

# The Role of Teachers in Promoting Gender Equality: Their Perceptions and Practices a Basis for Gender Based Instructional Strategies

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**Abstract**— This study examined the role of teachers in promoting gender equality through analyzing their perceptions and practices in secondary schools in Pila, Laguna. It aimed to identify the level of teacher perceptions and practices in gender equality. This also finds out the level of gender equality in schools. The relationship between teacher perceptions and practices on gender equality were analyzed. Utilizing a correlational research design, the study investigated the relationship between teachers' perceptions—comprising understanding, attitudes, awareness, barriers, and beliefs—and their practices in fostering gender equality through strategies, interactions, implementation, language use, and adaptation. A researcher-made questionnaire was administered to 150 high school teachers, and statistical tools such as mean, standard deviation, and Pearson correlation were employed for data analysis. Results revealed Teachers demonstrated a very high level of perception in gender equality across all dimensions—understanding, attitudes, awareness, barriers, and beliefs—indicating strong awareness and positive beliefs toward gender-equitable education. Likewise, teachers showed a very high level of implementation of gender equality practices, particularly in strategies, interaction, classroom implementation, language use, and adaptation, reflecting strong integration of gender-sensitive approaches in teaching. Additionally, the level of gender equality in schools was rated as very high in all five areas—access, opportunities, benefits, inclusiveness, and fairness—suggesting a well-established culture of gender equity as perceived by the teachers. A strong and statistically significant relationship was found between teachers' perceptions and practices on gender equality, in schools with particularly high correlations in the dimensions of awareness and beliefs. There was a strong and statistically significant relationship between teachers' perception and practices and the observed level of gender equality. Hence, the hypotheses of this study were all rejected. Therefore, is concluded that improving teachers' perceptions can lead to more effective promotion and implementation of gender-equal practices within the environment, while the teachers' practices directly contribute to fostering a more gender-equitable learning environment for all students. Based on the findings, the study recommends targeted professional development programs and the implementation of a Gender Empowerment Training for Teachers to further strengthen gender-responsive education in schools.

**Keywords**— Gender equality, teacher perceptions, teacher practices, inclusive education, correlational research.

## I. INTRODUCTION

In today's rapidly changing world, gender equality must be advanced to create inclusive and equitable communities. Numerous governmental and non-governmental organizations have been persistently striving to eradicate the inequality that

exists between boys and girls through recognizing gender-related barriers, assessing the degree of educational disadvantage that the latter face, and putting in place strategies to get around and remove the aforementioned obstacles.

Despite advances, around 250 million children and youth continue to be excluded from school (UNESCO, 2024). There are 122 million girls and 128 million boys. Furthermore, women account for about two-thirds of the 765 million adults who lack even basic literacy abilities. Poverty, remote living, minority status, disability, early marriage and pregnancy, gender-based violence, and ingrained beliefs about the status and roles of men and women are among the barriers that prevent children and young people from exercising and completing their fundamental right to education.

As a potent force for change, education is essential in influencing attitudes and behaviors surrounding gender equality. With this, teachers have a critical role in creating situations where gender equality is not only taught but actively practiced and valued, especially in elementary education. Therefore, this study tackles the pressing need to comprehend and improve the role that educators play in advancing gender equality in the classroom. Moreover, the importance of this research is underscored through the persistent gender disparities observed in various educational contexts globally. This study aims to bridge this gap through examining the perceptions and practices of high school teachers in Pila, Laguna, providing insights into how these educators understand and implement gender equality in their classrooms. This study's practical value stems from its ability to provide guidance for professional development and teacher training initiatives. Targeted interventions to improve teachers' ability to promote gender equality can be devised through identifying the areas in which they may be biased or lack awareness. This study adds actual data from a particular local setting, which advances the larger conversation on gender equality in education.

### 1.1 Statement of the Problem

*Problem/s which were addressed by the research*

Using the views and practices of high school teachers in Pila, Laguna, this study sought to explore the part that instructors play in advancing gender equality.

Specifically, it sought answers to the following questions:

1. What is the level of teacher perceptions in gender equality as to:

- 1.1 understanding;
- 1.2 attitudes;
- 1.3 awareness;
- 1.4 barriers; and
- 1.5 beliefs?
- 2. What is the level of teacher practices in gender equality as to:
  - 2.1 strategies
  - 2.2 interaction
  - 2.3 implementation
  - 2.4 language
  - 2.5 adaptation?
- 3. What is the level of the gender equality as to:
  - 3.1 access;
  - 3.2 opportunities;
  - 3.3 benefits;
  - 3.4 inclusiveness; and
  - 3.5 fairness?
- 4. Is there a significant relationship between teacher perception and gender equality?
- 5. Is there a significant relationship between teacher practices and gender equality?

II. METHODOLOGY

Utilizing a correlational research design, the study investigated the relationship between teachers’ perceptions—comprising understanding, attitudes, awareness, barriers, and beliefs—and their practices in fostering gender equality through strategies, interactions, implementation, language use, and adaptation. A researcher-made questionnaire was administered to 150 high school teachers, and statistical tools such as mean, standard deviation, and Pearson correlation were employed for data analysis.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected, highlighting a significant relationship between the teacher’s perception and practices in promoting gender equality.

*Teacher Perceptions on Gender Equality*

Belief that individuals are treated fairly in areas such as education, employment, politics, and personal freedoms, without discrimination or bias. In this study teacher perception on gender equality includes variables such as understanding, attitude, awareness, barriers and beliefs and was treated using mean and standard deviation.

The analysis begins with an exploration of teachers’ perceptions, as these beliefs significantly influence how gender-responsive practices are implemented in the classroom. Understanding how educators view gender equality provides insight into the values and assumptions that underlie their daily interactions with students.

By identifying areas where perceptions are strong and where gaps may still exist, the study aims to inform the development of programs and interventions that foster inclusive educational environments. These findings serve as a basis for building strategies that support both teacher

awareness and effective classroom practices in promoting gender equity.

Table 1 presents the teachers perception on gender equality as to understanding. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 1. Level of Teacher Perceptions on Gender Equality as to Understanding

STATEMENT	MEAN	SD	REMARKS
I am familiar with the core principles of gender equality.	4.47	0.78	Strongly Agree
I understand how gender equality can be integrated into teaching practices.	4.58	0.70	Strongly Agree
I am aware of the legal frameworks related to gender equality in education.	4.37	0.81	Strongly Agree
I can explain the concept of gender equity to others.	4.32	0.86	Strongly Agree
I regularly update my knowledge about gender equality issues.	4.18	0.92	Agree
Weighted Mean	4.38		
SD	0.83		
Verbal Interpretation		Very High	

The data presented evaluates teachers' perceptions of gender equality based on their level of understanding. The results show that teachers exhibit a very high level of understanding of gender equality principles, as reflected in the weighted mean of 4.38 with a standard deviation of 0.83.

Since teachers strongly agree that they understand gender equality and can incorporate it into their teaching, it suggests that they have a solid foundational knowledge of the topic. As a result, students are more likely to receive inclusive and equitable education.

In connection with this, the results are aligned with the study of Pedrajas and Jalandoni (2023), which highlighted that while teachers generally support gender equality, challenges such as bullying, discrimination, and a lack of gender awareness still hinder its full implementation in classrooms.

Their findings emphasize the need for continuous professional development to further strengthen teachers’ understanding and advocacy for gender-responsive education.

Table 2 presents the teachers' perceptions of gender equality in terms of their attitudes. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 2. Level of Teacher Perceptions on Gender Equality as to Attitudes

STATEMENT	MEAN	SD	REMARKS
I believe all students, regardless of gender, deserve equal access to classroom opportunities.	4.86	0.53	Strongly Agree
I think students' interests and choices should not be shaped Through traditional gender roles.	4.60	0.71	Strongly Agree
I support the idea that both boys and girls can perform equally well in all academic subjects.	4.74	0.60	Strongly Agree
I feel that my evaluation of students' performance should remain unbiased Through gender.	4.69	0.68	Strongly Agree
I am dedicated to addressing and challenging gender stereotypes in my teaching practices.	4.71	0.54	Strongly Agree
Weighted Mean	4.72		
SD	0.62		
Verbal Interpretation		Very High	

The results indicate that teachers exhibit a very high level of positive attitudes toward gender equality, as reflected in the weighted mean of 4.72 with a standard deviation of 0.62. Teachers strongly agree that all students deserve equal access to classroom opportunities and that traditional gender roles should not influence students' interests and choices. Their strong belief in students' ability to perform equally well in all subjects, regardless of gender, further reinforces their commitment to gender equity in education.

Furthermore, the findings suggest that teachers maintain unbiased evaluation practices and are actively engaged in challenging gender stereotypes in their teaching. This strong commitment to gender equality in education promotes an inclusive learning environment, ensuring that all students are given equal opportunities to succeed, free from gender-based biases and discrimination.

In connection with this, the findings align with the study Through Dung and Brundrett (2020), which investigated the beliefs and attitudes of teachers and school leaders on gender equality in Vietnamese primary schools. Their research revealed that, despite policy initiatives, gender biases persisted among educators, particularly regarding the perceived learning abilities of boys and girls in different subjects. This underscores the necessity for continuous professional development to address and challenge existing stereotypes in educational settings.

Table 3 presents the teachers' perceptions of gender equality in terms of their awareness. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 3. Level of Teacher Perceptions on Gender Equality as to Awareness

STATEMENT	MEAN	SD	REMARKS
I am aware of gender differences in student participation in classroom activities.	4.66	0.76	Strongly Agree
I recognize when gender biases occur in my classroom.	4.53	0.82	Strongly Agree
I notice if certain genders are underrepresented in specific academic areas.	4.33	0.86	Strongly Agree
I am conscious of the gender dynamics in student interactions and group work.	4.49	0.78	Strongly Agree
I actively seek to address any gender disparities I observe in the classroom.	4.49	0.84	Strongly Agree
Weighted Mean	4.50		
SD	0.82		
Verbal Interpretation			Very High

The results indicate that teachers exhibit a very high level of awareness regarding gender equality in the classroom, as reflected in the weighted mean of 4.50 with a standard deviation of 0.82. Teachers strongly agree that they are conscious of gender differences in student participation and can recognize when gender biases occur in their classrooms. Their ability to notice underrepresentation in specific academic areas further highlights their attentiveness to gender-related issues in education.

Additionally, teachers' high awareness of gender dynamics in student interactions and group work suggests that they are actively monitoring how gender affects learning experiences. Their commitment to addressing observed gender disparities reinforces their role in creating an inclusive and equitable

classroom environment, ensuring that all students have fair opportunities to participate and succeed.

In connection with this, the study Through Lugay et al. (2023) examined teachers' attitudes and practices in gender-sensitive teaching pedagogy in Edukasyon sa Pagpapakatao within the Division of Cavite Province.

Their findings revealed that teachers actively provide equal opportunities to both female and male learners, use instructional materials that depict gender fairly, and implement classroom seating plans that promote balanced participation, aligning with the high level of gender awareness observed in the present study.

These findings emphasize the importance of continuous professional development focused on gender sensitivity and inclusivity. By nurturing and enhancing teachers' awareness, schools can better support educators in recognizing subtle forms of gender bias and proactively addressing them. This heightened level of awareness is a critical step toward sustaining a classroom culture that values equality, respect, and diversity among all learners.

Table 4 presents the teachers' perceptions of gender equality in terms of barriers. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 4. Level of Teacher Perceptions on Gender Equality as to Barriers

STATEMENT	MEAN	SD	REMARKS
I believe that there are significant barriers to achieving gender equality in education.	4.26	0.89	Strongly Agree
I feel that existing cultural norms hinder the promotion of gender equality in the classroom.	4.25	0.88	Strongly Agree
I perceive that limited resources contribute to the difficulty of implementing gender equality in schools.	4.25	0.82	Strongly Agree
I believe that lack of institutional support is a major barrier to achieving gender equality in education.	4.18	0.94	Agree
I think that resistance from colleagues or parents is a challenge to promoting gender equality in schools.	4.23	0.92	Strongly Agree
Weighted Mean	4.23		
SD	0.89		
Verbal Interpretation			Very High

The results indicate that teachers perceive a very high level of barriers to achieving gender equality in education, as reflected in the weighted mean of 4.23 with a standard deviation of 0.89. Teachers strongly agree that cultural norms, limited resources, and resistance from colleagues or parents pose challenges to promoting gender equality in schools. Additionally, they acknowledge that a lack of institutional support further hinders the implementation of gender-responsive practices.

These findings suggest that while teachers recognize gender equality as important, systemic and societal challenges continue to obstruct its full realization in educational settings. Addressing these barriers through stronger institutional support, policy reinforcement, and stakeholder engagement is crucial to ensuring the effective promotion of gender equality in schools. Furthermore, the consistently high agreement across all statements underscores the pervasive nature of these barriers across various school contexts.

In line with this, the study Through Dadi et al. (2017) analyzed teachers' attitudes and practices of gender equality in secondary schools in Ambo Town Administration, Ethiopia. The findings revealed that while teachers had a favorable perception of gender equality, they lacked the necessary skills to effectively practice it, with challenges such as harmful traditional practices, sexual harassment, and bullying hindering the promotion of gender equality in schools.

TABLE 5. Level of Teacher Perceptions on Gender Equality as to Beliefs

STATEMENT	MEAN	SD	REMARKS
I believe that promoting gender equality in education is essential for achieving student success.	4.55	0.84	Strongly Agree
I believe integrating gender equality into teaching practices benefits every student.	4.58	0.82	Strongly Agree
I feel that gender equality should guide educational policies and classroom practices.	4.55	0.81	Strongly Agree
I believe that promoting gender equality creates a more inclusive and supportive learning environment.	4.56	0.79	Strongly Agree
I believe that gender equality in education is vital for the holistic development of society.	4.57	0.79	Strongly Agree
Weighted Mean	4.56		
SD	0.81		
Verbal Interpretation			Very High

Table 5 presents the teachers' perceptions of gender equality in terms of their beliefs. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers hold a very high level of belief in the importance of gender equality in education, as reflected in the weighted mean of 4.56 with a standard deviation of 0.81.

Teachers strongly agree that promoting gender equality is essential for student success and that integrating gender-responsive teaching practices benefits all learners. Furthermore, they believe that gender equality should guide educational policies and classroom practices, ensuring a more inclusive and supportive learning environment.

These findings highlight teachers' strong commitment to gender equality as a fundamental principle in education.

Their belief in its role in fostering student success and societal development suggests that educators actively support policies and practices that advance gender equity, making schools more inclusive and equitable spaces for learning.

In connection with this, the study Through Mai and Brundrett (2020) revealed that while the Vietnamese government has committed to promoting gender equality in schools, gender biases persist among teachers, particularly regarding the perceived learning abilities of boys and girls in different subjects.

Moreover, the study found that none of the respondents were aware of government policies on gender equality, indicating a gap between policy and practice.

*Level of Teacher Practices on Gender Equality*

Teacher practices on gender equality refer to the strategies, behaviors, and approaches that educators use to create an inclusive, fair, and gender-sensitive learning environment.

Table 6 presents the teachers practices on gender equality as to strategies. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 6. Level of Teacher Practices on Gender Equality as to strategies

STATEMENT	MEAN	SD	REMARKS
I use a variety of instructional methods to engage all students equally.	4.41	0.79	Strongly Agree
I see to it that my lesson plans include materials that challenge gender stereotypes.	4.30	0.80	Strongly Agree
I ensure that both boys and girls have equal opportunities to participate in class activities.	4.59	0.82	Strongly Agree
I incorporate examples and role models from both genders in my teaching materials.	4.51	0.84	Strongly Agree
I adapt my teaching strategies to address the needs of all genders.	4.50	0.84	Strongly Agree
Weighted Mean	4.46		
SD	0.82		
Verbal Interpretation			Very High

In this study teachers practice on gender equality includes variables such as strategies, interaction, implementation, language and adaption and was determine through mean and standard deviation. Teacher practices are integral in shaping the classroom environment and determining how effectively gender equality is promoted in educational settings. The behaviors and strategies employed by educators play a significant role in influencing how students perceive and experience gender equality in the classroom. Teachers' conscious efforts to implement gender-sensitive practices contribute directly to creating an environment where all students feel valued and supported, regardless of gender.

The data highlights the very high level of teacher practices in implementing strategies that promote gender equality in the classroom. The weighted mean of 4.46 with a standard deviation of 0.82 emphasize that teachers are highly committed to using inclusive teaching methods that ensure equal opportunities for all students, regardless of gender.

Instructors are very proactive in making sure that all students, regardless of gender, have equal chances to engage in classroom activities. They strongly agree that they employ a variety of instructional methods to engage all students effectively. Additionally, they make a conscious effort to incorporate diverse role models and examples from both genders in their teaching materials. Furthermore, teachers demonstrate a strong commitment to modifying their teaching approaches to address the unique needs of all genders, fostering an inclusive and equitable learning environment.

In connection with this, a study Through Alnahdi and Schwab (2023) analyzed data from the Trends in International Mathematics and Science Study (TIMSS) 2019 in Saudi Arabia and found that teachers' instructional practices and attitudes significantly influence students' mathematics and science achievement.

In particular, female instructors were evaluated more highly for their teaching skills and displayed a more upbeat outlook towards the profession. Through students,

highlighting the relationship of gender-related teaching approaches on student outcomes.

Table 7 presents the teachers' practices related to gender equality in terms of interaction. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 7. Level of Teacher Practices on Gender Equality as to Interaction

STATEMENT	MEAN	SD	REMARKS
I treat all students with equal respect regardless of their gender.	4.66	0.78	Strongly Agree
I provide equal feedback and encouragement to both boys and girls.	4.63	0.78	Strongly Agree
I ensure that classroom discussions and activities are inclusive of all genders.	4.61	0.80	Strongly Agree
I am attentive to the different needs of male and female students and adjust my interactions accordingly.	4.63	0.79	Strongly Agree
I actively work to prevent and address any gender-based discrimination or favoritism in my classroom.	4.57	0.87	Strongly Agree
Weighted Mean	4.62		
SD	0.80		
Verbal Interpretation	Very High		

The results indicate that teachers demonstrate a very high level of gender-equitable interaction in the classroom, as reflected in the weighted mean of 4.62 with a standard deviation of 0.80.

Teachers strongly agree that they treat all students with equal respect, provide unbiased feedback and encouragement, and ensure that classroom discussions and activities are inclusive of all genders. Furthermore, they recognize and respond to the different needs of male and female students while actively preventing and addressing any gender-based discrimination or favoritism.

These findings suggest that teachers play an active role in fostering an inclusive and respectful classroom environment, where students feel valued and supported regardless of gender. Through maintaining equitable interactions, educators contribute to reducing gender biases and promoting fairness, ultimately enhancing student participation and engagement in learning. Such consistent implementation of equitable interaction practices also reflects a growing awareness and internalization of gender-responsive teaching principles among educators. Continued professional development and institutional support can help sustain and further strengthen these positive practices, ensuring that gender equality becomes a deeply embedded aspect of everyday classroom dynamics.

In connection with this, the findings align with the study Through Alnahdi and Schwab (2023), which demonstrated that teachers' positive attitudes and equitable teaching practices significantly influence student achievement in mathematics and science. Their research emphasized that teachers who provided equal support, encouragement, and interactive classroom discussions fostered a more inclusive and engaging learning environment. This reinforces the importance of gender-equitable teacher interactions in promoting fairness, reducing biases, and enhancing overall student participation.

*Level of Teacher Practices on Gender Equality as to Implementation*

Table 8 presents the teachers' practices related to gender equality in terms of implementation. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers exhibit a very high level of implementation of gender equality principles in their teaching practices, as reflected in the weighted mean of 4.53 with a standard deviation of 0.79. Teachers strongly agree that they follow their school's gender-responsive policies, are familiar with institutional guidelines on gender equality, and actively participate in initiatives promoting gender fairness. Additionally, they implement classroom rules and regularly update their practices to ensure they remain gender-responsive.

TABLE 8. Level of Teacher Practices on Gender Equality as to Implementation

STATEMENT	MEAN	SD	REMARKS
I follow the school's gender-responsive policies in my teaching practices.	4.60	0.77	Strongly Agree
I am familiar with the gender policies that guide our school's educational approach.	4.53	0.79	Strongly Agree
I actively participate in school initiatives aimed at promoting gender equality.	4.49	0.81	Strongly Agree
I implement classroom rules and practices that align with gender equality principles.	4.57	0.79	Strongly Agree
I regularly review and update my practices to ensure they are gender-responsive.	4.45	0.77	Strongly Agree
Weighted Mean	4.53		
SD	0.79		
Verbal Interpretation	Very High		

These findings highlight the proactive role teachers play in embedding gender equality into their daily teaching practices and school activities. Their commitment to adhering to policies and continuously refine

ng their methods reflects a strong institutional culture that supports inclusivity and fairness. By consistently implementing gender-responsive strategies, teachers contribute to creating a learning environment where all students feel respected, valued, and given equal opportunities to thrive. These findings also suggest that teachers are actively engaged in institutional efforts to promote gender equality and align their teaching strategies with established policies. Their commitment to continuously reviewing and improving their practices reflects a proactive approach to fostering an inclusive and equitable learning environment for all students.

In connection with this, a study Through Villanueva et al. (2023) revealed that teachers perceived the policy as "well implemented," indicating a strong adherence to gender-responsive educational practices. This alignment underscores the educators' commitment to fostering an inclusive and equitable learning environment.

Table 9 presents the teachers' practices related to gender equality in terms of language. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers exhibit a very high level of gender-inclusive language use in their teaching practices, as reflected in the weighted mean of 4.40 with a standard deviation of 0.83. Teachers strongly agree that they consistently use gender-inclusive language in classroom

interactions, incorporate diverse gender representations in lesson materials, and actively seek resources that promote gender equality. Furthermore, they avoid using language that reinforces gender stereotypes and regularly update their teaching materials to align with gender-responsive principles.

TABLE 9. Level of Teacher Practices on Gender Equality as to Language

STATEMENT	MEAN	SD	REMARKS
I consistently use gender-inclusive language in my teaching materials and classroom interactions.	4.39	0.83	Strongly Agree
I make an effort to include examples and materials that represent diverse genders in my lessons.	4.35	0.86	Strongly Agree
I actively seek out and use textbooks and resources that promote gender equality.	4.33	0.89	Strongly Agree
I avoid using language that reinforces gender stereotypes in my teaching.	4.47	0.77	Strongly Agree
I regularly update my teaching materials to ensure they reflect gender equality principles.	4.44	0.79	Strongly Agree
Weighted Mean	4.40		
SD	0.83		
Verbal Interpretation			Very High

These findings suggest that teachers actively promote gender inclusivity through language, which plays a crucial role in shaping students' perceptions and understanding of gender equality. Through maintaining gender-sensitive communication and continuously improving their teaching resources, educators contribute to fostering a more inclusive and respectful learning environment for all students. This underscores the importance of equipping teachers at all levels with training and resources that emphasize the use of gender-fair language as a fundamental component of inclusive education.

In connection with this, the study Through Tarrayo (2022) revealed that Filipino college English teachers perceive gender-fair language as a means to ensure inclusivity and challenge traditional gender norms. They integrate gender-fair language into their teaching Through utilizing instructional materials and facilitating class interactions that promote gender inclusivity.

*Level of Teacher Practices on Gender Equality as to Adaptation*

Table 10 presents the teachers' practices related to gender equality in terms of adaptation. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers demonstrate a very high level of adaptation in promoting gender equality, as reflected in the weighted mean of 4.44 with a standard deviation of 0.84.

Teachers strongly agree that they modify their teaching methods, adapt lesson plans to address diverse learning needs, and incorporate gender equality concepts into various aspects of their instruction.

Teachers strongly agree that they modify their teaching methods, adapt lesson plans to address diverse learning needs, and incorporate gender equality concepts into various aspects of their instruction. Additionally, they regularly reflect on and

adjust their teaching strategies while seeking student feedback to enhance gender-responsive practices.

TABLE 10. Level of Teacher Practices on Gender Equality as to Adaptation

STATEMENT	MEAN	SD	REMARKS
I modify my teaching methods to ensure they promote gender equality.	4.41	0.85	Strongly Agree
I adapt my lesson plans to address the different learning needs of all genders.	4.47	0.82	Strongly Agree
I incorporate gender equality concepts into various aspects of my teaching.	4.49	0.84	Strongly Agree
I regularly reflect on and adjust my teaching practices to better promote gender equality.	4.42	0.85	Strongly Agree
I seek feedback from students to improve my teaching methods in promoting gender equality.	4.40	0.84	Strongly Agree
Weighted Mean	4.44		
SD	0.84		
Verbal Interpretation			Very High

These findings suggest that teachers actively adjust their instructional approaches to ensure gender inclusivity in the classroom. Their commitment to continuous reflection and improvement highlights a proactive effort to create an equitable learning environment, where all students have equal opportunities to succeed. In connection with this, the study Through Kollmayer et al. (2020) emphasized the importance of teachers adapting their teaching methods to promote gender equality. Their research highlighted that many educators lack effective strategies to counteract gender stereotypes in their instruction, as this topic is often overlooked in standard teacher training. Through modifying their instructional approaches, teachers can create a more inclusive learning environment that fosters gender equality.

*Level of Gender Equality*

Gender equality in schools is essential for fostering an inclusive learning environment where all students have equal opportunities to succeed. The results of this study highlight the extent to which teachers promote gender equity across various dimensions, including access, opportunities, benefits, inclusiveness, and fairness. Understanding these findings provides valuable insights into how educators contribute to eliminating gender disparities and ensuring a balanced and supportive educational experience for all learners.

Promoting gender equality in education is not only a matter of fairness but also a key factor in achieving quality education for all. When schools actively work toward creating gender-responsive environments, they empower both boys and girls to reach their full potential without the limitations imposed Through stereotypes or bias. This section explores the levels of gender equality as perceived and practiced Through teachers, emphasizing the need for sustained efforts in ensuring equity in every facet of the school system.

Moreover, fostering gender equality within schools helps lay the foundation for a more just and equitable society. Teachers, as key agents of change, play a crucial role in challenging traditional norms and promoting inclusive values that students carry with them beyond the classroom. By consistently integrating gender-sensitive practices into their teaching and interactions, educators not only enhance

academic outcomes but also contribute to the development of socially responsible and empathetic individuals.

Table 11 presents the level of gender equality to access It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 11. Level of the Gender Equality as to Access

STATEMENT	MEAN	SD	REMARKS
I promote that all students in my class have equal access to learning resources and materials.	4.55	0.80	Strongly Agree
I ensure that all students, regardless of gender, can participate in all educational activities.	4.63	0.77	Strongly Agree
I advocate for equal access to extracurricular opportunities for both boys and girls.	4.58	0.78	Strongly Agree
I support policies that provide equitable access to educational facilities for all genders.	4.53	0.78	Strongly Agree
I actively work to remove any barriers that may affect students' access to education based on gender.	4.51	0.78	Strongly Agree
Weighted Mean	4.56		
SD	0.78		
Verbal Interpretation	Very High		

The data reflects a very high level of teacher commitment to ensuring equal access to education for all students, regardless of gender. The weighted mean of 4.56 with a standard deviation of 0.78 indicates that teachers strongly agree with implementing gender-inclusive practices that promote fairness in educational access.

The result implies that teachers' strong advocacy for gender equality ensures that all students feel equally valued and empowered in their education. The results are aligned with the study of Guerrero and Guerrero Puerta (2023), who conducted a systematic review highlighting the importance of inclusive teaching strategies in physical education to promote gender equality. Their findings emphasize the need for coeducational teaching and motivational tasks that cater to all genders, aligning with the high level of teacher commitment.

Table 12 presents the teachers' practices in promoting gender equality in terms of opportunities. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 12. Level of the Gender Equality as to Opportunities

STATEMENT	MEAN	SD	REMARKS
I provide equal opportunities for boys and girls to take on leadership roles in class.	4.65	0.77	Strongly Agree
I ensure that all students have the same opportunities to participate in advanced learning programs.	4.61	0.79	Strongly Agree
I encourage both male and female students to pursue their interests and goals equally.	4.59	0.80	Strongly Agree
I provide balanced opportunities for both genders to contribute to group projects and discussions.	4.64	0.78	Strongly Agree
I actively seek to provide equitable chances for students to demonstrate their abilities and talents.	4.57	0.79	Strongly Agree
Weighted Mean	4.61		
SD	0.79		
Verbal Interpretation	Very High		

The results indicate that teachers demonstrate a very high level of commitment to ensuring equal opportunities for all students, as reflected in the weighted mean of 4.61 with a standard deviation of 0.79. Teachers strongly agree that they provide equal leadership opportunities, ensure fair access to advanced learning programs, and encourage both male and female students to pursue their interests and goals without gender-based limitations. Additionally, they actively promote balanced participation in group projects and discussions while ensuring that all students have equitable chances to showcase their talents and abilities.

These findings suggest that teachers play an essential role in fostering an inclusive learning environment where students receive fair and unbiased opportunities. The findings are consistent with the study of Arnold and Fox (2025), which highlighted the importance of teacher commitment to fostering equal opportunities for all students by identifying difficulties and prospects in teaching gender equality in Irish secondary schools.

Level of the Gender Equality as to Benefits

Table 13 presents the teachers' perspectives on gender equality in terms of benefits. It includes statements, mean scores, standard deviations, and corresponding remarks.

The results indicate that teachers perceive a very high level of benefits resulting from gender equality in education, as reflected in the weighted mean of 4.61 with a standard deviation of 0.81. Teachers strongly agree that they ensure equal recognition and rewards for boys and girls, fostering academic success for all students.

TABLE 13. Level of the Gender Equality as to Benefits

STATEMENT	MEAN	SD	REMARKS
I make sure that boys and girls are equally recognized and rewarded for their academic accomplishments.	4.71	0.76	Strongly Agree
I believe fostering gender equality enhances academic outcomes for all students.	4.62	0.80	Strongly Agree
I observe that equitable treatment in schools supports students' personal growth and confidence.	4.56	0.82	Strongly Agree
I feel gender-responsive practices improve students' overall engagement and learning experiences.	4.55	0.84	Strongly Agree
I believe that promoting gender equality maximizes the educational benefits for every student.	4.58	0.82	Strongly Agree
Weighted Mean	4.61		
SD	0.81		
Verbal Interpretation	Very High		

The results indicate that teachers perceive a very high level of benefits resulting from gender equality in education, as reflected in the weighted mean of 4.61 with a standard deviation of 0.81. Teachers strongly agree that they ensure equal recognition and rewards for boys and girls, fostering academic success for all students.

They also believe that equitable treatment enhances students' personal growth, confidence, and overall learning engagement.

These findings suggest that teachers recognize the positive relationship of gender equality on student development and academic achievement.

Through implementing gender-responsive practices, educators contribute to a supportive learning environment where all students can maximize their potential and benefit equally from educational opportunities. This commitment to fairness not only promotes individual student success but also strengthens the overall school climate by nurturing respect and inclusivity. As teachers continue to champion gender equality, they play a vital role in shaping future generations that value and uphold principles of equity in all areas of life.

In connection with this, the study Through Kollmayer et al. (2020) highlights that teachers' gender-stereotyped beliefs and classroom practices significantly relationship students' academic motivation and performance.

Their research emphasizes that fostering gender equality in education leads to improved student engagement, confidence, and overall learning outcomes.

Table 14 presents the teachers' perspectives on gender equality in terms of inclusiveness. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 14. Level of the Gender Equality as to Inclusiveness

STATEMENT	MEAN	SD	REMARKS
I ensure that all students, regardless of gender, have equal opportunities to participate in classroom activities.	4.62	0.80	Strongly Agree
I encourage all students to contribute equally during group work and discussions.	4.62	0.78	Strongly Agree
I monitor classroom dynamics to prevent gender-based exclusion in activities.	4.49	0.82	Strongly Agree
I actively work to create a classroom environment where all genders feel comfortable participating.	4.49	0.84	Strongly Agree
I use strategies to ensure that both male and female students are equally engaged in all classroom activities.	4.55	0.77	Strongly Agree
Weighted Mean	4.55		
SD	0.80		
Verbal Interpretation			Very High

The results indicate that teachers exhibit a very high level of inclusiveness in their teaching practices, as reflected in the weighted mean of 4.55 with a standard deviation of 0.80. Teachers strongly agree that they ensure equal participation in classroom activities, encourage balanced contributions during group work, and actively monitor classroom dynamics to prevent gender-based exclusion. Additionally, they work toward fostering a comfortable learning environment for all genders and employ strategies to promote equal engagement in all activities.

These findings suggest that teachers play an active role in fostering an inclusive classroom environment, where all students feel valued and empowered to participate. Through implementing intentional strategies to promote inclusiveness, educators contribute to a learning space that upholds fairness, diversity, and equal opportunities for every student. This commitment to fairness reflects a deeper understanding among educators of the pivotal role assessment plays in shaping students' academic confidence and motivation. When students

perceive evaluation as impartial and just, they are more likely to engage meaningfully in the learning process and feel equally valued in the classroom.

The study through Fabes et al. (2019), which highlights the significance of gender integration in fostering inclusive classroom environments, supports the results.

They argue that increasing interactions among students of different genders can reduce gender segregation and enhance inclusivity.

Table 15 presents the teachers' perspectives on gender equality in terms of fairness. It includes statements, mean scores, standard deviations, and corresponding remarks.

TABLE 15. Level of the Gender Equality as to Fairness

STATEMENT	MEAN	SD	REMARKS
I assess students' work in a way that is fair and free from gender bias.	4.56	0.81	Strongly Agree
I ensure that my evaluation methods do not favor any gender.	4.59	0.72	Strongly Agree
I use assessment criteria that equally reflect the abilities of all students, regardless of gender.	4.54	0.83	Strongly Agree
I review and adjust my assessment practices to ensure they are equitable for all genders.	4.55	0.76	Strongly Agree
I provide feedback that encourages all students, regardless of gender, to improve and succeed.	4.56	0.75	Strongly Agree
Weighted Mean	4.56		
SD	0.77		
Verbal Interpretation			Very High

The results indicate that teachers demonstrate a very high level of fairness in their assessment and evaluation practices, as reflected in the weighted mean of 4.56 with a standard deviation of 0.77. Teachers strongly agree that they assess students' work in a gender-neutral manner, ensure their evaluation methods do not favor any gender, and use equitable assessment criteria. Additionally, they regularly review their assessment practices to maintain fairness and provide constructive feedback that supports all students' growth and success.

These findings suggest that teachers are highly committed to maintaining fairness in the learning process, ensuring that gender does not influence academic assessments or student progress.

Through implementing unbiased evaluation methods and equitable feedback strategies, educators foster an environment where all students are assessed based on their abilities and efforts, rather than gender-based expectations. In connection with this, a study Through Ghanizadeh and Jajarmi (2022) revealed that Iranian university teachers' assessment practices were influenced Through students' gender, leading to potential biases in evaluations. This underscores the importance of implementing equitable assessment methods to ensure fairness for all students.

Test of Relationship between Teacher Perception and Gender Equality

The results presented in Table 16 demonstrate a significant positive relationship between various teacher perceptions and

gender equality across all dimensions—access, opportunities, benefits, inclusiveness, and fairness.

TABLE 16. Test of Relationship between Teacher Perception and Gender Equality

TP		Gender Equality					R
		A	O	B	I	F	
Understanding	Pearson Correlation	.496***	.474***	.479***	.505***	.477***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	
Attitudes	Pearson Correlation	.636***	.658***	.646***	.684***	.626***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	
Awareness	Pearson Correlation	.850***	.819***	.844***	.847***	.835***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	
Barriers	Pearson Correlation	.640***	.657***	.612***	.644***	.654***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	
Beliefs	Pearson Correlation	.829***	.835***	.858***	.871***	.817***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

Specifically, the Pearson correlation values for each perception—understanding, attitudes, awareness, barriers, and beliefs—show strong and statistically significant correlations with gender equality, with all p-values being less than 0.001.

The results from the Pearson correlation analysis indicate significant relationships between teacher perception and different aspects of gender equality such as Access, Opportunities, Benefits, Inclusiveness, and Fairness. All correlations are statistically significant (p < .001), showing strong associations between teacher perception variables and gender equality indicators.

Awareness and beliefs show the highest correlations, implying that teachers' knowledge and personal convictions have the most significant effect on gender equality implementation. Teachers who are highly aware of gender-related issues and policies are more effective in promoting gender equity in schools. Likewise, when teachers identify fewer barriers to gender equality, they are better able to implement inclusive educational practices. Teachers' beliefs about gender equality play a crucial role in shaping their classroom practices and ensuring fair and inclusive education.

TABLE 17. Test of Relationship between Teacher Practices and Gender Equality

Teachers Practices		Gender Equality					Remarks
		A	O	B	I	F	
Strategies	Pearson Correlation	.858***	.853***	.877***	.883***	.837***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	Significant
	N	150	150	150	150	150	
Interaction	Pearson Correlation	.917***	.902***	.872***	.870***	.826***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	Significant
	N	150	150	150	150	150	
Implementation	Pearson Correlation	.857***	.860***	.871***	.898***	.887***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	Significant
	N	150	150	150	150	150	
Language	Pearson Correlation	.838***	.840***	.813***	.842***	.826***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	
Adaptation	Pearson Correlation	.873***	.846***	.848***	.871***	.837***	
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	<.001	S
	N	150	150	150	150	150	

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

Additionally, these findings suggest that fostering positive teacher perceptions of gender equality can have a cascading effect on school-wide policies and student experiences. When educators possess strong awareness and beliefs about gender equity, they are more likely to advocate for institutional changes that reinforce inclusivity and fairness in educational settings. The results are aligned with the study Through Latorre-Coscolluela et al. (2022), which found that teachers'

awareness and beliefs significantly influence the promotion of gender equality in schools. Their research highlighted that educators' understanding of gender issues and their personal convictions are crucial in implementing inclusive educational practices.

Similarly, Kollmayer et al. (2020) emphasized that teachers' gender stereotypes can relationship students' academic self-concepts and performance, underscoring the

importance of addressing educators' perceptions to foster gender equity.

*Test of Relationship between Teacher Practices and Gender Equality*

Table 17 illustrates a strong and statistically significant positive relationship between various teacher practices—such as strategies, interaction, implementation, language, and adaptation—and gender equality across all dimensions.

The results of the Pearson correlation analysis indicate strong and statistically significant relationships between different teacher practices such as strategies, interaction, implementation, language, and adaptation and various dimensions of gender equality such as access, opportunities, benefits, inclusiveness, and fairness. The significance levels ( $p < .001$ ) confirm that these correlations are highly reliable.

The findings indicate that teacher practices have a significant effect on achieving gender equality in education. Teacher-student interactions show the strongest correlation with gender equality, emphasizing the importance of engaging, supportive, and inclusive communication in classrooms. Teaching strategies, implementation, language, and adaptation also play crucial roles, reinforcing the need for inclusive and equitable instructional methods.

In connection with this, a study Through Lualhati (2019) revealed that Filipino educators who integrate gender-sensitive pedagogical practices, such as equitable delivery of subject matter and inclusive learning evaluations, demonstrate higher teaching effectiveness. This underscores the importance of adopting gender-responsive teaching strategies to enhance educational outcomes.

IV. CONCLUSION AND RECOMMENDATIONS

In light of the foregoing findings, the following conclusions were drawn from the study.

Confirming that teachers' understanding, attitudes, awareness, beliefs, and perceived barriers play a crucial role in shaping gender-equitable practices in schools, The results reveal significant positive relationships between teacher perception and gender equality across all dimensions, with all correlations being statistically significant, leading to the rejection of the hypothesis. This means that improving teachers' perceptions in these key areas can lead to more effective promotion and implementation of gender-equal practices within the school environment.

Based on the result, there is a significant relationship between inclusive teaching strategies, equitable interactions, effective implementation, gender-sensitive language, and adaptive instructional methods played a crucial role in promoting gender equality in education. Given these findings, the null hypothesis is also rejected. This means that enhancing teacher practices in these areas directly contributes to fostering a more gender-equitable learning environment for all students.

Based on the conclusions, the following recommendations were drawn:

School Heads may conduct gender awareness forums and policy dissemination sessions to help teachers better understand and address the systematic and institutional challenges hindering gender equality.

Teachers may join to various program especially the GAD Training and symposiums to gain gender inclusive resource development workshops ensuring the knowledge for the improvement.

School Heads may strengthen initiatives that ensure the equal access implementing the Safe Spaces Counselling Services, mentorship programs, and gender-responsive facilities can further enhance access to education.

School Heads may conceptualize and implement continuous professional development and workshops on inclusive teaching strategies, integrating gender equality modules and a Gender Empowerment Training for Teachers to ensure sustained gender-responsive practices.

For future research, a researcher may recommend for an in-depth study in Gender Empowerment Training for Teachers.

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