

# Gender Sensitivity, Awareness and Responsiveness of Preservice Teachers Towards GAD-Integrated Teaching Pedagogy

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**Abstract:** This study identified the significant connection of pre-service teachers' gender sensitivity, awareness, and responsiveness to a GAD-integrated teaching pedagogy. Through purposive sampling technique, 114 pre-service teachers from a state university were chosen as respondents. Descriptive-correlational method was used in gathering data and information to measure the significant relationship between pre-service teachers' gender sensitivity, awareness, and responsiveness to GAD-integrated teaching pedagogy. The study revealed that preservice teachers have strongly acknowledged Gender Sensitivity, Gender Awareness, and Gender Responsiveness to their future profession. Preservice teachers "Strongly Agreed" that they were integrating a GAD-teaching pedagogy into their curriculum, methodology, and techniques. There was a significant relationship between preservice teachers' gender sensitivity, awareness, and responsiveness to GAD-integrated teaching pedagogy, namely, curriculum, methods and techniques. Thus, this study recommends a tool for measuring the three (3) categories in gender and development which are gender sensitivity, awareness and responsiveness in an effort to continually improve future research studies. In addition, preservice teachers starting in their careers must continue and sustain their impressive viewpoint and practice towards gender sensitivity, awareness and responsiveness.

**Keywords**— pre-service teachers, gender sensitivity, gender awareness, gender responsiveness, teaching pedagogy, curriculum, methods, instruction, Philippines

## 1. INTRODUCTION

People try to argue about the vital role of gender that seems to be inevitable in one's life. Thus, educators must be eloquent in addressing issues about gender (Lamer & Weisbuch, 2019). The Gender and Development (GAD) approach was developed in the early 1980s as a strategic response to the limitations of Women in Development (WID) and Women and Development (WAD) approaches to improving women's status. It is a developmental viewpoint based on human rights. Gender equality is seen as a fundamental objective that should be represented in developmental decisions. This approach focuses on the social, economic, political, and cultural aspects that influence how women and men participate, benefit from, and control resources and activities. GAD shifts the focus away from the necessity to incorporate women in development and toward the study of socially-driven female-male relationships (NCRFW and CIDA, 2003, p. 28-29).

In 1996, the National Commission on the Role of Filipino Women (NCRFW) began developing the Gender Mainstreaming Evaluation Framework (GMEF) with the help of a team of consultants. Their goal was to create a tool that would allow organizations to assess the level of their gender mainstreaming initiatives. The adoption of the Beijing Platform for Action (BPFA) in 1995 provided the impetus for the tool's creation. Poverty, Education and Training, Health, Violence against Women (VAW), Armed Conflict, Economy, Power and Decision-Making, Institutional Mechanism for the Advancement of Women, Human Rights, Media, Environment, and the Girl-Child are among the 12 areas of

concern for women and girls addressed by the BPFA. The Enhanced GMEF takes gender mainstreaming to a new level. An organization may go through the following levels as it implements gender mainstreaming: Installation of Strategic Mechanisms, GAD Application, Commitment Enhancement and Institutionalization, Replication, and Innovation are all steps in the foundation building process. Organizations and LGUs implement a succession of actions, tasks, and decisions from Level 1 to Level 5. The GMEF descriptors, which show the scaling-up of GAD activities from Levels 1 to 5 regarding gender mainstreaming efforts in policies, people, enabling mechanisms, and PAPs, illustrate this (PCW, 2016).

Since GAD has already developed, teachers must play a key role in developing gender-neutral educational environments and supporting both male and female students to attain their full potential in terms of work and ability (Garcia, 2013). In this study, the researchers have been interested to determine how gender sensitivity, awareness, and responsiveness correlate to a GAD-integrated teaching pedagogy.

Gender sensitivity is a concept that has been established to help people overcome sexism's impediments to personal and economic development. It also contributes to the development of respect for individuals of all genders (UNESCO, 2002). It entails being aware of and sensitive to the role of gender in various institutions, such as the workplace and educational institutions; promotes gender balance and acceptance of all gender identities (Christopher, 2021). Moreover, it refers to recognizing and accepting the "neglected sex," the female gender. It consists of affirming any role or responsibility to the female gender without excluding them based on their

sexuality. Gender inequality exists in all social classes and communities, regardless of nationality (Emilda, 2019). Gender-sensitive content is equally essential for both male and female students. It gives them the same opportunity to participate in the tasks that they must complete. This does not stereotype their race, gender, or roles and their ethnicity or culture. This recognizes the students as valuable individuals in their own right (Javier, 2016). It is not about pitting men against women when it comes to gender sensitivity. Gender-sensitive education, on the other hand, benefits both men and women. It assists students in determining which gender preconceptions are accurate and which are stereotyped generalizations.

However, due to gender inequality, women are the most disadvantaged population in many parts. The following are examples of gender inequality in resource allocation worldwide (Adaçay, 2014; UNESCO, 2000): (i) Women account for two-thirds of the global labor force (66 percent). (ii) Women only receive one-tenth of global income. (iii) Women account for two-thirds of the world's illiterate adults. (iv) Women possess less than 1% of the world's real estate. (v) The percentage of women in politics except in Rwanda, South Africa, Cuba, and Scandinavian countries is relatively low. 85 (vi) Millions of girls are out of school and without access to education. (vii) Women account for 70% of the population. 1.5 billion People are living in poverty in the world today. (viii) Women account for 60% of the 550 million working poor who live below the international poverty level of \$1.25 a day. (ix) Over 80 million women are out of work. (x) Each year, almost 120,000 women and young girls are sold into human trafficking in Western Europe. Similarly, in Kenya, Abaji (1998) observes that a gender-stereotyped curriculum and gender-biased education are being used to maintain gender disparity and patriarchy. It appears that the 75 instructional practices in the gender sensitivity textbooks of Zimbabwean are developed from the standpoint of a man.

On the other hand, gender awareness refers to social groupings and individuals being aware of and sensitive to their surroundings. The individual's consciousness about himself and his environment grows as a result of increased awareness. It is possible to raise one's level of awareness of the thoughts and feelings that influence one's conduct (Yenmez et al., 2020). Moreover, gender awareness is defined as "the capacity to observe society through the lens of gender roles and how this has influenced women's needs concerning men's wants" (EI et al., 2019).

Gender awareness addresses disseminating accurate and easily accessible information to promote a better knowledge of gender equality as a critical value of democratic society (European Institute for Gender Equality, 2019). Gender awareness is more analytical and vital since it clarifies gender inequities and gender difficulties. It refers to one's efforts to demonstrate how gender determines the roles of women and men in society, particularly their roles in development, and how this impacts their relationships with one another. Gender-

sensitive and gender-friendly education is required in our educational system. Promoting gender awareness at all levels of society is one of the most effective ways to reduce gender discrimination (Akash, 2018). Education on gender awareness aims at creating and developing family philosophies, attitudes, and behavior to build justice, equality, and equal partnerships of men and women, the protection of children, and the elimination of domestic abuse.

Gender awareness education seeks to impact determining gender so that it can be applied in everyday life, social life, economy, education, health, and the realization of a cohesive and quality family to enhance women's roles. Similarly, Gender Awareness Education is the endeavor of members of society to ensure that men's and women's rights are equal and socially equal and apply them throughout their lives, (Rahma & Rasyad, 2020).

Gender-responsiveness refers to a policy or program that considers gender norms, roles, and relationships, as well as efforts to actively decrease the detrimental consequences of gender norms, roles, and relationships, including gender inequality. Gender-responsive education programs that boost girls' and boys' access to and completion of high-quality education have multiple impacts. Access to education for females has been found to have favorable intergenerational impacts in health, nutrition, infant mortality, and income creation, among other things (USAID, 2018).

Gender responsiveness refers to results representing an awareness of gender roles and differences and efforts to promote equal participation and equitable profit distribution. Gender analysis and gender inclusiveness are used to achieve gender responsiveness (Nelson, 2015). Gordon (2020) stated that gender responsiveness refers to promoting equal presence, participation, and influence of men and women throughout the reform and post-reform structures, including leadership and decision-making. It is also necessary to avoid assuming either group's coherence; thus, different groups of women and men must be represented and influence policy and practice (University of the Philippines, 2017). The term "gender-responsive" refers to paying consistent and systematic attention to the differences between men and women in society to address structural barriers to gender equality. Gender and development (GAD). Individual and institutional capacity-building: UNESCO will support the Member States and their governing bodies in implementing policy and practices in the sectors of heritage and creativity that are gender-sensitive, responsive, and transformative. Other key activities include guiding the integration of gender equality into national cultural policies, the development of the gender planning tools that respect communities' cultural rights, promoting equal access to capacity-building and specialized artistic training, and supporting other actions to increase women's participation in decisions (UNESCO, 2014 – 2021).

CHED released Memorandum Order No. 01 (2015), which states the guidelines seeking to introduce and institutionalize gender equality and gender-responsiveness and sensitivity in

the various aspects of Philippine higher education (Lualhati, 2019).

Shreve (2016) highlighted that there are a limited number of studies on gender responsiveness. There were minimal empirical studies investigating management's responsiveness to gender issues and how it affects the promotion. Ballados & Guevarra (2020) underscored that the high level of gender responsiveness to gender issues in terms of human capital and decent work resulted to a great extent of influence on the promotion of gender equality in terms of human development, economic empowerment, voice and decision-making and reduced vulnerability to risk and shock and also, the great extent of influence on economic performance as to the improvement in income, reduction in cost, employment generation, and encouraged investment. Gender-responsive approaches go beyond sensitivity to gender differences—they actively seek to promote gender equality (WHO, 2009; CARE & International Center for Research on Women [ICRW], 2007), often through specific actions to empower women in their households and communities as well as broader policy and planning processes (Burns & Lee, 2015).

Understanding these three categories in gender and development is vital for every stakeholder in education, including preservice teachers. Being a preservice teacher has to do with the act of acquiring content and practical knowledge. Content knowledge has to do with the different theories about teaching, and practical knowledge relates to teaching experiences that teachers acquire through training. Preservice teachers characterize their work as a challenging and challenging practice. For them, teaching is a challenge due to aspects such as social evolution, number of students, learners' behavior, and time, among other issues (Cortés, 2016).

Teachers can inspire and empower them – they may also discourage and put constraints, whether they are consciously trying to do so. This role of teachers in sustaining or eliminating gender inequality is particularly crucial in Asia, where millions of girls are either on the side of education or excluded entirely (UNESCO, 2017). Islami (2018) mentioned that each profession has its own set of rules for improving and working their techniques, which can also apply in teaching. He said that it is frequently mistakenly believed that teachers who love teaching are good. Yet, it is also essential for any qualified teacher, but it is insufficient because teaching is a skill that must be taught to people. The complexities of teaching are diverse, and it accompanies decency and effort (Rocque et al., 2019).

Amidon (2019) stressed that teaching is "an interactive process primarily involving classroom talk that occurs between teacher and pupil during certain definable activities." Around the world, various creative teaching approaches are presently in use. The two educational approaches employed across the globe are face-to-face learning and hybrid learning. The traditional method of teaching and learning is called synchronous, and it usually includes the use of a classroom in

which the educator and learners engage in time and space. In addition, interactions with face-to-face and distance learning techniques to disseminate information to members of a learning community are called hybrid teaching and learning. This type of learning combines asynchronous technology-based teaching methods with traditional teaching methods (Khainar, 2015).

Mynbayeva et al. (2018) emphasized that the more exciting and diverse the teacher's teaching methods and strategies are, the better it motivates students' cognitive activity, shapes the experience of solving non-standard, considering local problems, promotes in-depth training, and the consistent assimilation of technology of practical action. Dhand (1990) stated that the rationale for selecting one methodology over another is determined by objectives, content, learner needs, learning principles, instructional resources, teacher competencies, school climate, and community expectations. The teacher's decision is, to a large extent, a personal and individual one. Education is viewed as a means of achieving global gender equality. Gender responsiveness teaching practice or pedagogy adaptation in higher secondary school will correct gender bias in the teaching-learning process and promote gender-friendly schools (Dorji, 2020).

Every educator follows or creates a particular teaching pedagogy to execute their objectives in the classroom well. Pedagogy is studying the teaching methods and education goals and accomplishing them (Peel, 2020). Petrie (2019) highlighted that the term 'pedagogy' is understood in English as the science of teaching and learning, concerned with educational practices in classrooms or schools. Additionally, Lomachynska (2020) added that pedagogy is a phrase that occasionally explains a learning theory and describes how it is put into practice. Teacher educators must cultivate a pedagogy of connection with teacher applicants and practicing teachers to help them comprehend the full spectrum of students' academic, social, and emotional needs and react appropriately (Andrews & Castillo, 2016).

To be a successful teacher, one must first be a successful planner. The teacher employs their best professional judgment to determine which methods, strategies, and techniques will be most effective in a given situation. The passive teacher simply employs the same old teaching techniques daily. However, the active teacher who plans different teaching strategies and techniques throughout the day is more likely to succeed in the classroom. With virtually unlimited techniques from which to choose, the teacher should establish the criteria to base their decisions about which techniques to use. For example, the teacher should have a clear goal in mind. The technique chosen must have the potential to improve and enrich the learning experience (Dhand, 1990).

Hernandez & Cudiamat (2018) stressed that once GAD has been integrated into the curriculum, a gender-responsive pedagogy for use in the classroom must be developed. Developing a gender-responsive curriculum and pedagogy would require faculty members well-versed in the reference

materials to be used and the topics to be discussed. Therefore, equipping faculty members with skills and knowledge before their classroom engagement is equally important in developing a gender-responsive curriculum to enable the existence of a gender-responsive pedagogy.

Because stereotypes and other manifestations of gender biases are still reinforced in primary learning tools, GAD advocates in schools may struggle to implement gender-responsive messages (Delavina et al. 2020). Gender-sensitive, accurate content is equally essential for both males and female students. It gives them the same opportunity to participate in the tasks that they must complete. It does not stereotype their race, gender, or roles and their ethnicity or culture. It recognizes the students as valuable individuals in their own right.

Curriculum implementation entails the actual delivery of the curriculum blueprint in the classroom setting. This phase demonstrates the level of involvement in the teaching and learning process of both teachers and students. Further, it necessitates the teachers' commitment to carrying out what has been planned to ensure that the desired results are obtained. Curriculum implementation is essential in curriculum development because it intentionally fosters educational innovations to overcome a recognized problem in the education system. Curriculum design capabilities, learning content expertise, and political capital must all be used to their full potential to affect an educational change that reflects both educational traditions and newly mandated curriculum policies (Palestina et al., 2020).

To further strengthen the GAD advocacy to the soon to be members of the academe, the preservice teachers, the researchers were motivated to determine the relationship between preservice teachers' gender awareness, sensitivity, and responsiveness to a GAD-integrated teaching pedagogy. This study may also help in promoting gender and development awareness, sensitivity and responsiveness for an adoption of a GAD-integrated teaching pedagogy to educators, school administrators, and other stakeholders.

## 2. STATEMENT OF THE PROBLEM

The researchers focused on determining the relationship between preservice teachers' gender awareness, sensitivity, and responsiveness to GAD-integrated teaching pedagogy.

Specifically, answers to the following questions were sought:

1. How do preservice teachers assess the following in terms of:
  - a. gender awareness;
  - b. gender sensitivity; and
  - c. gender responsiveness?
2. How do preservice teachers describe their GAD-integrated teaching pedagogy in terms of the following components:

- a. curriculum;
- b. methodology; and
- c. techniques?

3. Is there a significant relationship between preservice teachers' gender sensitivity awareness, and responsiveness to GAD-integrated teaching pedagogy?

## 3. METHODS

### 3.1 RESEARCH DESIGN

The researchers used quantitative research. Quantitative research is defined by Bundahri (2020) as a method of evaluating and obtaining numerical data that is used to calculate the average, create predictions, evaluate the causal relationship between variables, and summarize the findings in a larger population.

The researchers gathered the data by utilizing the descriptive correlational method. In which the variables were examined: a) gender sensitivity, b) gender awareness, c) gender responsiveness, and d) GAD integrated teaching pedagogy comprising: 1) curriculum, 2) methods, and 3) techniques. Aggarwal (2019) described that every single investigation or study that uses descriptive correlational methods has the necessary quality in refraining from the direct modification in the environment of the study. Meanwhile, Katzukov (2020) defined descriptive-correlational study as one that describes the relationship and connection between two variables, the independent and dependent variables that naturally exist between them.

### 3.2 Sampling Technique

The study respondents are the 114 BEED preservice teachers in a state university in Pampanga. According to Glen (2020), population sampling is a sort of purposive sampling in which the characteristics of the entire population in a given group are investigated. The group is the most manageable size based on the target group and subgroups within the demographic group.

### 3.3 Respondents of the Study

The study respondents were the 114 preservice teachers from one of Pampanga universities under the BEED Program of the College of Education.

### 3.4 Research Instruments

A series of questionnaires was used as the primary data collection technique in this investigation. A survey questionnaire is a research tool that consists of a set of questions used to collect data from respondents. Questionnaires are often employed in quantitative research. A questionnaire is a set of questions asked to a person or a group of people (Roopa & Rani, 2016).

In this study, the researchers will use Google Forms for preservice teachers to determine how they assess their gender sensitivity, awareness, and responsiveness and how they

integrate the three levels of gender and development into their teaching pedagogy.

More so, the researcher-made questionnaires were validated by four (4) experts and pilot-tested to 51 preservice teachers from two different campuses but belonged to the same university before it was distributed to the actual 114 respondents.

**Table 1:** Reliability Statistics

Construct	No. of Items	Cronbach's Alpha
Gender Sensitivity	10	0.984
Gender Awareness	10	0.954
Gender Responsiveness	10	0.984
Curriculum	10	0.984
Methods	10	0.984
Techniques	10	0.984
<b>Overall</b>	<b>60</b>	<b>0.997</b>

Table 1 shows the reliability statistics of the developed 60-item instrument. Based on the result of the reliability statistics test, the computed Cronbach's alpha coefficient of the 60 questionnaires is equivalent to 0.997. This value is greater than 0.7 which indicates that the questionnaires are reliable and has excellent internal consistency.

### 3.5 Data Gathering Procedure

This section outlines the steps that the researchers have taken in data collection. Questionnaires were used to gather data for the study. Prior to the actual survey, permission from two school directors were also sought for the pilot testing of the instruments. The questionnaires were administered through Google Forms to 51 preservice teachers. After checking for the item reliability using Cronbach's alpha, permission from the dean and the chairperson were asked for the conduct of the survey. The questionnaires were sent to the presidents of each class through Google Forms. The entire population of the BEED preservice teachers consisting of 114 students participated in the survey obtaining 100% of the population.

The researchers ensured that the respondents have read the informed consent and agreed to participate in the study before they answered the questionnaire. On top of that, the researchers' contact information is included in the informed consent so that respondents can voice any concerns about the questionnaire and the study. Afterwards, the data gathered were statistically calculated and analyzed before it was interpreted based on the results gathered after the statistical treatment.

### 3.6 Statistical Treatment of Data

In order for the researchers to examine and interpret the data, the acquired data were statistically treated. The following statistical treatments were used by the researchers to solve the study's problems: p-value, weighted mean, and standard deviation.

Also, the five-point Likert Scale with equivalent values will be used.

**Table 1:** Descriptive Interpretation of the Ranges

Range	Descriptive Interpretation
4.21 – 5	Strongly Agree
3.41 – 4.20	Agree
2.61 – 3.40	Neutral
1.81 – 2.60	Disagree
1 – 1.80	Strongly Disagree

Pearson Correlation Coefficient was used to determine the correlation between the independent variables and dependent variables.

**Table 2:** Interpretation of Relationship of the Range of Value

Range of Values	Interpretation of Relationship
+ .70 or higher	Very Strong Positive Relationship
+ .40 to .69	Strong Positive Relationship
+ .30 to .39	Moderate Positive Relationship
+ .20 to .29	Weak Positive Relationship
+ .01 to .19	Negligible Relationship
0.000	No Relationship {zero order correlation}
-.01 to -.19	Negligible Relationship
-.20 to -.29	Weak Negative Relationship
-.30 to -.39	Moderate Negative Relationship
-.40 to -.69	Strong Negative Relationship
-.70 or higher	Very Strong Negative Relationship

The information gathered from the respondents were compiled and analyzed using the Statistical Packages for the Social Sciences (SPSS) version 22. The researchers used a descriptive-correlational design to identify the relationship between preservice teachers' gender awareness, sensitivity, and responsiveness to GAD-integrated teaching pedagogy.

**3.7 Ethical Considerations**

In this study, the researchers recognized their responsibilities under the Republic Act No. 10173, also known as the Data Privacy Act of 2012. The data they collected, organized, and consolidated, the respondents, was preserved by not revealing their real names and identity in the data collection. The researchers also guaranteed the respondents' privacy and personal information to keep and no intention to disclose this confidential information as the researchers' utmost concern is to protect the rights and integrity of the respondents. They also informed the respondents about the purpose of the study, and there is no compulsory intention involved in this study. No amount of remuneration was given to the respondents and their participation in the survey was voluntary.

**4. RESULTS AND DISCUSSIONS**

1. Descriptive Analysis of Preservice Teachers on Gender Sensitivity, Awareness, and Responsiveness.

**Table 1:** Respondents' Descriptive Analysis on Gender Sensitivity

Gender Sensitivity	Mean	SD	Verbal Interpretation
1. I avoid using situations/texts/visuals that reinforce stereotyped gender roles.	4.45	0.71	Strongly Agree
2. I emphasize student attitudes and values that promote gender sensitivity and equality.	4.46	0.74	Strongly Agree
3. I use language that strengthens traditional femininity and masculinity during class discussions.	4.28	0.79	Strongly Agree
4. I point out gender discriminative contents found in reference materials and other sources as I ask the class to correct them.	4.25	0.80	Strongly Agree
5. I manifest the ability to prevent and deal with gender inequality issues in class.	4.34	0.69	Strongly Agree

6. I give equal opportunities for demonstrations and other tasks to both males and females.	4.52	0.60	Strongly Agree
7. I accept and treat all students in class without biases especially in terms of gender.	4.69	0.53	Strongly Agree
8. I list students in the class record alphabetically by mixing the males and females.	4.47	0.80	Strongly Agree
9. I usually call on a student who raises the hand first.	4.51	0.66	Strongly Agree
10. I do not let certain students dominate a lesson.	4.27	0.80	Strongly Agree
<b>General Weighted Average</b>	<b>4.42</b>	<b>0.52</b>	<b>Strongly Agree</b>

The first independent variable, Gender Sensitivity, has a corresponding ten (10) items that mainly describe how preservice teachers implement gender sensitivity to the students during class hours. This category concentrated on how preservice teacher's demonstrated sensitivity in the student's gender to avoid gender bias, discrimination and stereotyping in their class and lessons that might affect the students.

Item 7 which is "I accept and treat all students in class without biases especially in terms of gender" got the highest mean of 4.69 with a standard deviation of 0.53 and an interpretation rating of Strongly Agree. It means that the respondents are not biased in terms of their student's gender and for they treat them equally in class. Andrus, et al (2018) Teachers can build an environment with the promotion of equality, and constantly recognizing the strength of gender in classroom life, and helping students find out how their gender identity influences them and their learning.

On the other hand, item 4 which is "I point out gender discriminative contents found in reference materials and other sources as I ask the class to correct them" acquired the lowest mean of 4.25 with the standard deviation of 0.80 and having an interpretation rating of Strongly 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. Preservice teachers must realize that part of acquiring and practicing gender - sensitivity is also to be aware and vigilant of the discriminative information found in learning materials. Sulaimani, (2017) if such depiction of men and women in textbooks is a norm in that society, reinforcing gender discrimination through learning materials may contribute to postponing or delaying the process of achieving equality among learners.

In general, the respondents Strongly Agree that their level of awareness on gender-sensitivity traits is very high, having a grand mean of 4.42 and standard deviation of 0.52. This is in support of the study of Barodia, (2016), which states that gender sensitivity through teachers can be a strong tool for bringing about a significant shift in students' attitudes and perceptions about gender.

**Table 2:** Respondents' Descriptive Analysis on Gender Awareness

Gender Awareness	Mean	SD	Verbal Interpretation
1. Girls and boys have behavioral and biological differences.	4.59	0.56	Strongly Agree
2. There are differences and similarities between boys and girls when performing tasks.	4.48	0.71	Strongly Agree
3. My gender affects the way I teach my students.	3.55	1.26	Agree
4. I am aware of my gender-related behavior in the classroom.	4.37	0.68	Strongly Agree
5. I am aware of my feedback to boys and girls in the classroom.	4.39	0.66	Strongly Agree
6. I am aware when I give gender-stereotypical role models in the classroom.	4.37	0.66	Strongly Agree
7. I am aware of the gender stereotypes that I present in the classroom.	4.34	0.68	Strongly Agree
8. I believe that a girl can become an engineer and a boy can become a teacher.	4.47	0.96	Strongly Agree
9. I am aware that my influence on gender can affect my student's perspective of society and the world.	4.42	0.74	Strongly Agree
10. I am aware that I have a big influence on my students; perspective on gender as well as their parents, peers, community, and the media.	4.54	0.63	Strongly Agree
<b>General Weighted Average</b>	<b>4.35</b>	<b>0.50</b>	<b>Strongly Agree</b>

The second independent variable named "Gender Awareness" has a corresponding (10) ten items that mainly depicts the awareness of the preservice teachers to their student's gender and how they influenced their students. This category concentrated on how preservice teachers assess awareness on student's differences about gender (Krišová et al., 2020). It is important to recognize the diversity of gender and be aware of the gender inequities in education. Teachers may develop a learning environment where everyone is equal in their capacity for learning.

Furthermore, item 1, which is "Girls and boys have behavioral and biological differences," got the highest mean of 4.59 with the standard deviation of 0.56 and an interpretation rating of Strongly Agree. That means that the respondents are aware of the behavioral and biological differences of their students. Samuels (2018) stressed that enabling teachers to look or to learn on what they are doing, how they work, and what they say (and do not) gives them an opportunity to reflect on their biases and how they communicate in school and with learners. They recognize that there are differences between boys and girls, as well as women and men, whether educators, parents, or merely adults. Hernandez & Cudiamat (2018) pointed out that it is important that teachers notice gender inequalities in their students.

Conversely, item 3 got the lowest mean of 3.55 with the standard deviation of 1.26 and having an interpretation rating of Agree which states that, "My gender affects the way I teach my students." This means that the respondents agreed that the way they teach the students can be affected by their gender. Shah & Udgaonkar (2018) revealed that female teachers are much preferable to female students because they felt that interacting with them was easier. Many pupils feel that women are caring, sincere enough to work hard, and have a high, audible voice.

Overall, the respondents Strongly Agree that they are gender-aware, having a grand mean of 4.35 and a standard deviation of 0.50. This is in support of the study of Rahma (2020) which states that gender awareness education seeks to have an impact in determining gender so that it can be applied in everyday life, social life, economy, education, health, and the realization of a cohesive and quality family in order to enhance women's roles.

**Table 3:** Respondents' Descriptive Analysis on Gender Responsiveness

Gender Responsiveness	Mean	SD	Verbal Interpretation
1. I am gender-sensitized to raise my awareness and understanding of the need to support women and children's education.	4.48	0.61	Strongly Agree

2. I empower my female students with skills for self-confidence, assertiveness, speaking-out-decision-making, and negotiation to overcome gender-based constraints to their education.	4.47	0.63	Strongly Agree
3. I empower my male students with skills to detach from gender oppressive attitudes and practices such as machoism, bullying and sexual insults.	4.43	0.66	Strongly Agree
4. I help my students develop the self-confidence needed to accept gender equality positively.	4.63	0.58	Strongly Agree
5. I am trained, as a future teacher, in guidance and counseling.	4.54	0.61	Strongly Agree
6. I am trained in skills necessary to improve my students' reproductive health and protect themselves against sexually-transmitted diseases.	4.69	0.50	Strongly Agree
7. I am trained to manage the issues of both males and females with particular emphasis on menstruation management.	4.51	0.60	Strongly Agree
8. I am trained to provide services for the social and psychological development of my students.	4.49	0.60	Strongly Agree
9. I ensure that gender equality is practiced in my classroom.	4.61	0.56	Strongly Agree
10. I am involved in monitoring and taking action to ensure an improved enrolment, attendance and performance of my female students.	4.51	0.64	Strongly Agree
General Weighted Average	<b>4.54</b>	<b>0.45</b>	<b>Strongly Agree</b>

The third variable named “Gender Responsiveness” has a corresponding (10) ten items that mainly explains how preservice teachers empower and practice their skills in guiding the students to be more involved in their gender role. This category concentrated on how preservice teachers assess awareness of students’ differences about gender.

Furthermore, item 6 which is “I am trained in skills necessary to improve my students’ reproductive health and protect themselves against sexually transmitted diseases.” go the highest mean of 4.69 with a standard deviation of 0.50 and an interpretation rating of Strongly Agree. That means that the respondents are trained and responsive in protecting themselves and their students against STDs. (Frauenknecht, 2003; Parker, 2001; Frounta et al, 2019) Well-educated teachers employ instructional techniques to ensure their pupils' essential health information and skills are protected. To attain well-being, it is necessary to understand and influence people's lives. Teachers are the foundation to the choice of techniques and their success throughout the delivery of health education in the curriculum (Pinto et al. 2017).

Conversely, item 3 got the lowest mean of 4.43 with the standard deviation of 0.66 and having an interpretation rating of strongly agree which states that “I empower my male students with skills to detach from gender oppressive attitudes and practices such as machismo, bullying, and sexual insults.” This means that the respondents are not totally engaged in empowering their male students against gender oppressive attitudes and practices such as machismo, bullying and sexual insults. Pack & Brown (2017) explained that the teachers may start by educating students about discrimination based on their own experiences of discriminating because of gender and a feminist attitude towards social work practices (e.g, being a guy in a female nursing profession or teacher profession). Educators should also explore how intentionally or unintentionally the normalization of subtle (and not so subtle) kinds of oppression as demonstrated by various health organizations' norms and evaluation or rather treatments processes that can support the status quo.

In general, the respondents Strongly Agree that they are gender-responsive, having a grand mean of 4.54 and standard deviation of 0.45. This is in support of the study of Kahamba et. al., (2017) which states that through having an in-depth understanding of gender responsiveness, teachers can provide equal support for both boys and girls and address gender bias in the teaching-learning process in a male-dominated teaching-learning environment.

2. Descriptive Analysis of Preservice Teachers on GAD-integrated teaching pedagogy in terms of curriculum, methods, and techniques.

**Table 4:** Respondents’ Descriptive Analysis on Curriculum

Curriculum	Mean	SD	Verbal Interpretation
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1. Teaching and learning will be most effective if teachers engage and build on students' existing understandings of gender and development.	4.75	0.49	Strongly Agree	learning on gender and development.			
2. The development of metacognitive skills on gender allows students to learn to solve gender issues and problems more effectively.	4.54	0.63	Strongly Agree	10. Preservice teachers explicitly teach relevant knowledge, concepts, and skills in multiple ways to connect to new and existing knowledge on gender and development.	4.61	0.56	Strongly Agree
3. Learning about gender and development will be most effective when the students' preconceptions are engaged.	4.51	0.64	Strongly Agree	<b>General Weighted Average</b>	<b>4.59</b>	<b>0.47</b>	<b>Strongly Agree</b>
4. Curricula can be evaluated on the extent to which they draw out and build on students' existing ideas on gender issues.	4.67	0.57	Strongly Agree	The fourth variable named "Curriculum" has a corresponding (10) ten items that mainly portrays how the curriculum is significant to preservice teachers in implementing the scope programs about gender and development and enhancing the curriculum plans in class. This component concentrated on a curriculum that helps the preservice teachers engaged in students' understanding of gender and development.			
5. Curricula can be judged on the extent to which they promote learning of concepts about gender and development.	4.53	0.65	Strongly Agree	Item 1 which is, "Teaching and learning will be most effective if teachers engage and build on students' existing understandings of gender and development." got the highest mean of 4.75 with the standard deviation of 0.49 and an interpretation rating of Strongly Agree. That means that the respondents believe that teaching and learning are effective when students are engaged in gender and development. (Zahro et al., 2020) A learning model must be created from the primary years of education in relation to the ideals of gender equality and justice. Formulating gender-learning goals imply incorporating gender into learning and education should be planned in such a way as to consciously make reforms to decrease or eliminate inequality and injustice. However, the preparation of gender-responsive learning objectives needs to appropriately anticipate its starting attributes between boys and girls, while trying to conform to the criteria for its study material of the subject in question.			
6. Efforts to help all children learn about gender and development more deliberately can be incorporated into the curricula.	4.66	0.55	Strongly Agree	Besides, item 3 got the lowest mean of 4.51 with the standard deviation of 0.64 and having an interpretation rating of Strongly Agree which states that "Learning about gender and development will be most effective when the students' preconceptions are engaged." This means that the respondents are totally engaged in empowering their male students against gender oppressive attitudes and practices such as machismo, bullying, and sexual insults. Pipuš, (2021) mentioned that gender biases are generalized conceptions or views about features of men and women or the roles to play, masculinities limit people's capacity to grow and decide their own qualities and characteristics and each teacher must represent as a controller at times, ensuring that masculinity is not supported and that the children's individual personalities are taken into consideration. As a result, the teacher is extremely important in offering effective, gender-neutral education.			
7. Gender-sensitive curriculum engages the child in thinking like a mathematician—making interesting conjectures, engaging in solving gender issues while looking for patterns.	4.56	0.60	Strongly Agree	In general, the respondents Strongly Agree that they integrated GAD teaching pedagogy in their curriculum having			
8. Preservice teachers must regularly review and update learning programs in line with gender-enhanced curriculum plans.	4.56	0.55	Strongly Agree				
9. Preservice teachers collaboratively design and implement a scope and sequence of	4.55	0.58	Strongly Agree				

a grand mean of 4.59 and standard deviation of 0.47. This is in support of the study of Tuba (2018) which implies that a gender equality curriculum in education faculties can be used to improve preservice teachers' knowledge and understanding of gender equality.

**Table 5:** Respondents' Descriptive Analysis on Methods

Methods	Mean	SD	Verbal Interpretation
1. Whole-class teaching can be effective when preservice teachers frequently ask students to explain and elaborate key ideas, rather than merely lecture on gender and development.	4.64	0.52	Strongly Agree
2. Whole-class teaching can be effective when preservice teachers give frequent opportunities for students to answer and expand upon responses to questions on gender issues.	4.61	0.57	Strongly Agree
3. Preservice teachers should be flexible and carefully adapt their pedagogical approaches based upon the school's advocacy on gender and development.	4.73	0.48	Strongly Agree
4. Preservice teachers are responsible for managing and monitoring student learning when it comes to gender and development.	4.68	0.49	Strongly Agree
5. Teachers initiate and lead processes that enable students to negotiate assessment methods and criteria matched to their learning goals	4.67	0.51	Strongly Agree
6. Early literacy on gender and development must go hand in hand with information acquisition.	4.61	0.56	Strongly Agree
7. Group work can also be helpful for students of different ability levels to further	4.72	0.52	Strongly Agree

understand gender issues.			
8. When teaching gender issues in large classes, it is vital to maintain classroom routines.	4.64	0.55	Strongly Agree
9. Preservice teachers allow students to share and reflect on their ideas on gender and development with their peers.	4.71	0.51	Strongly Agree
10. Preservice teachers scaffold and differentiate learning to enable students to achieve their goals in understanding the important concepts on gender and development.	4.68	0.49	Strongly Agree
<b>General Weighted Average</b>	<b>4.67</b>	<b>0.44</b>	<b>Strongly Agree</b>

The fifth variable named “Methods” has a corresponding (10) ten items that mainly illustrates how preservice teachers are explicit and use different methods in teaching students with gender and development in class. This component concentrated on the teachers' different teaching methods that leads to engagement with diverse students about various gender issues.

Item 3 which is “Preservice teachers should be flexible and carefully adapt their pedagogical approaches based upon the school’s advocacy on gender and development.” got the highest mean of 4.73 with the standard deviation of 0.48 and an interpretation rating of Strongly Agree. This means that the respondents believe that teachers must be flexible enough in teaching students about gender and development provided that they must also adapt pedagogical approaches. The strategic pedagogical approach seeks to promote the transformative experience of learning, in which we transform our perspectives, mental habits, or mindsets to make them more inclusive, open, emotionally changeable, and reflective so that beliefs and opinions can be generated that will be truer and more justified to guide actions so important for achieving sustainable changes (Spear & da Costa 2018).

On the other hand, items 2 and 6 got the lowest and same mean of 4.61 but differ with their standard deviation. Item 2 stating that “Whole-class teaching can be effective when preservice teachers give frequent opportunities for students to answer and expand upon responses to questions on gender issues” got a standard deviation of 0.57. On the other hand, item 6 stating that “Early literacy on gender and development must go hand in hand with information acquisition” got a standard deviation of 0.56. Despite this, they both have an

interpretation rating of Strongly Agree. This means that the respondents totally agreed that effective teaching with early literacy on gender states a frequent opportunity in enhancing their knowledge on gender and development. Ananga (2021) underscored that throughout the training of teachers, it is very important to adopt educational practices that promote gender integration and gender sensitivity to teach in early education. Codes of gender are taught in the language. If children interact with others, they will learn something about their existence as being a boy or a girl, not only because of physiological distinctions but also because of their attire, hairstyles, toys, likes or interests and many more (Meland & Kaltvedt, 2019).

In general, the respondents Strongly Agree that they integrated GAD teaching pedagogy in their methods having a grand mean of 4.67 and standard deviation of 0.44. This is in support of the study of Kollmayer et al. (2020), which states that only teachers that can counteract existing gender stereotypes and believe in updating gender differences will promote change.

**Table 6:** Respondents’ Descriptive Analysis on Techniques

Techniques	Mean	SD	Verbal Interpretation
1. Effective pedagogy without gender bias can lead to academic achievement.	4.72	0.49	Strongly Agree
2. Effective pedagogy without gender stereotyping can lead to social and emotional development.	4.66	0.55	Strongly Agree
3. Effective pedagogy without gender prejudice can lead to the acquisition of technical skills.	4.57	0.62	Strongly Agree
4. Effective pedagogy in teaching gender and development can lead to a general ability to contribute to society.	4.66	0.53	Strongly Agree
5. Preservice teachers are committed to teaching their students about gender and development.	4.66	0.53	Strongly Agree
6. Preservice teachers think systematically about their practice and beliefs on gender issues and learn from their interactions with people.	4.65	0.56	Strongly Agree
7. Preservice teachers should know the	4.71	0.49	Strongly Agree

subjects they teach and how to teach students while considering gender equality.

8. Preservice teachers need to have a deep understanding of students’ different ability levels in order to alter their instruction and activities to meet the needs of each student regardless of their gender.

9. Showing a positive attitude towards students’ gender preference and belief in their capacity to learn is an effective strategy.

10. Preservice teachers monitor student understanding, provide feedback and adapt instruction based on group needs and gender differences.

<b>General Weighted Average</b>	<b>4.68</b>	<b>0.43</b>	<b>Strongly Agree</b>
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The sixth variable named “Techniques” has a corresponding (10) ten items that mainly expresses how the techniques are significant for preservice in integrating teaching pedagogy that has affectivity when teaching gender sensitivity, awareness, responsiveness, and gender development that advocates systematic gender issues in society. The curriculum is significant to preservice teachers in implementing the scope programs about gender and development and enhancing the curriculum plans in class. This component concentrated on techniques that help the pre-service teachers in applying different techniques in dealing with gender and development.

Additionally, item 10 which is “Preservice teachers monitor student understanding, provide feedback and adapt instruction based on group needs and gender differences,” got the highest mean of 4.75 with the standard deviation of 0.47 and an interpretation rating of Strongly Agree. That means that the respondents monitor students’ understanding. Yan (2016) revealed that before proper education techniques, including self-assessment training, are developed and executed, student motivation for success and goal consultation should be evaluated. Teachers should utilize well-designed and appropriate methods and tactics to enhance the understanding of skill and mastery of the student instead of depending exclusively on the degree levels to show skill.

On the other hand, items 2, 4 and 5 got the same mean of 4.66 with an interpretation rating of Strongly Agree. Item 4 states that “Effective pedagogy in teaching gender and development can lead to a general ability to contribute to society” and item 5 states that “Preservice teachers are committed to teaching their students about gender and development” got the same standard deviation of 0.53. However, item 2 which states that “Effective pedagogy without gender stereotyping can lead to social and emotional development” got a standard deviation of 0.55.

In contrast, item 3 got the lowest mean of 4.57 with the standard deviation of 0.62 and having an interpretation rating of Strongly Agree which states that “Effective pedagogy without gender prejudice can lead to the acquisition of technical skills.” This means that the respondents invalidate having any sexual insults by being mindful in interacting with students. Kearns et al., (2017) mentioned that gender is considered as a social construct for student teachers who are mindful of their interactions with the pupils in the context of work and explicit training, intuitively.

Overall, the respondents Strongly Agree that they integrated GAD teaching pedagogy in their techniques having a grand mean of 4.68 and standard deviation of 0.43. This is in support to the study of Page (2017), which states that teachers using nonbinary educational techniques do not only ensure that their curriculum and text are included in the course of studies but also clearly address gender, sexuality, overlapping, and economic views.

**Table 7:** Descriptive Analysis of the significant relationship between preservice teachers' gender sensitivity, awareness and responsiveness to GAD-integrated teaching pedagogy.

GAD-Integrated Teaching Pedagogy				
	Interpretation			
	r	p-value	Degree of Correlation	Significance
<b>Gender Sensitivity</b>	.629**	0.00	Strong Positive	Significant
<b>Gender Awareness</b>	.495**	0.00	Strong Positive	Significant
<b>Gender Responsiveness</b>	.724**	0.00	Very Strong Positive	Significant

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

Table 7 shows that there is a significant relationship between preservice teachers' gender sensitivity, awareness, and responsiveness to a GAD-integrated teaching pedagogy which are the Curriculum, Methods, and Techniques, having a 0.01 level of significance.

Preservice teachers Gender Sensitivity has strong positive and significantly correlated to GAD – integrated teaching pedagogy ( $p= 0.629, <0.01$ ) which means that the respondents considered Gender Sensitivity in their teaching pedagogy, to give an equal opportunity to the students to participate in class. Bovill (2020) emphasized that to be inclusive, teachers must ensure that all opportunities to participate are genuinely available for everyone, and that the methods used for discussion are clear, to engage the child’s learning and development and offer different forms of participation to meet the strengths and needs of the students.

Gender Awareness as well has a strong positive and significant relationship to GAD – integrated teaching pedagogy ( $p= 0.495, <0.01$ ), which means that preservice teachers are demonstrating Gender Awareness in their class to integrate it in their teaching pedagogy. Spear & da Costa (2018) described pedagogy as dealing with the desire to solve educational difficulties, and applying gender awareness in teaching pedagogy might allow teachers to reflect and redefine the implementations of gendered power and involvement.

On one hand, Gender Responsiveness has a very strong positive and significant relationship to GAD integrated teaching pedagogy ( $p= 0.724, <0.01$ ) which means that the respondents are responsive to the learning needs of the student that promotes equality in relations to gender. Chapin et al., (2020) underscored that it should be clarified that gender - responsive pedagogy is not only geared towards 'female needs,' as well as to the correlation between gender and the needs of learners. The purpose of gender-responsive education is to give every person the equal opportunity to learn so that he or she can fulfill his/her obligations and responsibilities as a man or woman (Rahmi & Safitri, 2020).

## 5. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary of the Findings

The study aimed to determine the significant relationship between preservice teachers’ gender awareness, sensitivity and responsiveness to a GAD-integrated teaching pedagogy.

The following are the salient features of the study’s findings:

1. As evidenced by the overall mean of each variable, the BEEd preservice teachers' assessment in terms of Gender Sensitivity, Gender Awareness, and Gender Responsiveness was commendable. The first variable named as Gender Sensitivity received a total weighted mean of 4.42, the second variable named as Gender Awareness received a total weighted mean of 4.35, and the third variable named as Gender Responsiveness received a total weighted mean of 4.54, indicating that the respondents have an impressive viewpoint towards gender sensitivity, awareness, and responsiveness. The findings show that many college students have broadened their vocabulary for gender identity/expression, have become critical of their own roles,

and have principled responsibilities and obligations to gender equality, gender diversity, and the rights of gender and sexual minorities (Bragg et al., 2018).

2. The overview of the BEEed preservice teachers in their GAD teaching pedagogy in terms of Curriculum, Methods, and Techniques was laudable as evidenced by the overall mean of each variable. The fourth variable labelled as Curriculum got a total weighted mean of 4.59, the fifth variable labelled as Methods got a total weighted mean of 4.67, and the sixth variable labelled as Techniques got a total weighted mean of 4.68, which illustrated that the respondents firmly acknowledged a GAD-integrated teaching pedagogy into their curriculum, methods, and techniques.

3. There is a significant relationship between preservice teachers' Gender Sensitivity that has a r-value of .629\*\*, Gender Awareness .495\*\* and Gender Responsiveness that has a r-value of .724\*\* to GAD-integrated teaching pedagogy which are the Curriculum that has a r-value of .921\*\*, Methods .946\*\* and Techniques having a r-value of .920\*\*, with a 0.01 level of significance.

## 5.2 Conclusions

Based on the indicated findings, the following conclusions were drawn:

1. The respondents have significantly and positively acknowledged gender sensitivity, gender awareness, and gender responsiveness to their profession, as well as the significance of sustaining equality for men and women in the classroom. The result shows that preservice teachers who are barely endeavoring their teaching careers understand and recognize the importance of these three categories in gender and development.

2. In terms of integrating GAD teaching pedagogy into the curriculum, the respondents were "Strongly Agreed," same as well in terms of methodology and techniques.

3. There is a significant relationship between preservice teachers' gender sensitivity, awareness, and responsiveness to GAD-integrated teaching pedagogy which are the curriculum, methods and techniques, indicating that the respondents considered gender sensitivity in their teaching pedagogy, demonstrating gender awareness in their class to integrate GAD in their teaching pedagogy, and are responsive to the learning needs of the students that promote equality in relation to gender.

## 5.3 Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

1. Since the study used descriptive correlation, it is suggested that, for future research, that the investigators should do a mixed-methods approach using a sequential explanatory design, that can help in the development of the data or

information related to this study that cannot be fully comprehended using mere quantitative methods.

2. It is recommended that future researchers develop a more comprehensive tool for measuring the three (3) levels of gender and development: Gender Sensitivity, Gender Awareness, and Gender Responsiveness. This should be encouraged by administrators and embraced by educators and researchers in an effort to continually improve future research studies related to these three (3) categories.

3. To further elaborate the study that was conducted, an implementation of the three (3) gender categories which is significant in sustaining gender equality inside the classroom is encouraged through actual class observation and thorough checking of the content of instructional materials used by preservice teachers and cooperating teachers.

4. To further intensify the Gender Sensitivity, Awareness and Responsiveness of the university, it is suggested that virtual workshops and more interactive webinars be given to the students, faculty members and staff.

5. To have in-depth data that will be collected in the near future, the researchers suggest that the three (3) gender categories as well as the integration of GAD in teaching pedagogy of teachers may also be implemented in elementary and high school levels to further promote the observance of gender and development in the classroom as it gradually permeates to the minds of all stakeholders and the whole school community.

6. It is useful to have a larger population for the surveying part of the study, the researchers suggest to future investigators that they may conduct a study related to the three (3) gender categories that integrate GAD teaching pedagogy where the perceptions of younger individuals will be sought based from the instructions they receive from their teachers.

7. It is proposed that the next research study may use a qualitative approach to provide enough basis for counter-checking the GAD-integrated teaching pedagogies as well as the observance of gender sensitivity, awareness and responsiveness of preservice teachers in their respective classrooms.

8. It is suggested that future researchers may design a framework or a training program to focus on developing GAD-integrated teaching pedagogies in their instruction.

9. Lastly, the research may be conducted to private colleges and universities as the study solely focused on the preservice students of a state university.

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