

Higher Education Learners' Perceptions of Gender-Responsive Behavioral Modeling Among Teacher Education Faculty

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Abstract

Gender-responsive education has become an essential component of teacher preparation, as it promotes inclusive, equitable, and respectful learning environments. This study explored higher education learners' perceptions of gender-responsive behavioral modeling demonstrated by teacher education faculty. Specifically, it examined how learners perceived the integration of Gender and Development (GAD) principles into instructional practices and how they interpreted faculty members' gender-responsive behaviors in classroom settings. Employing a qualitative descriptive research design, the study involved 15 higher education learners enrolled in teacher education programs from selected higher education institutions in the Philippines. Data were collected through semi-structured interviews and analyzed using Reflexive Thematic Analysis. The findings revealed that learners perceived gender-responsive behavioral modeling through the meaningful integration of GAD principles, inclusive communication, equitable classroom participation, proactive advocacy for diversity, and respectful faculty–student interactions. Participants emphasized that authentic and consistent gender-responsive practices fostered psychological safety, reflective learning, empathy, and the development of inclusive professional identities as future educators. Conversely, superficial or compliance-driven implementation of gender-related concepts was perceived as limiting learners' engagement and understanding. Overall, the study highlights the critical role of teacher education faculty as behavioral models whose instructional and interpersonal practices shape learners' perspectives on gender equity, ethical responsibility, and inclusive teaching. The findings underscore the importance of strengthening faculty development initiatives that promote reflective pedagogy and the sustained integration of gender-responsive practices within teacher education programs...

Keywords : Gender-Responsive Education; Gender and Development (GAD); Behavioral Modeling; Teacher Education Faculty; Higher Education Learners; Inclusive Pedagogy

Introduction

The promotion of gender equality has become a central priority in educational systems worldwide, particularly within higher education institutions responsible for preparing future professionals and leaders. Among these institutions, teacher education programs play a critical role because they shape the pedagogical knowledge, professional values, and ethical dispositions of prospective educators. As educational environments become increasingly diverse, there is a growing expectation that teacher education faculty demonstrate gender-responsive practices that foster equity, inclusivity, and respect for all learners. Consequently, the integration of Gender and Development (GAD) principles into teaching and learning has evolved beyond policy compliance to become an essential component of quality education and socially responsive teacher preparation. International organizations, including UNESCO (2019), emphasize that gender-responsive education contributes to equitable learning opportunities by promoting inclusive instructional practices, eliminating discriminatory behaviors, and cultivating learning environments where diversity is respected and valued.

In the Philippine context, gender mainstreaming in higher education is institutionalized through national legislation and policy directives that encourage higher education institutions to integrate Gender and Development principles into instruction, research, extension, and governance. The Commission on Higher Education (CHED, 2015) has likewise reinforced the implementation of gender-responsive education by encouraging institutions to adopt policies and pedagogical approaches that promote gender sensitivity, non-discrimination, and equal participation. Despite these policy initiatives, the actual implementation of gender-responsive teaching remains uneven across institutions and classrooms. Previous studies have reported variations in how faculty members incorporate gender-related concepts into instruction, with some practices reflecting genuine commitment while

others remain largely symbolic or compliance-driven (Ilagan, 2019). These inconsistencies suggest that institutional policies alone may not guarantee meaningful gender-responsive educational practices within classroom settings.

Teacher education faculty occupy a particularly influential position in advancing gender-responsive education because their responsibilities extend beyond the transmission of academic knowledge. As future educators closely observe their instructors' teaching styles, communication patterns, classroom management strategies, and interpersonal behaviors, faculty members inevitably serve as role models whose professional conduct shapes students' attitudes and future teaching practices. This perspective is supported by Bandura's Social Learning Theory (1977), which posits that individuals acquire beliefs, values, and behaviors through observation, imitation, and social interaction. Within teacher education, behavioral modeling becomes especially significant because learners often internalize the professional practices demonstrated by their instructors and later reproduce similar approaches in their own teaching careers. Recent evidence further indicates that instructors who consistently demonstrate gender-sensitive communication, equitable participation, and inclusive classroom management positively influence students' understanding of gender equality and professional ethics (Sezgin, 2024; Casas et al., 2024).

Beyond observing instructional practices, higher education learners actively evaluate whether faculty members genuinely embody the principles they advocate in the classroom. Rather than passively receiving information, students critically interpret instructors' actions, responses, and interactions as indicators of authentic professional values. Research has shown that learners are particularly attentive to faculty members' use of inclusive language, equitable treatment of students, responsiveness to discriminatory behaviors, and willingness to facilitate meaningful dialogue on gender-related issues (León & Montero, 2020). Similarly, Roa and Morales (2023) argued that although many higher education institutions have adopted gender-sensitive policies, inconsistencies in classroom implementation often influence how learners perceive the credibility and effectiveness of these initiatives. Furthermore, classroom climates characterized by respectful communication, equal participation, and psychological safety have been found to strengthen learners' sense of belonging, confidence, and engagement in discussions involving sensitive social issues (Leraas et al., 2018; Khokhlova et al., 2023).

Although the literature on gender-responsive education has expanded considerably, existing scholarship has primarily concentrated on institutional policy implementation, curriculum integration, faculty readiness, and administrative compliance. Comparatively fewer studies have examined gender-responsive education from the perspective of learners who directly experience these instructional practices. In teacher education, this gap is particularly significant because preservice teachers develop their professional identities not only through formal coursework but also through observing how educators model fairness, inclusivity, respect, and ethical responsibility in everyday classroom interactions. Understanding learners' interpretations of these experiences provides valuable insights into the effectiveness of gender-responsive behavioral modeling and its potential influence on future teaching practices.

Addressing this gap, the present study explores how higher education learners perceive the integration of Gender and Development principles into teacher education faculty's instructional practices and how they interpret the gender-responsive behaviors demonstrated by their instructors during classroom interactions. Specifically, the study investigates learners' experiences regarding the integration of gender-responsive teaching, inclusive communication, equitable participation, responsiveness to gender-related concerns, and faculty behaviors that model professionalism and respect. By focusing on learners' perspectives, the study seeks to provide a more comprehensive understanding of how gender-responsive behavioral modeling shapes students' perceptions of inclusivity, equity, and professional responsibility within teacher education.

2. METHODS

2.1 Research Design

This study employed a qualitative descriptive research design to explore higher education learners' perceptions of gender-responsive behavioral modeling demonstrated by teacher education faculty. A qualitative descriptive approach is particularly appropriate for studies that seek to provide comprehensive accounts of participants' experiences, perspectives, and interpretations within their natural educational contexts without imposing extensive theoretical abstraction (Colorafi & Evans, 2016). The design enabled the researchers to capture authentic descriptions of learners' encounters with gender-responsive instructional practices and to understand how these experiences influenced their perceptions of inclusivity, equity, and professional development.

Consistent with Doyle et al. (2020), qualitative descriptive research facilitates the systematic exploration of social phenomena by remaining closely aligned with participants' own narratives and lived experiences. Within the context of this investigation, the approach allowed for an in-depth examination of how learners interpreted faculty members' behaviors related to inclusive communication, equitable classroom participation, responsiveness to gender-related concerns, and the integration of Gender and Development (GAD) principles into instructional practices.

2.2 Participants and Sampling Procedure

The study involved 15 higher education learners enrolled in teacher education programs across selected higher education institutions in the Philippines. Participants were selected through purposive sampling, a non-probability sampling technique commonly employed in qualitative research to identify individuals who possess rich, relevant, and experience-based knowledge related to the research phenomenon (Campbell et al., 2020).

To ensure the relevance and credibility of the collected data, participants were required to satisfy the following inclusion criteria: (1) Be currently enrolled in a teacher education program at a higher education institution; (2) Have completed at least one academic year under the instruction of teacher education faculty; (3) Have prior exposure to classroom practices related to gender responsiveness or Gender and Development (GAD); and (4) Voluntarily agree to participate in the study through informed consent.

Participants represented diverse classroom experiences that enabled the researchers to capture a broad range of perspectives regarding faculty members' gender-responsive instructional behaviors. Sampling continued until sufficient depth and richness of information were obtained to address the study objectives.

2.3 Research Instrument

Data were collected using a semi-structured interview guide, which served as the primary instrument for exploring participants' experiences and perceptions of gender-responsive behavioral modeling in teacher education classrooms. The semi-structured format provided a balance between consistency across interviews and flexibility to probe participants' responses, allowing emerging ideas and experiences to be explored in greater depth.

The interview protocol consisted of open-ended questions designed to elicit detailed narratives regarding faculty members' integration of Gender and Development concepts, inclusive teaching practices, classroom interactions, equitable participation, respectful communication, and responses to gender-related concerns. Follow-up probing questions were utilized whenever necessary to clarify participants' statements and encourage richer descriptions of their lived experiences. Feedback obtained during pilot testing informed minor revisions to improve question wording, flow, and comprehensibility while ensuring alignment with the objectives of the study (Kallio et al., 2016).

Table 1. Interview Guide Questions

Research Objective	Interview Guide Question
1. To explore how higher education learners perceive the integration of Gender and Development (GAD) principles into the instructional practices of teacher education faculty.	1. Can you describe situations in which your instructor integrated Gender and Development (GAD) or gender-related concepts into classroom discussions, activities, or lessons? 2. How have your learning experiences regarding gender-related issues influenced your understanding of inclusivity, equity, and your future role as an educator?
2. To examine how higher education learners observe and interpret the gender-responsive behavioral modeling demonstrated by teacher education faculty in classroom settings.	3. In what ways do your instructors demonstrate gender-responsive or gender-sensitive behaviors during classroom interactions and instructional activities? 4. How have your instructors' gender-responsive behaviors influenced your attitudes, perspectives, or intended practices as a future teacher?

2.4 Data Collection Procedure

Prior to the commencement of data collection, formal approval to conduct the study was obtained from the participating higher education institutions. Eligible participants received a comprehensive explanation of the study's objectives, research procedures, voluntary nature of participation, confidentiality safeguards, and their right to decline participation or withdraw from the study at any point without consequence.

Data collection was conducted through individual semi-structured interviews, which were held either face-to-face or via secure online communication platforms, depending on participants' availability and preferences. This flexible approach enabled participants to share their experiences in environments where they felt comfortable expressing their perspectives.

Each interview encouraged participants to reflect on their observations of teacher education faculty's gender-responsive instructional practices, interpersonal behaviors, and classroom interactions. With participants' informed consent, interviews were audio-recorded to ensure the accurate capture of responses for subsequent transcription and analysis. In addition to audio recordings, the researchers maintained detailed field notes and

reflective memos throughout the data collection process to document contextual observations, non-verbal cues, and emerging analytical insights that enriched the interpretation of the data.

2.5 Data Analysis

The interview data were analyzed using Reflexive Thematic Analysis (RTA) following the framework developed by Braun and Clarke (2006, 2021). This approach enabled the systematic identification and interpretation of recurring patterns and meanings across participants' narratives. The analysis followed six phases: (1) familiarization with the data, (2) generation of initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report. An inductive approach was employed to allow themes to emerge directly from the data rather than from predetermined theoretical assumptions. To enhance the trustworthiness of the findings, peer debriefing and member checking were conducted to ensure the credibility and accuracy of the thematic interpretations (Braun & Clarke, 2021).

2.6 Ethical Considerations

The study was conducted in accordance with established ethical principles governing qualitative educational research, with particular attention to safeguarding participants' rights, dignity, and well-being throughout the research process.

Before participation, all respondents received detailed information regarding the purpose of the study, the procedures involved, potential risks and benefits, and the voluntary nature of their participation. Written informed consent was obtained prior to the commencement of each interview. Participants were informed that they could refuse to answer any question or withdraw from the study at any stage without penalty or adverse consequences. To ensure confidentiality and anonymity, personally identifiable information, institutional affiliations, and other sensitive data were removed from interview transcripts and replaced with participant codes. All research records, interview transcripts, audio files, and analytical documents were securely stored and accessed only by the research team. The collected information was used exclusively for academic and research purposes and was handled in accordance with ethical standards for responsible research involving human participants.

3. RESULTS

Research Objective 1. To explore how higher education learners perceive the integration of Gender and Development (GAD) principles into the instructional practices of teacher education faculty.

Interview Question 1. Can you describe situations in which your instructor integrated Gender and Development (GAD) or gender-related concepts into classroom discussions, activities, or lessons?

Theme 1. Substantive and Intentional Integration of GAD

Participants consistently described instances in which faculty members intentionally incorporated Gender and Development (GAD) concepts into classroom instruction through discussions, learning activities, and reflective exercises. Rather than presenting gender-related topics as isolated content, instructors linked these concepts to authentic educational contexts, enabling learners to recognize their relevance to classroom management, assessment, and professional teaching practice. Participants viewed this deliberate integration as meaningful because it encouraged critical reflection on gender equity and its implications for future instructional responsibilities.

"We were studying classroom management strategies in one of our major subjects, and I'll never forget what my professor said: 'Discipline systems often unconsciously target boys more harshly and ignore the emotional needs of girls.' It made me reflect on how I viewed my own students during fieldwork."

"In our assessment class, we discussed how classroom culture affects students differently. Our professor encouraged us to think of more inclusive assessment practices, and that changed how I viewed my responsibility as a future teacher."

Theme 2. Symbolic or Performative Integration of GAD

Although participants acknowledged that gender-related topics were included in several courses, some perceived these discussions as limited in scope and primarily undertaken to satisfy institutional expectations. Gender concepts were occasionally introduced through brief presentations or isolated activities without sufficient explanation or sustained classroom engagement. Consequently, learners regarded these experiences as superficial and disconnected from broader pedagogical objectives.

"During Women's Month, our professor showed a short video about women empowerment, but after that we immediately returned to the regular lesson. It felt rushed and disconnected."

"We had one slide about gender-sensitive teaching, but there were no examples or discussions. I wanted more guidance instead of just general statements."

Theme 3. Dialogic and Student-Initiated Gender Engagement

Another prominent theme highlighted learners' appreciation for instructors who encouraged open dialogue and welcomed student-initiated conversations concerning gender issues. Participants described these learning environments as interactive spaces where classroom discussions extended beyond prescribed lesson content, allowing current social issues and personal experiences to enrich the learning process.

"I presented a topic about gender roles in education, and our professor turned it into a meaningful class discussion about bias and expectations in the classroom."

"A classmate mentioned a news story about a transgender student, and our instructor encouraged us to reflect on it even if it was not part of the lesson."

Interview Question 2. How have your learning experiences regarding gender-related issues influenced your understanding of inclusivity, equity, and your future role as an educator?

Theme 4. Transformative and Identity-Reframing Learning

Participants described their learning experiences related to gender issues as transformative, emphasizing that classroom discussions and reflective activities prompted them to critically examine their personal beliefs and assumptions. Exposure to gender-responsive instruction enabled learners to recognize the influence of stereotypes and encouraged them to adopt more equitable perspectives toward future educational practice. Rather than simply acquiring theoretical knowledge, participants reported developing a deeper sense of empathy, fairness, and professional responsibility.

"I realized that some of my beliefs about gender were influenced by stereotypes. The discussions made me reflect on how I should treat learners fairly in the future."

"Our activities helped me connect gender issues to real-life experiences and understand how they affect people around me."

Theme 5. Fragmented and Surface-Level Exposure

Despite recognizing the importance of gender education, several participants perceived their learning experiences as sporadic and insufficiently developed. Discussions of gender-related topics were often limited to isolated lessons, with few opportunities for sustained reflection or application. As a result, learners felt that their understanding of gender responsiveness remained incomplete and that greater emphasis should be placed on integrating these concepts throughout the teacher education curriculum.

"We discussed gender issues once, but there were no follow-up activities or deeper conversations after that."

"I wanted to explore the topic more, but the lesson quickly moved on to another discussion."

Theme 6. Safe Spaces as Catalysts for Expression and Growth

Participants consistently emphasized the value of classroom environments characterized by openness, mutual respect, and psychological safety when discussing gender-related issues. They appreciated instructors who encouraged respectful dialogue, welcomed diverse viewpoints, and fostered an atmosphere in which learners felt comfortable expressing their thoughts without fear of criticism or discrimination. Such environments promoted meaningful participation and encouraged honest reflection on sensitive social issues.

"Our professor used inclusive language and encouraged everyone to share their perspectives without fear of judgment."

"The classroom felt safe for discussing sensitive topics because our instructor respected everyone's opinions."

Research Objective 2. To examine how higher education learners observe and interpret the gender-responsive behavioral modeling demonstrated by teacher education faculty in classroom settings.

Interview Question 3. In what ways do your instructors demonstrate gender-responsive or gender-sensitive behaviors during classroom interactions and instructional activities?

Theme 7. Inclusive Language as Everyday Behavioral Modeling

Participants identified inclusive communication as one of the most visible expressions of gender-responsive teaching. They observed that instructors consistently demonstrated respect by using inclusive language, acknowledging students' preferred names and pronouns, and communicating in ways that affirmed the dignity of all learners. These everyday interactions were interpreted as practical demonstrations of equity and respect rather than merely expressions of institutional policy.

"Our professor consistently used inclusive language and respected students' preferred names and pronouns."

"The way our instructor communicated made everyone feel acknowledged and respected."

Theme 8. Equitable Participation and Redistribution of Voice

Participants further observed that gender-responsive faculty intentionally created opportunities for equitable participation by encouraging contributions from all learners, particularly those who were less likely to speak during classroom discussions. Rather than allowing conversations to be dominated by a few individuals, instructors actively promoted balanced participation and reinforced the importance of listening respectfully to diverse perspectives.

"Our instructor encouraged quieter students to participate and made sure that discussions were not dominated by only a few students."

"The teacher reminded us to respect everyone's opinions and allow others to finish speaking."

Theme 9. Active Advocacy and Inclusive Support

Participants perceived gender responsiveness not only through respectful communication but also through faculty members' active efforts to promote inclusion and address discriminatory behaviors within the classroom. Learners observed that instructors consistently reinforced respect for diversity by confronting biased remarks, discouraging discriminatory practices, and incorporating examples that reflected varied gender identities and lived experiences. These actions demonstrated a commitment to creating an educational environment where all students felt valued and supported.

"Our instructor addressed discriminatory jokes and reminded us that the classroom should remain a safe and respectful space for everyone."

"The teacher included discussions and examples that represented diverse gender identities and experiences."

Interview Question 4. How have your instructors' gender-responsive behaviors influenced your attitudes, perspectives, or intended practices as a future teacher?

Theme 10. Teacher Identity as Ethical and Inclusive Professional Practice

Participants explained that observing gender-responsive faculty members significantly influenced their understanding of what it means to be an effective and ethical educator. Rather than viewing teaching solely as the delivery of academic content, learners came to recognize that professional practice also involves modeling fairness, respect, empathy, and inclusivity. Faculty members' everyday interactions served as practical examples of how educators can foster equitable and supportive classroom environments.

"My understanding of teaching changed because I realized that students also learn from how teachers treat people."

"I want to become the kind of teacher who creates an inclusive and respectful classroom environment."

Theme 11. Developing Reflective Empathy

Another significant outcome reported by participants was the development of reflective empathy through continuous exposure to faculty members' gender-responsive behaviors. Learners described becoming more aware of their own assumptions, recognizing unconscious biases, and appreciating the importance of understanding diverse experiences when interacting with others. Observing instructors respond respectfully to different identities encouraged participants to adopt more compassionate and reflective approaches toward teaching and interpersonal relationships.

"I became more aware of my own biases and started reflecting on how I interact with other people."

"Watching our instructors respond respectfully to different identities taught me how important empathy and understanding are in teaching."

4. DISCUSSION

The findings of this study demonstrate that higher education learners perceive gender-responsive behavioral modeling as an essential component of effective teacher education. Participants consistently associated gender-responsive teaching with the meaningful integration of Gender and Development (GAD) principles, inclusive communication, equitable classroom participation, active advocacy for diversity, and reflective professional practice. These findings suggest that learners evaluate gender responsiveness not only through the formal inclusion of gender-related content but also through the everyday behaviors and interactions demonstrated by teacher education faculty. This observation reinforces UNESCO's (2024) assertion that gender-responsive education extends beyond curriculum integration to encompass instructional approaches and interpersonal practices that cultivate equitable, inclusive, and respectful learning environments.

A significant finding of the study is the distinction learners made between authentic and superficial integration of GAD principles. Participants valued instructional practices that embedded gender concepts within classroom management, assessment, professional ethics, and real-world educational situations. In contrast, isolated discussions or symbolic activities were often perceived as compliance-oriented and insufficient for promoting meaningful understanding. These findings indicate that the effectiveness of gender-responsive education depends not only on the presence of gender-related topics but also on the depth, continuity, and contextual relevance of

their integration. This interpretation is consistent with León and Montero (2020), who argued that students critically assess the authenticity of inclusive teaching practices, and with Roa and Morales (2023), who emphasized that inconsistent implementation may reduce the credibility and educational impact of gender-sensitive initiatives.

The study likewise highlights the importance of dialogic learning in promoting meaningful engagement with gender issues. Participants appreciated instructors who encouraged open discussion, welcomed diverse perspectives, and transformed spontaneous classroom conversations into opportunities for critical reflection. These findings indicate that gender-responsive pedagogy is strengthened when learners are actively engaged in reflective dialogue rather than positioned as passive recipients of information. Such learner-centered interactions promote critical thinking, encourage the examination of personal assumptions, and facilitate deeper understanding of social issues. These findings support Sezgin (2024), who emphasized the importance of reflective dialogue in fostering gender awareness, as well as Casas et al. (2024), who found that collaborative learning experiences enhance students' appreciation of inclusivity, equity, and diversity.

Another important contribution of the findings is the recognition of psychological safety as a prerequisite for meaningful gender-responsive education. Participants consistently described respectful, supportive, and inclusive classroom environments as spaces where they felt comfortable expressing their views, discussing sensitive issues, and reflecting on personal experiences without fear of judgment. Such learning environments encouraged active participation and strengthened learners' confidence in engaging with complex social topics. These findings are congruent with previous studies demonstrating that psychologically safe classrooms promote greater student participation, belongingness, and academic engagement (Leraas et al., 2018; Khokhlova et al., 2023). Consequently, the findings suggest that creating inclusive classroom climates is not merely an outcome of gender-responsive teaching but also a necessary condition for meaningful learning.

The findings further demonstrate that learners perceive faculty members' everyday behaviors as powerful forms of professional modeling. Inclusive language, equitable facilitation of classroom discussions, responsiveness to discriminatory behavior, and active advocacy for marginalized groups were interpreted as practical demonstrations of ethical teaching rather than isolated instructional strategies. These observations strongly support Bandura's Social Learning Theory (1977), which proposes that individuals develop attitudes and behaviors by observing credible role models. Within teacher education, faculty members therefore serve not only as facilitators of learning but also as exemplars whose daily interactions shape learners' professional values, interpersonal competencies, and future instructional practices.

Finally, the study illustrates that sustained exposure to gender-responsive behavioral modeling contributes to the development of future teachers' professional identities. Participants reported becoming more aware of their personal assumptions, recognizing the importance of empathy and fairness, and expressing a commitment to creating inclusive learning environments in their future careers. These findings suggest that teacher education influences professional formation not only through curriculum content but also through the values and behaviors modeled by educators during everyday classroom interactions. This interpretation aligns with Esteban (2016), who emphasized the role of teacher education in shaping professional ethics and inclusive practice, and with Ilagan (2019), who noted that gender-responsive educational experiences contribute to the development of reflective and socially responsible educators.

Overall, the findings underscore that gender-responsive behavioral modeling represents a critical dimension of quality teacher education. The study highlights the need for higher education institutions to strengthen faculty development initiatives that promote reflective pedagogy, inclusive communication, equitable instructional practices, and the meaningful integration of Gender and Development principles across teacher education programs. By fostering authentic gender-responsive practices, institutions can better prepare future educators to create equitable, inclusive, and socially responsive learning environments that respond to the diverse needs of contemporary classrooms.

5. CONCLUSION

This study demonstrated that higher education learners perceive gender-responsive behavioral modeling among teacher education faculty as a fundamental element of inclusive and effective teacher preparation. Learners associated gender-responsive practice with the meaningful integration of Gender and Development (GAD) principles, inclusive communication, equitable classroom participation, proactive advocacy for diversity, and respectful interpersonal interactions. These behaviors not only enhanced learners' understanding of gender equity but also contributed to the development of empathy, ethical awareness, and a stronger commitment to inclusive educational practice.

The findings further underscore the influential role of teacher education faculty as professional role models whose everyday instructional and interpersonal behaviors shape learners' values, attitudes, and emerging professional identities. Authentic and consistent demonstrations of gender-responsive teaching were perceived as more

impactful than isolated or compliance-driven initiatives, emphasizing the importance of integrating gender-responsive principles across all aspects of teacher education rather than treating them as standalone topics.

The study contributes to the growing body of literature on gender-responsive pedagogy by providing a learner-centered perspective on how faculty behaviors influence inclusive teaching and professional formation. These findings suggest that higher education institutions should continue strengthening faculty development programs that emphasize reflective pedagogy, inclusive communication, equitable instructional practices, and the meaningful integration of Gender and Development principles into teaching. Future research may expand this work by involving multiple institutions, incorporating faculty and classroom observation data, and employing mixed-methods approaches to further examine the relationship between gender-responsive behavioral modeling, teaching effectiveness, and the professional development of future educators...

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