

Gender Sensitivity and Inclusive Traits of Preservice Teachers Toward Competent Teaching

Rayana T. Daniel, Nikka Joy S. Layug, Desiree Faye A. Zapata, Arliette Joy S. Bacani, Sabrina M. Dela Pena, Karla M. Sagum, Rose Lynn D. Villanueva

Don Honorio Ventura State University, Bacolor, Pampanga, Philippines

Rayanadaniel29@gmail.com

Abstract: Teachers and even PSTs are now expected to demonstrate important characteristics such as gender sensitivity and inclusive traits. Gender Sensitivity and Inclusive Traits of Preservice Teachers toward Competent Teaching were determined in this study. The gender sensitivity, inclusive traits, and competent teaching of 114 PSTs at a state university were determined using a descriptive-correlational design. For a more valid Pearson-r result, the study used a total population sampling of PSTs. Four experts validated the study's questionnaires, which were pilot-tested to 51 PSTs from a different campus but in the same university. It was revealed that gender sensitivity and inclusive traits toward competent teaching in PSTs had a significant and strong positive relationship. Gender sensitivity, inclusive traits, and competent teaching exhibit a significant relationship, indicating that respondents believe these traits play a vital role in shaping PSTs into competent professional educators in the future. It is recommended that PSTs continue to cultivate gender-sensitive and inclusive characteristics in their classrooms and interactions with the school community.

Keywords— PSTs, gender sensitivity, inclusive traits, competent teaching, Philippines

1. INTRODUCTION

Teaching, being one of the noblest professions, has a strong influence on the life of students. Teachers must be role models and must possess good character traits such as kindness, openness, self-efficacy, and others. Being catalysts of change, teachers and more so, future educators must be open and receptive to changes of various social and educational constructs (Clarendon Learning, 2016). As PSTs ready themselves for the teaching profession, they must also be equipped with traits of being gender-sensitive and inclusive, ready to accept and respect each and every student in the class and treat each one of them equally regardless of their gender, ethnicity, culture, uniqueness, and the like (Kalakoti, 2018).

Yuksel and Saglam (2018) stated that the variation in PSTs' perceptions of competency domains over time represents their professional and personal growth as they progress through their education. Dierking (2017) recognized gender equality and being aware of differences between men and women in education is essential such that educators may establish a classroom environment where everybody is treated equally and also, can enhance their potential in learning, wherein integrating gender-sensitive teaching strategies, is to promote an effective assessment in the classroom. For teachers' development, it is important to use teaching strategies to promote gender inclusion and sensitivity in teaching practices. In this regard, competent teachers may improve because of the inclusion of gender sensitivity in their classes (Ananga, 2021).

Many organizations push through Gender and Development (GAD), particularly in schools whereas the learning environment, extracurricular activities, and activities from outside ordinary classes are all essential factors in gender

inequality within schools, the classroom is where the majority of academic activities take place. For this reason, the teacher has several chances to facilitate classroom activities and learners' learning processes by being sensitive to gender issues, which can often improve student sensitivity. One of the essentials for professional teaching is lesson planning, as well as for greater reflective and gender-sensitive learning (Krišová et. al., 2020).

For many teachers, gender issues including role models, image, and expectations have an impact on both boys' and girl's behavior and achievement, sometimes to their disadvantages. However, following the implementation of such programs like gender-fair classrooms, students are more likely to possess positive social behaviors and reduce negative behaviors (Durlak et al., 2011). Textbooks must also be checked in terms of gender sensitivity. UNESCO conducted a study on children and mentioned that "Textbooks represent the 'tangible' curriculum that is closest to students' hearts and minds, hence, messages that textbooks provide have a significant impact on students." Gender bias in textbooks is an important and often forgotten concern. Since learners spend the majority of their time in class reading textbooks, it is vital to raise awareness and promote gender equality using textbook material providing individual and community identities as well as gender-sensitive norms for coming generations (Hasan, 2020).

Kalakoti (2018) defines gender sensitivity as the role of being conscious about how others view gender and the sensitivity toward the gender of other people. It helps to develop respect for individuals despite their gender. It is not about pitting men toward women; not only about women's issues but entailing sensitivity to people of all races. Conversely, he added that gender-sensitive education benefits both men and women. It helps people in determining which

gender preconceptions are accurate and which will be stereotyped generalizations which develops gender awareness in people that demands mental effort, sensitivity, and openness of mind.

Formulating an argument about gender sensitivity may address the gender stereotypes in school. Wherein, every individual can strengthen their ability to respond to gender stereotypes and gender sensitivity through improvising of model situations. Also, it can practice their communication, and to face gender stereotypes, they can create a stock of arguments in school (Hodicka et al., 2020). Talosa et al., (2018) define gender-fair language as grammatical rectification for gender disparities in communication, based on the assumption that language and society are mutually reflective. It aims to determine and modify language aspects that lead to misunderstanding and misinterpretation of sexual identities.

Furthermore, Hodicka et al., (2020) stated that sex education is also a part of the gender-responsive curriculum. In acting out sex education, students may raise their ideas about sexuality. This can help students gain knowledge about typical sex and can have their reflections on sex-related issues. Whereas improvising drama education as a method of teaching can encourage individuals to reflect on their roles, and adopt a certain attitude especially if their topic is based on gender sensitivity and awareness (Hodicka et al., 2020).

The lack of courses that concentrate on the gender question is one of the big issues with teacher training programs on a global scale. Institutions that train teachers in both developed and developing countries are still pending about including gender equity courses, conferences, or workshops in their programs (Gudbjornsdottir et al., 2012). As mentioned, teachers must be trained to identify and appreciate their behaviors, beliefs, and expectations on gender so that teacher-student interactions would not affect boys' and girls' learning experiences and achievement (UNESCO, 2014). However, Kalakoti (2018) stated that teachers should be given gender sensitivity training. Esen (2013) found that when gender education was included in a mandatory course, PSTs' levels of sensitivity and understanding improved significantly.

Another part of a gender-responsive curriculum is the use of feminist pedagogy which is a set of techniques, a set of practices, or a particular classroom setup. Ruiz et al., (2015) stated that feminist pedagogy is not a set of tools but an overall philosophy that combines feminist principles with relevant teaching, learning theories, and studies. It is the teacher's fundamental views and ideals regarding teaching, learning, and knowledge. Hence, future teachers need to be ready in acquiring new knowledge, skills, values, abilities, and experiences before entering the immersion (Samusevica et al., 2017). In school, Esen (2013) mentioned that PSTs trained and practiced the inclusion of gender sensitivity for them to be prepared to implement it when they are in the field of teaching.

The Education Development Centre strived to promote gender equality and inclusion among teachers and other colleagues by undertaking strategies for gender equality and inclusion worldwide i.e., United States. However, some general education institutions are not equipped to carry inclusion in their classroom and some cannot understand their diverse learners (Muega, 2016). As national policy has been developed to emphasize the importance of inclusive education throughout the educational system, there has been a relevant issue of how PSTs education degrees integrate inclusive learning into their curriculum (Carrington et al., 2012).

Watkins (2012) mentioned that another part of competent teaching is working with parents and children as well as with a wide range of other educational professionals. Effective communication and collaboration with parents and families are regarded as having an impact on the achievement of learning objectives. He also added that in supporting all learners, teachers must have expectations on the activities and achievements of a learner. Valuing diversity and recognizing student's different styles of learning is one of the assets and resources of inclusive education. Furthermore, equality, human rights, and democracy for all learners is a belief in inclusive education.

One of the major challenges of many educational systems worldwide is inclusive education (Srivastava et al., 2015). The Philippines has an established policy for implementing Inclusive Education, however, there are issues and struggles in implementing it, especially in its quality and durability (Muega, 2016). It has an impact on teachers to understand the meaning of inclusion for their students if their behavior about inclusiveness is being practiced (Hecht et al., 2017). Boyle et al., (2013) supported that a positive attitude toward inclusive education was even more significant than school resources, and it was the teacher who had to put the inclusive methods into action. Additionally, there are increasing tendencies in PSTs' values and beliefs, since it has been identified how they feel about inclusion that may influence their effectiveness in upholding inclusive principles in their future learning environment (Kraska & Boyle, 2013).

Moreover, there are numerous studies about teacher's role, and their success in inclusive education (Kumar, 2016). Teachers' teaching competence is one considered important as the cornerstone of any educational endeavor (Malunes et al., 2020). Nessipbayeva (2012) mentioned that teachers in today's world need to broaden their competencies to meet the complex challenges in education. Napocao (2016) defined competencies as the knowledge, skills, and attitudes that must be possessed to perform their task satisfactorily. It is therefore important to investigate the efficacy of preservice training in fostering such attitudes in teachers (Woodcock et al., 2012).

Muega (2016) emphasized that a teacher's appreciation and value for inclusion is one of the factors that need to be discovered. He also stated that general education teachers lack the skills to manage their classroom and it is the most important challenge to promote the appreciation and to value

Since, PSTs will be trained to acquire certain relevant teaching strategies and approaches before beginning their teaching experience in the field to increase their pedagogical competence and performance (Meutia et al., 2018; Mufidah, 2019), therefore, it is important that they start on developing gender sensitivity and inclusive traits as they work toward competent teaching. Considering the aforementioned rationale, the researchers were motivated to determine the relationship between gender sensitivity and inclusive traits of PSTs toward competent teaching.

f. gender-fair classroom; and

3. Is there a significant relationship between PSTs' gender sensitivity traits, inclusive traits, and competent teaching?

The researchers gathered the data by utilizing a descriptive-correlational method in which the variables were examined: 1) gender sensitivity with seven (7) subcategories namely: a) gender-sensitive lesson planning, b) gender-fair language, c) checking textbooks for gender bias, d) improvisation, e) sex education, f) gender-fair classroom, and g) feminist pedagogy, 2) inclusive traits with four (4) subcategories namely: a) valuing learner diversity, b) supporting all learners, c) working with others and d) personal professional development, and competent teaching of PSTs.

The study was conducted in a state university in Pampanga. The respondents were asked to answer a series of questionnaires through Google Forms. All PSTs in the main campus of the institution were chosen because they are of the highest number compared to smaller campuses. The study was conducted during the second semester of the academic year 2021-2022.

3.5 Research Instrument

The researchers used questionnaires in which they used the Google Form application to follow the safety protocols in this new normal setup. Surveying is a process of collecting data through questionnaires (O'Leary, 2014) and questionnaires are an instrument used in collecting primary data (Cohen, 2013). The researchers respected all the answers of the respondents and remained neutral to avoid bias. They made sure that the data of the respondents would be private as mandated in the Republic Act No. 10173, also known as the Data Privacy Act of 2012.

Moreover, the study utilized researcher-made questionnaires were constructed items came from various literature on gender sensitivity, inclusive traits, and competent teaching, namely UNESCO, Handbook for Teacher Trainers toward Gender-Sensitive Education, Teacher Education for Inclusion-Profile of Inclusive Teachers, and The Competencies of Modern Teachers.

3.6 Validation of the Questionnaires

After the construction of the survey questionnaire, research experts were asked to validate its content in order to solicit further comments and suggestions. The instruments used by the researchers were validated by four (4) experts in quantitative research.

The validated instrument was pilot tested to gather relevant data necessary for its improvement and ease of answering purposes. Pilot testing was done on fifty-one (51) respondents from two extension campuses of the university to check for item reliability and internal consistency. Aside from validity, the reliability of the questionnaires was also measured by Cronbach's alpha. Based on the results of the reliability statistic test, the computed Cronbach's alpha coefficient of the ninety-seven (97) items found out that only 1 item was removed which is "I avoid using situations/texts/visuals that reinforce stereotyped gender roles."

3.7 Data Gathering Procedure

Data gathering was conducted through a series of questionnaires. A survey questionnaire is one of the most common approaches and methods for gathering primary data. It is a research tool that researchers are using to gather information and data regarding the matter of the study (Dalati & Gomez, 2018).

Before conducting the study, the researchers went through the process of pilot testing to PSTs of the two extension campuses via their school directors. Upon checking the high internal consistency and item reliability through SPSS, the questionnaires were reorganized in Google Form. The researchers then asked permission from the Dean and the BEEd Chairperson of the College of Education to conduct the survey. Prior to the survey, the researchers purposively selected the respondents through total population sampling obtaining a 100% of the PSTs in the main campus. After that,

the researchers informed the respondents and asked their permission to answer the series of questionnaires.

Moreover, the researchers guaranteed their confidentiality to be collected through a survey. After the data was compiled and subjected to statistical treatment. The research instrument was filled out and returned electronically resulting in a 100% response rate. The researchers made every effort to acquire data that was both valid and reliable. It took roughly five days to collect the data from each respondent.

3.8 Statistical Treatment

In analyzing and interpreting the data gathered from respondents via research instruments that were correctly collated, evaluated, and interpreted using acceptable statistical methods such as weighted mean, and standard deviation to calculate the overall average score of each item in light of the study's objectives. Responses gathered from respondents were compiled and analyzed using the Statistical Packages for the Social Sciences (SPSS) version 22 and Pearson Correlation was utilized.

The researchers used the research made questionnaire in gathering the data from the respondents, questionnaires are stated in English. The researchers used a series of researcher-made questionnaires in gathering the data from respondents. Data gathered were arranged quantitatively with a 5-point Likert scale.

To identify if there is a significant correlation between the independent and dependent variables, Pearson's Correlation Coefficient was used. This is to basically test the correlation and significance of the relationship between gender sensitivity and inclusive traits toward competent teaching of the PSTs.

3.9 Ethical Considerations

The research was conducted with the full consent of the respondents. They were fully informed of the purpose of the study and have voluntarily submitted themselves to answering the series of questionnaires. In case they wished not to become a part of the study, there is an item at the start of the questionnaire asking them if they wanted to answer or not. In addition, respondents were ensured of the anonymity and confidentiality of their responses. No amount of remuneration was given to them.

4. RESULTS AND DISCUSSIONS

1. Level of Awareness of PSTs in terms of Gender Sensitivity Traits, Inclusive Traits, and Competent Teaching.

Table 1: Respondents' Level of Awareness on Gender Sensitivity Traits

Gender Sensitivity Traits	Mean	Standard Deviation	Verbal interpretation
---------------------------	------	--------------------	-----------------------

2. I point out gender discriminative contents found in reference materials and other sources as I ask the class to correct them.	4.17	0.84	Agree	4. I determine the most appropriate ways of responding to diversity in all situations.	4.57	0.55	Strongly Agree
5. I accept and treat all students in class without biases especially in terms of gender.	4.71	0.53	Strongly Agree	5. I manage the physical and social environment of the classroom to support learning.	4.57	0.55	Strongly Agree
General Weighted Mean	4.45	0.50	Strongly Agree	7. I respect the cultural and social backgrounds and perspectives of parents and families.	4.72	0.51	Strongly Agree
				General Weighted Mean	4.60	0.47	Strongly Agree

The first independent variable, “Gender Sensitivity Traits,” has 9 items that mainly describe the level of awareness on gender sensitivity of PSTs that they have gained through the succession of training and seminars on gender and development since they entered the university.

Item 5 got the highest mean of 4.71 with a SD of 0.53 and an interpretation rating of Strongly Agree. It means that the respondents have learned the value that they must treat students equally regardless of their gender. Whereas, item 2 acquired the lowest mean of 4.17 with a SD of 0.84 and has a rating of Agree. This means that the respondents may be pointing to gender discriminative contents in textbooks and other reference materials but not to a strong extent.

Overall, the PSTs strongly agree that they are aware of gender sensitivity having a grand mean of 4.45 and SD of 0.50. This is in support of the study of Kreitz-Sanberg, (2013) and Bramberger, (2015) that this will promote more gender equality and sensitive teaching during the teaching practice of PSTs.

Table 2: Respondents’ Level of Awareness on Inclusive Traits

Inclusive Traits	Mean	Standard Deviation	Verbal interpretation
1. I examine my own beliefs and attitudes as well as the impact it has on my actions.	4.57	0.53	Strongly Agree

The second independent variable, “Inclusive Traits,” has 10 items that mainly depict how respondents demonstrated their inclusive traits in terms of their ethical practices, confidentiality, respecting, and understanding diverse social and cultural backgrounds of students.

Moreover, item 7 got the highest mean of 4.72 with the SD of 0.51 and an interpretation rating of Strongly Agree. It means that the respondents are aware of how to treat their students equally regardless of their perspective, social and cultural background. However, items 1, 4 and 5 got the same lowest mean of 4.57 with an interpretation rating of Strongly Agree. Item 1 got a SD of 0.53 while item 4 and item 5 acquired the same SD of 0.55. This means that the respondents strongly agreed in pointing out that they considered the diversity of learners when it comes to the learning materials and learning references.

Altogether, the PSTs strongly agreed that they are aware in maintaining their inclusive traits in terms of ethical practices, confidentiality, and providing of social and cultural background as well as appropriate ways of responding to diversity in all situations of each student as well as their beliefs and respect to everyone that can help the classroom environment to be equal having the mean of 4.60 and SD of 0.47. (Jordan, 2018; Jordan et al., 2010) found that general study or theory of beliefs of learning is interconnected to the instructional decision of the teacher of how to teach and what to teach.

Table 3: Respondents’ Level of Awareness on Competent Teaching

Competent Teaching	Mean	Standard Deviation	Verbal Interpretation
1. I am aware that competencies are the requirements of a "competency-based" teacher education.	4.61	0.54	Strongly Agree
8. I am aware of the 21st century teaching competencies.	4.73	0.48	Strongly Agree
General Weighted Mean	4.67	0.43	Strongly Agree

The dependent variable, "Competent Teaching" has 10 items that mainly describe the level of awareness on competent teaching of PSTs that they have gained through the succession of training and seminars on competent teaching since they entered the university.

Item 8 got the highest mean of 4.73 with a SD of 0.48 and an interpretation rating of Strongly Agree. It means that the respondents have learned different teaching competencies in the 21st century. Whereas, item 1 obtained the lowest mean of 4.61 with the SD of 0.54 and has a rating of Strongly Agree. This means that most respondents are significantly conscious that competencies are a requirement in their program.

Generally, the PSTs strongly agree that they are aware of competent teaching having a grand mean of 4.67 and a SD of 0.43. Koca (2016) stated that, it is important for PSTs to be competent in teaching because they have a strong influence on their students when they are already in the field of education.

- Descriptive Analysis of PSTs on Gender Sensitivity Traits in terms of gender sensitive lesson planning, gender-fair language, checking textbooks for gender bias, improvisation, sex education, gender-fair classroom, and feminist pedagogy.

Table 4: Respondents' Descriptive Analysis on Gender Sensitive Lesson Planning

Gender Sensitive Lesson Planning	Mean	Standard Deviation	Verbal Interpretation
----------------------------------	------	--------------------	-----------------------

1. I have training experiences in gender sensitive lesson planning.	4.04	0.79	Agree
3. Learning tasks are carefully thought of to provide equal opportunities across gender.	4.48	0.60	Strongly Agree
General Weighted Mean	4.33	0.56	Strongly Agree

The 1st sub-category, Gender-Sensitive Lesson Planning under the independent variable of Gender Sensitivity Traits has 5 items that primarily describe how valuable it is to PSTs in developing and improving gender-sensitive lesson planning with their students in their class.

Item 3 got the highest mean of 4.48 with the SD of 0.60 and having an interpretation rating of Strongly Agree. It means that the respondents believe that the learning tasks of the students are carefully planned to provide gender equality in the classroom. Whereas, item 1 acquired the lowest mean of 4.51 with a SD of 0.79 and an interpretation rating of Agree. This means that the respondents are engaged and have training experience in gender-sensitive lesson planning but not to a strong extent.

Generally, the PSTs strongly agreed that they are gender-sensitive in lesson planning having a grand mean of 4.48 and a SD of 0.60. Adam, (2011) considers the unique needs of girls and boys in all aspects of the teaching-learning process.

Table 5: Respondents' Descriptive Analysis on Gender-Fair Language

Gender-Fair Language	Mean	Standard Deviation	Verbal Interpretation
2. I am aware of the importance of gender-fair language.	4.53	0.61	Strongly Agree
5. I am acquainted with research findings about the impact of gender-fair language.	4.30	0.72	Strongly Agree

General Weighted Mean	4.43	0.53	Strongly Agree
------------------------------	-------------	-------------	-----------------------

The 2nd sub-category is “Gender-fair Language,” which has 5 items that mainly depict how the PSTs evaluate and practice Gender-fair language skills in guiding the students to be more involved in their gender role.

Item 2 received the highest mean of 4.53, with a SD of 0.61 and having an interpretation rating of Strongly Agree. It means that the respondents are aware of the significance of gender-fair language in learning. However, item received the lowest mean of 4.30, with a SD of 0.72 and having an interpretation rating of Strongly Agree. This indicates that respondents are aware of the impact of gender-neutral language in research.

Overall, the PSTs strongly agreed that they are gender-responsive, with a grand mean of 4.43 and a SD of 0.53. This explains that teachers mostly demonstrate that PSTs understand the significance of gender-fair language. They are mostly concerned with the language that they normally use when communicating with students and also practice using gender-fair language through a unique idea.

Table 6: Respondents’ Descriptive Analysis on Checking Textbooks for Gender Bias

Checking Textbooks For Gender Bias	Mean	Standard Deviation	Verbal Interpretation
2. I select teaching materials from a gender-sensitive point of view in dealing with inequality, gender specific roles, and discrimination for students.	4.33	0.71	Strongly Agree
3. I know how to choose textbooks with gender-fair language.	4.18	0.79	Agree
General Weighted Mean	4.28	0.63	Strongly Agree

The 3rd sub-category is the “Checking Textbooks for Gender Bias,” which has 4 items that mainly describe how PSTs select or check textbooks for gender bias with students during school time. This factor focused on how PSTs demonstrated their abilities

Item 2 acquired the highest mean of 4.33, a SD of 0.71, and an interpretation rating of Strongly Agree. It means that the respondents are not biased in terms of student’s textbooks or materials. Oppositely, item 3 got the lowest mean of 4.18 with the SD of 0.79 and had an interpretation rating of Agree. This means that the respondents only agreed in choosing textbooks with gender-fair language in their class.

Generally, the PSTs strongly agreed that they are examining textbooks for gender bias, having a grand mean of 4.28 and SD of 0.63. This explains that the respondents are aware of how gender is represented in textbooks also understand how to select or check textbooks with gender-neutral language for the class. It is important that teachers must be proficient to understand and identify the signs of gender inequality in textbooks and other teaching materials (Dierking, 2017).

Table 7: Respondents’ Descriptive Analysis on Improvisation

Improvisation	Mean	Standard Deviation	Verbal Interpretation
2. I can do improvisation to address the conflict about gender issues.	4.27	0.64	Strongly Agree
4. I avoid gender stereotypes when it comes to choosing leaders in activities.	4.46	0.61	Strongly Agree
General Weighted Mean	4.38	0.52	Strongly Agree

The 4th sub-category, “Improvisation” has 4 items that mainly describe the ability to address gender stereotypes of the PSTs about improvisation.

Item 4 got the highest mean of 4.46 with a SD of 0.61 and an interpretation rating of Strongly Agree. It means that most of the respondents are avoiding gender stereotypes when it comes to choosing leaders in activities. Nevertheless, item 2 obtain the lowest mean of 4.27 with a SD of 0.64 and an interpretation rating of Strongly Agree. This means that some respondents can do improvisation to address the conflict about gender issues.

Generally, the PSTs strongly agree that they have the ability to respond and address the conflicts in gender issues with having a grand mean of 4.38 and a SD of 0.52. Improvisation is also used as a teaching tool to improve on current approaches and present challenges to learners (Santi, 2016).

Table 8: Respondents' Descriptive Analysis on Sex Education

Sex Education	Mean	Standard Deviation	Verbal Interpretation
1. I am willing to teach about sex education.	4.27	0.87	Strongly Agree
2. I find it difficult or embarrassing to talk about sex and sexuality with students.	3.57	1.14	Agree
General Weighted Mean	3.89	0.75	Agree

The 5th sub-category under the independent variable of Gender Sensitivity Traits has 3 items that mainly describe the teaching of the PSTs about sex education. This factor concentrated on how PSTs apply and teach their students about sexuality.

Item 1 got the highest mean of 4.27 with a SD of 0.87 and an interpretation rating of Strongly Agree. It means that most of the respondents are willing to teach about sex education. However, item 2 acquired the lowest mean of 3.57 with a SD of 0.87 having a rating of Agree. This means that most of the respondents are experiencing and feel embarrassed when they talk about sex with their students.

Overall, the PSTs agree that there is nothing wrong with teaching sex education to the students having a grand mean of 3.89 and a SD of 0.75. Sex education is one of the sensitive topics that should teach by the learners, educational stakeholders and teachers agreed and likely support sex education in school (School Education Gateway, 2016).

Table 9: Respondents' Descriptive Analysis on Gender-Fair Classroom

Gender-Fair Classroom	Mean	Standard Deviation	Verbal Interpretation
1. I support the implementation of being gender fair in every classroom.	4.60	0.54	Strongly Agree
2. I use certain methods to avoid gender stereotypes in my class.	4.43	0.62	Strongly Agree

3. I prepare activities to be included in the teaching of subjects to enhance gender sensitivity.	4.43	0.62	Strongly Agree
General Weighted Mean	4.49	0.53	Strongly Agree

The 6th sub-category, Gender-Fair Classroom," has 3 items that mainly illustrate being fair to all genders in the classroom. This factor concentrated on how PSTs implement and make an action in having fairness of gender inside the classroom.

Item 1 got the highest mean of 4.60 with a SD of 0.54 and an interpretation rating of Strongly Agree. That means most of the respondents are practicing gender equality and fairness in their classrooms. Therewith, items 2 and 3 got the same highest mean of 4.43 having a rating of Strongly Agree. Item 2 and item 3 got the same SD of 0.62. This means that the respondents able to use certain methods to avoid gender stereotypes in their class.

Generally, the PSTs strongly agree to the implementation of gender-fair in the classroom having a grand mean of 4.49 and SD of 0.53. A teacher who treats their students fairly and creates an environment that will free the students from unequal treatment is a strong teacher (Dierking, 2017).

Table 10: Respondents' Descriptive Analysis on Gender Feminist Pedagogy

Feminist Pedagogy	Mean	Standard Deviation	Verbal Interpretation
1. I have an idea about feminist pedagogy and its integration in the classroom.	4.03	0.78	Agree
3. I know the major principles in feminist pedagogy which I can apply in my own teaching practices.	4.11	0.79	Agree

General Weighted Mean	4.073	0.735	Agree
--------------------------------------	--------------	--------------	--------------

The 7th sub-category, "Feminist Pedagogy," has 3 items that mainly portray the idea of the PSTs about feminist pedagogy. This factor concentrated on how PSTs apply feminist pedagogy in their teaching practices.

Item 3 got the highest mean of 4.11 with the SD of 0.79 and an interpretation rating of Agree. It means that some of the respondents know the major principles in feminist pedagogy that can apply in their teaching practices. In addition, item 1 acquiring the lowest mean of 4.03 with the SD of 0.78 and an interpretation rating of Agree. It means that most of the respondents have knowledge about feminist pedagogy and its integration in the classroom.

Briefly, the PSTs agree that they have an idea in feminist pedagogy having a grand mean of 4.073 and a SD of 0.735. Feminist pedagogy allows students and teachers to grasp how information and opinions are multifaceted rather than uniform (Misawa & Bailey, 2019).

Table 11: Summary of Gender Sensitivity in terms of gender sensitive lesson, gender-fair language, checking textbooks for gender bias, improvisation/dramatization, sex education, gender-fair classroom and feminist pedagogy.

Gender Sensitivity	Mean	Standard Deviation	Verbal Interpretation
Gender Sensitive Lesson	4.33	0.56	Strongly Agree
Gender-Fair Language	4.43	0.53	Strongly Agree
Checking Textbooks for Gender Bias	4.28	0.63	Strongly Agree
Improvisation	4.38	0.52	Strongly Agree
Sex Education	3.89	0.75	Agree
Gender-Fair Classroom	4.49	0.53	Strongly Agree
Feminist Pedagogy	4.07	0.74	Agree
General Weighted Mean	4.27	0.50	Strongly Agree

The first independent variable which is gender sensitivity has 7 sub-categories namely: gender-sensitive lesson planning, gender-fair language, checking textbooks for gender bias, improvisation, sex education, gender-fair classroom, and feminist pedagogy that mainly illustrate the application of the PSTs about gender sensitivity in teaching.

This factor concentrated on how PSTs understand and apply gender sensitivity in the classroom.

Moreover, the 6th sub-category which is the "Gender-Fair Classroom" got the highest mean of 4.49 with the SD of 0.53 and having an interpretation rating of Strongly Agree. That means most of the respondents are able to understand and apply gender-fair in the classroom. Whereas, the 5th sub-category which is the "Sex Education" got the lowest mean of 3.89 with a SD of 0.75 having an interpretation rating of Agree. This means there are only a few respondents who are aware of teaching sex education.

Generally, the PSTs strongly agreed with a grand mean of 4.27 and a SD of 0.50 which means they are already equipped with traits of being gender-sensitive in their field of teaching.

3. Descriptive Analysis of PSTs on Inclusive Traits in terms of valuing learner diversity, supporting all learners, working with others, and personal professional development.

Table 12: Respondents' Descriptive Analysis on Valuing Learner Diversity

Valuing Learner Diversity	Mean	Standard Deviation	Verbal Interpretation
2. I know that inclusive education and quality in education cannot be seen as discrete issues.	4.32	0.60	Strongly Agree
8. I believe that every student's voice ought to be heard and valued.	4.55	0.53	Strongly Agree
9. Teachers have a vital impact on students' confidence and learning potential.	4.55	0.53	Strongly Agree
General Weighted Mean	4.43	0.47	Strongly Agree

The 1st sub-category under the independent variable of Inclusive Traits has 10 items that mainly express the PSTs

valuing the learners' diversity. This factor concentrated on how PSTs valued their learner's diversity.

Besides, items 8 and 9 got the same highest mean of 4.55 having a rating of Strongly Agree. Item 8 and item 9 got the same SD of 0.53. This means that the respondents believed that every learner has the right to hear their voice and valued them. However, item 2 acquired the lowest mean of 4.32 with the SD of 0.60 and an interpretation rating of Strongly Agree. This means that most of the respondents are totally know that inclusive education and quality in education cannot be seen as discrete issues.

Altogether, the PSTs strongly agree that they value the diversity of the learners having a grand mean of 4.43 and SD of 0.47. This is in support of the study of (Kaise&Rasminsky, 2020) that understanding the culture and family culture of the learners by the teachers is essential; it gives the learners a chance to have fairness and to be successful.

Table 13: Respondents' Descriptive Analysis on Supporting All Learners

Supporting All Learners	Mean	Standard Deviation	Verbal Interpretation
2. I think that for all students, academic, practical, social, and emotional learning are highly important and relevant.	4.588	.5290	Strongly Agree
5. Being a good verbal and nonverbal speaker can meet the diverse communication needs of the students, parents, and certain other professionals.	4.588	.5290	Strongly Agree
6. I am qualified to foster independent and autonomous students.	4.342	.6357	Strongly Agree

General Weighted Mean	4.52	0.46	Strongly Agree
------------------------------	-------------	-------------	-----------------------

The 2nd sub-category under the independent variable of Inclusive Traits has 9 items that mainly present how PSTs support all the learners that they encounter since they experienced handling different types of learners in their teaching practicum.

Further to that, item 2 and 5 got the same and highest mean of 4.588 with the SD of .5290 and an interpretation rating of Strongly Agree. Whereas, item 6 acquired the lowest mean of 4.342 with the SD of .6357 and an interpretation rating of Strongly Agree. This means that most of the respondents are qualified in fostering independent and autonomous students.

Generally, the PSTs strongly agree that they support all learners having a grand mean of 4.52 and a SD of 0.46. This supports the study of Lei et al., (2018) that teacher support can be essential to a learner's educational performance not only in their learning outcomes but also in their individual emotional outcomes.

Table 14: Respondents' Descriptive Analysis on Working with Others.

Working With Others	Mean	Standard Deviation	Verbal Interpretation
6. I think the essential knowledge and understanding will affect the competition at work.	4.46	0.63	Strongly Agree
10. I agree that technique and strategies for assessing one's own work and performance is important.	4.60	0.59	Strongly Agree
General Weighted Mean	4.54	0.50	Strongly Agree

The 3rd sub-category under the independent variable of Inclusive Traits has 11 items that mainly describe how PSTs work with a range of other educational professionals, parents, and families. This subcategory concentrates on collaboration and teamwork which are important approaches for all teachers to take since as PSTs experience as cooperating instructors.

Item 10 got the highest mean of 4.60 with a SD of 0.59 and having an interpretation rating of Strongly Agree. It means that the respondents know the importance of having a technique and strategies for assessing one's own work and performance. Whereas, item 6 acquired the lowest mean of 4.46 with the SD of 0.63 having an interpretation rating of Strongly Agree. This means that PSTs think that one's knowledge and understanding will affect work competition.

Overall, PSTs Strongly Agree that they are ready to equip themselves with better approaches to improve and develop particularly in the field of teaching specifically when working with others, having a grand mean of 4.54 and SD of 0.50. This means that PSTs take working with others even the stakeholders of the school positively. Arkansas (2020) stated that teachers create vital professional and personal bonds when they work together and will create communities that will improve teacher effectiveness and knowledge (Hattie, 2015).

Table 15: Respondents' Descriptive Analysis on Personal Professional Development

Personal Professional Development	Mean	Standard Deviation	Verbal Interpretation
2. I think that teaching is a systematic activity that requires in progress and systematic planning, evaluation, reflection and modified action.	4.588	.5615	Strongly Agree
3. I believe that cognitive practice eases teachers to work efficiently with parents and also in teams of other teachers and professionals	4.588	.5615	Strongly Agree

working inside and outside of the school.			
5. I think that completely evaluating one's own performance will help improve a teacher's competence in teaching.	4.588	.5615	Strongly Agree
6. Teachers have an imperative for their own continual professional development .	4.518	.5681	Strongly Agree
9. Being open to other professionals can be a source of learning.	4.588	.5615	Strongly Agree
General Weighted Mean	4.561	.4849	Strongly Agree

The 4th sub-category under the independent variable of Inclusive Traits has 10 items that mainly describe how PSTs enhance and improve their skills through continuous personal professional development in their field of teaching.

Items 2, 3, 5, and 9 acquired the same highest mean of 4.588 and got the same SD of 0.5615 with an interpretation rating of Strongly Agree. It means that personal development and cognitive practices can be developed through the help of people who surrounds you and through the reflection and evaluation of one's performance. Nevertheless, item 6 acquired the lowest mean of 4.518 with the SD of .5681 having an interpretation rating of Strongly Agree. This means that the respondents strongly agreed in pointing out that PSTs' personal development is necessary to the teachers and it is a continuous process.

Hence, the PSTs strongly agreed that personal professional development is a continuous process that is needed to be more skilful and be competent having a score of 4.561 and a SD of 0.4849. Bayar (2014) reveals that professional development activities play a vital role in the preparation and improvement of a teacher.

Table 16: Summary of inclusive traits in terms of valuing learner diversity, supporting all learners, working with others and personal professional development.

Inclusive Traits	Mean	Standard Deviation	Verbal Interpretation
Valuing Learner Diversity	4.43	0.47	Strongly Agree
Supporting All Learner Working With Others	4.52	0.46	Strongly Agree
Personal Professional Development	4.54	0.50	Strongly Agree
	4.56	0.48	Strongly Agree
General Weighted Mean	4.52	0.45	Strongly Agree

The second independent variable which is, inclusive traits have a corresponding 4 sub-categories namely: valuing learner diversity, supporting all learners, with others, and personal professional development that mainly describes the inclusive traits that can implement the PSTs to their learners. This factor concentrated on how PSTs understand and apply their inclusive traits in the classroom.

Moreover, the 4th sub-category which is the "Personal Professional Development" got the highest mean of 4.56 with the SD of 0.48 and having an interpretation rating of Strongly Agree. That means most of the respondents are in favor and have an understanding in terms of personal professional development, which means they are willing to learn by themselves to become competent teachers. Whereas, the 1st sub-category got the lowest mean of 4.43 with a SD of 0.47 having an interpretation rating of Strongly Agree which is the "Valuing Learner Diversity." This indicates that most of the respondents have enough understanding about inclusive traits in terms of valuing learner diversity.

Generally, the PSTs are strongly agreed with a grand mean of 4.52 and a SD of 0.45 which means they are already equipped with traits of being inclusive in their field of teaching.

Table 17: Significant relationship between PSTs Gender Sensitivity Traits, Inclusive Traits, and Competent Teaching.

Correlations		Gender Sensitivity Traits	Inclusive Traits	Competent Teaching
Gender Sensitivity Traits	Pearson Correlation	1	.771**	.646**
	Sig. (2-tailed)		.000	.000
	N	114	114	114

Inclusive Traits	Pearson Correlation	.771**	1	.792**
	Sig. (2-tailed)	.000		.000
	N	114	114	114
Competent Teaching	Pearson Correlation	.646**	.792**	1
	Sig. (2-tailed)	.000	.000	
	N	114	114	114

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

Table 6 shows that, there is a significant relationship between PSTs' gender sensitivity, inclusive traits, and competent teaching having a 0.01 level of significance. PSTs Gender Sensitivity traits have a significant positive relationship with inclusive traits ($r=.771$, $P<.01$) which is interpreted as a very strong positive relationship, which means PSTs can show their inclusive traits through their gender sensitivity traits. One of the ways to maintain equality and to open the opportunities for all is to integrate gender inclusion (Maryville University 2021).

Gender has been viewed as an important competence among PSTs. Gender Sensitivity traits of PSTs have a significant relationship with competent teaching ($r=.646$, $P<.01$) which is interpreted as a strong positive relationship. Lee (2019) emphasized that increasing competency and understanding around gender issues gives the confidence to share information with teachers.

At the same time, the inclusive traits have a significant positive relationship with competent teaching ($r=.792$, $P<.01$) which is interpreted as a very strong positive relationship. Competencies are the abilities and understanding that a teacher needs to be competent. The role of teacher competency on student learning demonstrates the necessity of teacher competence for inclusive practice (Pit-Ten et al., 2018). Forlin et al., (2009) stressed that to be competent in inclusive education PSTs and teachers must develop more positive attitudes or inclusive traits to support the needs of different students.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the findings of the study, the following conclusions are hereby inferred:

1. They The level of awareness of PSTs is high which means that they are knowledgeable in terms of gender sensitivity, inclusive traits, and how to apply the aforementioned traits to competent teaching.

2. In terms of gender sensitivity and inclusive traits, all respondents Strongly Agreed that PSTs must be equipped with the aforementioned characteristics that are needed to be applied toward competent teaching.

3. The respondents acknowledged the fact that they can make their teaching better if they could fully understand and apply gender sensitivity and inclusivity to their future learners.

4. There is a significant relationship between the three variables which means that the respondents believe that these traits have an important role in molding PSTs in becoming competent professionals.

5.2 Recommendations

From the conclusions drawn, the following recommendations are offered:

1. It is suggested that PSTs continue in developing the traits of being gender-sensitive and inclusive in their respective classrooms and to the school community since their awareness on gender sensitivity and inclusivity makes their teaching better.

2. It is suggested that the GAD advocates of the university particularly in the College of Education must design a more sophisticated instrument in measuring the gender sensitivity traits and inclusive traits of students so that the College, as well as the University, can better assess the needs of every students, not only the BEED, especially to all future educators.

3. Most PSTs feel embarrassed when discussing sex education with their students. Therefore, the researchers recommend that PSTs must attend training and seminars on sex education for them to freely discuss the topic in their classes without any guilt and embarrassment.

4. Even though the University is indeed providing enough seminars and training, sex education must be given more emphasis as well as with the other subcategories. This can further help PSTs in becoming more competent in teaching.

5. It is recommended that a mixed-method design must be used by future researchers who would like to further explore the gender sensitivity traits and inclusive traits of PSTs and test its relationship to competent teaching.

6. Since, the study was conducted to PSTs, it is recommended that teachers in elementary and high school may also become the respondents for the next study endeavour.

7. To future researchers who may want to replicate the study, it is suggested that a focused group discussion may be used to countercheck and validate the responses from the study.

6. REFERENCES

- [1] Adam, M. (2011). Gender responsive lesson planning. <http://elearning.fawe.org/unit/grp-gender-responsive-lesson-planning/>
- [2] Amalia, L. & Saraswati, T. (2018). The Impact of Competencies Toward Teacher's Performance Moderated by the Certification in Indonesia. <https://knepublishing.com/index.php/KnE-Social/article/view/3363/7083>
- [3] Ananga, E. (2021). Gender Responsive Pedagogy for Teaching and Learning: The Practice in Ghana's Initial Teacher Education Programme. *Creative Education*, 12(4), 848-864. <https://www.scirp.org/journal/paperinformation.aspx?paperid=108674>
- [4] Arkansas, J. (2020). The Importance of Teacher Collaboration. <https://degree.astate.edu/articles/k-12-education/importance-of-teacher-collaboration.aspx>
- [5] Arora, K., & Sharma, S. (2017). Embracing Diversity and Valuing Inclusion: Understanding and Responding to Learners' Diverse needs in Inclusive Classrooms. 5(1). https://scholar.google.com/scholar?start=20&q=valuing+learner+diversity&hl=en&as_sdt=0,5#d=gs_qabs&u=%23p%3D0rkwkudoO0AJ
- [6] Aydin, M.K., Bali, B., & Alci, B. (2013). Examining the Effects of Pre-service Teachers' Personality Traits on Their Teaching Competencies. <https://tinyurl.com/nbmcf8xf>
- [7] Bayar, A. (2014). The Components of Effective Professional Development Activities in terms of Teachers' Perspective. Online Submission, 6 (2). 319-327. https://scholar.google.com/scholar?start=10&q=professional+development+for+teachers&hl=en&as_sdt=0,5#d=gs_qabs&u=%23p%3DU934gyDcM20J
- [8] Cohen, L., Manion, L., Morrison, K., & Ebooks Corporation. (2013). Research methods in education (7th ed.). Abingdon, Oxon; New York: Routledge. doi:10.4324/9780203720967, <https://lled500.trubox.ca/2016/225>
- [9] Collinson, V., Kozina, E., Kate lin, Y., Ling, L., Matheson, I., Newcombe, L. & Zogla, I. (2009). Professional Development for Teachers: A World of Change. *European journal of teacher education*, 32 (1), 3-19. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=professional+development+for+teachers&oq=Professional+deve#d=gs_qabs&u=%23p%3Dycbm2NUBWX0J
- [10] Commision on Elections. (2015). Gender Sensitivity and Mainstreaming. <https://comelec.gov.ph/?r=SpecialProjects/GenderandDevelopmentProgram/GenderSensitivityandMainstreaming>
- [11] Costello, S., & Boyle, C. (2013). Pre-service Secondary Teachers' Attitudes Towards Inclusive Education. *Australian Journal of Teacher Education*, 38(4). <http://dx.doi.org/10.14221/ajte.2013v38n4.8>
- [12] Dalati, S. & Gomez, J.M. (2018). Surveys and Questionnaires. https://www.researchgate.net/publication/324117644_Surveys_and_Questionnaires
- [13] Dierking, P. (2017). Addressing Gender Equality with Teaching Strategies. <https://bit.ly/3jJNgxS>

- [14] Dierking, P. (2017). How to identify Gender Inequality in Teaching Materials. <https://tinyurl.com/y7rjp8h>
- [15] EDC STAFF. (2018). Promoting Gender Equality and Social Inclusion: Examples in Practice. <http://idd.edc.org/resources/publications/promoting-gender-equality-an-social-inclusion-examples-practice>
- [16] Esen, Y. (2013). Making Room for Gender Sensitivity in Pre Service Teacher Education. Gender awareness instruction is lacking in teacher education programs, 61, (102). <https://repamjournal.org/index.php/REPAM/article/view/27/15>
- [17] Gilad, E. (2014). Developing Pre-service Teachers' Awareness and change of Gender-oriented Perceptions. [https://www.conscientiabeam.com/pdf-files/art/61/ijep2014-2\(11\)-250-263.pdf](https://www.conscientiabeam.com/pdf-files/art/61/ijep2014-2(11)-250-263.pdf)
- [18] Glen, S. (2021). Total Population Sampling. <https://www.statisticshowto.com/total-population-sampling/>
- [19] Gulsun, S. (2021). An Evaluation of Pre-Service Teachers' Competences and Views Regarding Inclusive Education. *International Journal of Education and Literacy Studies*, 9(1), 150-158. <https://eric.ed.gov/?q=Preservice+teachers+inclusive+traits+towards+competent+Teaching&id=EJ1285571>
- [20] Hasan, M. (2020). Bias in textbooks. <https://www.dawn.com/news/1594469/bias-in-textbooks>
- [21] Hernandez, T. A., & Cudiamat, M. A. (2017). Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education-Philippines. https://knepublishing.com/index.php/KnE_Social/article/view/2430/5338
- [22] Hodická, K., Juhász, B., Krišová, D., Kriš, J., Mészáros, G., Polánková, L., Rédei, D., Sáfrány, R., Schneider, C., & Tanzberger, R. (2020). Towards Gender-Sensitive Education. <https://gendersensed.eu/wpcontent/uploads/2020/08/A-Handbook-for-Teacher-Trainers.pdf>
- [23] Horvath, L., Merkel, E., Maass, A., & Sczesny, S. (2016). Does Gender-Fair Language Pay Off? The Social Perception of Professions from a Cross-Linguistics Perspective. *Front. Psychol.* 6:2018. doi: 10.3389/fpsyg.2015.02018
- [24] Ilknur, Y. & Saglam, S. (2018). Are PSTs Competent Enough? A Cross-Sectional Analysis of ELT Pre-Service Teachers' Perceived Teacher Competences. ERIC. <https://eric.ed.gov/?q=Competent+teaching+of+pre+service+teacher+in+philippines&id=ED611463>
- [25] Ingalsbe, D., Godbey J., & Marbut, T. (2014). Defining and Fostering Professional Dispositions in Students. https://cdn.ymaws.com/www.atmae.org/resource/resmgr/White_Paper/WP_Aug2014.pdf
- [26] Kaiser, B., & Rasminsky, J. (2020). Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior. <https://www.naeyc.org/resources/pubs/tyc/dec-2019/valuing-diversity-developing-understanding-behavior>
- [27] Kalakoti, H. (2018). Importance of Nurturing Gender Sensitivity Through Education. <https://www.google.com/amp/s/digitallearning.eletsonline.com/2018/06/importance-of-nurturing-gender-sensitivity-through-education/amp/>
- [28] Katzukov, Y. (2020). What is a descriptive correlational study design? <https://askinglot.com/what-is-a-descriptive-correlational-study-design>
- [29] Koca, S. (2016). The Competency of Pre-Service Classroom Teachers' Regarding the Learning-Teaching Process in a Music Course: Implementation from a Turkish University. <https://files.eric.ed.gov>
- [30] Kollmayer, M., Schultes, M., Luftenegger, M., Finsterwald M., Spiel, C. & Shober B. (2020). A Teacher Training Program to Promote Gender Equality in Schools. <https://www.frontiersin.org/articles/10.3389/feduc.2020.00136/full>
- [31] Krišová, D. (2020). Gender awareness of students of education, CZ: Charles University and Children's Identity and Citizenship European Association, 80-85. http://www.cicea.eu/pdfs/2019CONF/07_KRISOVAD_Gender-Awareness_BRNO.pdf
- [32] Lawrence, E. (2016). Feminist Pedagogy. <http://www.genderandeducation.com/issues/feminist-pedagogy/>
- [33] Lee, L. (2019). A Framework for Supporting Gender-Diverse Students. <https://www.edutopia.org/article/framework-supporting-gender-diverse-students>
- [34] Lei H., Cui Y., & Chiu, M. (2018). The Relationship between Teacher Support and Students' Academic Emotions: A Meta-Analysis. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.02288/full>
- [35] Magi, E., Biin, H., Trasberg, K., & Kruus, K. (n.d). Gender awareness and attitudes toward gender equality among students participating in teacher training. https://eha.ut.ee/wp-content/uploads/2016/04/6_06_magi_biin_trasberg_kruus_summary.pdf
- [36] Malunes, R., & Dioso, D. (2020). Teaching Competence of Public-School Teachers in the Light of the Philippine Professional Standards for Teachers. <https://philssj.org/index.php/main/article/view/179/102>
- [37] Maryville University (2021). Definitive Guide to All-Gender Inclusion. <https://online.maryville.edu/online->

- pacholers-degrees/liberal-studies/guide-to-gender-inclusion/
-
- [38] Mazariegos, L. (2020). The Professionalization of Teachers: Competencies for the 21st century. <https://www.google.com/amp/s/observatory.tec.mx/edu-bits2/competencies-for-the-21st-century-teacher%3fformat=amp>
- [39] Mergler, A., Carrington, S., Kimber, M., & Bland, D. (2016). Inclusive Values: Exploring the Perspectives of Pre-Service Teachers. *Australian Journal of Teacher Education*, 41(4). http://dx.doi.org/10.14221/ajte.2016v41n4.2_
- [40] Misawa, M., & Bailey, J. (2019). Practicing a Culturally Responsive Feminist Pedagogy in Higher Education: An Examination of a Feminist Classroom from the Perspective of Transformative Learning. *Adult Education Research Conference*. <https://newprairiepress.org/cgi/viewcontent.cgi?article=4146&context=aerc>
- [41] Mojic, C., & Peña, H. (2017). A Learning Experience of the Gender Perspective in English Teaching Contexts. <http://www.scielo.org.co/pdf/prf/v19n1/v19n1a09.pdf>
- [42] Muega. (2016). Inclusive Practices of In-Service Teachers: A Quantitative Exploration of a Southeast Asian Context. https://scholar.google.com/scholar?start=10&q=inclusion+traits+of+Preservice+teachers+in+the+philippines&hl=en&as_sdt=0,5#d=gs_qabs&u=%23p%3DTKQEWNheZ4J
- [43] Mufidah (2019). The Development of Pre-Service Teachers' Teaching Performance in the Teaching Practice Program at English Department of State Islamic University of Antasari Banjarmasin. ERIC. <https://eric.ed.gov/?id=EJ1217821>
- [44] Napocao, A. (2016). Instructional competence of Pre-service Teachers in relationship with their academic performance. <https://www.researchgate.net/publication/340541215>
- [45] Naz, K. (2016). Effects of Teachers' professional competence on students' academic achievements at secondary level in Muzaffarabad District. <https://www.grin.com/document/352095#:text=Teacher's%20competency%20enhances%20a%20teacher's,important%20student%20achievement.>
- [46] Nessipbayeva, O. (2012). The Competencies of the Modern Teacher. <https://files.eric.ed.gov/fulltext/ED567059.pdf>
- [47] O'Leary, Z. (2014). The essential guide to doing your research project (2nd ed.). London: SAGE. <https://lled500.trubox.ca/2016/225>
- [48] Pit-Ten Cate, I., Markova, M., Krishler, M., & Krolak-Schwerdt, S. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. <https://files.eric.ed.gov/fulltext/EJ1182863.pdf>
- [49] Raguindin, P., Ping, L., Duereh, F. & Lising, R. (2020). Inclusive Practices of In-Service Teachers: A Quantitative Exploration of a Southeast Asian Context. <https://www.eu-jer.com/inclusive-practices-of-in-service-teachers-a-quantitative-exploration-of-a-southeast-asian-context>
- [50] Ruiz, L.V., Navarro, K., Mendoza, K., McGrath A., Galina, B., Chick, N., Brewer, S., & Bostow, R. (2015). A Guide to Feminist Pedagogy. <https://my.vanderbilt.edu/femped/>
- [51] Rukavina, P., Langdon, J., Greenleaf, C. & Jenkins, J. (2019). Diversity Attitude Associations in Pre-service Physical Education Teachers. <https://eric.ed.gov/?q=Preservice+teachers+to+ward+cultural+and+social+background&id=EJ1203187>
- [52] Ryan, T., Young, D., & Gauthier, W. (2017). Action Research within Pre-Service Teacher Education. https://www.kpu.ca/sites/default/files/Transformative%20Dialogues/TD.10.3.9_Young%26Kraglund-Gauthier_Pre-Service_Teacher_Education.pdf
- [53] School Education Gateway. (2016). Survey on sex education - Results. <https://www.schooleducationgateway.eu/en/pub/viewpoints/surveys/survey-on-sex-education.htm>
- [54] Specht, J. & Metsala, J. (2018). Predictors of teacher efficacy for inclusive practice in pre-service teachers. *Exceptionality Education International*, 28(3). <https://tinyurl.com/4zsrpbss>
- [55] Talosa, A. (2018). Filipino ESL students androgyny trait, awareness, and attitude in gender-fair language. <https://tinyurl.com/9s5ek6m6>
- [56] Taylor, R. & Ringlaben, R. (2012). Impacting Pre-service Teachers' Attitudes toward Inclusion. *Higher Education Studies*, 2(3), 16-23. <https://tinyurl.com/fnsad7bn>
- [57] UNESCO. (2017). Gender equality through school: providing a safe and inclusive learning environment. https://gem-report2017.unesco.org/en/chapter/gender_accountability_through_school/
- [58] UNESCO. (2017). Gender-Responsive Classrooms Need Gender-Sensitive Teachers. <https://bangkok.unesco.org/index.php/content/gender-responsive-classrooms-need-gender-sensitive-teachers>
- [59] UNESCO. (2010). Guidelines for textbook review and analysis from a gender perspective. <https://docs.iiep.unesco.org/peic/2748.pdf>
- [60] UNICEF. (2018). Quality education-Inclusive schools. <https://www.unicef.org/northmacedonia/press-releases/quality-education-inclusive-schools>
- [61] Verlinden, N. (2020). Diversity vs Inclusion: What's the difference?. <https://tinyurl.com/2vr7eta>

- [62] Watkins, A., & Agency Staff Member.(2012). Teacher education for inclusion. <https://www.european-agency.org/sites/default/files/Profile-of-Inclusive-Teachers.pdf>
- [63] Yuden, Y., Sonam, C., &Tshewang, D. (2020).Gender sensitivity in pedagogical practices in secondary education in Bhutan.Research in Educational Policy andManagement, 2 (2), 38-51. <https://repamjournal.org/index.php/REPAM/article/view/27>
- [64] Yuksel, I., &Saglam, S.(2018). Are PSTs competent enough? A cross-sectional analysis of ELT pre-service teachers' perceived teacher