

Level of Gender Responsiveness of Strategic Intervention Materials in Science

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ABSTRACT

The study assessed the level of gender responsiveness of Strategic Intervention Materials (SIM) in Science among public secondary schools in the Second Congressional District of Pangasinan I from 2019 to 2021. Using a descriptive research design and purposive sampling, the study involved 83 Science teachers who developed and implemented SIM during the specified period. Data were collected through a validated questionnaire administered via Google Forms and analyzed using frequency, percentage, average weighted mean, and correlation measures such as Spearman-rank and point-biserial. Findings revealed that most respondents were Teacher III, aged 31–35, with approximately five years of teaching experience; the majority were also master's degree holders who had attended Gender and Development (GAD) training. Results indicated that the SIM in Science was highly gender-responsive across all components, particularly in the Activity Card (4.48), Assessment Card (4.47), and Guide Card (4.46). Statistical analysis further showed no significant relationship between teachers' profiles and SIM's level of gender responsiveness, and no variation in responsiveness when grouped by profile variables at the 5% significance level. These findings suggest that gender responsiveness in SIM is consistently practiced regardless of teacher characteristics. Based on the results, the study proposes a training design to further enhance teachers' competencies in developing gender-responsive SIM, which may contribute to more inclusive and equitable science instruction in secondary education.

Keywords: - Gender Responsiveness; Strategic Intervention Materials (SIM); Science Education; Secondary Teachers; Gender and Development (GAD)

INTRODUCTION

Gender responsiveness in education has become a central concern in achieving equitable and inclusive learning environments, particularly in science education, where gender disparities have historically persisted. Globally, educational systems have increasingly aligned with the goals of gender equality as emphasized in Sustainable Development Goal 5, which promotes inclusive and equitable quality education for all learners regardless of gender (UNESCO, 2017). In the Philippine context, the integration of Gender and Development (GAD) principles into curriculum and instruction has been institutionalized through policies that mandate gender-responsive teaching practices and learning materials. These initiatives aim to eliminate gender bias, promote inclusivity, and ensure equal participation among learners.

Instructional materials, such as Strategic Intervention Materials (SIM), play a crucial role in shaping learners' perceptions, attitudes, and academic engagement. SIMs are designed to address least-mastered competencies and improve learning outcomes, particularly in Science, where conceptual understanding is essential. However, beyond cognitive development, these

materials must also reflect gender-fair representations and avoid reinforcing stereotypes. As emphasized in the study, gender-responsive learning materials promote equality and contribute to learners' success by ensuring balanced representation and inclusive language. Research indicates that gender-sensitive instructional materials enhance student participation, motivation, and academic performance by fostering a sense of belonging (Zahro et al., 2020).

Moreover, teachers play a significant role in the design and implementation of these materials. Their awareness, training, and experiences influence the degree to which gender responsiveness is embedded in instructional practices. The findings of the present study reveal that teachers who have undergone GAD training demonstrate a high level of gender responsiveness in their SIMs, particularly in components such as activity, assessment, and guide cards. This suggests that professional development initiatives are essential in strengthening gender-sensitive pedagogy.

Despite these advancements, there remains a need to systematically evaluate the extent to which instructional materials embody gender-responsive principles. Understanding this dimension is critical in ensuring that educational interventions do not unintentionally perpetuate inequality. Hence, this study examines the level of gender responsiveness of Strategic Intervention Materials in Science, providing a basis for enhancing instructional design and promoting inclusive education practices.

Statement of the Problem

This study aimed to determine the level of gender responsiveness of the Strategic Intervention Materials (SIM) in Science from 2019 to 2021:

1. What is the profile of the Science teachers?
2. What is the level of gender responsiveness as perceived by the teachers on Strategic Intervention Materials (SIM) in Science?
3. Is there a significant relationship between the level of gender responsiveness on the Strategic Intervention Materials (SIM) in Science across the profile variables of the teachers?
4. Based on the findings, what training design can be proposed to enhance the gender responsiveness of the Science teachers in the construction of Strategic Intervention Materials (SIM) in Science?

Scope and Delimitations

This study focuses on determining the level of gender responsiveness of Strategic Intervention Materials (SIM) in Science used by public secondary school teachers in the Second Congressional District of Pangasinan I from 2019 to 2021. It is limited to teacher-developed SIM and excludes other subject areas, private schools, and learner-based assessments.

Review of Related Literatures

Gender responsiveness in education has gained increasing attention in recent years as scholars and policymakers recognize its critical role in promoting inclusive and equitable learning environments. Gender-responsive pedagogy refers to teaching practices that acknowledge and address the diverse needs, experiences, and identities of learners, ensuring equal participation and opportunities for all (UNESCO, 2017). This approach extends to instructional materials, which serve as powerful tools in shaping learners' perceptions of gender roles and identities.

Studies have shown that traditional instructional materials often contain implicit gender biases, such as stereotypical portrayals of males and females, underrepresentation of women in leadership roles, and gendered language that reinforces inequality (Blumberg, 2015). Such biases can negatively affect learners' self-concept, motivation, and academic choices, particularly in science and technology fields where gender gaps persist. Consequently, the development of gender-responsive learning materials has become a priority in educational reform.

Strategic Intervention Materials (SIM) are widely used in the Philippine education system as remedial tools designed to address learning gaps. According to Department of Education guidelines, SIMs aim to simplify complex concepts and provide engaging activities that enhance understanding. However, their effectiveness is not solely determined by content delivery but also by inclusivity and representation. As highlighted in the present study, gender-responsive SIMs incorporate gender-neutral language, balanced representation, and equitable learning opportunities.

Research by Zahro, Witjoro, and Sidiyawati (2020) emphasizes that gender-responsive learning materials should provide equal opportunities for participation, motivation, and achievement. These materials must also reflect learners' diverse experiences and avoid reinforcing stereotypes. Similarly, Dierking (2017) found that gender-sensitive materials contribute to a positive classroom climate by promoting respect, collaboration, and inclusivity. When learners see themselves represented in instructional content, they are more likely to engage actively and develop confidence in their abilities.

Teacher competence is another critical factor influencing the integration of gender responsiveness in instructional materials. Studies indicate that teachers who receive training in Gender and Development (GAD) are more likely to adopt inclusive teaching practices and develop gender-sensitive materials (Hernandez & Cudiamat, 2017). The present study supports this finding, as most respondents attended GAD training and demonstrated high levels of gender responsiveness in their SIMs. This highlights the importance of continuous professional development in enhancing teachers' capacity to implement gender-responsive pedagogy.

Furthermore, language plays a significant role in promoting gender equality in education. Gender-inclusive language avoids bias and ensures that all learners feel represented and valued. Research suggests that the use of gender-neutral terms and balanced representations in instructional materials can reduce stereotypes and foster inclusivity (Sczesny et al., 2016). This aligns with the findings of the study, where teachers consistently used gender-neutral language across various components of SIM.

Despite the progress in integrating gender responsiveness, challenges remain in ensuring consistency and sustainability. Some studies point out that while teachers may demonstrate awareness, the actual implementation of gender-sensitive practices may vary depending on contextual factors such as resources, training, and institutional support (Unterhalter et al., 2019). Therefore, systematic evaluation and capacity-building initiatives are necessary to strengthen gender-responsive education.

The literature underscores the importance of gender-responsive instructional materials in promoting equitable education. SIMs, when designed with gender sensitivity, can enhance

learning outcomes, foster inclusivity, and support the holistic development of learners. The present study contributes to this body of knowledge by examining the level of gender responsiveness in SIMs and identifying areas for improvement.

Theoretical Framework

This study is grounded in Gender Schema Theory, proposed by Sandra Bem, which explains how individuals internalize societal gender norms and roles, thereby influencing their perceptions, behaviors, and learning experiences. According to this theory, learners develop cognitive structures that shape their interpretation of gender-related information. In educational contexts, instructional materials play a significant role in reinforcing or challenging these schemas. When materials contain gender biases or stereotypes, they may limit learners' perspectives and perpetuate inequality. Conversely, gender-responsive materials can help reshape these schemas by presenting balanced and inclusive representations.

The study is also grounded in Vygotsky's Social Constructivist Theory, which emphasizes that learning is socially constructed through interaction and engagement with the environment. Instructional materials, including SIMs, serve as mediating tools that facilitate learning. When these materials are designed to be gender-responsive, they foster an inclusive learning environment in which all students can actively participate and construct knowledge. This aligns with the study's findings, which indicate that gender-responsive SIMs promote equal participation and engagement among learners.

Additionally, the study draws from Gender and Development (GAD) Framework, which advocates for the integration of gender perspectives in all aspects of development, including education. GAD emphasizes equity, empowerment, and the elimination of gender disparities. In this study, the framework supports the development of instructional materials that promote gender equality and inclusivity. Teachers, as key agents of change, play a vital role in implementing GAD principles through their instructional practices and material design.

Together, these theories provide a comprehensive foundation for understanding how gender responsiveness in instructional materials influences teaching and learning processes.

Conceptual Framework

The conceptual framework of the study illustrates the relationship between the profile of Science teachers and the level of gender responsiveness of Strategic Intervention Materials (SIM) in Science. The independent variables include teachers' profile characteristics such as age, educational attainment, length of service, position, and relevant training attended. These factors are considered to influence teachers' knowledge, skills, and attitudes toward gender-responsive teaching.

The dependent variable is the level of gender responsiveness of SIM, which is measured across six components: Task Analysis, Guide Card, Activity Card, Assessment Card, Enrichment Card, and Reference Card. These components represent the key elements of SIM design and implementation, where gender-responsive practices can be integrated. As reflected in the study, teachers demonstrated high levels of gender responsiveness across all components, indicating consistent application of gender-sensitive principles.

The framework assumes that teachers' professional background and exposure to GAD training may influence their ability to develop gender-responsive materials. However, the

findings reveal no significant relationship between teachers' profile variables and the level of gender responsiveness, suggesting that gender sensitivity may be practiced uniformly regardless of demographic characteristics. This highlights the effectiveness of institutional policies and training programs in standardizing gender-responsive practices.

Furthermore, the framework incorporates an output component, which is the proposed training design aimed at enhancing teachers' competencies in developing gender-responsive SIM. This intervention serves as a feedback mechanism to improve instructional practices and promote continuous professional development.

The conceptual framework emphasizes the interplay between teacher characteristics, instructional material design, and gender responsiveness, providing a basis for improving inclusive education practices.

A feedback mechanism is incorporated into the framework to allow continuous improvement of academic self-management practices. Insights from the analysis can inform the development of targeted interventions, such as action plans and support programs, to enhance students' academic performance. This cyclical process ensures that strategies remain responsive to students' evolving needs and challenges.

The conceptual framework provides a comprehensive model for analyzing the interplay between student characteristics, academic self-management behaviors, and school performance. It serves as a guide for data collection, analysis, and interpretation, ultimately contributing to the development of evidence-based educational interventions.

METHODOLOGY

This section presents the methodological procedures used to examine the level of gender responsiveness of Strategic Intervention Materials (SIM) in Science. It includes the research design, data collection procedures, sampling procedures, analytical tools, and ethical considerations to ensure the study's validity, reliability, and integrity.

Research Design

The study utilized a descriptive research design to systematically describe and analyze the level of gender responsiveness of Strategic Intervention Materials (SIM) in Science. Descriptive research is appropriate for examining current conditions and relationships among variables without manipulation (Creswell & Creswell, 2018). It allows for the collection of quantitative data that represent the characteristics of a specific population. In this study, the design enabled the researcher to assess teachers' perceptions and practices regarding gender responsiveness in SIM components. The approach also facilitated the identification of patterns and trends that contribute to understanding inclusive instructional practices in science education.

Research Steps

The research followed a systematic process that began with the identification of the research problem and the formulation of objectives. This was followed by the development and validation of the research instrument adapted from existing studies. Necessary permissions were secured from the educational authorities prior to data collection. The questionnaire was distributed through an online platform to ensure accessibility and efficiency. Data were then gathered, organized, and validated for accuracy. Statistical tools were applied to analyze the data, and the results were interpreted in light of the study objectives. Finally, conclusions and

recommendations were drawn to enhance gender-responsive practices in instructional material development.

Data Collection and Sample Selection

The respondents of the study consisted of 83 public secondary Science teachers from the Second Congressional District of Pangasinan I who developed and implemented Strategic Intervention Materials (SIM) in Science. A purposive sampling technique was used to select participants with relevant experience in SIM development. This non-probability sampling method is appropriate when participants are chosen based on specific characteristics aligned with the research objectives (Etikan et al., 2016). Data were collected using a structured, validated questionnaire adapted from Lualhati et al. (2019), which included sections on teachers' profiles and their level of gender responsiveness across SIM components. The instrument was distributed via Google Forms to facilitate efficient data collection. Prior to participation, respondents were informed about the purpose of the study and assured of confidentiality, ensuring voluntary and ethical participation throughout the data collection process.

Data Analysis Methods

The collected data were analyzed using appropriate statistical tools to address the research objectives. Frequency counts and percentages were used to describe the respondents' profile in terms of educational attainment, length of service, position, and training attended. The average weighted mean was used to assess the level of gender responsiveness of the Strategic Intervention Materials (SIM) across the components, including Task Analysis, Guide Card, Activity Card, Assessment Card, Enrichment Card, and Reference Card. The interpretation of mean scores followed a predefined scale ranging from least responsive to very highly responsive.

To examine the relationship between teachers' profile variables and the level of gender responsiveness, Spearman-rank correlation and point-biserial correlation were employed. These non-parametric tests are suitable for analyzing relationships involving ordinal and dichotomous variables (Field, 2018). The use of these statistical techniques ensured a comprehensive analysis of both descriptive and inferential aspects of the data. The results were interpreted at the 5% significance level, providing a reliable basis for determining whether significant relationships existed among the variables. This analytical approach strengthened the validity of the findings and supported evidence-based conclusions.

Research Hypotheses and Validation

The study tested the null hypothesis that there is no significant relationship between the profile of Science teachers and the level of gender responsiveness of their Strategic Intervention Materials (SIM) in Science. Hypothesis testing is essential in determining whether observed relationships are statistically significant or due to chance (Creswell & Creswell, 2018). To validate the hypothesis, Spearman's rank correlation and point-biserial correlation analyses were conducted. These methods are appropriate for assessing relationships between categorical and continuous variables. The decision to accept or reject the null hypothesis was based on the computed p-values at the 0.05 significance level. Results indicating p-values greater than 0.05 led to the acceptance of the null hypothesis, suggesting no significant relationship between the variables. This validation process ensured the objectivity and statistical rigor of the study's findings.

Study Limitations and Ethical Considerations

The study is limited to public secondary Science teachers in the Second Congressional District of Pangasinan I who developed SIM, which may restrict the generalizability of the findings to other contexts. Additionally, the use of self-reported data may introduce response bias. Despite these limitations, ethical standards were strictly observed throughout the research process. Informed consent was obtained from all participants, and confidentiality of their responses was ensured. Data were used solely for academic purposes and were handled with utmost care. The study adhered to ethical research principles, including voluntary participation, anonymity, and respect for respondents' rights (Resnik, 2018). These measures ensured the credibility and integrity of the research.

RESULTS AND DISCUSSION

Profile of the Science Teachers

Table 1: *Profile of the Science Teachers*

Profile	Category	Frequency	Percentage
Age	25 years old and below	12	14.50
	26-30 years old	17	20.50
	31-35 years old	30	36.10
	36-40 years old	8	9.60
	41-45 years old	6	7.20
	46 years old and above	10	12.00
Highest Educational Attainment	Bachelor's Degree Holder	22	26.50
	Bachelor's Degree Holder with M.A Acad.	19	22.90
	Master's Degree Holder	30	36.10
	Masters with EdD/Ph.D. Acad.	9	10.80
	Doctorate Degree Holder	3	3.60
Length of Service	5 Years and Below	40	48.20
	6-10 Years	25	30.10
	11-15 Years	9	10.80
	16-20 Years	2	2.40
	21 Years and Above	7	8.40
Position	Teacher I	34	41.00
	Teacher II	6	7.20
	Teacher III	36	43.40
	Master Teacher I	7	8.40
Relevant Trainings Attended	Gender and Development Training	74	89.20
	Gender Responsive Strategies in Teaching	5	6.00
	Gender Sensitivity Activities	1	1.20
	Gender Sensitivity Pedagogical Practices	2	2.40
	Others	1	1.20

The table shows that the majority of Science teachers are 31-35 years old or older (36.10%). It was followed by those aged 26-30 (20.50%). They are into middle-aged adulthood. The results imply that the teachers focus on maintaining independence and re-establishing normal life patterns; assessing positive and negative past experiences with learning; and providing information to coincide with life concerns and problems.

The table indicates that the majority of Science teachers hold a Master's degree (36.10%). This means that the teachers possess advanced knowledge and demonstrate mastery in their

field.

It can be gleaned from the table that the majority of the Science teachers are serving the department for 5 years already (48.20%). It implies that the Science teachers are a new breed of young professionals considering the length of their service in the field of education.

The table reveals that the majority of the Science teachers are Teacher III (43.40%). Then, followed Teacher I (41.00%). It implies that the Science teachers are promoted to a higher position.

The majority of the Science teachers attended the Gender and Development Training (89.20%). There has been an increasing move towards Gender and Development awareness; thus, Science teachers, through their training, were given practical steps to support students in this area.

Level of Gender Responsiveness as Perceived by Teachers on Strategic Intervention Materials (SIM) in Science

Table 2: *Level of Gender Responsiveness as Perceived by Teachers on Strategic Intervention Materials (SIM) in Science*

Level of Gender Responsiveness	WM	DE
A. Task Analysis	4.45	Highly Responsive
B. Guide Card	4.46	Highly Responsive
C. Activity Card	4.48	Highly Responsive
D. Assessment Card	4.47	Highly Responsive
E. Enrichment Card	4.45	Highly Responsive
F. Reference Card	4.35	Highly Responsive
Overall Weighted Mean	4.44	Highly Responsive

Note: DE=Descriptive Equivalent; WM= Weighted Mean

Legend: 1.00-1.50 (LR- Least Responsive); 1.51-2.50 (SR-Slightly Responsive); 2.51-3.50 (R- Responsive); 3.51-4.50 (HR- Highly Responsive); 4.51-5.00 (VHR- Very Highly Responsive)

In Table 2, the findings of the study reveal that the Strategic Intervention Materials (SIM) in Science are highly gender-responsive across all components, with an overall weighted mean of 4.44, indicating a consistent integration of gender-sensitive principles in instructional design. Among the components, the Activity Card (4.48), Assessment Card (4.47), and Guide Card (4.46) obtained the highest ratings, suggesting that teachers are particularly effective in ensuring inclusive participation, fair evaluation, and balanced representation in learning activities. These results imply that Science teachers are consciously embedding gender-responsive practices in their instructional materials, thereby promoting equity and inclusivity in the classroom.

Specifically, in Task Analysis (WM = 4.45), teachers demonstrated a strong commitment to using gender-neutral language and designing tasks that are equitably distributed between male and female learners. This aligns with the argument of Sczesny et al. (2016) that gender-inclusive language reduces stereotyping and fosters inclusivity in educational settings. Similarly, the Guide Card results highlight the effective use of non-stereotypical representations and the inclusion of both men and women as role models and experts, reinforcing the importance of balanced representation in shaping learners' perceptions. Such practices are consistent with Blumberg's (2015) findings, which emphasized that eliminating gender bias in instructional materials contributes to more equitable learning outcomes.

The Activity Card component, which obtained the highest mean, underscores the teachers' ability to provide equal opportunities for engagement and participation. This supports the principles of gender-responsive pedagogy, which advocate for equal access, motivation, and achievement among learners regardless of gender (Zahro et al., 2020). Furthermore, the high rating on the Assessment Card indicates that teachers use objective, gender-fair evaluation practices, ensuring that both male and female learners are assessed equitably. This is crucial in minimizing bias and promoting fairness in academic achievement.

Although the Enrichment Card (WM = 4.45) and Reference Card (WM = 4.35) also reflect high responsiveness, they yielded relatively lower means than other components. This suggests that while teachers are integrating gender sensitivity in supplementary materials and references, there is still room for enhancement, particularly in diversifying sources and strengthening gender-focused content. Research by UNESCO (2017) supports this observation, noting that instructional materials often require continuous review to eliminate subtle biases and ensure comprehensive gender representation.

Overall, the findings demonstrate that Science teachers exhibit a high level of awareness and competence in developing gender-responsive SIM. This may be attributed to their exposure to Gender and Development (GAD) training, which equips them with the knowledge and skills necessary for inclusive teaching practices. The results affirm that gender-responsive instructional materials not only promote equality but also enhance learner engagement and academic success. However, sustained efforts, including professional development and systematic evaluation, are essential to further strengthen the integration of gender perspectives in all components of instructional materials.

Relationship between the Profile of the Science Teachers and the Level of Gender Responsiveness on the Strategic Intervention Materials (SIM) in Science

Table 3: *Relationship between the Profile of the Science Teachers and the Level of Gender Responsiveness on the Strategic Intervention Materials (SIM) in Science*

Level of Gender Responsiveness	Task Analysis		Guide Card		Activity Card		Assessment Card		Enrichment Card		Reference Card		Overall Mean	
	r	Sig	r	Sig	r	Sig	r	Sig	r	Sig	r	Sig	r	Sig
Age ^a	.012	.912	.168	.130	.067	.545	.069	.538	.064	.564	-.038	.731	.051	.649
Highest Educational Attainment ^a	.072	.518	.002	.983	.105	.347	.052	.641	.051	.644	.015	.895	.035	.751
Length of Service ^a	.051	.649	.054	.631	.075	.503	.079	.479	.045	.689	-.046	.679	.050	.656
Position ^a	.117	.292	.090	.420	.128	.249	.120	.282	.107	.338	.027	.807	.098	.376
Relevant Trainings Attended ^b	-.128	.247	0.051	.645	-.013	.907	.130	.241	.093	.401	.066	.553	.037	.739

^aSpearman – rank, ^bPoint-biserial correlation

The results of the study revealed that there is no significant relationship between the profile of Science teachers—specifically age, highest educational attainment, length of service, position, and relevant trainings attended—and the level of gender responsiveness of their Strategic Intervention Materials (SIM) in Science. This finding is supported by the statistical analysis using Spearman-rank and point-biserial correlation, where all computed p-values exceeded the 0.05 level of significance, leading to the acceptance of the null hypothesis. The implication of this result suggests that gender responsiveness in instructional materials is consistently practiced across teachers regardless of their demographic and professional

characteristics. This consistency may indicate that gender-responsive teaching practices have been institutionalized and internalized among teachers, possibly due to national policies and widespread Gender and Development (GAD) initiatives.

The absence of a significant relationship contrasts with the assumption that teacher characteristics, such as educational attainment or years of experience, directly influence instructional practices. However, recent studies suggest that gender-responsive pedagogy is less dependent on demographic variables and more influenced by systemic interventions such as training, policy frameworks, and institutional culture (Unterhalter et al., 2019). In the present study, the high percentage of teachers who attended GAD-related training (89.20%) may have contributed to a uniform understanding and application of gender-sensitive principles across all respondents. This supports the argument that professional development programs play a critical role in standardizing inclusive teaching practices (Hernandez & Cudiamat, 2017).

Furthermore, the findings align with the principles of gender-responsive education, which emphasize that equitable teaching practices should be universally applied rather than influenced by individual teacher differences (UNESCO, 2017). The consistent high level of gender responsiveness across SIM components indicates that teachers can integrate gender-fair language, balanced representation, and inclusive activities regardless of their background. This reinforces the idea that gender sensitivity is a professional competency that can be developed and sustained through ongoing training and policy support, rather than being inherent to personal characteristics.

Additionally, the results suggest that gender responsiveness in instructional materials may already be embedded in the study area's teaching culture. This is consistent with the findings of Zahro et al. (2020), who emphasized that gender-responsive learning materials should be systematically designed to ensure equal participation and representation. When such practices are institutionalized, variations among teachers become minimal, leading to uniform implementation.

The lack of a significant relationship highlights the effectiveness of existing gender mainstreaming efforts in education. It underscores the importance of sustained training programs and policy implementation in promoting gender equality in instructional practices. Rather than focusing on individual teacher characteristics, future initiatives should strengthen institutional mechanisms that ensure the consistent application of gender-responsive principles in teaching and learning.

Proposed Training Design to Enhance the Gender Responsiveness of the Science Teachers in the Construction of Strategic Intervention Materials (SIM) in Science

I. Title: Teachers' Enhancement Seminar-Workshop on Gender Responsiveness in the Construction of Strategic Intervention Materials (SIM) in Science

Based on the findings, a training design can be proposed to enhance the gender responsiveness of Science teachers in the construction of Strategic Intervention Materials (SIM) in Science.

II. Development Description:

The training program focuses on the enhancement of the gender responsiveness of Science teachers in the construction of Strategic Intervention Materials (SIM) in Science along:

1. Organization of learning experience in terms of:
 - a. Task Analysis,
 - b. Guide Card, and

- c. Activity Card
2. Selection of the learning evaluation in terms of:
 - a. Assessment Card,
 - b. Enrichment Card, and
 - c. Reference Card

III-Training Content/Topics:

1. Learning Objectives at the Same Hierarchical Levels and in Non-stereotypic Roles
2. Understanding Gender Inequalities in the Schools
3. Importance of Gender-neutral Pictures and Designs in the Activities
4. Evaluation of Learners' Performance aligned with Gender
5. Putting the Spotlight on Gender Issues through Consistent Use of a Gender Equality Lens
6. Generic Activities to be Adapted to Specific Contexts
7. Best Practices on Gender and Development

IV-Objectives:

After the three-day training, the participants shall have:

1. Gained insights on gender;
2. Updated with the techniques on teaching with the integration of gender and development;
3. Prepared instructional materials on gender and development in the application of what they learned in the seminar-workshop.

V-Date and Venue:

Date: _____

8:00 A.M. – 5:00 A.M.

Venue: Binmaley School of Fisheries
Binmaley, Pangasinan

VI-Training Methodologies:

1. Lecture/Discussion
2. Free-wheeling Discussion
3. Small Group Discussion/Workshop
4. Group Dynamics
5. Experimental Learning Activities

VII-Expected Outputs:

1. Group presentations
2. Strategic Instructional Materials

VIII-Persons Involved:

1. Division Personnel
 - a. Schools Division Superintendent
 - b. Assistant Schools Division Superintendent
 - c. Human Resource Management Development Personnel
2. Science Teachers
3. Speakers/Guests
4. Volunteers

IX-Budgetary Requirement:

Source: School MOOE (for the Registration Fee)

Accommodation:

Participants: Science teachers + 10 training support staff and speakers

Budget per day/participant: Php 300.00

Subtotal: Php 83,700.00 for three days

Other miscellaneous expenses: Php 16,300.00 for three days

TOTAL: Php 100,000.00

TEACHERS' ENHANCEMENT SEMINAR-WORKSHOP ON GENDER RESPONSIVENESS IN THE CONSTRUCTION OF STRATEGIC INTERVENTION MATERIALS (SIM) IN SCIENCE

Binmaley School of Fisheries
Binmaley, Pangasinan

TRAINING MATRIX

DAY 1	TOPIC	RESOURCE SPEAKER
8:00 – 9:00 AM	Arrival/Registration	
9:00 – 11:00 AM	OPENING PROGRAM ❖ National Anthem ❖ Prayer ❖ Pangasinan Hymn ❖ Welcome Address ❖ Presentation of Participants ❖ Inspirational Talk ❖ Levelling of Expectations	ICT Coordinator
11:00 – 12:00 PM	Plenary Session Presentation of Training Matrix	HRMD-Personnel
12:00 – 1:00 PM	LUNCH BREAK	
1:00 – 2:00 PM	Session 1: Learning Objectives at the Same Hierarchical Levels and in Non-stereotypic Roles	GAD Coordinator
2:00 – 3:45 PM	Session 2: Understanding Gender Inequalities in the Schools	Resource Speaker
3:45 – 5:00 PM	Session 3: Importance of the Gender-neutral Pictures and Designs in the Activities	Resource Speaker
DAY 2	TOPIC	RESOURCE SPEAKER
8:00 – 8:15 AM	Registration	
8:15 – 9:30 AM	Session 4:	Resource Speaker

	Evaluation of Learners' Performance Aligned with Gender	
9:30 – 9:45 AM	B R E A K T I M E	
9:45 – 11:00 AM	Session 5: Putting the Spotlight on Gender Issues through Consistent Use of a Gender Equality Lens	Resource Speaker
11:00 – 12:00 AM	Session 6: Strategies in Teaching Science with the Integration of Gender and Development	Master Teacher in Charge in Gender and Development
12:00 – 1:00 PM	L U N C H B R E A K	
1:00 – 3:00 PM	Session 7: Generic Activities to be Adapted to Specific Contexts	Resource Speaker
3:00 – 3:15 PM	B R E A K	
3:15-5:00pm	Session 8: Best Practices on Gender and Development	EPS In-Charge
DAY 3	TOPIC	RESOURCE SPEAKER
8:00 – 8:15 AM	Registration	
8:15 – 9:00 AM	Giving of Reflections	
9:00 – 9:15 AM	B R E A K T I M E	
9:15 – 10:30 AM	Session 9: Demonstration	Resource Speaker
10:30 – 12:00 AM	Session 10: Workshop on the Preparation of Strategic Intervention Materials	Resource Speaker
12:00-1:00	LUNCH BREAK	
1:00-3:00	Presentation, Critiquing and Submission of Outputs	Division Focal Person on Gender and Development
3:00 – 5:00	CLOSING PROGRAM ❖ Prayer ❖ Reflection ❖ Challenge ❖ Closing Remarks ❖ Distribution of Certificates	Training Key-Persons

CONCLUSIONS

From the preceding findings, the following conclusions are drawn:

1. The Science teachers are relatively young with innovative and have advanced studies within their stay for 5 years in the department; Teacher III; and exposed to the trainings on Gender and Development.
2. The Science teachers promote gender-responsive learning resources in the Task Analysis, Guide Card, Activity Card, Assessment Card, Enrichment Card, and Reference Card.
3. The level of gender responsiveness on the Strategic Intervention Materials (SIM) in Science is independent of factors including age; highest educational attainment; length of service; position; and relevant training attended.
4. The proposed training design can lead to the enhancement of strategic instructional materials and be able to address the needs identified for learners.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

1. Encourage teachers to attend graduate school and more training on Gender and Development.
2. Review the strategic instructional materials that will be suitable for the learners aligned with the gender and development program.
3. Strengthen the evaluation of the integration of gender and development in the strategic intervention materials in the school to address the identified needs of the learners.
4. Further study is recommended in promoting gender inclusivity in other school instructional materials and activities

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