



Gender Sensitive Approaches in Teaching Physical Education Among Tertiary School Teachers in Batangas Province

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Abstract

This study examined gender-sensitive approaches in teaching Physical Education among tertiary school teachers in Batangas Province. Specifically, it determined the teachers' level of awareness, the extent of their utilization of gender-sensitive teaching approaches, the relationship between awareness and utilization and challenges encountered as basis for a proposed enhancement program.

Findings showed that tertiary PE teachers were highly aware of gender-sensitive approaches in terms of gender concepts and issues, utilization of activities, and the importance of gender sensitivity in PE, with a moderate level of awareness in training and professional development. The teachers also demonstrated high utilization of gender-sensitive practices in inclusive language and communication, balanced activity design, and classroom management, although some gaps remained in LGBTQ+ inclusivity, gender-neutral grouping, and certain classroom routines. Results further revealed a moderate positive and statistically significant relationship between awareness and utilization of gender-sensitive approaches ($r=0.585$, $p<0.001$) ($r=0.585$, $p<0.001$), indicating that greater awareness is associated with better application of inclusive teaching practices. The most common challenges included gender stereotypes affecting student participation and confidence, differences in physical ability across genders, lack of clear policies, limited institutional support, and large class sizes.

Based on these findings, the study concluded that tertiary PE teachers in Batangas Province possess strong conceptual awareness and generally apply gender-sensitive strategies effectively, but need stronger institutional support, clearer policies, and more sustained professional development to close the gap between awareness and practice. A proposed program titled "EQUITY in Motion: Bridging Gender Awareness to Inclusive PE Practice" was developed to strengthen inclusive pedagogy, improve LGBTQ+ responsiveness, and enhance the teaching strategies of PE teachers.

Keywords: *gender sensitivity, awareness, Physical Education, tertiary, inclusivity, stereotypes*

Introduction

Gender sensitivity is increasingly recognized as essential to inclusive education, yet persistent gender disparities—especially in physical education (PE)—undermine equitable participation, motivation, and well-being. Globally and in Asia, cultural norms and teacher attitudes shape girls' lower engagement in traditional PE, while studies show that gender-responsive pedagogy and targeted teacher training improve motivation and reduce stereotypes. Philippine research likewise points to positive teacher attitudes but limited training and resources, and Batangas Province faces systemic and contextual barriers to implementing gender-sensitive practices. Anchoring international findings in local evidence, this study examines tertiary PE teachers' gender-sensitive approaches in Batangas to identify gaps and inform professional development, curriculum innovation, and policy for more inclusive Physical Education classes.

This study investigates the gender sensitivity teaching approaches for college students in selected tertiary schools in Batangas Province. Specifically, the study sought to answer the following questions:

1. What is the level of awareness on gender sensitive teaching approaches among tertiary PE teachers as assessed by themselves in terms of:
 - 1.1. Gender Concepts and Issues in Physical Education;
 - 1.2. Utilization of Activities;
 - 1.3. Importance of Gender Sensitivity; and
 - 1.4. Training and Professional Development?
 2. How may the extent of utilization of gender-sensitive teaching approaches be assessed relative to:
 - 2.1. Inclusive Language and Communication;
 - 2.2. Balanced Activity Design; and
 - 2.3. Classroom Management?
 3. Is there a significant relationship between the assessment on the level of awareness and on the extent of utilization of gender sensitive approaches in teaching?
 4. What challenges do teachers face in implementing gender-sensitive approaches in Physical Education?
 5. Based on the results of the study, what enhancement activities in teaching PE may be proposed?
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Methodology

Research Design

This study utilized the **descriptive quantitative research design** to determine the level of awareness and understanding of gender sensitivity among tertiary PE teachers and what gender-sensitive teaching strategies are being implemented by tertiary PE teachers.

Participants

Participants were **102 tertiary Physical Education teachers from the selected universities and colleges in the Province of Batangas**. Through Slovin's formula at 5% margin of error, 102 out of 137 PE teachers were identified to form the sample respondents. Stratified random sampling using proportionate allocation by school was further used.

Research Instrument

A **researcher-made questionnaire** was designed and validated by experts in physical education. The tool measured:

- Teaching strategies of Physical Education
- Understanding of gender sensitivity to teaching strategies implemented
- Level of implementation
- challenges faced in implementing gender-sensitive approaches

A combination of **Likert-scale**, and **open-ended** questions were used to gather both quantitative and qualitative data.

Data Collection Procedure

The researcher reviewed relevant literature online and drafted a questionnaire, which was revised following validation feedback and piloted with subject-knowledgeable individuals. A validation letter approved by the dean of the graduate school and the research adviser preceded requests for permission to distribute the instrument; distribution procedures were adjusted per stakeholder suggestions. Respondents consented after being informed of the study's purpose and assured of confidentiality. Completed questionnaires were collected, tallied, tabulated, and subjected to statistical tests, and the survey results were analyzed and interpreted with the assistance of a statistician.

Data Analysis

Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to summarize responses. **Pearson r coefficient of correlation** was used to find the significant

relationship between the assessment on the level of awareness and on the extent of utilization of gender sensitive approaches in teaching.

Results

Section 1: Level of awareness of gender sensitive approaches among tertiary PE teachers.

Tertiary PE teachers show high awareness of gender sensitive approaches in Physical Education with composite means “Highly Aware” on 3 indicators. Gender concepts and issues (WM = 3.59), Utilization of activities (CM=3.73), and Importance of gender sensitivity in PE subject (CM=3.68) were evident. This suggests that teachers possess a strong understanding of gender inclusivity, equality, and responsiveness within Physical Education contexts. However, training and professional development possessed a moderate aware composite mean (CM=3.43) suggesting that the predominance of moderate ratings highlights the need for more comprehensive, continuous, and accessible training programs.

Table 1

Awareness in terms of Gender Concepts and Issues in Physical Education

| As a PE teacher, I... | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. am aware that gender bias can occur in the teaching of Physical Education. | 3.58 | Highly Aware |
| 2. recognize that some sports are labeled as "masculine" or "feminine." | 3.59 | Highly Aware |
| 3. can say that PE environments encourage equal participation from girls and boys. | 3.73 | Highly Aware |
| 4. feel comfortable in discussing gender roles and issues during PE classes. | 3.67 | Highly Aware |
| 5. am aware that my students can feel awkwardness during groupings due to their gender orientations. | 3.39 | Moderately Aware |
| 6. understand the freedom of choosing roles during activities based on my students' gender preferences. | 3.63 | Highly Aware |
| 7. allow my students to portray their chosen roles in activities like dancing. | 3.75 | Highly Aware |
| 8. am comfortable with seeing my male students wearing female costumes and vice versa during activities. | 3.45 | Moderately Aware |
| 9. am allowing my students to choose the name they are comfortable addressing with. | 3.61 | Highly Aware |
| 10. believe gender bias can exist even in the selection of student leaders in sports teams. | 3.5 | Highly Aware |
| Composite Mean | 3.59 | Highly Aware |
| Legend: | | |
| 3.50 – 4.00 | - | Highly Aware |
| 2.50 – 3.49 | - | Moderately Aware |
| 1.50 – 2.49 | - | Slightly Aware |
| 1 – 1.49 | - | Least Aware |

The findings indicate that tertiary Physical Education (PE) teachers demonstrate a generally high level of awareness of gender-sensitive approaches in terms of gender concepts and issues, as reflected by the composite mean of 3.59, interpreted as highly aware. This suggests that teachers possess a strong understanding of gender inclusivity, equality, and responsiveness within Physical Education contexts. This is supported by the study of Arifin et al. (2025), which highlighted that while gender inequalities are prevalent, evolving research trends indicate growing attention to gender-sensitive approaches that address cultural barriers and promote equity.

However, the lowest-rated indicators pertained to awareness of whether students experience awkwardness during groupings due to their gender orientations, which obtained a score of 3.39. Overall, while the results reflect a commendable level of awareness among tertiary PE teachers, the presence of moderately rated indicators highlights the need for sustained professional development, training programs, and institutional support. As emphasized in recent global reports, awareness must be complemented by consistent practice to ensure the full integration of gender-sensitive approaches in education.

Table 2

Awareness in terms of Utilization of Activities

| As a PE teacher, I... | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. am familiar with the meaning of gender sensitivity. | 3.88 | Highly Aware |
| 2. am familiar with the concept of gender stereotypes in Physical Education. | 3.89 | Highly Aware |
| 3. understand the difference between sex and gender. | 3.88 | Highly Aware |
| 4. can differentiate between gender equity and gender equality. | 3.78 | Highly Aware |
| 5. know how to apply gender-fair strategies in classroom instruction. | 3.43 | Moderately Aware |
| 6. am knowledgeable about the challenges faced by LGBTQ+ students in school settings. | 3.65 | Highly Aware |
| 7. can identify gender-insensitive language in teaching materials. | 3.73 | Highly Aware |
| 8. am familiar with laws and policies that promote gender equality in the education sector (e.g., Magna Carta of Women, Gender and Development [GAD] program). | 3.62 | Highly Aware |
| 9. can explain the importance of gender-sensitive teaching in Physical Education. | 3.71 | Highly Aware |
| 10. am aware of how gender stereotypes can influence students' participation in PE. | 3.71 | Highly Aware |
| Composite Mean | 3.73 | Highly Aware |
| Legend: | | |
| 3.50 – 4.00 | - | Highly Aware |
| 2.50 – 3.49 | - | Moderately Aware |
| 1.50 – 2.49 | - | Slightly Aware |
| 1 – 1.49 | - | Least Aware |

Table 2 presents the level of awareness in terms of utilization of activities. It assesses the implementation of inclusive activities that promote gender fairness within the learning

environment. The results suggest that tertiary Physical Education (PE) teachers demonstrate a generally high level of awareness of gender-sensitive approaches in terms of the utilization of activities, with a composite mean of 3.73, interpreted as Highly Aware. This indicates that tertiary Physical Education teachers exhibit a strong awareness of utilizing gender-sensitive activities, as reflected in the high composite mean. The study of Lalog (2024) pointed that gender stereotypes continue to influence student participation, teacher expectations, and classroom dynamics. In many cases, subtle forms of bias persist, which can negatively impact the self-esteem, performance, and engagement of students, especially those who do not conform to traditional gender roles.

On the other hand, indicator number 5 which states that tertiary PE teachers know how to apply gender-fair strategies in classroom instruction got the lowest score of 3.43, interpreted as Moderately Aware. Study examining gender policy implementation in PE activities found that both male and female instructors effectively utilized resources to promote inclusivity. However, challenges in gender mainstreaming were identified, highlighting areas for further development. A 2025 study on Tanzanian pre-service teachers revealed limited understanding of gender-responsive pedagogy (GRP), with rule-based equality approaches failing to address deeper biases, highlighting a gap between awareness and strategic application similar to the moderate score here.

Table 3

Awareness in terms of Importance of Gender Sensitivity in PE subject

| As a PE teacher, I... | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. understand the importance of promoting gender equality in PE classes. | 3.73 | Highly Aware |
| 2. believe both male and female students should be given equal opportunities to participate in all physical activities. | 3.64 | Highly Aware |
| 3. understand that they need to be heard when it comes to activities | 3.83 | Highly Aware |
| 4. make sure to address difficulties in activities that has something to do with their gender roles. | 3.89 | Highly Aware |
| 5. am fully aware in policies like Title IX that promote gender equality in school sports and physical education. | 3.59 | Highly Aware |
| 6. make conscious efforts to use gender-neutral language in my Physical Education classes. | 3.59 | Highly Aware |
| 7. design activities that are inclusive of all genders. | 3.58 | Highly Aware |
| 8. avoid grouping students based on gender in Physical Education whenever possible. | 3.54 | Highly Aware |
| 9. address any gender-insensitive remarks or behaviors that occur during PE activities. | 3.67 | Highly Aware |
| 10. consider myself well-informed about gender issues that affect the teaching and learning of Physical Education. | 3.69 | Highly Aware |
| Composite Mean | 3.68 | Highly Aware |
| Legend: | | |
| 3.50 – 4.00 | - | Highly Aware |
| 2.50 – 3.49 | - | Moderately Aware |
| 1.50 – 2.49 | - | Slightly Aware |
| 1 – 1.49 | - | Least Aware |

Table 3 presents the level of awareness in terms of importance of gender sensitivity in PE subject. This emphasizes the importance of gender concepts in teaching PE subject. The findings illustrate that tertiary Physical Education (PE) teachers demonstrate a generally high level of awareness of gender-sensitive approaches in terms of the importance of gender sensitivity in PE subject, as reflected by the composite mean of 3.68, interpreted as Highly Aware. It positions them well to advocate for inclusive curricula that value diverse gender experiences, which enhance student engagement and well-being in PE settings. This is in line with the study of Figueroa Vélez and Vélez Ochoa (2020) which emphasized that gender sensitivity approaches are vital tools for achieving gender equality, as they help individuals and institutions challenge traditional gender roles and structures that perpetuate discrimination.

However, the lowest-rated indicator obtained a weighted mean of 3.54, which pertains to avoiding the grouping of students based on gender in Physical Education whenever possible; nevertheless, it was still interpreted as highly aware. This score reflects teachers' commitment to inclusive practices that prevent reinforcement of stereotypes through segregation, promoting mixed environments where all students collaborate equally. As Aguilar-Delavin (2022) pointed out, integrating gender-sensitive language and equitable teaching practices within PE classes enhances the students' sense of belonging and engagement. Overall, such awareness equips educators to create supportive spaces that prioritize diverse needs and reduce biases effectively.

Table 4

Awareness in terms of Training and Professional Development

| As a PE teacher, I... | Weighted Mean | Verbal Interpretation |
|--|---------------|-------------------------|
| 1. am aware of institutional policies that promote gender equity in the Physical Education curriculum. | 3.53 | Highly Aware |
| 2. have attended training or orientation related to gender sensitivity in teaching. | 3.43 | Moderately Aware |
| 3. had participated in seminars or workshops that promote gender-fair teaching strategies. | 3.42 | Moderately Aware |
| 4. am regularly offered training on gender equality and inclusivity by my institution. | 3.28 | Moderately Aware |
| 5. am informed about professional development opportunities related to gender sensitivity. | 3.46 | Moderately Aware |
| 6. am confident in integrating gender-sensitive concepts in my daily teaching due to past training. | 3.45 | Moderately Aware |
| 7. would attend more gender sensitivity workshops if they were more accessible. | 3.58 | Highly Aware |
| 8. believe refresher courses in gender sensitivity should be conducted regularly. | 3.61 | Highly Aware |
| 9. have difficulty applying gender sensitivity concepts due to a lack of training. | 3.19 | Moderately Aware |
| 10. believe there is a need for more gender sensitivity training among PE teachers | 3.54 | Highly Aware |
| Composite Mean | 3.43 | Moderately Aware |
| Legend: | | |
| 3.50 – 4.00 | - | Highly Aware |
| 2.50 – 3.49 | - | Moderately Aware |
| 1.50 – 2.49 | - | Slightly Aware |
| 1 – 1.49 | - | Least Aware |

Table 5 shows the awareness of the tertiary PE teachers in terms of training and professional development. The findings revealed that tertiary Physical Education (PE) teachers demonstrate a generally moderate to high level of awareness in terms of training and professional development related to gender-sensitive approaches. The results showed that several indicators, such as indicator 8, they believe refresher courses in gender sensitivity should be conducted regularly with a weighted mean of 3.61. Lalog's study emphasized ongoing challenges involving limited enforcement, insufficient resources, and concerns about students' self-confidence and perception all suggesting the need for enhanced training and curriculum development to strengthen gender-responsive pedagogy.

The majority of the indicators were interpreted as moderately aware. Specifically, indicator 9, which states that they have difficulty applying gender sensitivity concepts due to a lack of training, obtained a weighted mean of 3.19 and recorded the lowest mean score among the indicators. Overall, the findings suggest that while there are promising indications of high awareness in certain areas of training and professional development, the predominance of moderate ratings highlights the need for more comprehensive, continuous, and accessible training programs.

Section 2: The Extent of Utilization of Gender-Sensitive Teaching Approaches

The gender-sensitive teaching approaches was highly utilized by PE teachers of tertiary level. Results showed effective utilization in inclusive language and communication (CM=3.72), balanced activity design (CM=3.69), and classroom management (CM=3.54) all interpreted as "Highly Utilized". The overall high utilization indicates effective strategies that enhance motivation and belonging for diverse students.

Table 5

Inclusive Language and Communication

| As a PE teacher, I... | Weighted Mean | Verbal Interpretation |
|---|---------------|-----------------------|
| 1. use gender-neutral terms (e.g., "students," "learners") instead of gender-specific terms when addressing my class. | 3.74 | Highly Utilized |
| 2. avoid using expressions or examples that reinforce gender stereotypes during PE discussions. | 3.74 | Highly Utilized |
| 3. use inclusive pronouns when referring to students in class. | 3.67 | Highly Utilized |
| 4. communicate expectations and feedback to students in a respectful and gender-sensitive manner. | 3.74 | Highly Utilized |
| 5. address gender-related concerns raised by students with sensitivity and respect. | 3.75 | Highly Utilized |
| 6. promote a classroom environment where students feel safe expressing themselves regardless of gender identity. | 3.8 | Highly Utilized |
| 7. avoid assigning activities or roles based solely on traditional gender expectations. | 3.62 | Highly Utilized |
| 8. intervene when students use gender-biased or discriminatory language during class. | 3.66 | Highly Utilized |

| | | |
|---|------|---------------------|
| 9. model respectful and inclusive communication in my interactions with students. | 3.76 | Highly Utilized |
| 10. integrate discussions on respect, equality, and inclusion into my PE lessons. | 3.75 | Highly Utilized |
| Composite Mean | 3.72 | Highly Utilized |
| Legend: | | |
| 3.50 – 4.00 | - | Highly Utilized |
| 2.50 – 3.49 | - | Moderately Utilized |
| 1.50 – 2.49 | - | Slightly Utilized |
| 1 – 1.49 | - | Least Utilized |

The findings indicated that the extent of utilization of gender-sensitive teaching approaches in terms of inclusive language and communication is very high, as reflected by the composite mean of 3.72, interpreted as highly utilized. This suggests that Physical Education teachers consistently practice gender-fair, respectful, and inclusive communication, creating a learning environment that promotes equality, participation, and respect among all students regardless of gender. The high level of utilization of inclusive language and communication indicates that teachers are effectively fostering safe, respectful, and equitable learning environments.

Table 6

Balanced Activity Design

| I..... | Weighted Mean | Verbal Interpretation |
|--|---------------|-----------------------|
| 1. design Physical Education activities that are appropriate for all genders. | 3.73 | Highly Utilized |
| 2. consider differences in strength, endurance, and skill levels without stereotyping genders. | 3.73 | Highly Utilized |
| 3. ensure that activities allow equal opportunities for participation regardless of gender. | 3.82 | Highly Utilized |
| 4. avoid assigning activities traditionally labeled as “male” or “female.” | 3.68 | Highly Utilized |
| 5. adapt activities to meet the diverse needs and abilities of all students. | 3.77 | Highly Utilized |
| 6. monitor student involvement to ensure no gender dominates or is excluded from activities. | 3.72 | Highly Utilized |
| 7. use mixed-gender grouping strategies to promote inclusivity and teamwork. | 3.71 | Highly Utilized |
| 8. provide alternative roles or tasks to ensure inclusive participation for all students. | 3.71 | Highly Utilized |
| 9. allow my gay and lesbian students to wear girls or boys outfit based on their perceptions. | 3.4 | Moderately Utilized |
| 10. use varied assessment methods that recognize different strengths and abilities. | 3.66 | Highly Utilized |
| Composite Mean | 3.69 | Highly Utilized |
| Legend: | | |
| 3.50 – 4.00 | - | Highly Utilized |
| 2.50 – 3.49 | - | Moderately Utilized |
| 1.50 – 2.49 | - | Slightly Utilized |
| 1 – 1.49 | - | Least Utilized |

The findings revealed that the extent of utilization of gender-sensitive teaching approaches in terms of balanced activity design is very high, as reflected by the composite mean

of 3.69, interpreted as Highly Utilized. This demonstrates teachers' effective integration of diverse, equitable activities that suit varied gender needs, boosting participation and reducing disparities in engagement. The highest score of 3.82 was obtained by indicator 3, which states that tertiary PE teachers ensure that activities provide equal opportunities for participation regardless of gender. These highlight teachers' prioritization of equitable access and adaptive strategies, effectively dismantling barriers to participation while fostering collaboration across genders.

On the other hand, indicator 9 obtained the lowest score of 3.40, interpreted as moderately utilized, which refers to allowing gay and lesbian students to wear girls' or boys' outfits based on their own perceptions. This lower level of utilization may stem from cultural conservatism, institutional policies, or teachers' discomfort in navigating LGBTQ+ expression in PE contexts, despite high scores in other areas. According to 2025 UK study by Wilkinson et al. found secondary PE teachers often hesitate on gender-nonconforming attire unperceived risks, despite student support for flexible expression in activities. While exceptional in most areas, the LGBTQ+ attire gap calls for policy updates and sensitivity training to achieve fully inclusive PE environments that honor all identities.

Table 7
Classroom Management

| As a PE teacher, I... | Weighted Mean | Verbal Interpretation |
|---|---------------------------------|-----------------------|
| 1. encourage all students, regardless of gender, to express their opinions during class. | 3.84 | Highly Utilized |
| 2. do not use traditional sayings such as "ladies first" | 3.55 | Highly Utilized |
| 3. manage classroom dynamics in a way that promotes inclusivity and equality. | 3.79 | Highly Utilized |
| 4. consider gender sensitivity when organizing seating, grouping, or positioning during activities. | 3.71 | Highly Utilized |
| 5. refrain from using Mr./Ms. when calling my students. | 3.35 | Moderately Utilized |
| 6. allow LGBTQ members to be elected as class officers. | 3.75 | Highly Utilized |
| 7. refrain from giving the physical tasks commonly to boys. | 3.45 | Moderately Utilized |
| 8. allow my "gay" students to wear make up inside the classroom | 3.47 | Moderately Utilized |
| 9. prefer giving my students seating arrangements as boys with boys, and girls with girls. | 3.18 | Moderately Utilized |
| 10. often give girls considerations on physical activities. | 3.35 | Moderately Utilized |
| Composite Mean | 3.54 | Highly Utilized |
| Legend: | | |
| 3.50 – 4.00 - Highly Utilized | 1.50 – 2.49 - Slightly Utilized | |
| 2.50 – 3.49 - Moderately Utilized | 1 – 1.49 - Least Utilized | |

The table shows that extent of utilization of gender-sensitive teaching approaches in terms of classroom management is very high, as reflected by the composite mean of 3.54, interpreted as highly utilized. This strong performance highlights teachers' commitment to fostering equitable dynamics, particularly through encouraging student voice (3.84) and managing inclusive environments which promote equal participation and reduce bias in PE settings. The overall high utilization indicates effective strategies that enhance motivation and belonging for diverse students. These top scores reflect teachers' strong emphasis on student-centered equity, where voicing opinions fosters agency and psychological safety, while inclusive dynamics and leadership opportunities dismantle hierarchies in PE.

Section 3: Relationship Between Gender Concepts and Issues and the Extent of Utilization of Gender-Sensitive Teaching Approaches

This section emphasizes the significance of indicators under gender sensitivity concepts and the extent of utilization.

Table 8

Relationship Between Gender Concepts and Issues and the Extent of Utilization of Gender-Sensitive Teaching Approaches

| Variables | r-value | p-value | Decision on Ho | Conclusion |
|---|---------|---------|----------------|-------------|
| Inclusive Language and Communication | 0.495 | 0.000 | Reject Ho | Significant |
| Balanced Activity Design | 0.492 | 0.000 | Reject Ho | Significant |
| Classroom Management | 0.400 | 0.000 | Reject Ho | Significant |
| Legend | | | | |
| r-value – Degree of correlation | | | | |
| p-value – Basis for significance (≤ 0.05 = Significant) | | | | |
| Reject Ho – With significant relationship | | | | |
| Accept Ho – No significant relationship | | | | |

Findings reveal that Utilization of Activities has a highly significant relationship with all three dimensions of utilization: Inclusive Language and Communication ($r = 0.495$, $p = 0.000$), Balanced Activity Design ($r = 0.492$, $p = 0.000$), and Classroom Management ($r = 0.400$, $p = 0.000$). These results indicate that knowledge is a strong predictor of teachers' ability to implement gender-sensitive approaches across various teaching domains.

This suggests that when teachers possess a deeper and more comprehensive understanding of gender sensitivity, they are more likely to consistently apply inclusive practices in their communication, instructional planning, and classroom management. This finding is

supported by OECD (2021), which highlights that teachers' knowledge and competencies significantly influence their instructional decisions and classroom practices.

Table 9

Relationship Between Importance of Gender Sensitivity and the Extent of Utilization of Gender-Sensitive Teaching Approaches

| Variables | r-value | p-value | Decision on Ho | Conclusion |
|---|----------------|----------------|-----------------------|-------------------|
| Inclusive Language and Communication | 0.550 | 0.000 | Reject Ho | Significant |
| Balanced Activity Design | 0.641 | 0.000 | Reject Ho | Significant |
| Classroom Management | 0.588 | 0.000 | Reject Ho | Significant |
| Legend | | | | |
| r-value – Degree of correlation | | | | |
| p-value – Basis for significance (≤ 0.05 = Significant) | | | | |
| Reject Ho – With significant relationship | | | | |
| Accept Ho – No significant relationship | | | | |

The results show that Importance of Gender Sensitivity have a strong and statistically significant relationship with Inclusive Language and Communication ($r = 0.550$, $p = 0.000$), Balanced Activity Design ($r = 0.641$, $p = 0.000$), and Classroom Management ($r = 0.588$, $p = 0.000$). Among all independent variables, GSP demonstrates the strongest correlations, particularly with Balanced Activity Design.

These findings indicate that teachers who actively engage in gender-sensitive practices are highly likely to consistently apply such approaches across all teaching domains. This suggests that actual teaching practices serve as the most direct and influential factor in promoting gender-sensitive utilization. This aligns with the perspective that practice-based competencies are critical in achieving inclusive education outcomes. According to UN Women (2022), teachers who regularly implement gender-sensitive strategies develop stronger capacities to manage diverse classrooms, communicate inclusively, and design equitable learning activities

Table 10

Relationship Between Training and Professional Development and the Extent of Utilization of Gender-Sensitive Teaching Approaches

| Variables | r-value | p-value | Decision on Ho | Conclusion |
|---|---------|---------|----------------|-----------------|
| Inclusive Language and Communication | 0.424 | 0.000 | Reject Ho | Significant |
| Balanced Activity Design | 0.330 | 0.001 | Reject Ho | Significant |
| Classroom Management | 0.188 | 0.061 | Accept Ho | Not Significant |
| Legend | | | | |
| r-value – Degree of correlation | | | | |
| p-value – Basis for significance (≤ 0.05 = Significant) | | | | |
| Reject Ho – With significant relationship | | | | |
| Accept Ho – No significant relationship | | | | |

The findings reveal that Training and Professional Development (TPD) has a significant relationship with Inclusive Language and Communication ($r = 0.424$, $p = 0.000$) and Balanced Activity Design ($r = 0.330$, $p = 0.001$), but shows no significant relationship with Classroom Management ($r = 0.188$, $p = 0.061$).

This suggests that training programs and professional development initiatives contribute positively to teachers' ability to use inclusive language and design gender-sensitive learning activities. This finding is consistent with Darling-Hammond et al. (2021), who argue that effective professional development must be sustained, collaborative, and practice-oriented to produce meaningful changes in teaching behavior.

Table 11

Challenges met by Tertiary PE Teachers in Implementing Gender-Sensitive Approaches in Physical Education

| | Weighted Mean | Verbal Interpretation |
|--|----------------------|------------------------------|
| 1. There is limited institutional support for implementing gender-sensitive practices in PE. | 2.97 | Agree |
| 2. Clear policies or guidelines on gender sensitivity in PE are lacking. | 3.03 | Agree |
| 3. I receive insufficient training on gender-sensitive teaching approaches. | 2.89 | Agree |
| 4. I find it challenging to balance gender sensitivity with lesson objectives. | 2.85 | Agree |
| 5. I am uncertain about the correct use of gender-inclusive language in PE. | 2.79 | Agree |
| 6. Managing mixed-gender participation during physical activities is difficult. | 2.86 | Agree |
| 7. I worry about unintentionally favoring one gender over another. | 2.98 | Agree |
| 8. Gender stereotypes affect students' participation and confidence. | 3.17 | Agree |
| 9. Differences in physical ability across genders create challenges in activity design. | 3.09 | Agree |
| 10. Large class sizes make gender-sensitive classroom management difficult. | 3 | Agree |
| Composite Mean | 2.96 | Agree |
| Legend | | |
| 3.50 – 4.00 | - | Strongly Agree |
| 2.50 – 3.49 | - | Agree |
| 1.50 – 2.49 | - | Disagree |
| 1 – 1.49 | - | Strongly Disagree |

The results indicate that teachers generally experience challenges in implementing gender-sensitive approaches in Physical Education, as reflected by the composite mean of 2.96, which is verbally interpreted as Agree. This suggests that while gender-sensitive practices are being applied, teachers still encounter notable constraints that may affect the consistency and effectiveness of their implementation. These findings imply that the challenges represented by these indicators are more frequently experienced by teachers. In similar studies, higher-rated challenges are often associated with issues such as lack of training on gender-responsive pedagogy, limited institutional support, insufficient instructional materials, and difficulty addressing gender stereotypes in physical activities.

The consistency of all indicators within the agree range suggests that challenges are widespread across different aspects of gender-sensitive teaching, rather than being limited to a single issue. This reflects the complexity of implementing gender-responsive pedagogy, particularly in Physical Education where activities are often influenced by traditional gender norms and expectations.

Section 5: Proposed enhancement activities on gender sensitivity approaches that may enhance the teaching strategies of PE teachers.

Title: EQUITY in Motion: Bridging Gender Awareness to Inclusive PE Practice

Rationale:

The proposed **EQUITY in Motion: Bridging Gender Awareness to Inclusive PE Practice** program is a timely and meaningful response to the identified gaps in PE teachers' gender-sensitive practice. Its rationale is commendable because it is anchored on measurable findings showing that, although awareness and utilization are already high in some areas, practical application of gender-fair strategies, LGBTQ+ accommodations, and inclusive classroom management still needs strengthening. By focusing on these gaps, the program avoids broad assumptions and instead targets the specific areas where support is most needed. This makes the intervention both relevant and actionable for PE teachers.

Objectives:

- Enhance practical skills to close theory-practice gaps ($r=0.585$ correlation).
- Strengthen LGBTQ+ inclusivity and bias reduction.
- Provide tools for equitable activity design, communication, and management.
- Foster sustained professional development amid moderate training awareness (3.43).

Program Components

Phase 1: Awareness Deepening (Month 1)

- **Workshops** (4 sessions, 3 hrs each): Cover sex/gender differences, stereotypes (build on 3.89 strength), GRP models (TGfU/Cooperative Learning).
- **Key Activity:** Role-play scenarios addressing grouping awkwardness (3.39) and cross-dressing comfort (3.45).
- **Output:** Personalized awareness audit reflecting on moderate gaps.

Phase 2: Practical Skills Training (Months 2-3)

| Module | Focus Areas (Addressing Gaps) | Activities | Duration |
|-----------------|--|--|----------|
| Balanced Design | Equal opportunities, outfit flexibility. | Design/adapt 5 inclusive activities; trial mixed-gender TGfU games | 2 days |

| | | | |
|---|--|--|--------|
| Classroom Management | Same-gender seating avoidance, makeup/attire, boy-tasks. | Simulate large classes, practice neutral language/Mr.Ms. avoidance. | 3 days |
| Inclusive Communication | Intervene biased language, pronouns. | Video analysis of "ladies first" phrases; peer feedback on feedback delivery | 2 days |
| <ul style="list-style-type: none"> • Hands-On: Develop 10 PE lesson plans with varied assessments (3.66) and alternative roles. | | | |
| Phase 3: Implementation & Mentorship (Months 4-6) <ul style="list-style-type: none"> • Peer Coaching: Pairs observe/teach 6 classes, focusing on student voice and monitoring dominance. • Policy Advocacy: Draft institutional guidelines for attire, groupings, and GAD compliance. • LGBTQ+ Focus: Sensitivity circles discussing leadership inclusion and expression barriers. | | | |
| Evaluation Metrics <ul style="list-style-type: none"> • Pre/Post-Tests: Awareness/utilization scales targeting gaps. • Classroom Observations: Rubric scoring equity in 20% sampled lessons. • Follow-Up Survey (6 months): Challenge reduction. • Success Indicator: Correlation strength increases to $r > 0.70$; 90% report confidence in LGBTQ+ practices. | | | |

Discussion

The results indicate that tertiary PE teachers in Batangas are generally aware of gender concepts and actively use gender-sensitive approaches particularly inclusive language, balanced activity design, and practices that promote equal participation while showing moderate gaps in translating some concepts into practice (notably application of gender-fair strategies, management of gendered seating/roles, and LGBTQ+ expression). The moderate positive correlation ($r = 0.585$, $p < 0.001$) suggests awareness meaningfully predicts utilization but does not fully account for practice variation, implying structural and contextual constraints.

These findings align with regional and national research that links gender-responsive pedagogy to increased motivation and engagement (Carreon-Danan & Belleza, 2025; MDPI Sociology Review, 2023) and echo Philippine studies that report positive teacher attitudes but limited



training and resources (Benitez et al., 2025; Lalog, 2025). The observed theory-practice gap and persistent heteronormative habits parallel Arifin et al.'s (2025) call for culturally sensitive interventions and prior evidence that teacher training is pivotal to shifting classroom norms.

Practically, results point to prioritizing sustained, context-responsive professional development that moves beyond awareness to scaffold concrete gender-fair strategies, classroom interventions, and inclusive assessment. Institutions should formalize clear PE policies, reduce resource/class-size barriers, and embed gender sensitivity into curricula and evaluation standards; doing so would amplify the translation of awareness into consistent practice and better support LGBTQ+ inclusion.

The study relies on self-reported measures susceptible to social-desirability bias and may understate unconscious bias; its regional focus limits generalizability beyond Batangas, and cross-sectional design precludes causal inference about whether awareness drives practice. Future research should use mixed methods (including classroom observation), larger and more diverse samples, and longitudinal designs to track training effects and institutional change.

Conclusion

Tertiary PE teachers in Batangas demonstrate strong conceptual foundations in gender sensitivity showing high awareness across gender concepts, activity utilization, and the perceived importance of gender-responsive PE though awareness of training and professional development is only moderate; a moderate positive correlation between awareness and utilization indicates that awareness supports but does not fully ensure inclusive practice. Common implementation challenges include persistent gender stereotypes, perceived physical-ability differences, and insufficient policies or guidelines, which constrain consistent application. To address these gaps, the study proposes an enhanced set of gender-sensitivity activities designed to translate knowledge into classroom strategies, strengthen teacher capacity, and create more inclusive learning environments. These findings underscore the need for sustained, context-sensitive professional development and institutional policy support to convert teacher awareness into routine, equitable PE practice.

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