



Gender- Responsive Pedagogy and Attitude toward Sensitivity in Basic Education

Monique S. Lopez*

Teacher I, San Buenaventura Elementary School-Division of San Pablo City,
Brgy. San Buenaventura, San Pablo City, Laguna, 4000, Philippines

[*Corresponding author]

Edilberto Z. Andal, Ed.D.

Associate Dean, Faculty of CTE-GSAR-Laguna State Polytechnic University San Pablo City Campus,
Brgy. Del Remedio, San Pablo City, Laguna, 4000, Philippines

Abstract

Gender-Responsive Pedagogy and Gender-Sensitive Attitude are crucial elements in fostering inclusion and gender equality in the basic education environment. Education has traditionally placed a high priority on gender concerns. The study aimed to document the gender-responsive pedagogy and attitude toward sensitivity in basic education among public elementary schools. Furthermore, this attempted to determine if there is a significant relationship between the gender-responsive pedagogy and teacher's attitude and the parameters of gender sensitivity. Using a descriptive research design, it involved 147 elementary school teachers of the Sto. Angel District, Division of San Pablo City. The researcher utilized a survey questionnaire as the primary source of gathering data from the respondents to determine and interpret the gender-responsive pedagogy and attitude toward sensitivity in basic education among public elementary schools which underwent internal and external validation through the help of the panel of examiners and group of teachers. The study revealed that most of the parameters under observation of gender-responsive pedagogy and gender-sensitive attitudes are significantly related to schools' sensitivity in basic education.

Keywords

Gender-responsive pedagogy, Gender-sensitive attitude, School sensitivity

INTRODUCTION

Education is considered a critical instrument for achieving gender equality and accelerating the progress of a nation, as indicated by Khaiwal and Gupta (2023). The topic of education necessitates additional attention to overcome the obstacles and limitations that hinder progress. Gender sensitivity, which promotes respect for all individuals regardless of their gender, is paramount in this regard. Abraha et al. (2019) highlight that education is the most effective tool for promoting gender equality and ensuring equitable growth. Despite this, it is observed that teachers and students are sometimes unable to comprehend the varying needs of boys and girls based on gender. Therefore, it is imperative to address this issue and promote equal opportunities for all.

Gender sensitivity is the process of making people aware of how important sexual orientation is in life by watching over others. Gender discrepancies in instruction must be addressed in order to support the teaching that develops and instructs experts. To ensure that there are equal opportunities for both genders to achieve their ambitions, educational institutions must be forced to collaborate. This calls for moving beyond equality, that is, merely adjusting the numbers between gendered experts and understudies, to a more nuanced idea of balance, whereby both sexes have equal access to opportunities for mentoring and education, and wherever instructional strategies and programs are gender-neutral (Abesar, 2023).

Numerous studies demonstrate gender prejudice and preconceptions present in classroom instruction. Without addressing gender issues both within and outside of the classroom, quality education cannot be delivered. Although teachers use teaching methods or strategies in the classroom, they do not provide boys and girls with equal opportunities to engage in the teaching and learning process (Mloma et al., 2005). With a gender responsive pedagogy approach,

teachers may offer equal support for both boys and girls and address gender bias in the teaching and learning process in a male-dominated teaching and learning environment. Education is considered a tool to attain global equality between men and women (Kahamba et al., 2017).

Gender-Responsive Pedagogy and Gender-Sensitive Attitude are crucial elements in fostering inclusion and gender equality in the basic education environment. Education has traditionally placed a high priority on gender concerns (Murphy et al., 2014). These concerns have a significant impact on how boys, girls, and youngsters perceive and grow during their school years, which is crucial to conduct study on how gender-responsive pedagogy and attitudes toward sensitivity on basic education.

MATERIALS AND METHODS

The study utilized descriptive correlational design to seek for answers on the set of research questions. The process of descriptive research extends beyond just collecting and tabulating data. It has an element of interpretation concerning the meaning or relevance of what is described. In addition, the correlation approach will be used in this study to quantify the association between two variables without the researcher manipulating either. This study aims to find out whether gender responsive pedagogy and teachers' attitude correlates with parameters of gender sensitivity in Sto. Angel District, Division of San Pablo City for S.Y. 2023-2024.

The respondents of the study are public elementary school teachers of Sto. Angel District in the Division of San Pablo City. Specifically, it includes 147 elementary teaching personnel of Sto. Angel District designated as Teacher I-III and Master Teachers. Total enumeration was utilized in the study since all of the respondents are all the teaching staff of one district. The researcher targeted the totality of all the teachers from Sto. Angel District, Division of San Pablo City. The main instrument used in this study was a self-administered survey questionnaire. The questionnaire includes a rating scale and items stated in a descriptive manner. The questionnaire consists of five parts. The first part deals with the respondent's profile. The second part concerns the respondent's perception on their gender-responsive pedagogy practices. The third part concerns respondents' perception on the level of their gender-sensitive attitudes. The fourth part concerns respondents' perception of the degree of the school compliance with regards to sensitivity in basic education. Lastly, the respondents' performance level in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting, personal growth and professional development, and plus factor.

To ensure the validity and reliability of the study, the following steps were taken: first, determining the purpose of the study. Second, determine the specific goals. Third, understand your audience. Fourth, look for a theoretical model to support the research. The fifth step is to conceptualize the conceptual framework. Sixth, conduct a review of related literature and studies. The seventh step is to create a self-administered questionnaire. Finally, create the necessary materials.

Table 1 Level of Internal Consistency of the Validated Research Instrument

| Variables | Cronbach's alpha | Items | Remarks |
|--|------------------|-------|------------|
| Lesson Panning | .786 | 6 | acceptable |
| Teaching Instruction | .850 | 5 | good |
| Classroom Management | .725 | 6 | acceptable |
| Performance Evaluation and Assessment | .775 | 4 | acceptable |
| Perception of Learners Abilities | .632 | 3 | acceptable |
| Learners' Attitudes Towards each Other | .839 | 3 | good |
| Teaching/Learning Environment | .785 | 4 | acceptable |
| Mentoring, Guidance and Counseling to Learners | .737 | 3 | acceptable |
| Personal Development and Training | .747 | 3 | acceptable |
| School Management | .721 | 7 | acceptable |
| School Infrastructure and Utilities | .713 | 12 | acceptable |
| School Administration | .703 | 6 | acceptable |
| Curricular Approach | .753 | 6 | acceptable |
| Co-Curricular and Extra-Curricular Activities | .904 | 6 | Excellent |
| School Support Mechanisms | .923 | 5 | Excellent |
| Gender -Based Violence | .732 | 7 | Acceptable |

Legend: $a \geq 0.9$ Excellent, $0.9 > a \geq 0.8$ Good, $0.8 > a \geq 0.7$ Acceptable, $0.7 > a \geq 0.6$ Questionable, $0.6 > a \geq 0.5$ Poor, $0.5 > a$ Unacceptable

The instrument underwent an internal consistency test to assess its reliability of the data gathered during its pilot testing. The level of consistency of the validated research instrument was shown in table 1 where all of the subscales were accepted except for the two variables specifically teaching instruction and learners' attitudes towards each other where both good. This only means that all of the statements under each variables are reliable and can be utilized in the conduct of the study.

Following the completion of the aforementioned steps, the adviser's and panel members' comments and suggestions were favorably considered for the final construction of the instrument. The researcher asked the permission of the Office of the District Supervisor for the conduct of the study by requesting an authorization letter. The assistance of

the school heads is requested to ensure the success of the distribution of the research instrument as well as gathering the data needed. Then, the researcher retrieved the instrument immediately after the respondent answered the questionnaire. Thereafter, the data were gathered and organized, classified, tabulated, analyzed, and interpreted.

Inferential statistics such as Pearson Product-Moment Correlation (Pearson r) is utilized to determine the significant correlation between respondents' practice of gender responsive pedagogy and respondents' practice of gender sensitive attitudes on schools' sensitivity in basic education.

RESULTS AND DISCUSSION

Table 2 Correlation between Respondents' Practice of Gender Responsive Pedagogy and Schools' Sensitivity in Basic Education

| Gender Responsive Pedagogy | Schools' Sensitivity | | | | | | |
|---------------------------------------|----------------------|-------------------------------------|-----------------------|---------------------|---|--------------------------|-----------------------|
| | School management | School infrastructure and utilities | School administration | Curricular approach | Co-curricular and extra-curricular activities | School support mechanism | Gender-based violence |
| Lesson planning | 0.173 | 0.164 | 0.290* | 0.416** | 0.295* | 0.254* | 0.239* |
| Teaching instruction | 0.319** | -0.041 | 0.087 | 0.234* | 0.182 | 0.028 | 0.183 |
| Classroom management | 0.321** | -0.093 | 0.138 | 0.315** | 0.338** | -0.041 | 0.213* |
| Performance Evaluation and assessment | 0.248* | 0.290* | 0.377** | 0.397** | 0.237* | 0.277* | 0.288* |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows the correlation between respondents' practice of gender responsive pedagogy and schools' sensitivity in basic education. It shows that most of the variables under gender responsive pedagogy register weak to moderate relationship with the variables under schools' sensitivity in basic education except lesson planning to school management (r-value of 0.173), school infrastructure and utilities (r-value of 0.164); teaching instruction to school infrastructure and utilities (r-value of -0.041), school administration (r-value of 0.087), co-curricular and extra-curricular activities (r-value of 0.182), school support mechanism (r-value of 0.028), and gender-based violence (r-value of 0.183); lastly, classroom management to school infrastructure and utilities (r-value of -0.093), school administration (r-value of 0.138), and school support mechanism (r-value of -0.041) which are not significantly related.

Promoting awareness of gender issues in basic education is greatly aided by the use of gender-responsive pedagogy in classrooms. A more inclusive and equitable learning environment for all students may be established by educators by implementing gender-sensitive teaching strategies, curricula, and classroom procedures. This method encourages respect for variety, dispels outdated gender stereotypes, and gives students the tools they need to analyze and confront gender inequality. In the end, encouraging a gender-responsive culture in schools can help to make learning more inclusive and encouraging for every student. In order to provide an inclusive and fair learning environment, gender-responsive pedagogy and schools' sensitivity in basic education are closely related.

Because lesson planning generally focuses on the content, objectives, and activities within a class rather than on the gender of the students or teachers participating, it is not naturally tied to gender sensitivity in terms of school administration and infrastructure. However, establishing an inclusive and equitable learning environment requires integrating gender sensitivity into school administration and infrastructure. This might entail encouraging a school climate that appreciates and promotes diversity in addition to guaranteeing that all students, regardless of gender, have equal access to resources, opportunities, and facilities. Even while lesson design might not explicitly address these problems, teachers should nonetheless be aware of gender dynamics and inclusion when they are instructing students.

Because teaching instruction typically focuses on the delivery of academic content and pedagogical methods rather than on addressing broader societal issues like gender equality and violence prevention, it is not directly related to gender sensitivity in terms of school infrastructures, utilities, management, extracurricular activities, school support mechanisms, and gender-based violence.

To foster an inclusive and courteous learning environment, teachers must be cognizant of gender-sensitive practices and integrate them into their lesson plans. Even though teaching instruction might not directly address problems with school administration, extracurricular activities, infrastructure, or support systems, teachers can still make a significant contribution to gender sensitivity by creating a classroom environment that celebrates diversity, dispels stereotypes, and advances equality. Educators can also collaborate with staff, students, and administrators in the school to address gender-based violence and establish safe places for all members of the community.

Creating a supportive and effective learning environment in the classroom is usually the main goal of classroom management, which involves establishing routines, defining expectations, and dealing with student conduct. Classroom management is essential to creating a welcoming and inclusive environment for all students, even if it may not immediately address gender sensitivity in terms of school infrastructures, utilities, administration, and procedures.

Nonetheless, when it comes to managing the classroom, teachers must take gender sensitivity into account. This might entail questioning gender norms in the classroom, providing fair chances for all students to engage and succeed, and being aware of how gender dynamics may affect student behavior and interactions. Classroom management may help

create a school culture that celebrates diversity, encourages inclusion, and supports the well-being of all students, even if it may not immediately address more general concerns with school infrastructure, administration, and systems.

Dhungana et al. (2021) emphasized on their study that in order to promote an inclusive, respectful, and equitable school culture, there must be a link between gender-responsive pedagogy and basic education sensitivity in schools. Together, these two components have the potential to give every student a more fulfilling and powerful educational experience. Promoting gender equality and inclusion in educational settings is aided by the association between respondents' use of gender-responsive pedagogy and schools' sensitivity in basic education. Teachers are more likely to provide a welcoming and inclusive learning environment that caters to the various needs and experiences of all students—regardless of gender when they proactively integrate gender-responsive pedagogy into their instruction.

Table 3 Correlation between Respondents' Observation of Gender Sensitive Attitudes and Schools' Sensitivity in Basic Education

| Gender Sensitive Attitude | Schools' Sensitivity | | | | | | |
|--|----------------------|-------------------------------------|-----------------------|---------------------|---|--------------------------|-----------------------|
| | School management | School infrastructure and utilities | School administration | Curricular approach | Co-curricular and extra-curricular activities | School support mechanism | Gender-based violence |
| Perception of Learners' Abilities | 0.331** | 0.241* | 0.309** | 0.340** | 0.157 | 0.167 | 0.205* |
| Learners' Attitudes Towards Each Other | 0.341** | 0.212* | 0.426** | 0.420** | 0.290* | 0.182 | 0.304** |
| Teaching/Learning Environment | 0.297* | 0.141 | 0.324** | 0.285* | 0.214* | 0.200 | 0.347** |
| Mentoring, Guidance and Counseling to Learners | 0.253* | 0.209* | 0.262* | 0.289* | 0.176 | 0.156 | 0.286* |
| Personal Development and Training | 0.230* | 0.218* | 0.296* | 0.357** | 0.229* | 0.289* | 0.303** |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the correlation between respondents' observation of gender-sensitive attitudes and schools' sensitivity in basic education. It shows that most of the variables under practice of gender-sensitive attitudes register weak to moderate relationship with the variables under schools' sensitivity in basic education except perception of learners' abilities to co-curricular and extra-curricular activities (r-value of 0.157) and school support mechanism (r-value of 0.167); learners' attitudes towards each other to school support mechanism (r-value of 0.182); teaching/ learning environment to school infrastructure and utilities (r-value of 0.141) and school support mechanisms (r-value of 0.200); lastly, guidance, mentoring and counseling to learners to co-curricular and extra-curricular activities (r-value of 0.176) and school support mechanism (r-value of 0.156) which are not significantly related.

To really create a school atmosphere that is sensitive to gender concerns in basic education, staff and students must exhibit gender-sensitive attitudes. The school community is able to build an inclusive and egalitarian culture when teachers, administrators, and students adopt attitudes that recognize and honor gender differences. This ultimately results in a safer and more positive learning environment for all kids as well as improved assistance for pupils of both genders and a greater understanding of gender-related concerns. Schools may endeavor to create a more inclusive and supportive learning environment where all people feel respected and appreciated by encouraging gender-sensitive attitudes.

The perception of learners' abilities is not influenced by gender sensitivity in terms of school infrastructure, extracurricular activities, and school support mechanisms. Regardless of gender, it is critical to give all kids equal opportunity and assistance. Schools can help guarantee that every student has the opportunity to flourish and achieve based on their unique talents and interests by fostering a gender-neutral atmosphere. How pupils are seen or assisted in their academic endeavors shouldn't be influenced by their gender.

Gender sensitivity in school support systems shouldn't affect students' views toward one another. Encouraging a culture of respect, inclusion, and equality among kids is crucial, irrespective of their gender. Schools may contribute to the creation of a good environment where all students feel valued and appreciated for who they are as individuals, rather than being evaluated based on their gender, by fostering a supportive and inclusive environment. A more peaceful and supportive learning environment for all students may be achieved by promoting good relationships and respect between them. Developing good attitudes and interactions among learners shouldn't be hindered by a student's gender.

Gender sensitivity should not impact the infrastructure, services, or support systems of schools in order to affect the teaching and learning environment. Establishing a welcoming and encouraging atmosphere that meets the needs of every student—regardless of gender—is crucial. Through granting equitable access to resources, facilities, and support services, educational institutions may guarantee that every student has the chance to study and flourish in a secure and nurturing setting. Students' access to high-quality instruction and support should not be influenced by their gender. Encouraging a gender-neutral teaching and learning atmosphere can contribute to making education more inclusive and equitable for all students.

Cortés Pascual et al. (2019) stated that the practice of gender-sensitive attitudes by respondents and the sensitivity of schools in providing basic education might have a complicated and multidimensional relationship. According to

research, people are more likely to embrace and put gender-sensitive views into practice if they are exposed to a gender-sensitive atmosphere in schools. A community of support and understanding between students and staff may be fostered by schools that embrace inclusion, equality, and respect for all genders. It is important to establish a link between the gender-sensitive attitudes and observance of respondents and the sensitivity of schools in basic education in order to foster a more fair and inclusive learning environment. People who exhibit gender-sensitive attitudes, such as teachers, students, and staff, are more likely to be cognizant of and receptive to the varied needs and experiences of all genders within the school community. This may result in a school climate that is more gender equality-promoting, inclusive, and appreciative of variety.

CONCLUSION

The researcher reached the following conclusions based on the data that was collected: First, most of the parameters under practice of gender-responsive pedagogy significantly related to schools' sensitivity in basic education. Specifically the following: Lesson planning to school administration, curricular approach, co-curricular and extra-curricular activities, school support mechanism, and gender-based violence; teaching instruction to school management and curricular approach; classroom management to teaching instruction, curricular approach, co-curricular and extra-curricular activities, and gender-based violence; lastly, performance evaluation and assessment to school management, school infrastructure and utilities, school administration, curricular approach, co-curricular and extra-curricular activities, school support mechanism, and gender-based violence. Lastly, most of the parameters under observation of gender sensitive attitudes significantly related to schools' sensitivity in basic education. Specifically the following: Perception of learners' abilities to school management, school infrastructure and utilities, school administration, curricular approach, and gender-based violence; learners' attitudes towards each other to school management, school infrastructure and utilities, school administration, curricular approach, co-curricular and extra-curricular activities and gender-based violence; teaching/ learning environment to school management, school administration, curricular approach, co-curricular and extra-curricular activities and gender-based violence; mentoring, guidance and counseling to learners to school management, school infrastructure and utilities, school administration, curricular approach, and gender-based violence; lastly, personal development and training to all parameter of gender sensitivity.

The following recommendations are offered in light of the study's results and conclusions: First, based on the results of the study, it is recommended that Schools Division of San Pablo City may conduct regular trainings and seminars to provide them salient information about enhancing teachers practice towards gender-responsive pedagogy in terms of teaching instruction and classroom management since the result of the study showed that these are the parameters where teachers slightly practiced. In addition, this study recommends that a comprehensive professional development program for the teachers related to enhancing their gender sensitive attitude specifically about mentoring, counseling and guidance; perception of learners' abilities; and teaching/ learning environment may be implemented. This is based on the result of the study where only these parameters under gender sensitive attitude show two parameters under schools' sensitivity that are not significant. Lastly, future researchers may be encouraged to perform further studies in a local context to support the hypothesis that variables listed specifically gender-responsive pedagogy and gender sensitive attitude is related to schools' gender sensitivity at the district, division, and even regional levels. This study also recommends that the third part of the survey questionnaire used in the conduct of the study about basic education policy should have five indicators instead of using just three which are the yes, partially, and no.

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