
**DEMOGRAPHIC PROFILE AND THEIR PRACTICES FOR
INTEGRATING MEDIA LITERACY IN TEACHING**

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ABSTRACT

This study examined the demographic characteristics of elementary teachers and their perceptions of gender bias alongside the implementation of inclusive teaching strategies at Laligan Integrated School, Philippines. Employing a descriptive-correlational research design, data were collected via structured questionnaires from randomly selected teachers. The study assessed gender bias awareness in teaching practices, classroom interactions, gender fairness, and curriculum materials, alongside the frequency of inclusive strategy application. Findings revealed that most respondents were female, aged 41–50 years, with 6–10 years of teaching experience, predominantly in Grades 2 to 6. Teachers frequently demonstrated awareness of gender bias, engaged in gender-fair classroom interactions, and applied inclusive curriculum materials. Inclusive teaching strategies were commonly implemented. Statistical analysis showed significant positive relationships between classroom interaction, gender fairness, curriculum materials, and the implementation of inclusive strategies. However, awareness of gender bias in teaching practices did not significantly correlate with inclusive strategy use. The study concludes that while teachers actively practice inclusivity in classroom interactions and materials, increased awareness alone does not directly enhance inclusive teaching implementation. Recommendations include encouraging learner participation in gender-fair activities; fostering parental support and feedback; enhancing teacher training on subtle gender biases; and enabling school administrators to provide resources and conduct professional development focused on inclusivity.

KEYWORDS: Gender Bias, Classroom Perception, Inclusive Teaching Strategies.

INTRODUCTION

Concerns regarding whether this phenomenon still exists globally are raised by global issues like the widely acknowledged notion of gender gap in education, which many nations, including the United Kingdom, confront and successfully combat once normalized. Particularly around the beginning of elementary school (about 6 to 10 years old), when children start to establish attitudes about gender-based divisions of work and related societal expectations, there are still large discrepancies in gender-responsive education. Schools and other socialization agents have a significant impact on students' attitudes, goals, and self-perceptions. Therefore, it should be obligatory to address gender inequality in education in order to create a learning environment where all students, regardless of gender, thrive.

Nonetheless, the Department of Education (DepEd) in the Philippines already has a program in place to advance gender equality called Gender and Development (GAD). Gender-Fair Education: In accordance with current laws (such as DepEd Order No. 32, s. 2017 or Gender-Responsive Basic Education Policy), this basic education framework assists the Department of Education in implementing policies, guidelines, and procedures that eradicate gender-related stereotypes and guarantee all students equal access to learning opportunities. Gender biases persist in a number of areas of classroom design, including extracurricular activities, instructional strategies, teacher-student interactions, and course material. These serve to direct students' perceptions of their skills, interests, and future selves through implicit or explicit biases, all of which have an impact on academic performance and professional success.

According to research conducted in the Philippines, gender stereotypes have an impact on student involvement [38], instructor expectations [37], and future career trajectories [36]. Traditional roles dictate that boys should be strong, aggressive leaders while ladies should be quiet, kind, and obedient. This "two-mode" contradiction has an impact on many facets of the classroom, including how professors give assignments, build relationships with students, and encourage self-observation. Teachers advise girls to pursue jobs in caregiving, the humanities, and the arts while reaffirming responsibilities for guys relating to math, science, and leadership occupations. They do not recommend these careers to boys.

As of October 2023, school curricula (textbooks and instructional materials) have institutionalized attitudinal gender prejudices. Additionally, you are learning more about the data. excessive use of gendered language and imagery in instructional materials, which could perpetuate antiquated ideas about gender roles. For example, women are depicted taking care of the home or family, while men are frequently seen as leaders, businesspeople, or family heads. They reinforce gender's existential and subliminal role, which has a significant impact on how young boys and girls see themselves and their possible career pathways.

These are the individuals—even elementary school teachers—whose beliefs and classroom layouts influence how young pupils perceive their unique sexualities—or lack thereof. In addition to imparting knowledge, instructors also serve as role models and have a significant impact on how pupils view the world and themselves from a gender perspective. However, educators lack training in gender-sensitive teaching and are unaware of their own prejudices. By using gendered terminology and vocabulary, allocating tasks or occupations in a classroom, or setting differing behavioral standards for boys and girls, some teachers unintentionally perpetuate gender norms.

There is a difference between the two when it comes to putting DepEd's gender rules into practice. This is because many educators find it difficult to promote gender-inclusive teaching because of deeply ingrained cultural ideas, a lack of training, or a lack of gender-sensitive pedagogical materials. Teachers must therefore participate in comprehensive professional development programs that are able to identify and eliminate gender biases.

This is to acknowledge the importance of gender equality and the balance that Campos education promotes. However, it's unclear how conscious elementary school teachers are of or make an effort to eliminate gender inequality. Surprisingly, it is critical to comprehend teachers' understanding, practices, and obstacles regarding gender-inclusive education because of their significant responsibilities in forming the views of young students.

The purpose of this study is to ascertain Valencia City elementary teachers' opinions regarding gender prejudice in the classroom. More precisely, it looks on how elementary school teachers perceive gender biases in teaching practices, social interactions in the classroom, instructional resources, and current methods for guaranteeing equal learning opportunities for children. Examining the obstacles and difficulties in putting gender-responsive education into practice is another goal.

These components are essential for teacher preparation programs and gender-responsive education policies; the study's analysis supports their creation and lays the groundwork for future interventions that provide educators with the knowledge, resources, and tools needed to create gender-neutral learning environments. In addition to explaining students' performance, promoting gender equity in school may help dismantle long-standing traditions about who is entitled to opportunities based on their biological characteristics.

Conceptual Framework of the Study

The Gender Schema Theory (Bem, 1981) and the Social Learning theory (Bandura, 1977), which describe internalized gender roles and biases resulting from societal influences like education, serve as the foundation for this study. According to the gender schema theory, humans develop cognitive structures based on cultural norms that enable them to register information and function according to gender roles. In contrast, Social Learning Theory focuses more on how gender-related behaviors are taught through imitation, observation, and reinforcement. Once pupils enter primary school, teachers, educational materials, and classroom interactions can all contribute to the promotion or challenge of these gender norms. This emphasizes the need of investigating how rural elementary school teachers perceive gender prejudice while offering helpful suggestions for creating gender-responsive programs in both the public and private spheres.

Research Framework: The main elements influencing gender inclusion in classrooms serve as the foundation for the study's suggested methodology. Teachers' awareness of gender prejudice, their methods of instruction, the depiction of gender in educational resources, and the difficulties in putting gender-neutral solutions into practice are independent variables. The ability of educators to recognize how socially created gender stereotypes impact their pedagogical practices, attitudes toward students in the classroom, and expectations for student response is known as teacher awareness of gender bias. Such information is crucial in determining whether people act automatically and support or defy gender norms. Teachers' attitudes and behaviors in the classroom are similar to their teaching strategies and relational style with regard to what is appropriate for males, girls, and conduct management. Despite differences in interests, some teachers may assign tasks that favor boys or girls (legitimately using authoritative roles) and choose topics based on gender conventions in order to reinforce these stereotypes.

Gender representation of learning resources is a closely related problem because textbooks, lesson plans, and other educational materials frequently reflect society standards. By portraying men as leaders and professionals and women as caregivers or homemakers, many educational materials perpetuated traditional gender norms. These representations have a small effect on the studies and careers that students choose, but they do have an impact on how they see themselves and their goals. Teachers also face obstacles to gender responsiveness, such as a lack of formal training, restricted access to gender-sensitive teaching resources, and deeply rooted beliefs that keep them from challenging prevailing social narratives. This study will demonstrate how these barriers impede the progress that educators are making in the direction of gender inclusiveness.

When it comes to implementing gender-responsive teaching in primary schools, the Department of teaching's Gender and Development (GAD) programs act as a mediating body. The goal of these programs (standards, training, or rules) is to guarantee equality in educational settings. There may still be a gap between policy and classroom practice even in cases where such safeguards are now in place. It follows that the current study will investigate how these programs impact classroom practices and shape teacher consciousness.

Whether or not gender-inclusive teaching methods are used is the dependent variable in this model. It relates to how much teachers use gender-based teaching strategies and promotes equal opportunity for all students by making sure that gender does not influence learning outcomes. It will evaluate how educators work to reduce gender prejudices through varied representation in curriculum materials, inclusive language, and equal chances for leaders. Additionally, it seeks to provide the essential recommendations regarding how elementary teachers in Valencia City Division perceive and are impacted by gender bias.

This demonstrates the intricacy of gender dynamics and the interconnectedness of the factors influencing gender equality in education. A more complete vision for developing inclusive educational systems and dispelling presumptions so that kids from all backgrounds have equitable access to learning opportunities will be informed by this new understanding of the viewpoints, expertise, and behaviors of elementary teachers.

Significance of the Study

Given that gender equality in education is still a hot topic, this study is crucial for understanding elementary teachers' viewpoints on gender bias. Teachers, politicians, students, and academics are among the stakeholders who may gain from this study.

Primary Teacher: In order to be aware of the gender biases they introduce into their instruction, perhaps primary teachers should look into this study. In order to make classrooms more equitable, teachers should employ more inclusive teaching strategies based on their understanding of what they did well and where they could improve. This is because students' perspectives are shaped by various direct and indirect exchanges about traditional gender roles in society.

School administrators: The study's findings would therefore assist school administrators in comprehending the prevalence of gender discrimination in classrooms and the degree to which inclusive pedagogy techniques are being applied. Additionally, students learn how to apply this knowledge to provide instructors with the guidance, tools, and resources they need to provide a more gender-responsive education.

Policymakers and DepEd: The findings would offer crucial information regarding the efficacy of the present gender-responsive education policies, including DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education Policy). In order to create more targeted programs that will maintain gender parity in primary education, this aids policymakers in identifying field areas with low implementation.

Curriculum developers and publishers: In order to create more gender-sensitive learning materials and curricula, curriculum publishers should look into gender bias in instructional materials, according to the study's findings. The results might assist curriculum designers in creating materials that celebrate equality and diversity.

In the long run, it will benefit students by combating gender bias in educational settings. All students, regardless of gender, benefit from increased career opportunities, equal engagement, and self-assurance in a gender-sensitive classroom.

To Future Researchers: Anyone wishing to investigate gender prejudice in education in the future might use this research as a resource. The results would broaden the body of

knowledge and offer theoretical insights that might influence future studies on educators across generations, advocates for educational equity, and policy reform.

Definition of Terms

These are the operational definitions used for a general, in-depth and clear understanding of key concepts utilized within the research.

Gender prejudice. Gender bias is normal and adjusting for the distinction in consideration paid to an individual considering their sex; it can influence educating rehearses, study hall culture and impatiently how understudies perceive themselves or how they might get things done.

Equality of genders. It is training on data till October 2023 Gender equality in education means equal treatment of all genders with regards to educational access, and equal opportunities for schooling and employment.

Gender-sensitive education So that in turn, we can educate our people on gender issues. Critical content reflects a gender-responsive education paradigm that recognizes and aims to eliminate these disparities in the movement, educational material, teaching approaches and institutional policy of schools to facilitate equitable systems for all pupils.

Strategies for Inclusive Education. Strategies for Inclusive Teaching is a phrase encompassing various approaches to the classroom in which you're teaching that enables all students, regardless of gender, to access learning opportunities; encourage involvement; and offer appropriate academic assistance.

Instructional Methods. Teaching practices are the tactics, strategies, and behaviors/techniques that teachers use when teaching students, managing classrooms, and working with them. We are particularly interested in exploring more on how these practices might reinforce or challenge gender prejudices.

Classroom Relationships. It includes patterns of interaction in the classroom that create social experiences of inclusion and exclusion as a perceived function of gender not only between instructor and student but throughout virtually all forms of character engagement, communication style, and degree of relationality.

Teaching Resources. Instructional materials, including textbooks, lesson plans, visual aids and digital information that teachers can draw from on the job, may also contain overt or subtle representations of gender.

Gender preconceptions. Gender stereotypes, which refer to the perceptions and expectations of society on what roles, skills, and behaviors are appropriate for each gender, can have a great impact on students' choice regarding their career path and area of specialization.

Division of Education (DepEd). The Department of Education (DepEd) is the government agency responsible for implementing many programs in schools on matters related to gender equality issues. DepEd Order No. 32, s. Order No. 2031 Which Pennsylvania basic education policy, alluding to DepEd Order No. 32, s.

Gender and Development (GAD) Program. The Gender and Development (GAD) Program is a national government program that eradicates all forms of gender discrimination and adopts gender-sensitive programs to help ensure gender equity, equality, and empowerment in all areas, most importantly education.

Teachers of elementary school. Teaching school-age children the basic features of education is not enough for elementary teachers moving forward, as they also serve to shape young imaginations into their understanding of gender norms and expectations.

Gender Equality. Gender representation denotes the way in which present how various genders are depicted and illustrated within teaching materials, classroom interactions, and the methods used to spread awareness of these educational concepts, as well as an influence on how both men and women perceive those same genders.

This the Social Learning Theory developed by Bandura (1977). "Social Learning Theory" (Bandura, 1977), a psychology theory that explains how behaviour is learned, which includes the adoption of gender roles through imitation and observation within a social context.

The correct answer is: The theory of gender schemas (Bem, 1981). One theoretical basis for this is known as the Gender Schema Theory (Bem, 1981), which argues that individuals develop cognitive structures based on social views that shape how they think and act about their gender.

The application of policy. Policy integration refers to the ways in which we enact gender-sensitive education policies at the level of schools, for example through curriculum change, teacher training and monitoring.

The challenges of implementing gender-responsive education. Gender Responsive Education Barriers: Quality of training, resources and cultural concerns hold educator's/ school administration back to implement the inclusive approach.

Fair educational opportunities. This refers to schools where boys and girls have the same opportunities to participate in, learn about their education and flourish both inside and outside of classroom.

Section of Valencia City. Connected to the geographic and educational jurisdiction of City of Valencia, this study is about elementary teachers religiosity on gender bias inside the classroom.

Student involvement. Teachers have the power to shape how engaged students are in their class activities, discussions and leadership.

The Methodology

The study will employ a quantitative research design using correlational research. This technique is therefore appropriate for methodically examining how teachers identify gender bias ([1]) in their interactions with students and instructional activities, as well as how these practices influence the implementation of gender-inclusive teaching strategies. By identifying trends and connections that support equitable learning environments, the study aimed to shed more light on how gender perceptions influence instructional practices, classroom interactions, and chances for professional development (for instructors).

Research Locale

The district's well-known elementary school has shown itself to be a useful location for examining sexism in the classroom as well as the application of inclusive teaching techniques. Given that this school actively strives to create equitable learning environments while serving a unique student body with exceptional diversity, this topic may arise from research on how elementary teachers perceive and address gender bias through their

instructional methods, whether in the inclusion or exclusion of girls and boys as students, or curricular decisions made to promote equity in learning sites.

Respondents of the Study

Some elementary teachers from Laligan Central School, Cabayugan Elementary School, Concepcion Elementary School, Bulacao Integrated School, San Vicente Integrated School, Tongantongan Elementary School, and Mapantow Primary School participated in the study. The two educators discussed their approaches to inclusive teaching methods and how they identify and eradicate gender prejudice in their own classrooms. having a range of instructors who were selected from the school's grade levels and taught various courses.

Sampling Procedure

We, the researchers, will employ a closed-ended questionnaire. All primary teachers in the schools will participate as respondents in order to guarantee a thorough study utilizing this method of exhaustive enumeration. To include all eligible participants for our study, an official list of the school's teachers will be gathered.

Research Instrument

The questionnaire was developed by synthesizing the body of research on gender-equitable education, such as Gender in Philippine Education: Gender Equality at the Margins (UNESCO 2015) and Patterns of Gender Bias in Classrooms: A Multinational Study by Sadker & Zittleman (2012). The Gender Equity Principles for Curriculum and Instructional Materials by AAUW (2018) and the Survey of the Gender Gap (2020) were additional sources. Additionally, certain sections are modified from the Gender Equity in Education Index, which is intended to assess inclusive teaching practices by educators.

Data Gathering Procedure

During laboratory investigation conducted at Valencia Colleges (Bukidnon) Inc. the researcher in this present study followed established protocols as part of the standard research procedure. The process begins with securing a letter of endorsement from the Dean of the Graduate Studies Office. The SDS can take into view and discuss about the above, as suggested by it.

Upon approval of all appropriate clearances the researcher shall request clearance from the Public Schools District Supervisors of Damulog South District.

The next one is readying the consent of the school head or principal of identified schools in which the study will be carried out. The researcher can then continue to the next step provided that the relevant authorities grant permission. The last step is to give the adopted questionnaires administered to the respondents.

Scoring Procedure

Teachers' perspectives about gender bias in the classroom and inclusive teaching practices will be measured using a five-point Likert scale, where 1 represents strong disagreement and 5 represents strong agreement. Before being statistically analyzed, the independent variable (perceptions of gender prejudice) and the dependent variable (implementations of inclusive teaching methods) were both scored. Additionally, Pearson correlation coefficients were used to evaluate the direction and intensity of the association between teachers' self-evaluation of gender equality and the different tactics they employ to combat discriminatory practices in their educational institutions.

Statistical Treatment of Data

After then, the survey answers were totaled and graded for analysis. The statistical techniques listed below will be applied:

Standard deviation, percentage, and frequency count will be used to examine the demographic profile of the respondents.

Therefore, the measurement in this case would be mean value + standard deviation to gauge the degree of gender bias that is evident in our classroom and the degree to which we employ radical teaching techniques.

Using the Pearson product-moment correlation code, or Pearson-r, this study examines the statistically significant association between teachers' views of gender discrimination and their use of inclusive teaching strategies.

Findings

The study's findings are detailed below. The majority of respondents to our survey were female, between the ages of 41 and 50. The majority taught grades 2 through 6 and had six to 10 years of experience. Teachers often held preconceived opinions about appropriate subjects for girls and responded less positively to female student questions than those asked by the boys, and interacted with the males more randomly than they did with the females. Moreover,

they often used teaching methods and textbooks and other instructional materials developed on the basis of partially sex-differentiated education theory that completely ignored girls. On top of that, it was biased by a not-as-good-as-boys attitude and poorly-led teachers. They tended to be slightly more impartial and transparent for boys.” They also often blamed teachers for not guiding students. They often did not deliver lasting educational opportunities. Even when materials are prepared there is usually little adequate in the way of preparation and teachers attempt their own strategies.

The awareness of gender bias in teaching practices did not have any significant relationship with the level of implementation of inclusive teaching strategies implemented by primary school teachers, whereas classroom interaction and fairness to sex or gender curriculum and learning materials had a significant relationship.

CONCLUSIONS

The majority were female, with an average age of 41 to 50, six to 10 years of teaching experience, and typically worked with pupils in grades two through six. Teachers considered gender prejudice when creating the curriculum and teaching materials, including the use of learning aids with inclusive accents. In their jobs, a very high percentage of educators employed inclusive teaching practices, and they said that setting up was essential to reaching nearly every criterion or intended result.

Curriculum, learning resources, gender equity, and classroom interaction all showed positive correlations with the usage of inclusive teaching approaches. However, when it came to the two groups' understanding of gender bias in teaching methods and their capacity to use these tactics inclusively while according to specific teaching guidelines, a comparable correlation could not be seen.

RECOMMENDATIONS

Encourage pupils to participate fairly and inclusively in all classroom activities. Encourage positive interactions between the sexes as well. publishes this stuff as well. In addition to offering input on educational applications and classroom activities, parents should support and agree with the teachers. They can learn from you and you may use this content to keep them motivated. Participating in awareness campaigns regarding inclusive education and how it fosters children's development and social skills is one method they accomplish this.

Teachers can adopt an even more inclusive approach, prepare students for skill development, and use gender-neutral teaching materials. They ought to have more chances to learn about the subtle effects of gender bias and how inclusive practices are advantageous to all. In order to share cutting-edge tactics and best practices in inclusive education, they also hold frequent meetings with coworkers and other interested parties.

School administrators have an obligation to offer instructors professional development workshops on gender-neutral and inclusive teaching strategies that might enhance students' learning capacities. Adequate resources and support need to be made available for the development and selection of inclusive gender-neutral teaching books. Additionally, it is necessary to keep an eye on the development of inclusive classroom curricula in order to make appropriate policy and practice reform recommendations.

Curriculum designers can also incorporate whole-course instructor training modules on gender-fair and inclusive education. Therefore, approach the curriculum as a whole school and make sure it is inclusive and reflects the experiences and needs of as many students as feasible. Lingtcs. wisc also contains this. Studying the effects of inclusive teaching methods on students at various educational levels will be the next stage.

Finding explanations for why comprehending gender bias scarcely improves the effectiveness of any inclusive teaching strategies is another topic.

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