Gender-Responsive Teaching Practices in Technology Programs: Bases for Primer on Gender-Responsive Teaching

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ABSTRACT

This study explored gender-responsive teaching practices in technology programs, particularly within the Bachelor of Technical-Vocational Teacher Education (BTVTEd) at Ilocos Sur Polytechnic State College – Santiago Campus. Using a qualitative ethnomethodological research design, the study examined how teachers implement gender-responsive strategies in classroom settings and identified the challenges affecting their application. The study involved both technology instructors and BTVTEd students as respondents to gain comprehensive insights into teaching practices and learner experiences. Data were gathered through semi-structured interviews and analyzed using thematic analysis. Findings revealed that teachers practice gender-responsive teaching through equal participation strategies, the use of gender-neutral language, and the establishment of safe and inclusive classroom environments. Students perceived these practices as helpful in promoting confidence, fairness, and active participation in technology-related learning activities. However, the study also identified challenges such as persistent gender stereotypes, limited awareness among students, and insufficient training and instructional resources for teachers. These barriers affect the consistent implementation of inclusive teaching practices in technology education. To address these concerns, the study developed a gender-responsive teaching primer based on the findings and validated it through expert review using the Delphi Method. The primer provides practical and context-specific strategies that can guide teachers in fostering inclusive and equitable learning environments. The study concludes that gender-responsive teaching is essential in technology programs and that its effectiveness relies on institutional support, continuous professional development, student involvement, and accessible instructional materials. The findings contribute to the promotion of inclusive education and gender equity in technology-based learning environments.

Keywords: gender-responsive teaching, technology education, BTVTEd, inclusive education, gender equity, ethnomethodology

INTRODUCTION

Gender-responsive teaching refers to teaching practices that recognize the different needs, experiences, and learning styles of students regardless of gender. It aims to create a classroom environment where all learners are given equal opportunities to participate, express ideas, and develop skills without being limited by stereotypes or traditional gender roles. This approach also encourages teachers to reflect on their own biases and instructional choices to ensure that learning activities, assessments, and interactions are inclusive. By promoting respect, fairness, and sensitivity, gender-responsive teaching supports the holistic development of learners and fosters a safe and supportive learning environment.

In technology program such as Bachelor of Technical-Vocational Teacher Education (BTVTEd), gender-responsive teaching is very important because these fields are often viewed as male-dominated. Such perceptions may affect students' confidence, participation, and career aspirations, particularly among female learners and other marginalized genders. This study is anchored on the goals of Sustainable Development Goal 4 – Quality Education and Sustainable Development Goal 5 – Gender Equality, which promote inclusive and equitable education and the elimination of gender-based discrimination in learning environments. Aligning

educational practices with these global goals highlights the responsibility of higher education institutions to address gender gaps and promote equal access to learning opportunities in technology-based programs.

Many studies have shown that gender stereotyping is still present in technology and technical-vocational education. Alinea and Reyes (2023) and Valencia (2017) found that some learning materials and classroom practices still portray traditional gender roles, which may discourage students, especially females, from fully engaging in technical activities. These stereotypes are often reflected in examples, illustrations, and task assignments that favor one gender over another. As a result, learners may internalize limiting beliefs about their abilities, which can negatively influence their academic performance and career choices in technical fields.

Cabral (2025) and Cagang et al. (2023) also reported that although teachers are aware of gender issues, the actual integration of gender-responsive strategies in classroom teaching remains limited. Their findings reveal that awareness does not always translate into practice. This gap may be attributed to limited training, lack of instructional resources, or insufficient institutional support. Consequently, gender-responsive teaching is often treated as a theoretical concept rather than a practical classroom strategy that can be consistently applied.

In contrast, Sumadsad and Tuazon (2016) observed that schools with active Gender and Development (GAD) programs show better efforts in promoting gender sensitivity among teachers. These programs often provide training, seminars, and policy support that help educators understand and address gender-related concerns. However, these efforts are often not sustained or fully applied in daily classroom activities. Without continuous monitoring and reinforcement, gender-responsive practices may gradually diminish and fail to create long-term impact in teaching and learning processes.

Other researchers, such as Pandapatan (2022) and Pulmano (2016) pointed out that most studies relied mainly on survey questionnaires. These methods describe perceptions but fail to capture what is really happening inside the classroom, especially during laboratory activities. Surveys may not fully reflect how teachers assign tasks, manage group work, or interact with students of different genders. As a result, important classroom dynamics related to gender responsiveness remain underexplored.

Balio and Taporoc Jr. (2025) and Alinea (2022) emphasized that technology-based classes require more qualitative studies because the classroom dynamics, task distribution, and teacher-student interactions are better understood through observation and interviews rather than numbers alone. Qualitative approaches allow researchers to examine real-life teaching practices and learner experiences in greater depth. These methods can reveal subtle forms of gender bias or inclusivity that are not easily captured through quantitative data.

International studies by Brucal (2023), Mustapha (2012) and McNamara et al. (2010), also revealed that although gender-responsive education is supported in policies, there is still a gap between policy implementation and actual classroom practices, particularly in technology-related subjects. This disconnect suggests that institutional policies alone are insufficient without clear guidelines and practical tools for teachers. The findings highlight the need for contextualized strategies that translate policy commitments into everyday teaching practices.

Based on the review of related literature, most studies were conducted in only one institution or in limited areas, used mainly survey methods, and lacked in-depth, context-based analysis of how gender-responsive teaching is practiced in BTVTEd and TVET classrooms. These limitations reduce the generalizability and applicability of previous findings. As a result, there remains a need for localized and practice-oriented studies that examine real classroom situations. These limitations served as the main research gaps of the present study.

In the local setting, it is observed that classroom interactions, laboratory task assignments, and leadership roles in technology subjects are sometimes influenced by traditional gender expectations. Male students are often assigned physically demanding tasks, while female students may be given supportive or organizational roles. Despite existing GAD policies, some instructors still use teaching strategies that do not intentionally promote gender fairness. These practices may unintentionally reinforce gender inequalities and limit students' opportunities to develop a full range of technical competencies.

Moreover, there is no available localized primer that teachers can easily use as a guide in applying gender-responsive strategies in technology programs. Most existing materials are either too general or not tailored to the specific context of technical-vocational education. This lack of practical reference materials limits the consistent practice of gender-responsive teaching. Teachers may struggle to translate gender concepts into concrete classroom activities without clear and accessible guidance.

With these observations, this study aims to describe the gender-responsive teaching practices in technology programs of ISPSC-Santiago and to develop a gender-responsive teaching primer that will serve as a practical guide for instructors. The primer is intended to support teachers in implementing inclusive strategies in both classroom and laboratory settings. By addressing identified gaps, the study seeks to contribute to more inclusive, equitable, and SDG-aligned technology education. Ultimately, the findings may help strengthen institutional efforts toward gender equality in technical-vocational teacher education.

Framework of the Study

This study is anchored on selected theories and concepts that explain how gender-responsive teaching practices are implemented in technology programs and how a gender-responsive teaching primer can be systematically developed. These frameworks serve as lenses for analyzing teachers' instructional decisions, classroom interactions, laboratory participation, and learning environments in relation to gender equity, recognizing that skills-based and interaction-driven learning in technology education is shaped not only by content but also by how tasks and participation are distributed among learners. Central to this is the concept of ungenderizing instruction, which promotes the removal of gender-based assumptions by emphasizing competence, collaboration, and equal participation rather than traditional role expectations. Through this integrated framework, gender responsiveness is positioned as a practical classroom approach, guiding both the analysis of existing practices and the development of a contextually relevant and inclusive teaching primer.

Theories in Integrating Gender-Responsive Teaching. The integration of gender-responsive teaching is anchored on several theoretical perspectives that explain how gender dynamics operate within educational systems. One key framework is Gender and Development (GAD) theory, which views gender inequality as socially constructed and shaped by unequal power relations rather than biological differences. This theory emphasizes transforming institutional practices by embedding gender considerations into policies, curriculum, and pedagogy. In education, GAD highlights that teaching practices can either reinforce or challenge gender inequalities, thus requiring deliberate efforts to promote equitable participation and outcomes among learners (Pandapatan, 2022; Pulmano 2016).

Another important theoretical lens is gender mainstreaming theory, which advocates for the systematic integration of gender perspectives into all aspects of educational systems, including instruction, research, and extension. This approach ensures that gender equality is not treated as an isolated topic but is embedded across institutional processes and classroom practices. In teacher education, gender mainstreaming has been identified as a strategic approach to advancing gender equity by aligning policies, programs, and teaching practices with inclusive principles (Valencia, 2017).

The Cultural-Historical Activity Theory (CHAT) also provides a strong framework for understanding gender-responsive teaching by examining how teaching practices are influenced by broader social systems. CHAT explains that classroom practices are shaped by interactions among subjects (teachers), tools (materials), rules, community, and division of labor. In the context of gender-responsive education, this theory reveals that gender biases and stereotypes may emerge from contradictions within these elements, particularly through instructional materials, language, and teacher practices (Alinea & Reyes, 2023).

Additionally, theories on gender representation and socialization emphasize the role of learning materials and classroom discourse in shaping learners' gender identities and perceptions. Educational content can reinforce or challenge gender stereotypes, making it essential for educators to critically examine instructional resources and promote inclusive representations. Studies show that gender awareness among teachers significantly influences the integration of gender-sensitive pedagogical practices, reinforcing the need for continuous training and professional development (Cagang et al., 2023; Mustapha, 2012).

Overall, these theories collectively provide a comprehensive foundation for integrating gender-responsive teaching. They highlight that achieving gender equity in education requires not only policy support but also critical awareness, reflective teaching practices, and systemic transformation within educational institutions.

Gender Responsive Teaching. Gender-responsive teaching is grounded in theoretical perspectives that emphasize equity, inclusivity, and the transformation of classroom practices to address gender disparities. Central to this is Gender and Development (GAD) theory, which views gender inequality as socially constructed and shaped by unequal power relations. Within education, this theory positions teaching as a powerful tool that can either reinforce or challenge these inequalities. It calls for deliberate efforts to design instruction, classroom interactions, and learning environments that promote equal participation and opportunities for all learners (Pandapatan, 2022; Pulmano, 2016). In this sense, gender-responsive teaching is not merely an approach but a transformative process that seeks to reshape how education responds to gender issues.

Another important framework is Gender-Responsive Basic Education (GRBE) and gender-sensitive pedagogical theory, which operationalize gender equality within classroom practice. These perspectives emphasize the need to remove gender-based barriers, use inclusive language, and ensure balanced participation in teaching and learning processes. They also highlight the importance of equitable assessment and the use of diverse, non-stereotypical instructional materials. Research further supports that teachers with higher gender awareness are more likely to implement gender-sensitive strategies effectively, reinforcing the need for continuous professional development and training (Brucal, 2023; Cagang et al., 2023; and Talon et al., 2020).

Additionally, gender-responsive teaching is informed by socialization and representation theory, which explains how learners construct gender identities through classroom experiences and educational materials. Instructional content, teacher behavior, and language all play a role in shaping learners' perceptions of gender roles. If left unexamined, these elements may reinforce stereotypes; however, when intentionally designed, they can promote inclusivity and respect for diversity. Thus, integrating gender-responsive teaching requires educators to critically reflect on their practices and ensure that learning environments actively challenge bias and support gender equality (Mustapha, 2012).

Gender Responsive Teaching Practices. Gender-responsive teaching practices are grounded in the idea that classroom instruction should actively promote equity, participation, and inclusivity for all learners. These practices involve creating learning environments that are sensitive to the different needs, experiences, and backgrounds of students regardless of gender. Teachers implement strategies such as mixed-gender grouping, equitable participation, and the use of inclusive language to ensure that no learner is marginalized. Such approaches reflect the principles of Gender and Development (GAD), which emphasize transforming unequal gender relations through intentional and inclusive educational practices (Pandapatan, 2022 and Pulmano, 2016).

In classroom implementation, gender-responsive practices extend to the use of teaching materials, instructional strategies, and assessment methods. Teachers are encouraged to use gender-fair and stereotype-free learning resources, provide equal opportunities for leadership and participation, and apply fair and unbiased evaluation techniques. Moreover, integrating inclusive examples and perspectives into lessons helps challenge traditional gender roles and promotes critical thinking among learners. Studies indicate that teachers' awareness of gender issues significantly influences their ability to apply these practices effectively, highlighting the importance of continuous training and professional development (Brucal, 2023; Cagang et al., 2023).

Furthermore, gender-responsive teaching practices involve fostering a supportive and safe classroom environment that addresses gender-based discrimination and biases. This includes promoting respect, encouraging open dialogue, and ensuring that both male and female learners feel valued and empowered. Teachers also play a crucial role in modeling gender-sensitive behavior and addressing stereotypes when they arise. By continuously reflecting on their teaching practices and adapting to the diverse needs of learners, educators contribute to building a more inclusive and equitable education system that supports the holistic development of every student (Talon et al., 2020).

Gender Responsive Teaching Practices. Gender-responsive teaching practices refer to intentional instructional strategies that promote fairness, inclusivity, and equal participation of all learners regardless of gender. These practices recognize that learners come from diverse social and cultural backgrounds and may experience education differently due to gender-related expectations and biases. Teachers, therefore, create inclusive classroom environments by using gender-fair language, encouraging balanced participation, and organizing activities such as mixed-gender groupings to ensure that no student is marginalized. These practices align with the principles of Gender and Development (GAD), which emphasize transforming unequal gender relations through education (Pulmano, 2016 ; Pandapatan, 2022).

In terms of instruction, gender-responsive teaching practices involve the careful selection and use of learning materials, teaching strategies, and assessment methods that are free from stereotypes and bias. Educators integrate diverse examples, challenge traditional gender roles, and provide equal opportunities for leadership, engagement, and academic success. The use of inclusive instructional materials and equitable assessment ensures that both male and female learners are fairly represented and evaluated. Research indicates that teachers' awareness of gender issues plays a significant role in effectively implementing these practices, highlighting the need for ongoing professional development and gender-sensitivity training (Cagang et al., 2023 ; Brucal, 2023).

Moreover, gender-responsive teaching practices emphasize the importance of fostering a safe, respectful, and supportive learning environment. Teachers are expected to address gender-based discrimination, challenge stereotypes when they arise, and model inclusive behavior in the classroom. By promoting open dialogue and mutual respect, educators help learners develop critical awareness of gender issues while building confidence and participation among all students. Ultimately, these practices contribute to the development of an equitable education system that supports the holistic growth and empowerment of every learner (Talon et al., 2020.)

Teaching Primer. A teaching primer is a structured instructional guide designed to support teachers in effectively delivering lessons, particularly when introducing new concepts or approaches such as gender-responsive teaching. It translates theoretical frameworks and policies into practical, classroom-ready strategies by outlining learning objectives, key concepts, step-by-step procedures, suggested activities, and assessment methods. In educational settings, teaching primers help bridge the gap between policy and classroom practice by making instructional innovations more accessible and easier to implement (Valencia, 2017).

In the context of gender-responsive education, a teaching primer serves as a tool for integrating inclusive and gender-sensitive practices into daily instruction. It provides concrete strategies such as the use of gender-fair language, equitable participation techniques, and the selection of non-stereotypical learning materials. These elements support the goals of Gender and Development (GAD), which emphasize transforming teaching practices to address gender inequalities and promote equal opportunities for all learners (Pandapatan, 2022; Pulmano, 2016).

Furthermore, a teaching primer contributes to teachers' professional development by guiding reflective practice and continuous improvement. It enables educators to assess their instructional methods, adapt to diverse learner needs, and consistently apply inclusive pedagogy in the classroom. As gender-responsive teaching requires both awareness and application, primers act as essential resources that ensure sustained and effective implementation of equitable teaching practices, ultimately supporting a more inclusive and socially responsive education system (Cagang et al., 2023).

Ungenderizing. Ungenderizing in education refers to the process of removing gender bias, stereotypes, and discriminatory practices from teaching, learning materials, and classroom interactions. It is grounded in the goal of achieving gender equality by ensuring that learners are not limited by socially constructed roles or expectations based on gender. This concept aligns with Gender and Development (GAD), which emphasizes transforming unequal gender relations and promoting inclusive practices that allow both males and females to fully participate and benefit from education (Pandapatan, 2022 ; Pulmano, 2016).

In practice, ungenderizing involves revising instructional materials, language, and teaching strategies to eliminate stereotypes and biased representations. For example, textbooks and examples should portray diverse

roles for all genders, avoiding traditional depictions that associate certain skills or professions with only males or females. Research highlights that gender representation in learning materials significantly influences learners' perceptions and socialization; thus, removing biased content is essential in fostering a more equitable learning environment (Mustapha, 2012). Teachers also play a critical role by ensuring equal participation, fair assessment, and inclusive classroom dynamics.

Moreover, ungenderizing extends to creating a classroom culture that actively challenges discrimination and promotes respect for diversity. It encourages educators to reflect on their own biases, address gender-based issues when they arise, and model inclusive behavior. By doing so, schools can move beyond merely recognizing gender issues toward transforming the learning environment into one that supports equity and empowerment for all learners. This approach contributes to the broader goal of gender-responsive education, where teaching practices are intentionally designed to eliminate barriers and ensure equal opportunities in learning outcomes (Talon et al., 2020).

Statement of the Problem

Although several studies have examined gender-responsive education, limited research has focused specifically on gender-responsive teaching practices within technology-based programs such as the Bachelor of Technical-Vocational Teacher Education (BTVTEd). Furthermore, there remains a scarcity of studies that explore these practices through participants' lived experiences and use the findings as bases for developing a validated gender-responsive teaching primer tailored to technology education contexts.

This study aims to describe the gender-responsive teaching practices in technology programs of ISPSC-Santiago. Specifically, it seeks to answer the following research questions: What are the gender-responsive teaching practices being employed in technology degree program?, What issues in applying gender-responsive teaching practices being employed in technology degree program? and What gender-responsive teaching primer can be developed for technology degree program?

METHODOLOGY

Research Design

This study employed a qualitative research approach informed by ethnomethodological perspectives to explore gender-responsive teaching practices in technology programs. Qualitative inquiry was appropriate because the study sought to understand the experiences, perceptions, and meanings that technology instructors and students attached to gender-responsive teaching within their educational context.

Ethnomethodology, introduced by Garfinkel (1967), emphasizes how individuals construct and interpret social order through everyday activities and interactions. In the present study, this perspective guided the examination of how teachers and students described gender-related expectations, instructional decisions, participation, and classroom experiences in technology education.

It is important to clarify that the study did not employ direct classroom observations, video recordings, or audio recordings of naturally occurring classroom interactions as a separate data collection method. Instead, ethnomethodological perspectives informed the interpretation of participants' interview accounts of their everyday teaching and learning experiences. Thus, the findings represent participants' descriptions and interpretations of gender-responsive practices rather than independently observed classroom behavior.

The use of semi-structured interviews with both technology instructors and students provided complementary perspectives regarding the implementation and experience of gender-responsive teaching. This approach allowed the researcher to identify recurring meanings, reported practices, and challenges within the specific context of the BTVTEd program. The Delphi Method was subsequently employed to develop and validate the Gender-Responsive Teaching Primer. Expert feedback was used to assess and refine the proposed instructional strategies and components of the primer, ensuring their relevance and applicability to technology education.

Selection and Study Site

The study was conducted at Ilocos Sur Polytechnic State College – Santiago Campus, specifically within the Bachelor of Technical-Vocational Teacher Education (BTVTEd) program, which was purposively selected due to its technology-based courses that integrated classroom instruction with laboratory and hands-on technical activities, making it an appropriate setting for examining gender-responsive teaching practices. Data collection was conducted during the Second Semester of School Year 2025–2026, allowing the researcher to gather authentic accounts and experiences from participants in line with qualitative research principles of naturalistic inquiry (Creswell & Poth, 2018; Lincoln & Guba, 1985).

The participants consisted of four (4) technology instructors and four (4) students selected through criterion-based purposive sampling. The teacher-participants were selected because they were currently teaching BTVTEd technology courses involving laboratory or hands-on instruction and possessed direct experiences in implementing instructional strategies within technology education. Meanwhile, the student-participants were chosen based on their active participation in technology classes and their firsthand experiences with the teaching practices employed by their instructors. The inclusion of both groups allowed the study to obtain comprehensive insights from both the implementers and recipients of gender-responsive teaching practices, thereby enriching the depth and credibility of the findings.

The selection of eight (8) participants was deemed sufficient for the study because qualitative and ethnomethodological research prioritized depth of understanding rather than large sample sizes or statistical representation (Creswell & Poth, 2018; Patton, 2015). Ethnomethodological studies commonly utilized smaller participant groups to allow detailed examination of social interactions, meanings, and everyday practices within a specific setting (Silverman, 2020). Moreover, Guest, Bunce, and Johnson (2006) emphasized that data saturation in qualitative research could be achieved within a relatively small number of participants when recurring themes and patterns consistently emerged. Thus, the number of participants in the study was considered appropriate to provide rich, relevant, and meaningful data regarding gender-responsive teaching practices in technology education.

To enhance the credibility and trustworthiness of the findings, the study employed triangulation by gathering data from both teacher and student participants and comparing their responses to identify common themes, consistencies, and differing perspectives regarding gender-responsive teaching practices. Triangulation is an important strategy in qualitative research that strengthens the accuracy and validity of findings through the use of multiple sources of information (Creswell & Poth, 2018; Patton, 2015). By examining the experiences and perceptions of both instructors and students, the researcher was able to develop a more comprehensive understanding of how gender-responsive practices were implemented and experienced within technology education contexts.

Instructors teaching purely lecture-based or non-technical courses, substitute instructors, and those with limited teaching exposure during the data collection period were excluded to maintain focus on authentic instructional experiences in technology contexts. Data gathering continued until saturation was reached, wherein recurring themes and patterns emerged without the emergence of new insights, ensuring the adequacy, credibility, and trustworthiness of the findings (Guest, Bunce, & Johnson, 2006; Lincoln & Guba, 1985).

Research Instrument

The interview guide was initially developed using a priori codes derived from the research objectives and relevant concepts in gender-responsive teaching. These preliminary codes served as sensitizing concepts to organize the interview questions and ensure that the major areas of inquiry were adequately covered. They were not treated as fixed analytical categories or predetermined findings. Open-ended questions and follow-up probes were incorporated to allow participants to discuss experiences and issues beyond the initial areas identified by the researcher. This provided opportunities for unexpected insights and emerging concepts to become part of the analysis. Consequently, the a priori codes guided data collection, while the actual coding and theme development were conducted inductively based on the participants' interview responses.

Data Collection Procedure

Prior to data gathering, permission was secured from institutional authorities and informed consent was obtained from all participants, with ethical principles such as voluntary participation, confidentiality, and anonymity clearly explained. Ethical procedures were observed to protect the rights, welfare, and privacy of the participants throughout the conduct of the study (Creswell & Poth, 2018; Lincoln & Guba, 1985).

Data were collected solely through one-on-one semi-structured interviews using an interview guide anchored on key concepts, definitions, and a priori codes aligned with the research objectives. Semi-structured interviews were appropriate for the study because they allowed participants to openly describe their experiences, perceptions, and instructional practices while enabling the researcher to ask probing and follow-up questions for deeper understanding (Patton, 2015; Creswell & Poth, 2018). The guide questions were organized into an aide memoire to ensure consistency and flow during the interview process while still allowing flexibility during the conversation. Each interview lasted approximately 30 to 45 minutes, providing sufficient time for participants to thoroughly discuss their experiences, instructional decisions, and challenges related to the implementation of gender-responsive teaching practices within technology education contexts.

To strengthen the trustworthiness and credibility of the findings, triangulation and member checking were employed during the research process. Triangulation was achieved by gathering data from both teacher and student participants and comparing their responses to identify recurring themes, similarities, and differing perspectives regarding gender-responsive teaching practices. The perspectives shared by teachers regarding their instructional strategies and classroom experiences were compared with the experiences and observations shared by students to validate the consistency and authenticity of the data. This process enhanced the depth, credibility, and accuracy of the findings by utilizing multiple sources of information (Patton, 2015). Meanwhile, member checking was conducted by presenting interview summaries and preliminary interpretations to participants for verification and clarification, thereby ensuring that the researcher accurately represented their intended meanings and experiences (Lincoln & Guba, 1985; Creswell & Poth, 2018).

Mode of Analysis

The interview data were analyzed using thematic analysis following the six-phase process described by Braun and Clarke (2021). The analysis primarily employed an inductive approach, allowing patterns and themes to emerge from the participants' accounts rather than imposing predetermined categories on the data.

First, the researcher familiarized herself with the data by repeatedly reading the interview transcripts to understand the participants' experiences, descriptions, and perspectives. Second, significant statements and meaningful excerpts relevant to gender-responsive teaching practices and their implementation challenges were identified and assigned initial codes.

Third, related codes were compared, organized, and grouped into potential categories based on similarities in meaning and recurring patterns across the teacher and student interviews. Fourth, these categories were reviewed and refined to determine their relevance, consistency, and relationship to the research questions. Fifth, the emerging themes were clearly defined and named to capture the central meanings reflected in the participants' accounts. Finally, the themes were presented and discussed using selected interview excerpts and relevant literature. Although a priori codes were used in developing the semi-structured interview guide, these codes served only as initial areas of inquiry. They did not restrict the coding process or determine the final themes. The actual analytical categories and themes were developed through repeated examination and inductive interpretation of the interview transcripts.

To strengthen the credibility of the findings, the researcher compared the responses of technology instructors and students through participant-source triangulation. Member checking was also conducted by presenting interview summaries and preliminary interpretations to participants for verification and clarification. These procedures helped ensure that the reported findings accurately reflected the perspectives and experiences shared by the participants.

Ethical Consideration

The study strictly adhered to ethical research standards throughout the conduct of the research. Prior to datacollection, institutional permission was secured and informed consent was obtained from all participants after clearly explaining the purpose, procedures, and voluntary nature of the study. Participants were informed of their right to withdraw from the study at any time without any penalty or negative consequences. Ethical considerations in qualitative research are essential in protecting participants' rights, welfare, privacy, and dignity throughout the research process (Creswell & Poth, 2018; Lincoln & Guba, 1985). Confidentiality and anonymity were ensured through the use of pseudonyms and the removal of identifying information from interview transcripts and research reports. All collected data, including interview recordings and transcripts, were securely stored and used solely for academic and research purposes. Access to the data was limited only to the researcher to maintain data privacy and protection.

Ethical rigor and trustworthiness were further maintained through member checking, wherein participants were given the opportunity to review and validate interview summaries and interpretations to ensure accurate and respectful representation of their experiences and perspectives (Caulfield, 2023; Creswell & Poth, 2018). In addition, triangulation was observed by comparing the responses of teacher and student participants to strengthen the credibility and consistency of the findings through multiple participant perspectives (Patton, 2015).

FINDINGS AND DISCUSSION

The findings of this study were drawn from the participants' responses, with each teacher assigned a participant code (P1–P4) and each student assigned a student code (S1–S4) to ensure anonymity and confidentiality. The richness and depth of the extended interview texts enabled the researcher to capture the essence of the participants' lived experiences in implementing gender-responsive teaching practices within technology education contexts. Although these experiences occurred in varied instructional situations, common patterns, shared meanings, and recurring perspectives emerged through systematic analysis.

To address the research problems, participants' responses were subjected to both cool and warm analyses, allowing careful examination, interpretation, and synthesis of the data. Cool analysis involved the organization, coding, categorization, and identification of recurring patterns from the interview transcripts, while warm analysis focused on interpreting the deeper meanings, emotions, insights, and contextual experiences reflected in the participants' narratives. These processes enabled the researcher to move beyond surface-level responses and gain a more comprehensive understanding of the participants' experiences and perceptions. Furthermore, triangulation was employed by comparing the responses of teacher and student participants to identify similarities, consistencies, and contrasting viewpoints regarding the implementation of gender-responsive teaching practices. This strengthened the credibility and trustworthiness of the findings through the use of multiple participant perspectives (Caulfield, 2023; Patton, 2015). Through these analytical processes, the extended interview texts were synthesized to generate meaningful insights and identify recurring themes relevant to gender-responsive teaching practices and their implementation in technology education.

Gender Responsive Teaching Practices

Gender-Responsive Teaching Practices refer to instructional strategies, classroom approaches, and learning activities that promote fairness, inclusivity, equality, and sensitivity to the diverse needs, experiences, and participation of all genders within the teaching and learning process. These practices aim to eliminate gender bias, stereotypes, and discrimination while creating a safe, respectful, and supportive learning environment where all students are equally encouraged to participate, learn, and succeed regardless of gender. In technology education, gender-responsive teaching practices may include the use of inclusive language, equitable participation in laboratory activities, unbiased instructional materials, collaborative learning opportunities, and classroom management strategies that foster equal engagement and respect among learners.

Equal Participation Strategies. Participants described as the use of structured classroom practices such as individual questioning, equal turn-taking, and random selection that ensure all students are given equal chances to participate and engage in learning activities. To support these claims, the statements below are cited:

> (...giving or asking questions, and let them answer my questions individually so that they will get involved or participate in my class.) (P1)
>
> (I make sure that all students participate equally by giving them equal chances to answer questions… I also call them individually so that everyone can be involved.) (P2)
>
> (I use random selection and rotating group assignment, so everyone gets a chance to meet and speak…)(P3)
>
> (Opo Ma'am, sa tingin ko ay nagbibigay ang mga guro ng pantay na pagkakataon halimbawa ay kapag nagtatanong sila o nagbibigay ng mga gawain, lahat lahat ay tinatanong nila.) (S1)
>
> (Base sa experience ko ma'am, may teachers talaga na fair sa lahat, fair sa classroom, like tinatawag nila isa-isa para ang para everyone ay may chance na sumagot.) (S2)

Equal participation is a fundamental principle of gender-responsive teaching, requiring deliberate instructional strategies to ensure that all learners are actively engaged regardless of gender. Participation in the classroom is not inherently balanced and must be intentionally structured through approaches such as collaborative learning, differentiated instruction, and interactive teaching methods like role-playing and guided discussions (Lumidao et al., 2024). This principle is strongly supported by triangulated data from both teachers and students in the present study. Teachers reported using strategies such as individual questioning, random selection, and rotating group assignments to ensure that all learners are given equal opportunities to participate (P1, P2, P3). These practices reflect intentional efforts to prevent dominance by a few students and to create inclusive participation. This is further validated by student responses, where learners affirmed that teachers provide equal chances for participation by asking questions to all students and involving everyone in classroom activities (S1), indicating alignment between instructional intent and student experience.

In technology programs, where gender disparities are often evident in task allocation, strategies such as mixed-gender grouping and structured role rotation have been found effective in promoting equitable engagement (Binongo, 2026; Sicuan, 2024). These practices prevent the reinforcement of traditional gender roles—such as assigning males to technical tasks and females to supportive roles—by ensuring that all learners experience diverse responsibilities, including coding, troubleshooting, designing, and presenting. Furthermore, gender-responsive teaching helps dismantle stereotypes and fosters equitable learning opportunities by integrating inclusive strategies into both instruction and classroom management (Binongo, 2026). The triangulated findings reinforce that when participation is intentionally structured, it not only increases engagement but also supports fairness and inclusivity in learning environments.

Equally important is the creation of a safe and inclusive learning environment that encourages active participation among all students. Learners are more likely to engage when classrooms promote respect, inclusivity, and psychological safety, allowing them to express ideas without fear of bias or discrimination (Agupitan et al., 2025). The triangulated evidence suggests that equal participation strategies contribute to a classroom climate where students feel acknowledged and included. However, despite existing policies supporting gender equality in education, their implementation in classroom practices—particularly in ensuring balanced participation—remains inconsistent (Aguilar, 2025). This highlights the need for structured guidance and practical tools to support teachers in applying gender-responsive strategies effectively (Galamgam, 2024). Therefore, developing a gender-responsive teaching primer that explicitly incorporates equal participation strategies is essential, particularly in technology programs where gender imbalances remain evident.

Gender Neutral Language. The intentional use of inclusive and neutral terms in classroom communication, avoiding gendered expressions and biased language to ensure all students are addressed and treated equally. To support these claims, the statements below are cited:

(I also used gender neutral language calling them everyone instead of saying guys.) (P1)

(I make sure that my language and communication are inclusive and neutral… I avoid using phrases that carry gender biases.) (P4)

(I avoid gender stereotypes by using gender neutral language and treating all students equally…) (P2)

Gender-neutral language is a key component of gender-responsive teaching, as it promotes inclusivity, minimizes bias, and supports equitable participation among all learners. The use of gender-fair or inclusive language in educational settings helps challenge stereotypes by avoiding expressions that reinforce traditional gender roles and assumptions. According to the Gender-Just Pedagogies framework (2025), as cited in the MinnTESOL Journal, inclusive language functions as a pedagogical tool that shapes classroom dynamics and promotes equity. Similarly, Judith (2025), as cited in studies on gender-fair instruction, emphasized that increased awareness of inclusive language contributes to improved classroom interaction and learner engagement. Fernandez-Sanchez et al. (2024) also explained that the use of neutral and inclusive terminology allows individuals to feel acknowledged and respected regardless of gender identity. In technology programs, where gender bias may be embedded in communication and expectations, the consistent use of gender-neutral language helps normalize equal participation and disrupt stereotypical associations between gender and technical competence.

Furthermore, the consistent application of gender-inclusive language contributes to the development of respectful and supportive learning environments. Suico (2024), as cited in research on school culture, found that gender-neutral language fosters a more inclusive and positive educational climate among learners. Likewise, the Laguna HEI Study (2023), as cited in recent literature, noted that although attitudes toward inclusive language were generally favorable, inconsistencies in its application persisted due to limited training and lack of structured implementation. Earlier studies also emphasized that language significantly influences learners' sense of belonging, confidence, and participation in classroom activities (Remigio & Talosa, 2021). These findings suggest that integrating gender-neutral language into teaching practices requires intentional effort and institutional support. Therefore, incorporating clear guidelines and strategies on the use of inclusive language in a gender-responsive teaching primer is essential, particularly in technology programs where communication practices significantly influence participation, confidence, and equitable learning experiences.

Safe and inclusive classroom environment. The establishment of a classroom atmosphere that is welcoming, respectful, and free from bias, where students feel comfortable expressing themselves and are treated equally regardless of gender. To support these claims, the statements below are cited:

(I maintain a respectful and inclusive classroom by creating a safe and welcoming environment… treating all students equally.) (P2)

(I am promoting inclusion in the classroom by means of creating a safe and welcoming environment… promoting a respectful aura inside my classroom) (P1)

(I make a point to create a safe and welcoming environment where all students feel comfortable expressing themselves… correcting bias remarks immediately.) (P4)

(So far ma'am I have not notice unfair treatment in our class the teacher treats everyone the same by giving equal chances to participate, checking everyone's work and listening to each student ideas. This helps make the class fair for everyone.) (S!)

(Um, wala naman po akong nanotice ma'am na hindi uh unfair po sila which is talaga po silang fair po sila sa pagbibigay ng chances sa mga students nila ma'am.)(S2)

A safe and inclusive classroom environment is a fundamental element of gender-responsive teaching, as it ensures that all learners can participate actively without fear of discrimination, bias, or exclusion. Such environments are characterized by respect, acceptance of diversity, and the promotion of psychological safety,

which enables learners to express ideas and engage confidently in learning activities. This is strongly supported by triangulated findings in the present study. Teachers emphasized creating a respectful and welcoming classroom by treating all students equally, fostering inclusivity, and immediately addressing biased remarks (P1, P2, P4). These intentional practices highlight how teachers actively cultivated an environment where fairness and respect were embedded in daily classroom interactions.

These teacher perspectives were further validated by student responses, which consistently affirmed the presence of fairness and inclusivity in the classroom. Students reported not observing any form of unfair treatment and described their teachers as providing equal opportunities to participate, listening to all ideas, and ensuring that everyone's work was acknowledged (S1, S2). This convergence of teacher and student data demonstrated strong triangulation, indicating that inclusive practices were not only implemented but were also genuinely experienced by learners. Research has shown that safe and supportive learning environments positively influence student engagement, collaboration, and academic participation (Agupitan et al., 2025; Sicuan, 2024). Similarly, studies on inclusive pedagogy emphasized that learners are more likely to participate actively when classrooms foster respect, belongingness, and equitable treatment among students (Lumidao et al., 2024).

Moreover, creating safe and inclusive classrooms requires intentional teaching practices, institutional support, and continuous awareness of gender dynamics. Gender-responsive education involves integrating inclusive strategies into classroom management, instructional delivery, and learner interactions to ensure fairness and equal opportunities for all learners (Binongo, 2026). However, despite the increasing emphasis on inclusivity in education, the consistent implementation of gender-responsive practices remains a challenge due to limited training opportunities and lack of structured instructional support (Galamgam, 2024). Supporting this, Binongo (2026) highlighted that inclusive and gender-sensitive teaching practices contribute significantly to learners' confidence, participation, and sense of belonging in technology-related courses. The triangulated evidence in this study underscores the need to translate these principles into concrete teaching practices. Therefore, incorporating strategies for building safe and inclusive classroom environments into a gender-responsive teaching primer is essential, particularly in technology programs where such environments can significantly influence participation, confidence, and equitable learning outcomes.

Issues in Applying Gender-Responsive Teaching

Despite the importance of gender-responsive teaching, teachers encountered challenges such as limited training, lack of instructional resources, and difficulties in consistently applying inclusive strategies in classroom and laboratory activities. These issues highlight the need for structured support and practical instructional materials to help educators effectively implement gender-responsive practices in technology education contexts.

Gender Stereotypes. The existing traditional beliefs and perceptions that assign specific roles, skills, or tasks to a particular gender, which influence students' participation and limit equal opportunities in learning. To support these claims, the statements below are cited:

> (The main challenge is breaking traditional mindsets… some students still believe certain technical jobs are only for genders.) (P3)
>
> (The challenges are the traditional perception or mindset that garments… is only for female.) (P4)

Gender stereotypes continue to influence participation and learning experiences, particularly in areas where skills and roles are socially labeled according to gender, such as technology-related programs. These stereotypes shape expectations about competence and task suitability, often leading to unequal engagement among learners. According to Bian et al. (2022), as cited in recent studies on gender and education, early-formed stereotypes about ability can affect learners' confidence and interest in specific fields, especially those perceived as gender-dominated. Similarly, Cheryan et al. (2021), as cited in contemporary research on STEM participation, found that stereotypical representations of technical fields discourage diverse learners from

actively engaging in such domains. In classroom contexts, these biases may be reinforced through instructional practices, peer interactions, and task assignments, which subtly influence who participates and who takes on leadership or technical roles. As a result, gender stereotypes not only affect academic choices but also shape classroom participation patterns and learning outcomes.

Addressing gender stereotypes requires intentional and research-informed gender-responsive teaching strate-

gies that promote inclusivity and equity. According to Master et al. (2021), as cited in studies on stereotype reduction, exposure to inclusive learning environments and equitable task distribution can significantly reduce the impact of stereotypes on learner engagement. Furthermore, a study by Stoet and Geary (2022), as cited in gender and education research, highlights that supportive classroom climates and unbiased teaching practices encourage broader participation across genders. Recent local studies also indicate that when educators actively challenge stereotypes and create inclusive classroom environments, learners demonstrate increased confidence and willingness to engage in diverse roles (Agupitan et al., 2025). These findings emphasize that reducing gender stereotypes is not only about awareness but also about implementing concrete strategies such as balanced task allocation, inclusive communication, and equitable classroom interaction. Therefore, integrating these strategies into a gender-responsive teaching primer is essential, particularly in technology programs where stereotypes can significantly influence participation, confidence, and skill development.

Insufficient Training and Instructional Resources. The lack of adequate training, materials, and subject-specific guidance needed by teachers to effectively implement gender-responsive teaching practices. To support these claims, the statements below are cited:

> (For me additional trainings or seminars… additional knowledge and skills on handling gender responsive environment.) (P1)
>
> (I think additional trainings and seminars would help improve my knowledge and skills…) (P2)
>
> (I need more instructional materials, gender sensitive teaching guides and continuous professional development…) (P3)
>
> (Their support is not sufficient for subject-specific guidance… limited guidance on how to design lessons that break stereotypes.) (P4)

Insufficient training and limited instructional resources remain significant barriers to the effective implementation of gender-responsive teaching practices. Teachers often lack adequate preparation to integrate gender-responsive strategies into their instruction, particularly in specialized areas such as technology programs. Studies have shown that many educators receive limited exposure to gender-responsive pedagogy during both pre-service and in-service training, affecting their confidence and competence in applying inclusive practices in the classroom (Unterhalter et al., 2021). Furthermore, the absence of gender-sensitive instructional materials, including textbooks and learning modules, contributes to the difficulty of consistently implementing equitable and inclusive teaching approaches. As a result, teachers may unintentionally reinforce gender stereotypes due to insufficient guidance and limited access to appropriate resources.

Moreover, the lack of structured professional development and accessible teaching materials affects the consistency and quality of gender-responsive practices. Research emphasized that effective gender-responsive education requires continuous training, mentoring, and access to relevant instructional resources to support teachers in implementing inclusive strategies such as equitable participation, gender-neutral language, and stereotype reduction (Levtov et al., 2022). Local studies also revealed that educators frequently rely on personal initiative rather than institutional support when applying gender-responsive approaches, resulting in inconsistent implementation across classrooms (Agupitan et al., 2025). These findings highlight the need for practical and contextualized teaching guides that provide clear strategies, examples, and instructional tools. Therefore, the development of a gender-responsive teaching primer is essential to address gaps in training and instructional resources, particularly in technology programs where teachers require both pedagogical and technical guidance to ensure inclusive and equitable learning environments.

Teaching Primer

This gender-responsive teaching primer was developed as the primary output of the study to support educators in implementing inclusive and equitable teaching practices in technology programs. Grounded in the study's findings, the primer provides practical classroom-based strategies that promote fairness, active participation, respect, and inclusivity among learners regardless of gender. It serves as a contextualized instructional guide that helps teachers translate gender-responsive principles into concrete classroom and laboratory practices. Studies have shown that instructional primers and teaching guides strengthen teachers' implementation of gender-sensitive pedagogies by providing practical strategies and structured instructional approaches (Levtov et al., 2022; Hsu & Sandford, 2007).

The primer focuses on three key areas identified in the study: equal participation strategies, gender-neutral language, and the creation of safe and inclusive classroom environments. It encourages the use of structured participation techniques, inclusive communication, and respectful classroom interactions to ensure equitable engagement among learners. It also includes strategies for reducing gender stereotypes by promoting equal participation in technical and leadership tasks and by utilizing gender-sensitive instructional materials. Research further emphasizes that gender-sensitive teaching practices enhance learners' confidence, participation, collaboration, and sense of belonging in educational settings (Agupitan et al., 2025; Lumidao et al., 2024). Moreover, the primer serves as a practical reference for lesson planning, classroom instruction, laboratory activities, and faculty development initiatives related to gender-responsive education. Overall, it bridges the gap between theory and practice by equipping educators with practical and sustainable strategies for creating inclusive and empowering learning environments in technology programs.

Rationale. Gender-responsive teaching is an essential approach in education that promotes inclusivity, fairness, respect, and equal opportunities for all learners regardless of gender. In technology education programs, gender disparities and stereotypes continue to influence classroom participation, communication, task allocation, confidence, and learner engagement. Male learners are often associated with technical and leadership tasks, while female learners may be assigned supportive or less technical responsibilities. These practices unintentionally reinforce traditional gender roles and may limit learners' opportunities to fully participate and develop their skills. The findings of the study revealed that although teachers strive to implement inclusive practices, challenges such as limited training, insufficient instructional resources, inconsistent implementation of gender-responsive strategies, and lack of structured teaching guides still affect the application of gender-sensitive instruction in technology classrooms and laboratory settings. The study further highlighted the importance of equal participation, gender-neutral language, and safe and inclusive classroom environments in promoting equitable learning experiences among students.

In response to these findings, this Gender-Responsive Teaching Primer was developed to serve as a practical and contextualized guide for educators in technology programs. The primer provides clear strategies, classroom techniques, inclusive communication practices, and learner-centered approaches that teachers can apply during lesson delivery, laboratory activities, classroom management, and learner engagement. It aims to bridge the gap between gender-responsive teaching principles and actual classroom practice by equipping educators with practical tools that support inclusive and empowering learning environments.

Objectives. This primer aims to:

1. Promote awareness and understanding of gender-responsive teaching practices among technology educators.
2. Provide practical and inclusive instructional strategies that ensure equal participation and engagement among learners regardless of gender.
3. Encourage the use of gender-neutral and inclusive language in classroom communication and instructional delivery.
4. Support teachers in creating safe, respectful, and inclusive classroom and laboratory environments.
5. Help educators identify and reduce gender stereotypes and biases in instructional practices and classroom interactions.

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6. Strengthen teachers' capacity to implement gender-sensitive teaching approaches in technology education programs.
7. Serve as a reference material for lesson planning, classroom management, laboratory instruction, and professional development activities related to gender-responsive education.

Description of the Primer. This Gender-Responsive Teaching Primer is a practical instructional guide designed for educators teaching technology-related courses, particularly in Bachelor of Technical-Vocational Teacher Education (BTVTEd) programs. The primer contains strategies, classroom approaches, communication practices, and learner engagement techniques that promote fairness, inclusivity, respect, and equitable participation among students.

The primer focuses on three major areas identified in the study:

- Equal Participation Strategies
- Gender-Neutral and Inclusive Language
- Safe and Inclusive Classroom Environment

It includes practical examples, suggested classroom activities, participation techniques, laboratory management strategies, and inclusive communication practices that teachers can readily apply in classroom and laboratory instruction.

The primer may be used during:

- Lesson planning and instructional preparation
- Classroom and laboratory teaching
- Group activities and collaborative learning
- Student engagement and participation monitoring
- Faculty training and professional development activities
- Curriculum enhancement and instructional improvement initiatives

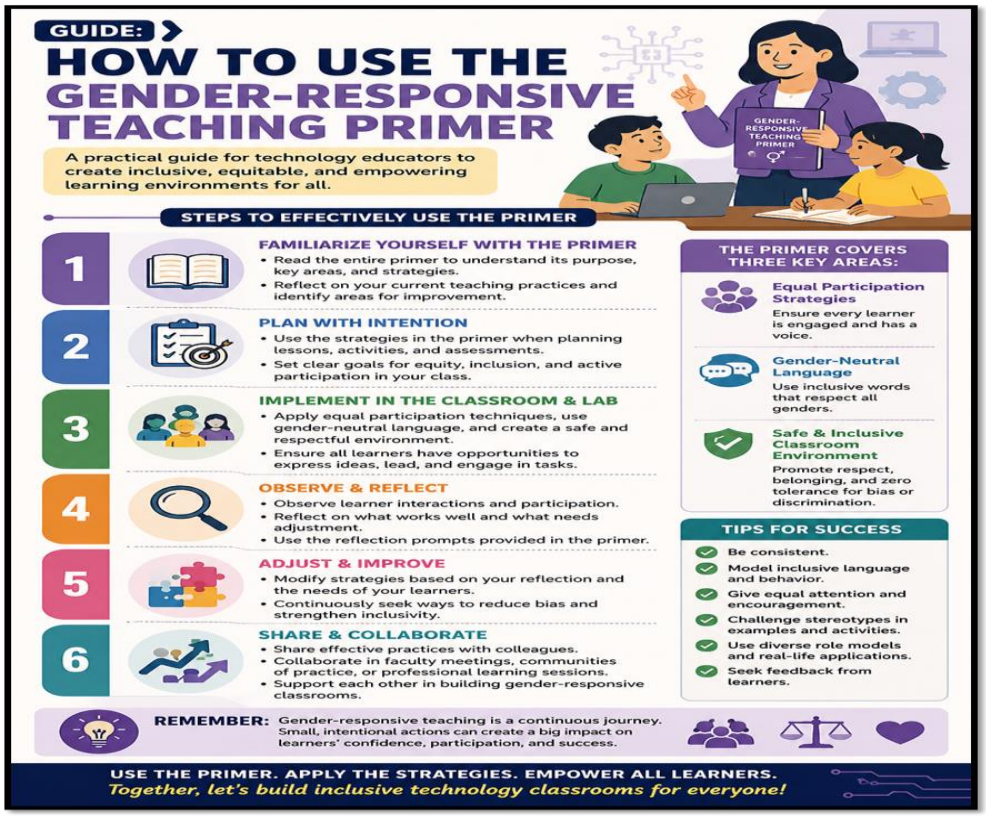

Figure 1. Guide on how use the Gender Responsive Teaching Primer

Through this primer, educators are encouraged to create learning environments where all students feel respected, valued, safe, and empowered to participate regardless of gender.

CONCLUSION

This study explored gender-responsive teaching practices in technology programs through the reported experiences and perspectives of technology instructors and students at Ilocos Sur Polytechnic State College–Santiago Campus. The findings identified three major practices: equal participation strategies, the use of gender-neutral and inclusive language, and the creation of safe and inclusive classroom environments.

The accounts shared by technology instructors indicated deliberate efforts to provide learners with equal opportunities to participate, communicate respectfully, and engage in classroom activities regardless of gender. Similarly, student participants described their experiences of fairness, equal treatment, and supportive classroom interactions. The convergence of these perspectives suggests that gender-responsive practices are recognized and experienced within the learning environment. However, these findings reflect participants' accounts and perceptions and should not be interpreted as direct evidence of objectively measured improvements in student confidence, academic performance, or engagement.

The study also identified persistent challenges in implementing gender-responsive teaching, particularly traditional gender stereotypes, insufficient training, and limited access to gender-sensitive instructional resources. These challenges indicate that awareness of gender equality does not automatically ensure consistent implementation in classroom and laboratory instruction. Teachers require continuous professional development, relevant instructional materials, and institutional support to translate gender-responsive principles into practical teaching strategies.

In response to the identified practices and challenges, the study developed a Gender-Responsive Teaching Primer intended to provide practical and contextualized guidance for technology educators. The primer incorporates strategies for equitable participation, inclusive communication, and the establishment of safe and respectful learning environments. Its development and expert validation through the Delphi Method provide a basis for its potential use as an instructional reference in technology education.

Overall, the study highlights the importance of recognizing gender responsiveness as an integral component of inclusive technology education. While the findings provide insights into the reported experiences of instructors and students in the selected institutional setting, further studies involving direct classroom observations, additional participants, and other technology education institutions are recommended to examine how these practices are enacted and how they relate to measurable learner outcomes.

LIMITATION OF THE STUDY

This study has several limitations that should be considered in interpreting its findings. First, the research was conducted exclusively at Ilocos Sur Polytechnic State College–Santiago Campus, specifically within the Bachelor of Technical-Vocational Teacher Education (BTVTEd) program. Therefore, the findings are context-specific and may not fully represent gender-responsive teaching practices in other institutions or technology-related programs.

Second, the study involved only eight participants, consisting of four technology instructors and four students selected through criterion-based purposive sampling. Although their experiences provided relevant insights into the research questions, the limited number of participants does not support statistical generalization to a wider population.

Third, data collection relied solely on semi-structured interviews. No direct classroom observations, video recordings, or systematic recordings of naturally occurring teacher-student interactions were conducted. Consequently, the findings were based on participants' reported experiences, perceptions, and interpretations rather than independently documented classroom practices. The possibility of recall limitations and socially desirable responses should therefore be considered.

Fourth, the study used inductive thematic analysis of interview transcripts. Although the perspectives of teachers and students were compared to strengthen credibility, the findings remain dependent on the experiences and accounts shared by the participants.

Finally, the study developed a Gender-Responsive Teaching Primer through expert validation. The validation process establishes the extent to which experts consider the material relevant, clear, and applicable, but it does not establish its effectiveness in improving teaching practices or student outcomes. Actual implementation and evaluation of the primer were beyond the scope of this study.

Future research may address these limitations by involving a wider range of participants and institutions, incorporating direct classroom observations, and conducting pilot implementation and evaluation of the developed primer. These approaches may provide further evidence regarding the actual application and potential effects of gender-responsive teaching strategies in technology education.

AI Disclaimer

This research utilized artificial intelligence (AI) tools, specifically ChatGPT and Canva AI, to assist in the organization, paraphrasing, and refinement of language for selected sections of the manuscript. The use of AI was limited to enhancing clarity, coherence, and grammatical accuracy, and did not replace the researcher's critical thinking, data analysis, or interpretation of findings. All core ideas, research design, data collection, analysis, and conclusions presented in this study are the original work of the researcher.

Additionally, Canva AI was used in developing the visual components of the gender-responsive teaching primer, such as layouts, infographics, and presentation materials. AI tools were also applied for grammar checking and improving clarity; however, they were not used in the research design, data collection, coding, analysis, or interpretation of findings. All outputs generated with AI were critically reviewed and revised by the researcher to ensure accuracy, coherence, and alignment with academic standards, and full responsibility for the content of this study rests with the researcher.

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Finally, the researcher humbly dedicates this study as a contribution to the advancement of gender-responsive teaching practices and inclusive education, with the hope that it may serve as a valuable resource for educators, researchers, and future scholars.

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