
GENDER AWARENESS SEMINARS ON TEACHER ATTITUDES TOWARDS GENDER EQUITY AND SENSITIVITY

***Georgitte Mae S. Alaba**

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City, Philippines.

Article Received: 26 February 2026 *Corresponding Author: Georgitte Mae S. Alaba

Article Revised: 16 March 2026

Valencia Colleges (Bukidnon) Incorporated Hagkol, Valencia City, Philippines.

Published on: 06 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.4544>

ABSTRACT

This study examined the level of teachers' Gender Awareness Seminars and their attitude towards gender issues in the classroom at Bukidnon National High School, Malaybalay City, Bukidnon, Philippines during the school year 2025–2026. Specifically, it investigated teachers' awareness in terms of gender sensitivity and equality, their participation and application of gender-sensitive practices in the classroom, and the significant relationship between Gender Awareness Seminars and teachers' attitudes toward gender issues. The study employed a descriptive-correlational research design and involved 248 teachers as respondents, selected through complete enumeration. Data were collected using an adapted questionnaire from Chandra and Liu (2022). The findings revealed that teachers' Gender Awareness Seminars were at a very high level in both gender equality and gender sensitivity. Similarly, teachers' attitudes toward participation in gender issues and application of gender-sensitive practices in the classroom were very high. Moreover, significant relationships were identified between teachers' gender awareness and their classroom attitudes, indicating that higher levels of gender sensitivity and equality awareness are positively associated with the implementation of gender-sensitive practices. Based on these results, it was concluded that teachers are knowledgeable and committed to promoting equitable and inclusive learning environments. Accordingly, teachers are recommended to continue applying gender-sensitive practices and sharing best practices with colleagues, while school administrators should support regular seminars and monitor policy implementation. Future researchers are encouraged to explore the long-term effects of gender awareness on student behavior, learning outcomes, and classroom dynamics, as well as other influencing factors such as school culture and community involvement.

KEYWORDS: *Gender Awareness Seminars, attitude towards gender issues, gender equality, gender sensitivity.*

INTRODUCTION

Gender equality and sensitivity have become global priorities in education, as schools are viewed not only as sites of academic learning but also as platforms for shaping inclusive values and social justice. In many contexts, teachers play a pivotal role in challenging stereotypes, fostering equitable classroom environments, and modeling respect for diversity. However, despite policy reforms and institutional commitments, gaps persist in teachers' attitudes and practices regarding gender equity. Studies have revealed that implicit biases and traditional perceptions often hinder the full realization of gender-sensitive pedagogy, limiting opportunities for learners across gender identities. This underscores the importance of continuous interventions, such as gender awareness seminars, to enhance teachers' understanding and responsiveness to gender issues.

While several initiatives promoting gender sensitivity have been introduced in educational systems, evidence suggests that many teachers remain inadequately prepared to translate gender awareness into practice. Previous research has mostly focused on curriculum development or policy implementation, leaving limited attention to the actual impact of professional development activities—specifically seminars—on teachers' attitudes. Furthermore, in the Philippine context, despite legal frameworks such as the Magna Carta of Women (Republic Act 9710) and DepEd gender-responsive policies, there is still a pressing need to assess whether such interventions tangibly influence teachers' perceptions and classroom behaviors. This gap in the literature highlights the need to examine the direct effects of gender awareness seminars on teachers' attitudes toward gender equality and sensitivity.

This study, therefore, seeks to investigate the effect of gender awareness seminars on teacher attitudes toward gender equality and sensitivity. By analyzing how participation in these seminars influences teachers' perspectives, the research aims to provide empirical evidence on the effectiveness of such professional development activities. Findings from this study are expected to guide policymakers, school heads, and teacher education institutions in strengthening gender-responsive training programs. Ultimately, this research aspires to contribute to the promotion of inclusive education where both teachers and learners benefit from a culture of respect, equity, and sensitivity to gender diversity.

Conceptual Framework

The study is grounded in Icek Ajzen's Theory of Planned Behavior (1991), which explains that teachers' adoption of gender-sensitive practices is influenced by their attitudes toward gender equality, the norms within their professional environment, and their perceived ability to implement inclusive strategies. Gender awareness seminars play a key role in shaping these factors by improving teachers' knowledge, challenging gender biases, and fostering supportive professional norms. When teachers feel encouraged by peers and school leadership and are equipped with practical skills, they are more likely to develop positive attitudes and confidence, leading to meaningful and sustained changes in their teaching practices.

Gender Awareness Seminars also contribute significantly to promoting gender equality and sensitivity in education. Well-designed seminars enhance teachers' understanding of inclusive policies, gender-related issues, and their ethical responsibilities, while also providing practical strategies such as using gender-fair language and encouraging equal participation. As a result, teachers become more empathetic, culturally responsive, and proactive in addressing gender concerns. Overall, higher levels of engagement in these seminars are associated with more positive attitudes toward gender advocacy and a stronger application of gender-sensitive practices in the classroom.

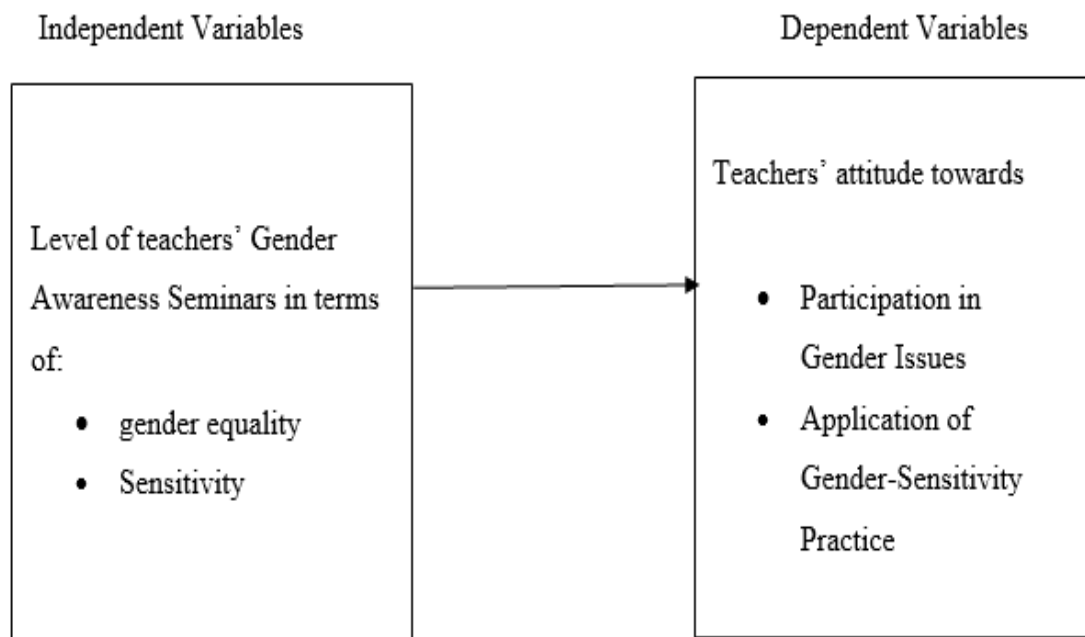


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study aimed to examine the relationship of Gender Awareness Seminars on Teachers Attitude towards gender equality and sensitivity. Specifically, this study aims to answer the following questions:

1. What is the level of teachers' Gender Awareness Seminars in terms of gender equality and gender sensitivity?
2. What is the level of Teachers' attitude towards participation in gender issues, and application of gender-sensitivity practice in the classroom?
3. Is there a significant relationship between Gender Awareness Seminars and Teachers Attitude towards gender issues in the classroom?

Delimitation of the Study

This study focused on examining the effects of gender awareness seminars on the attitudes gender equality and sensitivity of teachers in St. Peter Elementary School, Silae National High School, Bukidnon National High School, Manalog Integrated School, Cadiisan Integrated School, Can-ayan Integrated School, and Casisang Integrated School. It covered the assessment of teachers' attitudes before and after attending the seminars, highlighting changes in perceptions, behaviors, and sensitivity towards gender issues in the educational environment. The study primarily involved secondary teachers within the specified district and timeframe. However, the study was limited to a specific geographic location and does not account for the experiences of teachers from other place. It also does not measure the long-term impact of the seminars or include variables such as prior knowledge of gender concepts, individual beliefs, or institutional support, which may influence the outcomes.

Review of the Literature

Level of Teachers' Gender Awareness Seminars

Recent studies highlight a persistent gap between teachers' expressed support for gender equality and their actual classroom practices. Tavdgiridze (2021) found that while many teachers endorse equality, they still assign gendered roles in classrooms, showing how attitudes may not align with behavior. Similarly, United Nations Girls' Education Initiative (2021) reported that although teachers express positive views on equal treatment, limited institutional support often prevents effective implementation. Cross-national evidence from Women Strong International (2021) further indicates that demographic factors such as age, gender, and experience shape attitudes, with younger and female teachers tending to hold

more progressive views. Meanwhile, Gordian (2021) emphasized that teachers' attitudes are embedded in school culture and constrained by workload and systemic pressures, suggesting that change must go beyond individual beliefs. GLSEN (2021) also identified gaps in existing research, particularly the lack of longitudinal and mixed-method studies linking attitudes to actual classroom practices.

Earlier empirical studies reinforce the positive impact of gender equality training. Chen and Li (2019) found that trained teachers improved classroom structure and fairness in instructional planning. Kagoda and Sentongo (2018) reported increased promotion of equal opportunities after seminar participation, while Mahlomaholo and Matobako (2018) observed more supportive attitudes toward women in leadership. In the Philippines, Morales and Fajardo (2018) noted the integration of gender-inclusive language and content in lesson planning. Likewise, Thompson and Melendez (2018) demonstrated reductions in teacher bias and increased equitable opportunities for students. These findings highlight the importance of continuous, structured training in promoting both attitudinal and behavioral change.

Research on gender sensitivity consistently shows that seminars enhance teachers' awareness and inclusivity in classroom practices. In the Philippines, Santos and de la Cruz (2019) found that Gender and Development (GAD) seminars improved teachers' use of gender-fair language and sensitivity toward diverse identities. Similarly, Hassan and Ali (2019) reported increased avoidance of stereotypical comments and more inclusive lesson adaptation. Gonzales and Herrera (2019) observed practical shifts in classroom roles, while Nguyen (2019) emphasized that long-term training leads to deeper behavioral change and greater confidence in addressing gender issues.

Additional studies further support these outcomes. Camilleri and Montebello (2018) found increased awareness of bias in teaching practices, while Chen and Lo (2018) reported improved recognition of gender bias in instructional materials. In the Philippines, Ramirez and Lorenzo (2018) highlighted shifts in teachers' perspectives and questioning of cultural assumptions. Lastly, Singh and Dey (2018) emphasized that sustained, reflective, and context-specific training fosters long-term gender-sensitive behavior. Overall, these studies demonstrate that gender sensitivity seminars are most effective when continuous, practical, and reflective, leading to meaningful improvements in both teacher attitudes and classroom practices.

Level of Teachers' Attitude Towards Gender

Research shows that teachers' participation in gender awareness seminars is a key factor in determining the effectiveness of such programs. Santos and Ramirez (2021) emphasized that active engagement leads to greater sensitivity to classroom dynamics and more inclusive teaching practices, reflecting teachers' willingness to internalize gender-responsive approaches. However, participation is also influenced by external factors such as institutional support, scheduling, and seminar design, as noted by Cruz (2020), who found that interactive and well-structured seminars encourage higher engagement. Furthermore, Dela Peña and Flores (2022) highlighted that active participation contributes to more inclusive school environments and reduced gender bias, while low participation limits the impact of gender initiatives. Despite these findings, a gap remains in localized research, particularly in public-school and district-level contexts, where participation trends and their actual impact on gender sensitivity are not well understood.

Studies consistently show that participation in gender awareness seminars enhances teachers' ability to apply gender-sensitive practices in the classroom. Flores and Roldan (2021), Santiago (2022), and Villanueva and Reyes (2020) found that trained teachers adopt inclusive language, equitable strategies, and gender-responsive pedagogy, while Torres (2021) noted their broader influence on school culture. More recent studies, including Doguiles and Rapsing (2024), Laro (2024), Sheehy (2024), and Alcantara-Concepcion and Ramirez-Pulido (2024), further highlight how training improves teachers' awareness, attitudes, and inclusive practices. Similarly, Garcia and Mendoza (2025), Lopez and Bautista (2025), Santos and Ramirez (2025), Navarro and Castillo (2025), and Hernandez and Cruz (2025) emphasized that continuous training strengthens teachers' competence, confidence, and commitment to gender equality. Overall, while seminars positively influence both attitudes and practices, there remains a need for more research focusing on the actual extent of classroom application, highlighting the importance of sustained and intentional implementation of gender-sensitive strategies.

Research Methodology

This study used the descriptive-correlational research design to examine the level of teachers' attitude towards gender issues in the classroom and to describe the current state of teachers' attitudes while identifying possible correlations between these attitudes and influencing factors without manipulating any variables. It was conducted in Bukidnon National High

School, Malaybalay City, Bukidnon, Philippines during the school year 2025 – 2026 with 248 teachers as the respondents selected through complete enumeration. It used an adapted questionnaires from Chandra and Liu, (2022). The instruments were composed of 2 parts. Part 1 dealt with the level of teachers' Gender Awareness Seminars in terms of gender sensitivity and equality. Part II was about the level of Teachers' attitude towards gender issues in the classroom.

Findings

Presented below are the findings derived from this study.

Level of teachers' Gender Awareness Seminars in terms of gender equality was very high, in terms of gender sensitivity was also very high.

Level of Teachers' attitude towards participation in gender issues in the classroom was very high, in terms of gender-sensitive practice in the classroom was also very high.

There were significant relationships between gender sensitivity, Gender equality and teachers' attitude towards gender issues in the classroom. Therefore, the null hypothesis which stated "There is no significant relationship between Gender Awareness Seminars and Teachers Attitude towards gender issues in the classroom" was rejected.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

The findings of the study lead to several important conclusions and corresponding recommendations. First, the very high level of teachers' Gender Awareness Seminars in terms of both gender equality and gender sensitivity indicates that the seminars were highly effective in enhancing teachers' knowledge, awareness, and sensitivity to gender-related concerns. This suggests that the content and delivery of the seminars successfully promoted a strong understanding of gender principles among teachers.

The very high level of teachers' attitudes toward participation in gender issues in the classroom, as well as their very high level of gender-sensitive practices, demonstrates that teachers not only recognized the importance of gender inclusivity but also actively integrated it into their classroom instruction. This alignment between positive attitudes and actual teaching practices reflects a strong commitment to creating inclusive and equitable learning environments.

The significant relationships found between gender sensitivity, gender equality, and teachers' attitudes toward gender issues in the classroom indicated that greater awareness and understanding of gender concepts were associated with more positive and proactive attitudes in addressing gender issues. This implies that strengthening teachers' gender sensitivity and knowledge of gender equality can directly influence their classroom engagement and practices.

Derived from the study's conclusions, the following recommendations are proposed:

To teachers. The teachers may continue to strengthen and apply gender-sensitive practices in the classroom by integrating activities and strategies that promote gender equality. Teachers were encouraged to share best practices with colleagues and engage in continuous professional development to further enhance their gender awareness and sensitivity.

School Administrators. The school administrators may support and facilitate regular gender awareness seminars, workshops, and training programs for teachers. Administrators should also monitor and encourage the implementation of gender-sensitive policies and classroom practices to ensure a more equitable and inclusive learning environment for all learners.

Future researchers. Future researchers were suggested to conduct further studies to explore the long-term effects of teachers' gender awareness on student behavior, learning outcomes, and classroom dynamics. Future research may also investigate other factors influencing gender-sensitive practices, such as school culture, curriculum integration, and community involvement.

REFERENCES

1. Alcantara-Concepcion, M., & Ramirez-Pulido, P. (2024). Gender perspectives in teacher professional development: Promoting inclusive practices in education. *International Journal of Educational Development*, 104, 102987.
2. Camilleri, C., & Montebello, M. (2018). Teacher gender awareness. Conference proceedings across Europe, Asia, and Africa.
3. Chen, L., & Li, X. (2019). Editorial: Gender equality and women's empowerment in education. *Frontiers in Education*.
4. Chen, Y., & Lo, P. (2018). Exploring gender-responsive pedagogy training In education. *Frontiers in Education*.
5. Cruz, R. (2020). *Gender-responsive pedagogy: A toolkit for teachers and schools* (2nd ed.).

6. Dela Peña, M., & Flores, J. (2022). Raising awareness about gender and language among teacher-training students: A cross-cultural approach.
7. Del Pilar, M. S., & Abillon, E. L. (2024). Empowered teachers: Gender and development awareness among secondary school educators. *International Conference on Community Education Proceedings*, 5(1), 210–218.
8. Doguiles, R. D., & Rapsing, C. D. (2024). Level of awareness on gender and development among secondary school teachers: Basis for enhanced development plan. *International Journal of Research and Innovation in Social Science*, 8(4),
9. Flores, J., & Roldan, P. (2021). Gender assessment of teacher education curricula: A case study of Kathmandu University, School of Education. *Social Inquiry: Journal of Social Science Research*.
10. Garcia, L. M., & Torres, P. R. (2024). Gender equality initiatives in education: The impact of teacher training and seminars. *Journal of Educational Research And Practice*, 14(2), 155-170.
11. GLSEN. (2022). *Educating educators: Knowledge, beliefs, and practice of teacher educators on LGBTQ issues*.
12. Gonzales, R., & Herrera, P. (2019). Gender summary and country case studies.
13. Gordian, S. (2021). *Gender-responsive pedagogy: A toolkit for teachers and*
14. *Schools (FAWE/UNICEF collaboration)*.
15. Hassan, T., & Ali, S. (2019). Accelerating primary education tutors' acquisition of gender-sensitive practice.
16. Kagoda, A., & Sentongo, J. (2018). Gender responsive pedagogy in higher Education: A framework.
17. Laro, J. P. (2024). Gender-responsive education and the role of teachers in Promoting equality in schools. *Journal of Educational Policy and Development*, 12(1), 45-48
18. Mahlomaholo, S., & Matobako, T. (2018). Gender-at-the-Centre Initiative (GCI) Annual materials and outputs.
19. Morales, D. L., & Hernandez, C. S. (2024). Teachers' attitudes toward gender Equality after participating in gender awareness programs. *Journal of Social and Educational Studies*, 9(1), 59-72.
20. Morales, J., & Fajardo, L. (2018). Case studies and teacher professional Development material on gender-responsive pedagogy.
21. Nguyen, T. (2019). In-service teacher training and increased awareness of gender equality in education.
22. Ramirez, P., & Lorenzo, M. (2018). Integrating gender topics into teacher Education curricula.
23. Ruiz, M. A., & Maniquiz, J. L. (2024). Promoting gender equality through Institutional gender awareness programs in Philippine schools. *Philippine Journal of Social Development*, 17 (1), 67-82.

24. Santiago, M. (2022). Gender sensitivity, awareness and responsiveness of pre-service teachers. *IJAMR Conference Proceedings*.
25. Santos, A. R., & Velasco, M. T. (2024). Gender sensitivity and inclusive teaching strategies in public secondary schools. *Asia Pacific Journal of Multidisciplinary Research*, 12(2), 34-42.
26. Santos, M., & de la Cruz, P. (2019). Effectiveness of gender sensitivity programs For pre-service teachers.
27. Santos, R., & Ramirez, L. (2021). Integrating gender responsive pedagogy into Higher education: Our approach.
28. Sheehy, K. (2024). Teacher professional learning and gender equality: Reflective practices for inclusive classrooms. *Education 3–13: International Journal of Primary, Elementary and Early Years Education*, 52(3), 411–425.
29. Singh, R., & Dey, S. (2018). Designing teacher CPD seminars to improve gender sensitivity and equality practice in classrooms.
30. Talatala-Baseleres, S., & Dumagco, R. (2024). Gender sensitivity training and awareness among educators in higher education institutions. *Asian Journal of Gender Studies*, 6(2), 88-101.
31. Tavdgiridze, L. (2021). UNESCO's efforts to achieve gender equality in and Through education:2021 highlights.
32. Thompson, J., & Melendez, P. (2018). Pre-service teachers' interest and gender sensitivity in everyday life and education.
33. Torres, A. (2021). Gender sensitivity in pedagogical practices in secondary Education in Bhutan. *Amity international Journal of Teacher Education*.
34. UNGEI. (2021). *Spending better for gender equality in education: Research report*.
35. Villanueva, M., & Reyes, P. (2020). Gender responsive pedagogy awareness and practices: A case study of a higher secondary school under Thimphu Thromde, Bhutan. *International Journal of Linguistics and Translation Studies*.