

# Gender Sensitivity in Higher Education: Demographic Influences, Classroom Practices, and Strategic Interventions in a Tertiary Institution

Dr. Teresa G. Llana-Birol, LPT

Faculty of Bukidnon State University Impasugong Campus

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## INTRODUCTION

Gender, as a social construct, shapes patterns of interaction, identity formation, and power relations within society. It influences how individuals perceive themselves and others, and how opportunities and expectations are distributed across social groups. In many societies, long-standing patriarchal structures have historically privileged men while disadvantaging women, resulting in persistent gender inequalities embedded within social, political, and educational institutions. Although significant progress has been made toward gender equity, disparities continue to manifest in subtle and overt forms, particularly within educational settings.

Higher education institutions play a critical role in shaping social values and norms. As formal agents of socialization, universities and colleges influence students' beliefs, attitudes, and behaviors through curriculum, pedagogy, institutional policies, and daily classroom interactions. According to Social Learning Theory, learning occurs through observation, imitation, and social interaction. Within this framework, students internalize behaviors and norms modeled in academic environments. Consequently, classroom practices including the use of language, instructional strategies, classroom management, and interpersonal interactions can either reinforce gender biases or promote gender sensitivity and equality.

Gender sensitivity in higher education extends beyond equal representation. It encompasses inclusive language, equitable participation, unbiased instructional materials, fair classroom management, and the recognition of diverse gender identities and roles. A gender-sensitive learning environment enables students to express themselves freely, develop self-confidence, and maximize their academic potential without fear of discrimination or stereotyping. Conversely, gender-insensitive practices may perpetuate stigma, limit participation, and reinforce unequal power dynamics.

In the Philippine context, national policies support the promotion of gender equality in education. The Commission on Higher Education (CHED) institutionalized Gender and Development (GAD) initiatives through CHED Memorandum Order No. 01, mandating higher education institutions to integrate gender-responsive policies, programs, and activities. These measures align with global calls from the United Nations Educational, Scientific and Cultural Organization (UNESCO) for educational systems to actively promote gender equality and inclusive learning environments.

Despite these frameworks, the extent to which gender sensitivity is reflected in actual classroom practices remains an empirical question. While institutional policies may exist, their translation into day-to-day pedagogical practices and student experiences requires systematic assessment. Moreover, students' demographic characteristics such as gender, religion, ethnicity, familial authority, course or program, and year level may influence how gender sensitivity is perceived and experienced within the academic setting.

In the Philippine context, the Commission on Higher Education (CHED, 2015) institutionalized Gender and Development (GAD) initiatives through policy mandates requiring higher education institutions to integrate gender perspectives in instruction, research, and extension services. These efforts align with global commitments to Sustainable Development Goal 5, which advocates achieving gender equality and empowering all women and girls (United Nations, 2015). Educational institutions play a central role in transmitting social norms and

values. Supporting this view, Ballantine and Hammack (2017) assert that classroom interactions significantly influence students' perceptions of fairness, authority, and equality.

As Macionis (2018) explains, gender is not merely a biological distinction but a socially organized pattern of behavior that structures identity and social relationships. Similarly, West and Zimmerman (1987) argue that gender is something individuals "do" in everyday interactions, reinforcing social norms through routine practices. This study examines gender sensitivity as both a learned social behavior and a reflection of broader structural dynamics. By analyzing students' perceived levels of gender sensitivity across dimensions such as language use, classroom management, didactics, values and attitudes, equality practices, roles and responsibilities, and personal beliefs, this research seeks to provide a comprehensive understanding of how gender sensitivity operates within a tertiary institution.

Furthermore, this study aims to determine whether significant differences exist in students' perceptions of gender sensitivity practices when grouped according to their demographic characteristics. The findings will serve as a basis for developing a strategic intervention plan designed to strengthen and enhance gender sensitivity in the institution. Thus, research contributes to the growing body of scholarship on gender responsiveness in higher education and supports institutional efforts toward creating inclusive, equitable, and socially transformative learning environments.

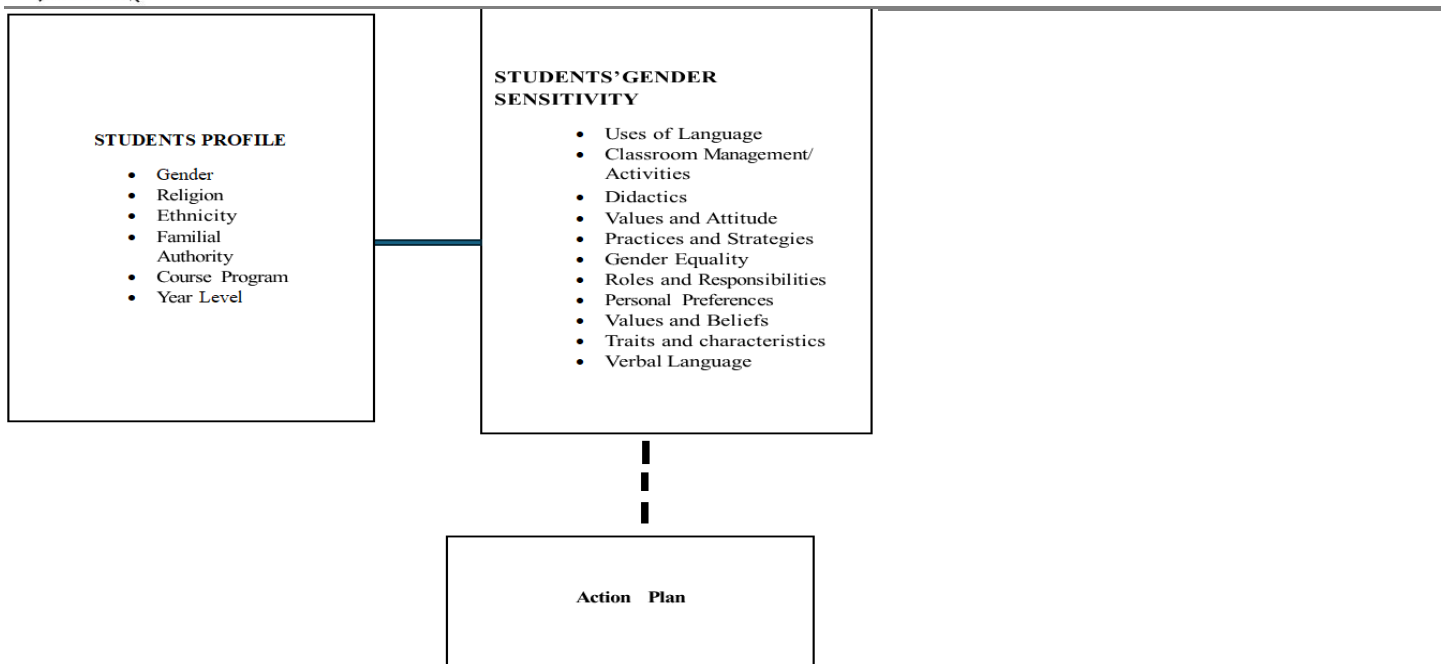
### **Theoretical Framework**

This study is anchored on a multi-theoretical framework integrating Social Role Theory, Social Learning Theory, and Conflict Theory to provide a comprehensive understanding of gender sensitivity in higher education. Firstly, Social Role Theory (Eagly, 1987) explains that individuals' attitudes and behaviors are shaped by socially assigned roles, which often vary according to demographic characteristics such as gender, religion, and ethnicity. Consequently, students' perceptions of gender sensitivity may differ depending on these factors, as societal expectations influence how they interpret classroom interactions and institutional norms. Therefore, this theory provides a foundation for examining the role of demographic influences in shaping perceptions of gender-sensitive practices.

In addition, Social Learning Theory, proposed by Albert Bandura in 1977, posits that learning occurs through observation, imitation, and reinforcement within social contexts. In educational settings, students observe teachers' behavior, language use, instructional strategies, and interactions with peers, all of which contribute to the development of their understanding of gender sensitivity. Thus, Social Learning Theory directly supports the focus on classroom practices as a determinant of students' gender-sensitive attitudes and behaviors.

Furthermore, Conflict Theory, developed by Karl Marx in 1848, highlights structural inequalities and the role of power in maintaining social hierarchies. From this perspective, patriarchal norms and institutionalized practices may perpetuate gender inequality within higher education. Accordingly, promoting a gender-sensitive learning environment requires deliberate strategic interventions to challenge and transform these inequitable structures. Complementing this, Feminist Theory (Chafetz, 1997) emphasizes that gender inequality is socially constructed and maintained through institutional and cultural mechanisms, reinforcing the need for targeted reform.

In sum, integrating these three theoretical perspectives allows this study to conceptualize gender sensitivity as influenced by demographic factors, shaped by classroom practices, and enhanced through strategic interventions. By employing this comprehensive lens, the study provides a solid framework for understanding, measuring, and improving gender sensitivity within a tertiary educational institutions.



### Statement of the Problem

In line with the purpose, this study aimed to determine the teachers' and students' level of gender sensitivity in a tertiary educational institution.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of the following:
  - 1.1 Gender;
  - 1.2 Religion;
  - 1.3 Ethnicity;
  - 1.4 Familial authority;
  - 1.5 Course /Program;
  - 1.6 . Year level;
2. How do the students assess their perceived level of gender sensitivity practices in terms of the following:
  - 2.1 Use of language;
  - 2.2 Classroom management;
  - 2.3 Didactics;
  - 2.4 Values and Attitudes;
  - 2.5 Practices and Strategies;
  - 2.6 Gender Equality;
  - 2.7 Roles and Responsibilities;
  - 2.8 Personal Preferences;

2.9 Values and Beliefs;

2.10 Traits and characteristics; and

2.11 Verbal Language?

3. Is there a significant difference in the students' perceived level of practices on gender sensitivity when they are grouped according to their demographic characteristics?

4. What action plan can be developed to strengthen and enhance gender sensitivity among students?

## REVIEW OF RELATED LITERATURE AND STUDIES

### Gender Sensitivity

Symbolic interactionism is a sociological theory from micro-level that gives importance on the relationships among individuals within a society. It focuses on communication where the exchange of meaning through language and symbols is believed to be the way people make sense of their social worlds (Macionis, 2015). This perspective, as theorists Hernan and Reynolds (1994), sees people as being active in shaping the social world. This suggests that individuals as members are not just actors of social realities but are creators as well of the social world.

On Labeling, as most experts claimed, creates an impact on the life of the individual which, in the process, becomes a self-fulfilling prophecy as the person tends to conform to the inherent meaning of the label. Labeling Theory, as Erving Goffman puts it, is anchored on the presumption that human behavior is determined or influenced by the terms used to describe or classify them. Subsequently, labeling is associated with the concepts of stereotyping and evidently with self-fulfilling prophecy. Mead, on the other hand, pointed out that human behavior is the product of the meanings produced during social interaction, whether it be real or imaginary.

Labeling Theory operates on the assumption that individuals who act and behave quite differently from others obtain labels from those around them, or society in general, who perceive such behavior as different. With that as premise, the school, being a powerful agent of socialization, plays a crucial role in creating a gender-sensitive environment where the potentials of students will be drawn out and maximized regardless of their sexual preference and orientation. By doing so, the individuals in the process may become agents and catalysts for social transformation essential for nation building. In this case, the youth as Rizal claimed in his winning poem, "A La Juventud Filipina" or "The Filipino Youth" will indeed become the fair hope of the fatherland.

In Ghana, Africa, a male dominated society, women, based on the results of the study experienced a higher degree vulnerability in intimate partner violence or IPV as it is exacerbated by their inability to provide their own needs and lack of material resources resulting to becoming economically dependent on their male partners (Sikweyiya et al., 2018). One may infer that these structures of domination and exploitation against women have obviously heightened their vulnerability to all forms of violence which, if you look at it more closely, was legitimized by patriarchy.

Arguably, patriarchy, in this case Ghanaian patriarchy, perpetuates and perpetrates gender inequality. As a result, it provides a framework for gender inequality marginalizing women. It's not surprising that experts put premium on familial authority practiced at home when examining the perpetuation of gender inequality in society. Considering that gender is socially constructed and culturally reinforced, society therefore plays a crucial role in the perpetuation and perpetration of gender sensitivity. Similarly, society, through the different agents of socialization, will play a significant contribution in promoting gender equality. The school can be a powerful agent of socio-cultural change (Javier, 2010) most specifically society's the concept of gender.

Highest Educational Attainment. Education, in so many ways, has the potential to somehow influence human behavior. This apparently includes one's concept and perception of gender and attitude towards it, experts claimed (Witt, 2010). Presumably, the higher is the level of educational attainment, the higher also is the level

of gender sensitivity. Thus, the educational attainment of the person may have bearing on his/ her perception, response and attitude towards gender. Furthermore, social and behavioral scientists considered the school as the primary agent of socialization where the formal transmission of cultural values takes place (Macionis, 2018).

Education, therefore, is an important medium in transforming society, society's concept of gender most particularly. Education, as Jose Rizal claimed, is the beacon that dispels darkness and an antidote of ignorance (Zaide, 2010). Because he considers education as the route to nation building and that the same opportunity be extended to women, he agreed with Marceio H. Del Pilar to write a letter requesting the Governor- General Valeriano Weyler to open a night school for the women of Malolos. Rizal believed that education will emancipate women from oppression and empower them to take their rightful position in society as it is the foundation of society and the prerequisite for economic progress and social development. He further stressed that there is no other way by which society can be delivered from domination, this obviously includes liberating women from gender inequality.

Studies conducted on gender reinforced the claim of Rizal as the results and findings revealed that women with higher education tend to develop a profound understanding on the concept of gender as shown through their positive attitude towards gender (Macionis, 2017). This simply means that education is crucial in promoting gender equality. Number of Years in Teaching. Pivotal to gender sensitivity is probably influenced by the number of years a teacher is exposed to the learning environment as it provides him/her venues and avenues for social interaction with students who may have variegated understanding of gender, gender preferences and orientations included. With the advent of Gender and Development (GAD), being mandatory in government agencies, the academic institutions most especially, the number of years in teaching may be indicative of the number of years to exposure to gender sensitivity training.

Creating a gender-sensitive classroom environment is one of the challenges that instructors had to face during classroom interaction and discussion (Hernandez & Cudiamat, 2017). This warrants conscious effort on the part of the instructors to create a gender- sensitive atmosphere to avoid gender discrimination as it may sabotage the learning process of the learners. It may take time on the part of the instructors to acquire a certain level of gender sensitivity most especially if they are not accustomed to it. Consequently, the number, in this context, matters.

Number of Seminars and Trainings Attended on Gender. Among those working in the government, five percent from the national budget is allotted for the seminars and trainings for gender and development which primarily aim to increase gender awareness and promote gender sensitivity. Hence, it is presumed that the number of seminars and trainings may have influence on the teacher's concept and attitude towards gender. The United Nation (UN) Women claimed that the

## **Demographic Profile**

Understanding the demographic profile of respondents is essential in research as it provides context for interpreting findings and identifying potential influences on perceptions and behaviors. Demographic characteristics such as gender, religion, ethnicity, familial authority, course/program, and year level offer insight into how students' backgrounds may shape their experiences in higher education.

Gender has long been recognized as a critical factor influencing educational experiences and perceptions. Research indicates that male and female students may experience and interpret classroom practices differently due to societal norms and expectations (Eagly & Wood, 2012). Gender influences communication styles, participation in class, and engagement with peers and instructors, which can affect perceptions of inclusivity and sensitivity within educational settings.

Similarly, religion plays a role in shaping values, beliefs, and attitudes that may influence students' views on social issues, including gender sensitivity. Studies have shown that religious affiliation can affect moral reasoning and ethical perspectives, potentially impacting how students perceive fairness, equality, and gender-related practices in academic environments (Finke & Stark, 2005).



Ethnicity is another demographic factor that contributes to diversity in perspectives and experiences. Research suggests that students from different ethnic backgrounds may encounter varying expectations, biases, and cultural norms, which can influence their interpretation of classroom dynamics and institutional policies (Banks, 2016). Understanding ethnic diversity helps educators develop inclusive strategies that respect and accommodate multiple cultural perspectives.

The concept of familial authority refers to the family's role in shaping students' values, decision-making, and social behaviors. Studies indicate that students from authoritative, democratic, or permissive family structures may demonstrate differences in critical thinking, self-expression, and receptiveness to inclusive practices (Baumrind, 1991). These differences can influence how students respond to classroom interactions and gender-sensitive initiatives. Course or program enrollment can also impact students' experiences and perceptions. Academic disciplines often have unique cultural norms, gender compositions, and pedagogical practices, which may affect exposure to gender-sensitive instruction. For example, students in male-dominated programs may perceive gender sensitivity differently compared to students in more balanced or female-dominated programs (Smith, 2019).

Finally, year level is associated with students' maturity, academic exposure, and social experiences within the institution. Upper-year students, having spent more time in the academic environment, may demonstrate higher awareness of institutional policies, diversity practices, and gender-sensitive initiatives compared to first-year students (Tinto, 2012). Understanding the year level distribution aids in contextualizing responses and identifying trends related to educational experience and exposure.

Taken together, examining these demographic characteristics provides a comprehensive view of the respondents' backgrounds, which is crucial in analyzing their perceptions and experiences regarding gender sensitivity in higher education. This contextual understanding allows researchers to explore potential correlations between demographic variables and attitudes toward inclusive practices, classroom dynamics, and institutional interventions.

### **Gender Sensitivity and Demographics**

**Gender.** Sociologists cited the distinction between sex and gender. They argued that the latter refers to the social and cultural significance attached to the presumed differences between sexes (Witt, 2010). The former, on the other hand, refers to the biological assignment between males and females. Witt (2010) cited the reproductive organs and hormones of the two most especially. In effect, gender is a social construction, while sex is biologically determined. Subsequently, the gender of the person may have bearing on his/ her level of gender sensitivity. Studies on gender role attitudes among couples in the United States revealed that husbands hold more traditional gender role attitudes than their counterparts (Bolzendahl & Myers, 2004). Apparently, the result did not appear surprising considering that traditional gender role favors man. This connotes that the concepts of male dominance and male privilege are inherent in the traditional gender roles which, as a result, in a male dominated society, gender inequality is prevalent in making marginalization of women even more apparent.

**Religion.** Karl Marx, a German philosopher who wrote the book "Communist Manifesto" and whose passion was to eradicate inequality, considered religion as an opium to society (Macionis, 2018). He viewed religion as an opiate that incapacitates human from critical and rational thinking. Max Weber, another German philosopher, considered religion as contributory to social change when he examined the relationship between protestantism and capitalism (Witt, 2010). In Europe, for instance, it was observed that the protestants dominate the business industry.

In effect, religion is a powerful institution or influential agent of socialization in influencing the concept of gender, as it holds true in business, to individual members of society given that religious influence is deeply etched and embedded in the individual system as well as social system. For Weber, the relationship between capitalism and Protestantism was not just a mere coincidence but rather a consequence of what he called the Protestant Ethic which accordingly gives premium on hard work and frugality as they are perceived signs that one belongs to the so called "elect" (Witt, 2010). This simply suggests that religion has the capacity to influence how an individual behaves and thinks. This includes his/ her concept and perception of gender which apparently will

influence one's reaction or response to gender, the degree of gender sensitivity included. This reinforces the claim of sociologists and anthropologists not religion is deeply embedded not in the individual but in society in general (Kottak, 2009).

Ethnicity. The reality of ethnicity, just like the concept of gender, is socially constructed (Macionis, 2018). Subsequently, society considers it important as it defines it such, Macionis (2018) claimed. Social scientists, sociologists in particular, argued that a person's ethnic has a powerful impact which apparently includes the concept of gender (Witt, 2010). Each ethnic group carries a distinct cultural characteristic which includes language, religion, geographic location, and distinct customs and these develop as a result of socialization (Ronquillo, 1989; Kottak, 2009). Thus, one's ethnic group may have some bearing on a person's concept of gender. Most ethnic groups consider men superior and view women inferior. Among the Maranao, for example, women are expected to submit to the leadership and authority of their counterparts. This is particularly among societies that are highly conservative and expect women to be submissive to their husbands. The researches and studies conducted on gender related attitudes revealed that the results vary across racial/ethnic groups (Zuccotti, 2018). The result particularly varies depending on the type of attitudes addressed. Addressing attitude on gender inequality, for example, received greater criticism among the African Americans as compared to the whites, Zuccotti (2018) contended. African American by virtue of their skin color, if one may conjecture, may already have been marginalized plus the issue of gender inequality put the women at the most disadvantaged position.

The scholars of gender in the United States further observed and have gradually recognized that social arrangements differ substantially by race and ethnicity, class included (Kane, 2000). Hence, it is not surprising why African Americans relative to their counterparts showed strong resistance and opposition towards gender inequality. In addition, several literatures showed that the issues and views on gender roles and gender discrimination pique the interest of many researchers, Kane (2000) pointed out. This is partly because the traditional gender role views hamper and the significant socio-economic contribution and integration of women in the community and society as a whole. The issue on gender inequality in Western Europe most particularly, as Kane (2000) mentioned, has practically gained wider attention with the influx of migrants who come from countries who hold more traditional gender roles and where gender inequality is even greater.

Lastly, studies showed that despite gender roles views becoming less conventional over time and through generations, perhaps with the advent of GAD initiated by the United Nations, differences with respect to the majoritarian white population remain. There seems a persistence of traditional gender views among the ethnic minority in the United Kingdom. It was observed that the ethnic minority residing in areas in areas where there is a higher concentration of members of the same tend to have a higher probability of keeping and adhering more to traditional concept of gender roles (Kane, 2000). The spaces of interaction among members of the same ethnic group living together in one community will somehow strengthen the common shared belief and concept of gender.

## RESEARCH METHODOLOGY

### Research Design

This study employed a descriptive research design to investigate gender sensitivity in higher education, focusing on the influence of demographic factors, classroom practices, and potential strategic interventions. The descriptive method allowed the researcher to measure and describe the characteristics of respondents and their perceptions as they naturally occurred. Data were collected using questionnaires, focus group discussions (FGDs), and in-depth interviews, which provided both quantitative and qualitative insights into teachers' and students' gender sensitivity practices.

### Research Locale

The study was conducted across three purposively selected satellite campuses of a state university in Bukidnon, Philippines San Fernando, Impasug-ong, and Kitaotao chosen for their accessibility and geographic proximity. Bukidnon is home to a diverse population, including seven indigenous tribes: Bukidnon, Higaunon, Talaandig, Manobo, Matigsalug, Tigwahanon, and Umayamnon. Its economy is largely agricultural, producing crops such

as banana, pineapple, and sugarcane. The demographic context of the region provided a suitable backdrop to examine variations in perceptions and practices related to gender sensitivity.

A purposive sampling technique was used to select 38 college faculty members from the three campuses, while simple random sampling was applied to 240 students, determined using Raosoft Calculator. The respondents' demographic profiles included gender, religion, ethnicity, familial authority, course/program, and year level, which were analyzed to understand their influence on perceptions of gender sensitivity.

## **Research Instruments**

Research instruments comprised researcher-made questionnaires, adapted and validated from Enoc and Gagani (2019) and Gecana et al. (2018). The student questionnaire included demographic items and 67 Likert-scale items assessing teachers' and students' gender sensitivity practices across multiple domains, including language use, classroom management, didactics, values, roles, responsibilities, and personal beliefs. Similarly, the teacher questionnaire captured demographic information and gender sensitivity practices, including prior training and seminars attended. Interviews and FGDs complemented the questionnaires to capture challenges and experiences not fully addressed quantitatively. To ensure validity, three experts reviewed the instruments for clarity and appropriateness. A pilot test with 30 students not included in the study yielded a Cronbach Alpha of 0.975, indicating high reliability.

## **Administration of the Instrument**

Data gathering procedures included securing consent from the University President and campus authorities, distributing questionnaires via Google Forms, and conducting interviews through phone, Messenger, and Google Meet. Respondents were instructed on ethical considerations, confidentiality, and privacy.

## **Scoring Procedure**

Scoring of gender sensitivity practices used a 5-point Likert scale: 5 (Always/Highly Gender Sensitive), 4 (Often/Moderately Gender Sensitive), 3 (Sometimes), 2 (Rarely), and 1 (Never/Not Gender Sensitive). Statistical analysis included frequency counts and percentages for demographic variables, means and standard deviations for perceived gender sensitivity levels, t-tests to compare teacher and student perceptions, and ANOVA to examine significant differences based on demographic profiles. This methodological approach ensured a comprehensive and rigorous assessment of gender sensitivity in the context of higher education.

## **Presentation, Analysis And Interpretation Of Data**

This chapter presents the data gathered, its analysis and interpretation. The data are presented according to the problem questions asked in chapter 1.

### **Problem 1. What is the demographic profile of the student-respondents in terms of the following:**

#### **1.1 Students' Profile,**

##### **1.1.1 Gender,**

##### **1.1.2 Religion,**

##### **1.1.3 Ethnicity,**

##### **1.1.4 Familial Authority,**

##### **1.1.5 Course /Program, and**

##### **1.1.6 Year level?**



Table 3 presents the distribution of the student- respondents according to gender. The result shows that 65.4% (n=157) of the respondents are female college students compared to their male counterparts which only comprises of 34.6% (n=83).

This means that there are more females than males who participated in the study. This finding is supported by the study of Secreto (2013) which claimed that females take a bigger share in the student population in almost all programs offered by the university than males. Girls, as they are stereotyped as more responsible and diligent than boys (Witt, 2010), might have probably filled out the research questionnaire and turned them in to the researcher.

Table 3 Frequency and Percentage Distribution of Student-Respondents by Gender

Sex	Frequency	Percentage
Male	83	34.6
Female	157	65.4
<b>Total</b>	<b>240</b>	<b>100</b>

More importantly, in the Philippines, both males and females enjoy the right to education as it is considered a basic human right essential for social progress (Rodriguez & Rodriguez, 2019). In fact, many Filipino parents put high premium on education for they see it as a major tool to emancipate people from poverty (Ronquillo et al., 1989). As a result, they send their children to school regardless of their gender in hopes for a better future.

The distribution of the student-respondents according to their religion is gleaned in Table 4. As shown, most of the students were Catholic (171), comprising 71.3% of the total respondents. This is followed by Protestant (65 or 27.1%), and Islam (4 or 1.7%). The result only proved that indeed the country is predominantly Catholic (Javier, 2010). This somehow explains why there are more Catholics than other religious affiliation.

Moreover, Filipinos, regardless of religious affiliation, consider education as a powerful weapon to break the bondage of poverty as it has the power to unlock doors of opportunities (Javier, 2010). Besides, education in the Philippines has been given a priority agenda as mandated and stipulated in Philippine laws and policies for most government as well as development agencies.

Table 4 Frequency and Percentage Distribution of Students-Respondents by Religion

Religion	Frequency	Percentage
Catholic	171	71.3
Protestant	65	27.1
Islam	4	1.7
<b>Total</b>	<b>240</b>	<b>100.0</b>

Table 5 presents the distribution of student-respondents by ethnicity. As depicted, Bukidnon comprised 47.9% (n=115) of the total number of student-respondents followed by Higaonon with a frequency of 110 or 45.8%. Other ethnicity comprised only of 6.3% which includes: Talaanding (1.3%), Manobo (1.7), and others (3.3%). This somehow suggests that Bukidnon and Higaonon predominate in the said selected satellite campuses. This is consistent with the National Statistics Office (NSO, 2020) report that inhabitants in the lowlands are mainly Bukidnons.

Table 5 Frequency and Percentage Distribution of Instructor-Respondents by Ethnicity

Ethnicity	Frequency	Percentage
Bukidnon	115	47.9
Higaonon	110	45.8
Talaandig	3	1.3
Manobo	4	1.7
Matigsalog	0	0
Tigwahanon	0	0
Umayamnon	0	0
Other	8	3.3
<b>Total</b>	<b>240</b>	<b>100</b>

The NSO report is a strong indication that the bulk of the students are mostly Bukidnons as they predominate in the area. This likewise explains why other ethnic groups were outnumbered.

Table 6 presents the distribution of student-respondents by familial authority. As shown, 102 out of 240 student-respondents come from a patriarchal family where the male parent is the dominant authority figure (Witt, 2010). This comprised 42.5% of the total number of respondents. This is followed by respondents of Egalitarian where father and mother share equal power and authority at home with a frequency of 91 or 37.9%, Matriarchal 38 or 15.8% and others comprising of 9 or 3.8% of the total respondents.

Table 6 Frequency and Percentage Distribution of Students-Respondents by Familial Authority

Familial Authority	Frequency	Percentage
Patriarchal	102	42.5
Matriarchal	38	15.8
Egalitarian	91	37.9
Others	9	3.8
<b>Total</b>	<b>240</b>	<b>100.0</b>

The familial authority practiced at home is perceived to influence ones' gender sensitivity. Patriarchal, as depicted in Table 6, comprised 42.5% (n=102) of the total number of the student-respondents. This result reveals that the greater part of the student-respondents came from a patriarchal family (Javier, 2010). In most part of the country, Filipino families are basically patriarchal, Cabalu and other claimed (2006). The results simply reinforced the social reality of Philippine society.

Table 7 presents the distribution of the student-respondents by course or program. As shown, most of the respondents belong to the Business Administration program (65.4%) with a frequency of 157 while only 83 or 34.6 % are from Business Public Administration. The data signify that there are more Business Administration

students than Business of Science in Public Administration (BSPA) in the selected campus satellites. It likewise implies that there are more Business Administration students enrolled for school year 2020-2021.

Table 7 Frequency and Percentage Distribution of Student- Respondents by Course/Program

<b>Course/ Program</b>	<b>Frequency</b>	<b>Percentage</b>
Business of Science in Public Administration (BSPA)	83	34.6
Business Administration	157	65.4
<b>Total</b>	<b>240</b>	<b>100.0</b>

The result in Table 7 indicates that there are more college students who choose to enrol Business Administration program or course. This further implies that the respondents wanted to earn the degree and landed a job. This further implies that Business Administration is an in demand course because of its employability.

Table 8 reflects that second-year regular college students comprise 62.5% (n=153) of the total respondents compared to the second-year irregular students which only comprise 37.5% (n=87).

The year level may have some bearing on the level of gender sensitivity among student-respondents. This means that there are more second year students than second year irregular students who were randomly selected as respondents of the study.

Table 8 Frequency and Percentage Distribution of Student-Respondents by Year Level

<b>Year Level</b>	<b>Frequency</b>	<b>Percentage</b>
Second Year (Irregular)	87	37.5
Second Year (Regular)	153	62.5
<b>Total</b>	<b>240</b>	<b>100.0</b>

**Problem 2. How do the teachers and students assess their perceived level of practices on gender sensitivity when classified in terms of:**

- 2.1. Use of Language,**
- 2.2. Classroom Management,**
- 2.3. Didactics,**
- 2.4. Values and Attitudes,**
- 2.5. Practices and Strategies,**
- 2.6. Gender Equality,**
- 2.7 Roles and Responsibilities,**
- 2.8 Personal Preferences,**
- 2.9 Values and Beliefs,**
- 2.10 Traits and characteristics, and**

## 2.11 Verbal Language?

The presentation of data in this problem is according to the variables enumerated above. In this problem, there are eleven variables considered. The results, analysis, interpretation, implication and support are presented accordingly.

### Use of Language

Using language, the level of gender sensitivity of both the teachers and the students may be assessed. Table 16, as one can glean, reflects that the teachers obtained an overall mean of 3.29 (SD=0.84), while the students got an overall mean of 3.83 (0.30).

This means that the student-respondents are sometimes gender sensitive in their use of language while the teacher-respondents are moderately gender-sensitive in terms of the use of language. The result of the study, based on the overall mean, seems to jive with the number of times that both respondents attended trainings in table 15.

Their level of gender sensitivity in terms of the use of language would have been higher that reveals they had enough trainings or seminars attended.

Table 16 Mean Distribution of Students' and Teachers' Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of the Use of Language

Use of Language	Students				Teachers			
	Mean	SD	Description	Interpretation	Mean	SD	Description	Interpretation
I use words that show equal treatment of the students regardless of their gender	3.35	0.93	S	Sometimes Gender Sensitive	3.91	0.43	O	Moderately Gender Sensitive
I use words that do not show biases/ partiality to any gender group during classroom discussion.	3.26	0.92	S	Sometimes Gender Sensitive	3.89	0.39	O	Moderately Gender Sensitive
I use words that are offensive to the both male, female, and LGBT group.	3.29	0.69	S	Sometimes Gender Sensitive	3.68	0.48	O	Moderately Gender Sensitive
I use words which considers the feelings of the students with regards to their gender.	3.27	0.89	S	Sometimes Gender Sensitive	3.87	0.39	O	Moderately Gender Sensitive
I show impartiality biases towards the LGBT students.	3.26	0.87	S	Sometimes Gender Sensitive	3.81	0.43	O	Moderately Gender Sensitive

I use terms that are gender sensitive	3.26	0.94	S	Sometimes Gender Sensitive	3.93	0.33	O	Moderately Gender Sensitive
I call the students in appropriate way with regards to their gender.	3.35	0.78	S	Sometimes Gender Sensitive	3.81	0.43	O	Moderately Gender Sensitive
I speak and write using neutral words	3.34	0.73	S	Sometimes Gender Sensitive	3.88	0.39	O	Moderately Gender Sensitive
I give instructions the third person, gender neutral, point of -view (e.g. avoidance of using his/her pronoun/s)	3.35	0.61	S	Sometimes Gender Sensitive	3.85	0.43	O	Moderately Gender Sensitive
<b>Overall Mean</b>	3.30	0.82	S	Sometimes Gender Sensitive	3.68	0.49	O	Moderately Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21– 5.0 (A) Always

Explicitly, to minimize gender insensitivity in terms of the use of language attending seminar or training is an antidote (Rodriguez & Rodriguiz, 2018). This reinforces the claim that knowledge is power (Zaide, 2010).

### Classroom Management

Table 17 reveals the teachers’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of classroom management.

Table 17 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of the Classroom Management

CLASSROOM MANAGEMENT ACTIVITIES	Students				Teachers			
	Mean	SD	Description	Interp.	Mean	SD	Description	Interp.
11.My teacher gives equal opportunities to all genders when having a classroom activity. (e.g. prayer, checking of attendance.)	3.40	0.87	O	Moderately Gender Sensitive	4.23	0.31	A	Highly Gender Sensitive
12.My teacher makes sure that everyone given an opportunity, be it	3.50	0.90	O	Moderately Gender	4.28	0.49	A	Highly Gender



male or female and LGBT to participate in class activities				Sensitive				Sensitive
13.My teacher considers both male and female authors/researchers during classroom activities	3.42	0.89	O	Often Gender Sensitive	4.34	0.46	A	Highly Gender Sensitive
14.My teacher presents male and female persons including LGBT in the instructional materials equally.	3.60	0.90	O	Moderately Gender Sensitive	4.25	0.50	A	Highly Gender Sensitive
15.My teacher provides seating arrangements with emphasis on their gender	3.63	0.43	O	Moderately Gender Sensitive	4.67	0.46	A	Highly Gender Sensitive
16.My teacher provides examples and activities in class which reflect experiences and interests of both gender	3.58	0.81	O	Moderately Gender Sensitive	4.64	0.43	A	Highly Gender Sensitive
17.My teacher checks materials which are not friendly for all genders and develop support materials for use.	3.56	0.90	O	Moderately Gender Sensitive	4.56	0.49	A	Highly Gender Sensitive
18.My teacher ensures fair division of responsibilities	3.69	0.92	O	Moderately Gender Sensitive	4.35	0.44	A	Highly Gender Sensitive
19.My teacher gives equal/fair discipline in both genders	3.48	0.92	O	Moderately Gender Sensitive	4.46	0.43	A	Highly Gender Sensitive
20.My teacher gives equal opportunities to all genders when having a classroom activity. (e.g. prayer, checking of attendance.)	3.50	0.93	O	Moderately Gender Sensitive	4.36	0.39	A	Highly Gender Sensitive
<b>Overall Mean</b>	<b>3.53</b>	<b>0.82</b>	<b>O</b>	Moderately Gender Sensitive	<b>4.41</b>	<b>0.38</b>	A	Highly Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

Gender, because it is socially constructed and culturally dictated, must be deeply engraved in the cognitive map (Witt, 2010) of the teachers. Thus, as a result, they have difficulty in unlearning and relearning it. It might take time.

**Didactics**

The dynamic of learning, in the context of the academe, happens inside the four confines in the classroom. Thus, classroom management is crucial as it might sabotage the learning and teaching process. The instructors’ and students’ assessment on the perceived level of gender sensitivity in terms of didactics is gleaned in Table 18. The teachers, on the other hand, perceived their level of gender sensitivity in terms of classroom management as very high.

This means that they believed that they are “always”, under any circumstance, gender sensitive. It is shown that the teachers and students had the same assessment on all nine (9) indicators of appropriate instruction. Looking at the overall mean between the teachers and students, there exists a difference. The result indicates that both the teachers and students assessed the nine (9) indicators of appropriate instruction as extremely gender sensitive. This signifies that the teachers are extremely gender sensitive in terms of didactics.

Table 18 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of the Didactics

DIDACTICS	Students			Interp.	Mean	Teachers		
	Mean	SD	QD			SD	QD	Interp.
21. Gender equality is shown in the teaching styles of my teacher	3.41	0.92	O	Often Gender Sensitive	3.75	0.46	O	Often Gender Sensitive
22. The development of gender competence is excluded in the learning objectives of my teacher	3.48	0.90	O	Often Gender Sensitive	3.81	0.43	O	Often Gender Sensitive
23. My teacher always gives proper affirmation and rewards regardless of gender.	3.41	0.91	O	Often Gender Sensitive	3.81	0.43	O	Often Gender Sensitive
24. My teacher equally receives contributions of ideas from male and female students	3.43	0.92	O	Often Gender Sensitive	3.81	0.39	O	Often Gender Sensitive
25. My teacher looks on the students gender when giving grades or judgment	3.42	0.90	O	Often Gender Sensitive	3.87	0.43	O	Often Gender Sensitive
26. My teacher equally addresses male and female students during class discussion	3.47	0.89	O	Often Gender Sensitive	3.81	0.46	O	Often Gender Sensitive
27. My teacher ensures a class setting is supportive for all genders	3.45	0.92	O	Often Gender Sensitive	3.75	0.46	O	Often Gender Sensitive
28. My teacher gives equal types	3.44	0.89	O	Often Gender Sensitive	3.75	0.46	O	Often Gender Sensitive

of classroom activities; regardless of their gender.				Sensitive				Sensitive
29. My teacher gives emphasis the importance of respect responsibility to be observed and practice by both genders	3.48	0.94	O	Often Gender Sensitive	3.75	0.47	O	Often Gender Sensitive
<b>Overall Mean</b>	3.40	0.92	O	Often Gender Sensitive	3.75	0.47	O	Often Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

The difference may be slimmed; nonetheless, it is suggestive of more improvement most specifically on the part of the teacher-respondents considering that they are the main actors in the classroom (Gecana, 2015; Enoch & Gagani, 2019).

### Values and Attitudes

The instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of values and attitudes is presented in Table 19. As illustrated in the table, the teachers and students differed in their assessments on the items “My teacher ensures that the content of the course syllabus includes values and attitudes of gender equality, and “My teacher includes the development of gender competence in the learning objectives”. The teachers rated always, while the students rated oftentimes. This means the students and teachers did not have the same assessments on these indicators.

The perception of the student-respondents on the aforementioned items reflects how the teachers made her students feel in the classroom. Although the teachers may have included gender equality in the content and learning objectives as reflected in the course syllabus, nonetheless, the students experienced otherwise. It appears that there is a disparity between the claim of the students and the teachers. The teachers must have probably failed to articulate and elucidate the course syllabus in class.

Table 19 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of the Values and Attitudes

INSTRUCTOR’S VALUES AND ATTITUDE	Students				Teachers			
	Mean	SD	QD	Interp.	Mean	SD	QD	Interp.
30. I/ My teacher fails to Demonstrates the attitudes and values that promote gender	4.27	0.91	A	Highly Gender Sensitive	4.40	0.49	A	Highly Gender Sensitive
31. I/My teacher ensures that the content of the course syllabus includes values and attitudes of gender equality	4.01	0.92	O	Highly Gender Sensitive	4.28	0.43	A	Highly Gender Sensitive
32. I/My teacher utilizes gender neutral language and	4.28	0.88	A	Highly Gender Sensitive	4.34	0.43	A	Highly Gender Sensitive

representation as a criterion for learning evaluation.				Sensitive				
33. I/My teacher provides equal opportunities for class participation regardless of students' gender.	4.30	0.89	A	Highly Gender Sensitive	4.81	0.43	A	Highly Gender Sensitive
34. I/ My teacher includes the development of gender competence in learning objectives.	3.45	0.87	O	Highly Gender Sensitive	4.34	0.46	A	Highly Gender Sensitive
<b>Overall Mean</b>	4.06	0.91	O	Highly Gender Sensitive	4.43	0.43	A	Highly Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

Consequently, as indicated in the overall mean that students rated their teachers not as high as the teachers rated themselves suggests that the latter need to be more gender sensitive in the expression of their values and attitudes. The overt expressions of their values and attitudes, most especially gender discrimination, may encumber the learning environment affecting the quality of learning. Studies revealed that when an instructor creates bias in the classroom either silently or saliently expressed, the students, in the process, will create or accept the bias in their literacy experience (ECU, 2019).

### Practices and Strategies

Table 20 reflects the teachers' and students' assessment on instructors' and students' assessment on the perceived level of practices on gender sensitivity in terms of practices and strategies. As shown, the students answered "sometimes" in five (5) indicators which disclose that the respondents their teachers as sometimes sensitive. This means that the teachers are seldom gender sensitive in terms of their classroom practices and strategies. However, teachers rated themselves as "often" in all items which suggests that teacher-respondents perceived themselves as gender sensitive in terms of their classroom practices and strategies.

It is obvious that there is disparity between how teachers perceived themselves and the way the students perceived them. This is because the students are the recipients of their teachers' classroom practices and strategies. They had the first-hand experience on the teachers' teaching practices and strategies as the latter implemented it in the classroom.

Table 20 Mean Distribution of Teachers' and Students' Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of the Practices and Strategies

	Students			Interp.	Teachers			Inter p
	Mean	SD	QD		Mean	SD	QD	
35. I/My teacher Holds equal academic and behavioral expectations of all students regardless of gender	3.18	0.92	S	Sometimes Gender Sensitive	4.01	0.43	O	Moderately Gender Sensitive

36. I/My Teacher employs teaching strategies that promote gender sensitivity and equality	3.17	0.88	S	Sometimes Gender Sensitive	4.16	0.46	O	Moderately Gender Sensitive
37. I/My teacher uses objective criteria in the evaluation of student performance.	3.13	0.99	S	Sometimes Gender Sensitive	4.10	0.51	O	Moderately Gender Sensitive
38. I/My teacher includes an assessment of gender competence in learning evaluation	3.15	0.95	S	Sometimes Gender Sensitive	3.44	00.39	O	Moderately Gender Sensitive
39. I/My teacher fails to Integrate some principles of gender equality and sensitivity in class discussion.	3.18	0.86	S	Sometimes Gender Sensitive	4.14	0.39	O	Moderately Gender Sensitive
<b>Overall Mean</b>	<b>3.16</b>	<b>0.84</b>	<b>S</b>	<b>Seldom Gender Sensitive</b>	<b>3.97</b>	<b>0.40</b>	<b>O</b>	<b>Moderately Gender Sensitive</b>

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

The results are indicative that the teachers need further training to make their classroom practices and strategies more classroom gender sensitive as their approaches might sabotage the learning experiences and processes of the students as studies showed it (Rodriguez & Rodriguez, 2019) and therefore, as a result, hamper and impede the quality of education.

### Gender Equality

Table 21 reflects the teachers’ and students’ assessment on instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of gender equality. As presented, the teachers and students had the same assessment on all five (5) indicators of gender sensitivity practices in terms of gender equality. As indicated, the students and teachers assessed this area as always.

Table 21 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of Gender Equality

GENDER EQUALITY	Students			Interp.	Teachers			Interp.
	Mean	SD	QD		Mean	SD	QD	
40. My teacher shows genuine respect for the gender preferences of the Students.	4.24	0.36	A	Highly Gender Sensitive	4.61	0.21	A	Highly Gender Sensitive



41. My teacher accepts and treats all students in class with biases, especially in terms of gender	4.26	0.40	A	Highly Gender Sensitive	4.76	0.28	A	Highly Gender Sensitive
42. My teacher manifests the ability to prevent and deal with gender inequality issues in class.	4.31	0.49	A	Highly Gender Sensitive	4.63	0.31	A	Highly Gender Sensitive
43. My teacher creates a classroom environment that supports equal opportunities for males, females, and LGBTQs	4.36	0.31	A	Highly Gender Sensitive	4.71	0.27	A	Highly Gender Sensitive
44. My teacher Provides equal praise to males, females, or LGBTQs	4.27	0.34	A	Highly Gender Sensitive	4.89	0.35	A	Highly Gender Sensitive
Overall Mean	4.28	0.34	A	Highly Gender Sensitive	4.59	0.29	A	Highly Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21-5.0 (A) Always

This means that the level of gender sensitivity practices of both respondents in terms of gender equality are extremely high. In essence, they give people equal and fair treatment regardless of their gender preference and orientation. This creates a healthy learning environment and social environment conducive for learning and personal development and professional growth as well (Enoch & Gagani, 2019)

### Roles and Responsibilities

Table 22 reflects the teachers’ and students’ assessment on instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of roles and responsibilities. As shown, the teachers and students had the same assessment on all five (5) indicators of gender sensitivity practices in terms of role and responsibilities. As indicated, the students and teachers assessed this area as sometimes.

This result reveals that the gender sensitivity practices in terms of roles and responsibilities is seldom gender sensitive. Roles and the responsibilities associated to them are culturally assigned and socially constructed which are profoundly embedded into the social fabric (Kottak, 2009). Subsequently, members of society have difficulty doing away with stereotyped roles and responsibility.

Table 22 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of Roles and Responsibilities

ROLES AND RESPONSIBILITY	Students				Teachers			
	Mean	SD	QD	Interp.	Mean	SD	QD	Interp.
45. Girls must be assigned to keep the classroom clean	3.12	0.23	S	Sometimes Gender Sensitive	3.02	0.24	S	Sometimes Gender Sensitive

46. Boys should be responsible in carrying the chairs.	3.06	0.21	S	Sometimes Gender Sensitive	3.12	0.23	S	Sometimes Gender Sensitive
47. Boys and girls should maintain the cleanliness of the rest room	3.11	0.27	S	Sometimes Gender Sensitive	3.16	0.21	S	Sometimes Gender Sensitive
48. The boys must take the leadership in the class	3.13	0.23	S	Sometimes Gender Sensitive	3.12	0.27	S	Sometimes Gender Sensitive
49. The girls should serve as secretary during meetings	3.14	0.28	S	Sometimes Gender Sensitive	3.20	0.21	S	Sometimes Gender Sensitive
<b>Overall Mean</b>	<b>3.10</b>	<b>0.27</b>	<b>S</b>	Sometimes Gender Sensitive	<b>3.12</b>	<b>0.23</b>	<b>S</b>	Sometimes Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ;1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O);4.21-5.0 (A) Always

It is safe to conclude that when giving roles there is a high tendency to get influenced by the stereotyped as they are deeply etched in the person’s cognitive map.

**Personal Preferences**

Table 23 reflects the teachers’ and students’ assessment on instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms personal preferences. As shown, the teachers and students had the same assessment on all five (5) indicators of gender sensitivity practices in terms of personal preferences. As indicated, the students and teachers assessed this area as sometimes which specifies that they are seldom gender sensitive when it comes to their personal preferences.

Personal preferences are reflective of one’s values and beliefs which individuals learned and acquired from their social interaction with others, the significant others most especially. Human beings, as they are rational and volitional, possess systems of meanings which Geertz call culture (Rodriguez & Rodriguez, 2019). To change personal preferences heavily influenced by gender bias demands a change of culture. Accordingly, humans respond to situations they see as rational.

Table 23 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of Personal Preferences

PERSONAL PREFERENCES	Students				Teachers			
	Mean	SD	QD	Interp.	Mean	SD	QD	Interp.
50. I like male leadership	3.18	0.43	S	Sometimes	3.21	0.32	S	Sometimes

				Gender Sensitive				Gender Sensitive
51. I Prefer girls to be the secretary of the class	3.14	0.48	S	Sometimes Gender Sensitive	3.18	0.36	S	Sometimes Gender Sensitive
52. I dislike having girls in my team	3.12	0.53	S	Sometimes Gender Sensitive	3.13	0.31	S	Sometimes Gender Sensitive
53. I like to welcome LGBT people in my group	3.16	0.51	S	Sometimes Gender Sensitive	3.12	0.34	S	Sometimes Gender Sensitive
<b>Overall Mean</b>	<b>3.15</b>	<b>0.81</b>	<b>S</b>	Sometimes Gender Sensitive	<b>3.16</b>	<b>0.33</b>	<b>S</b>	Sometimes Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ;1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O);4.21-5.0 (A) Always

The meaning attached to a certain stimulus depends largely on one’s systems of understanding. Subsequently, people’s personal preferences are dictated by society and one’s culture (Witt, 2010). It is undeniable then that to treat people free from bias and without prejudice, a change of cultural system is imperative. The item “I like male leadership, for example, scores the highest from both respondents with a mean of 3.18 (student-respondents) and 3.21 (teacher-respondents), respectively. This means that the respondents prefer male leadership over female leadership. Patriarchy promotes male domination (Witt, 2010). It is safe to say that the notion that male leadership is better than female leadership is perpetuated by patriarchal culture which, when dismantled and dislodged, might lead to promoting gender equality and gender sensitivity.

However, from a structural-functionalist perspective, patriarchy is necessary to maintain and keep male domination but conflict theory sees it otherwise. To promote gender equality, conflict theory proposes that patriarchy must be demolished as it sees patriarchal system as oppressive. Demolishing patriarchy is the route to promoting gender equality (Macionis, 2018 ).

**Values and Beliefs**

Table 24 reflects the teachers’ and students’ assessment on instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of values and beliefs. The data reveal that the teachers with an overall mean of 3.25 (0.29) and students with an overall mean of 3.27 (SD=0.38) the same assessment on all five (5) indicators of gender sensitivity practices in terms of values and beliefs. As indicated, the students and teachers assessed this area as sometimes which simply implies that they are seldom gender sensitive in this area. As a result, one can suppose that both respondents have low level of gender sensitivity practices in terms of roles and responsibilities.

Table 24 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of Values and Beliefs

VALUES AND BELIEFS	Students				Teachers			
	Mean	SD	QD	Interp.	Mean	SD	QD	Intep.
54. I am not comfortable working with LGBT	3.14	0.57	S	Sometimes Gender Sensitive	3.20	0.23	S	Sometimes Gender Sensitive
55. Male leadership is superior	3.24	0.45	S	Sometimes Gender Sensitive	3.26	0.28	S	Sometimes Gender Sensitive
56. Women must to the authority of men	3.40	0.34	S	Sometimes Gender Sensitive	3.32	0.25	S	Sometimes Gender Sensitive
57. Women can do men what men are good at	3.32	0.37	S	Sometimes Gender Sensitive	3.25	0.31	S	Sometimes Gender Sensitive
<b>Overall Mean</b>	3.27	0.38	S	Sometimes Gender Sensitive	3.25	0.29	S	Sometimes Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

The teachers, being the role models in the classroom, may have influenced their students although not necessarily consciously taught and done. Almost everything if not all that human does is influenced to a large extent by culture, this obviously includes values and beliefs which are carefully handed down from one generation to the next with family as the primary agent (Macionis, 2018 & Javier, 2010). Subsequently, the results confirmed that values and beliefs would strongly manifest in one’s preferences, choices and decisions as they are the ways of thinking of individuals who grew up in a patriarchal society that favors men over women (Witt, 2010).

### Traits and Characteristics

Table 25 reflects the teachers’ and students’ assessment on instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of traits and characteristics. It is shown that the teachers and students had the same assessment on all five (5) indicators of traits and characteristics. The result indicates that both the teachers and students assessed the four indicators rated as sometimes namely “Girls excel is good in a Housekeeping” (3.16);” Boys are good in carpentry” (3.37); “Boys and girls are strong physically” (3.37); and

“Girls are emotionally sensitive” (3.14). This signifies that the teachers are seldom gender sensitive in terms of traits and characteristics.

Table 25 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of Traits and Characteristics

TRAITS AND CHARACTERISTICS	Students			Teachers				
	Mean	SD	QD	Interp.	Mean	SD	QD	Interp.
58. I find women inferior	2.19	0.36	R	Sometimes Gender Sensitive	2.13	0.28	R	Sometimes Gender Sensitive
59. Girls excel is good in a Housekeeping	3.16	0.23	S	Sometimes Gender Sensitive	3.16	0.23	S	Sometimes Gender Sensitive
60 Boys are good in carpentry	3.20	0.34	S	Sometimes Gender Sensitive	3.24	0.34	S	Sometimes Gender Sensitive
61 Boys and girls are strong physically	3.37	0.29	S	Sometimes Gender Sensitive	3.40	0.21	S	Sometimes Gender Sensitive
62 Girls are emotionally sensitive	3.14	0.25	S	Sometimes Gender Sensitive	3.28	0.27	S	Sometimes Gender Sensitive
<b>Overall Mean</b>	<b>3.76</b>	<b>0.33</b>	<b>S</b>	<b>Sometimes Gender Sensitive</b>	<b>3.80</b>	<b>0.28</b>	<b>S</b>	<b>Sometimes Gender Sensitive</b>

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

Traits and characteristics are socially categorized as masculine and feminine. It is society therefore that dictates what they consider as masculine or feminine traits (Witt, 2010). That being said, one may safely that respondents’ perception is to a large extent influenced by what society dictates.

**Verbal Language**

Table 26 reflects the teachers’ and students’ assessment on instructors’ and students’ assessment on the perceived level of practices on gender sensitivity in terms of verbal language. The data disclose that the teachers and students differed in all assessments on gender sensitivity practices in terms of verbal language. The teachers rated “often times”, while the students rated “seldom”. This result reveals that teachers must improve their gender



sensitivity practices in terms of language. The teachers, being the main actors and the authority figures in the classroom, can be the center of criticism of their students. Their students easily caught them on how gender sensitive they are in terms of language both written and oral, that includes the materials they used in the classroom.

Table 26 Mean Distribution of Teachers’ and Students’ Assessment on the Perceived Level of Practices on Gender Sensitivity in terms of Verbal Language

Verbal Language	Students				Teachers			
	Mean	SD	QD	Interp.	Mean	SD	QD	Interp.
63 I am not comfortable working with LGBT.	3.34	0.46	S	Sometimes Gender Sensitive	3.45	0.27	O	Moderately Gender Sensitive
64. I use the word mankind instead of humanity	3.39	0.53	S	Sometimes Gender Sensitive	3.43	0.64	O	Moderately Gender
65. I call my home country, my motherland	3.37	0.65	S	Sometimes Gender Sensitive	3.57	0.36	O	Moderately Gender Sensitive
66. It is being insensitive when says, "No man s an island	3.28	0.47	S	Sometimes Gender Sensitive	3.66	0.26	O	Moderately Gender Sensitive
67. I use she when referring to a school or a country	3.15	0.38	S	Sometimes Gender Sensitive	4.10	0.27	O	Moderately Gender Sensitive
<b>Overall Mean</b>	<b>3.30</b>	<b>0.51</b>	<b>S</b>	Sometimes Gender Sensitive	<b>3.64</b>	<b>0.37</b>	<b>O</b>	Moderately Gender Sensitive

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- 5.0 (A) Always

The teachers, on the other hand, may have limited basis as they have many students to consider. Language, a medium used for exchange of thoughts and ideas and sending messages, reinforces certain ideas, gender included. Likewise, it has the potential to perpetuate gender stereotypes and to trivialize and devalue certain characteristics. Thus, being the authority figure in the classroom, teachers must avoid sexist language as it underpins unequal gender relations through sex-role stereotypes (Rodriguez & Rodriguez, 2019).

**Gender Sensitivity**

Table 27 shows the overall teachers’ and students’ assessment on their gender sensitivity practices. Data reveal that both respondents obtained the highest mean on gender equality with a mean of 4.28 for student-respondents and 4.59 for teacher-respondents, respectively. Undeniably, both rated each other as highly gender sensitive. In contrast, “roles and responsibilities” obtained the lowest mean. The student-respondents got a mean of 3.10 (SD=0.27, while their counterparts received a mean of 3.12 (SD=0.23). The scores suggest that sometimes they are gender sensitive when it comes to roles and responsibilities. Society, at large, dictates the socio-cultural construction of roles responsibilities based on gender which is effortlessly passed down from one generation to the next (Javier, 2010). That somehow explains why respondents found themselves inconsistently gender sensitive as these roles and responsibilities are deeply etched in the culture. This warrants unlearning, relearning and learning. In this case, the school, where the transmission of cultural values takes place (Witt, 2010), plays a significant role in dismantling gender roles and constructing genderless roles and responsibilities to promote gender sensitivity and gender equality.

Table 27 Summary Table of Instructors’ and Students’ Assessment on Gender Sensitivity

Domain	Students				Instructors			
	Mean	SD	QD	Interpretation	Mean	SD	QD	Interpretation
Use of Language	3.29	0.84	S	Sometimes Gender Sensitive	3.83	0.30	O	Moderately Gender Sensitive
Classroom Management	3.53	0.82	O	Moderately Gender Sensitive	4.41	0.38	O	Moderately Gender Sensitive
Didactics	3.40	0.92	S	Rarely gender sensitive	3.75	0.47	O	Moderately Gender Sensitive
Values and Attitudes	4.06	0.91	O	Moderately Gender Sensitive	4.43	0.43	A	Highly Gender Sensitive
Practices and Strategies	3.16	0.84	S	Sometimes Gender Sensitive	3.97	0.40	O	Moderately Gender Sensitive
Gender Equality	4.28	0.34	A	Highly Gender Sensitive	4.59	0.29	A	Highly Gender Sensitive
Roles and Responsibilities	3.10	0.27	S	Sometimes Gender Sensitive	3.12	0.23	S	Sometimes Gender Sensitive
Personal Preferences	3.15	0.81	S	Sometimes	3.16	0.48	S	Sometimes Gender

				Gender Sensitive				Sensitive
Values and Beliefs	3.27	0.38	S	Sometimes Gender Sensitive	3.25	0.29	S	Sometimes Gender Sensitive
Traits and Characteristics	3.76	0.47	O	Often Gender Sensitive	3.80	0.28	O	Often Gender Sensitive
Verbal Language	3.30	0.33	S	Seldom Gender Sensitive	3.64	0.37	O	Often Gender Sensitive
<b>Overall</b>	<b>3.48</b>	<b>0.56</b>	<b>O</b>	<b>Often Gender Sensitive</b>	<b>3.81</b>	<b>0.42</b>	<b>O</b>	<b>Often Gender Sensitive</b>

Legend: 1.00 – 1.80 Never (N) ; 1.81 – 2.60 Rarely (R); 2.61 – 3.40 Sometimes (S); 3.41– 4.20 Often (O); 4.21- (A) Always

Gender stereotypes, as social scientists claimed, develop and thrive when they are reinforced by different institutions or agents of socialization which include the family, the school, the church, the state and the media. The family, it being primary agent of socialization and the basic social unit, equally plays an important role in unlearning biased gender roles and learning genderless roles (Rodriguez & Rodriguez, 2019). This further proposes that each institution must have a role to play in developing and promoting gender sensitivity and equality.

**Problem 3. Is there a significant difference in students’ perceived level of practices on gender sensitivity when grouped according to profile?**

Analysis of variance on the students’ perceived level of gender sensitivity as when assessed by themselves when grouped according to their demographic profile is reflected in Table 28. The analysis of variance was performed to determine whether there was a significant difference on the students’ gender sensitivity practices when classified according to their demographic profile such as gender, religion, ethnicity, familial authority, course/program, and year level Table 28 displays the analysis of variance of students’ assessment on their perceived level of gender sensitivity when grouped according to their demographic profile. Based on the results, there was no significant difference between the perception of the respondents’ level of gender sensitivity when grouped according to gender. Ostensibly, gender failed to create a significant difference among respondents’ assessment of gender sensitivity. It is tantamount to saying that respondents, regardless of their gender, have the same level of gender sensitivity. The respondents learned their idea of gender, a socially constructed concept, from society (Witt, 2010).

Table 28 Students’ Assessment on their Gender Sensitivity Practices When Grouped According to Gender

Instructional Management Program	F value	p-value	Decision	Remarks
Use of Language	1.243	0.294	Failed to reject	Not Significant
Classroom Management	1.173	0.320	Failed to reject	Not Significant
Didactics	0.750	0.523	Failed to reject	Not Significant

Values and Attitudes	1.053	0.369	Failed to reject	Not Significant
Practices and Strategies	1.495	0.241	Failed to reject	Not Significant
Gender and Quality	1.337	0.278	Failed to reject	Not Significant
Roles and Responsibilities	0.779	0.468	Failed to reject	Not Significant
Personal Preferences	1.246	0.379	Failed to reject	Not Significant
Values and Beliefs	1.495	0.241	Failed to reject	Not Significant
Traits and Characteristics	1.957	0.278	Failed to reject	Not Significant
Verbal Language	1.240	0.234	Failed to reject	Not Significant
<b>Overall</b>	<b>1.497</b>	<b>0.685</b>	<b>Failed to reject</b>	<b>Not Significant</b>

Note: \* Significant at 0.05 level

This somehow explains why respondents have the same level of gender sensitivity considering that they, to a certain extent, have been influenced by the same society they live in. Thus, they share common thoughts in looking at gender. Religion is one of the agents of socialization where individuals acquired their concept of gender (Macionis, 2015).

Looking at Table 29, it appeared that there was no significant difference in the respondents' perception on their level of gender sensitivity when viewed through lens of religion. This is indicative that religion, a way, failed to create a difference on the respondents' perception of gender sensitivity.

Table 29 Students' Assessment on their Gender Sensitivity Practices when grouped according to Religion

Instructional Management Program	F value	p-value	Decision	Remarks
Use of Language	3.15	0.375	Failed to reject	Not Significant
Classroom Management	5.38	0.108	Failed to reject	Not Significant
Didactics	3.62	0.550	Failed to reject	Not Significant
Values and Attitudes	4.98	0.348	Failed to reject	Not Significant
Practices and Strategies	3.15	0.375	Failed to reject	Not Significant
Gender and Quality	2.02	0.88	Failed to reject	Not Significant
Roles and Responsibilities	3.32	0.56	Failed to reject	Not Significant
Personal Preferences	1.02	0.87	Failed to reject	Not Significant
Values and Beliefs	5.02	0.88	Failed to reject	Not Significant
Traits and Characteristics	2.40	0.10	Failed to reject	Not Significant
Verbal Language	3.15	0.375	Failed to reject	Not Significant
<b>Overall</b>	<b>5.38</b>	<b>0.108</b>	<b>Failed to reject</b>	<b>Not Significant</b>

Note: \* Significant at 0.05 level

Deeply embedded in ones' culture is ones' religion (Witt, 2010), an institution that is patriarchal in so many ways, the Roman Catholics, for instance, where churches are run by priests (Macionis, 2015). Apparently, it probably elucidates the impact of religion on the perception of the respondents on their level of gender sensitivity. Filipino society, in general, is patriarchal (Ronquillo, 1989).

Based on this, premise, one is safe to deduce that culture, it being encompassing, influences the concept of gender among the respondents regardless of the ethnic background.

Table 30 Students' Assessment on their Gender Sensitivity Practices When Grouped According to Ethnicity

Instructional Management Program	F value	p-value	Decision	Remarks
Use of Language	1.832	0.674	Failed to reject	Not Significant
Classroom Management	1.240	0.234	Failed to reject	Not Significant
Didactics	.099	0.755	Failed to reject	Not Significant
Values and Attitudes	.092	0.763	Failed to reject	Not Significant
Practices and Strategies	1.321	0.652	Failed to reject	Not Significant
Gender and Quality	2.974	0.078	Failed to reject	Not Significant
Roles and Responsibilities	2.121	0.138	Failed to reject	Not Significant
Personal Preferences	1.819	0.180	Failed to reject	Not Significant
Values and Beliefs	2.183	0.239	Failed to reject	Not Significant
Traits and Characteristics	1.832	0.674	Failed to reject	Not Significant
Verbal Language	1.240	0.234	Failed to reject	Not Significant
<b>Overall</b>	<b>1.562</b>	<b>0.543</b>	<b>Failed to reject</b>	<b>Not Significant</b>

Note: \* Significant at 0.05 level

The results reflected in Table 30 which argues that there is no significant difference in the perception of the respondents on their level of gender sensitivity when grouped according to their ethnicity. Filipino society, in general, is patriarchal (Ronquillo, 1989). Based on this, premise, one is safe to deduce that culture, it being encompassing, influences the concept of gender among the respondents regardless of the ethnic background.

This, obviously, provides explanation on the results reflected in Table 30 which argues that there is no significant difference in the perception of the respondents on their level of gender sensitivity when grouped according to their ethnicity. This result supports the claim of most social scientists that gender is a social construction and thus deeply etched into one's cognition (Macionis, 2015).

Examining the results depicted in Table 31, it is clear that that there was no significant difference in the perception of the respondents' level of gender sensitivity in terms of their familial authority. Filipino society is basically patriarchal (Ronquillo, 1989). This supports the common notion that most Filipino families practice and exercise patriarchal type of familial authority at home. Familial authority practiced at home is largely influenced by culture.



Table 31 Students' Assessment on their Gender Sensitivity Practices when Grouped According to Familial Authority

Instructional Management Program	F- value	p- value	Decision	Interpretation
Use of Language	0.862	0.508	Failed to reject	Not Significant
Classroom Management	1.144	0.340	Failed to reject	Not Significant
Didactics	0.184	0.968	Failed to reject	Not Significant
Values and Attitudes	0.753	0.585	Failed to reject	Not Significant
Practices and Strategies	1.014	0.412	Failed to reject	Not Significant
Gender and Quality	0.591	0.707	Failed to reject	Not Significant
Roles and Responsibilities	1.350	0.247	Failed to reject	Not Significant
Personal Preferences	0.668	0.648	Failed to reject	Not Significant
Values and Beliefs	1.135	0.068	Failed to reject	Not Significant
Traits and Characteristics	1.559	0.068	Failed to reject	Not Significant
Verbal Language	0.716	0.612	Failed to reject	Not Significant
<b>Overall</b>	<b>1.153</b>	<b>0.336</b>	<b>Failed to reject</b>	<b>Not Significant</b>

Note: \* Significant at 0.05 level

Familial authority, just like other indicators, is socially and culturally dictated (Witt, 2010). This explains, perchance, why familial authority failed to create a difference in the perception of the respondents' level of sensitivity.

Glancing at Table 32, the results of this study, in a way, confirms the findings of Gagani et al. (2019) which showed that course/ program did not create a difference in the perception of person's level of gender sensitivity.

Table 32 Students' Assessment on their Gender Sensitivity Practices When Grouped According to Course / Program

Instructional Management Program	F value	p- value	Decision	Remarks)
Use of Language	0.349	0.352	Failed to reject	Not Significant
Classroom Management	0.166	0.389	Failed to reject	Not Significant
Didactics	2.74	0.785	Failed to reject	Not Significant
Values and Attitudes	0.124	0.648	Failed to reject	Not Significant
Practices and Strategies	0.356	0.339	Failed to reject	Not Significant
Gender and Quality	0.516	0.500	Failed to reject	Not Significant

Roles and Responsibilities	0.269	0.752	Failed to reject	Not Significant
Personal Preferences	0.365	0.389	Failed to reject	Not Significant
Values and Beliefs	0.742	0.785	Failed to reject	Not Significant
Traits and Characteristics	0.124	0.648	Failed to reject	Not Significant
Verbal Language	0.256	0.339	Failed to reject	Not Significant
<b>Overall</b>	<b>0.162</b>	<b>0.500</b>	<b>Failed to reject</b>	<b>Not Significant</b>

Note: \* Significant at 0.05 level

Glancing at Table 33, it illustrates that there was no significant difference in the perception of the respondents' level of gender sensitivity when their year or level was considered. It can be gleaned then that they showed the same level of gender sensitivity regardless of their year or level which is tantamount to saying that one's year or level did not create any difference.

One's notion of gender sensitivity is engraved and scraped by culture (Witt, 2010). This means that there is no significant difference in the student-respondents' assessment on the gender sensitivity practices when grouped according to their demographic profile.

Table 33 Students' Assessment on their Gender Sensitivity Practices When Grouped According to Year/Level

Instructional Management Program	F value	p-value	Decision	Remarks
Use of Language	0.846	0.552	Failed to reject	Not Significant
Classroom Management	0.895	0.783	Failed to reject	Not Significant
Didactics	4.113	0.188	Failed to reject	Not Significant
Values and Attitudes	0.672	0.668	Failed to reject	Not Significant
Practices and Strategies	0.259	0.937	Failed to reject	Not Significant
Gender and Quality	0.289	0.678	Failed to reject	Not Significant
Roles and Responsibilities	0.190	0.902	Failed to reject	Not Significant
Personal Preferences	0.356	0.278	Failed to reject	Not Significant
Values and Beliefs	0.932	0.432	Failed to reject	Not Significant
Traits and Characteristics	0.892	0.749	Failed to reject	Not Significant
Verbal Language	0.346	0.129	Failed to reject	Not Significant
<b>Overall</b>	<b>0.606</b>	<b>0.802</b>	<b>Failed to reject</b>	<b>Not Significant</b>

Note: \* Significant at 0.05 level

These results imply that the assessment of the students on gender sensitivity practices did not vary when they are grouped according to their demographic profile. Apparently, demographic profile has no bearing on the

gender sensitivity practices among student-respondents. Patriarchy that Perpetuates male domination and female subordination is so potent a culture which is deeply carved into humans' cognitive map and acutely engraved into the cultural system.

As a result, the demographic profile of the respondents was so weak an indicator to create a significant difference. This only proves that culture strongly influences the way human thinks, acts and behaves. There is no other route available therefore to promote gender equality except through dismantling patriarchy, the culprit of gender inequality. Culture, as it is way of life, may be difficult to dismantle and demolish. Consequently, doing it necessitates reeducating people. Education is the pathway to social transformation, said Jose P. Rizal (Zaide, 2010).

Rodriguez and Rodriguez (2019) emphasized that education is a powerful tool to abolish the ill-effects of gender discrimination as shown in gender stereotypes. Gender stereotyping, based on the 2013 report by the High Commissioner for Human Rights, is a violation of human rights. One cannot overemphasize the crucial role of education in eliminating patriarchy which serves as roadblock towards gender equality. In this case, the teachers as they are the key players in education.

## RECOMMENDATIONS

The following recommendations are made based on the findings and conclusions of the study:

**The Faculty Members.** The teachers, the key players and agents responsible for transmitting cultural values and gender sensitivity, must be cautious on using gender-fair language as it might hurt and offend the sensitivity of the students. The participants to attend on the said trainings are within the area and vicinity, whether required or not, must be self-imposed.

**Future Researchers.** It appeared in the study that the teachers scored low based on the mean on the indicators concerning activities that happened inside the classroom as per assessment of the students which also included the use of language and values and attitudes. This particular aspect is worthy of further investigation.

**Campus Satellite Administrators.** The school, a powerful agent of socialization where the formal transmission of cultural values takes place, needs to create an office that is primarily designated to create programs and activities promoting gender sensitivity awareness. Aside from sending faculty members to attend conferences, symposia, and seminar-workshops related to gender, echoing and reechoing the trainings learned is a requisite. Equally important, the textbooks and materials must be gender sensitive. Correspondingly, to strengthen and intensify gender sensitivity in the campus, gender sensitive signages, letters and memos must be strictly imposed, implemented and monitored.

**The Students.** The students have to develop a gender sensitive learning environment that promotes gender equality and free from gender discrimination, a more intensified action plan on gender sensitivity which warrants strict implementation and assessment is hereby recommended.

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