



GENDER-SENSITIVE PEDAGOGICAL APPROACHES TO SETTING BORDERS SENSITIVITY

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ABSTRACT

A gender-sensitive society is crucial in the 21st century generation. Gender equality has always been a global concern over the years. Due to the demand to respond to issues regarding discrimination especially those in marginalized sector, strengthening the support for gender equality is the key component in dealing with different societal problems. In a setting like in the English classroom, the responsibility of incorporating gender sensitivity perspectives is still considered as an essential one. With the end view of formulating gender-sensitive activities in delivering a gender-sensitive English classroom, the researcher believed that this study would help English teachers on how to be gender-sensitive in teaching. This study employed descriptive method of research. This study utilized a researcher-made questionnaire which is adapted from the standardized test from University of Fribourg entitled Questionnaire for the evaluation of gender equality in teaching. Weighted mean, composite mean and t-test is used to analyze data. The findings revealed that English teachers find it important to include gender-sensitive pedagogical practices in their learning material, didactics and learning evaluation. Meanwhile, school administrators perceived gender-sensitivity as great extent in all aspects of the instruction of the teacher inside the classroom. Moreover, English teachers and administrators have significant difference as they view the importance of gender-sensitive pedagogical practices in the classroom. Furthermore, a proposed gender-sensitive activities is needed to further develop gender awareness among the students.

Keywords: *English Classroom; Gender and Development; Gender-sensitive activities; Learning Material; Didactics; Learning Evaluation*

INTRODUCTION

A gender-sensitive society is crucial in the 21st century generation. Gender equality has always been a global concern over the years. Due to the demand to respond to issues regarding discrimination especially those in marginalized sector, strengthening the support for gender equality is the key component in dealing with different societal problems. This commitment is assumed to be part of the role of education. By incorporating gender –related knowledge, a vision of gender cultured populace is the major commitment that most of the education sectors is looking forward to achieving by giving equitable opportunity for all students to receive quality education.

In the Philippines, almost all government sectors provide policies and guidelines in promoting gender and development. This prompted for different campaigns in strengthening women's role in promoting gender awareness to avoid discriminations. The state adheres the Republic Act 9710 also known as Magna Carta for Women which promotes gender equality in all forms including economic, social and cultural rights. Meanwhile, the Department of Education, one of the agencies that has significant role in Philippine Government, issued the DepEd Order no. 32, series of 2017 also known as Gender-Responsive Basic Education Policy which

“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”.

It paved the way for the conduct of Gender and Development Programs among schools in order for the school personnel and other educational practitioners to be addressed with sexuality-related issues including abuse, violence, exploitation and other forms of discrimination. The concept of promoting gender sensitivity in schools also covers learners who are expected to actualize the principles of gender and development. It is the reason why gender mainstreaming in education as stipulated in the gender-responsive education policy is regarded as means of achieving success when it comes to the implementation of the program.

In a setting like in the English classroom, the responsibility of incorporating gender sensitivity perspectives is still considered as an essential one. Since both language and literature is undertaken in an English classroom, teaching-learning demands for an instruction which could deliver opportunities corresponding to the needs, skills, and capabilities of the learners. As stated in the K-12 English curriculum (2016), English language is a dynamic social process which responds to and reflects changing social conditions, and that English is inextricably involved with values, beliefs, and ways of thinking about ourselves, and the world people dwell in. Through skills developed in the English classroom, learners will be able to appreciate and be sensitive to sociocultural diversity and understand that the meaning of any form of communication depends on context, purpose and audience.

Moreover, The National Council of Teachers of English (2018), as both a commodity and a guiding force of human society, language is fundamentally complex and ever evolving. As far as the intersection of language, gender and equity is concerned, English is in such an active shift for so many years. It is one of the most common mechanisms by which gender is built and reinforced.

English teachers play an important role not only in teaching the language but also in fulfilling the English curriculum aims; to make students competent in the learning area where diversity is observed. Holistic development is likewise being visualized as learning English in general can help them be competitive enough as they engaged in the actual world. Thus, learning in the

English classroom calls for an instruction which is gender sensitive for both male and female students to help fill in the gap among gender differences in education.

The idea of addressing gender awareness is still relevant at present. Until now, according to (Remo, 2012; Romano and Van, 2019) places including the Philippines experience problems related to gender inequality and most of them are clearly seen in the phenomenal economic progress where status of women continued to be concentrated at lower growth sectors of the society. For this reason, school, as regarded as an agent of change, is doing its part to implement gender and development awareness.

In compliance to the campaign of strengthening gender and development, series of trainings and seminars are being conducted to ensure gender sensitive education. As a matter of fact, based on the personal experience of the researcher together with some observations and interviews, schools really implement trainings and seminars for the teachers and staff stressing to the integration of gender sensitivity to whole teaching-learning process. This includes student-teacher interaction, preparation of learning materials, learning assessments and teaching itself. It is for the aim of having a gender-sensitive citizenry which is being looked forward to start from the students.

However, the vision of gender-inclusive society is still vague as different problems in the implementation process are being observed and manifested. (Pulmano, 2016; Albaladejo, 2019) mentioned lack of manpower and inadequacy of materials and resources to facilitate implementation process are some of the problems in GAD program. Lack of willingness of staff and coordinators and consistent support including budget are likewise considered as reasons why success of the program's goal cannot be achieved. Furthermore, Albaladejo (2019) added that to address the effectiveness of GAD implementation, teachers' and educational managers' knowledge about gender and development from the seminars and trainings they have attended must be transferred to students. It is to ensure that students will also have awareness on gender equality.

Moreover, as part of the public school's gender and development program, a gender development plan is constructed annually by the school GAD focal Person. It is where the current gender issues are identified. It was highlighted in the GAD plan and budget of some schools that there is a need to increase awareness of the teachers in current program pertaining to gender equality. There are still some practices and processes that are not yet gender sensitive specifically in the teaching instruction. In addition, teachers have only limited knowledge on GAD related policies and mandates on mainstreaming. In addition it was emphasized that there is a need to provide Gender Mainstreaming Evaluation Framework (GMEF), a tool in order to promote mainstreaming in different sectors including the education department.

As such, Lualhati (2019) said if teachers are trained and empowered, it will enable the next generation to have a better understanding of the world around them and will help them to make rational choices on gender issues. Meanwhile, in the context of the English classroom, there are only few studies yet that were conducted pertaining to gender integration. In the study of Islam (2018), it was found out that there is an urgent need to explore gender sensitive education in the area of English Language Teaching that covers gender policies, roles of girl students in breaking the societal stereotypes and supports an enabling environment for gender equality.

With the recognized relevance of gender sensitive pedagogy not only to the student but also to the community, the researcher as an English teacher would like to assess the gender sensitivity of junior high school teachers. It is because learning English is widely recognized as a help for the students to be equipped since almost all of the undertakings require knowledge and competency in English. The desire to emphasized gender sensitivity among the teaching scenarios in the English classroom also motivated the researcher to explore the possibilities of strengthening gender mainstreaming in education particularly in English language teaching. For the notion that if English language teachers are gender-sensitive it is possible for the students

to be competent not only in understanding English but also on how to use it appropriately in a particular context in a gender-inclusive manner.

With the end view of formulating gender-sensitive activities in delivering a gender-sensitive English classroom, the researcher believed that this study would help English teachers on how to be gender-sensitive in teaching. Furthermore, the findings of the study may help the coordinators and other responsible focal persons be informed about the challenges that the existing gender-responsive basic education policy has. Thus, these pictures may help educators to reinforce a gender sensitive society by educating the students inside the classroom.

Research Questions

This study aimed to assess the gender sensitivity of junior high school teachers in the English classroom.

Specifically, it sought answers to the following questions: The following are the specific objectives:

1. How do English teachers assess their gender-sensitivity in terms of:
 - 1.1. learning materials;
 - 1.2. didactics; and
 - 1.3. learning evaluation?
2. To what extent do the administrators described the English teachers' level of gender sensitivity in terms of:
 - 2.1. learning materials;
 - 2.2. didactics; and
 - 2.3. learning evaluation?
3. Is there significant difference between the assessments of gender sensitivity of the English teachers and their administrators?
4. Based on the findings, what gender-sensitive activities may be proposed to strengthen the gender sensitivity in the English classroom?

METHODOLOGY

The researcher employed a descriptive design of the study. This type of design allows the researcher to investigate measure and describe aspects or characteristics of groups, communities or even occurrences or phenomenon. It requires careful measurement and a systematized way of answering research questions. It is not applicable to seek to answer in questions pertaining to simple search, thoughts, or calculation (Tornerio, A. & Tornerio, H., 2017). The respondents of the study are English teachers and their administrators in Area 2 of the Province of Batangas. There are 100 English teachers and 42 administrators which includes Master Teachers, Head Teachers, English subject Coordinators and School Heads.

The survey questionnaire is considered as the main data gathering tool in the study. This study utilized a researcher-made questionnaire which is adapted from the standardized test from University of Fribourg entitled Questionnaire for the evaluation of gender equality in teaching. Seeking some advice from research experts and browsing the internet and substantiating the information will be considered. The researcher conducted a pilot testing to test the validity and reliability of the items. The researchers used the following statistical method to quantify the data obtained during the study.

Weighted Mean. This was used to show the respondents' assessment per item of the assessment of the variables.

Cronbach's Alpha. This will be used for the reliability testing (measure level of internal consistency) of the survey questionnaire.

T-Test. This test was used to determine the significant difference among the responses of the respondents in terms of gender sensitive approaches in teaching.

RESULTS

GENDER SENSITIVITY OF ENGLISH TEACHERS

Table 1. Gender-Sensitivity of English Teachers in Terms of Learning Materials

Indicators	Weighted Mean	Verbal Interpretation
As A teacher, I...		
Use language (spoken or written) which is gender-neutral rather than gender binary languages	3.22	Great Extent
Include layout and design Materials and examples appropriately representing both male, female and LGBTQIA	3.21	Great Extent
Use springboards such as literary pieces to teach English featuring social and cultural ideas pertaining to gender equality	3.16	Great Extent
Use illustrations with non-stereotypic situations for male, female and LGBTQIA roles	3.11	Great Extent
Depict diverse socio-economic backgrounds and religious backgrounds, including disabled people, of equal prominence, potential and respect in the learning materials in English language classes	3.1	Great Extent
Present other supplementary materials such as posters, graphs and figures in the classroom displaying male, female and LGBTQIA in equal numbers	3.08	Great Extent
Distribute language learning materials equally to male, female and LGBTQIA students	3.07	Great Extent
Ensure gender balance for author selection	3.07	Great Extent
Present materials which the tone of superiority is not perceived as brought by patriarchal perspective	3.05	Great Extent
Maximize language learning materials which corresponds to the needs and experiences of male, female and LGBTQIA students	3.03	Great Extent
Give similar significance to male, female and LGBTQIA characterized categories	3.03	Great Extent
Incorporate language themes and context relative to the life male, female and LGBTQIA students	2.99	Great Extent
COMPOSITE MEAN	3.09	Great Extent

Table 2. Assessment on the level of gender-sensitivity of English teachers in terms of didactics

Indicators	Weighted Mean	Verbal Interpretation
As A teacher, I...		
Praise equally the male, female and LGBTQIA students in the language classes	3.39	Great Extent
Instruct English class rules which are applied to all students	3.34	Great Extent
Call or address each student in a balanced number of times to promote equal class participation	3.32	Great Extent
Provide Enough time to male, female and LGBTQIA in answering a question	3.3	Great Extent
Employ group tasks to increase diverse participation of all genders	3.3	Great Extent
Allow student play various roles regardless of gender in performing group tasks in their English classes	3.28	Great Extent
Arrange seats that promotes equal participation of all genders	3.24	Great Extent
Ensure that discussions are inclusive and not limited to gender binary perspectives	3.23	Great Extent
Give students chances to assess themselves pertaining to their own gender through English language lessons	3.21	Great Extent
Discuss lessons with features of gender as spectrum which is integrated in English instruction	3.2	Great Extent
Formulate instructional objectives which promote gender competence as reference to the teaching instruction	3.2	Great Extent
Give tasks equally to male, female and LGBTQIA in their English classes and make sure has a chance to complete it	3.15	Great Extent
Do Informal, verbal and nonverbal cues such as going close and walking away appropriately when talking with male, female and LGBTQIA students	3.07	Great Extent
COMPOSITE MEAN	3.25	Great Extent

Table 3. Assessment on the level of gender-sensitivity of English teachers in terms of Learning Evaluation

Indicators	Weighted Mean	Verbal Interpretation
As A teacher, I...		
Give clear communication of the learners' needs, progress and achievement regardless of gender to key stakeholders, including parents/ guardians are observed and prompted	3.21	Great Extent
Use same assessment tools in evaluating performance of male, female and LGBTQIA students (same level of questions and grading system)	3.18	Great Extent
Monitor and evaluates learner's progress and achievement consistently using learner attainment data with same extent as with male and female students	3.15	Great Extent
Give performance task which diverse and open for all gender in terms of acting a role (e.g. firefighter being played by a female student or teacher being played by male student and alike)	3.14	Great Extent
use gender inclusive language (verbal and non verbal) in different assessment methods to avoid discrimination	3.13	Great Extent
Give assessment activities to students equally depending on their preferred outcomes especially in doing differentiated activities	3.12	Great Extent
Review existing tests, examinations and assessments to ensure that gender stereotypes are not included in all aspects including examples, choices instructions even in constructing test questions	3.12	Great Extent
Give formative and critical feedback equally to male, female and LGBTQIA students	3.11	Great Extent
Use objective criteria in assessing students' performance of all sexes	3.07	Great Extent
Include gender and development messages in the process of test development as integrated in the learning competencies covered in a unit	3.05	Great Extent
Open school level competitions to all male, female and LGBTQIA students and have equal means of participation	3.03	Great Extent
Include variety of question types in developing test items to cater different learning styles of male, female and LGBTQIA students	3.02	Great Extent
Include gender competence in the learning evaluation	2.92	Great Extent
COMPOSITE MEAN	3.10	Great Extent

GENDER SENSITIVITY OF SCHOOL ADMINISTRATORS

Table 4. Assessment on the Level of Gender-sensitivity of Administrators in terms of Learning Material

Indicators	Weighted Mean	Verbal Interpretation
Distribute language learning materials equally to male, female and LGBTQIA students	3.29	Great Extent
Use language (spoken or written) which is gender-neutral rather than gender binary languages	3.24	Great Extent
Include layout and design Materials and examples appropriately representing both male, female and LGBTQIA	3.17	Great Extent
Ensure gender balance for author selection	3.14	Great Extent
Use springboards such as literary pieces to teach English featuring social and cultural ideas pertaining to gender equality	3.12	Great Extent
Maximize language learning materials which corresponds to the needs and experiences of male, female and LGBTQIA students	3.1	Great Extent
Present materials which the tone of superiority is not perceived as brought by patriarchal perspective	3.05	Great Extent
Present other supplementary materials such as posters, graphs and figures in the classroom displaying male, female and LGBTQIA in equal numbers	3.05	Great Extent
Use illustrations with non-stereotypic situations for male, female and LGBTQIA roles	3	Great Extent
Give similar significance to male, female and LGBTQIA characterized categories	3	Great Extent
Incorporate language themes and context relative to the life male, female and LGBTQIA students	2.98	Great Extent
Depict diverse socio-economic backgrounds and religious backgrounds, including disabled people, of equal prominence, potential and respect in the learning materials in English language classes	2.98	Great Extent
COMPOSITE MEAN	3.09	Great Extent

Table 5. Assessment on the Level of Gender-sensitivity of Administrators in terms of Didactics

Indicators	Weighted Mean	Verbal Interpretation
Praise equally the male, female and LGBTQIA students in the language classes	3.48	Great Extent
Call or address each student in a balanced number of times to promote equal class participation	3.38	Great Extent
Arrange seats that promotes equal participation of all genders	3.36	Great Extent
Allow student play various roles regardless of gender in performing group tasks in their English classes	3.36	Great Extent
Provide Enough time to male, female and LGBTQIA in answering a question	3.31	Great Extent
Instruct English class rules which are applied to all students	3.31	Great Extent
Employ group tasks to increase diverse participation of all genders	3.29	Great Extent
Ensure that discussions are inclusive and not limited to gender binary perspectives	3.23	Great Extent
Give students chances to assess themselves pertaining to their own gender through English language lessons	3.19	Great Extent
Give tasks equally to male, female and LGBTQIA in their English classes and make sure has a chance to complete it	3.17	Great Extent
Formulate instructional objectives which promote gender competence as reference to the teaching instruction	3.14	Great Extent
Discuss lessons with features of gender as spectrum which is integrated in English instruction	3.1	Great Extent
Do Informal, verbal, and nonverbal cues such as going close and walking away appropriately when talking with male, female and LGBTQIA students	3.05	Great Extent
COMPOSITE MEAN	3.26	Great Extent

Table 6. Assessment on the Level of Gender-sensitivity of Administrators in terms of Learning Evaluation

Indicators	Weighted Mean	Verbal Interpretation
Give clear communication of the learners' needs, progress and achievement regardless of gender to key stakeholders, including parents/ guardians are observed and prompted	3.33	Great Extent
Monitor and evaluates learner's progress and achievement consistently using learner attainment data with same extent as with male and female students	3.29	Great Extent
Use same assessment tools in evaluating performance of male, female and LGBTQIA students (same level of questions and grading system)	3.26	Great Extent
use gender inclusive language (verbal and non verbal) in different assessment methods to avoid discrimination	3.19	Great Extent
Give performance task which diverse and open for all gender in terms of acting a role (e.g. firefighter being played by a female student or teacher being played by male student and alike)	3.19	Great Extent
Open school level competitions to all male, female and LGBTQIA students and have equal means of participation	3.19	Great Extent
Use objective criteria in assessing students' performance of all sexes	3.14	Great Extent
Give assessment activities to students equally depending on their preferred outcomes especially in doing differentiated activities	3.12	Great Extent
Give formative and critical feedback equally to male, female and LGBTQIA students	3.1	Great Extent
Review existing tests, examinations, and assessments to ensure that gender stereotypes are not included in all aspects including examples, choices instructions even in constructing test questions	3.1	Great Extent
Include gender and development messages in the process of test development as integrated in the learning competencies covered in a unit	3.05	Great Extent
Include variety of question types in developing test items to cater different learning styles of male, female and LGBTQIA students	3.02	Great Extent
Include gender competence in the learning evaluation	2.93	Great Extent
COMPOSITE MEAN	3.15	Great Extent

Table 7. Difference in the assessment of gender sensitivity level of English teachers and their administrators

Variables	p-values	Computed t-values	Decision on Ho	Verbal Interpretation
Learning materials	.983	.022	Failed to Reject	Not Significant
Didactics	0.799	-.106	Failed to Reject	Not Significant
Learning evaluation	0.192	-.527	Failed to Reject	Not Significant

DISCUSSION

Gender-Sensitivity of English Teachers in Terms of Learning Materials

As stated in table 1, the respondents assessed the learning materials with a Great Extent of gender sensitivity got a composite mean of 3.09. Meanwhile, among the indicators in terms of learning materials, the respondents assessed as the highest weighted mean of 3.22 for the use of language (spoken or written) which is gender-neutral rather than gender binary languages. It means that most of the respondents give importance to how the learning materials present concepts and ideas using a gender-neutral language. Thus, whenever a teacher chooses a learning material to be used in teaching, there is need to assure that the language used is non-discriminating among any genders.

Gender-neutral language is a broad word that encompasses the usage of non-sexist, inclusive, or gender-equal terminology. The goal of gender-neutral language is to avoid using words that might be construed as prejudiced, discriminatory, or insulting because they indicate that one sex or social gender is the norm. Using gender-neutral and inclusive language also aids in the reduction of gender stereotypes, promotes societal transformation, and contributes to gender equality (European Parliament, 2018).

As revealed from the results, English teachers find it essential to focus on the language used in the learning material they use in their instruction. In consonance with this concept, Saeger (2023) mentioned that the language teachers use has a direct impact on students' understanding of gender. When compared to children exposed to gender neutral language, children exposed to gendered language were more likely to make use of gender stereotypes and had less opportunities to interact with children of the opposite gender in play settings. Furthermore, the use of terminology that is limited to one gender (for example, when male identifiers are used to refer to a community of persons that may contain female as well as male characters) restricts the ways in which girls and women perceive themselves as well as the possibilities that are available to them (USAID, 2017).

Meanwhile, English teacher respondents also find it important to include layout and design Materials and examples appropriately representing both male, female and LGBTQIA as it gained second to the highest weighted mean of 3.21 and verbally interpreted as great extent. It means that the learning material must visually portray the image of all gender as it is being used in the instruction. The use of gender-sensitive images in educational materials promotes gender equality and inclusivity in educational settings. These images contribute to the creation

of a more inclusive learning environment that recognizes the diversity of students, including their gender identities. When learning materials lack gender-sensitive images, students who do not identify with the images used may experience feelings of exclusion and marginalization. To ensure that all students feel valued and included in the learning process, it is crucial to incorporate gender-sensitive images into educational materials. This not only promotes a more positive learning environment, but also aids in dismantling gender stereotypes and promoting equality in all aspects of education.

The results further shows that the respondents use spring boards such as literary pieces to teach English featuring social and cultural ideas pertaining to gender equality got a weighted mean of 3.16 and verbally interpreted as great extent. Literary works serve as essential springboards for teaching gender equality-related social and cultural concepts in English. Literature explores the roles and experiences of individuals based on their gender identity through a variety of narratives. It allows students to investigate and analyze the societal norms and beliefs that influence gender roles and expectations. Students are exposed to diverse perspectives and challenged to think critically about the intersections of gender, culture, and social norms when reading literary works with gender equality themes. This allows for more in-depth discussions and a greater comprehension of the complexities of gender and its effects on society. Incorporating literary works that address gender issues into the English language curriculum can ultimately promote empathy, comprehension, and a more inclusive and equitable society.

Other results are all verbally interpreted as great extent. It includes the Use illustrations with non-stereotypic situations for male, female and LGBTQIA roles, with a weighted mean of 3.11 and depict diverse socio-economic backgrounds and religious backgrounds, including disabled people, of equal prominence, potential and respect in the learning materials in English language classes got a weighted mean of 3.10. Teaches also present other supplementary materials such as posters, graphs and figures in the classroom displaying male, female and LGBTQIA in equal numbers and it got a weighted mean of 3.08. Also, distribute language learning materials equally to male, female and LGBTQIA students and ensure gender balance for author selection both got a weighted mean of 3.07. Presenting materials which the tone of superiority is not perceived as brought by patriarchal perspective got a weighted mean of 3.05; while, maximizing language learning materials which corresponds to the needs and experiences of male, female and LGBTQIA students and giving similar significance to male, female and LGBTQIA characterized categories both got a weighted mean of 3.03. Along with these, teachers find it least important when it comes to gender-sensitive learning material is to incorporate language themes and context relative to the life male, female and LGBTQIA students as it got the lowest weighted mean of 2.99.

These results conform with the concepts presented by VOA Learning English (2017) that it is critical that educators have the ability to recognize the telltale indicators of uneven gender representation in a variety of products, including textbooks. Moreover, it was cited by Tariman (2020) that it is imperative that educators refrain from including any text or visual representations in educational materials that perpetuate gender-stereotypical norms. They need to be aware that while presenting any learning materials, equal focus should be given to both genders to prevent stereotyping. This is something that they need to be aware of. Therefore, making use of learning materials that are gender-sensitive will result in a positive rapport developing between the instructor and the students. On the other hand, a significant number of instances of our educational resources, most notably our pedagogical materials, do not give equal consideration to the question of what duties must be allotted to each gender.

Furthermore, it is possible for educational resources to play a significant part in the advancement of gender equality. On the other hand, such materials often depict concepts and pictures that contribute to the perpetuation of gender stereotypes and promote the acceptance

of long-standing conventions. In the same vein as evaluations of the curriculum, it is optimal to conduct reviews of teaching and learning materials in a collaborative manner, soliciting feedback from a wide variety of stakeholders. It is important for those conducting reviews to compile a checklist of questions to answer in order to ensure that they are evaluating the content in a uniform manner. The already available resources need to be analyzed so that it can be decided whether or not they can be encouraged to continue to be used and how (UNESCO, N.D)

Additionally, educational resources such as textbooks and other reading material have a crucial role in the variations in therapy. Although there has been some significant progress in this area over the past 30 years, many educational materials still portray girls as being more helpless and dependent than boys, or they perpetuate gender stereotypes, tokenism, and the omission of people who do not adhere to the gender binary (Lynch, 2016; Goldberg, 2016).

Assessment on the level of gender-sensitivity of English teachers in terms of didactics

In terms of didactics, English teachers find it on the topmost consideration is how do they praise students equally the male, female and LGBTQIA students in the language classes. It gained the highest weighted mean of 3.39 and verbal interpretation of great extent. Didactics is the actual instruction in lesson where most of the engagement among students and teachers happen. It is the reason why do teachers need to address students' needs manifesting equal treatment. Thus, in language classes, there is a need for a teacher to keep in mind that they are dealing with various students adhering to different preferences in terms of gender.

It is essential to establish an inclusive and encouraging learning atmosphere in language lessons to provide equal praise to male, female, and LGBTQIA students that are enrolled in the class. When students have the perception that they are regarded and respected, they are more likely to actively participate in classroom discussions, take part in group activities, and be willing to take risks along the path of language acquisition. Equally praising men and women helps to overcome gender preconceptions as well as biases held by society, which in turn promotes a more egalitarian society. In addition to this, it gives us the chance to appreciate individual uniqueness, as well as a variety of cultural viewpoints and backgrounds.

According to Nduagbo (2020), the use of gendered terminology in the classroom, such as "friends," "scholars," or "students," as well as the use of literature to both introduce and explore gender, are two ways in which teachers may establish environments that are welcoming to students of all gender identities. Encourage pupils to figure out who they are by having a talk with them about different types of prejudices, discriminations, and biases. For instance, educators should not stand in the way of students acting out roles that they find enjoyable, such as guys portraying characters from the movie Frozen or girls acting out roles such as cowboys.

Meanwhile, instructing English class rules which are applied to all students got a weighted mean of 3.34 and verbally interpreted as great extent. The benefit of communicating the same set of behavioral expectations and standards to students of both genders via the use of class rules is that it creates a consistent environment in which everyone is expected to behave in the same manner. This contributes to the establishment of an atmosphere conducive to learning that is secure and courteous for all individuals, irrespective of their gender or any other personal traits. Fairness and equality may be fostered in the classroom when instructors ensure that all their pupils are given the same treatment and that they all adhere to the same set of rules. Additionally, establishing rules for the classroom that are unambiguous and universally applied may assist to reduce the likelihood of disruptions and disputes in the classroom, which is beneficial for all of the students and enables them to concentrate on their academic pursuits and progress.

Teachers' unintended and nonverbal acts may give the impression that they have a prejudice towards one gender or another. The first thing you need to do to fix this issue is

reorganize the classroom so that all of the children have the same sense of belonging there. It is essential for a teacher to develop, from the very beginning of the school year, a set of norms that encourage fair treatment of all students. Having students collaborate in the formulation of classroom guidelines is one efficient approach to achieving this goal. Ask students for their input on how to maintain a fair and polite environment in the classroom. Because of this, the instructor will be able to refer to the regulations and claim that the whole class has consented to them. It is essential to include rules into the classroom that require students to respect one another, respect the instructor, and participate in the lesson (VOA Learning English, 2017).

Also, as indicated from the results, the respondents call or address each student a balanced number of times to promote equal class participation got a weighted mean of 3.32 and verbally interpreted as great extent. It means that it is essential to address male, female, and LGBTQIA students in a way that is balanced since every individual has their own set of experiences, pasts, and points of view. It is possible to facilitate the creation of a secure and welcoming educational setting by showing respect for all individuals and recognizing the unique contributions that they provide. Teachers may help learners feel valued and prosper academically and socially by offering equal opportunities and support for all students, regardless of the students' gender identity or sexual orientation. This helps guarantee that students can thrive in both arenas. A school climate that is more optimistic, welcoming, and inclusive is better for everyone, and one way to foster this is through encouraging diversity and showing respect for each student.

This conforms with the idea presented by Nguyen (2021) that every student has the right to be heard in the classroom, but ensuring this is not simple. The enthusiastic student who raises their hand after every query may stifle the contributions of others, whereas others in the rear may have a perspective that others haven't considered but is unwilling to share it. To achieve a balance between student dynamics, the teacher must make space for every student to express their thoughts.

Providing enough time to male, female and LGBTQIA in answering a question and employing group tasks to increase diverse participation of all genders both got a weighted mean of 3.30 and are interpreted as great extent. In the classroom, promoting equitable engagement among students of both sexes via the use of group activities may be an effective method. Students are more inclined to cooperate with one another, interact with one another, and exchange ideas with one another when they work in groups. Students will have a greater opportunity to learn from one another and to benefit from the unique points of view offered by a more varied and inclusive classroom setting that may be created as a result of this. Using activities in which students collaborate may be another method for combating gender stereotypes and advancing the cause of gender equality in the classroom. Students are more likely to assess their classmates based on their individual talents and contributions to the group when they are required to work in groups. This is because they are less likely to depend on gender-based preconceptions while working in groups. This may assist to counteract gender prejudices and foster an atmosphere in the classroom that is more inclusive and equal for all students.

These results is supported by the concepts presented by Red Box Teachers (2021) where it was discussed that it is possible encouraging everyone in the class to collaborate with one another is the most effective strategy to improve gender equality in the classroom. Teamwork is an important life skill anyway, but giving kids of different genders the opportunity to collaborate without the constraints of gender stereotypes will educate them that gender roles are mostly irrelevant in the actual world.

At a young age, beginning to address this problem by encouraging male students to listen and female students to speak their views helps counteract the issue. If you find male students talking over female ones, just stop them to remind them to let the previous student complete

what they were saying, and then make sure that they are heard thereafter. If you see male students talking over female ones, you should tell them to let the prior student finish what they were saying. This will guarantee that they are aware that their thoughts will be acknowledged, but that their significance will not be elevated beyond that of their female counterparts' ideas.

Teachers also allow student play various roles regardless of gender in performing group tasks in their English classes got a weighted mean of 3.28, and arranging seats that promotes equal participation of all genders got a weighted mean of 3.24. Also, ensure that discussions are inclusive and not limited to gender binary perspectives and give students chances to assess themselves pertaining to their own gender through English language lessons got a weighted mean of 3.23 and 3.2, respectively. Meanwhile, teachers discuss lessons with features of gender as spectrum which is integrated in English instruction and formulate instructional objectives which promote gender competence as reference to the teaching instruction both got a weighted mean of 3.20. More so, give tasks equally to male, female and LGBTQIA in their English classes and make sure has a chance to complete it and do Informal, verbal and nonverbal cues such as going close and walking away appropriately when talking with male, female and LGBTQIA students got a weighted mean of 3.15 and 3.07 respectively.

According to Khorl (2019), In a gendered classroom, the teacher plays a crucial and dominant role in fostering gender sensitivity. The teacher must exert great effort to maintain order in the classroom. Frequently, gender discrimination is not considered when examining instruction and learning apparatus. However, students continue to be sensitive to the material provided. The teacher must address the issue with both genders. The language and tone employed by the instructor are crucial. No educator should ever use words that make one gender feel inferior. The seating arrangement in the classroom should be designed for the comfort of all pupils, not just females. Furthermore, the teacher should, among other things, organize group activities for the entire class. Male and female pupils should experience no hesitance in a classroom environment where the instructor strives to establish a pleasant and familiar atmosphere.

The teacher should designate equal tasks to all pupils and include both females and boys in each group during group activities. The instructor should select a method of instruction after comprehending the course outline in order to ensure that all students participate equally. Role play, debates, group discussion, case studies, and other activities ensure that all students participate equally. Teachers should ensure that dominant students do not dominate such activities and that all students participate equally.

Assessment on the level of gender-sensitivity of English teachers in terms of Learning Evaluation

Table 3 shows the assessment of the respondents to their learning evaluation. It indicates that the composite mean is 3.10 which is verbally interpreted as great extent. It means that gender sensitivity among the English teachers could be manifested in terms of learning evaluation. Among the indicators, giving clear communication of the learners' needs, progress, and achievement regardless of gender to key stakeholders, including parents/ guardians are observed and prompted got the highest weighted mean of 3.21. This result can be interpreted that whatever progress a student may have, regardless of their gender status, it must be coordinated and reported to the initial stakeholder which are the parents. In cases where parents cannot be on students' side, a guardian must be conformed to ensure open communication about students' school general performance.

Educational Psychology (2023) said that teachers must be able to communicate to parents the purpose of the assessment, why they chose a particular assessment method, and the success criteria. Some teachers send home newsletters on a monthly basis or at the beginning of a significant assessment task to explain the purpose and nature of the assignment,

as well as any additional support (e.g., materials, library visits) and due dates. Some parents will be unfamiliar with performance evaluations and the use of self- and peer-assessment; therefore, teachers must take the time to explain these methods thoroughly.

Moreover, Durisic and Bunijevac (2017) mentioned that schools have a huge chance to improve their programming by taking use of parental participation, which allows parents to participate actively in their children's education. It has been established that more parental participation leads to increased student accomplishment as well as increased satisfaction among parents, teachers, and the overall atmosphere of the school. Institutions may choose to put in place partnership programs that continually create, implement, analyze, and improve family and community participation plans and practices to make it easier for parents to effectively participate in their children's education. Participation may be encouraged in a variety of areas, including motherhood, home-based learning, communication, volunteering, decision-making, and community cooperation, via the use of schools.

Use same assessment tools in evaluating performance of male, female and LGBTQIA students (same level of questions and grading system) got a weighted mean of 3.18 and interpreted as great extent. Using the same assessment tools to evaluate the performance of male, female, and LGBTQIA pupils with the same level of questions and grading system is crucial because it guarantees that the assessment procedure is fair and equitable. This practice contributes to the eradication of prejudice and discrimination based on gender, sexual orientation, or identity. In addition, it ensures that all students receive an accurate and objective evaluation of their work, which encourages them to pursue excellence and realize their maximum potential. Furthermore, this practice ultimately helps to balance the playing field and promote an environment that values and respects everyone's unique qualities.

European Institute for Gender Equality (2023) highlighted the idea on gender-responsive evaluation as an independent measure of progress towards achieving intended gender-related objectives and goals set out in policies, programs, and projects; evaluate from the perspective of gender the relevant processes, activities, outputs, and impacts of an intervention.

Monitoring and evaluating learner's progress and achievement consistently using learner attainment data with same extent as with male and female students got a weighted mean of 3.15. Also, the respondents give performance task which diverse and open for all gender in terms of acting a role (e.g. firefighter being played by a female student or teacher being played by male student and alike) got a weighted mean of 3.14. Meanwhile, using gender inclusive language (verbal and non-verbal) in different assessment methods to avoid discrimination got a weighted mean of 3.13. Moreover, teachers give assessment activities to students equally depending on their preferred outcomes especially in doing differentiated activities and review existing tests, examinations, and assessments to ensure that gender stereotypes are not included in all aspects including examples, choices instructions even in constructing test questions both got a weighted mean of 3.12. Giving formative and critical feedback equally to male, female and LGBTQIA students got a weighted mean of 3.11 and using objective criteria in assessing students' performance of all sexes got a weighted mean of 3.07. Also, including gender and development messages in the process of test development as integrated in the learning competencies covered in a unit got a weighted mean of 3.05. Open school level competitions to all male, female and LGBTQIA students and have equal means of participation, include variety of question types in developing test items to cater different learning styles of male, female and LGBTQIA students, and Include gender competence in the learning evaluation got a weighted mean of 3.03, 3.02 and 2.93 respectively.

According to the findings of Lualhati (2019) on the learning assessment design, the research concluded that respondents strongly agreed that they notice non-formal forms of communication. This was based on the findings of the study. It demonstrates that faculty

members use silent language, which suggests that they convey meanings via the use of a sophisticated mix of appearance, posture, and facial expressions.

Intrac (2017) said that there are two primary components that make up a gender-responsive examination. It determines the extent to which gender roles and power dynamics shift because of the action under consideration. Additionally, it guarantees that the perspectives of women are prioritized throughout the examination process. Evaluation methods that take gender into account may be used to any kind of intervention, but they are particularly important in contexts where the goal is to advance women's rights or empowerment.

There are components which are should be included in the design of intervention strategies: aims, consequences, outputs, activities, and gender-specific metrics that take gender responsiveness into account; Institutional frameworks for gender equality that were developed via programs; Participation of both men and women in meetings with constituents and analysis of their needs;. Monitoring that takes into account gender; terms of reference for assessments, mandating the inclusion of an effect assessment on gender equality as well as gender specialists on the review team; Inclusion of an assessment scope, criteria, and questions, as well as gender-responsive methodology, tools, and data analysis, including data that is sex-disaggregated; A presentation of results, conclusions, and suggestions that take into account gender (international Labour Organization, 2020).

Assessment on the Level of Gender-sensitivity of Administrators in terms of Learning Material

the administrators assessed the level of gender sensitivity in terms of learning material to a great extent as it got the composite mean of 3.09. Among the indicators, distributing language learning materials equally to male, female and LGBTQIA students got the highest weighted mean of 3.29 and verbally interpreted as great extent. This can be interpreted as the administrators view the importance of the equal access of all students regardless of gender to language learning materials. Giving equal opportunities to use all the materials necessary for the attainment of learning is indeed important to ensure that all genders can maximize their understanding of the lesson. Also, using language (spoken or written) which is gender-neutral rather than gender binary languages got a weighted mean of 3.24 and interpreted as great extent. It was then followed by including layout and design Materials and examples appropriately representing both male, female and LGBTQIA and ensuring gender balance for author selection got a weighted mean of 3.17b and 3.14 respectively. Meanwhile, the respondents also see learning material as use springboards such as literary pieces to teach English featuring social and cultural ideas pertaining to gender equality as it got a weighted mean of 3.1 and interpreted as great extent.

The results can be interpreted that the school administrators still look up to the importance of maintaining gender sensitivity among the learning materials being used by the teachers in the classroom. It may be because nowadays, students really rely on their learning through various learning materials being used inside the classroom. For this reason, exploring the concepts of gender sensitivity while maximizing their learning opportunities in various academic areas including language and literature, careful selection of materials for instruction is recommended.

Deiparine (2020) said that learning materials with stereotypes should not be used in teaching. It has been suggested, as it exclaimed by DepEd Officials that stereotypes in teaching in any forms has long been discarded from being taught in schools. Stereotypes in learning materials includes tasks and activities where students are asked to do something which is limited only to what is conventional. For example. classifying "roles" for men and women, such as washing dishes, cleaning the house and taking ballet lessons.

As cited by Zahro (2020), the importance of learning materials in the teaching and learning process cannot be overstated. Students' values are shaped by the perceptions that are fostered by instructional materials. Gender-responsive learning materials are learning materials that teach students about justice and equity. The aspects of gender, socioeconomic status, age, disability, caste/ethnicity, language, or a combination of these dimensions with all conditions must not prevent students from gaining access, participation, control, and benefits from various aspects of life and from the sources of science and technology knowledge.

Zahro (2020P) further stated that oriented-to-gender learning materials must leave behind false stereotypes, not perpetuate gender stereotypes, and encourage all students to maximise their potential through cooperation and collaboration. The incorporation of gender perspective into educational materials can begin with the selection of quality materials. Teachers of the Indonesian Language, for instance, can choose texts or stories that are not sexist or patriarchal, such as tales about attractive women who are submissive to powerful, dominant males. Among these tales is Indonesian folklore, which, according to Soedjono (2006), demonstrates women's unsuitability as role models. Folklore depicts women's excessive passivity in problem-solving and their reliance on males.

Assessment on the Level of Gender-sensitivity of Administrators in terms of Didactics

The administrators perceived gender-sensitivity among the teachers in terms of didactics as great extent as it got a composite mean of 3.26 it means that the administrators consider the strategies, interactions, and overall management of the class as necessary for developing gender-sensitive pedagogies. The result shows that Praise equally the male, female and LGBTQIA students in the language classes got the highest weighted mean of 3.48, Call or address each student in a balanced number of times to promote equal class participation, 3.38 and Arrange seats that promotes equal participation of all genders (3.36). All of them are verbally interpreted to a great extent.

Gender-sensitive pedagogy will play a crucial role in transforming how girls are empowered, how they learn in the classroom, and how they contribute to the economy. Through gender-sensitive curricula and instruction, both boys and girls would be able to analyse stereotypes and limitations that could affect their development.

Nabbuye (2018) said that girls would acquire the skills necessary to contend favourably in the labour market, and gender disparities between boys and girls would diminish. It may be difficult to implement gender-sensitive pedagogy, but it is essential for Uganda and advanced education.

Furthermore, Amil and Kamatovic (2022) explained that in the classroom, fostering gender equality and diversity via the promotion of gender-sensitive teaching practices that encourage the purposeful development of inclusive practices is essential. It is a method of instructing that analyses the relationship between the processes of learning and the institutionalized power disparities, and it is founded on gender-affirmative practices, not the least of which are those that are inscribed in the core principles of feminist pedagogy.

Students should be taught the fundamentals of gender sensitivity, including respect for others of different genders, as an essential part of their formal education. Both at home and at school, young people need to get instruction on this essential facet of life that they will need throughout their lives. After all, a number of studies have shown that one's perspective on gender emerges at a very impressionable age. Through observation of their parents, other family members, teachers, and carers, children are fast to internalize gender roles, conventions, discrimination, and stereotyped behaviors. Discrimination based on gender is often the underlying reason for the persistence of inequality, as well as neglect, abuse, and even acts of violence (Ruby Park School, 2021).

Moreover, Kwauk (2017). It is imperative that educators and authorities pay attention to what girls and boys have to say. This serves as a useful reminder that the interaction between students and instructors is very crucial to the efficacy of teachers in leading students through critical reflection on their own understandings of gender. This is an important point to keep in mind. In point of fact, the capacity of the teacher to recognize and comprehend the local social and gender dynamics is what enables teachers to build more gender-inclusive learning settings in some of the most gender-exclusive circumstances. This is accomplished through giving voice to the experiences of both boys and girls.

Assessment on the Level of Gender-sensitivity of Administrators in terms of Learning Evaluation

Table 6 presents the administrators assessment of English teachers' gender sensitivity inside the classroom in terms of learning evaluation. Among the indicators, giving clear communication of the learners' needs, progress and achievement regardless of gender to key stakeholders, including parents/ guardians are observed and prompted got a weighted mean of 3.33 and interpreted as great extent.

Mills-Koonce et al. (2018) discussed nevertheless, despite these social shifts, the quality of the parent-child connections continues to be one of the most important factors in determining how well LGBT adolescents adapt. This article provides an overview of the existing research on this subject from the viewpoints of family systems and attachment. Additionally, the paper highlights the relevance of family experiences within the context of a framework for minority stress. The coming out process, including the elements that influence this experience as well as how post-disclosure parenting influences the health and well-being of LGBT adolescents, is the focal point of the presentation. Other topics covered include how post-disclosure parenting affects the health and well-being of LGBT adolescents.

The administrators also assessed the gender sensitivity as to monitoring and evaluating learner's progress and achievement consistently using learner attainment data with same extent as with male and female students which got a weighted mean of 3.29 and interpreted as great extent. As emphasized by Fisher and Bandy (2019), assessments must to be equally accessible to learning for all students and ought to encourage learning for all students. This would enable all students, regardless of identity or background, to flourish. This necessitates many and different methods of assessment that are inclusive of diverse identities, such as racial, ethnic, national, linguistic, gendered, sexual, and class identities, as well as the unique views, skills, and cultures of learning that are associated with each of these identities. assessment of students is perhaps the most important part of the teaching and learning process, and as a result, it is a topic that receives a great deal of attention in the academic study of education and instruction. We will never know whether or not our teaching is having an impact since we do not have a system in place that allows us to collect and evaluate evidence of student learning. That is, instructing needs some method by which we may determine whether or not pupils are acquiring the needed information and abilities, and therefore whether or not our instruction is successful. Assessment of learning is analogous to using a magnifying glass to examine the learning of pupils to determine if the teaching and learning process is operating well or whether it requires adjustment.

Using same assessment tools in evaluating performance of male, female and LGBTQIA students (same level of questions and grading system) got a weighted mean of 3.26 and interpreted as great extent. Humbert et al. (2022), The descriptions of modules need to take into account the many gender-related points of view that might be relevant to the material being learned. It is essential to make certain that the material being studied does not use a gender-blind approach (that is, it must operate on the assumption that the viewpoint being conveyed is

universal, which often leads to an androcentric bias, such as either gender blind (i.e. does not view gender as a category of significance, such as in biology by omitting to disclose the sex of cells) or gender blind (i.e. does not see gender as a category of relevance, for example in history where women's narratives are typically overlooked).

Catalunya (2018) When applied to education, the gender perspective requires a process of reflection that has an impact on the design of the competencies and skills that are included in the curriculum of the programme; the design of courses; the content that is taught; the examples that are provided; the language that is used; the sources that are chosen; the method of assessment; and the way in which the learning environment is managed. Teaching staff need to acquire this competence via training given by universities' teaching innovation units and the particular courses conducted by gender equality units and observatories in order to enable the effective mainstreaming of the gender viewpoint.

Significant Differences in the Assessment of Gender Sensitivity Level of English teachers and their Administrators

Based on the results, two sets of respondents assessed gender sensitivity in terms of learning materials with a computed p-value of 0.983 and computed p-value of 0.22. Also, in terms of didactics, there is 0.799 computed p-value and -.106 t-value. Lastly, for their learning evaluation, the computed p-value is 0.192 with a t-value of -.527. Since the computed p-values are all greater than 0.05 level of significance, it failed to reject the null hypothesis. Thus, there is no significant difference among the assessments of English teachers and their administrators when it comes to gender sensitivity.

The results can be interpreted as what do teachers perceive in promoting gender-sensitivity in the classroom, it is also the same with what the administrators have been believing to. Therefore, teachers and administrators may have a collaboration when it comes to the attainment of the objective of providing an inclusive learning opportunity among the learners. It may also be evident in the Classroom Observation Tool guidelines as expected to be seen in a classroom discussion.

Calles and Domael (2019) Gender sensitivity is aware in terms of knowledge, and they are also aware of gender sensitivity. pupils' values evolved to a certain extent, and an excellent inquiry and observation revealed that pupils gained positive values via gender and sensitivity training. The degree of awareness that teachers have in terms of their knowledge has an effect on the level of awareness that teachers have in terms of how they practice gender and sensitivity. The more knowledgeable instructors are about gender sensitivity, the more successful they may be in their practices about gender sensitivity and the subjects and concerns it relates to. The values that are created by pupils are not influenced in any way by the level of awareness that instructors have in terms of understanding in gender and sensitivity. The more knowledgeable instructors are on gender sensitivity, the better they are able to pass on positive ideals to their kids.

The results of the study conform with the findings revealed in the study of Vierende (2018) that there is no significant difference among the assessment of teachers in their gender-sensitivity as compared to their profile variables. Moreover, Ilagan (2019) found out that there is no significant difference between the assessment of the two groups of respondents when it comes to their gender sensitivity. It was disclosed that there were differences between the extent on how students gain knowledge and learn about their lectures in class. According to the two groups of respondents, female students were more motivated and attentive than male students.

Meanwhile, in the study of Lualhati (2018), 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.

Bojos (2021) cited that parameters in school should be gender sensitive to address the gender equality through education. Results show that there is no significant relationship between teachers' gender sensitivity attitudes towards their students to the parameters of gender sensitivity. It is highly recommended that teachers enhance their gender sensitivity training to address gender sensitivity issues in schools.

Proposed Gender-Sensitive Activities

The results revealed that there is no significant difference between the assessments of English teachers and their administrators regarding their gender sensitivity in terms of learning material, didactics and learning evaluation. Thus, the researcher proposes a set of gender sensitive activities entitled **Equitable Quality Activities for inclusive Learning (EQUAL)**. This set of gender sensitive activities includes activities which may be done every quarter and one set of proposed culminating activity which is designed to be integrated with Araling Panlipunan. Araling panlipunan is considered by the researcher since it features societal issues including inclusiveness and gender equality. However, the teachers may still integrate the activities in any learning area as long as it features gender sensitivity.

Rationale of the Proposed Gender-Sensitive Activities

This set of gender-sensitive activities for English Classroom is designed to develop gender-sensitivity among students. As stated from the results of the study, teachers and administrators recognize the importance of gender sensitive pedagogical practices in teaching in terms of learning materials, didactics, and learning evaluation. Thus, this set of gender-sensitive activities is believed to promote gender-sensitivity which is necessary for developing equitable learning opportunities in the classroom. This proposed EQUAL, a set of gender-sensitive activities, may also respond to one of the pillars of Education as stated in the Basic Education Development Plan of 2030 which is Equity. Pillar of Equity focuses on disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives (DepEd Order No. 24, s. 2022) "The principle of inclusion promotes institutional sensitivity and responsiveness to the nature, situation, and realities of our country's learners and directs the Department to proactively address these through the curriculum and other interventions" (DO 21, s. 2019, Annex 5, page 141).

Each activity is integrated with various English language and literature topics to ensure integration of gender and development themes to English Instruction. This may also serve as a means for teachers to achieve one of the Classroom Observation Objectives/Indicator which is the application of knowledge of content within and across curriculum teaching areas (KRA 1: Content and Pedagogy, RPMS Tool, DepEd Order No. 008, s. 2023).

Conclusions

Based on the findings, the following conclusions are drawn:

1. English teachers find it important to include gender-sensitive pedagogical practices in their learning material, didactics and learning evaluation.

2. The school administrators perceived gender-sensitivity as great extent in all aspects of the instruction of the teacher inside the classroom.
 3. English teachers and administrators have significant difference as they view the importance of gender-sensitive pedagogical practices in the classroom.
 4. A proposed gender-sensitive activities is needed to further develop gender awareness among the students.
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Recommendations

As extracted from the conclusions, the following are recommended:

1. The school administrators may review the present curriculum instruction being used by the teachers to ensure that all of them are integrating the concepts of inclusive education.
 2. English teachers may consider integration of learning contents to inject gender-sensitivity in their instruction.
 3. GAD focal person of schools may include curriculum integration in gender and development to the crafting of programs and activities of the school as part of Gender and Development Program.
 4. The school administrators may allot the budget for the conduct of seminars, trainings and workshops of the teachers to equip them with knowledge on how to effectively.
 5. Teachers may adapt and use the proposed EQUAL, a set of gender-sensitive activities. Modifications of the activities including the target objectives and learning competencies may also be done depending on the learning contents being discussed in the classroom.
 6. Future researchers may further conduct a similar study to further validate the results.
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Compliance with Ethical Standards

The researcher hereby declares his commitment to upholding established ethical norms and principles within the context of my research. These principles include gaining informed permission from participants, safeguarding their privacy and confidentiality, and mitigating potential harm or risks. In addition, the open management of data, the acknowledgment of conflicts of interest, and the precise documentation of results are fundamental elements of ethical research. By adhering to these principles, not only are the rights and well-being of individuals participating upheld, but the overall ethical standing of the scientific community is also preserved. This, in turn, fosters public trust in research and its outcomes.

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