

Gender Sensitizing: Examining Filipino Educators' Pedagogical Practices and Teaching Effectiveness

Genalyn P. Lualhati

College of Teacher Education, Batangas State University JPLPC-
Malvar Campus, Malvar, Batangas, Philippines
genpanganiban_0301@yahoo.com

**Asia Pacific Journal of
Multidisciplinary Research**

Vol. 7 No.1, 67-76

February 2019

P-ISSN 2350-7756

E-ISSN 2350-8442

www.apjmr.com

CHED Recognized Journal

ASEAN Citation Index

Date Received: August 1, 2018; Date Revised: January 21, 2019

Abstract- *A gender-responsive classroom needs a gender-sensitive teacher. This entails informing teachers to gender issues and reshaping their practices to reject gender stereotypes. In an attempt to address this concern, this study examined the pedagogical practices and teaching effectiveness of the faculty members in one state university in Batangas Province, Philippines. By employing the correlational type of descriptive research with a modified questionnaire and secondary data, this study found out that the faculty members highly integrate gender in delivery of the subject matter, organization of the learning experience, design of didactics strategies and selection of the learning evaluation. Further, this study also revealed that majority of the respondents obtained a very satisfactory rating on performance evaluation for teaching effectiveness. Significantly, there exists a relationship between the respondents' gender sensitive pedagogical practices and their teaching effectiveness. Consequently, the study offered concrete strategies that administrators, faculty, and researchers can employ to further reinforce gender sensitivity in pedagogical practices. These will hopefully produce a significant effect in the university manifesto, thus, moving towards a classroom that is truly equal.*

Keywords- *Gender Sensitivity, Pedagogical Practices, Teaching Effectiveness, Performance*

INTRODUCTION

Living in the 21st century, a gender-sensitive literate populace is more indispensable than ever. This requirement is normally perceived to be of immense importance due to the emergence of marginalization, subordination, stereotyping of roles, personal and structural violence that may have continuous profound impact on our daily lives. In this regard, educators must realize that for the Filipino students to be mutually respectful they need to be equipped with the necessary gender-related knowledge and domains.

Due to this, the Philippine national government allots fund to create policies and programs intended for gender equality, women empowerment, anti-discriminatory campaigns and equal opportunities for both men and women which are all associated in the concept of human rights. Further, education sectors in the country felt the need for envisioning credentialed education and educational innovations to correct and re-orient the minds of the youth towards equal rights and human empowerment.

This matter was presented in United Nations Educational, Scientific and Cultural Organization's (UNESCO) Gender Equality Framework stating that gender equality in education has four dimensions such as equality of access, equality in the learning process, equality of educational outcomes and equality of external results. Gender equality in education means bringing gender equality to, within, and through education [1]. The goal is to achieve gender equality, such that women and men have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefiting from) economic, social, cultural and political development [2].

Corollary to this, Department of Education (DepEd) establishes policies and standards for all basic schools in the country to follow and comply with to assure gender-sensitive teaching and learning. As stated in DepEd Order 32, s. 2007, also known as Gender-Responsive Basic Education Policy, the DepEd commits to integrate the principles of gender equality, gender equity, gender

sensitivity, non-discrimination and human rights, in the provision and governance of basic education [3]. Likewise, Commission on Higher Education (CHED) releases Memorandum Order No. 01 in the year 2015, also known as Establishing the Policies and Guidelines on Gender and Development in CHED and Higher Educational Institutions (HEIs). This stated the guidelines seeking to introduce and institutionalize gender equality and gender-responsiveness and sensitivity in the various aspects of Philippine higher education [4].

Moreover, other agencies like Philippine Commission on Women (PCW), United Nations Development Fund for Women (UNIFEM), and Convention of the Elimination of All Forms of Discrimination against Women (CEDAW) have reiterated that gender work is obligatory. All offices have to make an effort to provide equal opportunities for everyone and also broaden their potential to make choices in less gender-stereotypical ways in everyday work practices.

Despite these initiatives, persistent gender issues still prevail in Philippine society. The gender issues which arise from power relations between men and women have negative impact on the attainment of genuine development in the society. Certainly, the educational institutions at all levels have a great responsibility in educating the youth in a gendered lens. It is in their hands lie the success of having citizenry who can help the country combat gender-related issues.

This process starts when the teachers create a school or classroom environment that are free of gender bias and encourage both male and female to realize their actual potentials. Aside from teaching them basic knowledge and skills, they are also expected to train the students socially and emotionally and to look after their physical and mental well-being. Therefore, a positive learning environment where gender is mainstreamed and gender-sensitive pedagogy are necessary to encourage them to develop positive attitude towards gender.

Pedagogy includes what is taught, how teaching takes place and how what is taught is learnt. In the context of gender inside the classroom, it refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys. Gender responsive pedagogy calls for teachers to take an all-encompassing gender approach in the processes of lesson planning, teaching, classroom management and performance evaluation [5].

Further, gender-sensitive pedagogy refers to the pedagogical measures deployed to reach gender and

equity goals that are directed differently towards boys and girls as groups. To become equal and not restrained by gender, boys and girls as groups need different approaches. Ideologically this meant that equal treatment would socialize students to become equal citizens with equal rights and possibilities [6].

Jary and Shah [7] argue that teaching and learning must take into account personal, as well as academic, outcomes, to acknowledge the different experiences of learning that students draw on in the formal higher education learning environment. McLean, Abbas and Ashwin [8] aimed to theorize the quality of undergraduate pedagogy and curriculum to incorporate indicators of social inclusion and justice. They argue that good teaching is multidimensional and subtle and they found strong correlations between students' perceptions of good teaching and the extent to which they engaged in academic knowledge.

Anderson [9] uses the metaphor of imagination to demonstrate how the links between learners and knowledge can be strengthened and better understood, by encouraging students to think about their own emotional responses, individual experience and judgement in relation to the course materials explored.

UNESCO [10] even discussed pedagogy and instructional materials, highlighting how gender equality perspectives could be mainstreamed into teaching and learning methodologies. It adopts a holistic approach to understanding pedagogy as a process of teaching, involving interactions between the teacher and learners, knowledge and the environment.

On the other hand, Dehler et al. [11] reiterated that gender equality teaching is not simply applying specific teaching methods. Rather, it means to detect, make aware, and integrate gender issues in relation with your teaching scenario. He constructed a catalogue of criteria assessing gender equality in teaching and these are learning material, didactics, subject-matter, learning evaluation, teaching evaluation, and team teaching.

Dehler [11] mentioned that integrating gender in the delivery of subject-matter helps to present the whole spectrum of a domain, to interest female and male students alike, and to prepare students for the gender-related conditions of work environments in that domain. From a learner-centered and didactics point of view, gender sensitive teaching aims at equally supporting the learning of male and female students through organizing, selecting and planning learning experience and evaluation for self-realization.

In this light, gender sensitivity training programs for the faculty members may be initiated by different

educational institutions to help them carry out gender-sensitive pedagogy [12]. These training activities may help develop sensitivity in perceiving existing gender issues and inequalities; recognize the differing situations and needs of women and men and consider them in every action or decision they make; and lastly deepen their understanding on how and why women's rights are human rights. If teachers will be trained and empowered, it will enable tomorrow's population to have a better understanding of the world around them and will aid them to create sensible decisions with gender consideration that might help not only their selves but the country as well.

With the recognized significance of gender-sensitive pedagogy that is crucial for the success of achieving a gender-sensitive citizenry as discussed previously that this study was conceptualized. The desire to strengthen gender mainstreaming in pedagogy motivated the researcher to determine the faculty members' assessment on gender sensitive pedagogical practices, with an end view of formulating strategies to further reinforce gender equality in teaching.

Through this investigation, the researcher, who is a college instructor under teacher education department, believed that this study will help the faculty members be familiar on how gender is effectively mainstreamed inside the classroom. The findings of this study may help them in reflecting and determining ways on how they can be more gender-sensitive educators. In turn, this can reinforce their obligation and commitment in preparing and molding pre-service teachers to be gender-sensitive as well.

THEORETICAL FRAMEWORK

This paper used Contingency Theory of Change (CTC) by French [13]. The basic features of contingency theory center on constant change. The organization is a set of functions that tends to change due to the society's dynamism. In a higher educational institution, these functions might be instruction, research, extension and production. All of these functions are interdependent not merely on each other, but on their external environment. In general, the basic thesis of contingency theory is that performance is tied to how the internal structure is lined up with the external realities of the society. Educational institutions, therefore, must be keenly aware of changes to basic external variables such as demand and competition, and change consistently, adjusting to these external forces. Applying the key concept of this theory which is adjustment to a university setting implies that

all the members of the academic community, from top to bottom, must accept the changes that will occur.

This theory is significant to this study because this study mirrored how teachers accepted gender advocacies and adjusted their educational practices to meet the demands and pressures brought by external factors like Philippine Commission on Women (PCW), Commission on Higher Education (CHED), United Nations Development Fund for Women (UNIFEM), and Convention of the Elimination of All Forms of Discrimination against Women (CEDAW) and others.

Using this theory as frame of reference, the researcher came up with a conceptual framework of the study which is reflected on Figure 1.

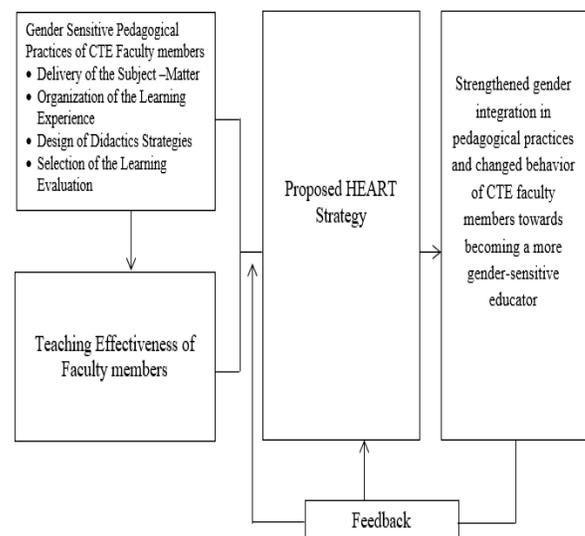


Figure 1: Conceptual Framework of the Study using CTC by French

This framework shows the variables under study which are the educators' gender sensitive pedagogical practices and their teaching effectiveness. Careful examination of possible existence of relations of the said variables afforded the researcher to propose a strategy model to further strengthen gender sensitivity in pedagogical practices along with delivery of the subject matter, organization of the learning experience, design of didactics strategies and selection of the learning evaluation. The ultimate goal of the said model is to achieve a changed behavior of the faculty members to become a more gender-sensitive individual, resulting to a classroom that is truly equal.

Further, a feedback loop indicates that the evaluation of gender sensitive pedagogical practices is a continuing process. New information or factors from the society that could; affect the pedagogical practices becomes

available; it is inputted and processed to derive outputs which will serve as basis for enriching the findings and its implication to gendered instruction in the tertiary level.

OBJECTIVES OF THE STUDY

Using gender lens, this paper examined the pedagogical practices of the faculty members from the College of Teacher Education, Batangas State University-JPLPC Campus, Malvar, Batangas, Philippines, during the academic year 2017-2018.

Specifically, it aimed to describe the gender sensitive pedagogical practices of the respondents as to delivery of the subject matter, organization of the learning experience, design of didactics strategies and selection of the learning evaluation; determine the teaching effectiveness of the respondents; analyze the significant relationship between the assessed gender sensitive pedagogical practices and teaching effectiveness; and lastly, propose concrete strategies to reinforce further gender sensitivity in pedagogical practices.

METHODS

Research Design

This study utilized descriptive-correlational design since it determined the relationship between the assessed gender sensitive pedagogical practices of the faculty members and their teaching effectiveness. It examined possible existence of relations that exist between the said variables and carefully identified the strength of such association.

Respondents

A total enumeration of 22 faculty members from the College of Teacher Education at Batangas State University-JPLPC Campus, Malvar, Batangas for the AY 2017-2018 served as key-informants of the study. The researcher purposively selected these professors and instructors for they were licensed professionals, graduate degree holders of education-related programs, and teaching for more than 5 years in tertiary level. It is deemed that their role is very crucial in instilling and reinforcing foundational knowledge on gender concepts and domains to the next generation pool of basic education teachers.

Instrumentation

To obtain the needed data, the researcher utilized a modified questionnaire designed by Dehler et al. [11]. It has 6 criteria to evaluate gender equality in teaching. The researcher modified these criteria to conform to the needs

of this study and to make it more suitable to the target respondents. After careful reviews of different literatures, the researcher came up with a 40-item questionnaire to reveal the respondents' personal assessment on their teaching practices from a gender perspective along with subject matter, learning experience, didactics and learning evaluation. To ensure the instrument's validity and reliability, the researcher sought for the assistance of the three experts in the field of gender and development and statistician. The obtained .839 alpha coefficient suggests that the instrument was reliable.

To facilitate the interpretation of the computed mean for respondents' assessment on their pedagogical practices, the following mean ranges with their corresponding interpretations were used:

Scale	Mean Ranges	Verbal Interpretation
5	4.51-5.00	Strongly Agree (SA)/Highly Integrated (HI)
4	3.51-4.50	Agree (A)/Integrated (I)
3	2.51-3.50	Moderately Agree (MA)/Slightly Integrated (SI)
2	1.51-2.50	Disagree (D)/Not Integrated (NI)
1	1.00-1.50	Strong Disagree (SD)/Highly Not Integrated (HNI)

Moreover, to obtain information on the teaching effectiveness of the faculty members along with commitment, knowledge of the subject, teaching for independent learning, and management of learning, the researcher prepared a letter of request to the associate dean of the college to seek permission to get a copy of the results of the performance evaluation for teaching effectiveness by the students for the stated academic year. Secondary data were utilized by the researcher.

The teaching effectiveness of the faculty members were classified, presented and interpreted based on the guidelines stipulated in the Quality Manual of the university. These are as follows:

Scale	Rating Ranges	Descriptive Rating
5	4.51-5.00	Outstanding
4	3.51-4.50	Very Satisfactory
3	2.51-3.50	Satisfactory
2	1.51-2.50	Fair
1	1.00-1.50	Poor

Data Collection Procedure

A consent form to clarify the purpose of the research was prepared to solicit permission from the faculty to participate in the study. They were oriented on the

study's requirements and the confidentiality of the information to be collected among them as respondents of the study.

Communication letter was also prepared to seek approval from higher authorities to distribute the instrument. Upon approval, the researcher properly consulted the department's secretary for the schedule of the administration of the questionnaire. Also, she personally distributed and retrieved the questionnaire.

Gathered data were checked, tallied, scored, and treated through weighted mean, frequency and percentage, and Chi-Square. Careful interpretations and analyses of the data afforded the researcher to come up with strategies to further reinforce gender sensitivity in teaching.

RESULTS AND DISCUSSION

Based on the data obtained, six tables were presented. The results are organized and presented relative to the specific problem posed by the researcher.

Gender Sensitive Pedagogical Practices

Table 1 reflects the respondents' assessment on gender sensitive pedagogical practices in terms of delivery of the subject matter.

Table 1. Gender Sensitive Pedagogical Practices in terms of Delivery of the Subject Matter

Statements	Mean	SD	VI
As an educator, I...			
1. make sure that the relation between teaching content and gender is revealed.	4.48	0.51	A
2. see to it that students reflect about gender-related structural dependencies/ constraints within their domain, work environment, and job market.	4.57	0.60	SA
3. ensure that both male and female authors and researchers are considered as my reference.	4.62	0.50	SA
4. reinforce topics on gender issues in my lesson (e.g. VAWC, women's right, etc.)	4.43	0.60	A
5. adjust my lesson content taking into consideration my male and female students' maturity, prior experiences, and social value.	4.67	0.58	SA
6. present the subject matter which can be easily learned through optimal replacement, appropriate organization and sequencing of contents.	4.43	0.51	A
7. develop objectives considering cultural aspects and gender dimensions.	4.81	0.40	SA
8. detect and counter-act one-sided content and objectives.	4.29	0.46	A
9. carefully select content/that will help the learners attain maximum self-sufficiency in learning.	4.62	0.50	SA
10. regularly check and verify the content to determine if it is within the context of the existing reality about the role of male and female in a society and government.	4.43	0.51	A
Overall	4.53	0.52	HI

A mean of 4.67 shows that majority of the respondents strongly agreed that their lesson content is adjusted considering their male and female students' experiences, maturity, and values. This implies that educators integrate a variety of perspectives into their teaching and offer students new ways of looking at their courses. In order to effectively teach students, educators need to understand that as they enter the classroom, they bring with them a unique background, set of skills, and educational needs [14].

Meanwhile, the respondents agreed that they detect and counter-act one-sided content and objectives (4.29). The result showing that professors/instructors check and revise their objectives to acknowledge a range of differences in the classroom signifies that they put an effort to create an inclusive classroom. In an inclusive classroom, professors/instructors are aware of the diversity of students and work with students to create a safe and collaborative learning environment. They use multiple methods to deliver course content and provide students with a variety of opportunities to share what they know. Most importantly, they recognize that students learn in different ways and have valuable perspectives to bring to the content being learned [15].

In general, the table shows that the respondents highly integrate (4.53) gender perspectives in their subject matter or lesson. A quality curriculum must necessarily include gender equality as an outcome of teaching and learning, and the school's socialization process [12]. According to Eurydice [16], gender equality should be an interdisciplinary theme which teachers can develop within the context of their particular subject, confronting prejudice and promoting more gender-inclusive alternatives.

Moreover, Table 2 presents the respondents assessments on gender sensitive pedagogical practices in terms of organization of the learning experience. As reflected in the table, the respondents strongly agreed (4.81) that they used gender neutral language in their lesson plans. This result revealing that they used non-sexist language shows that the respondents avoids bias towards a particular sex or gender role. According to Bojarska [17], gender-neutral pronouns allow teachers to speak to and about people without incorrect assumptions about their gender.

On the other hand, a mean of 4.29, shows that the respondents initiated exploratory classroom activities to strengthen gender mainstreaming. The use of classroom activities could transform the learning dynamic. The result showing that the respondents used this approach implies that they encourage students to examine and

investigate relationships between existing knowledge and unfamiliar concepts. This also suggests that the respondents include more critical thinking by adopting constructivist pedagogy. Franzoni [18] said that effective education is a process where the teacher, children and the schools involved and participated actively.

Table 2. Gender Sensitive Pedagogical Practices in terms of Organization of the Learning Experience

Statements	Mean	SD	VI
As an educator, I...			
1. use gender neutral spoken language during discussions.	4.52	0.51	SA
2. use examples of gender inequity in my lesson and clearly explain these issues in class.	4.57	0.51	SA
3. actively discuss and analyze sexist advertising images and the media's representation of men and women.	4.33	0.58	A
4. present in the learning/instructional materials (e.g. photos, examples,) at the same hierarchical levels and in non-stereotypic roles.	4.67	0.48	SA
5. give exercises which address for both men and women to explain their thinking and reasoning.	4.57	0.60	SA
6. challenge traditional male and female stereotypes when giving examples to students (e.g. a female soldier or a male nurse)	4.52	0.68	SA
7. prioritize learning styles of my male and female students in the choice of the teaching method.	4.48	0.68	A
8. utilize gender neutral language in all my written lesson plans.	4.81	0.40	SA
9. initiate exploratory classroom activities following the prescribed guidelines of CHED and other agencies to facilitate gender mainstreaming.	4.29	0.90	A
10. examine all instructional materials whether textbooks, handouts or workbooks to determine if they are gender biased, gender neutral or gender-sensitive.	4.76	0.44	SA
Overall	4.55	0.58	HI

Generally, the respondents highly integrate gender (4.55) in organizing students' learning experiences. In the context of gender, engaging children in discussions, problem solving, multifarious activities and voicing their doubts and experiences are ways of breaking gender barriers related to caste, class, region and location. Hence, in the teaching and learning of different subjects offered in a school, a teacher may consider gender inclusive activities [19]. Bañez [20] also mentioned that students learn best when teaching modality is appropriate to their skills and interests.

This portion reveals the respondents' assessments on gender sensitive pedagogical practices in terms of design of didactics strategies. It is reflected in Table 3.

The table shows that the respondents strongly agreed (4.81) that they provide enough time for the students to answer their questions. This means that the faculty members consider that some individuals are not

comfortable expressing themselves orally and can think answers promptly. Moreover, this result also suggests that the respondents provide time to hear the students' full responses. As a result, this will allow them to give credit to students' ideas and to determine understanding of the lesson.

Table 3. Gender Sensitive Pedagogical Practices in terms of Design of Didactics Strategies

Statements	Mean	SD	VI
As an educator, I...			
1. help promote gender equality and sensitivity inside the classroom through giving equally intensive and constructive feedback to male and female students.	4.76	0.44	SA
2. make a seating plan that supports equal participation regardless of their sex.	4.38	0.59	A
3. look at my male and female learners as unique individuals, and not through gender-based perspectives.	4.57	0.60	SA
4. avoid interacting to students who only sits in front of the class to ensure equal participation.	4.52	0.51	SA
5. give all students the opportunity to take part in class by doing some activities in small groups of three to four students.	4.76	0.44	SA
6. always address male and female students equally and with similar stimulating demands.	4.67	0.48	SA
7. establish a set of rules with my students from the very beginning to promote ownership.	4.62	0.50	SA
8. call on or talk to both female and male students in a balanced way.	4.52	0.51	SA
9. provide enough time for my male and female students to answer a question at least four to five seconds.	4.81	0.40	SA
10. encourage students to engage in activities that may help them step outside their gender's comfort-zones (e.g. sports, dance, drama etc.)	4.67	0.48	SA
Overall	4.63	0.49	HI

To improve learning, ask question throughout a class and ask them only one question at a time [21]. The respondents agreed (4.38) that their seating plan supports equal participation regardless of their sex. This result showing planned and organized seating arrangement implies that they ensure that all students are involved and given opportunities in all classroom activities. According to Bilbao [22], how the students are seated could make a difference in keeping them motivated and attentive during discussions.

Generally, the table presents that the respondents highly integrate (4.63) gender in their didactics strategies. This implies that they have the ability to acknowledge and highlight gender domains and incorporate it in their teaching. According to Grace [23], teachers need to focus on each individual learner's skills and/or weaknesses, and thus conduct a class session free

from gender bias. Also, this was supported by the study of Cabello [24], which reveals that teacher and student-respondents of Malvar Central School assessed gender is highly employed in didactics.

On the other hand, Table 4 presents the faculty members' assessment on gender sensitive pedagogical practices in terms of selection of the learning evaluation.

Table 4. Gender Sensitive Pedagogical Practices in terms of Selection of the Learning Evaluation

Statements	Mean	SD	VI
As an educator, I...			
1. choose an objective criterion in the evaluation of my male and female students performance in class.	4.67	0.58	SA
2. use gender-neutral language and representation as a criterion for learning evaluation.	4.52	0.60	SA
3. ensure that my male and female students perform equally well in learning outcome measures.	4.62	0.59	SA
4. include gender competence in my learning evaluation/criteria.	4.29	0.56	A
5. make certain that prejudice and stereotypes are not adopted in my feedback and learning evaluation methods.	4.57	0.60	SA
6. am careful not to limit what I ask my students to perform aw345xsu(e.g. ask female students to take the role of a police officer, carpenter).	4.52	0.60	SA
7. utilize gender-neutral words, examples, and images/photos in my test papers, activity sheets and the like.	4.67	0.48	SA
8. administer exhibition or demonstration in a manner which is equivalent for all students (e.g. all candidates in a music demonstration play the same piece).	4.52	0.51	SA
9. observe non-verbal forms of communication (e.g. attentiveness to lessons, signs of frustrations) to objectively record their areas of strengths and weaknesses.	4.71	0.46	SA
10. use a professional judgment in developing the problem, question or statement and scoring the final product regardless of sex.	4.71	0.46	SA
Overall	4.58	0.54	HI

As reflected on the table, a mean of 4.71 shows that most of the respondents strongly agreed that they observe non-verbal forms of communication. This data showing faculty's utilization of silent language implies that they transfer messages through the complex combination of appearance, posture, limb movement, sight, and facial expressions. It seems necessary for the teachers to practice and learn effective non-verbal communication skills, especially for those who always interact with a large group of students [25].

Similarly, the respondents also strongly agreed (4.71) that they use a professional judgment to evaluate students' learning and output. This finding reveals that their judgment and decision on students' achievement is fair and reliable. The skill of educators to accurately

measure student accomplishment is considered an important aspect of teachers' professional competence, as teacher judgments are often the primary source of information about student's performance [26].

In general, the respondents highly integrate (4.58) gender in learning evaluation. This implies that the selection of a strategy is determined by the needs and talents of the learners. Srivastava [27] said that there are gender differences among learners. Also, Feingold [28] discussed that certain types of assessment favor boys over girls. Hence, diversity among learners makes it imperative for educators to evolve inclusive assessment strategies which are free from all biases.

Teaching Effectiveness of Faculty Members

This part presents the teaching effectiveness of the faculty members based from the results of performance evaluation by the students.

Table 5. Performance Evaluation for Teaching Effectiveness Results

Performance Evaluation for Teaching Effectiveness Results	f	%
Outstanding (4.51-5.00)	5	22.73
Very Satisfactory (3.51-4.50)	16	72.73
Fair (1.51-2.50)	1	4.55
Total	22	100

It can be gleaned from the table that majority of the faculty members or 72.73% got a rating of very satisfactory. Five or 22.73% obtained an outstanding rating while only 1 or 4.55% got fair. These results imply that the students observed that faculty members can vary enormously in their ability to teach effectively. The outcome of students' evaluation of teaching performance is seen as an important tool to measure the effectiveness of teaching quality [29].

Table 6. Relationship between Gender Sensitive Pedagogical Practices and Teaching Effectiveness

Variables	CV	TV	D (H ₀)	VI
Gender Sensitive Pedagogical Practices and Teaching Effectiveness	118.608	12.592	Reject	Significant

CV-Computer Value; TV-Tabular Value, D-Decision; VI-Verbal Interpretation

Table 6 revealed that the computed Chi-square value of 118.608 was found to be greater than the tabular value of 12.592.

The results revealed that the faculty members' gender sensitive pedagogical practices were significantly related to students' performance evaluation on teaching

effectiveness. This implies that faculty members' implementation of gender-sensitive pedagogy affects students' evaluation. This data also suggests that students' evaluation can be a good indicator of faculty's effectiveness in integrating gender in teaching and learning process. Therefore, this could serve as an opportunity to reflect and help professors/instructors consider changes such as teaching strategies, course plans and outcomes, and classroom policies in an effort to help students enhance their academic performance. Helgesen and Nasset [30] reiterated that students expected effective lecturers to help raise their level of well-being so that their academic and non-academic achievements can be further enhanced. This would significantly contribute to satisfaction of students in learning and to their teacher which in turn affects the image of the learning institution as well as student loyalty.

Proposed HEART Strategy to further Reinforce Gender Sensitivity in Pedagogical Practices

Since assessment of gender sensitive practices is a continuing process, the researcher proposed a strategy considering the results of this study, to further sustain and promote equality in teaching. According to Freedman et al. [31], strategy is a plan to bring about a desired future, such as achievement of a goal or solution to a problem. It also means the art and science of planning and marshaling resources for their most efficient and effective use. Moreover, strategy typically involves two major processes: formulation and implementation. Formulation involves analyzing the environment or situation, making a diagnosis, and developing guiding policies. It includes such activities as strategic planning and strategic thinking. Implementation refers to the action plans taken to achieve the goals established by the guiding policy [32].

Careful analyses of the findings afforded the researcher to come up with a strategy and its framework, termed as HEART; aiming to produce gender sensitive educators. Formulation of the strategy was based on the philosophical and legal bases on gender and development and review of the local and global community gender needs. It operates on five ways or steps to ensure gender sensitivity in pedagogical practices. These are **H**arnessing the power of male and female students' talent; **E**stablishing a gender-inclusive learning environment; **A**ddressing gender inequalities in subject lessons, textbooks, and instructional materials; **R**elating students' individual/personal experiences to lesson content; and **T**ransforming educators' attitudes

and behaviors towards gender equality. Monitoring and evaluation procedures will be done to systematically track its implementation and outputs. Figure 2 shows the HEART Strategy framework.

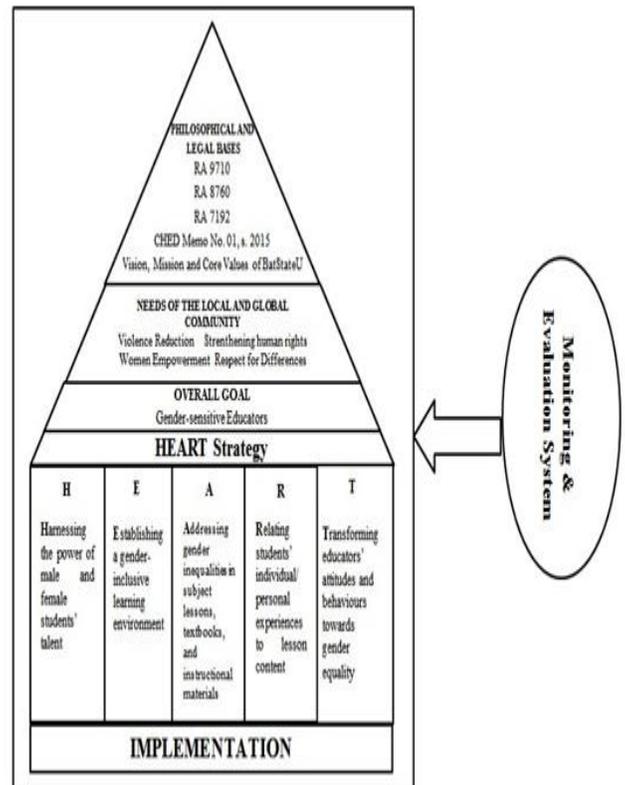


Figure 2. HEART Strategy Framework

CONCLUSION AND RECOMMENDATION

Bridging the gap requires sensitizing educators to gender topics and reshaping their approaches and practices to eliminate gender stereotypes. Gender sensitive educators understand and respond to the needs of their boy and girl students considering their different sexual maturation levels. They act as change agents and promoter of equal rights in tertiary education, who advance the cause of education for everyone. In doing so, they increase educational accomplishments for all their students, power relations between the sexes and many other aspects of the students' lives. It is within this premise that this study had been conducted. The results of the participants' assessment on gender sensitive pedagogical practices along with delivery of the subject matter, organization of the learning experience, design of didactics strategies and selection of the learning evaluation was highly integrated. Their high integration of gender in their pedagogy implies that their teaching and learning plans and processes pay attention to the

specific learning needs of all students, regardless of sex. Moreover, majority of the respondents obtained a very satisfactory rating on performance evaluation for teaching effectiveness and significant relationship exists between the respondents' gender sensitive pedagogical practices and their teaching effectiveness. These results suggest that students' evaluation is a manifestation of faculty's effectiveness in integrating gender in their instruction.

In consonance with the above cited results, deans, associate deans, and department chairs who are in-charge of monitoring instruction may encourage all faculty members to integrate gender dimensions in their teaching practices. They may also collaborate with other higher educational institutions who are recipients of GAD best practices award/s for benchmarking purposes. Additional seminars/training relative to gender may be also funded by the administration. Further, book review committee of the university may consider gender-responsive textbooks, manuals, and the like as basis for their approval.

Faculty members may incorporate gender in making their course syllabus with specification, specifically in stating their intended learning outcomes. They are also encouraged to make use of gender-fair language in teaching to promote fair treatment of girls and boys. The proposed HEART strategy by the researcher may be considered by the concerned authorities for maximum implementation and actualization. Since gender sensitivity in teaching practices deals with numerous concerns, the researcher calls for further investigation considering other areas.

REFERENCES

- [1] UNESCO (2009). Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education. Bangkok: UNESCO.
- [2] UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices. Paris: UNESCO. <https://goo.gl/ycjtm9>
- [3] Department of Education. <https://goo.gl/WoaPAq> Retrieved December 11, 2018.
- [4] Commission on Higher Education. <https://goo.gl/nkPtLn>. Retrieved December 11, 2018.
- [5] Mlana, Penina et al. (2005). Gender Responsive Pedagogy: A Teacher's Handbook, available at <https://goo.gl/tDVvj3>. Retrieved December 8, 2018.
- [6] Berge, B-M. (1998) Skall vi skolas tillsammans eller var för sig? [Should we be educated together or separately?], in A-L. Arnesen (Ed.) Likt og ulikt: Kjønnsdimensjonen i pedagogisk tenkning och praksis. Hireport, Oslo University.
- [7] Jary, D. and Shah, T (2009) What is learned at university? The social and organizational mediation of university learning (The SOMUL Project): Implications for Policy and Practice. Working Paper 6, Sept. 2009. York: Higher Education Academy
- [8] McLean, M., Ashwin, P and Abbas, A (2011) Access to 'pedagogic rights': the teaching and learning of social science in English universities Society for Research into Higher Education Annual (SRHE) Conference, 7-9 December 2011, Celtic Manor, Newport.
- [9] Anderson, K. (2010) The whole learner: The role of imagination in developing disciplinary understanding. *Arts and Humanities in Higher Education*, 9 (2), 205-221
- [10] United Nations Educational, Scientific and Cultural Organization (2015). A Guide for Gender Equality in Teacher Education Policy and Practices. <http://www.unesco.org/education/tlsh/>. Retrieved December 10, 2018.
- [11] Dehler, J., Charlier, B., & Wüthrich, A. (2009). Conceptualization and assessment of gender equality in university teacher training. Paper presented at the 13th Conference of the European Association for Research on Learning and Instruction.
- [12] UNESCO (2009). Teaching and Learning for a Sustainable Future. <http://www.unesco.org/education/tlsf/>
- [13] French, Wendell L. and Cecil H. Bell. (1994), *Organizational Development: Behavioral Science Interventions for Organization*. 5th ed. Englewood Cliffs, NJ: Prentice Hall.
- [14] Olinghouse, Natalie (2008). Designing Lessons for Diverse Learners. Available at <https://goo.gl/VGgP37>. Retrieved December 7, 2018.
- [15] Baker, M. and Richardson, E. 2004. Making Gender Matter: Inclusion of gender studies in teacher education. Johannesburg, Wits School of Education.
- [16] Eurydice (2010). Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe. Brussels: European Commission Education, Audiovisual and Culture Executive Agency.
- [17] Bojarska, Katarzyna (2012). "Responding to lexical stimuli with gender associations: A Cognitive-Cultural Model". *Journal of Language and Social Psychology*. 32: 46. doi:10.1177/0261927X12463008.
- [18] Franzoni AL, Assar S (2009) Student learning styles adaptation method based on teaching strategies and electronic media. *Educational Technology & Society* 12: 15-29.

- [19] Srivastava Gouri. (2012). *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing Company Pvt. Ltd, New Delhi.
- [20] Bañez, R. M. (2016). Recency or Relevance: A Quest for Pedagogical Framework in Teaching Philippine and World Literature in Senior High School. *Asia Pacific Journal of Multidisciplinary Research*, (4),4, pp. 78-86.
- [21] McKeachie, Wilbert, et al. (2005). *McKeachie's teaching tips: strategies, research, and theory for college and university teachers*. 12th ed. Boston: Houghton Mifflin.
- [22] Bilbao, Purita P. (2009). *The Teaching Profession*, Lorimar Publishing Co., Inc., Quezon City, Manila.
- [23] Grace, S. and Gravestock, P. (2009). *Inclusion and Diversity: Meeting the needs of all students*. New York, Routledge.
- [24] Cabello, G.G., Maligaya, M.R. P. and Manila, K. M. C. *Gender Mainstreaming on Teaching in Filipino Classrooms at Malvar District*. Undergraduate Thesis. Batangas State University-JPLPC Campus, Malvar, Batangas, Philippines.
- [25] Najafi T, Rahmazade A. The relationship between communication skills and educational effectiveness of teachers of girls in Valiasr Technical College in Tehran. *Journal of media studies*. 2013;8(4): 193–206.Persian.
- [26] Sudkamp, J. Kaiser, J. Möller (2014). Teachers' judgments of students' academic achievement. Teachers' professional development: Assessment, training, and learning, Sense Publishers, Rotterdam, NL (2014), pp. 5-25
- [27] Srivastava Gouri, Yadav Mona, (2013). *Training Material for Teacher Educators on Gender Equality and Empowerment*, Vol.I, II and III, NCERT, New Delhi
- [28] Feingold, A. (1992). Sex differences in variability in intellectual abilities: A new look at an old controversy. *Review of Educational Research*, 62, 61–84.
- [29] Spooren, P & Mortelmans, D. (2006). Teacher professionalism and student evaluation of teaching: Will better teachers receive higher ratings and will better students give higher ratings? *Educational Studies*,32(2), 201–214.
- [30] Helgesen, O., & Nettet, E. (2007). Images, satisfaction and antecedents: drivers of student loyalty? A case study of a Norwegian University College. *Corporate Reputation Review*, 10(1), 38-59.
- [31] Freedman, Lawrence (2013). *Strategy*. Oxford University Press. ISBN 978-0-19-932515-3.
- [32] Rumelt, Richard P. (2011). *Good Strategy/Bad Strategy*. Crown Business. ISBN 978-0-307-88623-1.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4>).