

Teacher Gender-Responsive Practices on Student Self-Actualization and Learning

Jerome Paulo Ebuenga Cuevas

jpaulocuevas@gmail.com

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Abstract

This thesis entitled, “Teacher Gender-responsive Practices on Student Self-Actualization and Learning” is underpinned by the Gender Schema Theory developed by Carol L. Martin, Charles F. Halverson, and Sandra L. Bem and the Self-Actualization Theory of Abraham Maslow intended to find out answers to the following questions: 1.) What is the level of Teacher Gender-Responsive Practices in terms of language, activities, instructional delivery, and classroom dynamics? 2.) What is the level of the student's Self-Actualization in terms of socialization, recognition, and interpersonal? 3.) What is the level of student learning in terms of class participation, communication skills, and technical skills? 4.) Is there a significant relationship between Teacher Gender-responsive Practices and Self-Actualization? and 5.) Is there a significant relationship between Teacher Gender-responsive Practices and Student Learning?

The mean and standard deviation were used to measure the teacher's gender-responsive practices on students' self-actualization and learning. Paired with Pearson R Correlation to determine the relationship between teacher gender-responsive practices to students' self-actualization and learning. Analysis revealed that the level of Teacher Gender Responsive Practices in terms of language, activities, instructional delivery, and classroom dynamics are very prominent in the school, as well as the very aggregable level of the student's Self-Actualization in terms of socialization, recognition, and interpersonal, the level of Students Learning in terms of class participation, communication skills, and technical skills. It also revealed that there is a relationship between teacher's gender-responsive practices and the student's self-actualization and learning.

Based on the results and conclusions, it is recommended that other researchers conduct a similar study on different curricula and students from different levels is necessary and may provide a deeper understanding of the students' self-actualization and learning. A future study may also be conducted to examine the implication of teachers' gender-responsive practices on differentiated instruction for other variables such as self-efficacy or leadership.

Keywords: Gender-responsive; Practices; Student Self-Actualization

1. Introduction

With the reopening of face-to-face classes, teachers and students likely adjusted to the new normal set up of engaging in the classroom environment after the full online set-up of learning due to the pandemic, hence the “pandemic students” face a huge gap when it comes to socialization and learning and thus, the teachers' responsiveness to it is vital to bridge these gaps. In promoting learners' development in education, a

holistic approach is an essential part that shapes the learner's self and societal development. Serving as the utmost instrument to take root and empower our learners, to impart a significant contribution to the societal, economic, and radical affairs to the communal and country from Tantengco & Maramag (2016). Educators must not overlook the learning essential in catering to both sexes, whereas gender equality and education need to become equitably visible in the school. Regardless of gender, education should embrace all and every student, and educators should be the first to instill such as part of classroom discussion.

The education system, to fulfill its potential as an essential pathway to a gender-just world, both genders must be equally benefiting from it. A teacher who cultivates girls' and boys' well-being impacts their socialization and learning, and improving their classroom experience plays a vital role in achieving such. Likewise, educators inside the classroom who can both inspire and empower can also discourage, and impose limitations on the learners, depending on the word preference or action taken in response to the student's classroom learning and active participation. Hernandez and Cudiamat (2018) stated that the integration of the educator's approach in the classroom interaction with gender-responsive practices, contributes to learners' academics also promotes embracing equality in gender.

The Philippines issued the Gender-Responsive Basic Education Policy, outlined by Department of Education (DepEd) Order no. 37 series of 2017, stated in the 1987 Philippine constitution in accordance to the mandate of Gender and Development (GAD) and Republic Act (RA) No. 9710 (commonly known as the Magna Carta of Women), RA 10533 (the Enhanced Basic Education Act of 2013), and the country's international human rights obligations under the Universal Declaration of Human Rights, Convention on the Rights of the Child and commitment to the Convention on the Elimination of All forms of Discrimination Against Women.

There are many factors to consider including educator influence, where educators shape the learning environment and impact learners engagement, experiences, policy mandate pertaining to DepEd's commitment to gender equality in education, educations equity, and adaptation to change on how teachers adapt practices in response to changing educational landscapes, that is why, the researcher led on studying Teacher Gender-responsive Practices on Student Self-Actualization and Learning which is essential for aligning educational practice with policy objectives, understanding student experiences in diverse classroom settings, empowering educators to create inclusive learning environments, and improving equity and societal justice in education.

1.1 Statement of the Problem

It aims to answer the following questions:

1. What is the level of Teachers' Responsive Practices in terms of:
 - 1.1 Language;
 - 1.2 Activities;
 - 1.3 Instructional Delivery; and
 - 1.4 Classroom Dynamics?
2. What is the level of students' Self-Actualization in terms of:
 - 2.1 Socialization;
 - 2.2 Recognition; and
 - 2.3 Interpersonal?
3. What is the level of Students' Learning in terms of:
 - 3.1 Class Participation;
 - 3.2 Communication Skills; and
 - 3.3 Technical Skills?
4. Is there a significant relationship between teachers' responsive practices and students' self-actualization?

5. Is there a significant relationship between the teachers' responsive practices and student learning?

2. Methodology

The research is a quantitative study that used a descriptive analysis and purposive sampling technique with survey questionnaire as a tool in gathering the data focusing on the Teacher Gender-responsive Practices on Students Self-Actualization and Learning. Quantitative research involves gathering and examining numerical data used by the researcher. Its purpose includes identifying patterns and averages, predicting outcomes, testing cause-and-effect relationships, and extending findings to broader populations pertaining to the chosen secondary schools in Calamba City. (Bhandari 2020) while in Descriptive statistics offer a concise overview of data, encompassing measures of central tendency and dispersion. Additionally, utilizing graphical representation such as graphs used in the study, plots and frequency tables to visually depict the gathered data and identify any patterns or anomalies (Bhandari 2020) Purposive random sampling is a deliberate approach where the selection of participants are based on specific characteristics. While applicable across various populations, it is particularly effective with smaller sample size and relatively homogeneous groups like the grade 10 students as respondents of the study (Question Pro 2024) This approach was used to determine the descriptive statistics in the relationship between Teachers Gender-responsive practice to the students Self-Actualization and learning.

3. Results and Discussion

This chapter contains the analysis, presentation and interpretation of the data gathered used by the researcher focusing on the Teacher Gender-Responsive Practices on Students Self-Actualization and Learning.

Level of Teachers Responsive Practices

Level of teachers' responsive practices include language, activities, instructional delivery, and classroom dynamic and was determine by mean and standard deviation.

Table 1. Level of Teachers Responsive Practices in terms of Language

Indicators	Mean	SD	Remarks
<i>The teacher...</i>			
Uses non-sexist terms that is appropriate in the teaching and learning (for example using plural nouns, substituting article, and using passive voice.)	4.13	0.86	Agree
Eliminates the generic use of HE/SHE, HIS/HER or HIM/HERS unless the antecedent is obviously Male/Female learner.	4.03	0.89	Agree
Eliminates the generic use of Man, instead I use People, Person, human, Human Being Humankind in discussion	4.07	0.89	Agree
Eliminates sexism in symbolic representations of gender in words, sentences, and text.	4.04	0.84	Agree
Finds precise words to delineate the thing from	3.92	0.96	Agree

supposedly sex-linked characteristics in discussions.

Overall Mean = 4.04

Standard Deviation = 0.89

Verbal Interpretation = High

Table 1 shows the level of teachers' responsive practices in terms of language. Respondents strongly agree that teachers use non-sexist terms that is appropriate in teaching and learning ($M = 4.13$). Additionally, teachers find precise word to delineate the things from supposedly sex-linked characteristics in discussions ($M = 3.92$).

The overall mean of 4.04 with the standard deviation of 0.89 indicate that teachers perceived a high level of responsive practices in terms of language. This means that positive trend towards inclusivity and sensitivity to gender-related issues in educational settings contribute to a more inclusive and supportive learning environment where all students feel valued and respected.

This is supported by the readings from (European institute for Gender Equality 2021) stating that several strategies can be employed accurately representing gender relationships, including minimizing the use of language that explicitly or implicitly to only one gender as much as possible. Additionally, it involves incorporating gender-sensitive and inclusive language through inclusive alternatives tailored to the characteristics of each language that might affect the grade 10 learners.

Table 2. Level of Teachers Responsive Practices in terms of Activities

Indicators	Mean	SD	Remarks
<i>The teacher when giving activities....</i>			
Makes sure that teaching and learning process is responsive to the specific needs of girls and boys.	4.50	0.74	Strongly Agree
Makes sure that the male and female student ratio is appropriate in group activities.	4.14	0.92	Agree
Makes sure that the materials use gender-neutral/inclusive language.	4.09	0.88	Agree
Makes sure that there's an equal representation of both women and men in the image/illustration given in the activity.	4.41	0.78	Strongly Agree
Makes sure to facilitate both female and male students' abilities to learn, progress equally and develop their full potential.	4.50	0.74	Strongly Agree

Overall Mean = 4.33

Standard Deviation = 0.83

Verbal Interpretation = Very High

Table 2 show the level of teachers' responsive practices in terms of activities. Respondents strongly agree that Makes sure that teaching and learning process is responsive to the specific needs of girls and boys and facilitate both female and male students' abilities to learn, progress equally and develop their full potential ($M = 4.50$). Additionally, teachers make sure that the materials use gender-neutral/inclusive language ($M = 4.09$).

The overall mean of 4.33 with the standard deviation of 0.83 indicates that teachers perceived a very

high level of responsive practices in terms of activities. This means that to respondents inside the classroom, teachers make sure that the learners really engaged in a gender-responsive activities, illustrations/images cater equal representation.

Table 3. Level of Teachers Responsive Practices in terms of Instructional Delivery

Indicators	Mean	SD	Remarks
<i>The teacher.....</i>			
Reacts cautiously to unfriendly and potential gender-biased attitudes that students may demonstrate.	4.02	0.92	Agree
Promotes questioning gender-biased attitude of students to prevent them from happening in the future.	4.06	0.90	Agree
Classrooms implementation of gender and development is integrated in the curriculum through lesson plans.	4.20	0.78	Agree
Empowers girls with skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education	4.23	0.86	Strongly Agree
Empowers boys with skills to de link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop self-confidence needed to accept gender equality positively.	4.12	0.86	Agree

Overall Mean = 4.12

Standard Deviation = 0.87

Verbal Interpretation = High

Table 3 show the level of teachers' responsive practices in terms of instructional delivery. Respondents strongly agree that Empowers girls with skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education (M= 4.23). Additionally, reacts cautiously to unfriendly and potential gender-biased attitudes that students may demonstrate. (M= 4.02)

The overall mean of 4.12 with the standard deviation of 0.87 indicate that teachers perceived a high level of responsive practices in terms of instructional materials.

Table 4. Level of Teachers Responsive Practices in terms of Classroom Dynamics

Indicators	Mean	SD	Remarks
<i>The teacher.....</i>			
Can identify expectations for both girls and boys behavior and communicate those expectations to them.	4.20	0.85	Agree
Shows appreciation and positive reinforcement for both girls and boys who made a job well done.	4.39	0.81	Strongly Agree

Makes sure that All student are seated in a gender based way	4.04	0.99	Agree
Makes sure that teaching and learning materials promote equal partnership between girls and boys.	4.35	0.77	Strongly Agree
Assigns similar duties to both girls and boys (example: cleaning and moving furniture).	4.23	0.87	Strongly Agree

Overall Mean = 4.24

Standard Deviation = 0.87

Verbal Interpretation = High

Table 4 shows the level of teachers' responsive practices in terms of classroom dynamics. Respondents strongly agree that teachers show appreciation and positive reinforcement for both girls and boys who made a job well done ($M=4.39$).

Additionally, makes sure that All students are seated in a gender based way ($M=4.04$) The overall mean of 4.24 with the standard deviation of 0.87 indicate that teachers perceived a high level of responsive practices in terms of classroom dynamics.

Level of Students Self-Actualization

Level of students' self- actualization comprises socialization, recognition and interpersonal and was measured by mean and standard deviation.

Table 5. Level of Self-Actualization of student in terms of Socialization

Indicators	Mean	SD	Remarks
I enjoy interacting with everyone in the classroom.	4.39	0.83	Strongly Agree
Rules/expectations are action oriented and positively stated in the classroom.	4.39	0.68	Strongly Agree
I believe that all are equal regardless of gender and should be treated right.	4.75	0.56	Strongly Agree
I am comfortable in expressing my sexuality, feelings, and opinion to others.	4.04	0.99	Agree
Regardless of the gender, I make friends easily wherever I am.	4.24	0.91	Strongly Agree

Overall Mean = 4.36

Standard Deviation = 0.84

Verbal Interpretation = Very High

Table 5 shows the level of students' actualization in terms of socialization. Respondents strongly agree that they believe individuals are equal regardless of their gender and should be treated right ($M=4.75$). Additionally, respondents are comfortable in expressing their sexuality, feelings, and opinion to others.

The overall mean of 4.36 and the standard deviation of 0.84 indicate a very high level of student's actualization in terms of socialization. This means that respondents feel a positive social environment within the classroom, where students feel comfortable interacting, expressing themselves, and forming friendships regardless of gender.

Table 6. Level of Self-Actualization of student in terms of Recognition

Indicators	Mean	SD	Remarks
<i>In class the teacher...</i>			
Boosts my self-confidence by giving me positive praises and criticism.	4.22	0.80	Strongly Agree
Accepts me as who I am for I accept my strength and weakness.	4.42	0.72	Strongly Agree
Motivates me to do requirements in school such as assignments and projects.	4.15	0.74	Agree
Helps me with me my personal or school problem and give advice to solve it.	3.99	0.90	Agree
Receives certificate, good scores, or complimentary gifts when I perform well in discussions and activities.	4.03	0.92	Agree

Overall Mean = 4.16

Standard Deviation = 0.83

Verbal Interpretation = High

To support grade 10 learners in their journey towards self-actualization, educators should encourage goal setting, track progress, and provide reflection activities. Additionally, creating an environment where learners can express themselves freely and interact with others respectfully contributes to their social and emotional development.

Table 6 shows the level of students' actualization in terms of recognition. Respondents strongly agree that in class teachers accepts me as who I am for I accept my strength and weakness (M=4.42). Additionally, in class the teacher, Helps me with me my personal or school problem and give advice to solve it (M=3.99)

The overall mean of 4.16 and the standard deviation of 0.83 indicate a high level of student's actualization in terms of recognition. This means that teachers recognized the student's effort inside the classroom, with these we can say that learners are more likely to bring out their talents and skills.

Table 7. Level of Self-Actualization of student in terms of Interpersonal

Indicators	Mean	SD	Remarks
I am warm and friendly throughout encounter regardless of their gender.	4.50	0.78	Strongly Agree
I talked in a sensitive and polite manner.	4.41	0.70	Strongly Agree
I show genuine/sincere understanding, concern, and interest to others.	4.45	0.72	Strongly Agree
I engage myself in discussion with other students about their personal and school matters.	4.13	0.90	Agree
I am comfortable to share my thoughts, ideas, and opinions with everyone.	3.90	0.91	Agree

Overall Mean = 4.28

Standard Deviation = 0.84

Verbal Interpretation = Very High

Table 7 shows the level of students' actualization in terms of interpersonal. Respondents strongly agree that warm and friendly throughout encounter regardless of their gender ($M=4.50$). Additionally, I am comfortable to share my thoughts, ideas, and opinions with everyone ($M=3.90$)

The overall mean of 4.28 and the standard deviation of 0.84 indicate a very high level of student's actualization in terms of interpersonal. This means that the respondents show a positive manner of character in the classroom.

Level of Students' Learning

Level of students learning comprises class participation, communication and technical skills and was determined by mean and standard deviation.

Table 8. Level of Students' Learning in terms of Class participation

Indicators	Mean	SD	Remarks
I work well in group or team with equal ratio of female and male peers.	4.16	0.80	Agree
I enjoy participating and listening to my peer's interaction during class discussions.	4.23	0.82	Strongly Agree
I am motivated to learn more when the discussion enhances creativity and critical thinking skills.	4.34	0.71	Strongly Agree
I can analyze and define relevant information during class discussions.	4.08	0.76	Agree
I am confident in answering questions and giving opinions about topics during discussions.	3.89	0.95	Agree

Overall Mean = 4.14

Standard Deviation = 0.83

Verbal Interpretation = High

Table 8 reveals the level of students learning in terms of class participation. Respondents strongly agree that they are motivated to learn when the discussion enhances creativity and critical thinking ($M=4.34$). Likewise, respondents feel confident in answering questions and giving opinions during discussions ($M=3.89$). The overall mean of 4.14 with the standard deviation of 0.83 indicates a high level of students learning in terms of participation. This means that's respondents exhibit a positive attitude towards class participation, motivation to learn, and the ability to engage in critical thinking. However, they need to improve confidence levels for answering questions and expressing opinions during discussions.

Table 9. Level of Students' Learning in terms of Communication Skills

Indicators	Mean	SD	Remarks
My body language supports what I am trying to say.	3.97	0.83	Agree
I try to observe other body languages to help me understand what they are trying to say.	4.28	0.77	Strongly Agree
I can change the way I talk to someone based on my relationship with them. (i.e., friend,	4.36	0.88	Strongly Agree

classmate, parent, teachers etc.)			
I asked questions in gender-neutral and straight forward manner; questions were clear and easily understood.	4.09	0.82	Agree
I use the same tone to whoever to reinforce what I am trying to say.	3.85	0.96	Agree

Overall Mean = 4.11

Standard Deviation = 0.87

Verbal Interpretation = High

Table 9 reveal the level of students learning in terms communication skills. Respondents strongly agree that I can change the way I talk to someone based on my relationship with them. (i.e., friend, classmate, parent, teachers etc.) (M= 4.36). Likewise, respondents use the same tone to whoever to reinforce what I am trying to say. (M= 3.85).

The overall mean of 4.11 with the standard deviation of 0.87 indicate a high level of students learning in terms of communication skills. This means that respondents are aware of non-verbal communications present in the teaching-learning environment, this non-verbal communication varies depending on the degree of acquaintance regardless of gender.

Communication skills are not monopoly; nor are gender or equity unidimensional concepts. Moreover, even when average differences between girls and boys are found in the classroom, it is usually the case that even larger differences exist within those groups. (United Nations Development Programme 2021) When learners feel safe, valued, and well-instructed, they feel like they can take part in classroom discussions, answer questions, and raise issues.

Table 10. Level of Students' Learning in terms of Technical Skills

Indicators	Mean	SD	Remarks
I can use and operate Power point presentation in our discussion or reporting.	3.82	1.06	Agree
I know how to use television or projector in our classroom in presenting reports in class discussion.	3.66	0.99	Agree
I use internet to answer my assignments.	3.63	1.07	Agree
I maximize the use of gadget in doing my school related activities.	3.86	1.02	Agree
I use different online journals or articles as references for presentation activities in class.	3.92	0.86	Agree

Overall Mean = 3.77

Standard Deviation = 1.01

Verbal Interpretation = High

Table 10 reveal the level of students learning in terms technical skills. Respondents strongly agree that use different online journals or articles as reference for presentation activities in class (M= 3.92). Likewise, respondents use internet to answer the assignments (M= 3.63).

The overall mean of 3.77 with the standard deviation of 1.07 indicate a high level of students learning in terms of technical skills. This means that's respondents have a wide access to technologies allowing to further improve their studies.

Table 11. Significant relationship between teachers' responsive practices and self-actualization

Teacher Responsive Practices		Self-actualization		
		Socialization	Recognition	Interpersonal
Language	Pearson Correlation	.184**	.242**	.270**
	Sig. (2-tailed)	0.009	0.001	0.000
	N	200	200	200
Activities	Pearson Correlation	.265**	.394**	.320**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	200	200	200
Instructional Delivery	Pearson Correlation	.174*	.287**	.197**
	Sig. (2-tailed)	0.014	0.000	0.005
	N	200	200	200
Classroom Dynamics	Pearson Correlation	.249**	.414**	.270**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	200	200	200

Note: * $p < .05$.

Table 11 show the significant relationship between teachers' responsive practices and students' self-actualization.

In supporting findings, DepEd Order 32, series of 2017 outlines the directives for a Gender-Responsive Basic Education. This aims to enable the different schools within Department of Education to incorporate key principles of gender equality, equity, sensitivity, non-discrimination, and human rights into the administration and delivery of basic education. Emphasizing the involvement of all educators, school administrators, non-teaching staff, and community stakeholders in the advancement of gender-responsive practices combating discrimination. Extending to the development of Araling Panlipunan curriculum, selection of learning materials, teaching approaches, and support services the goal is not only to eradicate gender stereotypes but foster empowerment and enact societal changes that maximizes benefits to all grade 10 students. With the department order being imposed in all schools, it is a matter of implementation and execution that will make it more advantageous to the learners.

Table 12 shows the significant relationship between teacher's responsive practices and student learning.

Table 12. Significant relationship between the teachers' responsive practices and student learning

Teacher Responsive Practices		Students' Learning		
		Class Participation	Communication Skills	Technical Skills
Language	Pearson Correlation	.335**	.243**	.217**
	Sig. (2-tailed)	0.000	0.001	0.002

Activities	N	200	200	200
	Pearson Correlation	.370**	.337**	.247**
	Sig. (2-tailed)	0.000	0.000	0.000
	N	200	200	200
Instructional Delivery	N	200	200	200
	Pearson Correlation	.259**	.184**	.190**
	Sig. (2-tailed)	0.000	0.009	0.007
	N	200	200	200
Classroom Dynamics	N	200	200	200
	Pearson Correlation	.330**	.273**	.212**
	Sig. (2-tailed)	0.000	0.000	0.003
	N	200	200	200

Note: * $p < .05$.

Teachers' responsiveness in terms of language, activities, instructional delivery, and dynamics practices show significant relationship on students' self-learning in terms of class participation, communication skills and technical skills ($p < 0.05$). The correlation are all positive that ranged from weak to moderate. This imply that educators have the sufficient skills for the enhancement and support for the holistic learning of the students, which from the result the said skills prove to be evident and significant, that bring about changes in the learner's development making it gender responsive.

4. Conclusion and Recommendations

Based on the findings of the study, the following conclusions were drawn:

In culmination, the research unequivocally demonstrates the profound impact of gender-responsive teaching practices on student development and learning outcomes. By meticulously analyzing student data, it becomes evident that educators' conscientious efforts in adapting language, activities, instructional methods, and classroom dynamics to address gender differences foster a remarkably inclusive and supportive learning environment.

Central to these findings is the remarkable correlation between gender-responsive teaching and student self-actualization. The data underscores that students who are exposed to such pedagogical approaches exhibit heightened levels of socialization, recognition, and interpersonal skills, underscoring the transformative potential of gender-responsive teaching in nurturing holistic student growth.

Moreover, the research elucidates the tangible benefits of gender-responsive teaching on student learning outcomes. Students not only demonstrate increased engagement and participation but also exhibit enhanced communication and technical skills, indicative of a learning environment that values and celebrates individual diversity. Perhaps most significantly, the research dispels any skepticism surrounding the practical implementation of gender-responsive teaching practices. It underscores the commitment of educators to embrace and integrate such approaches into their pedagogical repertoire, thereby fostering a culture of inclusivity and equality within educational settings.

As the research conclude, it is imperative to recognize the imperative nature of ongoing professional development and support mechanisms to further enhance the integration of gender-responsive teaching practices. By continuing to prioritize and champion these efforts, educators, policymakers, and stakeholders can collectively ensure that every student has the opportunity to thrive and reach their full potential, regardless of gender or other personal characteristics.

Based on the results and conclusions posted in the study, the following recommendation was formulated.

1. May revisit the curriculum for grade ten (10) Araling Panlipunan by contextualizing its topic that are more suitable for gender-responsive practices particularly in the delivery of instructional materials and approaches to diverse learners.
2. Streamline teachers in training specializing in a more Gender-responsive topics may establish a consistent approach to eliminate gender discrimination.
3. Teachers may actively encourage student participation by recognizing their contributions in class. To foster a supportive and inclusive environment, teachers can implement activities aimed at boosting students' confidence in speaking and provide examples that resonate with their lives. Creating such a gender-responsive and holistic learning atmosphere will help students feel comfortable expressing themselves.

Reference:

- Tantengco, Nerissa S. & Rodolfo L. Maramag. (2016). "Examining Gender Responsiveness of the Philippine Basic Education Reform: An Analysis of the K-12 Araling Panlipunan or Social Studies Curriculum" in MIMBAR PENDIDIKAN: Jurnal Indonesia untuk Kajian Pendidikan, Vol.1(1) Maret, pp.37-54. Bandung, Indonesia: UPI Press.
- Hernandez, T. A., & Cudiamat, M. A. (2018). Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education-Philippines. *KnE Social Sciences*, 3(6), 1135–1141. <https://doi.org/10.18502/kss.v3i6.2430>
- Department of Education. (2017). Gender-responsive basic education policy (DO 32, S. 2017). <https://www.deped.gov.ph/2017/06/29/do-32-s-2017-gender-responsive-basic-education-policy/>
- <https://www.scribbr.com/methodology/quantitative-research/> What Is Quantitative Research? Definition, Uses & Methods Published on June 12, 2020 by Pritha Bhandari. Revised on June 22, 2023.
- <https://www.questionpro.com/blog/purposive-sampling/> Purposive Sampling: A Tool for Informant Selection