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Gender sensitive teaching at Don Honorio Ventura Technological State University (Dhvtsu): Basis for enhancement of gender and development (GAD) program

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Abstract. The study was done to describe the gender sensitive teaching at Don Honorio Ventura Technological State University (DHVTSU) as a basis for the enhancement of the Gender and Development Program. Descriptive research was employed. The Deans, faculty members, and students of the university answered the questionnaire and interview as guided by various GAD Handbooks. Gender sensitive teaching is commonly noted as equality. Moreover, gender sensitive teaching was fully applied and fully observed in the areas of curriculum, learning objectives, learning content, learning experiences, textual materials, and learning assessment. However, issues on integration and proper application of gender sensitive teaching was raised among technical, technology, sciences, and mathematical courses. With such conditions, continuous monitoring and trainings should be done so that the full application and full observance of gender sensitive teaching can be sustained. Also, a creation of module on how to concretely become gender neuter in all aspects of the educative process should be initiated.

Keywords. Gender- sensitive, gender- sensitive teaching, gender and development

1. Introduction

Education is a vital instrument in creating change and development to every individual. With the concerns on globalization, typologies, access, governance, management, and competitiveness, education is not an exempted on the challenge of gender equity in facilitating learning to its clientele.

Gender is commonly associated with women's issues. In reality, the term gender is referred to the socially determined roles and relations between males and females. However, in the wider perspective, gender can also be dealt to the socio-cultural classification of men and women. Such classification is based on societal norms and values that define the roles men and women should play in society (FAWE, 2005).

The issue of gender has become a point of interest to various stakeholders, including governmental and non-governmental organizations. Efforts exerted by these organizations are interventions aiming mainly at improving women's conditions and empowering their roles. These interventions cover different aspects of gender equality promotion including access to education, employment opportunities in terms of quality and quantity, income generation, and political participation (Wotherspoon, 2009).

Gender equality is defined as a provision of equal conditions, treatment, and opportunity for both men and women to realize their full potential, human rights, and dignity, as well as opportunities to contribute to and benefit from economic, social, cultural, and political development (UNGEI, 2012). Gender equality, also known as sex equality, sexual equality or equality of the genders, refers to the view that men and women should receive equal treatment, and should not be discriminated against based on gender, unless there is a sound biological reason for different treatment. This is the objective of the United Nations Universal Declaration of Human Rights, which seeks to create equality in law and in social situations, such as in democratic activities and securing equal pay for equal work.

According to IREX (2014), gender equity in education may lead to various advantages such of improvement of one's confidence, improvement in the quality of education, effectiveness in learning, improvement in employment and income earning opportunities, poverty reduction, healthier mothers and healthier children, inter-generational education effects (children of educated parents are more likely themselves to go to school), social development, and it promotes civic participation.

Based on UNESCO Institute of Statistics, (cited at <http://www.dosomething.org/tipsandtools/11-facts-about-education-around-world>), there are global gender issues in education that were such as: (1) as of 2012, 31 million primary-school pupils worldwide dropped out of school. An additional 32 million repeated a grade. (2) Girls are less likely to begin school, boys are more likely to repeat grades or drop out altogether. (3) 61 million primary school-age children were not enrolled in school in 2010. (4) 53 percent of the world's out-of-school children are girls and two-thirds of the illiterate people in the world are women. (5) Children who are born to educated mothers are less likely to be stunted or malnourished. Each additional year of maternal education also reduces the child mortality rate by 2 percent. (6) Women with a primary school education are 13 percent more likely to know that condoms can reduce their risk of contracting HIV/AIDS. An education can help decrease the spreading of this virus by promoting safer sexual practices. (7) Education empowers women to make healthy decisions about their lives. With all these issues on gender equality, there has been a great demand for Gender Mainstreaming in the educational system which basically is caused by political pressure. Eventually, all institutions both private and public started to create programs and plans to promote gender equality. In education, organizational structures were re-designed to make them gender sensitive. All schools from the primary to the tertiary level built groups or assigned individuals who will be responsible in addressing gender issues in the institution. Focal person/s created gender-related conditions of work environment. Gender-sensitive teaching was established with the purpose of equally supporting the learning of male and female students.

Gender sensitive teaching is defined as the ability to recognize gender issues in the educative process. It is the beginning of gender awareness (Mloma et.al, 2005). Such concept is being reflected on curriculum, textbooks and learning materials, methodologies or pedagogies, learning experiences, classroom set up and interaction, classroom management, and feedback and assessment (IREX, 2014).

Howie et al. (2003) stated that the binary conception of gender is problematic because of the attribution of differential judgments and values. Hence, gender equality is a criterion for the quality of teaching. The fact that as many female as male students in Higher Education does not make university teaching automatically gender sensitive. Next, to the official curriculum, the so-called hidden curriculum unconsciously and implicitly transmits content and objectives, for instance, by one-sided choices of content. Gender-sensitive teaching detects and counter-

acts such hidden curricula. Moreover, gender aspects play a role in interactions between instructors and students and among students.

It is in this gap that the study wanted to look to. Considering the local scenario of the educative system, the questioning of the using the educative institution in addressing the equality and respect in all gender preferences.

2. Purpose of the Study

This study aims to describe the gender sensitive teaching at Don Honorio Ventura Technological State University (DHVTSU) as a basis for the enhancement of the Gender and Development Program.

The study found answers to the following:

1. What do the respondents know about gender sensitive teaching?
2. How is gender sensitivity teaching described in terms of:
 - a. Curriculum,
 - b. Learning objectives,
 - c. Learning content,
 - d. Learning experiences,
 - e. Textual material, and
 - f. Learning assessment?
3. What is the level of observance on gender sensitivity as perceived by the students in terms of:
 - a. Curriculum,
 - b. Learning objectives,
 - c. Learning content,
 - d. Learning experiences,
 - e. Textual material, and
 - f. Learning assessment?
4. What are issues/concerns/ problems that can be drawn in the study?
5. What plan of action could be used to enhance the GAD Program at DHVTSU?

3. Methodology

Descriptive research was employed, with the use of a questionnaire as guided by various GAD Handbook and interview administered to deans, faculty members, and students. The study used stratified sampling in choosing the faculty members of DHVTSU. The researchers got a sample of deans, faculty members, and students per college of university namely College of Arts and Sciences, College of Business Studies, College of Computer Studies, College of Education, College of Engineering and Architecture, College of Industrial Technology, Institute of Physical Education, and Laboratory School, Evening Opportunity Classes, and Computer Education Program.

4. Results and Discussion

4.1. Knowledge on Gender Sensitive Teaching

Most of respondents know that gender sensitive teaching deals with gender equality within educative process and the aspects connected to it. The second connotation on gender sensitive teaching is connected to the awareness of teachers on the non- biased languages and procedures while imparting knowledge. And, the third idea on gender sensitive teaching is

connected to the word “respect”. The respondents believed that to be gender sensitive, one must recognize the preference and needs of the students.

4.2 Description of Gender Sensitivity Teaching in Various Aspects

In the application aspect, gender sensitivity has been fully applied in the aspects of the curricula at DHVTSU. This was reflected based on the general weighted mean of 2.63. All the indicators in this aspect were all described as fully applied. This result implies that the vision statement of the curriculum, disciplines connected to it, representation and equality for curriculum development, the content of course outlines, equal opportunities for learning and in designing the curriculum are applying the equality among genders as well as the needs and representation of each gender.

The learning objectives being observed in the programs and courses of DHVTSU are gender sensitive. This is based on the computed general weighted mean of 2.60 which tells that there is a full application of gender sensitive on learning objectives. Moreover, the indicators concerning this aspect are also described as fully applied. The findings show that the learning objectives per program and subject are addressing human rights, spirit and commitment, and gender issues. Also, the objective statements are written in a non-sexist manner and there are activities or interventions that are being planned and done to reduce gender gaps and inequalities such of GAD training every year as well as different casual and social events.

There is full application of gender sensitivity on the learning contents of the courses and subjects of DHVTSU. This description is based on the computed weighted mean of 2.53. The indicators connected to this aspect were also found to have full application of gender

sensitivity. The results further tells that the administrators are assuring that the contents of various subject addressed gender issues and have way to be gender neuter. Such full applications, the deans and the faculty members are executing their lessons in a language neuter manner, the materials used are non-stereotyping, and they assured that equality is dominant in gender concerns.

The learning experiences that are happening in the classrooms of DHVTSU are described to have full application of gender sensitivity. This is based on the computed weighted mean of 2.70. The items connected to the delivery of the lessons are found to be gender sensitive due to the full application of it as reflected on the results. Furthermore, the results state that the instructors are showcasing awareness on gender equality. Gender sensitivity is fully applied from the guidelines set inside the classroom to the values formation of the students. The instructor are trying their very best to avoid labels on their students and in being fair to both genders during classroom interactions, art of questioning, and assigning works and responsibilities.

The textual materials used in DHVTSU are found to be gender sensitive. This is supported by the computed weighted mean of 2.65 which mean fully applied. The set indicators regarding textual materials are also found to be gender sensitive as they were described as

“fully applied”. The results show that the languages, representations, visuals, and texts are assured to gender neuter. Also, there is a guarantee that the stories and pictures adopted in the textbooks of the students are not gender biased.

There is full application of gender sensitivity on the evaluation tools utilized by the DHVTSU faculty members. This is based on the general weighted mean of 2.63 which is “fully

applied". All indicators in this aspect are also described in remarkable way. The findings tell that instructors are also careful in choosing their assessment tool. As they craft their test or examinations, the teachers are aware that the wordings, statements, and representations should not be only focusing to one gender nor put down one gender.

4.3 Observance of Gender Sensitivity in Various Aspects

Gender sensitivity has been fully observed in the aspect of curricula at DHVTSU. This was reflected based on the general weighted mean of 2.46. All indicators in this aspect were all described as fully observed. The results tell that the students are fully aware on the application of gender sensitivity on the aspects of their respective curriculum such as career opportunities, disciplines, curriculum development, course outline, equal opportunities, learning opportunities, and vision. The students feel that their programs are both catering to needs of each gender. Such result agrees to the description of the deans and faculty members on this aspect which is "fully applied".

In the aspect of learning objectives, gender sensitivity has been fully observed at DHVTSU. This was reflected based on the general weighted mean of 2.42. All indicators in this aspect were all described as fully observed. The results of the study show that the students found the application of gender sensitivity evident specifically on the items on human rights, spirit and commitment, and statement of objectives. The students are aware and are participating in various activities or intervention that addresses or reduces gender gaps and gender issues.

The learning content of DHVTSU has been found to be gender sensitive. This was reflected based on the general weighted mean of 2.57. All indicators in this aspect were all described as fully observed. Such results imply that the students found their various subjects to be gender sensitive. The students found the application of gender sensitivity to be very evident. There is a reflected and observation on the indicators concerning learning contents such as the use of non-biased language and materials as well as in avoidance of stereotyping and assuring gender equality.

The learning experiences at DHVTSU have been observed fully with gender sensitivity. This was reflected based on the general weighted mean of 2.47. All indicators in this aspect were all described as fully observed. The results show that the students are fully aware on the observance of gender sensitivity on learning experiences. This further implies that the students have full observations on the items dealing with this aspect such as setting the guidelines, teaching aids, classroom interactions, art of questioning, student requirements, and values integration. The students observe that these indicators are in the advocates of gender sensitivity.

Gender sensitivity has been fully observed in the aspect of textual materials at DHVTSU. This was reflected based on the general weighted mean of 2.33. All indicators in this aspect were all described as fully observed. It states that there is an evident observation on having gender equality on the materials used in the teaching-learning process. It further implies that there is equality on gender representations as reflected on the various pictures, stories, and articles.

The learning assessments of DHVTSU have been found to be gender sensitive. This was reflected based on the general weighted mean of 2.41. All indicators in this aspect were all described as fully observed. The results tell that the students find their quizzes, examinations, and other assessment tools to be gender sensitive. There is no dominant gender being observed on the statements on their assessments as well as the teachers are executing gender equality as reflected in their assessment tools.

4.4 Identified issues, problems, and concerns

There is no problem or concern derived from the findings since the data show that there is full application and full observance of the aspects concerning gender sensitive teaching. However, the faculty are experiencing difficulty on the application on gender sensitivity teaching on the areas technical subjects as well as on sciences and mathematics.

5. Conclusions

Based on the findings of the study, the following were being concluded:

- 5.1 Equality is the main notion about gender sensitivity teaching.*
- 5.2 All aspects and indicators concerning gender sensitive teaching are fully applied at DHVTSU.*
- 5.3 An evident observation was perceived by the students of DHVTSU on the application of gender sensitivity on the aspects of learning.*
- 5.4 Integration of gender sensitive teaching is an issue to the technical, mathematics, and sciences subjects.*

6. Recommendations

In line with the findings and conclusions, the following are being suggested:

- 6.1 Continuous monitoring should be done so that full application and full observance of gender sensitive teaching on the aspects of education can be sustain.*
- 6.2 Seminars, workshops, and trainings on gender sensitive teaching should be continuously done regarding gender sensitive teaching.*
- 6.3 Gender sensitive teaching should discretely be applied and evaluated across the various colleges of the university.*
- 6.4 Gender and Development Program may create a module on how concretely integrate gender sensitivity especially in the aspects of technical, sciences, and mathematics.*
- 6.5 Gender and Development Program may create Gender and Development Assessment Team to assure that the programs, objectives, and activities of GAD are being realized to all units of the university not only on the instruction aspect.*
- 6.6 The DHVTSU's GAD Program should be known to everyone so that people of the university can continuously be aware of the Gender and Development not only in the field of education.*
- 6.7 Gender and Development Program may include to do extension services in a form of information dissemination so that it can help other people on how to gender sensitive.*
- 6.8 Proper monitoring of the 5% allocated budget for Gender and Development as mandated by law.*
- 6.9 Further researches may be done regarding Gender and Development and gender sensitive teaching.*

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