



# Teachers' Gender Sensitive Attitudes towards their Students in relation to the Parameters of Gender Sensitivity

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**Abstract**— This study aims to determine the teachers' gender sensitive attitudes towards parameters of gender sensitivity in school. This will specifically look into the teachers' gender sensitivity attitudes towards their students, the parameters of gender sensitivity, and the relationship of these variables. This study is quantitative utilizing standardized questionnaires. The respondents are the 36 faculty members of Bohol Island State University Clarin Campus. Data are gathered, analyzed, and treated. Weighted mean and Chi-square Test of Contingency are used as statistical tools in the study to aid in the analysis and interpretation. Teachers' gender sensitivity attitudes towards their students provide different exposure to gender sensitivity in school. Parameters in school should be gender sensitive to address the gender equality through education. Results show that there is no significant relationship between teachers' gender sensitivity attitudes towards their students to the parameters of gender sensitivity. It is highly recommended that teachers will enhance their gender sensitivity training to address gender sensitivity issues in schools.

**Keywords**— Gender sensitive attitudes, parameters of gender sensitivity.

## I. INTRODUCTION

The Philippines may be relentlessly attempting to mainstream gender equality and equity in public and private institutions, plans and programs, yet the efforts may not be enough to facilitate a transformative process that will produce equality and equity between women and men in the Philippines (Social Watch Philippines, 2007). As of 2013, the Gender Gap Index in the Philippines for enrolment in tertiary education is 0.87 (The Global Gender Gap Report, 2013). This means that it is in favor of boys. Therefore, there is gender disparity.

Moreover, the National Commission on the Role of Filipino Women (NCRFW) (2006) suggests improving systems for gender tracking in education, training, employment and in other areas of development. One of the areas of development is the education sector. According to

Aina, C. (2011), teachers play critical role in promoting equitable learning. Teacher educators themselves must be committed to teaching students about gender issues. Further, the curriculum in high quality teacher education programs incorporates gender issues.

This study aims to determine the teachers' gender sensitivity attitudes towards their students to the parameters of gender sensitivity. Since BISU Clarin have not conducted any studies yet about gender issues, this study will be useful in helping the institution improve its parameters to gender sensitivity and assess how sensitive the teachers are when it comes to their gender sensitive attitudes towards their students. With such endeavor, the institution is guided on the gender issues present in the campus and conduct necessary undertakings if needed.

The international community has been constructing and pursuing goals and strategies related to the achievement of gender equity in education. Dakar Framework for Action, Education for All (2000), proposes 12 major strategies and sets 6 major goals to achieve quality education for all by 2015. The gender specific goals are as follows: Goal 2 is to “ensure that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.” Goal 4 is to “achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.” Goal 5 is to “eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.”

In addition, the 8 UN Millennium Development Goals (MDGs) (2000) form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have promoted new efforts to meet the needs of the world’s poorest. The education related goals are as follows: Goal 2 is to “ensure that all boys and girls complete a full course of primary schooling.” Goal 3 is to “eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.” The right to education for all was recognized by Article 26 of the Universal Declaration of Human Rights, which was adopted in 1948 by the General Assembly of the United Nations (Universal Declaration of Human Rights, 1948).

The theories on gender and development which support the present study are the following: Kohlberg believed that children’s cognitive understanding of gender influenced their behavior (Kohlberg, 1981), and Gender-Schema Theory of Martin & Ruble (2004) which says that it involves the creation of organized structures of knowledge that influence thinking and behavior. Children begin to form concepts of gender beginning around age 2, and most children know if they are a boy or girl by the age of 4. After children can label themselves as a boy or girl, their preferences for gender-typed play activities and materials begin (Freeman, 2007). Gender is labeled also as social construct. Children explore and understand gender roles (Chick, Heilman-Houser, & Hunter, 2002). For Vygotsky (1961), imitation and instruction are vital components to children’s development. Adults promote this learning by role-modeling behavior, assisting with challenging tasks, and passing along cultural meanings to objects and events, all of which are components of gender development.

A gender-sensitive teacher should be encouraged and trained to the six gender-sensitive attitudes towards their students (UNESCO, 2009). First, Perception of Learners’ Abilities is visible in valuing equally the learning ability of both female and male learners (girls/women, boys/men), and facilitating both female and male learners’ abilities to learn and progress equally and develop their potential to the fullest (UNESCO, 2009).

Secondly, Learners’ Attitudes towards Each Other through reacting cautiously to unfriendly and potentially gender-biased attitudes that learners may demonstrate towards other female and male learners, and helping learners question these attitudes in order to prevent them from happening in the future (UNESCO, 2009).

Third is Learners’ Participation in the Classroom. Call on or address both female and male learners a balanced number of times and for all subjects. Give both female and male learners an equal opportunity to write on the writing board a balanced number of times on all subjects. Give both female and male learners equal opportunity to present their work or answers to the class. Give similar duties to both female and male learners (example cleaning, moving furniture, etc.). Support and encourage both female and male learners to be class leaders, possibly having one female and one male as co-leaders (UNESCO, 2009).

Fourth is Teaching/Learning Environment. Use materials that portray female and male characters in equal numbers and involved in similar activities; if not, the teacher should try to call on learners and help them challenge stereotypes in the portrayal of female and male characters in the teaching/learning materials used. Display posters on the walls that portray female and male characters in equal numbers and involved in activities together. Have a classroom seating plan that enables both female and male learners to participate and have equal opportunities to learn (UNESCO, 2009).

Fifth is Mentoring, Guidance, and Counseling to Learners. Provide guidance and counseling, if possible, as well as mentoring support to both female and male learners with regard to the continuation of their studies, job perspectives, or psycho-social needs. This support should be delivered in a gender-sensitive way so that both boys and girls do not choose stereotyped paths (for instance, girls should not be led to select subjects that are traditionally regarded as being more “feminine” or boys should not be led to select subjects that are regarded as being more “masculine”) (UNESCO, 2009).

Sixth is Personal Development and Training. Seek advice on teaching methods that are more gender-sensitive from other teachers, the school head, the school

inspector, ministry personnel or from ministry issued policies and relevant support material, gender experts and attending formal training courses, parent-teacher associations, whenever relevant, non-government organizations (NGOs), whenever relevant, self-study (printed and/or online materials etc.) (UNESCO, 2009).

The checklist for Gender Sensitivity consists of gender sensitive parameters which should be followed to promote gender sensitivity in classroom transaction and extra-curricular activities. The checklist identifies the specific standards that the schools should conform to in order to build and support an environment, system and processes that are sensitive towards the requirements of students of both the genders.

First is School Vision. The school vision conveys specific commitment for basic human rights and gender sensitivity. The vision statement communicates the commitment to all stakeholders of its intent (Lucas, S., 2017).

Second is School Mission. The mission statement of the school reflects the spirit and commitment of the vision in terms of gender sensitivity and human rights. There is any word/statement in the mission statement which is not gender sensitive. The mission specifies in clear terms the proposed direction of actions that would emanate from the mission statement. The intent of the mission statement is transferable into an action plan. It reflects upon existing the gender issues and identifies gender equality goals. The mission defines clear and transparent gender equality outputs or outcomes. It identifies and supports the activities or interventions to reduce gender gaps and inequalities (Lucas, S., 2017).

Third is School Management. The school management ensures abiding by the constitutional and legal rules and regulations supporting Gender equity and equality in all systems and processes of the school. The constitution of the school management reflects the broad understanding and spirit of gender sensitivity. The delegation of responsibilities in the management structure and executive plan gender is inclusive. The functional and operational domains of the executive functions of management indicate gender sensitive concepts. There is a fair and equal representation of females and males in the School Managing Committee. Both women and men are seen as stakeholders, partners, or agents of change in the school managing committee. The selection committee of school, select teachers based on transparent assessment of candidates' competencies and does not reflect bias in terms of gender, diversity and community. The management provides opportunities and responsibilities to all members without any gender bias (Lucas, S., 2017).

Fourth is School Infrastructure and Utilities. The school design and infrastructure offer equal comfort level to both the genders. The school has separate toilet facilities for both genders. The ratio of urinals/toilets is the same for boys and girls. The restrooms/toilets for girls are sensitive towards their needs (disposal of menstrual waste, privacy, cloth hooks). The restrooms are secure enough from any external intervention. The school does have a separate care taking room for girls to meet their menstrual problems, if such needs arise. The school does provide sanitary assistance facilities in the event of any specific needs. The school does have a female nurse/mentor teacher to attend to the specific requirements of girls. The school does have special restroom facilities for female staff. The school does have separate and covered change rooms for girls in the immediate environment of swimming pools. There a mechanism in the school for continuous supervision, surveying and reporting of gender specific requirements. The school does provide adequate sports facilities to meet the requirement of both genders. The school does have a separate green room for both gender students in their auditoriums. The school does have a counselor to address the growing up concerns of both genders and provide support (Lucas, S., 2017).

Fifth is School Administration. There is bias reflected towards either of the gender in the school policies. The verbal and written communication to the parents reflects any gender bias. The teachers/other staff members are sensitized to the use of appropriate verbal/non-verbal language towards either gender. The school does provide opportunities for both the parents to exercise their individual options in decision-making processes with regard to their children. All documentation procedures of the school is same for students of both genders. The school does follow the same policy of administration for teaching/non-teaching staff of both genders. The rules and procedures of the school are sensitive to the specific requirements of the female staff with regard to the norms prescribed by the central/state government. There are equal and adequate space/seating procedures for staff of both genders. The school does have adequate female support staff to meet the needs of children. There is peer-monitoring system of the supporting staff handling/interacting with children. There is a zero tolerance policy with clear punitive measures for gender-based abuse/teasing/harassment. There is any bias reflected in approach or action towards either of the gender in school discipline policy. Advocacy activities/ programs are conducted periodically to involve and sensitize parent community towards gender issues and concerns. School does conduct community activity periodically to promote gender sensitivity and address gender issues. The school

does conduct regular trainings/talks/interactive session for staff and students to strengthen gender sensitivity in approach, attitude, systems, processes and practices (Lucas, S., 2017).

Sixth is Curricular Approach. The curriculum vision does suggest a gender sensitive approach. The design of the curriculum does take note of the gender specific needs. The curriculum does offer equal learning opportunities to either gender. There is a bar on the selection of subjects for specific genders. Both genders do get equal opportunity and encouragement in the choice of the subjects. The scheme of studies does indicate a gender sensitive approach. The curriculum does provide equal opportunity for students in the subjects like Physical Education and Work Education. There are adequate representations of both genders in the committees dealing with the design and architecture of different disciplines. There is any specific guideline for various subject departments/committees with regard to the gender sensitive approach. The curriculum in various disciplines does have components that support gender appreciation. The school does integrate Life-Skills and Values Education with adequate focus on Gender Sensitivity as an integral component of its pedagogical practices. Information about educational/career opportunities and support readily are available to students of both genders (Lucas, S., 2017).

Seventh is Textual Material. The textual content does reflect gender sensitive approach. There is any bias reflected towards a gender in any of the textual contents. There is equal weightage for both genders in the selection of content. There are any guidelines to the content developers with regard to gender sensitivity. The language used by the content developers gender sensitive or does it show any gender bias. The images, pictures or visuals used in the textual content indicate any bias towards a gender. There is adequate representation of women in the texts of History, Science, Technology, Mathematics, Language and Literature. There are any statements or inputs that provoke gender bias/demean either gender in the content. There are guidelines to publishers of textual materials with regard to gender sensitivity. There is any mechanism to vet the content published by the private agencies with regard to gender sensitivity. There are any anecdotes, incidents, events and descriptions in any of the textual materials that directly or indirectly suggest bias to a gender. The language is used in textbooks gender neutral (Lucas, S., 2017).

Eight is Pedagogical Practices. There are any guidelines shared with teachers with regard to gender sensitive approach in the classroom. There is any bias reflected on the part of teachers towards instructional

strategies in the classrooms. The teacher does take note of gender sensitivity in the use of language. There are any guidelines or suggestions to the teachers in developing their lesson plans keeping gender issues in mind. The teaching aids inclusive charts; visuals or e-materials indicate any bias to a specific gender. Teachers are equipped to approach in a gender responsive manner towards students of either gender in their formative and adolescent periods. The Physical education teachers are adequately oriented towards the methodologies to be adopted for instruction to different genders. The physical education/work education/other learning programs involving bodily movements does take care of the issues of gender needs and requirements. Students of both genders are given adequate support to participate in classroom interactions. Teacher is conscious of the number of questions being asked to either gender and of equality in responses received. Teacher does provide examples and activities in class which reflect experiences and interests of both gender. Teacher does ensure a class setting supportive towards both the genders. Teacher does ensure fair division of responsibilities in between the students of either gender. Teacher does stress upon the values of respect and responsibility to be practiced by both genders. Teacher does avoid the use of clichés- like 'boys don't cry' or 'a tomboy' consciously. Teacher does openly questions and is critical of teaching and learning materials (such as textbooks) which do not include or reflect gender sensitivity. Teacher does moderate pedagogical material which is, not gender sensitive and develop appropriate material/support material for use. Teacher does provide guidance and encouragement to students of both the genders in subjects like Mathematics/Science/ICT without supporting stereotyping. Teacher does encourage male interest in normally female-pursued studies and vice versa. Teacher does promote and provide guidance towards vocational education to students of both the genders (Lucas, S., 2017).

Ninth is Co-curricular and extra-curricular activities. There is a fair and sensitive approach towards selection of school leaders/prefects, house captains and other student designates. Both genders are given equal opportunities in representing the school in various programs. There is any specific bias towards selection of candidates for school programs and events. Both genders are given equal status and role in performances in schools. There are any restrictions to either gender students in participating in field trips, excursions, and external visits. There is a specific practice of giving captaincy to boys and vice captaincy/secondary role to girls. Both genders are given opportunities to participate/represent the school in sports of their choice. Both gender students provided



adequate support, guidance and opportunities to develop bodily strength and endurance. Students of both the genders encouraged and provided equal opportunities to learn and practice self-defense techniques (Lucas, S., 2017).

Tenth is School Uniform. The design of the school uniform is sensitive to the need and comfort of both the genders. The design of the school uniform in any way does suggest a bias towards either gender (Lucas, S., 2017).

Eleventh, School Transport. The school transport system have in place measures to ensure the safety of children in terms of Gender Based Violence. There is responsible support staff to escort the children till they are dropped at their point of dismemberment. There is any provision for peer audit and verification for avoiding any possible abuse of children by the staff in charge (Lucas, S., 2017).

Twelfth, School Support Mechanisms (Clinic/Infirmary/Counseling Services). The school clinic does have a qualified nurse in place. The school does have a qualified counselor to meet the counseling/guidance needs of children. The facilities/medical does support in the nursing room adequate enough to meet the specific needs of children belonging to either gender. There is provision for privacy for children when they are placed in the nursing center. The school does have doctor(s) enrolled/empanelled who would attend to the specific needs of children belonging to either gender. Regular sessions are conducted by School nurse/counselor to handle and address gender specific growing up queries and concerns (Lucas, S., 2017).

Thirteenth is Gender Based Violence. There are any hot spots in the school where there is a possibility of Gender Based Violence to happen. It is ensured that all areas of the school compound are safe for all students and that there are no 'no go areas' in which students feel threatened or afraid. There is a mechanism to prevent/pre-empt such happenings in the school premises. There is a school team in place to prevent GBV incidents. There are specific guidelines to teachers/non-teaching staff/part-time/temporary staff of both genders to prevent such happenings. There are any video/CCTV coverage in schools and a central monitoring mechanism to prevent such incidents. There are specific guidelines to the students/staff/other employees in school transport to prevent child abuse cases during travel/transport. There are any specific guidelines to parents to provide instructions to children to prevent, report such happenings on time. There is a provision for imparting refusal skills to the children as a part of Life Skills Education. There is a specific

instruction/circular to the teachers indicating therein their conduct towards children to ensure gender safety (Lucas, S., 2017).

In the study of Maluwa-Banda, D. (2003), she stated that clearly, any changes in the national curriculum, content of the textbooks, teaching and learning methodologies must be linked up with classroom teachers through orientation and with parallel changes in teacher training institutions, as it is not only curriculum content but the process that will have a positive impact on boys and girls. Moreover, it is crucial that schools are gender sensitive in the provision of basic infrastructure, teaching materials, school rules and teaching methods. Furthermore, schools need to provide a safe environment for both boys and girls.

Many teachers, however, have not had the opportunity of receiving gender sensitive training in order to effectively deliver the engendered curriculum. Many teacher trainers are still insensitive to gender issues in the pre-service training of teachers. Moreover, to this must be added the often gender-biased texts used in teacher training, as well as the reinforcement of gender-stereotyped attitudes that this inculcates among teachers (Blumberg, R. L., 2007). Moreover, he said that gender bias in textbooks does matter and it turns out to be one of the best camouflaged – and hardest to budge – rocks in the road to gender equality in education.

Teachers can also develop their own gender responsive teaching and learning materials (Mlama, P., et. al. 2005). According to Aina, O., and Cameron, P. (2011), skilled teachers encourage cross-gender activities and play in cross-gender centers. Unfortunately, new teachers are often unaware of how their behavior and the educational materials they use may hinder equitable learning in their classrooms. Thus, they need to learn how to incorporate gender sensitivity in the classroom.

## II. OBJECTIVES OF THE STUDY

This study aims to determine the teachers' gender sensitivity attitudes towards their students in relation to the parameters of gender sensitivity to address gender issues. Specifically, this will answer the teachers' gender sensitivity attitudes towards their students, the parameters of gender sensitivity in schools, and the correlation between teachers' gender sensitivity attitude towards their students in relation to the parameters of gender sensitivity in schools.

### III. METHODOLOGY

This study is quantitative in nature. This study utilized questionnaires. The first part is on the teachers' gender sensitivity attitudes towards their students in a Likert scale: (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. The second part is on the parameters of gender sensitivity in schools in a Likert scale where the respondents are to tick their answers: (3) yes, (2) partially, and (1) no. There are thirty-six (36) respondents in the study. The data are collated, analyzed, and interpreted.

The locale of this study is Bohol Island State University (BISU) Clarin Campus located at Poblacion Norte, Clarin, Bohol. Bohol Island State University is a state university which caters to the educational needs of the northern part of Bohol.

This study utilized questionnaires. The first part is on the teachers' gender sensitivity attitudes in a Likert scale: (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. There are six (6) categories on teachers' gender sensitivity attitudes adapted from UNESCO (2009).

The second part is on the parameters of gender sensitivity in schools in a Likert scale where the respondents are to tick their answers: (3) yes, (2) partially, and (1) no. There are thirteen (13) categories on parameters of gender sensitivity in schools adapted from Checklist for Gender Sensitivity by Lucas, S. (2017). Weighted mean and Chi-square Test of Contingency are used in this research.

The researchers secured the permission and approval of the Campus Director of Bohol Island State University Clarin Campus. Having the approval, the researcher administered the questionnaire to the faculty of the said university.

### IV. RESULTS AND DISCUSSION

Table 1. Teachers' Gender-Sensitivity Attitudes towards their Students

N = 36

Teachers' Gender Sensitivity Attitudes towards their Students	SA (4)	A (3)	D (2)	SD (1)	TOTAL	WX	D	R
A. Perception of Learners' Abilities	66	4	2	0	72	3.91	SA	1
B. Learners' Attitudes Towards Each Other	36	35	1	0	71	3.51	SA	3
C. Learners' Participation in the Classroom	129	47	4	0	180	3.69	SA	2
D. Teaching/Learning Environment	47	55	4	1	107	3.38	SA	5
E. Mentoring, Guidance, and Counseling to Learners	23	10	3	0	36	3.50	SA	4
F. Personal Development and Training	116	118	31	3	269	3.28	SA	6
<b>TOTAL</b>	<b>417</b>	<b>269</b>	<b>45</b>	<b>4</b>	<b>735</b>	<b>3.545</b>	<b>SA</b>	

Legend:

3.21 – 4.00 = Strongly Agree (SA)

2.31 – 3.20 = Agree (A)

1.51 – 2.30 = Disagree (D)

1.00 – 1.50 = Strongly Disagree (SD)

Table 1 shows that perception of learners' abilities ranked first in their gender-sensitivity attitudes towards their students with a descriptive rating of strongly agree. All the teacher gender-sensitivity attitudes of the respondents are rated strongly agree. This result conforms to the study of Maluwa-Banda, D. (2003) that clearly, any

changes in the national curriculum, content of the textbooks, teaching and learning methodologies must be linked up with classroom teachers through orientation and with parallel changes in teacher training institutions, as it is not only curriculum content but the process that will have a positive impact on boys and girls. Teachers' gender

sensitivity attitudes towards their students provide different exposure to gender sensitivity in schools. This means that the teachers valued equally male and female learners.

Table 2. Parameters of Gender Sensitivity

N = 36

Parameters of Gender Sensitivity	Y (3)	P (2)	N (1)	TOTAL	WX	D	R
1. School Vision	39	26	5	70	2.48	Y	1
2. School Mission	77	116	53	246	2.10	P	8
3. School Management	105	157	20	282	2.30	P	3
4. School Infrastructure and Utilities	190	171	122	483	2.14	P	6
5. School Administration	125	279	110	514	2.03	P	10
6. Curricular Approach	123	200	78	401	2.11	P	7
7. Textual Material	82	237	92	411	1.97	P	11
8. Pedagogical Practices	234	349	81	664	2.23	P	5
9. Co-curricular and extra-curricular activities	147	147	40	334	2.32	P	2
10. School Uniform	36	15	17	68	2.28	P	4
11. School Transport	18	59	56	133	1.72	P	13
12. School Support Mechanisms (Clinic/Infirmary/Counseling Services)	62	79	54	195	2.04	P	9
13. Gender Based Violence	56	169	100	325	1.87	P	12
<b>TOTAL</b>	<b>1294</b>	<b>2004</b>	<b>828</b>	<b>4126</b>	<b>2.12</b>	<b>P</b>	

Legend:

- 2.34 – 3.00 = Yes (Y)
- 1.67 – 2.33 = Partially (P)
- 1.00 – 1.66 = No (N)

The highest rank in Table 2 is the school vision which is rated with yes. This means that the school's vision clearly emphasizes equal treatment of both male and female learners. A school vision should always manifest goals for the future; one of those is to be a gender sensitive institution. However, the rest of the parameters were rated partially. This means that the respondents said that these parameters are not fully present in terms of its gender sensitivity in the institution. This result conforms to the

study of Maluwa-Banda, D. (2003) that it is crucial that schools are gender sensitive in the provision of basic infrastructure, teaching materials, school rules and teaching methods. Furthermore, schools need to provide a safe environment for both boys and girls. School standards will address gender sensitivity issues. Parameters in schools should be gender sensitive to address the gender equality through education.

Table 3. Teachers' Gender Sensitive Attitudes towards their Students in relation to the Parameters of Gender Sensitivity

N = 36

Variables	df	x <sup>2</sup>	CV	TV	Result	Decision
Teachers' Gender Sensitive Attitudes Towards their students in relation to the Parameters of Gender Sensitivity	34	0.155894189	1.129144122	2.042	Not Significant	Accept

Statistical Treatment: Chi-square Test of Contingency

This table shows that the computed value 1.129144122 is greater than the tabular value 2.042. It implies that there is no significant relationship between teachers' gender sensitive attitudes towards their students to the parameters in gender sensitivity in schools. Therefore, the null hypothesis is accepted. Teachers' gender sensitivity attitudes trained in gender sensitivity attitudes are not necessary affected by the parameters of gender sensitivity in schools. Moreover, the presence or absence of the parameters will not affect the teachers' gender sensitivity attitudes towards their students. According to Aina, O., and Cameron, P. (2011), skilled teachers encourage cross-gender activities and play in cross-gender centers. They concurred to this by stating that new teachers are often unaware of how their behavior and the educational materials they use may hinder equitable learning in their classrooms. This implies that even if schools are gender-sensitive, teachers, especially those who are new to the workforce, may not be exercising gender sensitivity.

## V. CONCLUSION

Teachers' gender sensitivity attitudes towards their students provide different exposure to gender sensitivity in schools. Teachers have these different gender sensitivity attitudes since they are either more or less exposed to gender sensitive training. School standards address gender sensitivity issues. Parameters in schools should be gender sensitive to address the gender equality through education. Teachers' gender sensitivity attitudes trained in gender sensitivity attitudes are not necessary affected by the parameters of gender sensitivity in schools. Moreover, the presence or absence of the parameters will not affect the teachers' gender sensitivity attitudes towards their students.

## VI. RECOMMENDATIONS

1. Teachers should be exposed and trained in all gender sensitivity issues that require their full participation to address different gender related issues in schools.
2. Parameters in schools may be fully gender sensitive to all its stakeholders.
3. Administration should look into the deficient parameters needed in schools to address gender sensitivity issues. The Gender and Development Department of the institution may look into programs necessary in answering gender issues.

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