
Gender Sensitization among Faculty Members of Southern Luzon State University

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ABSTRACT

The study determined the level of gender sensitization among the faculty members of Southern Luzon State University as to background characteristics, delivery of the subject matter, organization of the learning experience, design of didactic strategies and selection of the learning evaluation. The researcher utilized the descriptive survey questionnaire among the 267 faculty members-respondents from main campus, satellite and extension campuses. Frequency and percentage, weighted arithmetic mean, t-test and ANOVA were used as statistical tools. Hence, it was revealed that majority of the respondents are aged 46 to 50, female, straight, teaching between 6-10 years, regular or permanent and from the main campus in Lucban, Quezon. The level of gender sensitization among the respondents in terms of delivery of the subject matter, organization of the learning experience, design of didactic strategies and selection of learning evaluation demonstrated strong agreement proving that they are highly gender sensitized. There is a significant difference in the gender sensitization as to the delivery of subject matter, design of didactic strategies and selection of learning evaluation when respondents are grouped according to background characteristics. Meanwhile, sex and number of years teaching in SLSU for organization of learning experience has no significant difference. Problems encountered were issue on equal rights, issue on classroom management and instruction, issue on personal reservation, issue on suitability of instructional materials, issue on gender and development facilities and issue on gender sensitization awareness. The researcher hereby recommended an enhancement program to properly address those problems encountered that should be given appropriate action.

1. Introduction

The society in general is still in the development of recognizing the equal value of both male and female where some countries, the presence of those having traditional mind sets related to the hierarchy between male and female still exist. Even though studies show sensible gender sensitivity detections by industry, reality specifies that a tolerable level of gender sensitization is yet to be established. This is not an issue of who plays what role. Roles may have an equal bearing and any decisions and activities that influence individual lives must be in the framework of gender equality.

Consequently, the school can play vital role in providing up standards and advise parents on gender sensitization as also on different aspects of parenting especially in the context of gender equality. To do this, teachers with thorough knowledge on gender issues are needed as they play a very important role in holistic development and growth of the student. A sustainable development pathway must be established which has an explicit commitment to gender sensitization as well as strive to enhance the individual's proficiencies, respect and protecting their rights.

According to Sarkar (2016), gender sensitization is the process of changing the stereotype concept or idea to the modification of behavior by raising awareness of gender equality concerns. Gender Sensitization implies accepting basic rights associated with gender equality among all persons but not against women to man. Gender sensitivity helps to generate respect for individual regardless of sex. Through gender sensitization develops a cordial and amiable environment where there is mutual respect and trust between the sexes, without sexual implication's and obstructive chauvinism to defect the atmosphere. Hence, gender sensitization is vital in terms of individual normal growth. It is the modification of behavior by fostering awareness of gender equality issues.

Faculty members of any colleges or universities are the ambassadors of their institutions. How they present themselves by building a significant impression on their administrators, colleagues, students as well as to parents and other stakeholders. One kind of routine of any faculty member in any educational institution is the management of classroom activities in such a way that the individual needs of each student should be properly addressed. Also, faculty members may be ignoring their unconscious gender sensitivity towards their students, their schools and themselves. If ignored, these gender sensitive, which may have developed from cultural norms, may lead to gender inequity in classrooms. Thus, a gender responsive classroom needs a gender-sensitive teacher (Lualhati, 2019).

The role of state university has grown over the years as they have broadened their range of educational offerings to satisfy a greater and more diverse group of students. Thus, educational institutions at all levels including Southern Luzon State University, specifically the faculty members starting from the main campus as well as to different extension campuses and satellite campus have a great responsibility in educating the youth in a gendered lens. It is in the hands of every faculty that success of having students and graduates who can help the country combat the gender-related issues lie (Delavin, 2017). This process starts when a faculty creates classroom environment that is gender bias free and encourage both male and female to realize their actual potentials.

Furthermore, faculty members of SLSU anticipated that gender sensitization focuses only on gender sensitivity. This means that faculty members still have to gain additional information about gender sensitization. Due to lack of proper information and background about the said gender concern, the researcher realized the importance for the faculty members of SLSU in finding ways on how they can be more gender-sensitized educators. In addition, faculty members have a major responsibility in addressing these gender issues as it is in their hands where responsiveness and success of their students can arise a true essence of attaining a genuine development in the society.

With these scenarios, the researchers intended to investigate the level of gender sensitization in teaching among the faculty members of Southern Luzon State University main campus in Lucban as well as its Satellite campuses in Tagkawayan and extension campuses located in Alabat, Catanauan, Infanta, Gumaca, Lucena, Polilio, Tayabas and Tiaong. The study also targeted to deliver essential facts and recommendation to the university administration and future researchers as well.

The general objective of this study was to assess the level of gender sensitization in teaching practices among regular faculty members of Southern Luzon State University main campus in Lucban, its satellite campus as well as all of its extension campuses. Specifically, the study aimed to accomplish the following objectives: Reveal the background characteristics of the respondents in terms of age, sex, gender specification, number of years teaching in SLSU, employment status and location of the campus. Another is, to determine the level of gender sensitization among respondents in terms of Delivery of the subject matter, Organization of the learning experience, Design of didactic strategies, and Selection of the learning evaluation. Ascertain any significant difference between the respondents' gender sensitization level when grouped according to their background characteristics, Identify the problems encountered by the respondents regarding gender sensitization and Develop an enhancement program based on the findings of the study.

2. Literature Review

2.1 Gender Sensitization

Any individual spends most of their younger years in an educational institution from primary school up to the time they enter higher education. Thus, gender-responsive classroom requires a gender-sensitive teacher who can properly address issues related to gender and regulate their practices to reject gender stereotypes. Gure (2016) mentioned that sensitization means to create awareness to change the prejudices and discriminative behavior of all the human being towards a well and equal behavior to all individuals and groups of individuals beyond their background in society. It is in order for everyone to can enjoy their life fully without the pressures and dominance of others.

With the help of education, gender sensitization in educational institution can create awareness among teachers, students, parents and other members of the community about their roles in future as the men and women in the society. Moreover, this is the power of education that can make a great social change in the society at large. Gender sensitization refers to theories which claim that modification of the behavior of teachers and parents, etc. towards students can have a causal effect on gender equality. Gender sensitization implies accepting the basic rights associated with gender equality among all persons, not just against man to woman. It helps people in examining their personal attitudes and beliefs and questioning the 'realities they thought they know' (Iyengar, 2016). In this case, reformation in society with special reference to gender differences is possible only through gender sensitization.

2.2 Delivery of the Subject Matter

In the study conducted by Lualhati (2019), regarding the delivery of subject matter, majority of the respondents strongly agreed that their lesson content is adjusted considering their male and female students' experiences, maturity and values. It implies that professors/instructors integrate a variety of perspective into their teaching and offer students new ways of looking at their courses. The result also shows that the respondents agreed that they detect and counter-act one-sided content and objectives perspective in their subject or lesson. Respondents use multiple methods to deliver course content and provide students with a variety of opportunities to share what they know. Moreover, the result of the study implies that respondents are gender sensitized as they integrate gender perspectives in their subject matter or lessons. It implies that the respondents recognized that students learn in different ways and have valuable perspectives to bring to the content being learned.

According to Dehler, Charlie and Wuthrich (2009) related to the subject matter, gender helps to present the whole spectrum of domain to interest female and male students alike, and prepare students for gender-related conditions of work environments in that domain. On the other hand, they also mentioned that the delivery of the subject content should not only deal with basic knowledge and skills but also making sure that students can reflect about their gender own related structural dependencies. In this case, teachers have to introduce new approaches and/or methods of learning. A new way of discussing the subject matter through a natural setting in the class can definitely generate new responses, at the same time, a gender sensitized teacher emerges. For example, for the teacher to practice a gender sensitized approach, having a trip to an art galleries or museums, historical places, even in a different kinds of rural-urban dwellings can be a great form of delivering the subject matter and help the student identify their level of gender sensitivities (Tokas, 2014).

According to Roy (2017), universities, colleges and schools in general must strive in creating an environment wherein both men and women can think in a critical manner, solve challenging problems and prepare to take their places in the society as a productive citizen. With this, it is important for teachers not only to be knowledgeable with the subject content of their curricula but to regularly check and verify the context if it remains relevant with the real-life situations.

2.3 Organization of the Learning Experience

How the teacher relates to their students have an effect on the experiences of these students in the class. These include the management of the classroom in a manner that meets the individual needs of each student and how the teachers themselves interact and treat each of them fairly regarding with sex (Gure 2016).

In the study conducted by Lualhati (2019), regarding the organization of learning experience, the study concluded that respondents strongly agree that using gender neutral language in their lessons and the use of examples on gender inequity, and initiating exploratory classroom activities to facilitate gender mainstreaming can organize learning experiences. Moreover, in the context of gender sensitization, engaging the students in discussions, problem solving and various set of activities are ways of breaking gender barriers in the classroom aside from those mentioned.

According to Tokas (2014), the teachers can be gender sensitized by means of respecting each student in the classroom through group works, group tutorials and other activities that will enhance their individual potentials in non-stereotypic roles. Teachers should assure that equal participation among each student in all activities and discussions should be broken down by giving them similar projects, activities and presentations rather than assigning tough tasks to males and easier ones to females. A set of classroom activities that can enhance the learning experience of the students both male and female can also be applied by the faculty members of SLSU so students will be encouraged to participate actively and faculty members will be more sensitive to gender differences of their students.

According to UNESCO (2015) curricular, stated objectives and student learning outcomes form essential foundation for any curriculum. Samples of curricular objectives and learning outcomes in certain curricula show however that language used is gender biased. Hence, teachers need to avoid using situations/texts/visuals that reinforce the stereotyped roles. Examples are the roles of the father (reading the newspaper) and the mother (serving dinner); the doctor (male) and the nurse (female); playing ball (boy) and combing doll's hair (girl). On the other hand, teachers need to be aware of gender bias favoring girls also. Examples include bullying and noise-making (boys) and politeness and gentleness (girls). Both are detrimental to a healthy relationship between the teacher and the learner. It is done not only in selected texts, but also in the drawings and pictures that accompany texts. With these situations, it is important for teachers to be constantly aware of how they are implementing learning activities in their classroom so as not to be biased based on the gender of their students.

According to Kalakoti (2018), classrooms need to be gender sensitive and teachers must be gender sensitized to properly implement a gender bias free classroom at all times. It is best for the students to address and call them equally and plan and conduct activities that give an opportunity for both in order to break down gender barriers and stereotyping of gender roles. It is also important to utilize gender neutral language in every activity given by their teachers. This is to encourage both males and females to be class leaders. In this regard, both male and female students can have learning experience wherein gender will not be highlighted, hence, they can have the chance to express themselves freely. On the other hand, gender sensitization among teachers who provided such learning experiences can boost confidence for both male and female students for them to perform in every class activity in a more positive manner.

2.4 Design of Didactic Strategies

Didactic is a theory of teaching, and in a wider sense, a theory and practical application of teaching and learning. Didactic strategy is a tool that could be used for reflection and critical review of teaching/learning, as an aid for researchers and teachers in structuring and interpreting classroom activities (Bolondi, Ferretti & Giberti, 2018). Didactics can also be seen as a tool to explore, describe, and articulate teachers' choices and awareness of the teaching situation. Moreover, according to Agba (2018), without a good understanding of the students' learning styles and representations, even the latest teaching approaches will not suffice to increase students learning.

Based from the study conducted by Lualhati (2019) on the design of didactic strategies, it was concluded in the study that the respondents strongly agreed that they provide enough time for the students to answer their questions, hence, recognizing the fact that some students are not confident in expressing themselves verbally. On the other hand, treating each student as unique learner and not through a gender-based perspective also improve the confidence of each student in the class. In addition, the respondents also agreed that the seat plan in the classroom supports equal participation regardless of sex as well as establishing a set of rules from the start of class promotes gender sensitization. The result of the study also concluded that the faculty members help the students in promoting gender equality and sensitivity by providing equally constructive feedback for both male and female students. It implies that all those didactic strategies mentioned in the study made the students involved and given fair opportunities in all classroom activities regardless of their gender. The design of didactic strategies was successfully applied in the classroom as the faculty members were gender sensitized.

2.5 Selection of the Learning evaluation

Education researchers and practitioners have been developing and testing a range of measurement approaches aiming to capture relative improvements in each individual student's learning, rather than their performance relative to the type of 'comparative measure' (Cahill et al., 2014; Mortensen & Nicholson, 2015). This relative measure gives critical insight into the progress each student makes while learning.

Based on the study of Lualhati (2019) regarding the learning evaluation design, the study concluded that respondents strongly agreed that they observe non-formal forms of communication. It shows that faculty members' utilization of silent language implies that they transfer messages through the complex combination of appearance, posture and facial expressions. Similarly, it also concluded that the respondents use a professional judgement to evaluate students' learning and output. Respondents were careful not to limit what they ask their students to perform in different classroom activities. Results also concluded that respondents strongly agreed that learning evaluation should make certain that prejudices and stereotypes are not adopted in their feedback and learning evaluation methods. On the other hand, faculty members agreed that inclusion of gender competence in learning evaluation/criteria from respondents should also be considered. This finding reveals that their judgement and decision on students' achievement is fair and reliable.

According to Barodia (2015), the use of gender-neutral words, examples and images in exam papers and other instructional assessments should be implemented not only among the primary schools but to any educational institutions as well. With this strategy, students can be given fair options and can encourage not to stereotype particular profession or job based on the examples provided in their exams.

3. Methodology

Those faculty members teaching at the main campus in Lucban, in its satellite campus in Tagkawayan and different extension campuses in Alabat, Catanauan, Gumaca, Infanta, Lucena, Polilio, Tayabas and Tiaong, all in Quezon Province were the key informants of the study.

There were about 355 total faculty members of SLSU as of May 2020. The targeted sample size is 100% from that population of faculty members but due to current pandemic and other unforeseen events, only 267 or 75% among the target respondents filled up the survey up to the deadline set by the researcher. The role of the respondents is crucial in reinforcing significant knowledge on gender concepts and domain especially for the future generation of the university's faculty members.

The descriptive-comparative type of research was utilized in this study. The descriptive comparison aims at describing and explaining the invariances of the objects.

The administration of the survey instrument was done from June to July 2020 through google form. However, only the survey instruments with responses retrieved within the set time frame were considered in the study.

To obtain the necessary data, the researcher utilized a modified questionnaire developed by Dehler, et al. (2009) and Lualhati (2019). It was composed of four (4) variables to evaluate gender sensitization in teaching practices. After some thorough reviews of several literatures, the researcher came up with a 40-item questionnaire to determine the respondent's personal evaluation on their teaching practices from a gender perspective such as learning experience, didactic strategies, delivery of the subject matter and organization of learning evaluation.

To determine the level of Gender Sensitization among the respondents, the four- point Likert Scale was used. It was expressed as follows including its verbal interpretation:

Point	Scale	Interpretation	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree	Highly sensitized
3	2.50 - 3.24	Agree	Moderately Sensitized
2	1.75 - 2.49	Disagree	Least Sensitized
1	1.00 - 1.74	Strongly Disagree	Not Sensitized

The data gathered were treated, analyzed and interpreted using statistical tools such as weighted arithmetic mean, percentage, independent t-test as well as the analysis of variance (ANOVA).

4. Results and Discussion

4.1 Findings

Based on the analysis of the data presented, the following findings were drawn:

1. The background characteristics of the respondents revealed the following:
 - As to age, majority of the respondents are those ages 46 – 50 with a total of 58 or 21.7%; As to sex, 162 or 60.6% of the respondents are female; As to gender specification, 226 or 84.64% of the total respondents are straight; As to number of years teaching in SLSU, 65 or 24.34% are teaching between 6 to 10 years; As to employment status, 200 or 74.9% are regular or permanent; and As to the location of the campus, 166 or 62.16% come from the main campus in Lucban Quezon.
2. Based on the gathered data, the level of gender sensitization among the respondents are as follows:
 - In terms of delivery of subject matter, faculty members of SLSU demonstrated strong agreement with an overall weighted arithmetic mean (WAM) of 3.55; In terms of organization of the learning experience, faculty members of SLSU manifested strong agreement with a WAM of 3.57. In terms of design of didactic strategies, faculty members of SLSU showed strong agreement with a WAM of 3.63; and In terms of selection of learning evaluation, faculty members of SLSU showed strong agreement with a WAM of 3.59.
3. The significant differences between the respondents' level of gender sensitization when grouped according to their

background characteristics revealed that: Significant difference when they are grouped as to age in terms of delivery of subject matter based on the computed F-value of 23.036 greater than the critical F-value of 2.90, organization of the learning

experience (computed $F = 3.46$), design of didactic strategies (computed $F = 9.756$), and selection of the learning evaluation (computed $F = 16.506$); Significant difference when they are grouped as to sex in terms of delivery of subject matter with computed $t = 2.72 > \text{critical } t = 2.101$ and selection of learning evaluation (computed $t = 2.13$), and not significant in terms of organization of learning experience (computed $t = 0.65 < \text{critical } t = 2.101$), and design of didactic strategies (computed $t = 1.12$); Significant difference when they are grouped as to gender specification in terms of delivery of subject matter with Computed $F = 307.688 > \text{critical } F = 3.38$; organization of learning experience (computed $F = 289.226$), design of didactic strategies (computed $F = 18.451$), and selection of learning evaluation (computed $F = 31.520$); Significant difference when they are grouped as to number of years teaching at SLSU in terms delivery of subject matter with the computed $F = 4.284 > \text{the critical } F = 3.38$, design of didactic strategies (computed $F = 7.240$), and selection of the learning evaluation (computed

$F = 9.480$), but no significant difference in organization of learning experience (computed $F = 1.411 < \text{critical } F = 3.38$); Significant

difference when they are grouped as to employment status in terms of delivery of subject matter with the computed $F = 54.291 > \text{the critical } F = 4.38$, organization of learning materials (computed $F = 99.6241$), design of didactic strategies (computed $F = 31.169$), and selection for learning evaluation (computed $F = 21.889$); Significant difference when they are grouped as to location of campus in terms of delivery of the subject matter with the computed $F = 42.103 > \text{critical } F = 2.61$, organization of learning experience (computed $F = 20.492$), design of didactic strategies (computed $F = 15.142$), and selection of learning evaluation (computed $F = 22.737$).

4. The problems encountered by the respondents in gender sensitization are issues on equal rights, classroom management and instruction, personal reservation, suitability of instructional materials, gender and development facilities, and gender sensitization awareness.
5. An enhancement program consisting of various seminars, trainings and workshops to strengthen gender sensitization program among the SLSU faculty has been developed based on the result of the study.

5. Conclusion

From the results of the study, the following conclusions are drawn:

1. Majority of the respondents are aged 46-50, female, straight, teaching between 6 to 10 years, regular or permanent and from the main campus in Lucban, Quezon.
2. The faculty members-respondents of the Southern Luzon State University perceived themselves highly sensitized.
3. The extent of gender sensitization among SLSU faculty members are relatively varied considering their age, sex, gender specification, number of years teaching at SLSU, employment status, and location of the campus.
4. Notable problems on gender sensitization relate to the classroom management and instruction, equal rights, personal reservation, suitability of instructional materials, GAD facilities, and gender sensitization awareness out to be properly addressed.
5. The developed enhancement program is ready for initial try out and validation.

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