

Inventory of Gender-Sensitive Instruction: Basis for a Proposed Gender and Development Program

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Abstract: This study aimed to determine the level of teacher gender sensitive pedagogical practice and its implication for providing safe and inclusive learning environment. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in South District, Digos City Division, Philippines. The study was conducted on the second semester of school year 2019-2020. Research instruments on teacher gender sensitive pedagogical practice was used as source of data. Using mean as statistical tool to treat the data, the study showed the following results: teacher gender sensitive pedagogical practice in terms of learning material is high; level of teacher gender sensitive pedagogical practice in terms of didactics is high; the level of teacher gender sensitive pedagogical practice in terms of learning evaluation is high; the overall level of teacher gender sensitive pedagogical practice is high.

Keywords: Gender Sensitive Pedagogical Practice, Inclusive Learning Environment, Educational Management, Quantitative Research, Philippines.

I. INTRODUCTION

Research, statistics and complaints recorded in schools show that gender discrimination, bullying based on gender as well as sexual harassment are happening in schools. Mechanisms to report gender discrimination and sexual harassment in schools are often missing and data on these issues is scarce (Borrachero, Brígido, Mellado, Costillo & Mellado, 2014).

Gender equality has not been reached and traditional gender roles and stereotypes can still be found in textbooks and teaching material. School curricula do not always reflect enough on gender equality and issues such as sexual harassment. When choosing vocational training, girls and boys still follow different paths based on the stereotypical perception of their gender roles. The need to address gender equality in schools is demonstrated by problems such as sexual harassment and discrimination based on gender in the school setting, stereotypes in school material, missing focus on gender equality in school curricula, a general lack of equality plans, as well as gender segregation in vocational training and later careers (Karwowski, Gralewski & Szumski, 2015).

Boys and girls must feel welcome in a safe and secure learning environment. Governments, schools, teachers and students all have a part to play in ensuring that schools are free of violence and discrimination and provide a gender-sensitive, good-quality education. To achieve this, governments can develop nondiscriminatory curricula, facilitate teacher education and make sure sanitation facilities are adequate. Schools are responsible for addressing school-related violence and providing comprehensive health education. Teachers should follow professional norms regarding appropriate disciplinary practices and provide unbiased instruction. And students must behave in a non-violent, inclusive way (Gruenewald, 2014).

It is in this context that the researcher has come up with the study on the evaluation of gender sensitive teaching in order to help address the concerns in the classrooms especially that the researcher has rarely come across with the same study on the same topic in the local context.

II. BODY OF ARTICLE

This study utilized the non-experimental quantitative research design utilizing descriptive technique. This study employed the descriptive method to determine the level of instructional practices of teachers. Descriptive method research is a measure of variable with varying level of measurement. According to Johnson (2012) this research is appropriate when researcher would like to describe the variable of the study.

III. RESULTS

Level of Gender Sensitive Instruction in Terms of Learning Material

The level of Gender Sensitive Instruction in Terms of Learning Material with an overall mean of 3.89 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

The descriptors of the questionnaire are as follows: spoken and written language uses either gender- neutral or male and female forms, male and female connoted (sub-) domains appear equally often and with same importance, male and female persons appear in the material (photos, examples, pictures) to the same extent, and male and female persons are presented in the material (photos, examples, pictures) at the same hierarchical levels and in non-stereotypic roles.

Level of Gender Sensitive Instruction in Terms of Didactics

The level of Gender Sensitive Instruction in Terms of Didactics revealed an overall mean score of 3.79 or high rating indicating that the provision relating to interactional competence of learners embodied in the item is oftentimes observed.

The overall score was derived from the following descriptors in the questionnaire: the teacher gives equally intensive and constructive feedback to male and female students, the teacher reinforces non-stereotypic behavior of students and regulates stereotypic behavior of students, the development of gender competence is among the learning objectives, and gender equality is explicitly presented as principle of the teaching.

Level of Gender Sensitive Instruction in Terms of Learning Evaluation

The level of Gender Sensitive Instruction in terms of Learning Evaluation revealed an overall mean of 4.02 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

The overall score was derived from the following descriptors in the questionnaire: male and female students perform equally well in learning outcome measures, objective criteria are used in the evaluation of student performance, gender-neutral language and representation is a criterion for learning evaluation, and the learning evaluation also contains assessment of gender competence.

Summary on the Level of Gender Sensitive Instruction

The summary of level of Gender Sensitive Instruction with an overall mean of 3.90 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators learning material, 3.89 or high, didactics, 3.79 or high, and learning evaluation, 4.02 or high.

IV. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of gender sensitive instruction in terms of learning material is high, level of gender sensitive instruction in terms of didactics is high, the level of gender sensitive instruction in terms of learning evaluation is high. The overall level of gender sensitive instruction is high.

V. RECOMMENDATIONS

The results of this study revealed that the gender sensitive instruction in terms of learning material is high. The researcher recommends that teachers may use learning materials that are free from gender stereotypes, show females and males an equal amount of times, show females and males with equal respect, and potential, curriculum reflect the needs and life

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experiences of both males and females, curriculum promote peace and equality for males and females, regardless, of their race, class, disability, religion, sexual preference, or ethnic background.

Similarly, the researcher also recommends that teachers may make sure that the themes, subjects, and pictures used in class materials connect to the life experiences of both female and male students, Make sure that female and male students are not presented only in stereotypical ways, Make sure teachers use a balanced amount of materials written by male and female authors, and Include women and men as examples of experts or leaders.

The level of gender sensitive instruction in terms of didactics is high. The researcher recommends that teachers may create the appearance of gender bias through unintentional, nonverbal actions. The teacher may organize the classroom in a way that makes all students feel equal. The teacher may also establish a set of rules from the very beginning that promote equality. An effective way to do this is to create class rules with students. Ask students to suggest ideas for how to keep an equal and respectful classroom.

The teacher may also design a classroom seating plan that supports equal participation, have equal academic and behavior expectations for all students, and utilize group work.

The level of gender sensitive instruction in terms of learning evaluation is high. The researcher recommends that the teachers may address students equally by providing varied learning evaluation that address the needs of learners both male and female. The teacher may also provide enough wait time to answer questions; this will allow the learners to self-evaluate their answers before responding to the teacher. By practicing this, the learners are encouraged to maximize their participation in the class activities.

The overall level of gender sensitive instruction is high. The researcher recommends that the teacher may encourage both males and females to be class leaders, address and call on girls and boys equally. Do not segregate boys and girls in the classroom in primary classes, Try to 'switch role' for breaking down gender barriers and stereotyping of gender roles, Make both boys and girls share activities like cleaning, moving furniture, to the chalkboard during a lesson, and plan and conduct activities that give opportunity to all children accepting one another as equals.

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