

Teachers' Gender Equity and Sensitivity On Pupils' Academic Performance

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Abstract: *The study determined the relationship between gender equity and sensitivity, and the academic performance of pupils in public elementary schools in the West District of San Rafael, Bulacan during the School Year 2022 – 2023. With explanatory sequential mixed methods as the research design and teachers and pupils as respondents of the study. Findings showed that teachers and their respective pupils often believed that gender equity in terms of gender restrictions, gender attributes, and gender domination is being practiced in the school. The assessments of the public elementary school teachers and their respective pupils as regard gender sensitivity in terms of the use of language, classroom activities/management and didactics were “very satisfactory”. The academic performance of the male and female pupils was described as “Satisfactory.” Further, it was found that no significant difference between the academic performance of male and female pupils. Based on the findings of the study, the following conclusions were drawn: There is no significant difference between the perceptions of the pupils and the teachers themselves as regards their gender equity and sensitivity. The assessments of the teachers and pupils are the same regardless of their sex. There is a significant relationship between the teachers' sensitivity and their pupils' academic performance. However, gender equity was found no significant correlation with pupils' academic performance.*

Keywords—Gender, Equity, Sensitivity, Gender Attributes, Gender Restrictions, Gender Domination, Use of Language, Classroom Management, Didactics

1. INTRODUCTION

Teachers and other school personnel constantly monitor both boys and girls in schools, but in particular, females are routinely questioned and graded based on their looks and behavior. For example, girls should have good manners, be quiet, have their fingernails cut, and so on. Girls consequently tend to contribute less to conversations and ask fewer questions in order to reduce the chance of standing out. Additionally, this has a negative impact on their desire to learn. Girls in school tend to act and behave more in accordance with the prevailing gender norms and roles, and as a result of their attitude toward them, they grow up internalizing them.

If we want to stop gender inequality from being perpetuated through schools and address its existence in society at large, we must take steps to promote gender equity and sensitivity in and through schools. Schools have a tremendous amount of ability to transform gender relations, beliefs, and behaviors toward gender and develop a generation of men and women that are gender sensitive and equal (Jha, A. and Shah, M. 2018).

Schools have a significant impact on students' manners and etiquette through teaching gender sensitivity. A

gender responsive school must be developed to take into account the unique requirements of girls and boys in the academic, social, and physical environment as well as its surrounding community.

Four gender-related educational indicators have been defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO): equal access, equality in the educational process, equality in the study results, and equality in the outcomes after education. It should be noted that 27 nations worldwide have eliminated gender imbalance in education. The variety of issues of gender in education, however, has always been a pressing one as it pertains to one of the least developed ones. Gender studies can be divided into three main categories: sex-specific comparative analysis (comparing men and women); studies of role positions that people, regardless of their biological sex, occupy in communication (such as masculine, feminine, and androgynous); and the person's value orientations, which may differ slightly or significantly from the norm; and value systems that are inherent in most people, etc. (Garnaeva, 2019).

Onyedikachi (2021), citing Lerner (2013), noted that gender discrimination as a problem has very negative effects on students' academic success. The moral and psychological

well-being of students, peer relationships, and academic decision-making are all impacted by this deeply ingrained stereotype attitude, which in turn has an effect on their academic success and socioeconomic standing in society. The last several years have seen a deterioration in the efforts made to address the gender achievement gap in the classroom. According to the data currently available, new initiatives are desperately needed. Everyone is aware that educating females is beneficial to development; it promotes economic growth, fosters secure and stable societies, raises educational standards for future generations, lowers material and infant mortality, lowers fertility rates, and satisfies human needs standards.

The Department of Education Order No. 32, s. 2017 commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights, as a response to these demands to promote gender equity, responsiveness, and sensitivity in the provision and governance of basic education. This was in lined with the DepEd's mandate to ensure access to quality basic education for all. In the same way, DepEd Order No. 32, s. The year 2017 strives to promote inclusive education, which guarantees equal access to learning opportunities for girls, boys, women, and men, as well as fair treatment during the learning process, equitable results, and access to opportunities in all aspects of life.

In terms of social, cultural, economic, and political advancements, gender equity in education refers to the fact that both men and women have equal chances. According to the Philippines' 2015 Millennium Growth Goals (MDG), gender education has long been seen as the cornerstone of economic, social, and national development. Gender-Responsive Basic Education (GRBE) addresses gender-based barriers and the intersection of various forms of discrimination and, where necessary, takes affirmative action to reduce gender gaps and disparities in the management of the learning process in inclusive education. It also ensures that all students have equal access to learning opportunities and creates a learning environment that promotes gender equality (DepEd Order No. 32, s. 2017).

The Philippine Commission on Women (PCW) found that gender discrimination and stereotypes are still present in the curricula, instructional methods, resources, and learning materials. Studies have shown that there are still challenges with gender-responsive and sensitive curriculum, instructional delivery, evaluation, facilities, and training in developing or highly industrialized countries like the Philippines (Hernandez and Cudiamat, 2017).

Bautista (2017) stressed the significance of reviewing textbooks to assess gender and development in the classroom because they may act as a barrier to achieving gender equality in education by upholding gender stereotypes that may lower achievement, particularly in underperforming schools in developing countries.

Promoting the institutionalization of gender-responsive education in teaching-learning plans, guidelines, procedures, activities, mechanisms, and measurements is

reinforced by mainstreaming gender in curriculum, instruction, and assessment. The Result-Based Performance Management System (RPMS) important performance criterion 6 also emphasizes the use of various, developmentally appropriate learning experiences to take into account learners' gender, needs, abilities, interests, and experiences. Also reiterated by DepEd is that curriculum must be learner-centered, inclusive, developmentally appropriate, pertinent, responsive, and gender-sensitive (Sumadsad and Tuazon, 2016).

Education, which supports gender development, is one strategy to lessen gender inequality. By 2005 and at all levels by 2015, the UN's Millennium Development Goal (MDG), which focuses on increasing gender equality and women's empowerment, aimed to guarantee that boys and girls had equal access to education. If gender equity is attained, both boys and girls will benefit in the future from having access to equal opportunities. Sex role offers a unique chance to expand the study's goals and area of concentration in order to more fully incorporate ideas and research about gender development (Fernandes et al., 2015).

The Gender and Development approach emphasizes the need to question preexisting gender norms and relations while concentrating on the socially created basis for the inequalities between men and women in every institution. Gender inequality is present to a significant degree in the fields of curricula, learning materials, physical facilities, programs, and projects, according to Talon's (2019) study. In addition, the report offers a suggested strategy for starting development projects that promote gender equity. Gender refers to the distinctions that a particular culture attributes to men and women in the following areas: (1) social roles, (2) capacities, (3) traits and characteristics and (4) gender equality and non-discrimination. Additionally, he emphasized that gender equity in education means that males and females have equal opportunities that have influenced political, cultural, social, and economic advancements.

It is in this context that the researcher was motivated to undertake this research with a hope that the elementary school teachers strongly practiced gender equity and sensitivity among their pupils.

Statement of the Problem

The study determined the relationship between gender equity and sensitivity, and the academic performance of pupils in public elementary schools in San Rafael West District, San Rafael, Bulacan during the School Year 2022 – 2023.

Specifically, it sought answers to the following questions:

1. How may the gender equity of the public elementary school teachers as perceived by the teachers themselves and their respective pupils be described in terms of:
 - 1.1 gender restrictions;
 - 1.2 gender attributes; and

- 1.3 gender domination?
2. How may the level of gender sensitivity of the public elementary school teachers as perceived by the teachers themselves and their respective pupils be described in terms of:
 - 2.1 use of language;
 - 2.2 classroom activities/management; and
 - 2.3 didactics?
3. How may the academic performance of public elementary school pupils be described in terms of their average grades in the first grading period?
4. Is there a significant difference between the perceptions of the pupils and the teachers themselves as regards their gender equity and sensitivity?
5. Is there a significant relationship between the teachers' gender equity and sensitivity and their pupils' academic performance?
6. What are the views and insights of the public elementary school teachers and pupils as regards the importance of gender equity and sensitivity on the academic performance of pupils?
7. What program of activities can be crafted from the results of the study?

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant difference between the perceptions of the pupils and the teachers themselves as regards their gender equity and sensitivity.
2. There is no significant relationship between the teachers' gender equity and sensitivity and their pupils' academic performance.

Conceptual Framework

Given how gender permeates all aspect of a person's life, various ideas have been proposed to explain how gender development occurs. These theories can be broadly grouped into three families: biology, socialization, and cognitive. According to scientific theories, psychological and behavioral gender differences are a result of the biological differences between males and females. Within this family of techniques, research has focused on historical and proximal explanations (such as evolutionary processes) (such as genes and sex hormones). Gender disparities, according to socialization theories of gender development, are a result of how individuals treat girls and boys differently in their lives as well as the pervasive gender stereotyped signals that children are exposed to throughout their environment.

In the past, men in the Philippines have consistently had a little bit more schooling than women. Men are increasingly lagging behind women in education, widening the gender achievement gap. This reversal was predicted in the early 1970s before it was reflected in national data. The paper argues that rather than placing a traditional emphasis on girls' education, existing gender equality campaigns should

pay more attention to issues that are detrimental to boys' education. If the country does not look for win-win solutions to lessen gender bias in education that disadvantages boys, it will miss out on significant opportunities to promote equity and the financial returns on its investment in education (Paqueo and Orbeta, 2019).

In the Philippines, sex differences in education outcomes are more favorable toward females, a trend also observed in other countries. For instance, this gap is referred to as the "male overrepresentation among secondary school drop-outs and female overrepresentation among higher education and graduates" in industrialized nations (Paqueo & Orbeta, 2019). Similarly, the Global Education Monitoring Report found that boys, particularly in Europe and Latin America, are disadvantaged in terms of education outcomes because of gender expectations, poverty, and the school environment (San Buenaventura, 2019). Accordingly, boys from poor households are pulled out from schools due to the expectation that they could easily enter the market for unskilled labor. Likewise, school environments that propagate traditional gender norms could contribute to the disengagement of boys from schools (UNESCO, 2018). This discrepancy, particularly at an early age, sets boys at a distinct disadvantage in terms of human capital formation and prospects for a productive future.

David et al. (2018) claim that gender disparities in postsecondary completion have been painfully obvious since the 1970s, with the proportion of male graduates falling short of that of their female peers. This pattern was also noted in the 2016 Annual Poverty Indicators Survey, which showed that, after adjusting for the impact of socioeconomic level, males were less likely than girls to complete primary school on average. The gap between the lowest 30% of households and the highest 30% of households also appeared to be wider. In order to address this imbalance in basic education, the Philippine Department of Education (DepEd) has published the "Gender-Responsive Basic Education Policy," as mandated by the 2009 Magna Carta of Women and other related legislation on gender equality. The Department of Education (DepEd) acknowledges that "boys are underperforming in key education measures relative to girls" and that "integrating the principles of gender equality, gender sensitivity, gender equity, non-discrimination, and human rights in the provision and governance of basic education" are general objectives of this policy (DepEd Order No. 32, series of 2017). In conjunction to this policy, DepEd has issued the "Comprehensive Sexuality Education" to "enhance the holistic wellness of the Filipino adolescents" through "ensuring with appropriate and comprehensive information life skills that they are equipped in advance gender equality and empowerment" (DepEd Order No. 31, series of 2018). Indicators of schooling aside, boys are more likely than girls to face sexual abuse and other types of violence (UNICEF, 2016). It's equally important to consider the requirements of the lesbian, gay, bisexual, and transgender (LGBT) population. Human Rights Watch in the Philippines expressed concern that regulations on gender equality will not change

much as long as they are not implemented vigorously, especially for the LGBT population (HRW, 2017).

Numerous studies have examined the varied reasons why Filipino children miss school. According to Albert and Raymundo (2016), between 2008 and 2014, "lack of personal interest" appeared as one of the main reasons why children between the ages of 6 and 11 stopped attending school, with a higher proportion of male dropouts. It demonstrates that, along with illness or disability, lack of interest remained one of the main reasons people dropped out in the years that followed. Furthermore, Albert and Raymundo claimed that parents' low educational levels were one of the factors contributing to their kids' lack of interest in school.

This idea has been tested numerous times around the world with consistent results: newborn male infants are more likely to incur morbidity and mortality than newborn female infants, according to numerous studies (Alur, 2019). It has been demonstrated that the health outcomes of preterm neonates differ by gender. A higher risk of neurological, pulmonary, cardiovascular, and infectious morbidities as well as overall mortality was associated with male gender and preterm birth. Numerous factors affected the hormonal, genetic, and immunological differences between preterm male and female neonates; however, further research is still required to understand the sex-specific variances. Sadly, the reason for this frequently noticed male disadvantage has not yet been determined (O'Driscoll et al., 2018).

The growing achievement gap between boys and girls in education has been attributed to a number of conventional gender conventions, according to the Global Education Monitoring Report published by UNESCO in 2018. Traditional conventions like making gender-biased choices in households with declining incomes are widespread throughout the world. Boys frequently leave school to enter the workforce, as is the case in various Latin American nations. The widespread belief that boys are more quickly incorporated into the work market than girls is likely to support this. The belief that boys are more violent than girls tends to increase the gap between boys and girls in education, which is another conventional gender norm. Because of this, boys receive harsher punishment from their teachers or school administrators, which can have a negative psychological effect. As observed in some parts of the world like in Central and South Asia, boys perceive the schools to be a harsh environment leading them to be disengaged from school activities and subsequently causing them to drop out of school.

As kids get older, the invisible gender split starts with the differences in societal expectations that will ultimately have an effect on different results later in life. There are differing expectations for how boys and girls should act and interact. In contrast to sex, which is biological, gender is socially constructed and learned through socialization. According to the Department of Education's Gender-Responsive Basic Education Policy published in 2017, gender refers to "the social attributes and opportunities associated with being male and female and the relationships between

women and men, girls and boys, as well as the relations between women and those between." As a result, it is anticipated that over time, social norms about how men and women should behave will become deeply ingrained, leading to various types of gender divide (WHO, 2014). Differences between boys and girls may vary across countries but, as argued in the literature, there are several ways by which this disparity manifests itself through various outcomes such as in education, in health, and in the labor market. According to the United Nations Development Programme, "gender inequality is a characteristic of most societies, with males on average better positioned in social, economic, and political hierarchies" (UNDP, 2016).

Children's exposure to various digital media and online materials that depict traditional gender roles may also have an impact on the observed sex disparities in children's academic performance and cognitive capacities. While there aren't enough studies to conclusively prove a link between children's exposure to gendered content in digital media and their academic success, some research has suggested that children's internet access can have a favorable impact on their learning (Wille et al., 2018).

Global Kids Online in the Philippines found the various advantages of internet use among Filipino children, such as the ability to find fresh, interesting material that is helpful for accomplishing homework or other schooling. According to the same survey, youngsters between the ages of 9 and 11 spend the most time online "viewing video clips, browsing social networking sites, utilizing the internet for education, and playing online games alone." One of the subjects currently being studied in the Cohort Study is the elements related to internet use. Boys (44.2%) were much more likely than females (38.4%) to report using the internet at the age of 10. Boys who use the internet may be more likely to engage in dangerous activities in general.

Meanwhile, Iqbal et al., (2018) reported that as discussed in the literature, sex differences can have some influences on the educational outcomes of boys and girls. Boys, at birth, are more susceptible to diseases and other types of morbidities compared to girls. Despite this observed disadvantage, they noted that boys are weaned earlier compared to girls supporting the evidence of higher stunting incidence among boys than girls. This type of early childcare practice that already reveals sex disparity can have an adverse effect on the schooling outcomes of boys and girls. As pointed out, boys in general, have been underperforming in school based on various indicators and these could be explained by how they were reared and raised as children. Further in-depth studies must be explored to determine what drives the differences in biological preconditions and childcare practices, which later would impact differences in educational outcomes.

Based on the theories, related studies and literature cited, presented and explained above, the researcher came up with a paradigm which is illustrated in Figure 1. This paradigm served as guide in the conduct of the study.

Independent Variable

Dependent Variable

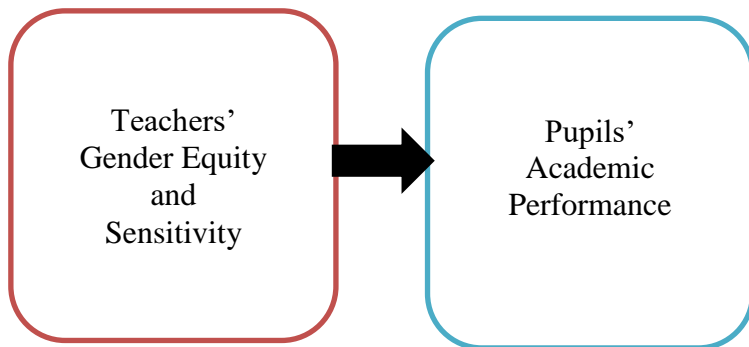


Figure 1. Paradigm of the Study

Gleaned from the figure that the independent variables are the teachers' gender equity and sensitivity. These variables were hypothesized to have a significant influence (as implied by the arrowhead) to the dependent variable which is the pupils' academic performance.

Significance of the Study

The study was beneficial and important in the educational arena. It would help the educators understand the importance of practicing gender equity and sensitivity in school, and it will ultimately benefit the following:

Teachers. Results of the study will make the elementary school teachers fully aware of how they treat male and female pupils. Further, they will be more sensitive of the individual needs of their respective pupils regardless of gender.

Pupils. As the prime beneficiaries of this research, pupils will be receiving equal treatment regardless of their gender. Male and female pupils will be given equal chance to shine in their own areas of interests. Discrimination among pupils regardless of their sex orientation will be avoided and harmonious relationships will be expected in school.

School Administrators. The findings can make the school administrators the concrete evidence of the influence of teachers' gender equity and sensitivity on pupils' academic performance. The variables under study can be included and considered when planning for appropriate activities for gender and development program of their respective school.

Future Researchers. The results of the study will serve a reference for researchers who share the same interests. The researcher ultimately believes that the findings of this study will help the future researchers to fully understand the influence of teachers' gender equity and sensitivity on pupils' academic performance.

Scope and Limitation of the Study

The research focused only to the relationship between gender equity and sensitivity, and the academic performance of public elementary school pupils. Hence, the variables in the study was limited only to gender equity, gender sensitivity, and academic performance of the pupils.

The gender equity of the public elementary school teachers focused only to gender restrictions, gender attributes and gender domination. Meanwhile, gender sensitivity of the teachers was described in terms of the use of language, classroom activities/management and didactics. On the other hand, the academic performance of the pupils was measured in terms of their average grades in the first grading period.

The respondents of this study were the Grade 5 and Grade 6 pupils in public elementary schools in San Rafael West District, San Rafael, Bulacan. This was conducted on the 1st grading quarter of School Year 2022 – 2023.

Location of the Study

The study was conducted in all public elementary schools in San Rafael West District, San Rafael, Bulacan. The schools that were considered as respondents of this research are: Capihan Elementary School, Dagat-Dagatan Elementary School, Diliman Elementary School, Lydia D. Villangca Elementary School, Maguinao Elementary School, Paco Elementary School, Pasong Inchik Elementary School, Pinacpinacan Elementary School, Pulong Bayabas Elementary School, Salapungan Elementary School, San Agustin Elementary School, and San Roque Elementary School.



Figure 2. Map of San Rafael West District, San Rafael, Bulacan

Definition of Terms

To shed the light in understanding, the following operational definitions are hereby presented.

Academic Performance. This refers to elementary school pupils' average grade during the first grading period.

Classroom Activities/Management. This refers to teachers' prepared tasks for pupils while Classroom Management is the teachers' process of ensuring that the classroom lessons are executed well despite of pupils' gender.

Didactics. This refers to teachers' intended for instruction ensuring the equality in the classroom.

Gender Attributes. This refers to teachers' specific regards to their male and female pupils as to their features and characteristics.

Gender Domination. This refers to teachers' beliefs of certain situation which is either dominated by male or female pupils.

Gender Equality. This refers to equal treatment for women, men and gender-diverse people. A supportive atmosphere where pupils have the opportunity for successful participation and exposure to teaching regardless of gender.

Gender Equity. This refers to the process to achieve gender equality. Gender equity recognizes that women and gender-diverse people are not in the same 'starting position' as men. This is because of historical and social disadvantages.

Gender Restrictions. This refers to teachers' practices in avoiding limitations to the abilities and roles of their pupils regardless of their gender.

Gender Sensitivity. This refers to the process by which the children are made aware of how gender plays a role in life through their treatment of others.

Use of Language. This refers to the teachers' awareness in using language especially in terms of gender.

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CHAPTER II

METHODOLOGY

The information about the research and sampling procedures utilized by the researcher are provided in this chapter. The research design that employed, as well as the data gathering techniques, and data analysis scheme were also discussed in this chapter.

Research Design

The explanatory sequential mixed method research design was utilized in answering the research problems. According to Ritchie and Lewis (2013), the explanatory-sequential approach and was used in following up the quantitative results with qualitative data. Thus, the qualitative data was used in the subsequent interpretation and clarification of the results from the quantitative data analysis. In many instances, because the QUAN design was the emphasis, a generic qual design was utilized in explanatory approaches. This two-phase approach was particularly useful for a researcher's interested in explaining the findings from the first phase of the study with the qualitative data collected during Phase 2.

In the quantitative phase, the researcher collected the quantitative data through the use of closed-ended questionnaire. After collecting all the necessary data, statistical analysis was followed. From the results of the analyzed quantitative data, open-ended questions formulated in conjunction to the quantitative findings of the study. After this, the researcher conducted the semi-structured interviews. Results from this phase was utilized to further explain and validate the quantitative results of the study. This was done in comprehensive discussion of the collected data.

Data Gathering Techniques

Prior to the collection of the needed data, the researcher sought permission from the Schools Superintendent of Bulacan to use Grades 5 and 6 in San Rafael West District as respondents of this research. She accomplished all the requirements from the DepEd Division Office before the submission of the request letter. Upon receiving the approved permit, coordination to the school principals was done. Since face-to-face classes were implemented this school year, the researcher collected the data of this research personally. There are two types of data that collected in the study, quantitative and qualitative data. In the collection of the quantitative data, a closed-ended questionnaire composed of two parts was utilized. Part I of the questionnaire were adapted and modified from Jha (2020), which was used to describe the teachers' gender equity. On the other hand, Part II of the questionnaire was adapted and modified from Enoc and Gagan (2019), and Gecana, Lobo, Prudente, Saguion and Viernes (2018), which was utilized to gauge the teachers' gender sensitivity. After collection of these data, statistical analysis was followed. Based from the results of the quantitative data analysis, the open-ended questions which was used to gather the qualitative data was formulated. These questions were asked to the selected teacher and pupil respondents during the semi-structured interviews which was done through phone calls and video chat. However, if time permits, the said interview was conducted in face-to-face. The researcher makes sure that this interview did not interfere with the teachers' schedule or

classes. In the same way, the learners' learning time was not disrupted during the interview.

The researcher followed the proper procedures in collecting the required data by contacting the respondents and sending them a personal message through messenger informing them that they have been chosen as study participants. All respondents was requested to read and sign a written agreement in order to comply with ethical considerations in conducting this research. Additionally, the respondents were given the option to refuse answering the closed-ended questionnaires (for quantitative data collection) or leave at any time throughout the interview (for the qualitative data).

For the qualitative data collection, the respondents' permission to record the interview was sought. Moreover, the names, residences, and other personal information were not be published in the study to protect their identities. The collected quantitative and qualitative data were kept by the researcher in a temporary folder on her laptop with a password-protected, and only the researcher has the access to open it. To avoid illicit data transmission, these were treated with care and utmost confidentiality. The researcher will wait until the study is completed in its entirety which is expected to happen in October 21, 2022 before deleting all files from his laptop as well as any copies of the respondents' data.

Sampling Procedures

For the teacher respondents, total enumeration was applied. All teachers in Grades 5 and 6 were requested to participate in the study.

Meanwhile, purposive sampling was utilized in selecting the pupil respondents. Only Grades 5 and 6 pupils was selected and requested to participate in the conduct of this research. The researcher firmly believed that she can get a more reliable data from these respondents since pupils from these grades can easily understand the questionnaire and expressed their ideas in the conduct of the interview. According to Taherdoost (2016), purposive or judgmental sampling was a strategy in which particular settings persons or events were selected deliberately in order to provide important information that cannot be obtained from other choices. It is where the researcher included cases or participants in the sample because they believed that they warrant inclusion.

Since the population of the pupils was too large (1,712), only 20 percent was selected at random to serve as respondents of this research. According to Gay and Diehl (1992) as cited by Hashim (2016), the appropriate number of respondents for a study depends on the sort of research involved—descriptive, correlational, or experimental. The sample should be 10% of population. But if the population is small then 20% may be required for descriptive research.

Reflected from Table 1 the total population of 1,712. Only 342 pupils participated in the conduct of the study. These 342 pupils were selected by the use of lottery method. Using the lottery method is a mechanical example of random sampling. In this method, the researcher gives each member of the population a number and from there she drawn numbers from the box randomly to choose the samples.

For the qualitative data, one teacher and one pupil per school (12 teachers and 12 pupils) was chosen to participate in the interview. Respondents for the interview were given prior information about the topics that were discussed during the said interview for them to be ready and be able to give adequate substance about their views and insights about the variables under study.

Table 1. Respondents of the Study

School	Teacher	Grade 5				Grade 6				Total
		Male		Female		Male		Female		
		N	n	N	n	N	n	N	n	(n)
Capihan Elementary School	4	53	11	42	8	43	8	43	9	36
Dagat-Dagatan Elementary School	2	27	6	23	4	15	3	22	4	17
Diliman Elementary School	4	40	8	27	5	24	5	23	5	23
Lydia D. Villangca Elementary School	4	32	6	37	8	31	7	22	4	25
Maguinao Elementary School	16	148	30	136	27	142	28	131	26	111
Paco Elementary School	2	12	2	4	1	5	1	11	2	6
Pasong Inchik Elementary School	2	20	4	6	1	10	2	9	2	9
Pinacpinacan Elementary School	2	25	5	13	3	13	3	15	3	13
Pulong Bayabas Elementary School	2	15	3	12	2	13	3	11	2	10
Salapungan Elementary School	3	23	4	25	5	20	4	23	5	18
San Agustin Elementary School	2	17	3	24	5	18	4	6	1	13
San Roque Elementary School	9	107	21	74	15	64	13	56	11	60
Total	52	519	104	423	84	398	81	372	73	342

Data Analysis Scheme

After collecting all the questionnaires, these were organized, tallied, tabulated, and analyzed using some statistical tools.

Descriptive statistics such as range, mean and standard deviation was computed to describe the pupils' academic performance.

Weighted mean was computed to describe the teacher respondents' gender equity and sensitivity.

t-test for independent samples were utilized to determine if significant difference existed between the assessments of the pupils and the teachers themselves as regards their gender equity and sensitivity.

Correlation analysis was performed to determine if significant relationship existed between the independent variables (teacher respondents' gender equity and sensitivity) and dependent variable (pupils' academic performance).

For the gathered qualitative data, content analysis were used for interpretation. According to Roller and Lavrakas (2015), content analysis is the systematic reduction of content, analyzed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of the qualitative data.

CHAPTER III

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the relationship between gender equity and sensitivity, and the public elementary school pupils' academic performance.

The Gender Equity of the Public Elementary School Teachers

Gender equity refers to treating men and women fairly and in accordance with their individual needs. This could involve receiving the same treatment as another person or receiving treatment that is different but deemed identical in terms of rights, advantages, obligations, and opportunities. Gender equity or equality in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments.

The assessments of the public elementary school teachers and their respective pupils as regards gender equity in terms of gender restrictions, gender attributes and gender domination are presented in Tables 2 to 4.

Gender Restrictions

Gender restrictions happen when someone who imposes a sexual preference upon themselves for some outside reason. A person might have no gender-bias, but decides that it might be easier to have and raise children with someone of the opposite sex. This person imposes a gender restriction upon those that they may get involved with.

Table 2 exhibits the assessments of the teachers and their respective pupils when they are grouped according to sex in terms of gender restrictions.

Table 2. The Gender Equity of the Public Elementary School Teachers in terms of Gender Restrictions

Item Statement	Teachers		Mean	Pupils		Mean
	Male	Female		Male	Female	
1. Male and female pupils should do the same amount of work.	4.66	4.58	4.62 (A)	2.26	2.12	2.19 (R)
2. Male pupils are expected to lead the class.	2.32	2.60	2.46 (R)	4.28	4.16	4.22 (A)
3. Female pupils are more vocal as compared to male pupils.	4.38	4.32	4.35 (A)	4.36	4.32	4.34 (A)
4. Male pupils do the school yard (lawn, garden, etc.) cleaning.	2.38	3.58	2.98 (S)	4.40	4.58	4.49 (A)
5. Female pupils do the cleaning of the classroom.	2.18	3.12	2.65 (S)	4.22	4.38	4.30 (A)
6. Male pupils have more opportunity in class participation.	4.08	4.16	4.12 (O)	4.26	4.14	4.20 (O)
7. Male pupils are working well in groups compared to female pupils.	4.23	4.22	4.23 (A)	4.36	4.18	4.27 (A)
8. Female pupils get more school health services than male pupils.	3.88	3.18	3.53 (O)	4.12	4.16	4.14 (O)
Overall Mean	3.51 (O)	3.72 (O)	3.62 (O)	4.03 (O)	4.01 (O)	4.02 (O)

Legend:

Scale	Verbal Description
4.21 – 5.00	Always believe this way
3.41 – 4.20	Often believe this way
2.61 – 3.40	Sometimes believe this way
1.81 – 2.60	Rarely believe this way
1.00 – 1.80	Never believe this way

The results of the overall mean from the male teachers obtained the computed weighted mean of 3.51. However, the overall mean from the female teachers received the computed weighted mean of 3.72.

The results imply that female teachers were more aware than male teachers in terms of gender restrictions. In addition, male teachers see little indication that male pupils are expected to take lead. This indicates that regardless of gender female teachers believed that pupils should have the same division of labor.

As perceived by the teacher respondents, the overall mean in terms of gender restrictions received the computed weighted mean of 3.62 which obtained the (O) or “often believe this way” verbal description.

These results imply both male and female teachers believed that male and female pupils should received equal treatment in so far a division of work in the classroom is concerned. In the conducted interview, the teacher respondents were asked if gender restrictions should exist. Most of the teachers stated that there should be no gender-based restrictions between students.

Based on the overall mean of male pupil respondents received the computed weighted mean of 4.03. On the other hand, the computed overall mean of the female pupils received the weighted mean of 4.01.

The results imply that male pupils believed the heavier work must be assigned to male and lighter work must be given to female. Also, female pupils often believed that there were limitations on what girls can do compared to boys, especially regarding physical work.

As perceived by the pupil respondents, the overall mean in terms of gender restrictions received the computed weighted mean of 4.02, majority of the obtained overall mean (O) or “often believe this way” verbal description.

The results imply that both male and female respondents considered fair division of work that must employ in the classroom. This indicates that both male and female pupils were not fully aware about gender equity.

In the conducted interview, pupils’ perspective of themselves in terms of gender constraints believed that males should perform more manual labor in school than females. Nonetheless, pupils must carefully examine that males and females should share an equal amount of labor, independent of their gender.

In conjunction with the study of Dhar et al. (2022) examined an intervention in India that engaged adolescent girls and boys in classroom discussions about gender equality for two years to decrease their support for cultural norms that limit women's and girls' possibilities. Two years after the conclusion of the intervention, the effects were maintained. The program also resulted in more gender-equal self-reported behavior and found modest evidence that it altered two measures of disclosed preferences.

Gender Attributes

Gender describes to the socially constructed qualities of women, men, girls, and boys. This encompasses the conventions, behaviors, and roles related with being a woman, man, girl, or boy, along with their relationships. Gender is a sociological notion that varies from culture to culture and can change over time.

Table 3 exhibits the assessments of the teachers and their respective pupils when they are grouped according to sex in terms of gender attributes.

Table 3. The Gender Equity of the Public Elementary School Teachers in terms of Gender Attributes

Item Statement	Teachers		Mean	Pupils		Mean
	Male	Female		Male	Female	
1. Male pupils are naturally better at sports than female.	4.36	4.44	4.44 (A)	4.58	4.28	4.43 (A)
2. Female pupils cannot do well in math or science.	2.32	2.12	2.22 (R)	3.86	2.08	2.97 (S)
3. Female pupils are better in language.	4.38	4.56	4.47 (A)	4.22	4.66	4.44 (A)
4. Male pupils have higher logical thinking abilities than female have.	2.38	2.64	2.51 (R)	2.96	2.45	2.71 (S)
5. Female pupils think more empathically than male pupils do.	2.18	4.21	3.19 (S)	4.28	4.36	4.32 (A)
6. Male pupils are more mechanically inclined than female pupils.	4.58	3.16	3.87 (O)	4.66	3.21	3.94 (O)
7. Male pupils are more successful in all academic subjects compared to female pupils.	3.25	2.28	2.77 (S)	4.36	2.16	3.26 (S)
8. Female pupils are better in class participations than male pupils.	3.28	2.88	3.08 (S)	2.14	4.58	3.36 (S)
Overall Mean	3.34 (S)	3.29 (S)	3.31 (S)	3.88 (O)	3.47 (O)	3.68 (O)

Legend:

Scale	Verbal Description
4.21 – 5.00 (A)	Always believe this way
3.41 – 4.20 (O)	Often believe this way
2.61 – 3.40 way (S)	Sometimes believe this way
1.81 – 2.60 (R)	Rarely believe this way
1.00 – 1.80 (N)	Never believe this way

Shown in Table 3 the overall mean from the male teachers received the computed weighted mean of 3.34. However, the overall mean from the female teachers obtained the computed weighted mean of 3.29. As perceived by the teachers, the overall mean in terms of gender attributes received the computed weighted mean of 3.31, which has obtained the verbal description of (O) or “often believe this way.” In the conducted interview, the teachers were asked

whether should be gender-specific opportunities. Most male teachers stated that they acknowledge their advantage in having a natural propensity to be physical strong. Also, female teachers believed that they have the propensity to be more effective interacting towards others.

The results imply that the male teachers believe in the male pupils to perform more mechanical tasks or those that demand physical force than females. On the other side, female teachers believed that female pupils perceive themselves to be more proficient in their language and in interacting with others. However, it is important to point out the teachers recognize excellence in math and science was not correlated with gender, since they observed evidence that not only male but also female pupils can excel.

From the male pupil respondents received the computed weighted mean of 3.88. On the other hand, the overall mean of the female pupils received the computed weighted mean of 3.47. As perceived by the pupils, the overall mean in terms of gender attributes received the computed weighted mean 3.68 which obtained the (O) or “often believe this way” verbal description.

The result imply that female pupils perceive that female pupils are more likely to be proficient in the language, based on the classes they have taught or what they have observed among their classmates. Both gender perform equality well in demonstrating the pupils intelligence-related abilities amongst the pupils.

In the conducted interview, the pupil respondents were asked if their teacher giving gender-specific opportunities. Most male pupils indicated that boys perform significantly better in mathematics and math-related topics. Most female pupils reported girls perform better than boys in reading and language-related disciplines.

In conjunction with the present findings, McCormick & O'Connor (2015) examined between- and within-child relationships between teacher-child relationship closeness and conflict and standardized measures of children's math and reading achievement from first to fifth grade. Then, the between-child effect of conflict and the within-child effect of closeness on reading proficiency was discovered for the entire sample. In addition, there were moderated between-child and within-child effects of conflict on math achievement: Girls in more conflictual relationships demonstrated worse overall math achievement and slower progress in math achievement than males with comparable levels of conflict.

Gender Domination

Gender-role dominance refers to the transfer of gender-based roles into the workplace. It is compounded by the imbalanced gender ratio in the workplace. Work duties

incorporate the gender roles associated with the majority gender.

Table 4. The Gender Equity of the Public Elementary School Teachers
in terms of Gender Domination

Item Statement	Teachers		Mean	Pupils		Mean
	Male	Female		Male	Female	
1. Male pupils dominate the discussions in Math.	4.16	3.12	3.64 (A)	4.82	2.18	3.50 (O)
2. Female and LGBT members dominate PE activities such as dance, singing and floor exercise.	2.36	4.66	3.51 (O)	3.12	4.66	3.89 (O)
3. Female empathy makes it easier for them to deal with people.	3.42	3.58	3.5 (O)	4.38	4.36	4.37 (A)
4. Male pupils are more talented in systematic thinking and thus also in math.	4.58	4.23	4.41 (A)	4.62	3.21	3.92 (O)
5. Female pupils dominate the discussions in English.	4.01	4.18	4.095 (O)	4.28	4.68	4.48 (A)
6. Male pupils dominate in participating all academic activities.	2.88	2.14	2.51 (R)	4.48	3.62	4.05 (O)
7. Female pupils dominate in leading class/school activities.	2.16	2.12	2.14 (R)	1.18	4.64	2.91 (S)
8. Male pupils dominate to accept academic and behavioral expectations.	4.15	4.18	4.165 (O)	4.21	4.10	4.16 (O)
Overall Mean	3.47 (O)	3.53 (O)	3.50 (O)	3.89 (O)	3.93 (O)	3.91 (O)

Legend:

Scale	Verbal	Description
4.21 – 5.00	Always believe this way	
(A)		
3.41 – 4.20	Often believe this way	
(O)		
2.61 – 3.40	Sometimes believe this way	
(S)		
1.81 – 2.60	Rarely believe this way	
(R)		
1.00 – 1.80	Never believe this way	
(N)		

The data shows that the overall mean of male teachers received the computed weighted mean of 3.47. On the other hand, the overall mean from the female teachers received the computed weighted mean of 3.53.

The results imply that female teachers considered to be dominant in Physical Education activities such as dancing, singing and floor exercises. Regarding to school performances, female teachers believe that female pupils are often influential in the social groups.

As perceived by the teacher respondents, the overall mean in terms of gender domination received the computed weighted mean of 3.50 which obtained (O) or “often believe this way” verbal description.

The results imply both male and female teachers observe that neither gender dominates the classroom or school activities. Instead, both genders participate equally based on how female pupils interpret dominance, they realize that males did not completely ruling mathematics and both genders had equal possibilities.

In the interview conducted, teachers were asked about the dominant genders in the classroom among their pupils. Many male teachers indicated that boys clearly dominate mathematics-related topics and abilities. While most female teachers believed that girls were best at performing arts and speech related activities.

The overall mean of male pupils received the computed weighted mean of 3.89. However, the overall mean of the female pupils received the computed weighted mean of 3.93. Both registered a verbal description of (O) or “often believe this way.”

The results imply that male pupils regarded to be more proficient in mathematics and associated skills. According to their perceptions, their female peers dominate the English class. Regarding to language-based learning, female pupils feel more subservient than their male peers.

As perceived by the pupils, the overall mean in terms of gender domination received the computed weighted mean of 3.91 which obtained the (O) or “often believe this way” verbal description.

The results imply that both male and female pupils recognize equal opportunities for class or school activities. Both male and female pupils believed that their teachers gives equal treatment and opportunities to take lead in all the class regardless of gender.

In the conducted interview, male and female pupils were asked about dominant genders when they were performing some activities in math and science, they feel more motivated engaging in these activities. When it comes to female pupils’ perceptions, they believed in their skills in performing and participating activities such as dance, singing and speech-related abilities.

The results of the present study are similar to the findings of Schwalbe (2015), he provided a fresh viewpoint on the social construction of masculinity and its relationship to masculine dominance. According to him, the study of masculinity has lost touch with its feminist foundations and has been lured by the politically safe concept of multiple masculinities. He described how men establish women and men as unequal categories. He reclaimed the radical feminist understanding that gender is not a playing field, but a field of dominance and that manhood is fundamentally about

asserting or opposing control. The study concluded that transgressive self-presentation alone would not be sufficient to eradicate gender as a system of oppression.

The Gender Sensitivity of the Public Elementary School Teachers

Gender sensitivity is the understanding and consideration of sociocultural norms and inequality to recognize the varied rights, duties, and obligations of women and men in the community, as well as their interactions. Raising gender awareness seeks to increase general sensitivity, comprehension, and knowledge about gender (in)equality. Also, it is a process that facilitates the interchange of ideas, enhances mutual understanding, and cultivates the abilities and skills necessary for societal transformation.

The assessments of the public elementary school teachers and their respective pupils as regards gender sensitivity in terms of use of language, classroom activities/management and didactics are presented in Tables 5 to 7.

Use of Language

Gender-sensitive language is the manifestation of gender equality through language. Gender equality in the language is achieved when women and men, as well as people who do not belong to the binary gender paradigm, are treated as persons of equal worth, dignity, integrity, and respect.

There are number of different ways the gender relationships can be expressed with accuracy, such as avoiding the use of language that refers explicitly or implicitly to only one gender and ensuring, through inclusive alternatives, the use of gender-sensitive and inclusive language.

Table 5. The Gender Sensitivity of the Public Elementary School Teachers in terms of Use of Language

Item Statement <i>The teacher...</i>	Teachers		Mean	Pupils		Mean
	Male	Female		Male	Female	
1. uses words that show his/her equal treatment of his/her pupils regardless of their gender.	4.72	4.68	4.70 (O)	4.42	4.38	4.40 (O)
2. uses words that do not show biases/partiality to any gender group during classroom discussion.	4.82	4.78	4.80 (O)	4.22	4.28	4.25 (O)
3. doesn't use words that are offensive to male, female, and LGBT group.	4.52	4.48	4.50 (O)	4.36	4.44	4.40 (O)
4. uses words which consider the feelings of the pupils with regard to their gender.	4.58	4.36	4.47 (O)	4.38	4.34	4.36 (O)
5. shows impartiality biases towards LGBT students.	4.26	4.32	4.29 (O)	4.21	4.25	4.23 (O)
6. calls pupils inappropriate way regards to their gender.	1.72	1.66	1.69 (NI)	1.24	1.18	1.21 (NI)
7. gives instruction in a third person, gender-neutral, point-of-view (e.g. avoidance of using his/her pronoun/s).	4.32	4.28	4.30 (O)	4.26	4.24	4.25 (O)
8. uses non-gender biased in communicating with pupils inside or outside the classroom.	4.21	4.25	4.23 (O)	4.26	4.28	4.27 (O)
Overall Mean	4.14 (VS)	4.10 (VS)	4.12 (VS)	3.92 (VS)	3.92 (VS)	3.92 (VS)

Scale

Verbal

Description

4.21 – 5.00 Outstanding (O) (The statement describes the teacher very often)

3.41 – 4.20 Very Satisfactory (VS) (The statement describes the teacher very fairly)

2.61 – 3.40 Satisfactory (S) (The statement describes the teacher sometimes)

1.81 – 2.60 Moderately Satisfactory (MS) (The statement describes the teacher once in a great while)

1.00 – 1.80 Needs Improvement (NI) (The statement describes the teacher practically never)

Seen the overall mean from male teachers received the computed weighted mean of 4.14. On the other side, the overall mean from female teachers received the computed weighted mean of 4.10.

The results imply that regardless of gender, both male and female teachers perceive their students' usage of gender-neutral language in class discussions.

As perceived by the teachers, the overall mean from the teachers in terms of use of language received the computed weighted mean of 4.12 with the verbal description of (VS) or "very satisfactory."

The results imply that the teachers could tell how pupils use considerate language, especially in class discussions, that they are giving some thought.

In the interview conducted, teachers were asked about on the use of polite words when speaking with individuals of opposite genders. Many teachers stated that pupils have shown a polite expression in classes, and nobody act inappropriate language over the pupils.

Result shows that the overall mean of male pupils and female pupils both received the computed weighted mean of 3.92 with a verbal description of (VS) or “very satisfactory.”

This imply that both male and female students mark to demonstrate gender equality among their peers. Also, both male and female students show awareness of the language used when speaking with others, particularly their peers. All of them are respectful with regards to any gender.

As perceived by the pupils, the overall mean of the pupil respondents in terms of use of language received the computed weighted mean of 3.92 which was obtained the (VS) or “very satisfactory” verbal description.

The results imply that pupils see their language use is guided by full of respect and equality. Generally, all agree that refined language should be displayed and no one may use such unsuitable language against others, especially in the basis of gender.

In the conducted interview, the pupils were asked about should their teacher use polite words when speaking with others of the opposite gender. Most of the pupils stated that girls and boys should be watchful of their words when speaking with others.

This conforms the study of Sawicka (2021), explored gender-sensitive language used in education and the purpose of feminine forms in the Polish language. Language can be used to perpetuate traditional prejudices or to equalize or protect populations negatively impacted by stereotypes (e.g. women). Gender-sensitive language in both informal and formal language is of the utmost importance and should not be minimized. The widespread usage of feminine forms by language users likely paves the road for eradicating persisting preconceptions and prejudices in society. It also made it possible to provide an equal sign between men and women in terms of culture and language.

Classroom Activities/ Management

Gender responsiveness is the recognition and response to gender imbalance in the implementation of activities, policies, and programs. A gender-responsive program, policy, or activity addresses gender-based barriers, respects gender differences, enables structures, systems, and methodologies to be sensitive to gender, ensures that gender parity is a wider strategy to advance gender equality, and develops to close gaps and eradicate gender-based discrimination.

A gender-responsive classroom may have a mixed environment, which would demonstrate impartial management and considerations of delivering activities to increase the equal involvement of women and men. Another

example of a gender-responsive classroom has a gender-balanced student body.

Table 6. The Gender Sensitivity of the Public Elementary School Teachers in terms of Classroom Activities/Management

Item Statement <i>The teacher...</i>	Teachers		Mean	Pupils		Mean
	Male	Female		Male	Female	
1. gives equal opportunities to all genders when having a classroom activity. (e.g. prayer, checking of attendance.)	4.28	4.32	4.30 (O)	4.32	4.38	4.35 (O)
2. makes sure that everyone has given an opportunity, be it male or female and LGBT.	4.21	4.22	4.22 (O)	4.22	4.27	4.25 (O)
3. presents male and female persons including LGBT in the instructional materials equally.	3.88	3.76	3.82 (VS)	3.62	3.71	3.67 (VS)
4. provides seating arrangements with no emphasis on their gender.	4.22	4.21	4.22 (O)	4.21	4.22	4.22 (O)
5. provides examples and activities in class which reflect experiences and interests of both gender.	4.08	3.05	3.57 (VS)	4.11	4.18	4.15 (VS)
6. checks the materials which are not friendly for all genders and develop support materials for use.	3.25	3.16	3.21 (S)	3.28	3.18	3.23 (S)
7. ensures fair division of responsibilities.	3.66	3.78	3.72 (VS)	3.08	3.84	3.46 (VS)
8. gives equal/fair discipline in all genders.	3.56	4.02	3.79 (VS)	4.12	4.02	4.07 (VS)
Overall Mean	3.89 (VS)	3.82 (VS)	3.85 (VS)	3.87 (VS)	3.98 (VS)	3.92 (VS)

Scale	Verbal Description
4.21 – 5.00	Outstanding (O) (The statement describes the teacher very often)
3.41 – 4.20	Very Satisfactory (VS) (The statement describes the teacher very fairly)
2.61 – 3.40	Satisfactory (S) (The statement describes the teacher sometimes)
1.81 – 2.60	Moderately Satisfactory (MS) (The statement describes the teacher once in a great while)

1.00 – 1.80 Needs Improvement (NI) (The statement describes

the teacher practically never)

From the results that the overall mean of the male teacher respondents received the computed weighted mean of 3.89. Meanwhile, the overall mean of the female teachers received the computed weighted mean of 3.82. Both obtained a very satisfactory verbal description.

This implies that teachers of both genders think that pupils are given equal opportunity when doing classroom activities. Everything that occurs should be gender-inclusive and nothing should prevent this from occurring.

As perceived by the teacher respondents, the overall mean of both male and female teachers received the computed weighted mean of 3.85 which was obtained the (VS) or “very satisfactory” verbal description.

The results imply that as noted by teachers, they should ensure that, when conducting lessons, they are attentive to their examples and activities that are accessible to all students regardless of their gender.

In the conducted interview, teachers were asked if they should offer appropriate exercises for both genders. Most of the teachers stated that teachers should give appropriate materials and exercises to all pupils, regardless of gender.

It was shown from the table that the overall mean of the male pupils received the computed weighted mean of 3.87. On the other hand, the overall mean of the female pupils received the computed weighted mean of 3.98.

This implies that both male and female pupils think that the opportunities provided by the teachers and received by the pupils are gender sensitive.

As perceived by the pupil respondents, the overall mean in terms of classroom activities/management received the computed weighted mean of 3.92 which was obtained the (VS) or “very satisfactory” verbal description.

The results imply that both male and female pupils perceived that teachers should undertake important respects on educational materials that may not be suitable for all students and seek out interaction opportunities that accommodate both genders.

In the conducted interview for pupils, they were asked if their teacher should offer appropriate exercises for them. Most students reported that their teachers assign activities to which everyone can respond. Also, the teachers make it sure to engaged pupils in different activities that can develop their skills.

In conformity to the findings of the present study, Sarfo et al. (2015) examined the association between gender

and self-efficacy beliefs in instructional tactics, classroom management, and student engagement among Kumasi metropolitan senior high school teachers. The findings suggested that teachers have considerably stronger self-efficacy views, particularly with regard to student engagement. It was discovered that male and female teachers had different instructional techniques, with female teachers having, on average, more effective instructional strategies. In contrast, there were no differences between male and female teachers in terms of classroom management and student participation.

Didactics

Gender-sensitive didactics is concerned with teaching content, materials, methods, and the interaction between teachers and students to provide all students, regardless of gender, with the best possible study conditions so that they can develop their talents and potential to their fullest.

Table 7. The Gender Sensitivity of the Public Elementary School Teachers in terms of Didactics

Item Statement <i>The teacher...</i>	Teachers		Mean	Pupils		Mean
	Male	Female		Male	Female	
1. always gives proper affirmation/rewards regardless of gender.	4.58	4.62	4.60 (O)	4.38	4.36	4.37 (O)
2. equally receives contributions of ideas from male and female pupils.	4.08	4.12	4.10 (VS)	4.06	4.04	4.05 (VS)
3. doesn't look on the pupil's gender when giving grades or judgment.	4.68	4.78	4.73 (O)	4.72	4.88	4.80 (O)
4. equally addresses male and female pupils during class discussion.	4.01	3.98	4.00 (VS)	3.84	4.28	4.06 (VS)
5. gives equally intensive and constructive feedback to male and female students.	3.96	3.88	3.92 (VS)	3.72	4.22	3.97 (VS)
6. ensures a class setting, supportive for all genders.	4.08	3.51	3.80 (VS)	4.02	3.88	3.95 (VS)
7. gives equal types of classroom activities; regardless of their gender.	4.26	4.22	4.24 (O)	3.98	3.96	3.97 (VS)
8. stresses upon the values of respect and responsibility to be practiced by both genders.	4.10	4.08	4.09 (VS)	3.74	3.72	3.73 (VS)
Overall Mean	4.20 (VS)	4.15 (VS)	4.18 (VS)	4.06 (VS)	4.17 (VS)	4.11 (VS)

Scale	Verbal Description
4.21 – 5.00	Outstanding (O) (The statement describes the teacher very often)
3.41 – 4.20	Very Satisfactory (VS) (The statement describes the teacher very fairly)
2.61 – 3.40	Satisfactory (S) (The statement describes the teacher sometimes)
1.81 – 2.60	Moderately Satisfactory (MS) (The statement describes the teacher once in a great while)
1.00 – 1.80	Needs Improvement (NI) (The statement describes the teacher practically never)

Gleaned in Table 7 that the overall mean of both male and female teachers received the same verbal description of very satisfactory which has the computed weighted mean

of 4.20 for male teachers and 4.15 for female teachers. Similarly in pupils' male and female overall mean of 4.06 and 4.17. All of them received a verbal description of very satisfactory.

This implies that both male and female teachers think that impartiality when they do give grades or judge pupils performance, gender considerations are manifested on it. Male teachers have shown a need to have an opportunity for growth in their didactics should more intense and constructive feedback for both genders.

As perceived by the teachers, the overall mean of the teachers received the computed weighted mean of 4.18 which has the verbal description of (VS) or "very satisfactory."

The result imply that teachers of both genders must respect and be responsible for ensuring support for all genders. Teachers, as noted by female teachers, perceives that most of the teacher should be ensure that class setting is friendly for all genders.

In the conducted interview, the teachers were asked whether they should provide a means for all pupils, regardless of gender, to express themselves. Most teachers stated that regardless of the gender of the pupils, they always make sure to provide positive reinforcement when the pupil excels. The results imply that both teachers and students agree that gender bias should not be considered when assigning grades or evaluating students activities.

Consequently, as perceived by the pupils, the overall mean in terms of didactics received the computed weighted mean of 4.11 which was obtained the (VS) or "very satisfactory" verbal description.

This implies that teachers must recognize the need of the pupils to establish a gender-inclusive classroom environment. It is important to note that students should demonstrate respect and responsibilities in their interaction with one another.

In the conducted interview, the pupils were asked whether the teachers should provide a means for all pupils regardless of the gender, to express themselves. Most pupils reported that their teachers allow them participating to excel and do not grade them based on their gender.

In conformity with the present study's findings, Lualhati (2019) expressed that a gender-responsive classroom needs a gender-sensitive teacher. This entails informing teachers about gender issues and reshaping their practices to reject gender stereotypes. It was then found out that the faculty members highly integrated gender in the delivery of the subject matter, the organization of the learning experience, the design of didactic strategies, and the selection of the learning evaluation. Significantly, a relationship exists between the respondents' gender-sensitive pedagogical practices and their teaching effectiveness.

The Academic Performance of Public Elementary School Pupils

Table 8 presents the academic outcomes of the academic performance of public elementary school pupils when they are grouped according to sex.

Table 8. Distribution of Pupil Respondents when Classified According to Academic Performance

Grade	Male		Female		Verbal Description
	F (N=185)	Percent	f (N=157)	Percent	
90 and above	8	4.32	19	12.10	Outstanding (O)
85 – 89	54	29.19	43	27.39	Very Satisfactory (VS)
80 – 84	82	44.32	62	39.49	Satisfactory (S)
75 – 79	41	22.16	33	21.02	Fairly Satisfactory (FS)
74 and below	0	0.00	0	0.00	Did Not Meet Expectations (DNE)
Range	75 – 93		75 – 98		t-value = -1.990
Mean	82.69 (S)		83.66 (S)		p-value = 0.057
VD	3.94		5.12		Not Significant

Noted from the table that more than two-fifths or 44.32 percent of the male elementary school pupils registered grades from 80 to 84 (satisfactory). On the other hand, almost one-third or 29.19 percent of the male pupils received grades that ranged from 85 to 89 (very satisfactory); 22.16 percent got grades from 75 to 79 (fairly satisfactory); and the remaining 4.32 percent obtained grades that lie within the highest bracket of 90 and above (outstanding).

The data reveals that the grades of the male pupils ranged from 75 to 93. The mean was recorded at 82.69 (satisfactory) while the standard deviation that measures the spread of the male pupils' grades from the mean was registered at 3.94. The results disclose that 126 male pupils received grades that lie within the bracket of 79 to 87.

This reveals that almost two-fifths or 39.49 percent of the female elementary school pupils registered grades from 80 to 84 (satisfactory). Meanwhile, more than one-fourth or 27.39 percent of the female pupils received grades that ranged from 85 to 89 (very satisfactory); more than one-fifth or 21.02 percent got grades from 75 to 79 (fairly satisfactory); and the remaining 12.10 percent obtained grades that lie within the highest bracket of 90 and above (outstanding).

The data reveals that the grades of the female pupils ranged from 75 to 98. The mean was recorded at 83.66 (satisfactory) while the standard deviation which measures the variability of the female pupils' grades from the mean was recorded at 5.12. These results imply that 107 female pupils received grades that lie within the bracket of 79 to 89.

Results of the analyses show that the academic performances of the male and female elementary school pupils are statistically the same as manifested by the computed probability value of 0.057 which is greater than the 0.05 significance level.

In conjunction to the findings of the study of Faisal, Shinwari and Hussain (2017), there was no significant difference between the academic performance of male and female students. Their intellectual capabilities were the same.

The Difference between the Assessments of Male and Female Teachers

Table 9 summarized the results of the t-test analysis which was performed to determine if significant difference existed between the assessments of teachers when they are classified according to sex (male and female) as regards gender equity and gender sensitivity.

Table 9. Results of the t-test Analysis on the Difference between the Assessments of Teachers as regards Gender Equity and Sensitivity

Item	Teachers		Mean Diff.	t-value	p-value
	Male	Female			
Gender Equity					
gender restrictions	3.51	3.72	-0.21	-0.466ns	0.649
gender attributes	3.34	3.29	0.05	0.111ns	0.913
gender domination	3.47	3.53	-0.06	-0.130ns	0.899
Gender Sensitivity					
use of language	4.14	4.10	0.04	0.085ns	0.934
classroom activities/management	3.89	3.82	0.07	0.359ns	0.725
Didactics	4.22	4.15	0.07	0.408ns	0.689

Legend: ns = not significant ($p > 0.05$)

Demonstrated from the table that no significant difference was found between the assessments of male and female teachers with regard to gender equity (gender restrictions, gender attributes, gender domination) and gender sensitivity (use of language, classroom activities/management, didactics). This no significant difference was brought about by the fact that the computed probability values for these variables that ranged from 0.649 to 0.934 are greater than the 0.05 level of significance.

The results imply that male and female teachers have the same beliefs and practices in so far as gender equity and

gender sensitivity are concerned. Moreover, this indicates that teachers have the same awareness and knowledge as to gender equity and gender sensitivity.

According to the study of Gecana, et. al (2018), elementary teachers' practices show that they are aware and knowledgeable about gender equity and sensitivity.

The Difference between the Assessments of Male and Female Pupils

Table 10 exhibits the results of the t-test analysis which was done to determine if significant difference existed between the assessments of pupils (when they are grouped according to sex – male and female) as regards gender equity and gender sensitivity.

Table 10. Results of the t-test Analysis on the Difference between the Assessment of Pupils as regards Gender Equity and Sensitivity

Item	Pupils		Mean Diff.	t-value	p-value
	Male	Female			
Gender Equity					
gender restrictions	4.03	4.01	0.02	0.073ns	0.943
gender attributes	3.88	3.47	0.41	0.810ns	0.431
gender domination	3.89	3.93	-0.04	-0.085ns	0.933
Gender Sensitivity					
use of language	3.92	3.92	0.00	0.005ns	0.993
Classroom activities/management	3.87	3.98	-0.11	-0.481ns	0.638
Didactics	4.06	4.17	-0.11	-0.629ns	0.540

Legend: ns = not significant ($p > 0.05$)

Eventually, from the table that no significant difference was found between the assessments of male and female pupils regarding gender equity (gender restrictions, gender attributes, gender domination) and gender sensitivity (use of language, classroom activities/management, didactics). This no significant difference is manifested by the computed probability values for these variables that ranged from 0.431 to 0.993 which are greater than the 0.05 significance level.

The results imply that male and female pupils arrived at the same beliefs and practices in so far as gender equity and gender sensitivity are concerned. Furthermore, this discloses that pupil respondents have the same awareness, beliefs and knowledge regardless of their sex.

The Difference between the Assessments of Teachers and Pupils

Table 11 displays the results of the t-test analysis which was performed to determine if significant difference existed between the assessments of teachers and pupils with regard to gender equity and gender sensitivity.

Table 11. Results of the t-test Analysis on the Difference between the Assessments of Teachers and Pupils as regards Gender Equity and Sensitivity

Item	Mean		Mean Diff.	t-value	p-value
	Teacher	Pupil			
Gender Equity					
gender restrictions	3.62	4.02	-0.40	-1.105ns	0.328
gender attributes	3.31	3.68	-0.37	-0.923ns	0.371
gender domination	3.50	3.91	-0.41	-1.240ns	0.235
Gender Sensitivity					
use of language	4.12	3.92	0.20	0.383ns	0.708
classroom activities/management	3.85	3.92	-0.07	-0.347ns	0.734
Didactics	4.18	4.11	0.07	0.443ns	0.665

Legend: ns = not significant ($p > 0.05$)

Accordingly, no significant difference was found between the assessments of pupils and their respective teachers with regard to gender equity (gender restrictions, gender attributes, gender domination) and gender sensitivity (use of language, classroom activities/management, didactics). This no significant difference is indicated by the computed probability values for these variables that ranged from 0.235 to 0.734 which are greater than the 0.05 level of significance.

The results imply that teachers and their respective pupils have the same beliefs and practices in so far as gender equity and gender sensitivity are concerned. Moreover, this indicates that these two groups of respondents have the same awareness and knowledge as to gender equity and gender sensitivity.

The Relationship between the Teachers' Gender Equity and Sensitivity and their Pupils' Academic Performance

Table 12 reveals the results of the correlation analysis which was done to determine if significant relationship existed between the teachers' gender equity and sensitivity and their pupils' academic performance.

Table 12. Results of Correlation Analysis on the Relationship between Teachers' Gender Equity and Sensitivity and their Pupils' Academic Performance

Teachers' Gender Equity and Sensitivity	Pupils' Academic Performance	
	r-value	p-value
Gender Equity		
gender restrictions	0.104ns	0.541
gender attributes	0.188ns	0.405
gender domination	0.241ns	0.202
Gender Sensitivity		
use of language	0.492*	0.048
classroom activities/management	0.524*	0.037
Didactics	0.586*	0.024

Legend: * = significant ($p \leq 0.05$) ns = not significant ($p > 0.05$)

As a result, significant relationship was found between the elementary school pupils' academic performance and their teachers' gender sensitivity in terms of use of language ($p=0.048$), classroom management/activities ($p=0.037$), and didactics ($p=0.024$). This significant relationship is implied by the computed probability values for these variables which are smaller than the 0.05 significance level. Further observation of the table shows that direct relationship existed between the aforementioned variables as indicated by the positive sign of the computed correlation values that ranged from 0.492 to 0.586.

Finally, this reveals that no significant relationship was found between gender equity and pupils' academic performance as implied by the computed probability values for these variables which are greater than the 0.05 level of significance. These results only proved that beliefs about gender restrictions, gender attributes and gender domination has nothing to do with the pupils' academic performance.

In conformity with the findings of the present study, Niones-Bojos (2021) asserted that gender sensitivity in schools is addressed differently by each teacher's gender-sensitive attitudes toward their students. To promote gender equality through education, parameters in schools should be gender-sensitive. Results show that there is a significant relationship between teachers' gender sensitivity attitudes and the academic performance of their students. It is strongly recommended that teachers further their training in gender sensitivity to handle gender sensitivity issues in schools.

In the conducted interview, teachers were asked about the importance of gender sensitivity to pupils' academic performance. These teachers replied that gender sensitivity is very important especially in classroom settings to avoid

discrimination among the pupils. Further, they added that when their pupils feel equal treatment, these pupils were more motivated to study hard which was eventually result to higher academic performance. In the same manner, when the pupils were asked about the importance of gender sensitivity inside the classroom, they answered that when their teachers are sensitive to their needs regardless of their sex, they were more inspired to participate in class activities/discussions.

Program of Activities Crafted from the Results of the Study

Results of the study revealed that arrived at different perceptions in gender equity and sensitivity in consonance to DepEd Order No. 32, s. 2017 entitled "Gender-Responsive Basic Education Policy." Hence, the researcher offers the Program of Activities which is presented in Table 13.

Table 13. Proposed Program of Activities on Gender Equity and Sensitivity

Objectives	Activities	Timeline	Persons Involved	Expected Outcome
To orient pupils on prevention and awareness about gender impartiality	-Orientation/ symposium - Integration to lesson - Counselling	Once every quarter	Teacher Principal Pupils Researcher Guidance counselor	Lesson plans with integration on parenting gender impartiality. Project proposed, activity completion report.
To promote gender equality among learners	-Campaign through facebook page, gender and development (GAD) corner inside the classroom -Utilization of gender-neutral language in class discussion.	Year-round	Teachers Information Officer Researcher	GAD Corner, posted campaign about gender equality.
To develop learning resources promoting gender sensitivity	-Learning Action Cell (LAC) -Trainings and workshops	Once every quarter	Researcher Teachers/ writers Validation	Learning resources (Self-Learning Modules, Self-Learning Kit, Brochures, Comics, Strategic Intervention Material)

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Findings

The study determined the relationship between gender equity and sensitivity, and the academic performance of pupils in public elementary schools in San Rafael West District, San Rafael, Bulacan during the School Year 2022 – 2023.

Using the procedures described in the preceding chapter, the answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that teachers and their respective pupils often believed that gender equity in terms of gender restrictions, gender attributes and gender domination are being practiced in the school.

The assessments of the public elementary school teachers and their respective pupils as regards gender sensitivity in terms of use of language, classroom activities/management and didactics was “very satisfactory”.

The academic performance of the male and female pupils was described as “Satisfactory.” Further, it was found that no significant difference between the academic performance of male and female pupils.

No significant difference was found between the assessments of male and female teachers with regard to gender equity (gender restrictions, gender attributes, gender domination) and gender sensitivity (use of language, classroom activities/management, didactics).

In the same manner, no significant difference was found between the assessments of male and female pupils regarding gender equity (gender restrictions, gender attributes, gender domination) and gender sensitivity (use of language, classroom activities/management, didactics).

Likewise, no significant difference was found between the assessments of pupils and their respective teachers with regard to gender equity (gender restrictions, gender attributes, gender domination) and gender sensitivity (use of language, classroom activities/management, didactics).

Significant relationship was found between the elementary school pupils’ academic performance and their teachers’ gender sensitivity in terms of use of language, classroom activities/management and didactics.

Conclusions

Based on the findings of the study, the following conclusions were drawn: There is no significant difference

between the perceptions of the pupils and the teachers themselves as regards their gender equity and sensitivity. The assessments of the teachers and pupils are the same regardless of their sex.

There is a significant relationship between the teachers’ sensitivity and their pupils’ academic performance. However, gender equity was found no significant correlation with pupils’ academic performance.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were drawn:

1. Teachers may provide some lectures among the pupils focusing on gender equity since it was found in their assessments that there are some biases.
2. Teachers may provide symposium on gender equity and empowerment to discuss its importance.
3. Teachers may develop learning resources that promotes integration gender equity. Thus, learners may understand the idea of equity and apply to the real-life situation.
4. Teachers may adopt the Proposed Program of Activities on Gender Equity and Sensitivity in consonance to DepEd Order No. 32, s. 2017 entitled “Gender-Responsive Basic Education Policy.”
5. For future researchers, further research along this line could be conducted. Same study could be conducted in high school to further validate the significance of the variables under study to the academic performance.

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