INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH
2026, Vol. 7, No. 2, 926 – 942
http://dx.doi.org/10.11594/ijmaber.07.02.30

Research Article

Challenges of Gender-Responsive Pedagogy Practices of Teachers

Donna Claire C. Reynales, Lehai B. Beloro

Student of Graduate Studies Naga College Foundation Inc., Naga City, Philippines

Article history:
Submission 25 January 2026
Revised 12 February 2026
Accepted 23 February 2026

**Corresponding author:*
E-mail:
clairedonna11@gmail.com

ABSTRACT

The study aimed to determine the influence of challenges on gender-responsive pedagogy (GRP) practices at Central Bicol State University of Agriculture-Sipocot Campus during the school year 2024-2025. This employed a descriptive-correlational method. Statistical analyses included weighted mean, Pearson Product-Moment Correlation Coefficient, and Coefficient of Determination. The data show that teachers are generally in agreement on the issues they face, with an average weighted mean (AWM) of 3.02. Despite challenges, GRP practice was very high, with an average weighted mean (AWM) of 3.65, indicating "very highly practiced." A statistically significant positive correlation was found between the implementation of GRP in course syllabi and challenges in classroom setup ($r = 0.383$, $p < 0.05$) and teaching methodology ($r = 0.347$, $p < 0.05$). However, there was no substantial link between problems and GRP methods in classroom management or student performance evaluation. The analysis also found very minor connections between course syllabi and classroom arrangement ($r2 = 0.15$), teaching approach ($r2 = 0.12$), and gender-neutral language ($r2 = 0.01$). Similarly, there were weak associations found between classroom management and student performance (r2 values ranged from 0.00 to 0.11). These findings form the basis of a handbook aimed at addressing the stated difficulties.

Keywords*: Challenges Encountered, Level of Adaptation of Gender-Responsive Pedagogy Practices, and Handbook*

Background

A thorough analysis of modern teaching methods reveals a noticeable gap between the stated goals of educational equity and the actual results in classrooms. This comprehensive study shows that although Gender-Responsive Pedagogy (GRP) is increasingly acknowledged as an essential approach to mitigating gender bias and discrimination, its consistent application varies across higher education settings. This inconsistency is seen not only as a logistical challenge but also as a significant, unmet professional duty within the educational system. Educational stakeholders often point to

How to cite:
Reynales, D. C. C. & Beloro, L. B. (2026). Challenges of Gender-Responsive Pedagogy Practices of Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*. *7*(2), 926 – 942. doi: 10.11594/ijmaber.07.02.30

limitations such as insufficient professional development opportunities, which lead to limited teacher awareness of complex gender issues, and technological hurdles in integrating gender-responsive frameworks into current curricula.

The introduction provides a compelling rationale by linking GRP to Sustainable Development Goals (SDG 4 and 5) and national mandates like CHED Memorandum Order No. 1, Series of 2015. It successfully identifies a "policy-practice implementation gap".

According to Djong Hui Ing (2023), historical trends of inadequate educational opportunities have led to notable disparities in male-to-female teacher ratios, even at the primary level, highlighting the need for pedagogical strategies that address entrenched organizational structures to foster genuinely inclusive and equitable quality education. Moreover, the effectiveness of GRP is strongly supported by existing Philippine literature, with Hernandez and Cudiamat (2018) asserting that adopting gender-responsive teaching methods is vital for achieving gender equality and significantly enhancing students' academic performance.

Several challenges hinder teachers' ability to effectively implement gender- responsive pedagogy. Common obstacles include a lack of gender-responsive training and professional development opportunities, resulting in limited teacher understanding of gender issues. Additionally, the diversity of student backgrounds complicates the development of universally applicable solutions. Technical difficulties in incorporating gender-responsive frameworks into existing curricula, along with the need for expanded capacity-building initiatives, impede progress toward the Gender-Responsive Basic Education Policy's goals.

CBSUA-Sipocot follows the national directive. Although the GAD agenda has been implemented, there remains a clear and pressing need for a thorough institutional assessment to evaluate the success of adapted GRP procedures and to accurately document the challenges and limitations faced by faculty members. This localized investigation is crucial for bridging the gap between high-level policy and grassroots implementation, thereby fulfilling the University's specific commitment to gender-fair education, tailored to its unique organizational character.

The study is well-grounded in Social Learning Theory, Curriculum Development Theory, and Cognitive Development Theory. These theories are correctly applied to explain how teachers model behavior and how curricula must be systematically adapted.

The study's findings are anticipated to have a significant and multifaceted impact at various institutional levels, serving as a key foundation for expanding gender-responsive pedagogy (GRP). The data will benefit students by providing transparency in grading methods, increasing awareness of gender equality in assessment, and validating the university's compliance with GAD regulations. For faculty and university administrators, the findings will offer actionable insights to influence teaching methods, enhance gender- sensitive classroom environments, and guide the development of institutional policies aligned with GAD objectives. Finally, the significance of our study extends to other researchers by providing a robust empirical basis for further exploration of the complexities of GRP in the academic landscape.

Methods

Research Design

This study used a descriptive- correlational design. Barooah I. (2025) says this design helps find relationships between things without changing them. The descriptive method was used to determine the challenges of using gender-responsive teaching in areas like classroom setup, teaching methods, and gender-neutral language. The correlation method was used to link the challenges teachers faced and their gender-responsive teaching. It also looked at how much these challenges affected their teaching. A handbook was made to help with the challenges teachers faced in gender-responsive teaching.

Respondents/ Participants

The study involved 146 instructors from CBSUA-Sipocot College in four colleges during the 2024-2025 academic year. They were chosen using total enumeration sampling,

which means studying the whole group instead of a sample. This method aims to get data from everyone to avoid sampling bias. It is like purposive sampling but includes everyone without selection bias (Christ S., 2024). There were 39 instructors in the College of Education, 44 in the College of Industrial Technology, 42 in the College of Criminology, and 24 in the College of Information Technology, totaling 149 teaching staff across four colleges at CBSUA-Sipocot Campus. All instructors, both regular and contract, were part of the study.

Instrument of the Study

A Survey Questionnaire was the main tool used in this study. It had two parts: Part I looked at the problems respondents faced when using gender-responsive teaching methods, like classroom setup, teaching styles, and using gender-neutral language. Part II focused on the different gender-responsive teaching methods used by respondents, including course plans, classroom management, and evaluating students' performance. The answers were analyzed using a 4-point Likert scale to see how well gender-responsive teaching methods were adapted and the challenges faced: Range Interpretation 3.26-4.00 Very Highly Adapted (VHA) 2.51-3.25 Highly Adapted (HA) 1.76-2.50 Moderately Adapted (MA) 1.00-1.75 Fairly Adapted (FA) The data's validity and reliability were carefully checked using a mixed-methods design, focusing on content validity and overall reliability. The survey's content validity was ensured by aligning its two parts—Part I on challenges and Part II on specific practices—with the study's goals to fully measure gender-responsive teaching. This approach, which linked the survey items to the theory, added to the study's credibility and reliability, supporting the study's conclusions and making them scientifically strong.

Procedures

This study followed several steps to get reliable and valid results. First, a survey questionnaire was carefully made to collect data. This helped set the study's focus and what needed to be measured.

Next, the Design phase made sure the survey was academically strong and ready for data collection. The survey was checked by experts to make sure it was valid and reliable. A test run was done with a small group to see if the survey was clear and covered everything needed. After this, the survey was given to 146 professors at CBSUA – Sipocot Campus to gather data on gender-responsive teaching and its challenges.

Finally, the data was organized, analysed, and interpreted. This turned the raw data into useful information, which helped create a tool for teaching improvement.

Ethical Considerations

The study acknowledges ethical considerations, which are vital for research involving human respondents. Participation was voluntary, and withdrawal was permitted at any stage without consequence. Confidentiality and privacy of data were ensured, with all information used solely for research purposes.

Result and Discussion

This section presents the study's findings and discussion, as well as an in-depth analysis of its meaning and importance in connection with the initial subjects of study and the present literature. Table 2a outlines the difficulties faced by teachers in integrating GRP into the classroom environment. The primary obstacles are systemic constraints, particularly the inadequacies of physical infrastructure, which has a Weighted Mean (WM) of 3.09. These factors underscore a disparity between educational goals and the tangible conditions of the learning space. Although the majority of evaluated factors fall within the "Highly Adapted" (HA) category, inclusive design, with a WM of 2.52, was perceived as the least intrusive. This discrepancy suggests that educators feel a greater sense of personal agency over their immediate classroom settings compared to broader institutional or societal limitations. Nevertheless, the reduced severity of these particular challenges may indicate a necessity for more comprehensive reflective practices to uncover more nuanced, ingrained forms of gender bias, often hidden within classroom aesthetics and social interactions.

The Average Weighted Mean (AWM) of 2.86, categorized as "Highly Adapted" (HA), reflects the strong and proactive involvement of educators in addressing the challenges associated with gender-responsive pedagogy. This quantitative assessment demonstrates that, despite significant obstacles, teachers have shown exceptional resilience and adaptability in their instructional methods. However, the findings suggest that adaptation is not a uniform experience; while educators report increased effectiveness in managing classroom culture, they still face limitations.by persistent structural and institutional barriers

Table 2a Challenges Encountered in the Adaptation of Gender-Responsive Pedagogy along Classroom Set-Up

Indicators	Weighted Mean	Int
Physical space limitations make it hard to create a flexible and inclusive learning environment.	3.09	HA
It's challenging to offer professional development to teachers, especially when resources are limited.	3.05	HA
Navigating cultural or religious barriers is difficult, particularly when discussing sensitive topics like gender identity.	3.01	HA
Overcoming traditional classroom designs to create an equitable environment is a challenge.	2.89	HA
The instructor finds it difficult to ensure technology is accessible to all students, regardless of their background or ability.	2.84	HA
It's a challenge to find or create teaching resources that are gender-neutral and inclusive of diverse experiences.	2.83	HA
Overcoming resistance from colleagues can be difficult, especially without support for gender-responsive teaching.	2.79	HA
The instructor has a hard time finding seating arrangements that encourage collaboration and inclusivity.	2.69	HA
It is difficult to create a classroom culture that is inclusive, respectful, and free from gender bias.	2.58	HA
The instructor finds it hard to ensure classroom decor is inclusive and free from gender bias.	2.52	HA
Average Weighted Mean	2.86	HA

Furthermore, the study emphasizes the interconnection of these pedagogical barriers, arguing that infrastructural deficiencies directly hamper the adoption of flexible and inclusive learning settings. These findings is backed by Scholars such as Dorji (2020) and Alinea and Reyes (2023) identify a lack of specialized training and entrenched gender norms as primary barriers, whereas Boachie et al. (2021) and Blumberg (2015) confirm that insufficient resources and systemic bias significantly impair the quality of inclusive education. The results and accompanying research call for a comprehensive institutional strategy that goes beyond individual teacher adaptation to address the larger socio-cultural and material restrictions that continue to perpetuate educational disparities.

Table 2b presents the highest challenges encountered along teaching methodologies were the institutional culture, particularly institutions' unwillingness to adapt with WM of 3.15. The findings show that, while educators present "Highly Adapted" (HA), their progress is frequently hampered by dominant organizational attitudes and a student's pre-existing socio-cultural biases, requiring a shift from individual efforts to broad policy change and cultural sensitivity training.

In contrast, the evaluative frameworks with a WM of 2.67 were rated as the least obstructive. This gap suggests that educators feel more autonomous and effective when adjusting their particular teaching techniques and evaluation procedures than when addressing broader organizational or cultural standards. However, the "Highly Adapted" classification across all

measures serves as a warning that even lower-ranked issues necessitate ongoing reflexive work to avoid the subtle reinforcement of gender stereotypes in the classroom.

Table 2b.Challenges Encountered in the Adaptation of Gender-Responsive Pedagogy along Teaching Methodologies

Indicators	Weighted Mean	Int
Unwillingness of institutions to change and their negative attitudes towards gender equality make implementing gender-responsive teaching difficult.	3.15	HA
Teachers may lack the familiarity with diverse cultures to teach in a culturally sensitive and inclusive way.	3.13	HA
Resistance from students with negative attitudes toward gender equality can be a challenge.	3.11	HA
Limited resources in underfunded communities make implementing gender-responsive teaching challenging.	3.07	HA
Instructors who are new to gender-responsive teaching may be afraid of failing.	3.06	HA
Schools may lack resources, like diverse texts or professional development, needed to support gender-responsive teaching.	2.94	HA
The instructor uses examples that reinforce gender stereotypes or are culturally insensitive.	2.85	HA
It's challenging for teachers to switch from traditional methods to student-centered teaching.	2.85	HA
Lecture-heavy or competitive teaching styles can perpetuate gender stereotypes and exclude students.	2.80	HA
The instructor's assessment methods may reinforce gender stereotypes or disadvantage certain students.	2.67	HA
Average Weighted Mean	2.96	HA

The results show an Average Weighted Mean AWM of 2.96, which corresponds to "Highly Adapted" (HA). This measure represents a strong collective effort among educators to realign their instructional frameworks with gender-responsive concepts.

While the high AWM demonstrates outstanding professional resilience and a proactive approach to inclusive education, a more detailed analysis reveals a distinction between instructional agency and structural restrictions.

Abrha, Kelkay, and Seifu (2023) and Abraha et al. (2019) agree that a lack of teacher awareness and specialized training is a fundamental challenge; without structured professional development, educators frequently revert to traditional, gender-biased modalities. This cognitive gap is compounded by the structural rigidities described by Bonk (2018), who contends that teacher-centered approaches and large class numbers prevent the instructional flexibility required for inclusive practice.

Table 2c shows that the principal barriers are the "Limited resources" and "Teachers' fear of making mistakes or offending students," both yielding the highest weighted mean of 3.38, interpreted as "Very Highly Adapted" (VHA). These findings indicate that, while educators are working hard to adapt to these problems, a lack of material assistance and the high stakes of social interpersonal communication pose substantial stressors in the application of gender-neutral language.

The indicator with the lowest weighted mean is "Student resistance to using gender-neutral language," which has a score of 3.11 and is translated as "Highly Adapted" (HA). Although this is still a major problem within the HA range, its ranking near the bottom implies that educators may regard their own internal struggles—such as linguistic habituation and fear of error—as more tiring than external student opposition.

The Average Weighted Mean (AWM) of 3.24, falls under the "Highly Adapted" (HA) interpretation, demonstrates, a strong and collaborative professional commitment to overcome these challenges. This aggregate score indicates that the faculty is in advanced transition, actively developing their communication approaches despite significant cultural and linguistic constraints. However, the prevalence of "Very High" scores in resource and psychological domains emphasizes that for HA status to evolve into seamless integration, institutional support must address material deficits while also providing psychological safety for educators navigating these complex sociolinguistic shifts.

Table 2c. Challenges Encountered in the Adaptation of Gender-Responsive Pedagogy along Gender-Neutral Language

Indicators	Weighted Mean	Int.
Limited resources make it difficult to implement gender-responsive teaching	3.38	VHA
Teachers may fear making mistakes or offending students.	3.38	VHA
It's challenging to find gender-neutral language when traditional language is deeply ingrained.	3.29	VHA
Cultural and linguistic barriers can make it difficult to navigate this topic.	3.22	HA
Addressing student resistance while maintaining a respectful classroom is a challenge.	3.22	HA
It can be difficult for long-time instructors to learn and use new gender-neutral language.	3.21	HA
New teachers may be afraid to make mistakes when using gender-neutral language	3.21	HA
A lack of consensus on gender-neutral language can cause confusion.	3.21	HA
Balancing inclusivity with cultural sensitivity can be difficult.	3.21	HA
Students may resist using gender-neutral language.	3.11	HA
Average Weighted Mean	3.24	HA

Abraha et al. (2019) identify a crucial gap in teacher training and pedagogical understanding as a primary impediment to the implementation of gender-responsive pedagogy. This lack of professional readiness is frequently manifested as a failure to use gender-neutral terminology and an overall inability to build inclusive educational environments. Furthermore, the report emphasizes that material insufficiency and a lack of institutional support act as structural hurdles to these issues, needing targeted professional development and significant infrastructural investment. Complementing these findings, Shcholokova et al. (2021) note that embedded pedagogical traditionalism and biased educational resources continue to support stereotyped gender roles, thereby hindering the move toward more egalitarian language and instructional practices.

Table 2d. Summary of Challenges Encountered in the Adaptation of Gender-Responsive Pedagogy

Challenges Encountered	Average Weighted Mean	Int.
Gender-Neutral language	3.24	HA
Teaching Methodologies	2.96	HA
Classroom Set-up	2.86	HA
Overall Average Weighted Mean	3.02	VHA

Table 2d presents the summary of challenges encountered in the adaptation of GRP, the overall Average Weighted Mean (AWM) was 3.02, interpreted as "Very Highly Adapted" (VHA). This shows that the issues faced by educators are not isolated episodes but rather a systematic, interrelated web of challenges that necessitate a varied response. The most significant hindrance discovered is the use of Gender-Neutral Language, which received the highest AWM score of 3.24. This level of intensity reflects the enormous difficulties of breaking down entrenched linguistic patterns while managing a lack of standardized terminology or training in gender- sensitive communication.

According to Chapin et al. (2020), a mix of institutional support and participatory teaching approaches can greatly improve faculty self-efficacy in maintaining inclusive settings. This is supported by Abrha et al.'s (2023) findings, which identify peer cooperation and mentoring within professional learning communities as essential mechanisms for sustaining GRP techniques across multiple secondary school curricula, including mathematics and science.

Furthermore, Rarieya et al. (2024) show that focused mentoring and reflective practice are critical for fostering gender awareness among aspiring educators in diverse international contexts. Similarly, Mukagiahana et al. (2024) argue that while initial workshops can significantly improve teacher knowledge and confidence, the long-term effectiveness of GRP implementation is strongly reliant on regular follow-up sessions and constant reinforcement. Collectively, these studies advocate for a shift away from one-time training programs and toward a more sustainable, mentor-driven, and institutionally supported style of professional development.

Table 3a. Practices on Gender-Responsive Pedagogy along Course Syllabi

Indicators	Weighted Mean	Int.
The syllabus offers diverse assessment options like creative writing and group projects.	3.77	VHP
hedThe course syllabus uses inclusive language and provides gender-neutral resources.	3.54	VHP
Students are encouraged to provide feedback on the syllabus and course.	3.49	VHP
The syllabus includes additional resources on gender issues and writing.	3.48	VHP
The syllabus features a wide selection of literature by diverse authors from different genders, races, nationalities, and sexual orientations.	3.46	VHP
The syllabus outlines clear policies on harassment and discrimination, promoting an inclusive classroom environment.	3.46	VHP
The syllabus incorporates texts that explore the intersectionality of gender with other identities like race, class, and sexuality.	3.39	VHP
The syllabus includes exercises on gender stereotypes in writing.	3.37	VHP
Students are involved in syllabus development to ensure their needs are represented.	3.33	VHP
A student feels underrepresented in course readings that primarily feature male authors.	2.92	HP
Average Weighted Mean	3.42	VHP

Table 3a shows that providing different assessment choices, such as creative writing and group projects, yielded the highest level of implementation, with a WM of 3.77 (interpreted as Very High Practice or VHP). This shows that instructors value pedagogical flexibility in order to accommodate different learning styles and gendered views. In contrast, the indicator relating to students feeling underrepresented in course readings dominated by male authors received the lowest WM of

2.92 (interpreted as High Practice or HP). While still encouraging, this lower score reveals a disparity in the total diversity of literary canons when compared to other gender-responsive methodologies.

The average weighted mean of 3.42 indicates Very High Practice overall. Academically, this implies that the syllabi are more than just functional documents; they are purposefully intended as inclusive tools that incorporate intersectionality gender-neutral language, and clear anti-harassment measures. Improvement in balancing the gender representation of produced texts within the curriculum. Mollaw et al. (2022) question traditional ideas by arguing that demographic variables, including age, gender, and professional tenure, do not influence the application of egalitarian classroom practices. This viewpoint shifts the focus on institutional mandates and policy-driven initiatives as the key drivers of change.

Berecha (2022) highlights the importance of professional agency, claiming that extensive teacher training and increased awareness are required for revolutionary pedagogy. The statistics reveal that, while institutional frameworks provide the essential foundation, the long-term incorporation of GRP is dependent on ongoing professional growth and the acquisition of specialized teaching tools. Together, these results show that achieving gender equity in education necessitates a two-pronged approach: strong institutional policies and rigorous capacity- building activities to shift educator perceptions.

Table 3b. Practices on Gender-Responsive Pedagogy along Classroom Management

Indicators	Weighted Mean	Int.
The instructor listens to students, fosters an inclusive classroom, and offers extra resources.	3.93	VHP
The instructor is aware of their biases and how they affect students.	3.87	VHP
The instructor creates a classroom where students can report issues without fear of retaliation.	3.84	VHP
The instructor gives all students a chance to share their thoughts and perspectives.	3.80	VHP
The instructor sets ground rules for respectful conversation and encourages active listening.	3.78	VHP
The instructor uses strategies like mixed-ability groups and direct instruction on gender bias to encourage collaboration.	3.77	VHP
The instructor has clear procedures for reporting harassment and acts immediately to ensure student safety.	3.77	VHP
The instructor uses teachable moments to challenge gender stereotypes and praises respectful, inclusive behavior.	3.73	VHP
The instructor's own words and actions demonstrate a commitment to gender equality.	3.70	VHP
The instructor is ready to intervene and address microaggressions respectfully and promptly.	3.68	VHP
Average Weighted Mean	3.79	VHP

Table 3b presents that the indicator with the highest weighted mean was the instructor's capacity to listen to students, cultivate an inclusive environment, and provide extra resources,

with a WM of 3.93. This implies that attentive listening and the creation of a supportive.

The data show a strong alignment with the concepts of gender-responsive education. however, there is some room for the environment to be the major strength of current pedagogical management. The instructor's readiness to intervene and address microaggressions, on the other hand, had the lowest weighted mean of 3.68, despite still being classified as a Very High Practice. This relative statistical variance suggests that, while instructors are deeply dedicated to fairness, confronting subtle behavioral biases provides a slightly more challenging challenge than overall inclusive promoting.

The average weighted mean of 3.79 indicates Very High Practice (VHP) for all classroom management variables. This high aggregate score indicates that instructors are effectively implementing gender-responsive theories through proactive bias awareness, equitable participation tactics, and the creation of safe reporting environments. These findings support the scholarly emphasis on the importance of "teacher training and awareness" in modifying classroom dynamics, as even the lowest-scoring sections have the highest qualitative interpretation.

According to Abrha et al. (2023), consistent and well-planned training programs are critical catalysts for improving GRP because they enable educators to challenge established gender conventions and promote balanced classroom participation. However, Dorji's (2020) findings temper this positive picture, indicating a persisting gap in the actual implementation of these strategies, noting that teachers frequently resort to unconscious gender-biased language and uneven participation despite current awareness efforts. This implies that current training models may lack the practical, context-relevant solutions required to solve real-world classroom circumstances.

Further complicating the situation, Fentie (2017) attributes inconsistencies in adopting gender equity principles to deeply established societal norms and a lack of institutional reinforcement. Without ongoing follow-up and the incorporation of GRP into both pre-service and in-service teaching, instructors will continue to be vulnerable to biased traditional approaches. Similarly, Yuden et al. (2020) underline that a lack of basic understanding can lead to teachers unknowingly reinforcing stereotypes, highlighting the vital need for a school culture based on critical reflection and active support. Overall, the research suggests that for GRP to be sustainable, professional development must shift from theoretical exposure to practical, institutionally supported, and culturally grounded training frameworks.

Table 3c. Practices on Gender-Responsive Pedagogy along Evaluations of Students' Performance

Indicators	Weighted Mean	Int
Considers the impact of assessments on student self-esteem and motivation.	3.83	VHP
Employs a variety of assessment types to suit different learning styles.	3.80	VHP
Ensures student gender doesn't influence grades	3.80	VHP
Focuses on strengths, areas for improvement, and specific growth strategies.	3.78	VHP
Clearly communicates grading criteria and allows for student feedback.	3.74	VHP
Asks students for feedback on the assessment process.	3.72	VHP
Designs rubrics to assess skills like critical thinking and creativity, avoiding gendered traits.	3.71	VHP
Avoids gendered language and stereotypes, focusing on individual strengths and weaknesses.	3.70	VHP
Recognizes and mitigates implicit biases through methods like blind grading.	3.67	VHP
Provides additional resources and support for students from underrepresented groups.	3.51	VHP
Average Weighted Mean	3.73	VHP

The data presents the highest WM of 3.83. "Considers the impact of assessments on student self-esteem and motivation," which is regarded as VHP. This shows that instructors emphasize their students' psychological well. being, understanding that gender-sensitive evaluation is about more than just data, but also about creating a helpful learning environment. Conversely, the lowest weighted mean, though still within the range of VHP, is 3.51 for"Provides additional resources and support for students from underrepresented groups." While this remains a strong area of performance, the slight variation compared to other indicators may indicate a relative need for more formalized institutional mechanisms to identify and assist marginalized populations.

Kahamba et al. (2017) and Timothy (2022) both emphasize that traditional and standardized assessment instruments frequently favour male learning styles or carry unconscious gender biases, demanding the use of diverse and adaptable techniques that recognize unique student experiences. These studies oppose that without ongoing review and the incorporation of gender-sensitive measures, present evaluation practices will continue to judge academic accomplishment via an exclusionary lens.

The overall average weighted mean of 3.65 signifies a comprehensive and consistent application of gender-responsive principles. hampered by severe structural and institutional constraints. According to Alinea and Reyes (2023), a lack of gender-inclusive resources and institutional support results in a gap between teacher understanding and effective classroom execution. This is exacerbated by the "systemic barriers" noted by Solomon Boachie et al. (2021), who argue that restrictive curriculum frameworks and a lack of clear policy direction deny educators the freedom they need to improve assessment processes. Finally, as Adnin et al. (2023) point out, the lack of comprehensive and continuing professional development leaves many teachers feeling unable to construct fair evaluations, potentially contributing to the unintended reproduction of gender prejudice during the grading process.

Table 3d. Summary of Practices on Gender-Responsive Pedagogy Practices

Practices	*Average Weighted Mean*	*Int.*
Classroom Management	*3.79*	*VHP*
Evaluation on Students' Performance	*3.73*	*VHP*
Course Syllabi Writing	*3.42*	*VHP*
Overall Average Weighted Mean	*3.65*	*VHP*

Based on the summary statistics in Table 3d, Classroom Management has the highest level of implementation, with an average weighted mean of 3.79 (interpreted as Very High Practice or VHP). Within this area, the specific indication for instructors listening to students and encouraging inclusivity had the highest research mean of 3.93, indicating that interpersonal involvement is the faculty's key strength.

In contrast, Course Syllabi Writing had the lowest average weighted mean of the three core practices at 3.42, which was still classed as a Very High Practice, indicating a relative area for improvement when compared to active classroom interactions. Within the evaluation domain, the provision of additional resources for underrepresented groups was a particular low point, with a mean of 3.51, indicating a potential deficiency in targeted support systems.

However, the practical application of these inclusive solutions is frequently across all measured dimensions, categorized broadly as Very High Practice.

Chapin et al. (2020) show that in higher education, intentional use of inclusive language and equal assessment by both male and female professors increases student involvement and generates a profound sense of belonging. This successful integration of GRP into the curriculum demonstrates that higher education institutions can serve as crucial examples for pedagogical inclusion when supported by legislation. Similarly, Abrha et al. (2023) discovered that GRP is highly adaptable to secondary core topics like science and mathematics, where

tailored interventions allow teachers to integrate gender-sensitive feedback and lesson preparation, resulting in more balanced student involvement across genders.

The sustainability of these approaches is strongly reliant on ongoing professional development and capacity building. Rarieya et al. (2024) argue that sustained training programs in varied contexts such as Ghana and Palestine enable educators to actively challenge old gender stereotypes and transform classroom dynamics. This is supported by Mukagiahana et al. (2024), whose research in Rwanda found that professional development is closely related to enhanced teacher competence and confidence in using gender- sensitive teaching strategies.

Collectively, these findings show that successful GRP integration is a continuous process that necessitates regular, discipline- specific training as well as a systematic commitment to fostering fair educational environments.

Table 4. Test on the Significant Relationship Between the Challenges Encountered and Gender-Responsive Pedagogy Practices

Practices	Challenges	r-value	Int.	p-value	Int.
Course Syllabus	Classroom Set-Up	0.383	LPC	-0.05	Significant
	Teaching Methodology	0.347	LPC	-0.05	Significant
	Gender Neutral Language	0.121	N/A	0.20	N/A
Classroom Management	Classroom Set-Up	-0.33	LPNC	0.73	N/A
	Teaching Methodology	0.098	N/A	0.30	N/A
	Gender Neutral Language	0.022	N/A	0.82	N/A
Evaluation of Students' Performance	Classroom Set-Up	0.11	N/A	0.25	N/A
	Teaching Methodology	0.112	N/A	0.20	N/A
	Gender Neutral Language	0.041	N/A	0.67	N/A

Based on the statistical data in Table 4, the Pearson correlation analysis demonstrates a substantial association between specific instructional techniques and the issues that educators face. The Course Syllabus practice has a low positive correlation with Classroom Set-Up ($r=0.383$, $p<0.05$) and Teaching Methodology ($r=0.347$, $p<0.05$). This suggests that as challenges in these areas increase, syllabi are structured or utilized differently. In contrast, all other variables, particularly those linked to classroom management and student performance evaluation, had p-values greater than the conventional alpha level of 0.05, indicating a failure to reject the null hypothesis.

As a result, there is no statistically significant linear association for the majority of the categories, showing that the challenges of gender-neutral language and classroom logistics do not always fluctuate in tandem with most gender-responsive pedagogical techniques.

The synthesised data shows that the successful implementation of Gender- Responsive Pedagogy (GRP) is primarily driven by structured professional development and ongoing institutional support, albeit it is underlying knowledge gaps.

Studies from Rwanda, East Africa, and Ethiopia (Mukagiahana et al., 2024; Rarieya et al., 2024; Abrha et al., 2023) show that targeted training and school-based mentorship increase educator confidence, reduce gender bias in materials, and foster inclusive environments in traditionally male-dominated subjects. These data indicate that GRP works best when individual teacher commitment is reinforced by systemic policy alignment and peer-learning approaches.

Yuden et al. (2020) provide a vital perspective, demonstrating that without these treatments, educators frequently struggle with misconceptions about gender equality and a lack of

awareness of minor biases, such as gendered terminology. As a result, the evidence suggests that transitioning from theoretical knowledge to classroom practice necessitates a comprehensive approach that combines initial training with ongoing administrative support.

Table 5. Extent of Influence of Challenges Encountered on Gender-Responsive Pedagogy Practices

Practices	Challenges	r-value	r^2-value	Int.
Course Syllabus	Classroom Set-Up	0.383	0.15	Very Weak
	Teaching Methodology	0.347	0.12	Very Weak
	Gender Neutral Language	0.121	0.01	Very Weak
Classroom Management	Classroom Set-Up	-0.33	0.11	Very Weak
	Teaching Methodology	0.098	0.01	Very Weak
	Gender Neutral Language	0.022	0.00	Very Weak
Evaluation of Students' Performance	Classroom Set-Up	0.11	0.01	Very Weak
	Teaching Methodology	0.112	0.01	Very Weak
	Gender Neutral Language	0.041	0.00	Very Weak

Table 5 employs the coefficient of determination (r^2) to evaluate the predictive capacity and influence of various challenges on Gender-Responsive Pedagogy (GRP) practices. All examined correlations reveal a "Very Weak" level of impact, with (r^2) values ranging from 0.00 to 0.15. The relationship between Course Syllabus and Classroom Set- Up exhibits the highest recorded variation, with only 15% (r^2 = 0.15) of the changes in pedagogical practice attributed to environmental barriers. Likewise, issues in Teaching Methodology account for merely 12% of the variation in syllabus development.

Gender-neutral language and teaching strategies have a negligible effect on classroom management and student performance assessment, with r^2 values frequently hovering around 0.01. Together, these data points suggest that, although obstacles are present, they do not act as the primary factors influencing the implementation of GRP practices, indicating that other external or internal factors are more likely to shape teacher behavior.

Jess Mark and Alinea Wilma S. (2023) highlight that deeply ingrained gender biases and cultural resistance create a disconnect between official policy and classroom execution. This structural gap is intensified by infrastructural constraints; Solomon Boachie et al. (2021) assert that a lack of accessible facilities and teaching resources, especially in STEM, physically restricts equitable learning and pedagogical adaptability. Additionally, institutional challenges such as inadequate community involvement, administrative delays, and limited funding hinder the effective execution of even well-designed programs.

Ultimately, Timothy and Alexander (2022) contend that unclear norms and inconsistent institutional backing in teacher education lead to disparities in practices across educational settings. In summary, these studies suggest that achieving meaningful change requires a holistic approach that integrates infrastructure investment, cultural awareness, and well-defined implementation strategies.

Gender-Responsive Pedagogy Practices using Modified ADDIE Model

The GRP Handbook Intervention was developed using a modified ADDIE model to address

the needs of teachers in the implementation of Gender- Respondive Pedagogy in the teaching and learning process. The ADDIE framework includes the Analysis, which focuses on identifying the specific problems that teachers face, such as classroom setup and gendered language, in order to provide evidence for understanding how these barriers relate to pedagogical adaptation. Building on these findings, the Design focuses on developing targeted interventions and measurable outcomes to improve gender sensitivity in syllabi and classroom management. Finally, the Development puts these plans into action by creating tangible resources such as lesson plans and evaluation tools, which are refined through pilot testing to ensure they effectively mitigate the highlighted difficulties and assist teachers in implementing inclusive practices. This evidence-based approach ensures that instructional outputs are grounded in analyzing data rather than theoretical assumptions.

Conclusion

1. Educators frequently exhibit a remarkable capacity to modify their methods to support gender-responsive teaching, despite encountering challenges, especially regarding the use of gender-neutral language. Although there are variations in teaching methodologies and classroom arrangements, the overall capability of teachers to adapt their approaches reflects a commendable dedication to inclusive education. Enhancing professional development and offering specialized assistance can enable educators to adopt more equitable and gender-responsive teaching methods.
2. The strong commitment of educators to fostering inclusive and equitable learning environments is evident in their focus on classroom management and the assessment of student performance. Course syllabi are crafted with a high level of detail, demonstrating that gender responsiveness is thoughtfully incorporated into curriculum design. In summary, the results indicate that teachers effectively integrate gender-responsive pedagogy into their everyday practices, ensuring that instructional strategies, evaluations, and planning align with principles of gender inclusion and equity.
3. Statistical evidence reveals a substantial positive correlation between classroom configuration and challenges in teaching methodologies, as well as in the development of course syllabi. This indicates that both environmental and pedagogical challenges directly influence the construction of curricula. In contrast, the use of gender-neutral language shows a significantly weaker relationship with syllabus development. Additionally, the research uncovered a generally non-significant relationship between all assessed issues and the areas of classroom management and student evaluation, suggesting that these practical domains are largely unaffected by the identified obstacles. Ultimately, while certain challenges play a crucial role in shaping high-level curriculum design, their effect on the actual execution of classroom management and performance evaluation is neither direct nor significant.
4. The suggested intervention, the Gender-Responsive Pedagogy Handbook, emerges as a practical and essential response to the findings, functioning as a "cognitive scaffold" for educators.

Acknowledgement

The corresponding author would like to express her sincerest gratitude to the administrators for their unwavering support and encouragement throughout the conduct of this study. Her heartfelt thanks also go to her colleagues, whose valuable insights and collaboration greatly contributed to the completion of this research. Most importantly, she is deeply appreciative of the teachers who participated and engaged in this study; their enthusiasm and commitment were essential to its success. Lastly, she is thankful to her dean and co-author for collaboratively sharing their knowledge and skills in polishing the manuscript. Hence, this thesis would not have been possible without the collective efforts and support of everyone involved.

References

Abrha, M., Dagnew, A., & Seifu, A. (2019). Gender-responsive pedagogy: Practices, challenges & opportunities - A case of secondary schools of North Wollo Zone, Ethiopia. Journal of Education, Society and Behavioural Science, 30(3), 1–17. https://doi.org/10.9734/jesbs/2019/v30i3 30128

Abrha, M., Kelkay, A. D., & Seifu, A. (2023). Gender responsive pedagogy practices: Secondary school science teachers in Ethiopia. Journal of International Women's Studies, 25(1), Article 20. https://vc.bridgew.edu/jiws/vol25/iss1/2 0

Abraha, M., Seifu, A., & Dagnew, A. (2020). General secondary school science teachers' gender responsive pedagogy practices in North Wollo zone. [Unpublished manuscript].

Albaladejo, E. (2016). Implementation of Gender and Development among Higher Education Institutions: Input to GAD

Enhancement Program. JPAIR Institutional Research, 7. https://rb.gy/wj3t92

Ananga, E. D. (2021). Gender responsive pedagogy for teaching and learning: The practice in Ghana's initial teacher education programme. Open Journal of Social Sciences, 9(5), 45–56. https://www.scirp.org/journal/paperinfor mation?paperid=108674

Anero, J., & Tamayo, E. (2023). Going back to normal: A phenomenological study on the challenges and coping mechanisms of junior high school teachers in the full implementation of in-person classes in the public secondary schools in the Division of Rizal. Psych Educ, 12, 767– 808. https://ssrn.com/abstract=4550730

Arrow, M. J. (2016). Mapping learning theories [Preprint]. ResearchGate. https://doi.org/10.13140/RG.2.1.1212.5204

Ashikuzzaman. (2024). Handbook definition and meaning. LiseDu Network. https://www.lisedunetwork.com/handbook-definition-and-meaning/

Bakshi, R. (2016). GENDER RESPONSIVE PEDAGOGICAL DISCOURSES: A CHALLENGE TO TEACHER TRAINING [Unpublished manuscript]. Retrieved from https://encr.pw/2rvcy

Berecha, D., & Teferra, T. (2022). Practices and challenges of gender-responsive pedagogy in government secondary schools of South West Shoa Zone.SSRN Electronic-Journal. https://ssrn.com/abstract=4142934 Bloom, B., Owen, B., & Covington, S. (2003, June). Research, practice, and guiding principles for women offenders. National Institute of Corrections Information Center (NICIC). https://info.nicic.gov/nicrp/system/files/0 18017.pdf

Boachie, S. (2022). The identification of content knowledge tutors possess during chemistry lessons in the implementation of gender responsive pedagogy: A case study. European Journal of Education and Pedagogy, 3(3), 274–279. https://doi.org/10.24018/ejedu.2022.3.3.344

Bonk, A. (2018). Accepted and published manuscript book review gender responsive pedagogy: A teacher's handbook (Book review). ResearchGate. https://encr.pw/mPEXo

Cagang, A. J., Sinang, A., Butlig, S. P. Q., & Española, E. (2023). Gender and development awareness towards gender- sensitive pedagogical practices of pre- service teachers: Basis for a University GAD program. Asian Journal of Education and Social Studies, 49(3), 44–55.https://doi.org/10.9734/AJESS/2023/v49i31153

Chapin, J., & Warne, V. (2020). Gender responsive pedagogy in higher education: A framework. https://shorturl.at/SwPYc

CHED Memorandum Order No. 1, Series of 2015 (Establishing the Policies and Guidelines on Gender and Development in the Commission on Higher Education and Higher Education Institutions). (2015). Commission on Higher Education (CHED). https://ched.gov.ph/wp-content/uploads/2017/10/CMO-no.-01- s.-2015.pdf

Chea, P., Tek, M., & Sorsesekha, N. (2023). Gender gap reversal in learning and gender-responsive teaching in Cambodia. ResearchGate. https://acesse.dev/J1bbo

Chege, F., Maina, L., & Njihia, M. (2015). A guide to gender responsive pedagogy (GRP) for strengthening education systems in East Africa (SESEA). https://rb.gy/70eo2m

Cool Blogs. (n.d.). Classroom management: What, why, how. Cloudwise. Retrieved from https://www.cloudwise.cool/article/class room-management- what-why-how/

Dorji, T. (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, 1(2), 100–111. https://doi.org/10.36892/ijlts.v1i2.21

Dorji, T. (2021). Gender sensitivity in textbooks in secondary education in Bhutan. International Journal of Asian Education, 2(3), 343–355. https://doi.org/10.46966/ijae.v2i3.170

Engage Education. (2019). How does classroom setup impact pupils' learning. https://engage-education.com/us/blog/how-does-classroom-setup-impact-pupils-learning/#Snippet-Tab

Essien, T. A. (2022). Gender responsive pedagogy: Teachers knowledge and practice in Nigeria. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.4000041

Fentie, T. (2017). Implementation of gender responsive pedagogy at Debre Markos College of Teacher Education. Debre Markos University Institutional Repository. http://repository.smuc.edu.et/handle/123 456789/3989

Forum for African Women Educationalists (FAWE). (2018). Gender-responsive pedagogy: A toolkit for teachers and schools (2nd ed.). https://www.unicef.org/esa/media/6726/f ile/GRP-A-Toolkit-for-Teachers- and- Schools-2020.pdf

GALAMGAM. M.A. et al. (n.d.). An analysis of gender responsive basic education policy.Scribd. https://scribd.com/document/593016248/ An-Anlysis-of- Gender-Responsive- Basic-Education-Policy

Gender-neutral language in the European Parliament. (n.d.). European Parliament. https://www.europarl.europa.eu/cms-data/ 151780/GNL_Guidelines_EN.pdf

Guzmán, J. (2024).Gender-responsive budgeting implementation challenges: Evidence from South Korea. Journal of Public Budgeting, Accounting & Financial-Management. https://doi.org/10.1108/JPBAFM-06-2023-0089

Hernandez, T., & Cudiamat, M. (2018). Integrating Gender and Development (GAD) in the Classroom: The Case of Lucsuhin National High School, Department of Education-Philippines. KnE Social Sciences. https://rb.gy/8o8eov

Institute of Education Sciences. (n.d.). [Untitled lesson planning FAQ]. Retrieved from https://ies.ed.gov/ncee/rel/regions/pacific/pdf/FAQ_lesson- planning_508.pdf

Inter-Agency Network for Education in Emergencies (INEE). (2019). INEE guidance note on gender. https://inee.org/eie-glossary/gender- responsive

Iskhak, I., Mujiyanto, Y., & Hartono, R. (2020). A review on reader response approach to teaching literature at EFL contexts. English Language Teaching, 13(7),118. https://doi.org/10.5539/elt.v13n7p118

Jennifer. (2020, October). Integrating gender responsive pedagogy into higher education: Our approach. https://l1nq.com/gSBuA

Kahamba, J. S., Massawe, F. A., & Kira, E. S. (2017). Awareness and practice of gender-responsive pedagogy in higher learning institutions: The case of Sokoine University of Agriculture, Tanzania. Sokoine University of Agriculture Institutional Repository. https://www.suaire.sua.ac.tz/handle/1234 56789/2405

Liben, L. S., & Bigler, R. S. (2002). Gender schema theory. In ScienceDirect (Topic

pages). Retrieved from https://sciencedirect.com/topics/psychology/gender-schema-theory

Lualhati, G. P. (2018). Gender sensitizing: Examining Filipino educators' pedagogical practices and teaching effectiveness. Asian Pacific Journal of Multidisciplinary Research, 7(1). https://www.apjmr.com/wp- content/uploads/2019/01/APJMR- 2019.7.1.2.08.pdf

MANALANG, F. (2023). Assessment of Gender Sensitive Policy Implementation in the Secondary Schools in Nueva Ecija. SSRN. https://ssrn.com/abstract=4674537

Mark, J., & S., W. (2023). GENDER ISSUES TOWARD GENDER-RESPONSIVE TVTED CURRICULUM PRACTICES. Dalat University Journal of Science, 13(3), 1062. https://doi.org/10.37569/DalatUniversity.13.3.1062(2023

Mekonnen, D., & Cherinet, H. (2020). Gender-responsive education: Toolkit for teachers, teacher educators, school managers and curriculum developers in Africa.

Moreno, F. (2023). Gender-responsive budgeting in the Philippines: Comparative review of best practices and challenges. OSF Preprints. https://doi.org/10.31219/osf.io/k8sdq

Nabavi, R. T., & Bijandi, M. (2012). Bandura's social learning theory & social cognitive learning theory. ResearchGate. https://acesse.dev/jdMOp

Nadhirah Abd Malik, N. A., Nasri, N., & Jamaluddin, K. A. (2023). Gender and psychology responsive pedagogy in teaching – A systematic literature review. Journal for ReAttach Therapy and Developmental Diversities, 6(9s(2)), 747–761. https://jrtdd.com/index.php/journal/article/view/1485

Nibal, A., & Elaine. (2022). Teacher educators' perspectives on gender responsive pedagogy in higher education. Irish Educational Studies. https://doi.org/10.1080/03323315.2023.2 174575

Northern Arizona University. (n.d.). Evaluating student performance. Retrieved from https://in.nau.edu/ocldaa/evaluating-student-performance/

Piaget, J. (1950). The psychology of intelligence. Routledge.

Rachman, D. (2018). Mind Mapping vs Semantic Mapping: Which Technique Gives EFL Learners more Benefits in Reading Comprehension? JEES (Journal of English Educators Society), 3(2), 165. https://doi.org/10.21070/jees.v3i2.1498

Ronen, T. (2008). Cognitive development theory. In B. A. Thyer, K. M. Sowers, & C. N. Dulmus (Eds.), Comprehensive handbook of social work and social welfare, Vol. 2. Human behavior in the social environment (pp. 257–296). John Wiley & Sons Inc. https://doi.org/10.1002/9780470373705. chsw002012

Satiya, Q. (2023). Gender responsive pedagogy for (GRP) for technical and vocational educational for secondary school student teachers: A case of a polytechnic in the Midlands Province. Zimbabwe Journal of Educational Research, 33(1), 112–127. https://rb.gy/5z9kbj

Scholars at the Biennale on Education in Africa (Producer). (2014, March 27–31). Meeting documents from the Biennale in Libreville, Gabon. https://biennale.adeanet.org/2006/doc/document/B5_2_fawe_en.pdf

Sepillo, J., & Orge, N. (2021). Challenges in gender mainstreaming in the Department of Education: Basis for proposed intervention program for secondary teachers in the Division of Zambales. International Journal of Multidisciplinary: Applied Business and Education Research, 2(10), 960– 974. https://doi.org/10.11594/ijmaber.02.10.1 4

Shcholokova, O., Karpenko, O., Petrochko, Z., Kuzmenko, V., & Holubenko, T. (2021). Effectiveness of gender education in Ukraine as the implementation of the principle of gender parity. International Journal of Learning, Teaching and Educational Research, 20(11), 306–324. https://doi.org/10.26803/ijlter.20.11.17

Skillsyouneed.com. (n.d.). Gender-neutral language.Retrievedfrom https://www.skillsyouneed.com/write/gender-neutral-language.html

Taba, H. (n.d.). Curriculum development theory. National Center for Biotechnology Information. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8132528/

Talon, R., Carreon, J., & Diragen, G. (2020). A phenomenological inquiry of gender and development in the classroom program. https://rb.gy/epyapc

The role of school in adolescents' identity development. A literature review. (2018, December). https://link.springer.com/article/10.1007/s10648-018-9457-3

Tomasello, M. (2003). Constructing a language: A usage-based theory of language acquisition. Harvard University Press.

UNESCO Bangkok. (2017a). Integration of gender-responsive pedagogy in pre- and in-service teacher training courses in Ethiopia. https://rb.gy/fc1pz0

Villanueva, J., Valdehueza, M., & Suminguit, M. (2023). Assessment on the implementation of gender-responsive basic education policy among public school teachers of Talakag District 2, Division of Bukidnon. https://rb.gy/9cj719

Wong, H. K., & Wong, R. T. (2009). The classroom management book (2nd ed.). Harry K. Wong Publications, Inc. https://www.effectiveteaching.com/store/products/books/the-classroom- management-book-2nd-edition

Wong Hui Ing, M. D. (2023). Working towards gender equality: The role of teachers and teaching. Global Partnership for Education. https://www.globalpartnership.org/blog/ working-towards-gender-equality- role- teachers-and-teaching

Yuden, Y., Chuki, S., & Dorji, T. (2020). Gender sensitivity in pedagogical practices in secondary education in Bhutan. Research in Educational Policy and Management, 2(2), 38–51. https://doi.org/10.46303/repam.2020.3.