



TOWARDS GENDER-RESPONSIVE PEDAGOGICAL PRACTICES IN TEACHING SCIENCE IN CALATAGAN DISTRICT

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ABSTRACT

This study examined the level of awareness of science teachers regarding the design, implementation, monitoring, and evaluation of Gender and Development (GAD) in the Basic Education Curriculum and their perceived extent of gender-responsive science teaching practices in Calatagan District. Using a descriptive quantitative research design, the study involved eighty (80) nationally funded elementary and secondary science teachers selected through total enumeration and purposive sampling. Data were collected through a validated questionnaire and analyzed using weighted mean and statistical procedures through PAST 3.16. Results revealed that science teachers were aware of GAD integration in the curriculum and practiced gender-responsive science teaching to a very great extent in classroom setup, management, interaction, and instructional materials. Findings further indicated that teachers' awareness influenced their implementation of gender-responsive strategies, with differences observed based on sex and GAD training exposure. The study highlights the importance of strengthening gender-responsive science education programs to promote equitable and inclusive learning environments.

Keywords: *Gender bias, Gender equality, Gender-responsive science teaching, Gender sensitivity, Gender stereotypes, Mainstream, Pedagogical Approach*

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I. Introduction and Rationale

School as a social institution is entailed to provide equal opportunities for the students to explore their beings and to dig out their innate talents, skills and potentials. It plays a vital role in inculcating gender sensitivity and gender equality in students' etiquettes and manners. However, gender inequities pervading society are carried into the school environment. This is evident in school processes such as teaching, teacher-student interaction, curriculum, school management and the plan and design of the physical structure.

Teaching and learning materials, for example, may contain gender stereotypes. Teachers are not always aware of gender specific needs of both girls and boys (Mlama, et al., 2014). School is one of the places, which shows gender issues. Many studies revealed different matters of discrimination, both of boys and girls. It is really a big challenge to teachers to cater the different needs of the students. Sometimes teachers forget to give importance to the gender of their students (Hernandez & Cudiamat, 2017).

In the Philippines, gender bias is very evident due to standard teaching methods and learning materials used in different classes. Standard teaching methods and learning materials tend to depict men as powerful, assertive and intelligent, while portray women as weak, passive and submissive. School textbooks and supplementary resource materials tend to be filled with male protagonist like Biag ni Lam-ang and Ibong Adarna.

In the implementation of K-12 Basic Education Curriculum, Science is given focus as a core learning area where students should be able to demonstrate understanding of basic science concepts and application of science inquiry skills, as well as exhibit scientific attitudes and values to solve problems critically, innovate beneficial products, protect the environment and conserve resources, enhance the integrity and wellness of people, make informed decisions and engage in discussions of relevant issues that involve science, technology and environment (Tiglao, 2016).

Considering the various learning opportunities offered by Science as a core learning area, Science is the best avenue for gender equality and gender equity advocacy. However, gender differences are deeply embedded in science, technology, and society. Gender bias

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such as stereotyping is extensive in Science Education. When school children are asked to draw scientist, 70% of students imagine scientist to be male which reflects current international estimates of male participation (Schiebinger, 2014). Several gender-biased factors were identified in classes, which may facilitate stereotype formation. These factors include the teaching and assessment methods a teacher chooses, which meet more or less the preferences of a certain sex category.

In addition, the teachers' attitude to science and their function as a role model can be gender biased, and the same applies for the selected contexts of a teaching content (e.g., technical vs. health-oriented contexts and also for the type of language and visuals, portraying mainly male scientists being used). Teachers' gender-biased behaviors, however, can also be caused by the students themselves who trigger certain teacher reactions by their behavior. Thus, differences in frequency by which teachers call on male and female students to answer their questions can be traced back on the increased volunteering rates of male students. This result demonstrates that gender-biased situations can also arise from students' behavior.

In Science classes, girls are more likely to be called to explain because they are known to be good in linguistics. Girls are more likely to be praised because the neatness of their work. Boys are more likely to be called for computation and problem solving because they are known to be good in Math. This means that students themselves contribute to a solidification of gender-bias situations (Kokott, et al., 2018). This differential representation of men and women in the scientific community was foretold by achievement patterns already evident in the elementary and secondary levels". Indeed, the schools are sometimes blamed for this state of affairs, although it is by no means evident that this is a viable attribution (Sheen, 2015).

The school is one of the institutions which has been the effective partner of the government in promulgating and implementing its different laws, orders and policies. The Department of Education (DepEd) issued DepEd Order No. 32 s.2017 otherwise known as Gender Responsive Basic Education Policy in line with its GAD mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 of the Magna Carta of Women

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(MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others. Through this policy, the Department of Education commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education. Furthermore, through this policy, the Department of Education commits to gender equality through gender-responsive basic education to holistically develop Filipinos with access to quality, culture-based basic education in a learner-friendly, safe and nurturing environment with the provision to continuously improve its support system at all levels of governance.

It is in the light of the foregoing information that the researcher is motivated to conduct a study entitled: Towards Gender-Responsive Pedagogical Practices in Teaching Science in the District of Calatagan, Batangas.

II. Related Literature

For relevant information and necessary background for the present study, comprehensive research on related literature was conducted by the researchers.

Schiebinger (2011) stated that sex integration and gender analysis should be included in the field of education as gendered innovations which will stimulate new knowledge and technologies. As a result, gendered innovations encourage gender-responsive pedagogy which enhances gender equality which contributes to excellence. All schools should include gender innovations into their curricula to establish gender-responsible science and technology, hence, improving the quality of life of both men and women.

Okoko, et al.,(2017) mentioned that education is a fundamental human right and to fully realize it, gender equality is needed. Teaching strategies and teachers play a vital role to achieve gender equality. However, many teachers use strategies that do not provide equal opportunities for girls and boys to participate. Gender-Responsive Pedagogy (GRP) is a

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guaranteed method that will help teachers to improve the overall quality of teaching for all learners. The GRP approach comprises teacher training on gender-sensitive processes and practices that result in more equal participation of girls and boys in the classroom, as well as in the community. Teachers who employ GRP apply an inclusive approach in planning lessons, teaching, managing classroom activities and performance evaluation.

McGregor and Bazi (2015) pointed out that science and technology are the powerful instruments in developing new knowledge-based global economy. However, many nations practice traditional and indigenous science education system which limits opportunities, growth and progress among the students. To enhance science education system, equal opportunities of all students should be facilitated, innovation system that is inclusive should be cultivated, and in achieving these goals gender-based analysis is a powerful tool. The collection of sex disaggregated data is an important starting point in identifying the gender gap in science disciplines and in positions of decision-making. Gender gaps in science and technology will be filled by employing teaching strategies that are gender-responsive, gender-equal and gender-sensitive.

Manning (2012) explained that considering gender differences of the students in teaching science and mathematics in middle school level will give enough confidence to the students to engage with science and mathematics. Middle school teachers have a professional responsibility to maintain a sense of objectivity, consider females and males as individual and avoid basing education decisions on stereotypes and false perceptions.

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

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appropriate disciplinary practices and provide unbiased instruction. And students must behave in a non-violent, inclusive way (Blake, 2017).

Morales, et al., (2015) stressed that gender biases in the science and mathematics classrooms can still be observed. Though students and teachers strongly agree, believe or claim that equality in sexes must be maintained at all times inside the classroom because in some aspects, it affects academic achievement. Gender inequality is mostly observed in instruction and assessment, classroom management and environment, and teacher-student interaction. Most of these inequalities were observed to be highly influenced by the traditions, practices, beliefs and culture of the place or province. While most students and teachers believed in equality in quality, this belief must be translated to action to enhance the quality of education provided to both genders.

Gender mainstreaming should be applied in any area and at all levels. Gender mainstreaming specially in education is the global strategy to realize gender equality and quality education. She further explained that in order to prevent all forms of gender-based discrimination in the field of education gender-responsive curriculum and gender-responsive pedagogy should be established (Mananzan, 2015).

Lualhati (2019) highlighted that a gender-responsive classroom needs gender-responsive teachers. She highlighted the bridging the gap requires sensitizing educators to gender topics and reshaping their approaches and practices to eliminate gender stereotypes. Gender sensitive educators understand and respond to the needs of their boy and girl students considering their different sexual maturation level. They act as change agents and promoter of equal rights in education, who advance the cause of education for everyone.

Villaruel (2015) stressed in his study that gender-stereotype is clearly evident in teaching and learning materials used in schools and even teachers are completely unaware of the of gender specific needs of boys and girls. Discriminatory practices against girls also take place in classroom participation and this discourages girls from participating in the teaching and learning process. Thus, schools must promptly acquire teaching and learning processes which pay attention to the specific

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learning needs of girls and boys and embrace a holistic gender approach in the processes of lesson planning, language use in the classroom, classroom management, classroom setup and classroom interactions.

Tantengco (2016) stated that the school serves as an agent of social transformation by creating curriculum that provides learning experiences that will harness social criticism and action towards contemporary issues in the country. The new K-12 Social Studies Curriculum content includes contemporary issues as its way of making the teaching-learning process gender responsive. Gender-fair education is an advocacy and commitment. Educational institutions should respond to this endeavor to promote equality and peace in the society.

Gender fair education is integrated in Mandated Subject. Gender fair practices suggests the need for a structured integration of gender practices not only as the situation favors based on the reactions of the learners during discussion and /or class interactions but as long as the subject matter deems it appropriate and the lesson exemplars developed are samples of gender-fair education materials reflective of specific gender education key thrusts, concepts and practices imply the feasibility of structured integration gender fair education in the teaching of Philippine History as one of the General Education Courses in Social Sciences (Ayo, 2013).

III. Research Questions

The study was conducted to determine the level of awareness of the science teachers on the design, implementation, monitoring and evaluation of GAD in Basic Education Curriculum. Furthermore, it aimed to ascertain the perceived extent of practices of the science teachers on gender-responsive science teaching in Calatagan District.

Specifically, it sought answers to the following questions:

1. What is the sex disaggregated profile of the science teachers in terms of:
 - 1.1. number of GAD training attended;
 - 1.2 educational attainment;

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- 1.3 grade level taught; and
- 1.4 preferred pedagogical approach?
2. What is the level of awareness of science teachers on GAD in terms of:
 - 2.1 design;
 - 2.2 implementation; and
 - 2.3 monitoring and evaluation?
3. What is the perceived extent of practices of the science teachers on gender-responsive science teaching in terms of:
 - 3.1 classroom setup;
 - 3.2 classroom management;
 - 3.3 classroom interaction; and
 - 3.4 learning and teaching materials?
4. How significant is the relationship between the level of awareness and perceived extent of practices on gender-responsive science teaching of the science teachers?
5. How significant is the difference in the level of awareness and in the perceived extent of practices on gender-responsive science teaching of the science teachers when sex is considered?
6. What gender-responsive teaching strategy can be developed to mainstream gender equality into pedagogy?

IV. Null Hypothesis

In the light of the above-mentioned problems, the following hypotheses were tested in this study:

1. There is no significant relationship between the level of awareness of the science teachers and their perceived extent of practices on gender-responsive science teaching.

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2. There is no significant difference in the level of awareness of the science teachers and in the perceived extent of practices on gender-responsive science teaching when sex is considered.

V. Scope and Delimitation

The study was conducted at the District of Calatagan which composes of twenty-two (22) elementary schools and three (3) high schools. The study was confined on the eighty (80) science teachers, specifically, fifty-seven (57) elementary teachers and twenty-three (23) secondary teachers.

The said study focused on the level of awareness of the science teachers on the design, implementation, monitoring and evaluation of GAD in Basic Education Curriculum. Furthermore, it aimed to ascertain the perceived extent of practices of the science teachers on gender-responsive science teaching in Calatagan District.

The results and findings of the study could be used as a basis for developing gender-responsive teaching strategy to mainstream gender equality into pedagogy.

VI. Research Methodology

A. Sampling

Census or total sampling approach using purposive sampling technique was used in this study. Purposive sampling is a type of sampling where the members for a sample are selected according to the purpose of the study.

The respondents of the study were eighty (80) elementary and secondary nationally-funded science teachers in the District of Calatagan. Specifically, fifty- seven (57) elementary science teachers and twenty-three (23) secondary science teachers were used as respondents of the study.

B. Data Collection

The researcher employed the descriptive survey design which is quantitative in the aspect of data gathering. The information was obtained through the use of

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questionnaire which was administered to the science teachers in Calatagan District. Specifically, the questionnaire was utilized to determine the level awareness of the respondents as well as their perceived extent of practices on gender-responsive science teaching. The questionnaire was validated by the members of District Research Committee (DRC). Weighted mean was used to describe the responses of the study.

C. Ethical Issues

Prior to the actual administration of the questionnaire, the researcher requested permission through written communication to the Public District Schools Supervisor. The researchers also requested cooperation from the school heads and teacher-respondents. The retrieval of the questionnaires was done right after they had administered to the respondents. The collected data was kept confidentially and intended for research purpose only.

D. Plan for Data Analysis

The gathered data was subjected to statistical treatment. The following are some statistical analysis formulas being used:

1. Frequency and percentage were used to describe the sex disaggregated profile of the respondents.
2. Likert scale was used by the researchers to interpret the level of awareness of the respondents and to interpret the perceived extent of practices of the respondents on gender-responsive science teaching. Weighted mean, standard deviation (SD) and ranking were used to determine the extent of awareness of the respondents.
3. Spearman rho was used to identify the significant relationship on the assessed responses of the science teachers.
4. Mann-Whitney U Test was used to identify the significant difference on the assessed responses of the science teachers when grouped based on sex.

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VII. Results and Discussions

The succeeding Tables presented below present the different personal profiles of the respondents.

Table 1

Sex Disaggregated Profile of the Science Teachers as to Number of GAD Trainings Attended

Number of GAD-Related Trainings Attended	MALE		FEMALE		TOTAL	
	F	P	F	P	F	P
1-2	7	8.75%	18	22.50%	25	31.25%
3-4	7	8.75%	31	38.75%	38	47.50%
5-6	4	5.00%	13	16.25%	17	21.25%
TOTAL	18	22.50%	62	77.50	80	100

Legend: F=Frequency P=Percentage

Table 1 presents the sex disaggregated profile of the science teachers as to number of GAD-related trainings attended. It presents that out of eighty (80) respondents, thirty-eight (38) respondents or 47.50% have attended GAD-related trainings for 3-4 times. Specifically, seven (7) male respondents or 8.75% and thirty-one (31) female respondents or 38.75% have attended GAD-related trainings for 3-4 times.

Table1 also reveals that there are more female respondents than male respondents. It shows that there are only eighteen (18) male teachers or 22.50%, while there are sixty-two (62) female teachers or 77.50%.

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Table 2

Sex Disaggregated Profile of the Science Teachers as to Educational Attainment

Educational Attainment	MALE		FEMALE		TOTAL	
	F	P	F	P	F	P
Bachelor's Degree	5	6.25%	31	38.75%	36	45.00%
Master's Degree	5	6.25%	8	10.00%	13	16.25%
MA/MS Units	7	8.75%	22	27.50%	29	36.25
Ed.D./Ph.D. Units	1	1.25%	1	1.25%	2	2.50
TOTAL	18	22.50%	62	77.50	80	100

Legend: F=Frequency P=Percentage

Table 2 provides the sex disaggregated profile of the science teachers as to educational attainment. It reveals that five (5) male teachers or 6.25% and thirty- one (31) female teachers or 38. 75% have finished Bachelor's Degree. It also presents those seven (7) male teachers or 8.75% and twenty-two (22) female teachers or 27.50% have MA/MS units. Five (5) male teachers or 6.25% and eight (8) female teachers or 10% have finished Master's Degree. On the other hand, the Table reveals that only one (1) male teacher or 1.25% and one (1) female teacher or 1.25% have Ed.D./Ph.D.units.

Furthermore, the Table reveals that majority of the respondents have attained Bachelor's Degree with a total number of thirty -six (36) respondents or 45%.

Table 3

Sex Disaggregated Profile of the Science Teachers as to Grade Level Being Taught

Grade Level Being Taught	MALE		FEMALE		TOTAL	
	F	P	F	P	F	P

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Elementary	11	13.75%	46	57.50%	57	71.25%
Junior High School	5	6.25%	14	17.50%	19	23.75%
Senior High School	2	2.50	2	2.50%	4	5.00
TOTAL	18	22.50%	62	77.50	80	100

Legend: F=Frequency P=Percentage

Table 3 illustrates the sex disaggregated profile of the respondents as to grade level being taught. It reveals that most of the respondents are composed of elementary teachers with a total number of fifty-seven (57) or 71.25%. Specifically, eleven (11) male teachers or 13.75% and forty-six (46) or 57.50% female teachers are teaching in elementary level. The Table also shows that there are five (5) male teachers or 6.25% and fourteen (14) female teachers or 17.60% are teaching in Junior High School. However, only two (2) male teachers or 2.50% and also two (2) female teachers or 2.50% are teaching in Senior High School.

Table 4

Sex Disaggregated Profile of the Science Teachers as to Preferred Pedagogical Approach

Preferred Pedagogical Approach	MALE		FEMALE		TOTAL		Rank
	F	P	F	P	F	P	
Collaborative	16	20.00%	55	68.75%	71	88.75%	1
Constructivism	6	7.50%	35	43.75%	41	51.25%	2
Inquiry-Based	12	15.00%	28	35.00	40	50.00%	3
Integrative	11	13.75%	24	30.00%	35	43.75%	4
Reflective	8	10.00%	20	25.00%	28	35.00%	5

Legend: F=Frequency P=Percentage

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Table 4 shows the sex disaggregated profile of the respondents as to preferred pedagogical approach. It reveals that collaborative approach ranks first (1st) which signifies that it is the most preferred pedagogical approach of both male and female teachers. It presents that sixteen (16) male teachers or 20.00% and fifty-five (55) female teachers or 68.75% with a total number of seventy (71) teachers or 88.75% preferred collaborative approach. Furthermore, the Table presents that reflective approach ranks fifth (5th) which indicates that it is the least preferred pedagogical approach of both male and female teachers. Only eight (8) male teachers or 10.00% and twenty-eight (28) female teachers or 35.00% prefer reflective approach.

Table 5

Level of Awareness of Science Teachers on the Design of GAD

Design	Weighted Mean	Verbal Interpretation	SD	Rank
1. Integration of Gender and Development in the provision and governance of basic education.	3.41	Highly Aware	0.50	2
2. Gender mainstreaming in basic education to address both enduring and emerging gender related issues.	3.36	Highly Aware	0.51	3
3. Establishment of media network and mechanism for effective advocacy campaigns on GAD.	3.25	Aware	0.61	5
4. Designing gender-responsive models of instruction for basic	3.31	Highly Aware	0.62	4

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education appropriate for all
types of learners

5. Advocacy on gender equality in all aspects of development.	3.48	Highly Aware	0.55	1
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GRAND MEAN	3.37	Highly Aware	0.56	
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Table 5 presents the level of awareness of the science teachers on the design of GAD. It reveals that the teachers are highly aware on the advocacy on gender equality in all aspects of development, with weighted mean (WM) of 3.48, (SD=0.55) and ranks first (1st). It also shows that teachers are highly aware on the integration of Gender and Development in the provision and governance of basic education with WM of 3.41 (SD=0.50) and ranks second (2nd).

On the other hand, the Table presents that the teachers are aware on the establishment of media network and mechanism for effective advocacy campaigns on GAD, with a WM of 3.25 (SD=0.61) and ranks fifth (5th).

Moreover, the Table reveals that science teachers are highly aware on the design of GAD, as evident by the computed grand mean of 3.37 (SD=0.56).

Table 6

Level of Awareness of the Science Teachers on the Implementation of GAD

Implementation	Weighted Mean	Verbal Interpretatio n	SD	Rank
1. Preparation of annual GAD Plan and Budget (GPB) to	3.19	Aware	0.69	4

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address gender issues and concerns.

2. Integration of the observance of GAD related celebrations in the school calendar. 3.31 Highly Aware 0.57 2

3. Capacity building of all teachers on GRBE through In-service training and workshop 3.32 Highly Aware 0.61 1

4. Network of DepEd partners/stakeholders that would support Gender and Development activities. 3.24 Aware 0.64 3

5. Gender and Development research studies. 3.00 Aware 0.67 5

GRAND MEAN	3.21	Aware	0.64
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Table 6 illustrates the level of awareness of the science teachers on the implementation of GAD. It shows that the teachers are highly aware on capacity building of all teachers on GRBE through In-service training and workshop, with WM of 3.32 (SD=0.61) and ranks first. It also presents that the teachers are highly aware on the integration of the observance of GAD related celebrations in the school calendar with WM of 3.31 (SD=0.57) and ranks second. On the other hand, it presents that the teachers are aware on Gender and Development research studies, with WM of 3.00 (SD=0.67) and ranks fifth.

The Table also shows that science teachers are aware on the implementation of GAD, as manifested in the computed grand mean of 3.37 (SD=0.64).

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Table 7

Level of Awareness of the Science Teachers on the Monitoring and Evaluation of GAD

Monitoring and Evaluation of GAD in Basic Education Curriculum	Weighted Mean	Verbal Interpretation	SD	Rank
1. Ensuring harmonious implementation of GAD by Monitoring & Evaluation Technical Working Group.	3.20	Aware	0.64	1
2. Periodic review of Gender Responsive Basic Education Policy to further enhance its provision and effectiveness.	3.03	Aware	0.68	5
3. Monitoring the progress and implementation of various programs, projects and activities charged against GAD budget.	3.07	Aware	0.65	3
4. Annual Gender and Development Plan and Budget from all schools.	3.11	Aware	0.77	2
5. Framework for Gender and Development Appraisal.	3.05	Aware	0.74	4
GRAND MEAN	3.09	Aware	0.70	

Table 7 shows the level of awareness of the science teachers on the monitoring and evaluation of GAD. It shows that the teachers are aware on ensuring harmonious implementation of GAD by Monitoring & Evaluation Technical Working Group with a WM of 3.20 (SD=0.64) and ranks first. It also presents that the teachers are aware on the annual

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Gender and Development Plan and Budget from all schools with a WM of 3.11 (SD=0.77) and ranks second.

However, the Table also reveals that the teachers are aware on periodic review of Gender Responsive Basic Education Policy to further enhance its provision and effectiveness, with a WM of 3.03 (SD=0.68) and ranks fifth.

Moreover, the Table indicates that the science teachers are aware on the monitoring and evaluation of GAD as revealed in the computed grand mean of 3.09 (SD=0.70).

Table 8

Level of Awareness of the Science Teachers on the Design, Implementation and Monitoring and Evaluation of GAD

Dimensions	Weighted Mean	Verbal Interpretation	SD	Rank
Design	3.37	Highly Aware	0.56	1
Implementation	3.21	Aware	0.64	2
Monitoring and Evaluation	3.09	Aware	0.70	3
GRAND MEAN	3.22	Aware	0.63	

Table 8 presents the level of awareness of science teachers on the design, implementation and monitoring and evaluation of GAD. It shows that teachers are highly aware on the design of GAD with a WM of 3.37 (SD=0.56) and ranks first. It also reveals that

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the teachers are aware on the implementation and monitoring and evaluation of GAD with computed WM of 3.21 (SD=0.64) and 3.09 (SD=0.70) respectively.

Finally, the Table reveals that the teachers are aware on the design, implementation and monitoring and evaluation of GAD as manifested in the grand mean of 3.22 (SD=0.63).

Table 9

Perceived Extent of Practices of the Science Teachers on Gender-Responsive Science Teaching as to Classroom Set Up

Classroom Set up	Weighted Mean	Verbal Interpretation	SD	Rank
1. A mixed seating arrangement to enhance the equal participation of girls and boys.	4.65	Very Great Extent	0.44	1
2. A seating position allowing all students to be positioned at the same level.	4.38	Very Great Extent	0.54	2
3. A seating position considering the physical difficulties of the students. (e.g. nearsighted students sit in front of the classroom)	4.53	Very Great Extent	0.69	3.5
4. Use color and decorations which are gender neutral.	4.24	Very Great Extent	0.69	3.5

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5. Display of poster and pictures in the classroom is gender neutral. (e.g. picture of female and male scientist are both displayed)	4.19	Very Extent	Great	0.77	5
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GRAND MEAN	4.40	Very Extent	Great	0.63	
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Table 9 illustrates the perceived extent of practices of the science teachers on gender-responsive science teaching as to classroom setup. It shows that a mixed seating arrangement to enhance the equal participation of girls and boys ranks first (1st), which signifies that this is practiced at very great extent by the science teachers with a WM of 4.65 (SD=0.44). It also presents that seating position considering the physical difficulties of the students (rank 2), a seating position allowing all students to be positioned at the same level (rank 3) and using color and decorations which are gender neutral (rank 4) are practiced at very great extent by the teachers, as evident by the computed WM of 4.53 (SD=0.69), 4.38 (SD=0.54) and 4.24 (SD=0.69) respectively. However, the table shows that display of poster and pictures in the classroom is gender neutral. (e.g. picture of female and male scientist are both displayed) is practiced at a great extent by the teachers with a WM of 4.19 (SD=0.77) and ranks fifth. Moreover, the Table presents that science teachers practice gender-responsive science teaching (GRST) on classroom setup at very great extent as evident by the computed grand mean of 4.40 (SD=0.63).

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Table 10

**Perceived Extent of Practices of the Science Teachers on
Gender-Responsive Science Teaching as to Classroom Management**

Classroom Management	Weighted Mean	Verbal Interpretation	SD	Rank
1. Call male and female students alternately.	4.33	Very Great Extent	0.55	5
2. Make eye contact with both girl and boy students.	4.67	Very Great Extent	0.54	1
3. Extend positive reinforcement to both girls and boys.	4.57	Very Great Extent	0.69	3
4. Allow sufficient time for shy students to answer questions.	4.38	Very Great Extent	0.59	4
5. Ensure that working groups are mixed (both girls and boys)	4.62	Very Great Extent	0.67	2
GRAND MEAN	4.53	Very Great Extent	0.61	

Table 10 exhibits the perceived extent of practices of the science teachers on gender-responsive science teaching as to classroom management. It shows that making eye contact with both girl and boy students ranks first (1st), which implies that this is practiced at very

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great extent by the science teachers with a WM of 4.67 (SD= 0.68). It also presents that ensuring that working groups are mixed (both girls and boys) (rank 2), extending positive reinforcement to both girls and boys (rank 3), allowing sufficient time for shy students to answer questions (rank 4) and calling male and female students alternately(rank 5) are practiced at very great extent by the teachers as evident by the WM of 4.62 (SD=0.67), 4.57 (SD=0.56), 4.38 (SD=0.59) and 4.33 (SD=0.55) respectively.

The Table also illustrates that science teachers practice GRST at very great extent on classroom management as manifested in grand mean of 4.53 (SD=0.61).

Table 11

**Perceived Extent of Practices of the Science Teachers on
Gender-Responsive Science Teaching as to Classroom Interaction**

Classroom Interaction	Weighted Mean	Verbal Interpretation	SD	Rank
1. Ensure that everyone has the opportunity to lead discussions.	4.62	Very Extent	Great 0.49	2
2. Ensure that group leaders are both girls and boys	4.52	Very Extent	Great 0.53	4
3. Encourage both girls and boys to present results from group work.	4.63	Very Extent	Great 0.65	1

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4. Ensure both girls and boys serve as note takers in small group.	4.42	Very Extent	Great	0.53	5	
5. Avoid statements that generalize gender. (e.g., girls are indeed neat or boys are really good in calculations...)	4.54	Very Extent	Great	0.71	3	
GRAND MEAN	4.54	Very Extent	Great	0.58		

Table 11 reveals the perceived extent of practices of the science teachers on gender-responsive science teaching as to classroom interaction. It shows that encouraging both girls and boys to present results from group work ranks first which signifies that it is practiced at very great extent by the science teachers with a WM of 4.63 (SD = 0.65). It also exhibits that ensuring that everyone has the opportunity to lead discussions (rank 2), avoiding statements that generalize gender (rank 3), ensuring that group leaders are both girls and boys (rank 4) and ensuring both girls and boys serve as note takers in small group are practiced at very great extent by the teachers with computed WM of 4.62 (SD=0.49), 4.54 (SD=0.71), 4.52 (SD=0.53) and 4.42 (SD=0.53) respectively.

Lastly, the Table indicates that science teachers practice (GRST) on classroom interaction at very great extent as revealed by the computed grand mean of 4.54 (SD=0.58).

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Table 12

**Perceived Extent of Practices of the Science Teachers on
Gender-Responsive Science Teaching as to Teaching and Learning Materials**

Teaching and Learning Materials	Weighted Mean	Verbal Interpretation	SD	Rank
1. Use gender neutral language. (e.g. it, their, they, we, us)	4.51	Very Great Extent	0.49	1
2. Use equal representation of girls and boys in the images/illustration.	4.47	Very Great Extent	0.59	2
3. Use instructional materials which are gender neutral. (e.g., use color and decorations which are gender neutral)	4.35	Very Great Extent	0.61	3
4. Prepare activities that are outside students' gender's comfort zone (e.g., sports, dance, drama)	4.28	Very Great Extent	0.73	5
5. Avoid using gender stereotyped examples like female nurse and male astronaut.	4.30	Very Great Extent	0.78	4

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GRAND MEAN	4.40	Very	Great	0.56
		Extent		

Table 12 presents the perceived extent of practices of the science teachers on gender-responsive science teaching as to teaching and learning materials. It shows that using gender neutral language. (e.g., it, their, they, we, us) ranks first which implies that it is practiced at very great extent by the science teachers with a WM of 4.51 (SD= 0.49). It also shows that using equal representation of girls and boys in the images/illustration (rank 2), using instructional materials which are gender neutral. (e.g., use color and decorations which are gender neutral) (rank 3), avoiding the use of gender stereotyped examples like female nurse and male astronaut and preparing activities that are outside students' gender's comfort zone (e.g., sports, dance, drama) (rank 5) are practiced at very great extent by the teachers with computed WM of 4.47(SD=0.59), 4.35(0.61), 4.30 (SD=0.78) and 4.28 (0.73) respectively.

Furthermore, the Table exhibits that science teachers practice GRST on teaching and learning materials at very great extent as evident by the computed grand mean of 4.40 (SD=0.56).

Table 13

Perceived Extent of Practices of the Science Teachers on Gender-Responsive Science Teaching

Dimension	Weighted Mean	Verbal Interpretation	SD	Rank
Classroom Set up	4.40	Very Great Extent	0.63	3.5
Classroom Management	4.53		0.61	2

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				Very Extent	Great		
Classroom Interaction		4.54		Very Extent	Great	0.58	1
Teaching and Learning Materials		4.40		Very Extent	Great	0.56	3.5
GRAND MEAN			4.47	Very Extent	Great	0.60	

Table 13 illustrates the perceived extent of practices of the science teachers on gender-responsive science teaching. It shows that GRST is practiced at very great extent on classroom interaction by the science teaches with a WM of 4.54 (SD = 0.58) and ranks first. It also presents that GRST is practiced at very great extent on classroom management, classroom setup and teaching and learning materials with WM of 4.53 (SD=0.61), 4.40 (SD=0.56) and 4.40 (SD=0.56) respectively.

Finally, the Table reveals that science teachers practice gender-responsive science teaching at very great extent as evident by the computed grand mean of 4.47(SD=0.60).

Table 14

Spearman r_s Correlation Results Between the Level of Awareness and Extent of Practices on Gender Responsive Science Teaching

Variable	Mean	N	Computed r_s -value	p- value	Interpretation*	Decision
Level of Awareness	3.22	80	0.5033		Significant	Reject H_0

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Extent of Practices 4.47 0.000

*Significant at $p < 0.05$

The Table presents the Spearman (r_s) correlation between the science teachers' level of awareness and how they perceived their practices on gender sensitivity. The statistical analysis generated an r_s -value of 0.5033 with a probability value of 0.000 ($p < 0.05$). This means that there is significant relationship between the extent of awareness and classroom practices of the science teachers. This further rejects the null hypothesis.

Table 15

Mann-Whitney U Test Results of the Level of Awareness of the Science Teachers on Gender Responsive Science Teaching as to Sex

Variable	Mean Rank	N	Mann-Whitney U	p-value	Interpretation*	Decision
Male	11.056	18	402.5	0.073	Not significant	Failed to reject H_0
Female	29.444	62				

*Significant at $p < 0.05$

The Table presents the Mann-Whitney U test results between the science teachers' level of awareness in terms of sex disaggregated profile. The statistical analysis generated a U -value of 402.5 with a probability value of 0.073 ($p > 0.05$). This means that there is no significant difference between the levels of awareness on gender-responsive teaching of both male and female teachers. This further fails to reject the null hypothesis.

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Table 16

Mann-Whitney *U* Test Results of the Extent of Practices of the Science Teachers on Gender Responsive Science Teaching as to Sex

Variable	Mean Rank	N	Mann-Whitney U	p-value*	Interpretation*	Decision
Male	11.825	18	341	0.012	Significant	Reject H ₀
Female	26.675	62				

*Significant at $p < 0.05$

The Table presents the Mann-Whitney *U* test results between the science teachers' extent of practices in terms of sex disaggregated profile. The statistical analysis generated a *U*-value of 341 with a probability value of 0.012 ($p < 0.05$). This means that there is significant difference between the extents of practices on gender-responsive teaching of both male and female teachers. This further rejects the null hypothesis.

Table 17

**Gender-Responsive Pedagogical Approach
(Gender-Responsive Teaching Strategy)**

THE CONSTRUCTIVISM APPROACH

Constructivist Approach-shows learners both girls and boys to be active in the process of constructing meaning and knowledge rather than passively receiving information. It fosters critical thinking and provides learners with a learning environment that helps them make connections with their learning. Learners are the makers of meaning and knowledge.

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GENDER-RESPONSIVE STRATEGY	FEATURES	SUGGESTED ACTIVITY	SUGGESTED FORM OF ASSESSMENT
1. Thinking Skills	- Strives to improve achievement by consciously developing learners ability both boys and girls to consider ideas. - Boys and girls are given enough time to analyze perspectives. - Boys and girls solve problems and make decisions on their own.	THE RFMD Activity - Recall (Past Experience) - Model (Follow procedures/Steps) - Familiarize (Repeat the performance/Scaffolding) - Decide (form a conclusion)	-OBP (Outcomes--Based Performance) Rubrics
2. Activity Based	-Engages learners in individual or group (mixed g)	The 3A's Activity - Act (Giving simple workshops/coaching)	-Paper presentation -Power point presentation -Project exhibits

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boys & girls) -Analyze (Compare -Activities that will
experiential and Contrast) demonstrate the multiple
learning -Apply (Use and intelligences of the learner
opportunities implement)
such as
purposeful
conversation,
project
planning,
hands on
inquiry,
analysis and
product
creation.

THE COLLABORATIVE APPROACH

Collaborative Approach- requires learners both boys and girls to work together towards a common goal. This type of learning has been called in various names like collective learning, learning communities, peer teaching, peer learning or team learning; Boys and girls are engage in a common task in which individual depends on and is accountable to each other.

1. Online Collaborative	-Prepares learners both boys and girls to be responsible individuals in a technologically advanced society. Projects and activities given by	1. The CPCM Activity	-Project Presentation -Paper Presentation -Action Research (SHS)
		-Create Transparency of Expectations -Provide Clear Instruction -Forms Small Groups consist of boys and girls Monitor and Support	

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	the teachers shall reflect students' current and future needs.	2. Integration of Information Technology(IT) in the lessons which offers equal opportunity for boys and girls.	-Formal Essay (SHS)
2. Jigsaw Method	-is a cooperative learning technique in which learners work in small groups which consists of boys and girls. It can be used in a variety of goals that allows for an efficient way for learners to learn content, develop their listening, engagement and empathy skills aside from allowing them to interact among each other and work independently.	The TDAR Activity -Think (Enough time will be given to the learners to analyze the problem) -Discuss (Boys and girls share ideas on how to solve the problem) -Act (Boys and girls will act collaboratively) -Reflect (Ponder on the results made by the group)	-Group paper introspection re: experiences/f eeling during the group discussion -Product of the group (in line with the rubrics provided by the teacher)

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3.Think-Pair-Share	-is a strategy in which students- a boy and a girl work together to solve a problem or answer a questions using three distinct steps: TPS (Think, Pair and Share)	The 2D-2M Activity -Decide (The boy and girl will decide upon the problem/Issue to be solved) -Describe (The purpose of the strategy and provide guidelines for discussion) -Model (Ensure that students understand how to use the strategy) -Monitor (Support attitudes of students as they work)	-Group power point presentation -Paper Reflection (Self—assessment) -Observation Checklist to monitor the desirable the learners during collaborative work
4. Integrated Process Approach/Project Management	- A highly collaborative activity for it requires the whole team composed of boys and girls to think of the entire project and all of its systems together, emphasize connections and improve	The Process/Activity - Team composed of boys and girls think of the project as a whole . - Focus on life cycle design - Work together as a team from the beginning.	-Paper Presentation -Project Presentation -Exhibit -Case studies presentation -Debates results - Demonstratio n

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	communication among students and stakeholders throughout the life of a project.	- Conduct assessments (e.g. threat, vulnerability & risk analysis) to ensure safety of the students and to help identify requirements and set goals.	- Collaborative writing
		- Develop <i>tailored solutions</i> that yield multiple benefits while meeting requirements and goals	
		- Evaluate solutions	
		- Ensure requirements and goals are met	
		- Emphasize the integrated process	
5. Peer Teaching	-involve learners both boys and girls taking on a teaching role in the school setting. This strategy can be reciprocal teaching, peer tutoring and	The AFA Activity	-Paper presentation -Power point presentation -Group reports
		- Assign and Design the lesson for both boy and girl learners.	
		- Facilitate lesson ensure that boys and girls do the talking.	
		- Assess their Peers.	

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cooperative

learning.

THE INQUIRY BASED-APPROACH

Inquiry-based learning is an approach of acquiring or obtaining information through investigation carried out by the learners both boys and girls who are eager to know the phenomenon in question. It is used to engage learners of all ages to learn by exploration and discovery. As learners investigate, they build their understanding and create meaning and new knowledge on a certain content/topic. The process of inquiry begins with gathering information and data through seeing, hearing, touching, tasting and smelling.

1. Inquiry and Practical Inquiry Model	Cyclic Model	-Demonstrates an activity or a process of a given content/topic. Post the topic as a statement starter or a question on small board. -Communicates through writing with markers, asking question making comments to the prompt and to each other's posts.	The AICDR -Ask (To know-Boys and girls are encouraged to ask question) -Investigate (To analyze-Boys and girls are given enough time to investigate) -Create (To form-Boys and girls work together to synthesize investigation) -Discuss (To give arguments-Ensure that boys and girls can present) -Reflect (to introspect)	-Formal and informal observations -Discussions/Conferences -Tasks done in groups - Demonstrations/ Performances - Projects/Portfolios -Peer and Self Assessment -Self-reflections
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2. Knowledge-Building community model	Collects/processes the results at the end to use as data for later activities based on the community of earner's participation. This can be tweaked by allowing them to review these results.	The DCAP Activity -Deliberate (Applicability of the concept-boys and girls are involved in deliberation) -Conceive (idea/concept formulated-ensure that both boys and girls formulate ideas -Act (Application of the concept-ensure that boys and girls are given equal opportunity to apply the learned concept -Perceive (Awareness on the usability of the concept-ensure that boys and girls are asked about their perceptions) The EIBU Activity -Experience (setting up the concept) -Inform (Gather and analyze information)	-Formal and informal observations -Discussions/Conferences -Tasks done in groups - Demonstrations/Performances - Projects/Portfolios -Peer and Self Assessment -Self-reflections
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		-Build knowledge (Processing and Abstraction
		-Understand (Decision making)
3. Experiment	An activity of doing investigation Encourages learners both boys and girls interest to manipulate objects, test, hypothesis and work together to solve or prove something exciting. In the process, learners both boys and girls able to see or relate concepts better, thereby contributing to a thorough understanding of concepts.	-Introduce the activity -Ask the learners both boys and girls to state the problem in the form a question. This will lead them to formulate their hypothesis . -Allow them to do research and gather information on the problem. -Guide them to form a hypothesis. -Ask them to do the experiment to test the hypothesis. -Allow them to collect, record and analyze data from the experiment. Let them to present their findings for others to comment or react to their findings.
		Standardized test and quizzes Open ended questions that allow learners/teachers to reflect on their experience and give an idea of what they did and did not get from the experiment.

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-State a conclusion based
on the results.

VIII. Conclusions

Based on the findings, the following conclusions were drawn:

1. Science teachers have different sex disaggregated profiles in terms of number of GAD training attended, educational attainment, grade level being taught and preferred pedagogical approach. As to number of GAD training attended, most of the respondents have attended GAD-related trainings for 3-4 times. As to educational attainment, majority of the respondents have attained Bachelor's Degree. As to grade level taught, most of the respondents are elementary teachers. As to preferred pedagogical approach, collaborative approach is the most preferred pedagogical approach of both male and female teachers.
2. Science teachers are aware on the design, implementation and monitoring and evaluation of GAD in Basic Education Curriculum.
3. Science teachers practice GRST at very great extent in classroom setup, classroom management, classroom interaction and teaching and learning materials.
4. The level of awareness of science teachers affects their perceived extent on the use of GRST.
5. The science teachers are equally aware on GAD as to their sex, however, science teachers differ on the perceived extent on the use of GRST as to their sex due to the number of GAD training attended by the male and female teachers
6. The developed GRST strategy incorporates strategies on how to mainstream GAD in the science classroom.

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IX. Recommendations

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

1. School administrators together with the school GAD coordinators should conduct GAD training quarterly to enhance the professional development of the science teachers.
2. Science teachers should intensify their GAD awareness through attending in-service trainings and conducting GAD related researches.
3. The physical environments of the school promote gender equality should be ensured.
4. Elementary and Secondary District GAD coordinators together with the school GAD coordinators should design GAD action plan with common activities to ensure same extent of GAD implementation among schools.
5. Science teachers should be involved in developing and implementing GRST strategies to totally eradicate gender stereotyping and gender biases in schools.
6. Science teachers should use the developed GRST strategies to mainstream gender equality into pedagogical approaches in their classes.

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X. Plan for Dissemination/Utilization of Results

TARGET DATE	ACTIVITY	BUDGET/ RESOURCES	STAKEHOLDERS	EXPECTED OUTCOME
January 2024	District Based Learning Action Cell	Local Fund	District Supervisor Principal Head Teachers Master Teachers Science Teachers	Science teachers well-equipped with Gender Responsive Pedagogical Practices

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THE RESEARCHER

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