

Gender and Development Awareness Towards Gender-sensitive Pedagogical Practices of Pre-service Teachers: Basis for a University GAD Program

ABSTRACT

This Article describes the level of GAD Awareness and Gender-sensitive Pedagogical Practices of Pre-service Teachers at the University of Mindanao. Through Convenience Sampling, 234 Pre-service Teachers were selected to answer the survey questionnaire. The data were interpreted using Mean, Standard Deviation, and Pearson Product Moment Correlation (r). The Results showed that the overall mean of Gender and Development Awareness was $M= 4.25$, $SD= .44$, and the overall mean of Gender-sensitive Pedagogical Practices was $M= 4.42$, $SD= .45$. This implies that Gender and Development Awareness and Gender-Sensitive Pedagogical Practices are Highly Manifested among the University of Mindanao's Pre-Service Teachers. There was a significant relationship between Gender and Development Awareness and Gender-sensitive Pedagogical Practices ($p= 0.000$). There was a moderately positive correlation between Gender and Development Awareness and Gender-Sensitive Pedagogical Practices ($r= .557$). Therefore, there is a direct relationship between GAD Awareness and Gender-sensitive Pedagogical Practices. It exemplifies that when Pre-service Teachers exercise high awareness of Gender and Development, it affects their integration of Gender-sensitive Pedagogical Practices. Gender and Development, defined within Republic Act 9710 or Magna Carta Act of 2009, emphasizes that it is "a strategy for development that is participative, empowering, equitable, sustainable, devoid of violence, supportive of self-determination, and promotes the achievement of human potential." With that, the researchers proposed a Pedagogy Program for the GAD awareness and Gender-sensitive Pedagogical Strategies of Pre-service Teachers at the University of Mindanao. Continuous gender-sensitive teaching training, workshops, and awareness-raising GAD-related programs for Pre-service Teachers may help strengthen and maintain this high level of GAD Awareness and integrate Gender-sensitive Pedagogical Practices.

Keywords: gender and development awareness, gender-sensitive pedagogical practices, pre-service teachers, education, Philippines, Davao City

1. INTRODUCTION

Teachers may express their views on gender-appropriate duties in the classroom, becoming the main perpetrators of gender stereotypes among their learners. Moreover, the tendency of teachers, particularly in grading systems, shows gender biases where they tend to favor female students more than male students with the same academic ability. The biases of female teachers to practice favoritism may impact boys' academic performance, causing low self-concept in their academic achievement. In gender-sensitive pedagogy teaching, the contact between educators and students is weakened when the teachers always speak in an unpleasant, harsh, or threatening manner toward different gender orientations. As a result, Khouni, Gasim, and Fahdi (2022) emphasized that teachers who inhibit such negative behaviors may cause students to feel anxious about receiving a poor grade, failure, rejection, frustration, or the fear of speaking in front of others [2-8].

Regardless of one's gender, it is part of the practice of their noble profession to provide quality education and give what is best for the interest of each learner. Thus, there must be a gender-sensitive teacher to achieve a gender-responsive classroom. However, despite the need for a gender-sensitive

teacher, the growing problem of gender biases, stereotypes, disparities, and discrimination still prevails in the classroom and instructional phase [9-10].

On the international scale, the lack of teachers' knowledge and training about gender-sensitive teaching can also explain why gender disparities prevail among educational institutions. The study reveals that 25.81% of the teachers surveyed indicated they were unaware of gender-responsive teaching techniques. Thus, teacher preparation, administrative support, and curriculum resources are essential, given how integrating gender-sensitive teaching is raised among educators, students, and the larger community. Outlining the framework to address gender-sensitive teaching requires preparation for teachers to make teaching and learning processes responsive to the particular interests of girls and boys [11-13].

On the national scale, Mejica (2017) reported that in the school year 2012 to 2013, the completion rate of Elementary accounts for 69.61 percent for male students and 78 percent for female students, while the Secondary level accounts for 69.77 percent of male and 79.92 percent of female students. This empirical evidence about the School Year Completion Rate indicated that males are not performing well or have difficulty achieving and maintaining their academic duties compared to female students [15]. Paqueo and Orbeta (2019) cited the United Nations Girls Initiative (UNGEI) and that these disparities in male and female academic performance are rooted in stereotypes that education is for girls and boys are a group of students in the back of the room that the *teacher often ignore* and have *lack of interest in learning*.

In the Republic Act 9710 or Magna Carta of Women Act of 2009, Gender and Development emphasizes that it is *a strategy for development that is participative, empowering, equitable, sustainable, devoid of violence, supportive of self-determination, and promotes the achievement of human potential*. Also, it is assessed to be sufficiently satisfied by the development, safeguarding, and enforcement of women's human rights and gender-responsive government. In educational institutions, Gender and Development are implemented through DepEd Order No. 32. 2017, or the *Gender-Responsive Basic Education Policy*, states that gender equality, gender equity, and gender sensitivity are the fundamental principles that must be integrated into the delivery and administration of basic education in private and public schools. Gender-sensitive and inclusive education is crucial in our educational system because it lessens gender prejudice and increases gender awareness at all levels [16-18].

The theoretical lens of this study is based on the Social Structural Theory by Preiss and Hyde (2011), which exemplifies the theory of Social Structural as one of the vital socialization explanations for gender-role development. According to Eagly, Wendy, and Wood, as cited by Preiss and Hyde (2011), Social Structural Theory categorizes incoming information into gender categories, resulting in people acting in terms of what they perceive to be gender-appropriate conduct. Also, this theory emphasized that socialization sources such as the educational setting (teachers) and the larger community (government) may influence gender-appropriate conduct.

Thus, these socialization sources mirror the transactional influences that highlight the concept of triadic reciprocity and contend that the primary factor causing differences in gender roles, behavior, and cognition is the interaction between an individual's thinking and self-regulation, gendered behavioral patterns, and lastly, sociocultural factors such as government and teachers in imposing policies and using teaching strategies inclined toward gender sensitivity (as quoted by Coyle & Fulcher (2022).

Consequently, the significance of conducting this research, notably in the University of Mindanao, aims to determine the level of Pre-service teachers' Gender and Development Awareness and their Gender-sensitive Pedagogical Practices. Considering that School is one of the settings where gender concerns are evident [21], teachers must use gender-sensitive pedagogy to provide students with a gender-responsive education that supports the achievement of their full potential [22]. Therefore, this study will contribute to awareness and improve pedagogical knowledge. It is essential in assisting and preparing

future teachers to create gender-responsive classrooms that will significantly advance societal development. Moreover, the process will begin with the teacher creating the environment so that its essence flows from the classroom to their homes and future workplaces.

Studies on the national level were conducted in the school division of Imus City, where the teacher's experience in integrating Gender and Development has resulted in Gender-sensitive teaching practices where teachers use gender-fair and inclusive language and positive imagery in promoting gender-responsive learning resources. Despite related studies conducted on the national scale, a correlational analysis between these two variables needs to be more evident in the local setting, particularly at the University of Mindanao and Davao City. There is an urgent need for teachers and school administrators to become aware of and sensitive to gender issues to promote gender-responsive teaching. The growing problem of gender stereotypes, biases, and disparities within educational institutions are also the primary factors why it is necessary to conduct this research study. On the global scale, there are ample studies about Gender and Development and Gender-sensitive Pedagogical, but such studies are not correlated [23, 22, 8].

From the perspective of Pre-service Teachers across different universities and colleges, integrating a gender-sensitive teaching strategy is vital to foster inclusivity inside the classroom. This study speaks volumes that, as future educators, incorporating gender-sensitive pedagogical practices in the classroom is essential to lessen this growing dilemma in the learning gap between female and male students. With the advent of learner-centered teaching, integrating gender-related policies and pedagogical practices is fundamental to honing a school environment that is welcoming and active in providing equal opportunities for every learner. Future educators must have sufficient training and awareness of to what extent gender-based can do to society. Considering all of these, evidence in this research will help future actions in educational institutions both on the local and national scale to propel societal transformation in the Philippines. Faculty members, especially School administrators, conceptualize solutions and concrete actions to eliminate gender biases and implement ways to foster gender mainstreaming within their educational institution.

This study is primarily rooted in the following research objectives. (1) To examine the level of Gender and Development awareness of pre-service teachers in terms of National Mandates and other related laws, Government Agencies integrate GAD plans into P/A/Ps, Gender issues, and Gender roles. (2) To assess the level of gender-sensitive pedagogical practices of pre-service teachers in terms of Delivery of the Subject Matter, Organization of Learning Experiences, and Selection of Learning Evaluation. (3) To determine whether there is a significant relationship between Gender and Development awareness and Gender-sensitive pedagogical practices. (4) Lastly, drawn from the results and discussion of this study, the researchers will construct a proposed GAD program for the university.

2. METHODOLOGY

2.1 Design and Procedures

This study utilized a quantitative descriptive-correlational design. This research design abides by the systematic process of conducting an undergraduate thesis enclosed within the quantitative method because it wanted to examine if there is a significant relationship between the level of awareness of Gender and Development and Gender-sensitive pedagogical practices in the pre-service teachers at the University of Mindanao. According to Johnson & Christensen (2020), researchers who use quantitative methods try to operate under the presumption of objectivity. They added that due to its emphasis on theory and hypothesis testing, empirical testing of those hypotheses to determine if they are supported is considered to be of utmost importance by quantitative researchers.

In terms of the procedures for data gathering, the researchers had first secured a formal letter addressed to the Dean of the College of Teachers of Education to formally ask permission for the final conduct of the survey questionnaire among the pre-service teachers. Upon conducting the survey, the researcher provided a letter to the respondents to ask for their Consent.

Within this procedure, ethical considerations of confidentiality, anonymity, and Informed Consent must be practiced by the proponents [26]. Furthermore, the researchers relayed the survey questionnaires through a survey administration software called Google Forms and conducted a face-to-face survey at the University of Mindanao. Moreover, the researchers encoded the results from the survey questionnaire through Excel and handed them down to the statistician for the final data gathering results.

Lastly, for the results and discussion, the statistical tools used by the researchers in the analysis are the Mean, Standard Deviation, and Pearson r . Mean was used to determine the level of Gender and Development awareness and Gender-sensitive pedagogical practices. Standard deviation was a means to quantify the amount of dispersion of a particular data value. Moreover, the Pearson Product Moment Correlation (r) was used to determine the significant relationship between Gender and Development awareness and Gender-sensitive pedagogical practices.

2.2 Sample and Sampling Procedures

From the ten (10) existing college programs of the College of Teacher Education, there was an overall population of 597 Teacher Education interns, particularly Fourth Year Teacher Education interns of the 1st and 2nd Semesters of the School Year 2022-2023 at the University of Mindanao Main Branch. Through Raosoft, two-hundred-thirty-four (234) students were chosen as the respondents in the study using the Convenience Sampling Method. According to Tajik and Golzar (2022), Convenience Sampling refers to the method of gathering information from a research sample population that is easily accessible to the researcher. Also, they emphasized that using this kind of sampling method yields several benefits, such as being less expensive and time-consuming.

Consequently, a participant is eligible only if enrolled in the current academic year and has already taken or undergone a Teaching Practicum at the University of Mindanao. However, Faculty Staff, School Personnel, School Administrators, First to Third-year College students, and Elementary and High School students are excluded as research participants. Moreover, the participants are free to accept or decline to participate in the survey, for it is their right to do so.

2.3 Research Instruments

The researcher utilized a survey questionnaire from the peer-reviewed research study. For Gender and Development Awareness, the researchers adapted the study Gender and Development (GAD) Awareness in a Higher Education Institution. On the other hand, the survey questionnaire for gender-sensitive pedagogical practices was retrieved from the study conducted by Lualhati (2019). The modified questionnaire also underwent pilot testing held through the neighboring colleges. Based on the results of the pilot testing, the Gender and Development Awareness questionnaire has a Cronbach Alpha of .886, while the Gender-sensitive Pedagogical Practices questionnaire has .959. Both results yield above 0.7—the benchmark value of Cronbach Alpha—which indicates acceptable or higher internal consistency. These processes— validation and pilot testing—have helped to ensure that the materials or instruments used are reliable and valid to offer meaningful, raw data for statistical analysis in a research study [22-24].

The range and descriptive equivalent for Gender and Development Awareness and Gender-Sensitive Pedagogical Practices are the following: a mean of 4.20-5.0 states that the rating is Very High and Highly Manifested. A mean of 3.40-4.19 states that the rating is High and Manifested. A mean of 2.60-3.39 states that the rating is Moderate and Sometimes Manifested. A mean of 1.80-2.59 states that the rating is Low and Rarely Manifested. Lastly, A mean of 1.00-1.79 states that the rating is Very Low and Not Manifested.

3. RESULTS AND DISCUSSION

3.1 Level of Gender and Development Awareness of Pre-service Teachers

Table 1 shows the level of Gender and Development Awareness among the Pre-service Teachers of the University of Mindanao, which was assessed by the following indicators, namely: National mandates and other related laws, Government Agencies integrating GAD Plans to Programs, Projects, and Activities, Gender Issues and Gender Roles. The overall mean of Gender and Development Awareness was (M= 4.25, SD= 0.44), which means Gender and Development Awareness is Highly Manifested among Pre-Service Teachers at the University of Mindanao.

The highest mean indicator is National Mandates and other related Laws (M= 4.33, SD= .54), which means Very High. It implies that the Pre-service Teachers highly manifested laws or mandates inclined to promote and strengthen Gender and Development. The indicator with the lowest mean is the Gender Roles (M= 4.19, SD= .59), which is High. It suggests that Pre-service Teachers know society's impressions of productive and reproductive roles, such as notions that men dominate economic activity. At the same time, women are expected to do housework. Despite how indicators vary in their overall mean, it shows that the Pre-service Teachers of the University of Mindanao are highly aware or knowledgeable about National Mandates and other related Laws and the different concepts of Gender Roles.

Sumadsad and Tuazon (2016) also found a high overall mean for Gender and Development Awareness among higher education institutions. They also emphasized that it is essential to emphasize the school community's full awareness of GAD through academic discussions because it can encourage a more comprehensive understanding of gender and development. Infante (2022) reported that GAD initiatives such as research for gender studies, support to student services for advocacies on gender laws, and support to administration services such as GAD orientation have resulted in high awareness of Gender and Development among teaching personnel. Hence, Ollor (2021) and Boudersa (2016) agreed that such continuous development and professional programs for teachers are avenues for them to be in this ongoing learning process of improving their knowledge and skills as facilitators.

Table 1. Level of Gender and Development Awareness of Pre-service Teachers

Indicators	M	SD
National Mandates and Other Related Laws	4.33	.54
Government Agencies Integrating GAD Plans to Programs, Projects, and Activities (PAs)	4.20	.71
Gender Issues	4.28	.65
Gender Roles	4.19	.59
Overall	4.25	.44

3.2 Level of Gender-sensitive Pedagogical Practices of Pre-service Teachers

Table 2 shows the level of Gender-Sensitive Pedagogical Practices of Pre-service Teachers at the University of Mindanao, which was assessed by the following indicators, namely: Delivery of Subject Matter, Organization of the Learning Experience, Design of the Didactics Strategies, and Selection of the Learning Evaluation. The overall mean of Gender-sensitive Pedagogical Practices is (M= 4.42, SD= .45), which means it is Highly Integrated among Pre-service Teachers of the University of Mindanao.

The highest mean indicator is the Selection of the Learning Evaluation (M= 4.49, SD= .44), which means Very High. This infers that Pre-service Teachers of the University Mindanao avoid prejudices and stereotypes in providing feedback and learning evaluation methods. However, the indicator with the lowest mean (M= 4.34, SD= .55) is the Organization of the Learning Experience, which is also Very High. It deduces that the Pre-service Teachers of the University of Mindanao practice using gender-neutral language during discussions and instructional materials such as Lesson Plans, textbooks, and handouts. Although different indicators vary in their overall means, it is clear that the University of Mindanao's Pre-service Teachers strongly demonstrate gender-sensitive practices in their selection of learning evaluation and organization of the learning experience.

Since the level of Gender-Sensitive Pedagogy Practices of Pre-service Teachers is Very High, it agrees with the study of Enoc and Gagani (2019) that a teacher who practices gender sensitivity exemplifies values and behavior that support gender equality and sensitivity. Hence, the findings above show that as the Pre-service Teachers highly integrate gender-sensitive pedagogy, they tend to practice giving equally intensive and constructive feedback to a male and female student, which fosters gender equality and sensitivity in the classroom. This notion was also evident in the study of Hussain (2017) that teachers employ a variety of interventions and tactics to ensure that every student has an equal chance to learn and develop their knowledge and skills.

Table 2. Level of Gender-sensitive Pedagogical Practices of Pre-service Teachers

Indicators	M	SD
Delivery of Subject Matter	4.40	.56
Organization of the Learning Experience	4.34	.55
Design of the Didactics Strategies	4.43	.53
Selection of the Learning Evaluation	4.49	.44
Overall	4.42	.45

3.3 Correlation between GAD Awareness and Gender-sensitive Pedagogical Practices of Pre-service Teachers

Table 3 shows the correlation between Gender and Development (GAD) Awareness and Gender-sensitive Pedagogical Practices of Pre-service Teachers. As manifested, the overall p-value of Gender and Development Awareness and Gender-sensitive Pedagogical Strategies was .000, representing a significant relationship between the two variables. Therefore, the null hypothesis tested at ($\alpha = 0.05$) was rejected. Also, the overall r-value of Gender and Development Awareness and Gender-sensitive Pedagogical Practices resulted in .557*, which means that the correlation between these variables is moderately positive. This implies a direct relationship between GAD Awareness and Gender-sensitive Pedagogical Practices. It exemplifies that when Pre-service Teachers exercise high awareness of Gender and Development, it affects their integration of Gender-sensitive Pedagogical Practices, particularly in the delivery of subject matter, organization of learning experience, didactics strategies, and learning evaluation.

As seen in the findings, the correlation between the indicators of National mandates between delivery of the subject matter, organization of the learning experience, design of the didactics strategies, and selection of learning evaluation has an overall ($r = .441^*$, $p = .000$), which means it has a moderate positive correlation. It suggests that continuous awareness programs about GAD-related National Mandates may build a strong foundation for Pre-service Teachers to become more aware of what specific pedagogical strategy is gender sensitive and inclined toward Gender and Development. Sumadsad and Tuazon (2016) deduced that awareness of laws and legal development influences both

men's and women's lives, which can help close the possible gap between one gender and the other. These national mandates and related laws show how the Philippine government supports gender mainstreaming as a crucial tactic and emphasizes the necessity of achieving gender equality [33]. However, the correlation between the Design of Didactics Strategies and Gender issues resulted in having the lowest r-value ($r = .242^*$, $p = .000$), which means that there is a negligible correlation that one's awareness of Gender issues does not affect his or her Design of Didactics Strategies particularly how the teacher examines all instructional materials such as textbooks to determine if they are gender-sensitive.

Given the significant relationship between Gender and Development Awareness and Gender-sensitive Pedagogical Practices, it implies that the Preservice Teachers' knowledge about GAD national mandates, agencies, gender roles, and gender issues affects how they mirror gender-sensitive pedagogical practices. Moreover, findings encapsulated in the research study conducted by Pandapatan (2022) stated that the Teacher's interest in GAD practices to learning and development corresponds to an overall result of high correlation, which implies that with Gender and Development, teachers concurred that the statements place a high priority on learning and development components that are gender sensitive or gender-responsive. Also, he added that male and female technology-use capacities are considered in designing techniques or teaching strategies, as well as addressing students' learning gaps through the lens of one's gender—which is crucial to gender-sensitive teaching. Moreover, the study conducted by Talon, Carreon, and Diragen (2020) emphasized that Gender and Development have resulted in fostering gender-sensitive teachers, where they use gender-fair and inclusive language and positive imagery, which promotes gender-responsive learning resources.

Also, tracing the theoretical foundation of this research, which was cited by Preiss and Hyde (2011), known as the theory of Social Structural states that different socialization sources, such as teachers and government, have the authority to disseminate awareness related to GAD and instill teaching strategies that align with gender-sensitivity, may create an educational setting that presents ideas about gender roles which the learners tend to internalize or mimic. It proves that as the teachers become more immersed in these concepts about GAD, it may provide a means for them to grasp an understanding of different concepts of gender identities and the like, which sooner or later they will teach to their students. Thus, this process is coined by Coyle and Fulcher (2022) as triadic reciprocity.

3.2 Level of Gender-sensitive Pedagogical Practices of Pre-service Teachers

Table 3: Statistical significance between Gender and Development Awareness and Gender-sensitive Pedagogical Practices.

Gender-sensitive Pedagogical Practices	Gender and Development Awareness				Overall
	National Mandates and Other Laws	Government and Related Agencies Integrating GAD Plans, Programs, Projects, and Activities (PAs)	Gender Issues	Gender Roles	
Delivery of the Subject Matter	.413*	.345*	.357*	.442*	.548*
Organization of the Learning Experience	.427*	.358*	.336*	.340*	.503*
Design of the Didactics Strategies	.319*	.278*	.242*	.360*	.425*
Selection of the Learning Evaluation	.378*	.286*	.370*	.301*	.458*
Overall	.441*	.365*	.372*	.418*	.557*

*Significant at .05 level.

3.3 Proposed Pedagogy Program

3.3.1 Rationale

As mandated in the DepEd Order No. 32, s. 2017, this policy provides the guidelines for both private and public educational institutions in integrating the principles of gender equality, gender equity, gender sensitivity, and non-discrimination, as well as human rights in the provision and governance of basic education. In addition, the Gender-Responsive Basic Education Policy seeks to promote inclusive and culture-based basic education in a learner-friendly, safe, and nurturing environment. On the other hand, Gender-sensitive pedagogy refers to the procedures enclosed in teaching and learning that pay attention to the distinct learning needs of girls and boys. According to UNESCO (2015), which Ananga (2021) cited, achieving gender equality in teacher education involves several policies and practices, such as creating gender-responsive plans and policies, addressing institutional culture, environments, and teacher attitudes, and creating gender-sensitive pedagogy and educational materials. Hence, teachers' adoption of gender-sensitive pedagogy can have several advantages that can empower students and produce high-quality learning results for both boys and girls [36, 38].

Moreover, gender-based education is more than just teaching about women. Instead, it views sex and gender as the crucial variable that focuses on combating the root causes of gender disparities and the similarities and differences between men's and women's experiences, attitudes, and behaviors [33]. For example, the teacher should design seating arrangements that give boys and girls equal opportunities to participate in class and connect with other students and teachers [11]. As a result, such cases make gender-sensitive pedagogy a restorative practice in the classroom, providing a better learning space in the teaching-learning process.

With that, the findings of this research study, which is considered to be the foundation of this proposed Pedagogy Program, emphasized that in Gender and Development Awareness, the indicator which has the lowest mean is Gender Roles (M= 4.19), while for Gender-sensitive Pedagogical Practices is the indicator of Organization of the Learning Experience (M= 4.34). Though the overall mean that each indicator manifests might not be that alarming since it is still in the descriptive equivalent of Very High, it strongly suggests that Pre-service Teachers need enough programs and other training that are essential to give them further awareness about the different Gender Roles. Particular attention should be given to notions about men's and women's productive, reproductive, and community roles. Workshops for teaching strategies, such as giving resources or discussing particular strategies that are crucial in achieving the use of gender-neutral language, teaching methods that prioritize learning styles of male and female students, and the like that are fundamental in maintaining and developing the Pre-service Teacher's pedagogical practice of gender-sensitive in terms of Organization of the learning experience. Refer to Appendix A, B, C, and D for the purpose and scope of the program, the program's schedule, the financial involvements, and the evaluation tool for the seminar.

3.3.2 Objectives

This Pedagogy Program aims to;

1. Reinforce the understanding of the differences in Gender Roles and how impressions of men and women regarding their societal roles changed from the pre-historic to the contemporary world. It may help establish the perspective of how the impressions about gender roles in our society have influenced men, women, and other gender titles.
2. Provide training and professional development opportunities for Preservice Teachers to craft instructional materials and resources that consider gender differences and prevent prejudice and violence against different gender orientations. It may consider strategies for evaluating whether certain instructional materials adhere to gender-fair language, teaching methods that are responsive to both genders, and ways to give feedback that is not biased.
3. Foster active engagement in all facets of education while promoting the development of secure, welcoming learning environments that respect diversity and gender equality. Also, this strengthens the institutional capacity and coordination for gender mainstreaming and initiatives across all specializations and higher education levels.

4. CONCLUSION

From the results, Pre-service teachers have a very high Gender and Development Awareness and Gender-sensitive Pedagogical Practices. Moreover, there was a significant correlation between Gender and Development Awareness and Gender-sensitive Pedagogical Practices. Again, a moderately positive correlation existed between Gender and Development Awareness and Gender-sensitive Pedagogical Practices.

It was found that the level of Gender-sensitive teaching among Pre-Service Teachers of the University of Mindanao in terms of Delivery of the Subject Matter, Organization of the Learning Experience, Design of its Didactics Strategies, and Selection of Learning Evaluation is Highly Integrated. It implies that the Pre-service teachers of the University of Mindanao know very well how and what learning evaluation they will implement and how they will organize their student's learning experience. Also, the results of Gender and Development Awareness show that the indicators of National Mandates and other Related Laws, GAD Agencies, Gender Issues, and Gender Roles are Highly Manifested among the Pre-service Teachers of the University of Mindanao. This means that the Pre-service Teachers are aware of Gender and Development, such as laws related to protecting genders, society's concept of gender roles, etc.

It was found that the level of Gender-sensitive teaching among Pre-Service Teachers of the University of Mindanao in terms of Delivery of the Subject Matter, Organization of the Learning Experience, Design of its Didactics Strategies, and Selection of Learning Evaluation is Highly Integrated. It implies that the Pre-service teachers of the University of Mindanao know very well how and what learning evaluation they will implement and how they will organize their student's learning experience. Also, the

results of Gender and Development Awareness show that the indicators of National Mandates and other Related Laws, GAD Agencies, Gender Issues, and Gender Roles are Highly Manifested among the Pre-service Teachers of the University of Mindanao. This means that the Pre-service Teachers are aware of Gender and Development, such as laws related to protecting genders, society's concept of gender roles, and the like.

Drawn from these conclusions, the researchers noted some of the crucial recommendations written as follows:

The researchers recommend continuing to conduct Gender and Development awareness, which focuses on discussing the GAD-related laws, plans, and GAD-related activities in which our community actively participates. This recommendation calls for the coordination of the School Administrators and the Office of Student Affairs to participate in the dissemination and awareness of Gender and Development in Higher Education Institutions. It means that the higher offices may continue to support programs and plans of student organizations, most especially the College of Teacher Education Student Council, to undertake initiatives in consonance with gender mainstreaming as well as GAD-related activities such as Open Forums about existing gender issues, Advocacy Talk about Gender, and other GAD awareness-raising seminars.

The researchers also recommend that the College of Teacher Education strengthen gender-sensitive strategies workshops and training to help the Pre-service Teachers identify the processes for achieving a learning environment that fosters gender sensitivity. It may also suggest that the College will seek partnerships among different institutions within our community, such as the *Integrated Gender and Development Division in Davao City*, the *Commission on Higher Education*, the *Department of Education*, and other professionals to seek further help for our Pre-service Teachers to apply and develop Gender-sensitive Pedagogical Practices.

Lastly, the researchers also recommend that future researchers, particularly incoming 3rd Year Social Studies students taking up the Research in Social Studies program, provide new knowledge of the other aspects of Gender and Development and Gender-sensitive Pedagogical practices. The researchers suggest that future researchers can also dwell on studies on whether Gender and Development are manifested in the University of Mindanao's workplace, school policies, and the like.

REFERENCES

1. Khouni, O., Gasim, A., Fahdi, S. A., & Naabi, E. A. (2022, September 30). Factors causing learners' anxiety in FL speaking: The case of GFP learners at Utas, Nizwa, Oman. *English Language Teaching*. Retrieved April 4, 2023, from <https://doi.org/10.5539/elt.v15n10p108>
2. Alan, S., Ertac, S., & Mumcu, I. Gender stereotypes in the classroom and effects on achievement. *The Review of Economics and Statistics*. 2018;100(5), 876–890. https://doi.org/10.1162/rest_a_00756
3. Esen, E., Soyulu, Y., & Sagkal, A. S. (2019). Gender Perceptions of Prospective Teachers: The Role of Sociodemographic Factors. *International Online Journal of Educational Sciences*, 11(2). <https://doi.org/10.15345/IOJES.2019.02.013>
4. Paqueo, V. B., & Orbeta, A. C. (2019). Gender Equity in Education: Helping the Boys Catch Up. *DISCUSSION PAPER SERIES NO. 2019-01*.
5. Protivinský, D. T., München. Gender Bias in teachers' grading: What is in the grade Studies in *Educational Evaluation*, 59 (2018), pp. 141-149, 10.1016/j.stueduc.2018.07.006
6. Terrier, C. (2016). "Boys Lag Behind: How Teachers' Gender Biases Affect Student Achievement." IZA Discussion Paper No. 10343, Institute for the Study of Labor (IZA), Bonn

7. Ali, A. Khan, D. M., Hussain, M. (2018). Causes of Teacher's Favoritism and Its Effects on the University Students: A Case Study. *Global Social Sciences Review*.
8. Dorji, T. (2020). Gender responsive pedagogy awareness and practices: A case study of a higher secondary school under Thimphu Thromde, Bhutan. *International Journal of Linguistics and Translation Studies*, 1(2), 100-111.
9. Lualhati, G. P. (2019). Gender Sensitizing: Examining Filipino Educators' Pedagogical Practices and Teaching Effectiveness. *Asia Pacific Journal of Multidisciplinary Research*, Vol. 7.
10. Fontan, N., & Ocampo, D. J. (2019.). Re-framing Gender Disparities in Basic Education in the Philippines. Philippine Statistics Authority. <https://doi.org/https://psa.gov.ph/sites/default/files/5.3.1%20Reframing%20Gender%20Disparities%20in%20Basic%20Education%20in%20the%20Philippines.pdf>
11. Kahamba, J.S., Massawe, F.A. & Kira, E.S. (2017) Awareness and Practice of Gender Responsive Pedagogy in Higher Learning Institutions: The Case of Sokoine University of Agriculture, Tanzania. *Journal of Education, Humanities and Sciences*, 6(2), 1–16
12. Tarrayo, V. N. (2021). Navigating the gender dimensions in English language teaching: Perceptions of senior high school teachers in the Philippines. *Pedagogy, Culture & Society*, 1–21. <https://doi.org/10.1080/14681366.2021.1966080>
13. Verma, E. (2018) Gender inclusive practices within the classroom to create gender-responsive learning environment. *Proceedings of the International Conference on Research Developments in Arts, Social Science, and Humanities*.
14. Mejica, M. A. (2017). Assessing Gender Mainstreaming Practices in the Philippine Basic Education System.
15. Ocampo, D., Lucasan, K. L., Gonzales, J. F., Fontanos, N., & Romero, D. P. (2019). Policy Investigations in Support of the Filipino Learner.
16. Republic act no. 9710: The Magna Carta of Women of 2009: Implementing rules and regulations. (2016). Office of the President, Philippine Commission on Women.
17. Javillonar, M., Padilla, M., Peregrino, L. & Valdez, M. (2022). The Level of Teachers' Awareness in the Implementation of Gender and Development (GAD) Laws. 3. 528-532.
18. Sumadsad, C., & Tuazon, A. (2016). Gender and Development (GAD) awareness in a higher education institution. *International Journal of Educational Science and Research (IJESR)*, 6(3).
19. Priess, H. A., & Hyde, S. J. (2011). Gender roles. *Encyclopedia of Adolescence*, 99–108. <https://doi.org/10.1016/b978-0-12-373951-3.00057-0>
20. Coyle, E.F., Fulcher, M. (2022). Social Influences on Gender Development: Theory and Context. In: VanderLaan, D.P., Wong, W.I. (eds) *Gender and Sexuality Development. Focus on Sexuality Research*. Springer, Cham. https://doi.org/10.1007/978-3-030-84273-4_4
21. Hernandez, T.A. & Cudiamat, M.A. (2017) Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education Philippines. *Proceedings of the 4th International Research Conference on Higher Education*, 2017

22. Yuden, Y., Chuki, S., and Dorji, T. (2020, December 1). Directory of open access journals. *Research in Educational Policy and Management*. Retrieved September 16, 2022, from <https://doaj.org/article/522a0a6160ab43998a3884bc1dabe922>
23. Talon, R., Carreon, J., & Diragen, G. (2020). A Phenomenological Inquiry Of Gender And Development In The Classroom Program. 10.13140/RG.2.2.20754.40644.
24. Tajik, O., & Golzar, J. (2022). Convenience Sampling. *IJELS*. <https://doi.org/10.22034/ijels.2022.162981>
25. Taber, K. S. (2018). The use of Cronbach's alpha when developing and Reporting Research Instruments in science education. *Research in Science Education*, 48(6), 1273–1296. <https://doi.org/10.1007/s11165016-9602-2>
26. Mellinger, C., and Hanson, T. (2016). Quantitative research methods in translation and interpreting studies. <https://doi.org/10.4324/9781315647845>
27. Johnson, B., and Christensen, L. B. (2020). *Educational research: Quantitative, qualitative, and mixed approaches*. SAGE Publications, Inc.
28. Infante, J. (2022, March 12). Awareness on gender and development (GAD) program among Guimaras State College personnel: Basis for gender mainstreaming. *Academia.edu*. Retrieved April 17, 2023, from https://www.academia.edu/73616531/AWARENESS_ON_GENDER_AND_DEVELOPMENT_GAD_PROGRAM_AMONG_GUIMARASSTATE_COLLEGE_PERSONNEL_BASIS_FOR_GENDER_MAINSTREAMING
29. Ollor, A. N. (2021). Teachers' participation in workshop and seminar for quality instructional delivery in secondary schools in rivers state. *International Journal of Innovative Social & Science Education Research*, 9(1), 1-8.
30. Boudersa, N. (2016). The Importance of Teachers' Training Programs and Professional Development in the Algerian Educational Context: Toward Informed and Effective Teaching Practices. *Expériences*
31. Enoc, J. & Gagani, R. F. (2019). The Development Of A Gender-Sensitivity Teaching Test. 3. 17-24.
32. Hussain, S. (2017). A Gender Responsive Education System. *LinkedIn*. Retrieved April 4, 2023, from <https://www.linkedin.com/pulse/genderresponsive-education-system-sadia-hussain/>
33. Valencia, M. C. (2017). Gender Mainstreaming in a Teacher Education Institution in the Philippines. *International Journal for Educational Studies*, 9, ISSN 1979-7877.
34. Pandapatan, A. (2022). Experiences on Gender and Development (GAD) Programs among Teachers: Basis for Designing an Action Plan. *CERN European Organization for Nuclear Research - Zenodo*.
35. Ballado, R. S., Perez, B. O., & Aquino, J. S. (2022). Gender Sensitive Pedagogical Practices of Faculty Members in the University of Eastern Philippines. *Asian Journal of Research in Education and Social Sciences*, 4(3), 23-38.
36. Boachie, S., Quansah, F., & Opong, E. K. (2021). The practice and awareness of gender-responsive instructional approaches during College of Education Chemistry Lessons - A Case

Study. European Journal of Open Education and E-Learning Studies, 6(2).
<https://doi.org/10.46827/ejoe.v6i2.4084>

37. Ananga, E. (2021) Gender Responsive Pedagogy for Teaching and Learning: The Practice in Ghana's Initial Teacher Education Programme. Creative Education, 12, 848-864. doi: 10.4236/ce.2021.124061.
38. Patel-Campillo, A., Reyes, C. (2022) Gender sensitive curricula and pedagogical practice in agricultural. Retrieved September 12, 2022, from <https://innovate.cired.vt.edu/wp-content/uploads/2015/09/GenderCurriculaPedagogyPatelFINAL.pdf>

APPENDIX A

Table 4 : Purpose and scope of This Pedagogy Program.

Description	This Pedagogy Program is a one-day seminar that covers discussions about the history of gender roles. Also, it caters to discussing the importance and pedagogical strategies to integrate in terms of organizing a learning experience that is gender sensitive. This one-day Seminar provides an avenue for awareness and development of one's pedagogical knowledge to become a Gender-sensitive Teacher. This Seminar's target period of accomplishment will be in the 2nd Semester of the current Academic Year and before the actual deployment of the Teaching Internship of the Pre-service Teachers.
Purpose	To reinforce awareness and workshop for the Pre-service Teachers about Gender and Development, particularly about the concept of Gender Roles, as well as pedagogical strategies for Gender-sensitive teaching.
Scope	The scope of this Pedagogy Program lies within the topics about the notions of Gender Roles and how these impressions have changed over time, as well as Gender-sensitive pedagogical strategies that emphasize Gender-fair language and gender-sensitive instructional materials.

APPENDIX B

Table 5 : Schedule of the program

Program	
KASAYURAN: <i>“To have a Gender-Responsive Classroom, There must be a Gender-Sensitive Teacher.”</i>	
TIME (Morning)	<u>PART 1</u> 8:00 – 9:30 AM
Topic	HANDUMON: The History of Gender Roles <ul style="list-style-type: none"> ● The gender roles throughout the history ● The historical background of gender roles.
Speaker	To be determined.
	10-Minute Break
Time (Morning)	<u>Resumption of Part 1</u> 9:40 – 11:10 AM
Topic	HANDUMON: The History of Gender Roles <ul style="list-style-type: none"> ● Contemporary Gender Roles
Speaker	To be determined.
	10-Minute Break
Time (Morning)	11:20 – 11: 40 AM
	PAG-AMBIT: Open Discussion - Q&A
Time	<i>Lunch Break</i> 11: 40 – 1:00 PM
Time (Afternoon)	<u>PART 2</u> 1: 00 – 3: 00 PM
Topic	PAGHIMO: How to Produce Gender-Sensitive Learning Materials <ul style="list-style-type: none"> ● What is gender-sensitive learning materials? ● The right use of Gender-Fair Language ● How to examine textbooks with sexist images. ● The importance of gender-sensitive learning materials.
Speaker	To be determined.
	10-Minute Break
TIME (Afternoon)	3: 10 – 4:00 NN
	:Workshop for Gender-Sensitive Teaching

Topic	<p><u>GUIDELINES:</u></p> <ol style="list-style-type: none"> 1. Each program of College of Teachers Education must select one lesson plan to be used in the workshop. 2. Each of the programs will be given 1 hour to examine and modify their lesson plans to make it gender sensitive. <p>Each program will select 2 or 3 representatives to present their modified lesson plan.</p>
Speaker	To be determined.
Time (Afternoon)	4:00 – 4: 30 PM
	<i>Presentation of Lesson Plan & Giving Feedbacks.</i>
TIME (Afternoon)	4:30 – 5:00 PM
Culmination	Presentation of the Certificate to the Speaker, Announcements and Closing Remarks

APPENDIX C**Table 6: Financial Involvements**

Financial Involvements (Breakdown)	
Location	UM Matina Auditorium
Date	To be determined.
Expected Participants	Fourth-year students enrolled in the University of Mindanao under the College of Teacher Education and those who are going to be deployed in their Teaching Internship.
Speakers	To be determined.
Others	Honorarium for the Guest Speakers, Snacks for the Participants, and Certificates.
Total Amount Needed	Approximately ₱ 35,000.00

APPENDIX D

Chart 1: Evaluation Tool for the Seminar

Evaluation Tool for the Seminar

Title of the Webinar: _____

Topic: _____

Speaker: _____

Instruction: Please rate the Seminar. Check the column which corresponds to your answer.

5- Very Highly Satisfied

4- Highly Satisfied

2- Less Satisfied

1- Not Satisfied

Circle your response

- | | | | | | |
|---|---|---|---|---|---|
| 1. The seminar met my expectations. | 5 | 4 | 3 | 2 | 1 |
| 2. The content was helpful. | 5 | 4 | 3 | 2 | 1 |
| 3. The level of the seminar was appropriate. | 5 | 4 | 3 | 2 | 1 |
| 4. The format was enjoyable. | 5 | 4 | 3 | 2 | 1 |
| 5. The speaker had a good understanding of the topics. | 5 | 4 | 3 | 2 | 1 |
| 6. The handouts were helpful. | 5 | 4 | 3 | 2 | 1 |
| 7. The seminar was worth my time. | 5 | 4 | 3 | 2 | 1 |
| 8. The length of the seminar was appropriate. | 5 | 4 | 3 | 2 | 1 |
| 9. I recommend that the seminar be repeated for other students. | 5 | 4 | 3 | 2 | 1 |

What were the most useful aspects of the seminar?

What changes should be made to enhance/improve this program?

What additional information would you like to hear about?

Additional comments: