION

Corresponding Author

Sigit Sanyata – Faculty of Education, Universitas Negeri Yogyakarta (Indonesia);

 orcid.org/0000-0003-4185-2448

Email: sanyatasigit@uny.ac.id

Authors

Sigit Sanyata – Faculty of Education, Universitas Negeri Yogyakarta (Indonesia);

 orcid.org/0000-0003-4185-2448

Salma Salsabila Hasna – Faculty of Education, Universitas Negeri Yogyakarta (Indonesia);

 orcid.org/0009-0004-9364-9948

Rizqi Lestari – Faculty of Education, Universitas Negeri Yogyakarta (Indonesia);

 orcid.org/0000-0002-4869-6356

AUTHOR CONTRIBUTION

S.S. conceptualized the study, led the intervention implementation, and contributed to data analysis and manuscript drafting. S.S.H. contributed to the research design, instrument administration, data organization, and manuscript development. R.L. contributed to data analysis, interpretation of findings, and critical revision of the manuscript. All authors reviewed and approved the final manuscript and accept responsibility for its content.

CONFLICT OF INTEREST

"The authors declare no conflict of interest."

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors used ChatGPT for language refinement and assistance with organizing the manuscript structure. No AI system was used to generate, alter, or analyse the study data. The authors reviewed, verified, and edited all content and accept full responsibility for the accuracy, integrity, and originality of the manuscript.

REFERENCES

- [1] G. Merma-Molina, M. Urrea-Solano, and M. J. Hernandez-Amoros, "The integration of gender equality (SDG 5) into university teaching: The view from the frontline," *Innov. High. Educ.*, vol. 49, no. 3, pp. 419–452, 2024. <https://doi.org/10.1007/s10755-023-09668-3>
- [2] S. Mas'udah, "Gender awareness in achieving marital satisfaction among young professional families in Indonesia," *Int. Soc. Sci. J.*, vol. 75, no. 256, pp. 281–293, 2025. <https://doi.org/10.1111/issj.12551>
- [3] R. Mayasari, M. Obaid, and A. Asni, "Tarik menarik faktor-faktor sosial psikologis dalam terbentuknya sikap mahasiswa terhadap isu kesetaraan dan keadilan gender," *PALASTREN J. Studi Gender*, vol. 13, no. 2, p. 281, 2020. <https://doi.org/10.21043/palastren.v13i2.6538>
- [4] H. Fang, V. Kunjuran, and K. L. G. Chan, "Systematic literature review on gender equality attitude of the Gen Z college students from a gender role perspective," *Educ.*

- Adm.: Theory Pract., vol. 30, no. 1, pp. 51–67, 2023. <https://doi.org/10.52152/kuey.v30i1.699>
- [5] S. M. Rebrey, “How to measure inequality of opportunity: The axial institutions index,” *Vopr. Ekon.*, no. 5, pp. 128–153, 2024. <https://doi.org/10.32609/0042-8736-2024-5-128-153>
- [6] E. Harden-Wolfson and L. Shakirova, “Current and emerging issues in gender equality in education: What does the data tell us?” in *Gender Equality in Education*, 2025, pp. 47–75. https://doi.org/10.1007/978-3-031-75301-5_3
- [7] M. G.-C. Torrico, E. F. Hinojosa-Pareja, M. Buenestado-Fernandez, and A. Jimenez-Millan, “A statutory requirement: Teaching innovation for gender equality at university,” *Womens Stud. Int. Forum*, vol. 96, Art. no. 102673, 2023. <https://doi.org/10.1016/j.wsif.2022.102673>
- [8] F. D. Turan, “Effects of a structured online educational program course on nursing students’ attitudes toward gender roles and women and children’s violence abuse reports: A quasi-experimental evaluation,” *Nurse Educ. Today*, vol. 108, Art. no. 105191, 2022. <https://doi.org/10.1016/j.nedt.2021.105191>
- [9] P. Seppala et al., “Effectiveness of a workshop-based intervention to reduce bullying and violence at work: A 2-year quasi-experimental intervention study,” *Soc. Sci. Med.*, vol. 338, Art. no. 116318, 2023. <https://doi.org/10.1016/j.socscimed.2023.116318>
- [10] Z. Kiani et al., “A systematic review: Empowerment interventions to reduce domestic violence?” *Aggress. Violent Behav.*, vol. 58, Art. no. 101585, 2021. <https://doi.org/10.1016/j.avb.2021.101585>
- [11] F. Ragucci, M. Dragan, A. Cuomo, A. Fagiolini, and A. Pozza, “Psychological interventions for post-traumatic stress disorder in women survivors of intimate partner violence: A systematic review and meta-analysis,” *J. Affect. Disord. Rep.*, vol. 17, Art. no. 100802, 2024. <https://doi.org/10.1016/j.jadr.2024.100802>
- [12] I. Testoni, G. Biancalani, M. Arbien, M. Corallini, E. Cataldo, and C. Ubaldi, “Gender-based violence comes on the scene: Creative arts therapies intervention in prison with men who committed or tried to commit femicide,” *Arts Psychother.*, vol. 87, Art. no. 102101, 2024. <https://doi.org/10.1016/j.aip.2023.102101>
- [13] J. Lindert et al., “Psychosocial interventions for violence exposed youth: A systematic review,” *Child Abuse Negl.*, vol. 108, Art. no. 104530, 2020. <https://doi.org/10.1016/j.chiabu.2020.104530>
- [14] G. Wamue-Ngare et al., “Estimating the economic impact of gender-based violence on women survivors: A comparative study of support program interventions in Makueni and Naivasha, Kenya,” *Aten. Primaria*, vol. 56, no. 10, Art. no. 102840, 2024. <https://doi.org/10.1016/j.aprim.2023.102840>
- [15] A. M. Nunbogu and S. J. Elliott, “Characterizing gender-based violence in the context of water, sanitation, and hygiene: A scoping review of evidence in low- and middle-income countries,” *Water Secur.*, vol. 15, Art. no. 100113, 2022. <https://doi.org/10.1016/j.wasec.2022.100113>
- [16] R. R. de O. Baptista and G. Tagliamento, “Effectiveness of interventions with male perpetrators of violence against women: A narrative review,” *Aggress. Violent Behav.*, vol. 58, Art. no. 101583, 2021. <https://doi.org/10.1016/j.avb.2021.101583>

- [17] M. Wenigmann, J. Weiss, and R. Heidelberg, “Holding anti-feminist gender role beliefs mediate the relationship between family-related adverse childhood experiences and different forms of intimate partner violence perpetration in adulthood,” *J. Crim. Justice*, vol. 93, Art. no. 102214, 2024. <https://doi.org/10.1016/j.jcrimjus.2024.102214>
- [18] S. Sanyata, “The feminist-solution focused counseling vs. psychoeducational model: Which one is better?” *J. Educ. Soc. Res.*, vol. 10, no. 6, p. 81, 2020. <https://doi.org/10.36941/jesr-2020-0111>
- [19] N. W. Brown, *Psychoeducational Groups: Process and Practice*, 4th ed. New York, NY, USA: Routledge, 2018. <https://doi.org/10.4324/9781315169590>
- [20] E. P. Lukens and W. R. McFarlane, “Psychoeducation as evidence-based practice: Considerations for practice, research, and policy,” *Brief Treat. Crisis Interv.*, vol. 4, no. 3, pp. 205–225, 2004. <https://doi.org/10.1093/brief-treatment/mhh019>
- [21] K. R. Hall, J. L. Rushing, and A. Khurshid, “Using the Solving Problems Together psychoeducational group counseling model as an intervention for negative peer pressure,” *J. Spec. Group Work*, vol. 36, no. 2, pp. 97–110, 2011. <https://doi.org/10.1080/01933922.2011.562344>
- [22] S. Houghton and D. Saxon, “An evaluation of large group CBT psycho-education for anxiety disorders delivered in routine practice,” *Patient Educ. Couns.*, vol. 68, no. 1, pp. 107–110, 2007. <https://doi.org/10.1016/j.pec.2007.05.010>
- [23] K. Leadbitter et al., “Clinical effectiveness of an online psychoeducational and psychotherapeutic programme for caregivers of children newly diagnosed as autistic: A parallel, assessor-masked, randomised controlled trial in the UK (REACH-ASD),” *Lancet Psychiatry*, vol. 12, no. 4, pp. 289–302, 2025. [https://doi.org/10.1016/S2215-0366\(25\)00036-7](https://doi.org/10.1016/S2215-0366(25)00036-7)
- [24] L. A. Thomas et al., “Managing Youth Trauma Effectively: Evaluating the virtual delivery of a brief psychoeducational group for caregivers of trauma-exposed young children,” *Child. Youth Serv. Rev.*, vol. 155, Art. no. 107275, 2023. <https://doi.org/10.1016/j.childyouth.2023.107275>
- [25] L. Xu, N. L. Fields, B. C. Tonui, and T. Vasquez-White, “Empowering older Chinese immigrant volunteers: A pilot study of a psychoeducational intervention for foster grandparents,” *SSM Ment. Health*, vol. 2, Art. no. 100111, 2022. <https://doi.org/10.1016/j.ssmmh.2022.100111>
- [26] N. A. Cummings and J. L. Cummings, “Psychoeducation in conjunction with psychotherapy practice,” in *Evidence-Based Adjunctive Treatments*. Amsterdam, The Netherlands: Elsevier, 2008, pp. 41–59. <https://doi.org/10.1016/B978-012088520-6.50004-4>
- [27] L. Cassidy, L. Hill, D. Fitzsimons, and J. McGaughey, “The impact of psychoeducational interventions on the outcomes of caregivers of patients with heart failure: A systematic review and meta-analysis,” *Int. J. Nurs. Stud.*, vol. 114, Art. no. 103806, 2021. <https://doi.org/10.1016/j.ijnurstu.2020.103806>
- [28] H. Mou, M. S. Wong, and W. T. Chien, “Effectiveness of dyadic psychoeducational intervention for stroke survivors and family caregivers on functional and psychosocial health: A systematic review and meta-analysis,” *Int. J. Nurs. Stud.*, vol. 120, Art. no. 103969, 2021. <https://doi.org/10.1016/j.ijnurstu.2021.103969>

- [29] V. Van Goethem et al., “A self-management psychoeducational eHealth program to support and empower people with advanced cancer and their family caregivers: Development using the scrum methodology,” *Internet Interv.*, vol. 33, Art. no. 100659, 2023. <https://doi.org/10.1016/j.invent.2023.100659>
- [30] J. Mondanaro, “Supporting children of terminally ill adults: An arts-based psychoeducational narrative approach,” *Arts Psychother.*, vol. 92, Art. no. 102257, 2025. <https://doi.org/10.1016/j.aip.2025.102257>
- [31] M. Fukumura, “A consciousness survey on SDGs initiatives for young women: From perspective of clothing environment and gender equality,” *J. Fiber Sci. Technol.*, vol. 80, no. 6, 2024. <https://doi.org/10.2115/fiberst.2024-0016>
- [32] D. Galeano-Rojas, C. Farias-Valenzuela, A. Castillo-Paredes, C. Hinojosa-Torres, S. Espoz-Lazo, and P. Valdivia-Moral, “Autoconcepto, igualdad de genero y discriminacion en educacion fisica: Analisis por sexo en educacion secundaria,” *Eur. J. Educ. Psychol.*, vol. 18, no. 2, 2025. <https://doi.org/10.32457/ejep.v18i2.2933>
- [33] W. I. Wong, S. Y. Shi, G. Li, L. S. Liben, J. S. Y. Leung, and Z. Chen, “Mixed-gender anxiety and gender-based relationship efficacy: A cross-lagged study of single-sex versus coeducational schooling bridging high school graduation,” *J. Sch. Psychol.*, vol. 109, Art. no. 101398, 2025. <https://doi.org/10.1016/j.jsp.2024.101398>
- [34] R. Lundgren, M. Beckman, S. P. Chaurasiya, B. Subhedi, and B. Kerner, “Whose turn to do the dishes? Transforming gender attitudes and behaviours among very young adolescents in Nepal,” *Gend. Dev.*, vol. 21, no. 1, pp. 127–145, 2013. <https://doi.org/10.1080/13552074.2013.767520>
- [35] R. Khanna, N. Sardeshpande, R. Padhye, H. Shah, and V. Zararia, “How far are we from achieving gender equality within SDGs framework,” in *Sustainable Development Goals: A Roadmap for Global Progress*, 2023, pp. 21–40. https://doi.org/10.1007/978-981-99-4086-8_2
- [36] M. Balamoune-Lutz and M. McGillivray, “The impact of gender inequality in education on income in Africa and the Middle East,” *Econ. Model.*, vol. 47, pp. 1–11, 2015. <https://doi.org/10.1016/j.econmod.2014.11.031>
- [37] S. Beyer, “Low awareness of occupational segregation and the gender pay gap: No changes over a 16-year span,” *Curr. Psychol.*, vol. 37, no. 1, pp. 373–389, 2018. <https://doi.org/10.1007/s12144-016-9521-4>
- [38] A. Halai, “Equality or equity: Gender awareness issues in secondary schools in Pakistan,” *Int. J. Educ. Dev.*, vol. 31, no. 1, pp. 44–49, 2011. <https://doi.org/10.1016/j.ijedudev.2010.06.012>
- [39] S. Hamid and B. Sumaya, “Women’s roles in education and social welfare development: Insights from a qualitative study,” *Women, Educ. Soc. Welf.*, vol. 2, no. 2, pp. 63–71, 2025. <https://doi.org/10.70211/wesw.v2i2.301>
- [40] R. Dewi, Misbah, E. Sulistiawati, and N. N. Riyanti, “Women and mental health: A literature review on gender-specific challenges and support systems,” *Women, Educ. Soc. Welf.*, vol. 2, no. 1, pp. 52–62, 2025. <https://doi.org/10.70211/wesw.v2i1.300>