



GENDER-SENSITIVE PEDAGOGICAL PRACTICES OF THE ENGLISH LANGUAGE TEACHERS IN MARINDUQUE STATE COLLEGE: BASIS FOR CRAFTING A GENDER SENSITIVITY POLICY FRAMEWORK

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Abstract

Previous research show that educators still need to work on integrating gender sensitivity in their teaching methods. Gender sensitivity must thrive in the classroom because it serves as a microcosm of society. The inclusion of gender sensitivity, according to researchers, is the duty of language teachers since it may improve language access, increase learning possibilities, and raise awareness of gendered discourses. Educating teachers about gender issues and changing their methods to reject gender preconceptions are necessary. Given this premise, this study explored the pedagogical practices of the English teachers in the lone state college in Marinduque, Philippines.

Further, this study also determined the profile of the participants as to age, sex, academic rank, and the number of teaching years. The study covered 19 English faculty members of the Marinduque State College system. Data were analyzed using descriptive statistics, Pearson correlation coefficient, and discourse analysis.

This study found that the English teachers' gender-sensitive pedagogical practices were 'often observed' with a grand mean of 4.19, implying that the English teachers are gender sensitive. This study also revealed no significant relationship between the teachers' gender-sensitive pedagogical practices and their profile. Consequently, the study offered a gender sensitivity policy framework termed "PANTAY" to reinforce gender sensitivity in pedagogical practices further. This framework will likely produce a significant effect in the university manifesto, thus leading towards a truly equal classroom. The study suggests implementing the gender-responsive teaching approach in the classroom to advance gender equality and improve learners' academic performance.

Keywords: *English Language Teaching, Faculty Members, Gender Sensitivity, Higher Education, Pedagogical Practices*

Introduction

The age of globalization, digitization, and variety has constantly posed challenges to current English learning and teaching knowledge. With this, English teachers are encouraged to constantly develop their curricula, pedagogy, assessments, and evaluation methods to optimize educational efficacy (Nguyen, 2019).

In the 21st century, the populace is highly expected to be literate and sensitive to gender issues now more than ever. Due to the development of marginalization, subordination, role stereotyping, and personal and systemic violence, all of which can have a long-term harmful impact on one's daily existence, this criterion is often seen as crucial. Teachers must understand that gender-related information and domains are necessary for Filipino learners to develop mutual respect (Saquing, 2018).

Language teaching situations are not exempt from the obligation to incorporate the gender perspective to aid educational institutions in overcoming gender disparities. These specific learning environments also show how gender-related meanings frequently translate into sexist practices, hegemonic ideologies, or discriminatory treatments that harm students' learning opportunities (Bangayan-Manera, 2019). According to some academics, language teachers must be more conscious of issues like gendered discourses in texts and content and power dynamics in the classroom. These can either aid or impede students' ability to learn the language and understand gender representations (Bangayan-Manera, 2020).

Because English is one of their official languages, ELT is essential to Filipino learning. English teaches Filipinos fundamental habits like governmental procedures, research techniques, and corporate communication (Cabigon, 2015). This reality indicates that the English language's worldview and belief system impact their formal admittance into society as community specialists (Jaworski & Coupland, 2014).

Marinduque State College (MSC), a higher education institution and the lone state college in the island province of Marinduque, is currently vying for its university status. In doing so, the College formulated a new Mission and Vision to guide its stakeholders in their processes and undertakings. Based on MSC's Mission statement, one of its goals is to pursue a gender-sensitive learning environment for its stakeholders.

According to MSC's Gender and Development Unit Director, gender sensitivity is integrated into the preparation of the syllabi of the teachers. Teachers must discuss gender sensitivity in their class orientation and be asked to use gender-sensitive terms. However, the MSC's GAD Unit is yet to implement a survey such as a Sex Disaggregated Data Survey, which will identify the current status of the integration of gender sensitivity in the College.

Furthermore, several local studies have pronounced gender-related issues in MSC. A recent study by Monleon et al. (2021) aimed to determine the gender sensitivity level of the social work students from the four selected state universities and colleges (SUCs) in Region IV-B (MIMAROPA) - Marinduque State College, Palawan State University, Western Philippines University-Aborlan, and Occidental Mindoro State College. This study found that among the four SUCs, MSC had the least gender sensitivity. Moreover, Manubac et al. (2019) found that MSC students were aware of gender equality; however, they have a very low understanding of gender roles and gender stereotypes and have shown some gender biases. They knew gender equality; however, they were not gender-sensitive.

Moreover, Mancia (2014) found that the MSC Gender and Development Unit is directed more toward client-focused programs. Therefore, before extending the programs to the communities, it is recommended to focus first on the organization. Additionally, Pajanustan (2017) recommended that the College implement a policy dealing with gender sensitivity, which is one of the aims of the current study.

Thus, through this condition, the researcher was challenged to pose a study exploring the gender-sensitive pedagogical practices of the English language teachers in Marinduque State College and propose a policy framework on gender sensitivity as the study's output. The researcher was motivated to improve gender mainstreaming in pedagogy by determining faculty members' gender-sensitive pedagogical practices to develop measures to promote gender equality in language teaching further.

Statement of the Problem

This research aimed to explore the gender-sensitive pedagogical practices of the English teachers at Marinduque State College. Specifically, this sought to answer the following questions:

1. What is the profile of the English language teachers in Marinduque State College in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. academic rank; and
 - 1.4. number of teaching years?
2. What are the gender-sensitive pedagogical practices of the English language teachers at Marinduque State College as to:
 - 2.1. delivery of the subject matter;
 - 2.2. organization of the learning experience;
 - 2.3. design of didactics strategies; and
 - 2.4. selection of the learning evaluation?
3. Is there a significant relationship between the gender-sensitive pedagogical practices of the English language teachers and their profile?
4. What policy framework can be proposed by the researcher to reinforce further and promote gender sensitivity in English classrooms at the tertiary level?

Research Framework

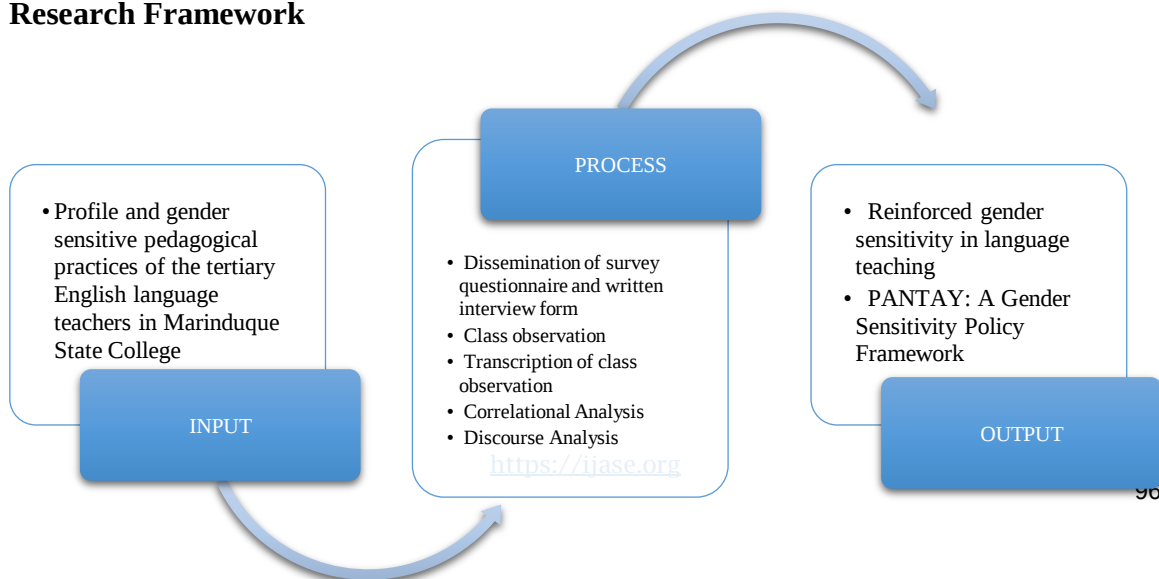


Figure 1 shows the conceptual paradigm of the study. This framework depicts the variables of investigation, which were the gender-sensitive pedagogical practices and profile as to age, sex, academic rank, and number of teaching years of the English language teachers in Marinduque State College, which serves as the input of the study. To gather the data needed for the study, it underwent the process of observation to explore the gender-sensitive pedagogical practices of English language teachers. The researcher immersed himself in the English virtual classrooms, recorded the class discussions and transcribed them for discourse analysis. Further, an interview was conducted to acquire an even more in-depth exploration of gender sensitivity in English classrooms which served as additional support for the quantitative data of this study. Correlational analysis was done to analyze the relationship between the teachers' profile and their gender-sensitive pedagogical practices. Meanwhile, discourse analysis was done on the class observation transcription to provide more extensive qualitative data about the teachers' gender-sensitive pedagogical practices. Finally, for the output of this study, the researcher proposed the PANTAY policy framework to reinforce further gender sensitivity in the pedagogical practices of language teachers, including subject matter delivery, learning experience organization, didactics strategy design, and learning evaluation choices at the tertiary level. The ultimate goal of this study was for English teachers to adjust their behavior and practices to become more gender-sensitive individuals, resulting in a truly equal classroom.

Scope and Delimitation

This research was delimited to explore the gender-sensitive pedagogical practices of the 19 English language teachers at Marinduque State College. This study also determined whether there is a significant relationship with their profile. The English language teachers taught English courses during the 1st semester of the academic year 2022-2023 at the tertiary level. This study does not include those who teach at the secondary level catered by the MSC Integrated High School and those who teach at the graduate and post-graduate levels catered by the MSC Graduate School. The chosen study participants were determined based on the faculty loading requested from the Office of the Vice-President for Academic Affairs (OVPA) retrieved through the college deans and associate deans.

Gender-sensitive pedagogical practices include delivery of the subject matter, organization of the learning experience, design of didactics strategies, and selection of the learning evaluation (Bangayan-Manera, Vecaldo & Saquing, 2020). These criteria are based on the evaluation of a gender-sensitive teaching tool developed by Dehler et al. (2009). On the other hand, the profile of the participants was delimited to their age, sex, academic rank, and number of teaching years.

METHODOLOGY

Research Design

This study utilized a descriptive mixed method design to explore the gender-sensitive pedagogical practices of the English language teachers in Marinduque State College (MSC) and correlate them to their profiles. The qualitative data for this study came from the transcription of the English teachers' class discussions which were subjected to discourse analysis. Additionally, a 5-Point Likert Scale validated observation instrument was utilized to collect quantitative data to determine how frequently gender-sensitive pedagogical approaches are observed in English classrooms.

Research Locale

The study was conducted at Marinduque State College (MSC), the only state college in the province of Marinduque. This research included the main campus in Tanza, Boac, and the satellite campuses in Banuyo, Gasan, Poctoy, Torrijos, and Matalaba, Sta. Cruz. This setting was chosen as the locale of the study because of the following reasons: (1) MSC is the largest higher education institution in Marinduque that caters to the highest number of English college teachers who are the target respondents of this study; (2) Because of its Mission statement which states "lifelong gender-sensitive learning" which solidifies the rationale and locale of this research; and (3) due to the gender-related issues in MSC found in local studies and their authors' recommendations.

Research Instruments

The researcher used a survey questionnaire, validated observation tool, and transcription as the study's primary research instruments to obtain the needed data. The researcher also used a written interview to further explore gender sensitivity in English classrooms in MSC. The survey questionnaire answered the question about the profile of the teacher; the observation tool answered how frequent the teachers' gender sensitive pedagogical practices were observed; and the transcription was used to provide an in-depth qualitative data for the occurrence of gender sensitivity integration in English classrooms.

Population and Sample

Nineteen English language teachers were purposively selected as the participants of this study because their function is critical in imparting and strengthening fundamental knowledge on gender concepts and domains in the next generation of professionals.

Data Gathering Procedure

To collect the needed data for this study, the following procedure was followed:

A letter of consent to clarify the purpose of the research and solicit permission from the MSC Office of the President through the Office of the Vice-President for Academic Affairs was crafted. Once permission was granted, the letter was copy-furnished to the concerned college and associate deans of each college and their respective institutes and departments.

When the immediate heads were informed, the English teachers were oriented about the study's requirements and their contribution as respondents contained in the Google Form sent to them via Facebook Messenger. Confidentiality of the information to be collected among them as respondents of the study was also ensured. The form also contained the survey questionnaire that solicited the participants' profile as to age, sex, academic rank, and number of teaching years. The data were checked, tallied, scored, and treated through descriptive statistics using weighted mean and frequency and percentage.

The researcher asked for the available schedule of the research participants. When the schedule was set, the teacher-participants sent the Google Meet link of their classes to the researcher through Facebook Messenger to which the researcher joined in.

With the permission of the teacher, the researcher recorded the class discussions for transcription for the discourse analysis and later viewing. For those schedules where there was a conflict, the researcher asked the teachers for a copy of their recorded class discussions.

For reliability of data, the researcher collected, viewed, transcribed, and analyzed five sessions per teacher.

Before the class observation, the researcher prepared a blank sheet of bond paper for count coding. Count coding involves indicating the occurrence of each instance or each instance's duration as it occurs during an observation (Yoder & Symons, 2010). In this study, the researcher counted the number of occurrence when the criteria were observed from each session.

Using Google Voice Typing, the researcher transcribed the 95 recorded class discussions which amounted to an estimated total of 8,550 minutes. For accuracy of transcription, the researcher rechecked the generated transcription by listening to the videos while reading the transcript. Then, the researcher polished the transcript and made sure to apply the denaturalized transcription approach which "revolves mostly around the informational content of the interviewee's speech (Oliver et al., 2005). In this approach, fillers, stutters, pauses and other idiosyncratic elements of speech were not included in the transcription.

The researcher employed discourse analysis in the transcript by highlighting the parts which denoted and exemplified the criteria from the observation tool. These highlights were used as excerpts displayed in the Chapter 4 of this study.

Pearson correlation coefficient was used to determine whether there was a significant relationship between the teacher's gender sensitive pedagogical practices and their profile.

After careful interpretations and analyses of the data, the researcher came up with a gender sensitivity policy framework as a basis to further reinforce gender sensitivity in teaching in the tertiary level.

RESULTS AND DISCUSSION

Profile of the Teacher-Participants

Table 1 shows the profile of the English teacher-participants of the study. It is subdivided into their age, sex, academic rank, and number of teaching years.

Table 1

Profile of the Teacher-Participants

Profile	Frequency	Percentage
Age		
21 - 25	6	32
26 - 30	3	16
31 - 35	6	32
36 - 40	1	5
41 - 45	1	5
56 and above	2	11
Total	19	100
Sex		
Male	3	16
Female	16	84
Total	19	100
Academic Rank		
College Lecturer	5	26
Instructor 1	8	42
Instructor 2	1	5
Instructor 3	1	5
Associate Professor 1	1	5
Associate Professor 2	1	5
Associate Professor 4	1	5
Associate Professor 5	1	5
Total	19	100
Number of Teaching Years		

1 - 5 years	8	42
6 -10 years	6	32
11-15 years	2	11
16 - 20 years	1	5
26 - 30 years	1	5
31 and above	1	5
Total	19	100

Age

Most respondents are in the age bracket of 21-25 (32%) and 31-35 (32%). This bracket was followed by the age bracket of 26-30 (16%), 36-40 (5%), and 41-45 (5%). Based on the age periods of human life by Dyussenbayev (2017), a higher number of the study participants are under the *period of beginning of maturity* which is “characterized by the combination of a high dynamism of mental processes with behavior pliability” (Pamittan et al.,2022)). This means that most of the English teachers are flexible and adaptable to change, including the evident social change and “progress on gender equality over the past decades” (United Nations, n.d.).

Sex

A more significant part of the participants is female, with 84% of the total population. The male participants, on the other hand, make up 16%. This finding implies that there are more female English teachers than male. This finding confirms that teaching is a profession dominated by women. Regalado (2017), who claimed that census results show that teaching is a woman-dominated profession in the Philippines, supports this. Women have always held the majority of positions in early childhood education (Ullah, 2016). In most nations, women outnumber men as school teachers (Drudy, 2008). Teaching was one of the general female vocations in a study of 41 nations (Anker, 1998).

Academic Rank

It shows that 42% of the study participants were Instructor 1, 26% were College Lecturers, and the same percentage of participants (N=100 or 5%) were Instructor 2, Instructor 3, Associate Professor 1, Associate Professor 2, Associate Professor 4, and Associate Professor 5. Arpilleda et al. (2018) argues that there is no correlation between the teachers’ academic position with their teaching style. This is the case because teachers who act as “facilitators” are more likely to stress the intimate character of interactions with their students.

Number of Teaching Years

It shows that 42% of the participants have 1-5 years of experience, while 32% of them have 6-10 years of experience, 11% have 11-15 years of experience, and 5% (N=100) have 16-20, 26-30, and 31 years and above of teaching experience. Berliner (1976) is of the view that experience accumulated over the years is the most crucial necessary condition for expertise. Many studies have shown a relationship between teachers’ effectiveness and their years of experience, but not always a significant one.

Rosenholtz (1986) found that teachers with lesser experience (those with less than 3 years of experience) are not effective than more senior teachers, but the benefit of experience appear to level off after about five years.

Gender-Sensitive Pedagogical Practices of the English Teachers in MSC

Table 2 shows the gender-sensitive pedagogical practices of the English Teachers in MSC as to delivery of subject matter, organization of the learning experience, design of didactics strategies, selection of the learning evaluation.

Table 2

Gender-Sensitive Pedagogical Practices of the English Teachers in MSC

Criteria	Composite Mean	SD	Verbal Interpretation
1. Delivery of Subject Matter	3.96	0.83	Often Observed
2. Organization of the Learning Experience	4.14	0.72	Often Observed
3. Design of Didactics Strategies	4.74	0.53	Always Observed
4. Selection of the Learning Evaluation	3.90	0.57	Often Observed
Grand Mean	4.19	0.66	Often Observed

Legend:

- 4.21 – 5.00 = Always Observed
- 3.41 – 4.20 = Often Observed
- 2.61 – 3.40 = Sometimes Observed
- 1.81 – 2.60 = Seldom Observed
- 1.00 – 1.80 = Not Observed

Findings show that the *design of didactic strategies* had the highest composite mean (4.74) and was 'always observed'. This criterion was followed by the *organization of the learning experience* with a 4.14 composite mean, *delivery of subject matter* with a 3.96 composite mean, and *selection of the learning evaluation* with a 3.90 composite means, which were all 'often observed'. Generally, the gender-sensitive pedagogical practices of the English teachers had a grand mean of 4.19, which means that gender sensitivity was 'often observed' in their teaching practices. This finding implies that the English teachers in MSC are gender sensitive and incorporate gender sensitivity in their teaching practices.

Significant Relationship Between the Gender Sensitive Pedagogical Practices and the English Teachers' Profile

Table 3 shows the test of significant relationship between the assessed gender sensitive pedagogical practices of the English language teachers and their profile.

Table 3

Test of Significant Relationship between the Assessed Gender Sensitive Pedagogical Practices of the English Language Teachers and their Profile

Gender Sensitive Pedagogical Practices	Profile	Correlation Coefficient (r)	Description	p-value	Interpretation	Decision
Delivery of the Subject Matter	Age	0.036	VLPC	0.884	Not Significant	Do Not Reject Ho
	Sex	-0.066	VLNC	0.788		
	Academic Rank	0.055	VLPC	0.823		
	No. of Teaching Years	-0.008	VLNC	0.973		
Organizations of the Learning Experience	Age	0.041	VLPC	0.869	Not Significant	Do Not Reject Ho
	Sex	0.172	VLPC	0.481		
	Academic Rank	0.148	VLPC	0.544		
	No. of Teaching Years	-0.020	VLNC	0.935		
Design of Didactics Strategies	Age	0.259	SPC	0.285	Not Significant	Do Not Reject Ho
	Sex	0.343	SPC	0.151		
	Academic Rank	0.313	SPC	0.192		
	No. of Teaching Years	0.195	VLPC	0.423		
Selection of the Learning Evaluation	Age	0.051	VLPC	0.837	Not Significant	Do Not Reject Ho
	Sex	0.320	SPC	0.181		
	Academic Rank	0.113	VLPC	0.646		
	No. of Teaching Years	0.024	VLPC	0.921		

Legend:

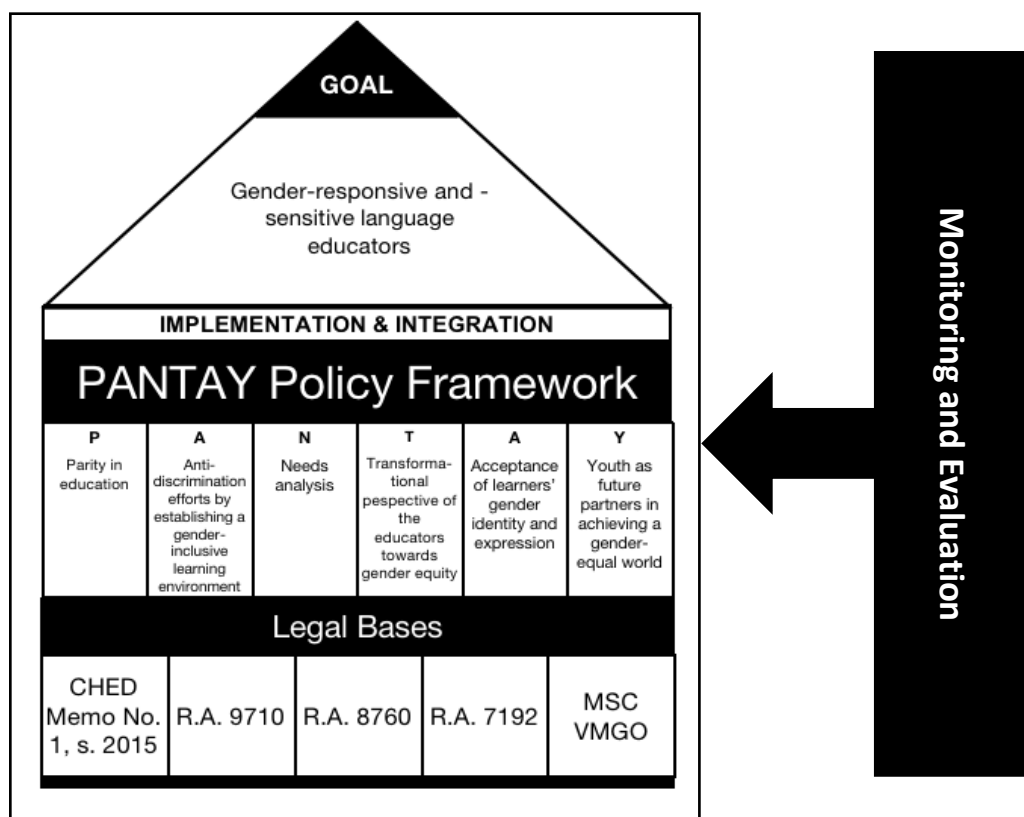
± 1.00	Perfect Correlations (PC)
$\pm 0.91 - \pm 0.99$	Very High Positive/Negative Correlations (VHPC/VHNC)
$\pm 0.71 - \pm 0.90$	High Positive/Negative Correlations (HPC/HNC)
$\pm 0.41 - \pm 0.70$	Moderate Positive/Negative Correlations (MPC/MNC)
$\pm 0.21 - \pm 0.40$	Slight Positive/Negative Correlations (SPC/SNC)
$\pm 0.01 - \pm 0.20$	Very Low Positive/Negative Correlations (VLPC/VLNC)

Based on the statistical analysis, the relationship between the observed gender-sensitive pedagogical practices of the English language teachers and their profile is not statistically significant at 0.05 level of significance. The existence of no significant relationship tells that the observed gender-sensitive pedagogical practices of the English language teachers are not associated with their profile.

Proposed Gender Sensitivity Policy Framework

Figure 1 shows the proposed PANTAY policy framework of the researcher.

Figure 2
PANTAY Policy Framework



In connection with the findings of this study, the researcher proposed a gender sensitivity policy framework termed PANTAY, inspired from the strategy framework of Lualhati (2019), which aims to produce gender-sensitive and -responsive language educators and to promote and reinforce gender sensitivity in the language classroom.

Being gender-responsive entails taking a holistic approach to recognizing the needs, priorities, and problems unique to each gender, developing the skills necessary to

address those needs, and empowering both men and women to advance toward gender equality. A framework for enabling a gender-sensitive policy framework is presented in light of this. The legislative foundations for gender and development were the basis for the strategy's formulation. It uses six strategies to ensure gender sensitivity in language teaching practices.

Conclusion

The results of the participant's assessment of gender-sensitive pedagogical practices were often observed. This finding implies that their teaching and learning plans and processes pay attention to the specific learning needs of all students, regardless of sex. Moreover, it was found that there is no significant relationship that exists between the English teachers' gender-sensitive pedagogical practices and their profile. These results suggest that teachers can be gender-sensitive regardless of their age, sex, academic rank, and the number of teaching years.

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