

TEACHERS' PERCEPTION TOWARDS GENDER SENSITIVITY IN TEACHING AND THEIR LEVEL OF CLASSROOM PRACTICES AND AWARENESS

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ABSTRACT

Teachers' Perception Towards Gender Sensitivity in Teaching and their Level of Classroom Practices and Awareness, by Lyra A. Albor, Master of Arts in Teaching, Major in Social Studies, Valencia Colleges (Bukidnon) Incorporated, City of Valencia, Bukidnon. November 2025.

This study aimed to determine the relationship between the extent of teachers' perception towards gender sensitivity in teaching and their level of classroom practices and awareness in Quezon IV District, Division of Bukidnon, for the school year 2025-2026.

Considering the results, they came to the following conclusions: There is a significant positive relationship between teachers' perceptions of gender sensitivity and their awareness of gender-sensitive teaching practices. When teachers are more aware and have positive attitude toward gender sensitivity, they are more likely to practice integrative teaching practices that promote equality and respect for all genders. The study also shows, that by improving teachers' understanding and competency in gender sensitivity through training and professional development programs. In conclusion, by minimizing gender inequality and biases in educational environment, this study can contribute to the development of a more accommodating learning environment.

The study concluded that, teachers' perceptions of their classroom practices and awareness of gender sensitivity are positively, strongly, and truly related with their perceptions of gender sensitivity in teaching. This reflection led to the acknowledgement of biases regarding gender in their teaching methods, classroom language, selection of curriculum, and classroom management.

Keyword: *Teachers' Perception, Gender Sensitivity, Classroom Practices, Awareness*

1. INTRODUCTION

The Department of Education in the Philippines is dedicated to ensuring that gender sensitivity is developed holistically in every Filipino learner through its gender responsive basic education, which includes access to safe, learner-friendly, and nurturing environments for quality, culture-based education, as well as the promise that all levels of government will keep improving support systems. DepEd Order thirty-two, series of two thousand seventeen (DO 32, s. 2017), also known as the Gender-Responsive Basic Education Policy, states that the Department of Education is dedicated to incorporating the guidelines of equality in gender, fairness, awareness, equal treatment, and basic rights of all human regardless of gender in the

delivery and administration of primary education (Acleta, 2022).

This is a long-term statement in the policy of the department where most of the personnel including the teachers have a hard time grasping or implementing the policy in learning centers. It is believed that in creating suitable and engaging activities in school or class is necessary to reconcile the disparity between male-dominated pursuits and those that may appeal to females (Raynor,2024). It is important to deliver proper education on equality of both genders and for educators to acknowledge that their attitudes as well as behaviors significantly impact pupils' learning process. Moreover, both students and instructors have to be trained on gender equality and gender sensitivity.

These trainings will help nurture gender sensitivity as teachers make significant procedural changes for their learners, thus making classes a powerful tool. Also, the classroom is one of the best places to deal with the problems of gender integration, and no matter what challenges there may be, adapting and continuity of the program are significant. Teachers, on top of it must develop love and respect for everyone, because love is the same as respect. Added to it, education embodies more than just gaining knowledge, but it engages importance in the socialization process and distribution of measures and ideals in gender sensitivity issues in the classroom. Notably, in the classroom setting, there are still many instances of gender inequality among learners (The QCU Lamp, 2025).

As specified by Gupta (2023), education is an important factor in achieving gender sensitivity and fostering the growth of the country. Gender sensitivity is the process involves raising awareness about the significance of sexual orientation in life by considering the perspective of others. Additionally, being sensitive to gender means treating everyone with respect, no matter what their gender is. Gender inequality in teaching must be addressed in order to develop support that will ensure equality and sensitivity in giving opportunities for both genders to reach their goals in life. Collaboration in educational institutions must be enhanced. This collaboration can lead to the implementation of programs and policies that actively promote inclusivity and diversity. By prioritizing gender sensitivity in education, we can develop an environment that equally empowers all learners to thrive and achieve.

Kollmayer et al (2020) stated that it is essential for teachers to develop gender sensitivity in learning practices; their behavior and teaching strategies are important in influencing the learners' motivation and progress. Gender stereotypes of teachers inside the classroom must be addressed for both genders to have an equal opportunity in learning. Further, teachers are required to be knowledgeable in aspects of differences of both genders in learning and also in teaching practices to develop engagement of all learners in spite of gender. In addition, Niones C. (2022) emphasizes that a teacher plays a crucial role in developing equal learning opportunities for learners and that being an educator teaching and addressing gender issues must be a priority.

Despite having that, there are still many personnel in the department, even teachers who are not aware, as well as, practices in schools and classrooms that are considered not gender sensitive. This study seeks to ascertain classroom practices and evaluate teachers' awareness regarding gender sensitivity in education.

2. FRAMEWORK OF THE STUDY

Different educational theories have supported gender and development, including Sandra Bem's Gender Schema Theory (1981). By emphasizing how young children actively search for gender cues in their environment to understand who should or shouldn't perform particular tasks, who they can play with, and why they differ from other genders, it claims that gender and development are founded on an earlier cognitive-developmental outlook. In addition, cultural influences and expectations of community's shaped gender model information. Children change their understanding, behaviors, and attitudes to accommodate expectations of the community, which is by using guardians, friends, social media, and other social factors.

Hence, gender schema theory reveals how absorbed and culturally strengthened models of understanding can support gender stereotypes. By applying this, it will become the key in developing gender sensitivity, as it reminds both persons and organizations to thoroughly analyze and change the implied biases that are basic to their awareness and practices.

Freeman (2007), he discusses the concept that learners have gender awareness but draws heavily upon the role of the parents and teachers to shape that understanding through their observable practices, behaviors, and teachings, which tend to reinforce gender rules. He noted that children in preschool need to foresee how guardians can react if they play with cross-gender stuffed animals. This feature show that from early ages, children are not incorporating gender norms from their surroundings, but they are proactively arranging information about responses, behaviors, tasks, and traits into gender classifications. His works emphasized how children enhance gender schemas and utilize the ideas to understand their surroundings. having strengthened gender schema theory will enhance support and relevance in understanding how

sensitivity in gender is acquired and emphasized from younger years.

Vygotsky (1978) states that imitation and commands are important elements for the development of children. Older individuals support this development by role-modeling actions, aiding with difficult activities, and sharing cultural significance on objects and incidents; these are all elements of gender development. Also, Vygotsky's sociocultural theory suggests that gender development is discussed as an active process facilitated by interacting socially, language in the surroundings, and the cultural settings. Gender values and expectations are adopted by children in their day-by-day engagement with others, and their gender develops by understanding active community members culturally.

Figure 1 shows, that the independent variables are the factors that researchers manipulate or control to observe their effects on dependent variables, which are influenced by changes in the independent variables. In examining these variables, teachers need to implement varied teaching strategies and then measure how these changes affect student involvement in class activities. This helps to understand which teaching methods or strategies promote higher levels of student engagement and participation in learning.

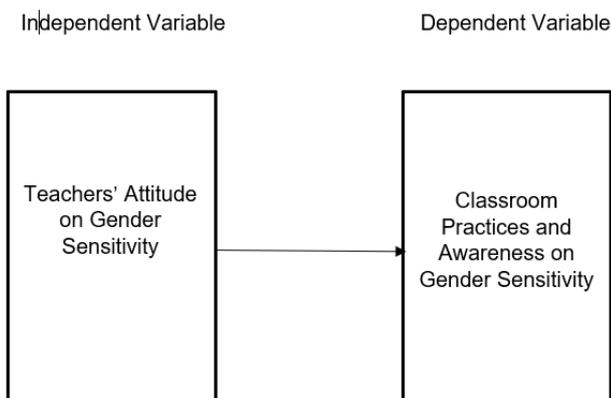


Figure 1. Schematic Diagram showing the relationship of the

Independent and dependent variables of the study.

The study adopts the null hypothesis: There is no significant relationship between teachers' perception and their classroom practices and awareness towards gender sensitivity in teaching

3. SCOPE

This study sought to ascertain the impact of teachers' perceptions of gender sensitivity in teaching on classroom practices and awareness in Quezon IV, Division of Bukidnon, for the academic year 2025-2026. The study focused specifically on teachers' perceptions of gender sensitivity as an independent variable and classroom practices and awareness as a dependent variable. The respondents were all the intermediate elementary and junior high school teachers in the district of Quezon IV. The research instruments were using non-experimental methods like surveys and qualitative analysis.

The following terms are to be understood:

Classroom practices. Classroom practices mean any of, and the processes using any of, the following within the field of education: policies, rules, and actions; curricula; schemes; programs, plans, exercises, or procedures designed to encourage the development of the learner's concept of theory, knowledge, or experience. These include all kinds of cultural action and educational procedures that produce social significance and learning experiences.

Gender. Gender is the social traits and opportunities related to being a boy or a girl, as well as the connection between male and female, boys and girls, and with boys alongside girls. These qualities, chances, and relationships are constructed by society and gained through socialization. In educational settings, it is functionally used as awareness in the incorporation and identification of learners' gender traits, roles in society, and expressions related to teaching, management in the classroom, and curricula.

Gender Awareness. Gender Awareness refers to the capacity to recognize issues provoking from gender injustice and discrimination, though such are not immediately visible (Raynor,2024). It in study it is operationally as a teacher's capacity to attentively identify, consider, and properly address differences in gender, biases, and stereotypes in all features in teaching and in the classroom.

Gender Sensitivity. Gender Sensitivity is the ability to observe differences in gender, difficulties, and unequal treatment and to integrate such into practices and conduct (Raynor,2024). It is

operationally used as an understanding of both genders in the classroom setting.

Teacher's Perception. Teacher's perception refers to the principles, emotions, and readiness that teachers nurture in teaching, learning, learners, and the learning process. It includes their emotional, intellectual, and habitual patterns that influence how they address their teaching accountabilities and interaction with learners. In this study, the term denotes how educators comprehend the distinctions among students, irrespective of gender.

4. REVIEW OF RELATED LITERATURE AND STUDIES

Teachers' Perception of Gender Sensitivity

Rayapol et al. (2023) refer to teachers as an important part of both the school and the community and represent a vital role in forming the perception and values of learners. In their study, the researchers state that teachers are an important part of the school and the community, having a primary effect on learners' ideas and values. Teachers purposely engage in community projects and view themselves as managers beyond the classroom, following their study on their passion to community interaction. This commitment encourages public, social, instructional, economic, and moral growth in the community.

McIlquham (2021) states that teachers constantly hold different opinions concerning the beginnings of roles in gender and have wrong perceptives about what gender definition. Based on his study, teacher applicants usually have misconceptions concerning gender understanding and distinct attitude on the beginning of gender roles. However pre-service teachers' understanding differ, the qualitative study showed a common lack of clearness and divergent opinions concerning gender roles and its definitions.

According to Tavgiridze's (2021) research, a large count of teachers persists to follow gender role traditions beliefs. The study, that includes teachers in Georgian schools, found that most of the respondents approved the typical division of gender roles in public. Furthermore, most educators did not see gender gap as a labeling approach or a challenge to women's development, nor did they see the persistence of traditional

gender views in the succeeding generations as a display of domination or gender inequality.

Martin et al. (2022) learned that teachers who hold more typical beliefs can maintain gender discrimination in the classroom while continuously motivating gender sensitivity. According to the study, most educators who follow to traditional gender rules are still able to encourage gender-sensitive attitudes and maintain common gender differences in their instructional strategies. Even as they promote sensitivity to gender-related problems, these educators may use neutral attitudes that is not actively oppose nor maintain misconception on gender, that can lead to the support of traditional gender rules.

Consequently, Abesar (2023) mentioned that gender sensitivity is the method by which individual discover the importance of sexual orientation in life through observing others. In his study which focused on the state college physical educational classes, he found that gender sensitivity needs to be determined by defining and perceiving gender-related issues using social communication and observation. The paper has identified the enduring gender processes by contrasting the participation and the attitude of male and female students in different types of physical education classes.

This is consistent with the Digma et al. (2020) study, presenting showing that safe, comprehensive school settings and gender-responsive instruction are crucial to helping learners understand and successfully practice gender sensitivity. In addition, he identified that promoting gender sensitivity in learner is significantly helped by the learning environment. Their study highlights the role of a wholesome teaching approach, classroom interactions, and the school tradition in general that could be used in enhancing gender-sensitive approach.

On gender concerns, education has been traditionally set as the most significant. For Lopez et al. (2024), the gender-sensitive attitude of a teacher is an important element in guiding the involvement and gender equality in basic education. Moreover, they note that gender-sensitive attitudes of teachers are a specific aspect that would guide the participation of students, as well as promote gender equality in primary

education. Teachers in the Sto's public elementary schools participated in their study.

According to Bojos (2021), teachers who have positive attitudes towards gender-sensitive can offer learners of both genders equal support and possibilities. Teachers that show gender sensitivity by making sure that both genders receive equal engagement, awareness, and possibilities, according to a study done at Bohol Island State University's Clarin Campus. To promote gender equality, they carefully examine learning materials and purposely guide gender misconceptions like clichés and labelling.

Teachers' classroom routines, assumptions, language, and attitudes have an important effect on learners' gender improvement, according to Pollock et al. (2021). In their study, they emphasized how teachers unknowingly convey gendered updates that affect children's goals and social participation by forming their thoughts of suitable gender attitude. It emphasizes the value of mindful practices that can enable teachers to be aware of such hidden messages and transform them to promote gender equity in the classroom.

Further, the hidden curriculum is the unrecognized morals and culture of an agency, which may be unknowingly delivered to learners. Kuçukakin (2022). For example, the values and attitudes of teachers affect the values of the classroom, what behavior is tolerable or not, the academic program, and the language that teachers use. Morgan et al. (2021). Teachers are supposed to make sure that all learners feel welcome, but their beliefs and values often strengthen unfavorable biases of both genders rather than give them challenges. Heinz (2021) posts that educators' values and perceptions are influenced by traditional gender norms within the community, which can hinder awareness in the communication of gender stereotypes. Lastly, Lumadi (2020) emphasizes that teachers' attitudes on gender sensitivity enhance equal opportunity and help in developing proper behavior of learners in the classroom.

Teaching Practices

Gender-responsive teaching routines promote teaching routines that acknowledge and talk about various gender roles and experiences. In his study, Kumar (2024) argues that gender-responsive teaching makes this approach to education transformative and responsive to student

different gender roles and experiences. The article points out that gender-responsive pedagogy can establish an inclusive learning environment since it considers the needs, identities and experiences of all learners regardless of their gender. It helps teachers make the classroom a fairer and more empowering place to learn by valuing diversity and actively fighting against gender biases by questioning traditional gender roles and stereotypes.

Moreover, Arbour (2020) added and emphasized the importance of gender-sensitive statements in teaching practices, giving clear support for gender-sensitive participation of learners, and using non-sexist communication. By having these practices, it will help in making the learning environments supportive of all gender characteristics and overcome negative stereotypes. Also, gender-sensitive teaching practices need teachers who recognize and meet the needs of gender-based challenges and stereotypes within their methods, curriculum, and classroom engagement.

At last, teachers are expected to actively give equal opportunities, meet the needs for gender stereotypes, and promote interaction that is respectful inside the classroom. Goel (2023). Consequently, the teaching practices of teachers play an essential role in every child's development. The ideas and beliefs can alter the way children perceive their ideas. Children in the early years are easy to teach values and attitudes that are meaningful in their growth. Teachers should be aware of gender issues. The training will help them talk about how important it is for both men and women to respect and trust each other. Furthermore, Farago (2022) said that teaching practices in the classroom that minimize gender stereotypes, promote diverse gender cooperation, and assist all learners, no matter what gender identity, are all connected to the positive attitude of the teacher on sensitivity in both genders.

Classroom Practices

Classroom practices, according to Sofianidis et al. (2021), involve teachers' ways of organizing and conducting lessons, managing the learners' behavior, communicating educational objectives, and adjusting teaching strategies to meet learners' needs. Gender-sensitive practices of teachers proactively eliminate traditional gender roles in gender. For instance, teachers will avoid giving

tasks or activities that are gender biased, making learners' capabilities and hobbies independent regardless of society's expectations.

According to Pannu (2023), implementing explicit policies and instructional techniques that actively fight biases on gender supports the improvement of a secure learning environment for all learners. The research also points out that learners are more comfortable and secure when educators use gender sensitive approaches, including the use of inclusive language, equal participation, and challenging traditional gender roles, as they engage in learning processes and in expressing themselves.

In addition to decreasing the dissemination of negative labelling, this classroom setting motivates fairness, respect, and positive social interactions among learners of all genders. For him, these gender-sensitive teaching practices are important in making comprehensive classroom settings where all learners can achieve their full ability without being scrutinized or discriminated against. For establishing fair and safe learning setting, data of his study mainly affirm the importance of purposefully lessen gender labelling through direct educational rules and comprehensive practices.

Further, productive practices in the classroom include setting transparent conditions and routines, encouraging positive practices, providing opportunities for learners' outcomes, and planning activities to help interact and increase learning responses, Akyeampong (2022) stated. The study's result certifies that productive classroom practices should involve creating clear standards and routines including motivating positive behavior in order to promote a positive classroom setting that helps learners' milestones.

Besides, by motivating equality, respect, and comprehensive among learners, gender-sensitive routines in the learning support safety to all learners, despite of gender, according to Nair (2024). According to the study, incorporating sensitivity in gender inside school programs, supports learners to gear up for a more equal community by eliminating labelling and encouraging different gender participation. These practices decrease discrimination and improve confidence by promoting a safe learning environment where all learners feel respected and capacitated.

Lastly, in reaching equal learning outcomes, Dooley et al. (2021) discovered that equality of all genders in education is important for creating learners who are skilled and assertive enough to face societal challenges related to gender biases. Their research demonstrates how gender-sensitive education promotes social and emotional competencies that enable students to confront and overcome gender stereotypes and discrimination in society, in addition to academic equality. By promoting the value of gender equality awareness and integrating it into the teaching methods, schools contribute to the production of empowered individuals that will be able to struggle towards inclusion and equal treatment in a number of social situations.

Awareness on Gender Sensitivity

Teachers' awareness according to Meyer et al. (2020), is an important component in preparing teachers to successfully foster classroom gender sensitivity. They emphasized that gender sensitivity training for teachers is an important element of equipping them to successfully advocate for sensitivity for both genders in the classroom. As per the study, teachers trained on gender-responsive pedagogy can understand and apply gender-sensitive pedagogies better. Through this training, teachers will be able to create more inclusive and fair learning environments in which gender biases are minimized, and on which every learner will feel motivated. The findings emphasize the positive impact of such training on the knowledge and practice of gender equity by teachers in their teaching practice and thus it is a key element in enhancing gender sensitivity in the classroom.

Moreover, gender sensitive teachers are in a greater position to recognize and implement gender inequality in the classroom. The study also noted that teachers could be very crucial partners in promoting gender justice through attending professional development programs that focus on gender equity. Through such programs, teachers will have improved insight into gender matters, deal with gender bias, and create promiscuous learning conditions in which students can learn equally. (The QCU Lamp, 2025).

On the same note, Park (2021) emphasized that the attitude, expression and methods of instruction by teachers show their perceptions of gender issues, thereby creating a perception to the

students to become more gender sensitive. In his study, he points out that students tend to understand and appreciate the importance of gender sensitivity when the teachers demonstrate the behaviors and attitudes of gender sensitivity in an open way. The awareness of teachers makes students gain gender-sensitive views by providing a classroom environment where equities, respect, and other types of gender identities are welcome.

Similarly, awareness about gender sensitivity and practicing gender integration are essential in promoting social harmony, more than teacher learning organization in school; this is according to Restrepo (2023). Also, teachers who are aware of gender sensitivity are expected to maintain fewer stereotypes, like subconsciously giving gender-biased tasks or roles to both genders. This will help avoid giving in to societal biases and rather increase fairness in classroom participation. Additionally, Johari (2021) cited that awareness of gender sensitivity in teaching strengthens teachers in making a learning environment where both genders feel that they are supported and valued.

Moreover, a teacher who is aware of gender sensitivity makes a classroom where all learners, regardless of their gender identity, will always think and feel that they are loved, valued, respected, and safe to show themselves. Thus, this will enable them to have an environment that is a positive contributor to boosting their learning outcomes, confidence, and participation. Besides, the use of neutral language, equal discipline and equal opportunity of engaging all learners are part of gender sensitive classrooms, which focus on equity Sanders (2023). Furthermore, awareness is a great support to teachers and learners in knowing the difference between gender and sex; it also further understands the roles of both genders that are created by the society. Also, gender awareness assists in making the difference between sex (biological and gender (socially constructed) to break stereotypes about such roles as masculinity and femininity. To promote quality in the class, teachers should embrace gender sensitive strategies, including equal opportunities, bias-free curriculum and workshop Goel (2023).

Hence, by promoting equality in gender inside the classroom, teachers will keep improving the results at school and, over time, in the larger community. Teachers who are aware of gender

sensitivity will provide equality and respect as part of their values, convincing more learners to maintain these values even outside the school environment.

5. RESEARCH METHODOLOGY

This research utilized a descriptive-correlational design. Initially, the descriptive design was employed to investigate the teachers' perception towards gender sensitivity in the teaching of the intermediate elementary and junior high school teachers in Quezon IV, Division of Bukidnon, throughout the school year 2025–2026.

Second, the correlational design was utilized to assess teachers' perception and awareness about gender sensitivity and analyze the relationship between these perceptions and their classroom practices. Additionally, correlation will aid in revealing the significance between variables like perceptions of gender sensitivity, teaching practices, and gender awareness.

This study will take place in District IV of the Division of Bukidnon, which is in Quezon, Bukidnon. The schools in this district are in rural barangays, which shows the area's unique geography and economy. The goal of these public schools was to make it easier for people in different communities to get a good education and to help the community grow in all areas.

The Quezon IV district consists of ten public schools: one national high school, Apyao National High School; one central school, Busco Central Elementary School; five elementary schools, Apyao Elementary School, Butong Elementary School, Dumalama Elementary School, Kipaypayon Elementary School, and Lumintao Elementary School; and three integrated schools, Paitan Integrated School, Salaysay Integrated School, and Sto. Domingo Integrated School.

This group of schools is substantial enough for the study because each serves a considerable number of learners and teachers. The significant number of teachers and the different types of schools make for a good basis for analysing teachers' perceptions of gender sensitivity, as well as their practices and awareness regarding it. Figure 2 shows the districts' and schools' locations and how they work in the Division of Bukidnon, particularly in Quezon IV, providing a graphic illustration of the research context.

The people who took part in this study are the one hundred eleven intermediate, elementary teachers, and junior high school teachers of the ten schools in Quezon IV District of the Division of Bukidnon. These teachers show different teaching situations, genders, and learning environments. Also, its diversity enables the study to gather a different scope of perception, awareness levels, and classroom practices concerning gender sensitivity which is significant in the success of the research.

For this research, the respondents are the one hundred eleven intermediate, elementary, and junior high school teachers from Quezon IV District, Division of Bukidnon. To obtain the sample population, the researcher will conduct a comprehensive enumeration of all intermediate, elementary, and junior high school teaching staff in the schools to achieve the requisite total of one hundred eleven respondents.

Part one is the teacher's teaching perception toward gender sensitivity. This questionnaire will evaluate the different characteristics of gender sensitivity in teachers' teaching perceptions and practices. These questions will contain teachers' perceptions, behaviors, and beliefs connected to gender sensitivity and accepting gender-sensitive education.

Part two are questions related to classroom practices, which are common questions in the classroom management of teachers. This questionnaire covers domains in instructional methods, classroom techniques, teacher-learner interactions, and implementation of educational knowledge towards gender sensitivity.

Part three is awareness towards gender sensitivity questions, which aims to measure how aware the teachers are of issues related to the sensitivity of both genders and their implementation of equality in gender and practices in educational settings, such as inside the classroom and even the school. The questionnaire is adopted from [Smith and Andersen](#) (2022). These are all adopted and all the questions were modified by the researcher.

The scoring systems are as follows to make it easier to analyze and understand data. Perceptions in part one assesses attitude and beliefs of the teachers on gender equity in the instruction. It usually assesses attitudes and beliefs towards gender equity in instruction,

which provide equal treatment to both genders. Observable actions such as inclusive grouping and language that is non-sexist are what are measured in classroom practices, which are seen in part two. The practices in the classroom, which are introduced in part two, are observable acts which measure how teachers are working to promote gender equity, including creating inclusive, mixed gender groups, and the use of non-sexist and gender fair language in instruction. Part three is the awareness, evaluates the awareness of teachers with regard to gender bias influences the participation, the confidence and the achievement of learners.

In the collection of data, a questionnaire will be used; it includes some steps that will ensure the accuracy, reliability, and total gathering of respondents' information. First step contains identifying specific objectives needed for the study goals. Second is to determine the target respondents. Third is to develop a questionnaire that is aligned with the study's goals. Then, administer the questionnaire based on the respondents and study framework. Next is the collection of data, which ensures that the ethical standards are followed. Lastly, there is the data handling and keeping; this is to organize and prepare the data that has been collected for data analysis.

Before gathering data, the researcher compiled the letters and personally delivered them to the Office of the Schools Division Superintendent for review. After the Schools Division Superintendent checks the letter, the researcher will write more letters and give them to the School Heads in person for validation. Before the questionnaires can be sent out, the school heads must obtain their permission. Once they do, the researcher will send the questionnaire to the grade level chairman based on the sample respondents. There are 111 people taking part in the study. Each school will provide a quick briefing to the people who answered the survey to let them know what the study is for and how it works. Respondents will have enough time to answer the questionnaire. Then, the questionnaire will be retrieved by the researcher after the respondents have finished answering. The privacy of the respondents' answers is ensured.

The Likert scale was utilized in items assessing attitudes, awareness, and practices concerning gender sensitivity that are being utilized by this

research. Additionally, this research utilized graphs and tables to visually illustrate the responses, the use of the Pearson correlation coefficient to figure out how strong and in what direction relationships are between continuous variables, like how aware people are of gender sensitivity and how many gender-sensitive classroom practices there are. The research also uses descriptive statistics, graphs, and tables to display the distributions of responses in a clear manner and the Pearson correlation coefficient, which quantifies the strength and direction of the interrelationships between continuous variables such as the gender sensitivity awareness and the classroom practices.

This method demonstrates significant positive correlations, which prove the role of perceptual factors in triggering justifiable teaching practices. Likert scale instrument-part summaries on perceptions, practices, and awareness using graphs and tables are useful in summarizing the data and highlighting high means (e.g. 4.60-4.61) to be easily interpreted. These images contribute to the recognition of trends, including the

regularity of very high gender sensitivity in dimensions. Finally, Pearson r tests linear correlations, and a value close to +1 shows the existence of strong positive correlations between gender sensitivity perception and practice of teachers. These ties are statistically valid ($p < 0.05$) and can be used to infer the effects of training in Philippine settings.

6. FINDINGS

In particular, this research aimed to address the teachers' perception towards gender sensitivity in teaching, the level of classroom practices and awareness of intermediate, elementary, and junior high school teachers in Quezon IV, and lastly, the significant relationship between the teachers' perception and their classroom practices, and awareness towards gender sensitivity in teaching.

Table 2 shows teachers' perceptions towards gender sensitivity in teaching based on several indicators measured with their respective means and standard deviations (SD).

Table 2

Teachers' Perception Towards Gender Sensitivity in Teaching.

Indicator	Mean	SD	Interpretation
The teacher believes that girls and boys are both provided with equal chance to engage in all classroom activities.	4.70	0.497	Very Highly Practiced
The teacher believes that it is essential to include in classroom discussions all possible gender issues. Table 2 cont.	4.65	0.550	Very Highly Practiced
The teacher is confident in addressing gender-related problems that happen in the classroom.	4.59	0.562	Very Highly Practiced
The teacher knowingly avoids using gender patterns / utterances in teaching such as; boys are tough, girls are emotional.	4.55	0.671	Very Highly Practiced
The teacher knows his/ her own assumptions towards gender roles inside the classroom. (e.g., girls clean the CR, boys fetch water)	4.50	0.586	Very Highly Practiced
Overall	4.60	0.431	Very Highly Practiced

Table 2 shows teachers' perceptions towards gender sensitivity in teaching based on several indicators measured with their respective means and standard deviations (SD). The biggest mean is that the indicator The teacher believes that girls and boys are given an equal opportunity to perform all in-classroom activities has Mean = 4.70, SD = 0.497, which means that teachers very highly engage in offering equal opportunities to both boys and girls to do everything in classrooms. This agrees with Lopez et al.'s (2024) claim that

teachers who show gender-sensitive attitudes can help in developing comprehensive and equal learning environments for both genders.

The overall mean of 4.60 (SD = 0.431) reflects a very highly practiced perception of gender sensitivity among teachers, meaning that positive gender sensitivity practices are consistently integrated into teaching; this is in support of Digma et al.'s (2020) findings.

Table 3

Level of Classroom Practices of Intermediate Elementary and Junior High School Teachers in Quezon IV.

Indicator	Mean	SD	Interpretation
The teacher facilitates and balances the given number of chances given to learners of different gender.	4.70	0.459	Very Highly Practiced
The teacher gives assignments and tasks without gender biases.	4.65	0.516	Very Highly Practiced
The teacher ensures that the experiences and interests of all genders are promoted in the classroom.	4.64	0.519	Very Highly Practiced
Table 3 cont.			
The teacher assures that classroom examples and exercises are gender sensitive. and promotes	4.61	0.525	Very Highly Practiced
The teacher promotes gender sensitive class discussion.	4.61	0.525	Very Highly Practiced
The teacher gives advices and motivation to learners despite of their gender.	4.60	0.544	Very Highly Practiced
The teacher promotes learners to challenge societal gender roles and stereotypes.	4.59	0.564	Very Highly Practiced
The teacher uses teaching materials that are gender sensitive.	4.46	0.600	Very Highly Practiced
Overall	4.61	0.413	Very Highly Practiced

Table 3 shows how well the classroom works related to gender sensitivity among key stage two and key stage three teachers in Quezon IV, measured by mean scores and standard deviations (SD) for various indicators. The indicator with the highest mean is "The teacher facilitates and balances the given number on to learners of

different gender" (Mean = 4.70, SD = 0.459). It implies that educators are always keen to provide equal opportunities to all genders. This brings out the results of Kumar (2024); his research shows that, gender-responsive teaching is everything to do with recognizing and discussing various gender

responsibilities and experiences to achieve educational equality and inclusivity.

In general, having a mean of 4.61 and SD of 0.413, the findings show that sensitivity in both genders is extremely practiced within the classroom

environment under investigation. These implications indicate that teaching practices that reduce gender biases, promote different genders working together and supporting learners of both genders are strongly linked to the teacher gender sensitivity teaching practices (Farago, 2022).

Table 4

Level of Classroom Awareness of Key Stage

Indicator	Mean	SD	Interpretation
The teacher is confident in dealing gender sensitive issues in the classroom.	4.49	0.616	Very Highly Practiced
The teacher is knowledgeable of gender sensitivity and inclusivity through faculty meetings and professional development discussions.	4.49	0.659	Very Highly Practiced
The teacher integrates gender equality awareness in lesson planning.	4.48	0.672	Very Highly Practiced
Table 4 cont.	4.48	0.699	Very Highly Practiced
The teacher is aware that the school has policies that promotes gender equality.			
The teacher feels satisfactorily supported by school policies in dealing with gender-related problems encountered in the classroom.	4.47	0.644	Very Highly Practiced
The teacher has access to resources that will enhance further studies related to gender sensitivity in teaching.	4.42	0.708	Very Highly Practiced
The teacher engages in training programs regarding different gender sensitive topics.	4.32	0.674	Very Highly Practiced
Overall	4.45	0.501	Very Highly Practiced

Two and Key Stage Three Tteachers in Quezon IV.

Table 4 illustrates the level of classroom awareness of key stage two and key stage three teachers in Quezon IV, measured through various indicators related to gender sensitivity, each with corresponding mean scores and standard deviations (SD). The indicator with the highest mean is "The teacher is confident in addressing gender-sensitive issues in the classroom" (Mean = 4.49, SD = 0.616). reflects very highly practiced

confidence among teachers in handling gender-related classroom matters.

Moreover, the access to sources of further studies concerning gender sensitivity among teachers is rather high (Mean = 4.42, SD = 0.708), and teachers are also actively involved in training programs on gender-sensitive topics (Mean = 4.32, SD = 0.674), but the means are slightly lower than those of other indicators. In general, the general

mean score of 4.45 (SD = 0.501) shows that teachers highly engage gender sensitivity awareness in their professional practices and regularly apply gender sensitivity awareness in their classroom performances.

Table 5

Test of a Significant Relationship Between the Teachers' Perception and their Classroom Practices an Awareness Towards Gender Sensitivity in Teaching.

Variable	r	p-value	Interpretation
Teachers' Perception Towards Gender Sensitivity in Teaching.	.649	.000	Significant

Table 5 shows the test of significant relationship between teachers' perception and their classroom practices and awareness towards gender sensitivity in teaching, with the variable, correlation coefficient (r), and p-value reported. The variable "Teachers' Perception Towards Gender Sensitivity in Teaching" has a correlation coefficient of $r = 0.649$ with a p-value of .000. This indicates a significant and strong positive relationship between teachers' perceptions and their classroom practices and awareness of gender sensitivity. The positive sign of r means that as teachers' perception of gender sensitivity improves, their classroom practices and awareness regarding gender sensitivity also tend to improve correspondingly. Since the p-value is less than the common significance level of 0.05, it confirms that this observed correlation is statistically significant and unlikely due to chance. Therefore, the null hypothesis is rejected.

7. CONCLUSION

The results in the level of perception towards gender sensitivity in teachers, conclude that the teachers reflect a very highly practiced perception of gender sensitivity among teachers. Moreover,

the teachers with positive gender-sensitive attitudes strengthens classroom environment to all learners of both genders, encourage both genders thoroughly, and give equal opportunities in educational setting. Thus, positive gender sensitivity perception of teachers that is integrated into teaching will lead to a gender positive teaching perception of the teachers.

The findings in level of classroom practices and awareness of gender sensitivity in both genders of key stage two and key stage three, this concludes that the teachers demonstrate very high level of classroom practices and awareness of gender sensitivity in both genders of intermediate elementary and junior high school. Consequently, teaching practices of teachers that promote gender sensitivity will support diverse gender participation in all types of classroom activities, empower learners beyond traditional stereotypes, promote educational equality and inclusivity in the classroom setting, leading to a fair and gender-sensitive learning practices and awareness in the learning environments.

The results in the significant relationship between the teachers' perception and their classroom practices and awareness towards gender sensitivity in teaching, concludes that there is significant and strong positive relationship between teachers' perception towards gender sensitivity in teaching and their perception of their classroom practices and awareness of gender sensitivity. This conclusion, reveals that enhanced awareness and positive perception towards gender sensitivity enables teachers to use equal and detailed teaching practices that supports a nurturing classroom environment for learning that gives gender sensitivity high values. Thus, gender sensitivity must therefore be emphasized as a core element of teacher education and ongoing professional development to prepare teachers to foster classrooms that are respectful, encouraging, and value differences across gender identities.

8. RECOMMENDATION

To further support and enhance the teachers' perception towards gender sensitivity in teaching, the teacher, parents, school administration and educational institutions may give importance on participating professional development programs focused on gender awareness and comprehensive learning approaches. Such programs like creating

or training school guidance counselors, that may be initiated by the school administrators, can help teachers in identifying and managing gender-sensitivity in the classroom, this will further enhance equality in classroom engagement, and nurture a learning environment where all learners of all genders, experience individual value and feel supported regardless of the gender. Moreover, encouraging teachers, parents, school administrations, and educational institutions to do collaborative impression and sharing their perception in gender sensitivity may also promote and broaden the positive impact towards gender-sensitive attitudes in the classroom.

To increase the level of classroom practices and awareness of teachers, parents, school administration and educational institution can take part on structured training that focuses on gender sensitivity and awareness, integration of policy, and insightful collaboration that enhances practices, approaches, and strategies in teaching gender sensitivity in learning environments. Further, school administration and educational institutions may implement routine professional development programs that focuses on gender sensitivity, highlighting practices for comprehensive engagement of both genders and promotes equality for all genders key stage two and key stage three learning settings.

To improve the relationship between the teachers' perception and their classroom practices and awareness towards gender sensitivity in teaching, the teachers, parents, school administration, and educational institution may give emphasized on programs, workshops, trainings, and sessions that reflect practices that nurture deep knowledge and understanding of gender sensitivity. Teachers can apply equal and comprehensive classroom practices, approaches, and strategies that will further encourage a learning environment that support gender-sensitivity to all genders.

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