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**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH  
TECHNOLOGY  
GENDER SENSITIVITY OF TEACHERS TOWARDS STUDENTS' VALUES  
DEVELOPMENT****Dr. Analiza B. Calles<sup>\*1</sup> & Lea P. Domael<sup>2</sup>**<sup>\*1</sup>GAD Director, Biliran Province State University, Naval, Biliran Province, Philippines<sup>2</sup>Teacher, Naval National High School, Naval, Biliran Philippines

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**ABSTRACT**

This study aims to assess the level awareness of gender sensitivity of teachers to the students values development using descriptive-correlational research design involving 103 teachers in Biliran Division.

Teacher-respondents in this study were in the middle age which means that they are that matured enough to have the empathy, sex were almost evenly well represented, married teachers are dominant. Most of the teachers are still pursuing their higher education in the graduate school they were in the younger generation who can fully understand the millennial learners.

Gender sensitivity is aware in terms of knowledge and they also aware of gender sensitivity and they practiced it in their profession as well as in their school. Students moderately developed their values, a good observation and investigation that students acquired good values thru gender and sensitivity.

Level of awareness in knowledge of the teachers to higher educational attainment and higher trainings and seminars attended related to gender and sensitivity teachers have substantial knowledge and can practiced gender related activities to their students. Level of awareness as practiced by the teachers. to civil status, higher the educational attainment and higher trainings and seminars attended related to gender and sensitivity teachers have practiced and are aware of gender related activities in school.

It was concluded that the values developed by students in school to civil status, years of experience and number of trainings and seminars attended related to gender and sensitivity teachers have developed values to their students in school. Level of awareness of teachers in knowledge affects the level of awareness as practiced by teachers in gender and sensitivity. The higher the knowledge of teachers in gender sensitivity teachers can also practiced very effective in gender sensitivity related topics and issues. Level of awareness of teachers in knowledge in gender and sensitivity does not affects the values developed by the students. The higher the knowledge of teachers in gender sensitivity teachers can share good values to his/her students

**KEYWORDS:** Gender Sensitivity of Teachers, Students and Values development.**1. INTRODUCTION**

Gender sensitivity stress out the modification of behavior by raising awareness of gender equality concerns. This can be achieved by conducting various sensitization campaigns, training centres, workshop, programs etc. Sensitization in the domain of Humanities and Social Sciences, is seen as an awareness informed propensity or disposition which aims at changing behavior so that it is sensitive to certain issues. Gender sensitization may be seen as "the awareness informed disposition or propensity to behave in a manner which is sensitive to gender justice and gender equality issues." Sharma (2016).

Aside from the influence of official curricula and textbooks, teacher practice in the classroom is partly shaped by their assumptions and stereotypes about gender, which in turn affects students' beliefs and learning. In Australia, female teachers felt particularly responsible for boys' underachievement relative to male teachers (Hodgetts, 2010).

In the United States, anxiety expressed by female mathematics teachers was associated with female students' belief in the stereotype that boys are better at mathematics (Beilock et al., 2010).



However, gender practices point out that, men are more likely to hold a traditional double standard, while women are more likely to espouse egalitarian conservative attitudes. Individual characteristics, including age, religion, race, social class and sexual orientation are frequently related to sexual attitudes, as are number of hook ups, fraternity/sorority affiliation and varsity athletic participation. R. Allison, & B. J. Risman, (2013). Approaches and good gender practices, At Net light, efforts are made to give everyone the same conditions and possibilities, regardless of gender, religion, age, ethnicity or sexual orientation. Equality is one of Netlight's core competences, promoted, for instance, through a transparent wage policy: everyone knows everyone else's salary, at all levels. Career advancement is also common knowledge throughout the company.

In the Philippines, gender traditional roles and practices, women are to work in the garden, care for the house, care for the children because they are basically the pattern of conduct for the entire family (Philippine Culture). On the other hand, Filipino men are in charge of cultivating land, and are categorized into the more dominating roles in society (Gender Roles Within the Philippines). Over all it is seen that the men in the Philippines hold a higher rank than women in regards to gender roles. The men are expected to have more freedom and provide for their families, while the women usually stay at home and complete chores as well as take care of the elderly and children of the household. However, in certain circumstances within labor, men have the ability to work as nurse and teachers and women have the ability to become attorneys and doctors. Teacher Sophia, (2015)

In the classroom setting, Physically, boys tend to be more active than girls, and by the same token more restless if they have to sit for long periods. They are also more prone than girls to rely on physical aggression if they are frustrated (Espelage & Swearer, 2004). Both tendencies are inconsistent with the usual demands of classroom life, of course, and make it a little more likely that school will be a difficult experience for boys, even for boys who never actually get in trouble for being restless or aggressive.

## 2. OBJECTIVES OF THE STUDY

This study aims to assess the level awareness of gender sensitivity of teachers to the students values development.

Specifically, it seeks to achieve the following.

1. Determine the demographic profile of the teachers in terms of:
  - 1.1 age ;
  - 1.2 sex;
  - 1.3 civil status;
  - 1.4 educational attainment
  - 1.5 years of experience in the line of work; and
  - 1.6 trainings and seminars related to gender sensitivity.
2. Assess the level of awareness of gender sensitivity of teachers in knowledge.
3. Determine the level of awareness of gender sensitivity of teachers as practiced.
4. Find out the values developed by the students.
5. Ascertain the significant relationship between the demographic profile of the teachers and their level of awareness in knowledge.
6. Ascertain the significant relationship between the demographic profile of the teachers and their level of awareness as practiced.
7. Ascertain the significant relationship between the demographic profile of the teachers and values developed by students.
8. Ascertain the significant relationship between level of awareness of gender sensitivity of teachers in knowledge and level of awareness of gender sensitivity of teachers as practiced.
9. Determine the level of awareness of gender sensitivity of teachers in knowledge and values developed by students.
10. Determine the level of awareness of gender sensitivity of teachers in practiced and values developed by students.
11. Propose a Gender Development Plan to improve the values of the students.

### 3. FRAMEWORK OF THE STUDY

#### Framework of the study

Theoretical framework. This study was anchored on the point of view from sexual/gender difference theory.

The Sexual/Gender difference theory of David C. Geary (2009) is a theory of the evolution of human differences. Geary stressed that repeatedly demonstrates that there's a substantial amount of variation and complexity in sex differences and in the relationships among factors typically associated with sex differences (e.g., hormones). For many sex differences, there are simply gaps, limitations, and inconsistencies in the research and thus, ambiguities in the current state of understanding. The same point is even true for causal relationships. For example, while there does seem to be a relationship between paternal involvement in boys and their eventual social competency, this relationship is "confounded by genetic and child evocative effects, in addition to maternal effects" Additionally, whether and to what extent the sexes differ depends on contextual factors. Although parental investment theory predicts that females of most species should have higher criteria in mate choice, in "cultures with socially imposed monogamy" men's mate preferences and standards approach those of women's. Variance within sex is also derived from evolutionary theories. Men and women must realize their respective equal roles and strive to complement each other in their shared struggle to improve life. In order to correct the abuse of male dominance, men must concentrate on using their dominant qualities for the good.

Conceptual framework. The main purpose of the study is to assess the level of awareness of gender sensitivity of teachers in relation to the students' values development.

The parameters of this study covers the demographic profile of the respondents in terms of age, sex, civil status, educational attainment, years of experience in the line of work and trainings and seminars attended related to gender sensitivity. It also cover the level of awareness of gender sensitivity of teachers in knowledge and in practice. This study also find out the values developed by the students and finally, develop a propose gender and development plan to improve the values of the students. Figure I present the conceptual framework of the study

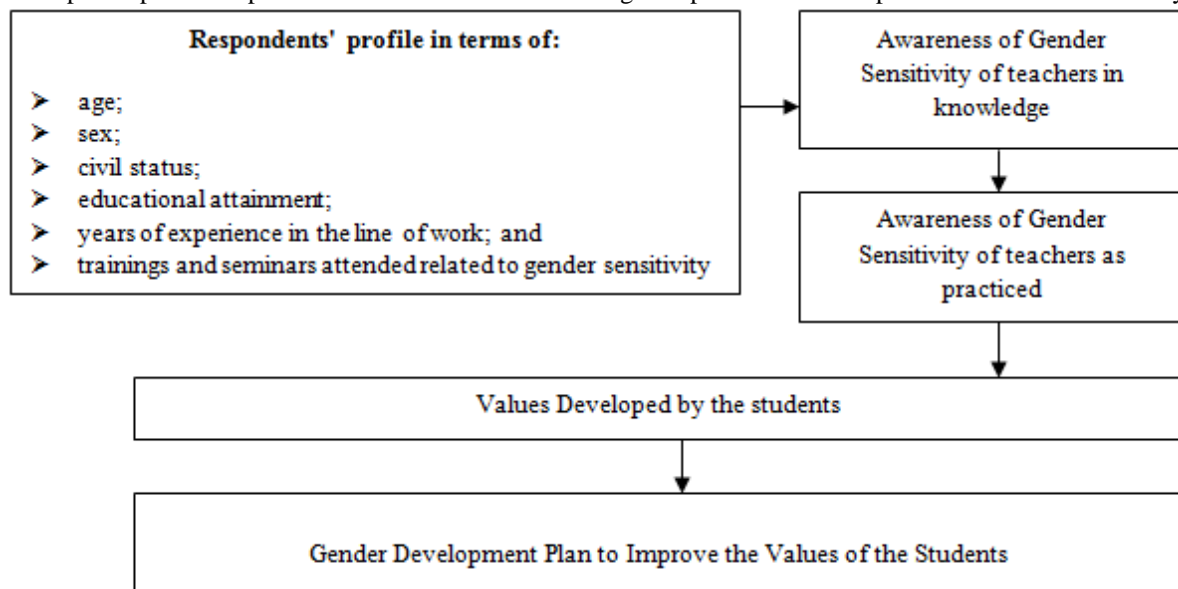


Figure 1. The Conceptual Framework of the Study

### 4. METHODOLOGY

The study shall be designed in accord to surveys gathered in descriptive-correlational surveys to teachers and students as respondents to ensure awareness on gender sensitivity that builds values character of the latter. The information gathered will provide insights as to what problems will be focused more to solve underlying queries.

The study shall be further classified as evaluative research for it shall try to evaluate the extent of awareness of gender sensitivity among respondent and if such awareness could poster their abilities and capabilities to “performance level” making the organization a productive one in general.

The study covers the public secondary schools in the Division of Biliran where the teachers and students are randomly picked as respondents in the said study.

The research respondents of this study are the 103 teachers. From the teachers they choose their student to state on the values that they develop. Purposive sampling was used to get the target respondents in the secondary schools in Biliran Division.

### Research Instrument

A survey questionnaire shall be the main research instrument of the study designed to answer queried questions for the purpose of getting the objective. Lifted from the works and studies of the following: Leonora Angeles and Sara Hlupekile Longwe of Zambia, for the Localized Poverty Reduction in Vietnam Project and “Examples of Questions to Ask About a Project’s Contribution Towards Women’s Development” CCIC, Two Halves Make a Whole (Ottawa: Canadian Council on International Cooperation); Delia C. Catacutan & Ana Maria Valencia, Staff Survey - Gender awareness and capacity development needs for gender mainstreaming at ICRAF Report on Findings (2013); and Gender Self-Assessment Questionnaire. Harvey (2010)

The context of the said sources may be copied and revised but rest assured that it is just for the sole purpose and authors are still high regarded. The survey questionnaires are categorized into parts:

Part I. Socio-demographic profile of the respondents. Data of the respondents socio-demographic characteristics that includes: the name; held position; sex; age; civil status; highest educational qualification; years of experience in the line of work; training and seminars attended on gender sensitivity .

Part II. Assessment of the respondents on their level of awareness of gender sensitivity in knowledge and in practice.

Part III. Find out the values developed by the students. The socio-demographic profile of respondents, level of awareness of gender sensitivity in knowledge and in practice will be correlated to the variable values developed by the students.

Upon approval, permission to conduct the research and to administer the questionnaire will be sought from the schools division superintendent and school heads. Necessary data will be gathered on a random sampling questionnaire distributed by the researcher among the respondents but with the written permission by the respondents per se. The purpose of the study will be well presented for agreement of appointment purposes to avoid distraction from noble obligation.

## 5. RESULTS AND DISCUSSION

### Socio Demographic Profile of the Respondents

Majority of the teacher-respondents in this study were in the middle age which means that they are that matured enough to have the empathy. As regard to the sex of the respondents, most 55 or 53.4 percent were female while 48 or 46.6 percent were male. This implies that the distribution of respondents in this study in terms of sex were almost evenly. Thus, male and female groups were well represented.

Married teachers are dominant. This implies further that married teachers are more understanding and sensitive to the values developed by every learner in accord to their gender sensitivity approach. In terms of the educational attainment of the respondents most of the teachers in this study are still pursuing their higher education in the graduate school.

As regards to the years of experience of the respondents, most of the teacher-respondents were in the younger generation who can fully understand the millennial learners and in the number of trainings and seminars attended the department of education had to intensified their programs on gender sensitivity just recently and teachers need to send to trainings and seminars.

### Level of Awareness of Gender Sensitivity of Teachers in terms of knowledge and practiced

As depicted there were twenty (20) indicators for the level of awareness in terms of knowledge of the respondents of which two (2) out of twenty (20) were described as highly aware. Respondents were highly aware on organization's policies, as well as the tools and methods in place for gender sensitive work, and staff in my organizational area have knowledge and skills that allow us to address topics of particular interest to women in extension work, such as food crop production. It obtained a WM of 4.61 and 4.32. While "Evaluate the contribution of your work in bringing about equal access to resources and services in the department you are working with" obtained a WM of 3.41. The rest of the indicators were described "Aware". The level of awareness on gender sensitivity of teachers based on knowledge were rated aware with AWM of 3.95. This implies that the teacher-respondents on gender sensitivity is aware in terms of knowledge.

As gleaned there were twenty (20) indicators which measures the level of awareness of the teachers as practiced. Two (2) of which were described as highly aware, fifteen (15) were signified as aware, two (2) indicators were signified as moderately aware while one (1) indicators was interpreted as less aware. "I observe that staff at all organizational levels considers gender to be important" and "My organizational unit/department allocates sufficient importance, time and resources for gender issues to be addressed as outline in program objectives". described highly aware. "In my work, I collaborate with other organizations to share learning's on gender and other topics for capacity development, including women's rights organizations" and "There is a balance on the employment and promotion opportunities of men and women" were described as moderately aware. The indicator "The gender impact of projects/ programs in school evaluated for both men and women, with considerations of their different roles and responsibilities". described as less aware with WM of 2.17. The rest of the indicators were described aware. The level of awareness of teachers as practiced with an average weighted mean (AWM) is 3.86 were "Aware". This implies that teachers are aware of gender sensitivity and they practiced it in their profession as well as in their school.

### Values Developed by the Students

This section described the values developed by the students and is presented in Table 1 below.

*Table 1 Values Developed by the Students*

Values Developed	WM	Description
Care	4.42	Highly Developed
Personal Best	4.41	Highly Developed
Honesty	4.22	Moderately Developed
Respect	4.11	Moderately Developed
Responsibility	3.76	Moderately Developed
Tolerance	4.29	Moderately Developed
God-fearing	4.02	Moderately Developed
Patience	4.10	Moderately Developed
Trustworthy	4.35	Highly Developed
Persevere	4.05	Moderately Developed
Loyal	4.03	Moderately Developed
Religious	4.02	Moderately Developed
Helpful	4.39	Highly Developed
Encourages	4.40	Highly Developed
Friendly	4.17	Moderately Developed
Courteous	4.20	Moderately Developed
Punctual	4.21	Moderately Developed
Kind	4.28	Moderately Developed
Creative	4.43	Highly Developed
Obedient	4.44	Highly Developed
Clean	4.28	Moderately Developed
Thrifty	4.06	Moderately Developed
Reverent	4.14	Moderately Developed

Brave	3.93	Moderately Developed
Cheerful	4.00	Moderately Developed
<b>AWM</b>	<b>4.19</b>	<b>Moderately Developed</b>

As shown in Table 1, care, personal best, trustworthy, helpful, encourages, creative and obedient are indicators of values described as highly developed and the rest of the indicators described moderately developed. With the average weighted mean of 4.19 described as moderately developed. This means that students in Biliran Division developed moderately their values and some of these values are highly developed. This implies that thru gender sensitivity knowledge and practiced by their teachers in school. Students moderately developed their values, a good observation and investigation that students acquired good values thru gender and sensitivity.

### Relationship of Variables

To determine the significant relationship between variables, Pearson Correlation, and Chi-Square were used.

*Table 2 Demographic Profile of the Teachers and their Level of Awareness in Knowledge*

Variable	X <sup>2</sup>	df	p-value	Decision
Age	103.936	98	0.157	Accepted
Sex	50.251	49	0.231	Accepted
Civil status	164.721	147	0.062	Accepted
Educational Attainment	192.370	196	0.048	Rejected
Years of Experience	169.112	196	0.314	Accepted
Number of Trainings and Seminars Attended	519.801	490	0.031	Rejected

As shown in Table 2, using Chi-Square, the variables educational attainment and number of trainings and seminars attended obtained the p-values 0.048 and 0.031 which is lower than the 0.05 level of significance which means that the null hypothesis is rejected and there are significant relationship profile of teacher and level of awareness based in knowledge. This implies that educational attainment and number of trainings and seminars attended affects the level of awareness of teachers in their knowledge. On the variables age, sex civil status and years of experience using Chi-Square, obtained .157, .231, .062, .314 are higher than .05 level of significant which means that the hypothesis is accepted. This implies that these variables age, sex, civil status and years of experience does not affect the level of awareness in knowledge of the teachers. It further implies that the higher the educational attainment and higher trainings and seminars attended related to gender and sensitivity teachers have substantial knowledge and can practiced gender related activities to their students.

*Table 3 Demographic Profile of the Teachers and their Level of Awareness as Practiced*

Variable	X <sup>2</sup>	df	p-value	Decision
Age	103.936	98	0.328	Accepted
Sex	54.462	49	0.275	Accepted
Civil status	173.855	147	0.042	Rejected
Educational Attainment	226.197	196	0.049	Rejected
Years of Experience	184.194	196	0.717	Accepted
Number of Trainings and Seminars Attended	549.934	490	0.047	Rejected

As depicted in Table 3, using Chi-Square the variables civil status, educational attainment and number of trainings and seminars attended obtained the p-values 0.042 and 0.049 and 0.047 which is lower than the 0.05 level of significance which means that the null hypothesis is rejected and there are significant relationship profile of teacher and level of awareness as practiced. This implies that civil status, educational attainment and number of trainings and seminars attended affects the level of awareness of teachers in their practiced. On the variables age, sex, civil status and years of experience using Chi-Square, obtained .328, .275, .0717, are higher than .05 level of significant which means that the hypothesis is accepted. This implies that these variables age, sex, and years of experience does not affect the level of awareness as practiced by the teachers. It further implies

that the civil status, higher the educational attainment and higher trainings and seminars attended related to gender and sensitivity teachers have practiced and are aware of gender related activities in school.

**Table 4 Demographic Profile of Teachers and Values Developed by Students**

Variable	X <sup>2</sup>	df	p-value	Decision
Age	21.14	20	0.328	Accepted
Sex	18.34	18	0.275	Accepted
Civil status	34.79	25	0.042	Rejected
Educational Attainment	35.26	9	0.124	Accepted
Years of Experience	64.32	18	0.035	Rejected
Number of Trainings and Seminars Attended	91.18	18	0.023	Rejected

As shown in Table 4, using Chi-Square the variables civil status, years of experience and number of trainings and seminars attended obtained the p-values 0.042 and 0.035 and 0.023 which is lower than the 0.05 level of significance which means that the null hypothesis is rejected and there are significant relationship profile of teacher and values developed by students. This implies that civil status, years of experience and number of trainings and seminars attended affects the values developed by students. On the variables age, sex and educational attainment using Chi-Square, obtained .328, .275, .0124, are higher than .05 level of significant which means that the hypothesis is accepted. This implies that these variables age, sex, and educational attainment does not affect values developed by students in school. It further implies that the civil status, years of experience and number of trainings and seminars attended related to gender and sensitivity teachers have developed values to their students in school.

**Table 5 Level of Awareness of Teachers in Knowledge and Level of Awareness of Teachers Practiced**

Variable	M	SD	r-value	p-value	Decision
Level of Awareness of Teachers in Knowledge	3.99	0.652	0.812	0.000	Rejected
Level of Awareness of Teachers as Practiced	4.00	0.618			

As shown in Table 5, using Pearson Correlation level of awareness of teachers in knowledge and level of awareness of teachers as practiced have obtained r-value of 0.812 and p-value of 0.000. The r-value is higher than 0.05 level of significance which means that the null hypothesis is rejected. This means that level of awareness of teachers in knowledge affects the level of awareness as practiced by teachers in gender and sensitivity. This implies that the higher the knowledge of teachers in gender sensitivity teachers can also practiced very effective in gender sensitivity related topics and issues.

**Table 6 Level of Awareness of Teachers in Knowledge and Values Developed by the Students**

Variable	M	SD	r-value	p-value	Decision
Level of Awareness of Teachers in Knowledge	3.99	0.652	0.124	0.826	Accepted
Values Developed by the Students	4.19	0.184			

As shown in Table 6, using Pearson Correlation level of awareness of teachers in knowledge and values developed by students have obtained r-value of 0.124 and p-value of 0.826. The r-value is lower than the p-values which means that the null hypothesis is accepted. This means that level of awareness of teachers in knowledge in gender and sensitivity does not affects the values developed by the students. This implies that the higher the knowledge of teachers in gender sensitivity teachers can share good values to his/her students.



Table 7 Level of Awareness of Teachers Practiced and Values Developed by the Students

Variable	M	SD	r-value	p-value	Decision
Level of Awareness of Teachers as Practiced	4.00	0.618	0.465	0.039	Rejected
Values Developed by the Students	4.19	0.184			

As shown in Table 7, using Pearson Correlation level of awareness of teachers as practiced and values developed by students have obtained r-value of 0.465 and p-value of 0.039. The r-value is higher than the p-values which means that the null hypothesis is rejected. This means that level of awareness of teachers as practice in gender and sensitivity affects the values developed by the students. This implies that teachers practicing about gender and sensitivity students will developed their good values during their stay in school.

## 6. CONCLUSION

Majority of the teacher-respondents in this study were in the middle age which means that they are that matured enough to have the empathy, sex were almost evenly well represented, married teachers are dominant. Most of the teachers are still pursuing their higher education in the graduate school they were in the younger generation who can fully understand the millennial learners.

The teacher-respondents on gender sensitivity is aware in terms of knowledge and they also aware of gender sensitivity and they practiced it in their profession as well as in their school. Students moderately developed their values, a good observation and investigation that students acquired good values thru gender and sensitivity.

Level of awareness in knowledge of the teachers to higher educational attainment and higher trainings and seminars attended related to gender and sensitivity teachers have substantial knowledge and can practiced gender related activities to their students. Level of awareness as practiced by the teachers. to civil status, higher the educational attainment and higher trainings and seminars attended related to gender and sensitivity teachers have practiced and are aware of gender related activities in school.

Values developed by students in school to civil status, years of experience and number of trainings and seminars attended related to gender and sensitivity teachers have developed values to their students in school. Level of awareness of teachers in knowledge affects the level of awareness as practiced by teachers in gender and sensitivity. The higher the knowledge of teachers in gender sensitivity teachers can also practiced very effective in gender sensitivity related topics and issues. Level of awareness of teachers in knowledge in gender and sensitivity does not affects the values developed by the students. The higher the knowledge of teachers in gender sensitivity teachers can share good values to his/her students.

## 7. RECOMMENDATION

Based on the issues and implications of the results, the following recommendations are forwarded.

First, the Department of Education shall encourage the teacher to pursue or proceed their studies to higher education for professional growth and development. Second, promote and enhanced programs and activities that would promote the gender sensitivity of the teacher with emphasis on values development of the students. Third, sustain the practices and encouraged students to manifest positive values of students in school as well as in the community. Fourth, conduct capability building on gender sensitivity, gender fair language, and other gender activities that would involved teachers and students. Lastly, future researchers are encouraged to conduct similar study in a wider scope to obtain a more generalization on the findings of the study.

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