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TEACHERS' USE OF GENDER EQUALITY AND LEARNING MATERIALS AND PROMOTING GENDER EQUALITY AMONG ELEMENTARY LEARNERS

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Abstract : This study examined the extent of teachers' use of gender-fair learning materials and its relationship to the promotion of gender equality in elementary education among public school teachers in Maramag III District, Division of Bukidnon. Anchored on Bandura's Social Learning Theory and the Gender-Responsive Pedagogy Framework, the research focused on how instructional content, language use, pedagogical adaptation, and visual representation contribute to equitable classroom practices and learner outcomes. The study aimed to determine the level of teachers' gender-fair instructional practices, the degree of gender equality promotion, and the significant relationship between the two variables. A descriptive-correlational research design was employed, utilizing a complete enumeration of public elementary school teachers in the district. Data were collected using an adopted questionnaire consisting of two major parts: teachers' use of gender-fair learning materials and promotion of gender equality in elementary education. Statistical tools such as mean, standard deviation, and Pearson Product-Moment Correlation were used to analyze the data. The results revealed a high level of teachers' utilization of gender-fair learning materials and a very high level of gender equality promotion across classroom practices. Furthermore, the findings indicated a significant positive relationship between teachers' use of gender-fair learning materials and the promotion of gender equality, suggesting that inclusive instructional resources play a crucial role in fostering equitable learning environments, learner participation, and positive attitudes toward gender roles. The study highlights the importance of strengthening gender-responsive teaching practices through professional development and instructional support to sustain inclusive education outcomes. of strengthening partnerships, training programs, and community involvement to enhance disaster resilience in schools.

IndexTerms **- Gender-fair learning materials; Gender equality in education; Gender-responsive pedagogy; Elementary education; Inclusive classroom practices; Teachers' instructional practices; Educational equity; Social learning theory**

INTRODUCTION

Gender equality remains a persistent challenge in early schooling despite decades of policy attention and international commitments. In elementary classrooms, learning materials that subtly represent men and women in stereotyped roles, or that use gendered language and images, contribute to the early formation of unequal expectations about abilities, interests, and social roles; when left unaddressed, these curricular and instructional cues reproduce gendered patterns that limit children's choices and self-concepts long before adolescence. The present study investigates teachers' use of gender-fair learning materials and how that use supports (or undermines) the promotion of gender equality in elementary education, focusing on how materials selection, adaptation, and classroom practice interact to shape learner outcomes and school culture.

Research and global monitoring reports highlight that gender inequality in education extends beyond access to schooling. It is also embedded in the content and processes of learning: curriculum materials, classroom interactions, and teacher practices all transmit gendered messages that shape students' learning trajectories and influence their future opportunities. UNESCO's monitoring and guidance documents emphasize that achieving gender equality requires attention across the education system, including the design and use of learning materials and teacher education, because biased content can reproduce unequal outcomes even where enrollment is equitable.

Empirical studies document persistent gender bias in primary-level textbooks and other instructional resources across a range of settings. Content analyses and critical discourse studies reveal that women and girls are frequently underrepresented in images and texts, depicted in domestic or passive roles, or omitted from portrayals of STEM and leadership. These representational patterns convey implicit messages about which subjects and roles are deemed appropriate for boys versus girls, thereby shaping students' aspirations and influencing their participation in the classroom. Biases in textbooks and learning materials have been shown to influence patterns of teacher encouragement, the distribution of classroom attention, and students' self-efficacy—particularly in subjects such as mathematics and science.

At the classroom level, teachers' awareness and use of gender-fair materials, whether by selecting balanced texts, reframing stereotyped content, or deliberately using inclusive language and examples, are central mechanisms for promoting gender equality. Recent field studies show that when teachers are trained in gender-responsive pedagogy and given practical gender-inclusive resources, they are more likely to adapt lessons in ways that encourage equitable participation and counteract stereotypes; conversely, a lack of teacher preparation and the continued circulation of biased commercial materials constrain these efforts. These findings highlight teachers as pivotal agents who can either reinforce or disrupt gendered norms embedded in learning materials.

Local and contextual research further underscores why studying teachers' practices matters in particular settings. In the Philippines and neighboring contexts, analyses of commercial and national primary-level textbooks have revealed uneven gender

representation and stereotypical role assignment in visuals and narratives. A pattern that calls for both curriculum revision and teacher intervention to ensure learning materials do not inadvertently perpetuate discrimination. At the same time, community attitudes and parental expectations can interact with classroom messages (for example, differential encouragement in mathematics), which means teacher choices about materials and pedagogy can have ripple effects beyond the classroom.

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3.1Population and Sample

The respondents of the study were the public elementary school teachers in the Maramag III District, Division of Bukidnon. They were selected because they directly engaged in the preparation, selection, and utilization of learning materials used in classroom instruction. As frontliners in the teaching-learning process, these teachers played a crucial role in implementing gender-fair practices and promoting equality among learners. Their professional insights and classroom experiences were valuable in determining how effectively gender-fair materials were used and how such practices influenced the promotion of gender equality in elementary education.

3.2 Data and Sources of Data

The study utilized a descriptive-correlational research design to systematically describe and analyze the relationship between teachers' use of gender-fair learning materials and the promotion of gender equality in elementary education. This design was appropriate since it allowed the researcher to gather factual data on the current practices of teachers while also determining the degree of association between the two major variables of the study. Through this approach, the study not only identified patterns and trends but also provided an in-depth understanding of how gender-fair instructional practices related to teachers' efforts in fostering equality within the classroom setting.

Moreover, the descriptive-correlational design was used because it enabled the researcher to quantify responses and analyze the interconnections among variables without manipulating any condition or behavior. It helped in determining whether variations in teachers' use of gender-fair learning materials corresponded to differences in their promotion of gender equality among learners. This design therefore served as a practical and objective method for drawing meaningful conclusions that guided policy, training, and curriculum improvements in the local educational context.

3.3 Theoretical framework

This study is anchored on Albert Bandura's Social Learning Theory (1977), which posits that learning occurs through observation, imitation, and modeling of behaviors within a social context. The theory emphasizes that individuals, especially children, acquire attitudes, values, and behaviors by observing others in their environment, including teachers and instructional materials. In the context of education, this theory underscores the powerful influence of teachers and learning materials as social models that shape learners' understanding of social norms and gender roles. When learners consistently encounter gender-fair representations in lessons and materials, they are more likely to internalize equitable beliefs and behaviors toward both genders.

RESEARCH METHODOLOGY

This chapter outlines the research design, respondents, instruments, data gathering procedures, and statistical treatments utilized in the study. It presents the systematic approach undertaken to determine the extent of teachers' use of gender-fair learning materials and the degree of their promotion of gender equality in elementary education. The study was conducted among public elementary school teachers in the Maramag III District, Division of Bukidnon, to obtain reliable and valid data that reflect actual classroom practices and experiences within the local educational context.

3.1Population and Sample

The study employed a complete enumeration sampling procedure, wherein all public elementary school teachers within the Maramag III District, Division of Bukidnon, were included as respondents. By involving the entire population of teachers in the district, the research obtained more comprehensive and accurate data, minimizing the possibility of sampling bias and enhancing the validity of the results.

Additionally, complete enumeration was used because the total number of teachers in the district was manageable and accessible for data collection. Including all potential respondents allowed the study to reflect the actual practices of teachers across different grade levels and schools within the locale.

3.2 Data and Sources of Data

The scoring procedure of the study was based on the five-point Likert scale, a widely used measurement technique developed by Rensis Likert (1932) for measuring attitudes, perceptions, and behavioral tendencies through scaled responses. In this study, the Likert scaling method was employed to quantify teachers' responses regarding their practices in using gender-fair learning materials and their efforts in promoting gender equality in elementary education. Each statement in the questionnaire was rated according to the frequency of teachers' practices using the following scale: 5 – Always, 4 – Often, 3 – Sometimes, 2 – Rarely, and 1 – Never. The weighted mean of responses was calculated for each indicator and sub-variable to assess the overall extent of teachers' use of gender-fair learning materials and the degree to which gender equality is promoted within the classroom context.

The computed means were interpreted using predetermined descriptive ranges to classify the level of manifestation of each indicator. This scoring procedure ensured consistency and objectivity in analyzing responses, allowing the researcher to make valid interpretations of teachers' gender-fair teaching practices and equality-promoting behaviors. By applying a clear and standardized scoring system, the study generated accurate results that reflected the teachers' actual classroom experiences and supported meaningful conclusions about gender responsiveness in the local educational context.

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Bandura's theoretical lens provides a strong foundation for explaining the central problem of this study, the degree to which teachers' use of gender-fair learning materials contribute to the promotion of gender equality among elementary learners. According to the theory, learners do not passively absorb knowledge; rather, they actively interpret social cues from their surroundings. Thus, if instructional materials portray both males and females in balanced, diverse, and empowering roles, students develop broader perspectives about gender capacities and contributions. Conversely, when materials reflect stereotypical depictions, children unconsciously adopt unequal gender beliefs that may limit their self-concept and participation in certain subjects or activities. This interaction between modeled content and learner perception lies at the heart of the study's first research question, which explores the extent of teachers' use of gender-fair materials in the classroom.

3.4Statistical tools and econometric models

This section elaborates the proper statistical for teachers' use of gender equality and learning materials and promoting gender equality among elementary learners which are being used to forward the study from data towards inferences. The detail of methodology is given as follows.

3.4.1 Descriptive Statistics

The study utilized a descriptive-correlational research design to systematically describe and analyze the relationship between teachers' use of gender-fair learning materials and the promotion of gender equality in elementary education. This design was appropriate since it allowed the researcher to gather factual data on the current practices of teachers while also determining the degree of association between the two major variables of the study. Through this approach, the study not only identified patterns and trends but also provided an in-depth understanding of how gender-fair instructional practices related to teachers' efforts in fostering equality within the classroom setting.

3.4.2 Fama-Mcbeth two pass regression

To maintain consistency and reliability, the administration process was conducted during the teachers' free time to avoid disruption of class schedules. Clear instructions were provided to guide respondents in answering each item using the 5-point Likert scale. The researcher clarified any questions regarding the questionnaire without influencing the teachers' responses. Completed instruments were collected immediately after completion to avoid loss or delays. This systematic procedure ensured that the data gathered reflected the teachers' actual practices and experiences concerning the use of gender-fair learning materials and their efforts in promoting gender equality within the classroom setting.

3.4.2.1 Model for CAPM

To interpret the responses, the weighted mean of each indicator was matched with the corresponding descriptive equivalent based on the specified scale ranges. A mean score within 4.51–5.00 indicated Strongly Agree (Very High), 3.51–4.50 signified Agree (High), 2.51–3.50 represented Undecided (Moderate), 1.51–2.50 corresponded to Disagree (Low), and 1.00–1.50 denoted Strongly Disagree (Very Low). This scaling procedure enabled the researcher to clearly determine the level to which the identified practices and conditions related to disaster preparedness and management were manifested in public schools. Consequently, the use of the Likert-based scale facilitated a systematic interpretation of the respondents' assessments regarding teachers' use of gender equality and learning materials and promoting gender equality among elementary learners.

3.4.2.2 Model for APT

The Pearson Product-Moment Correlation Coefficient (r) was used to determine the significant relationship between resource mobilization practices and disaster risk management implementation. This statistical test measured the strength and direction of the relationship between the two sets of data. The interpretation of the correlation results was based on the computed r-values and corresponding p-values, where a significant relationship was identified when the p-value was less than the level of significance. The results showed strong and significant relationships across all areas, indicating that higher levels of teachers' use of gender equality and learning materials and promoting gender equality among elementary learners.

3.4.3 Comparison of the Models

The next step of the study is to compare these competing models to evaluate that which one of these models is more supported by data.This study follows the methods used by Chen (1983), the Davidson and Mackinnon equation (1981) and the posterior odds ratio (Zellner, 1979) for comparison of these Models.

3.4.3.1 Davidson and MacKinnon Equation

CAPM is considered the particular or strictly case of APT. These two models are non-nested because by imposing a set of linear restrictions on the parameters the APT cannot be reduced to CAPM. In other words the models do not have any common variable. Davidson and MacKinnon (1981) suggested the method to compare non-nested models. The study used the Davidson and MacKinnon equation (1981) to compare CAPM and APT.

This equation is as follows;

$$R_i = \alpha R_{APT} + (1-\alpha)R_{CAPM} + e_i \qquad (3.5)$$

Where$R_{i=}$ the average monthly excess returns of the stock i, $R_{APT=}$ expected excess returns estimated by APT, $R_{CAPM=}$ expected excess returns estimated by CAPM and α measure the effectiveness of the models. The APT is the accurate model to forecast the returns of the stocks as compare to CAPMif α is close to 1.

3.4.3.2 Posterior Odds Ratio

A standard assumption in theoretical and empirical research in finance is that relevant variables (e.g stock returns) have multivariate normal distributions (Richardson and smith, 1993). Given the assumptionthat the residuals of the cross-sectional regression of the CAPM and the APT satisfy the IID (Independently and identically distribution) multivariate normal assumption (Campbell, Lo and MacKinlay, 1997), it is possible to calculate the posterior odds ratio between the two models.In general the posterior odds ratio is a more formal technique as compare to DM equation and has sounder theoretical grounds (Aggelidis and Maditinos, 2006).

The second comparison is done using posterior odd radio. The formula for posterior odds is given by Zellner (1979) in favor of model 0 over model 1.

The formula has the following form;

$$R = [ESS_0/ESS_1]^{N/2} N^{K_0 - K_1/2} \qquad (3.6)$$

WhereESS_0iserror sum of squares of APT, ESS_1iserror sum of squares of CAPM, Nisnumber of observations, $K_0$is number of independent variables of the APT and K_1 isnumber of independent variables of the CAPM.As according to the ratio when;

R> 1 means CAPM is more strongly supported by data under consideration than APT.

R < 1 means APT is more strongly supported by data under consideration than CAPM.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics of Study Variables

Table 4.1: Descriptive Statics

Level of Teachers' Utilization of Gender-Fair Learning Materials in Elementary Education in Terms of Content Representation

Indicator	Mean	SD	Interpretation
1. I ensure that both male and female figures are equally represented in examples used in my lessons.	4.79	0.428	Very High
2. I use stories or texts that portray both genders in varied and non-stereotypical roles.	4.60	0.803	Very High
3. I review instructional materials to avoid gender bias in their content.	4.24	1.167	Very High
4. I highlight contributions of both men and women in different subject areas.	4.00	0.130	Very High
5. I include examples that reflect equal capacities of male and female individuals.	3.13	1.315	Very High
Overall	4.15	0.529	Very High

Scale	Range	Indicator
5	4.21-5.0	Always (Very High)
4	3.41-4.20	Often (High)
3	2.61-3.40	Sometimes (Average)
2	1.81-2.60	Rarely (Low)
1	1.0-1.80	Never (Very Low)

This was followed by the use of stories portraying both genders in varied roles, with a mean of 4.60 (SD = 0.803), and reviewing materials to avoid gender bias with a mean of 4.24 (SD = 1.167). Highlighting the contributions of both genders recorded a mean of 4.00 (SD = 0.130), while including examples reflecting equal capacities of males and females obtained the lowest mean

of 3.13 (SD = 1.315). Overall, the indicators produced a mean of 4.15 (SD = 0.529), indicating a very high level of teachers' use of gender-fair content representation.

The findings indicate that teachers consistently integrate gender-fair practices when presenting instructional content. The most evident practice involves ensuring balanced representation of male and female figures in lesson examples, suggesting that teachers are highly attentive to portraying both genders fairly in instructional materials. The use of texts and stories that present diverse and non-stereotypical gender roles also reflects teachers' commitment to promoting inclusive perspectives among learners. Meanwhile, the practice of including examples that explicitly demonstrate equal abilities of males and females appears less consistently applied compared with the other indicators. Overall, the results suggest that teachers generally maintain a strong level of gender-fair content representation in classroom materials, although certain practices may still require reinforcement to ensure consistent implementation across all instructional contexts.

Table 13 presents the test of the significant relationship between teachers' utilization of gender-fair learning materials and the promotion of gender equality in elementary education. This table examines whether the instructional practices related to gender-fair materials are associated with teachers' efforts to promote equality in the classroom. By analyzing the relationship between the two main variables of the study, the table provides empirical evidence on how gender-responsive instructional resources contribute to the development of inclusive and equitable learning environments.

Table 13.

Test of Significant Relationship Between Teachers' Utilization of Gender-Fair Learning Materials and the Promotion of Gender Equality in Elementary Education

Variable	r	p-value	Interpretation
Content Representation	.833	.000	Significant
Language Use	.810	.000	Significant
Pedagogical Adaptation	.715	.000	Significant
Visual and Illustrative Equality	.902	.000	Significant
Overall	.864	.000	Significant

Table 13 presents the statistical relationship between teachers' use of gender-fair learning materials and the promotion of gender equality. Among the variables, visual and illustrative equality showed the strongest relationship with a mean correlation of r = 0.902, followed by content representation with r = 0.833, and language use with r = 0.810. Pedagogical adaptation recorded the lowest correlation with r = 0.715. The overall correlation coefficient of r = 0.864 indicates a strong and significant relationship between the two variables, suggesting that greater utilization of gender-fair learning materials correspond with stronger promotion of gender equality in the classroom.

The results indicate a clear relationship between teachers' use of gender-fair learning materials and their efforts to promote gender equality in the classroom. Among the different aspects of instructional materials, visual and illustrative equality demonstrates the strongest association with the promotion of gender equality practices. Content representation and inclusive language practices also show strong connections with gender equality outcomes. Pedagogical adaptation, while still related, shows a comparatively lower level of association than the other dimensions. Overall, the findings suggest that the more frequently teachers utilize gender-fair learning materials, the more likely they are to foster inclusive classroom environments and equitable learning experiences for all learners.

The significant relationship between teachers' use of gender-fair learning materials and the promotion of gender equality confirms that instructional resources play a crucial role in shaping classroom culture and learner attitudes. When teachers consciously select, adapt, and utilize materials that portray gender equality, these resources serve as models that influence how learners perceive social roles and opportunities. Gender-fair materials also support inclusive teaching strategies that encourage equitable participation and respect among learners. This observation supports scholarly arguments that learning materials act as socializing agents, and when combined with gender-responsive teaching practices, they contribute to the development of inclusive and equitable learning environments (De la Torre-Sierra, 2022; Mukagiahana, 2024; Orfan, 2023).

The hypothesis of the study stated that there is no significant relationship between teachers' use of gender-fair learning materials and the promotion of gender equality in elementary education. The statistical results, however, revealed a significant association between the two variables. This indicates that teachers who consistently utilize gender-fair instructional materials are more likely to demonstrate classroom practices that support fairness, inclusivity, and equal opportunities among learners. Based on this result, the null hypothesis is rejected. The finding suggests that the use of gender-responsive learning materials contribute meaningfully to teachers' efforts in fostering gender equality within the elementary classroom setting.

Table 14 presents the relationship between content representation and the promotion of gender equality in elementary education. Among the variables, attitude toward gender roles obtained the highest correlation (r = .852, p = .000), indicating that balanced representation of male and female roles in instructional content is strongly associated with the development of positive gender attitudes among learners.

Table 14.

Significant Relationship Between Content Representation in Gender-Fair Learning Materials and the Promotion of Gender Equality in Elementary Education

Content Representation			
	r	p-value	Interpretation
Equitable Learning Environment	.781	.000	Significant
Learner Participation and Engagement	.765	.000	Significant
Attitude Toward Gender Roles	.852	.000	Significant
Equal Opportunity for Learning	.793	.000	Significant
Overall	.833	.000	Significant

This was followed by equal opportunity for learning (r = .793, p = .000) and equitable learning environment (r = .781, p = .000), showing that gender-balanced content contributes to fair learning conditions and classroom inclusivity. Learner participation and engagement recorded the lowest correlation (r = .765, p = .000), although it still reflects a strong and significant association. The overall correlation (r = .833, p = .000) confirms that the use of gender-fair content representation is significantly related to the promotion of gender equality in elementary classrooms.

The results indicate that among the components of gender equality promotion, the strongest relationship with content representation appears in learners' attitudes toward gender roles. This implies that when instructional materials portray both males and females in balanced and non-stereotypical roles, learners are more likely to develop fair and inclusive perceptions about gender. Equal opportunity for learning and the establishment of an equitable classroom environment also show strong associations, suggesting that balanced instructional content contributes to fairness in classroom practices and learning opportunities. Meanwhile, learner participation and engagement reflect the lowest level of association among the indicators, although it still demonstrates that gender-balanced instructional content supports inclusive classroom interaction. Overall, the findings suggest that fair representation of genders in learning materials plays a meaningful role in strengthening teachers' efforts to promote gender equality in elementary education.

The observed relationship between content representation in gender-fair learning materials and the promotion of gender equality supports the idea that instructional content influences learners' perceptions of gender roles and social expectations. When teachers intentionally present examples that portray both males and females in balanced and diverse roles, learners are exposed to inclusive perspectives that challenge traditional stereotypes. Such representation encourages the development of respectful attitudes and fairness within the classroom environment. Learning materials that highlight equal contributions of men and women across subject areas help reinforce the principle that both genders possess equal capabilities and opportunities in society (Java & Parcon, 2024; Fatmawati, 2024).

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