GENDER EQUALITY IS NOT ENOUGH: WHAT TEACHERS HAVE TAUGHT ME ABOUT JUSTICE?

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ABSTRACT

In a democratic society, people make decisions on the benefit of and justice to the majority. Justice is taught in the classroom if it is reflective of gender equality. Gender equality in the classroom means creating a learning environment in which students are participants, in which all positions are equally respected without necessarily being equally valued. The researchers used the 32 student participants from Bachelor of Technical Teacher Education (BTTE) in the College of Education of Bulacan State University-Pulilan Extension during the 1st semester of school year 2019-2020. A descriptive-correlational method was utilized; Pearson r was used to determine the relationship between gender equality and justice teaching. Also, z-test was used to test the significance. When it comes to gender equality, empowerment (EMP) stood out among the five dimensions. In terms of teaching justice in the classroom, both inequality (INE) and bigotry (BIG) were on top of discrimination (DIS). It was found that there is a moderate positive correlation between gender equality and justice in the classroom. For these findings, the researchers concluded that 1) empowerment dominates gender equality in the classroom; 2) both inequality and bigotry are evident in the classroom; 3) since there is a moderate positive correlation between gender equality and justice in the classroom, the researchers rejected the null hypothesis. Conclusions were drawn; and recommendations were offered.

Key Words: Democracy, Gender Equality, Empowerment, Gender Stereotype, Bigotry, Inequality, Justice, Discrimination.

1. INTRODUCTION

People in a democracy also value cooperation and compromise to protect individual rights. The word *democracy* is derived from the Greek term "demos" or "people," is a system of government that gives power to the people. To adequately safeguard diversity, and accurately represent all communities, a democracy must protect gender equality and justice. Anti-discrimination is at the heart of a true democracy. They do not only have the right to vote, but also have the responsibility to participate. Informed participation is one of the important tenets of democracy. When the people elect their representatives, they are ensuring the preservation of the democratic process. Engaged citizenship is also essential in a healthy democracy.

The same thing also transpires in the classroom. Democratic ruling should also prevail for classroom as the microcosm of a huge democratic society.

Gender equality in the classroom (based on the perspective of the researchers) means a lot of things. It means creating a learning environment in which students are participants, in which all positions are equally respected without necessarily being equally valued, and where the evaluation

of varying positions takes place through critical, informed and knowledgeable dialogue. Additionally, all participants in the dialogue should be willing to change or amend their points of view in light of new information or better and more persuasive arguments.

The idea of 'gender equality and justice in the classroom' can apply very generally to a broad range of subjects and courses with a variety of objectives across the knowledge-theory-praxis spectrum. However, in this research, it focuses only on the ways gender equality is described and justice is taught.

Justice is taught in the classroom if it is reflective of gender equality which has five different dimensions: empowerment; income disparity; professional education and career; gender roles in parenting and marriage; and gender stereotype. According to Harris (2016), empowerment is something that gives people hopes and dreams and it prompts them to be filled with the strength and enthusiasm to live. It is a wonderful quality that should be present in everyone. Empowerment is also present in the workplace. Member empowerment supports team empowerment and team empowerment facilitates member empowerment (Parker, 2010. p23). It is construed that people are born with splendid abilities. And throughout their lives, they can continue to demonstrate magnificent strengths. Income disparity, on the other hand, becomes the widening gap between the rich and the poor that might divide the society (Dianqing Xu & Xin Li, 2014). In the study conducted by Cai and Wu (2016), they found that income inequality is the uneven distribution of economic resources. Income inequality at the micro and regional levels influences the inequality in educational outcomes for children and adolescents in China over the past decades. They likewise found that the economic condition of the family influences children's and adolescents' education through home educational resources and parental involvement. Income disparity is significantly correlated with the regional differences in educational outcomes. Finally, the differences in the development of child and adolescent education between different regions are mainly due to the uneven distribution of educational resources, which is closely related to the public education financing system and local economic development.

When it comes to professional education and career, Carter, Boden, and Peno (2019) believed that at every stage of people's lives, they need to deal with the constant changes and lifelong learning demands brought about by technology, globalization, political climates, and agendas that affect how they do their jobs and live out their lives. Building resilience in dealing with change is key to fostering well-being, and should be a part of personal and professional identity formation. Patton (2013, p 4) disclosed the idea that the changing roles of women in the society ushers in new sociocultural changes, which resulted in women having an increased presence in the workforce and in higher education, gender imbalances still exist. Women's increased representation in the workforce and in undergraduate and postgraduate courses has not significantly changed their representation in the higher levels of both academic and corporate hierarchies.

Regarding gender roles in parenting and marriage, Douglas (2016) believed that these are embedded in marriage equality and extended through a family law regime in which same-sex couples can marry. By uncovering these transformative aspects of marriage equality, these can facilitate the expansion of intentional and functional roles of parenthood for all families, and thereby can continue to reduce distinctions between same-sex and different-sex couples, biological

and nonbiological parents, and perhaps even marital and nonmarital families. Gender stereotype, on the other hand, refers to the disparity between what the males and females can do. In the study conducted by Bozzato and Longobardi (2021), they disclosed that overall, females drew a greater number of opposite gender figures than males. The tendency to draw males by females was stronger in the Italian sample. Some differences between Cambodians and Italians were also found concerning the identity categories of the characters drawn. Stereotyped masculine activities on a working day prevailed in the Italian sample.

Albert Einstein once claimed "Everybody is a genius. Therefore, if people judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." So why do teachers insist on administering the same test in the same paper-pencil format to a classroom of diverse students? Why, even in real life, why do people say, "you are just a girl, and you cannot do what a boy can."

This contention paved the way for the researcher to look closely at justice in the classroom. The researcher had an important conversation with her students around the idea of equity versus equality. What do "fairness" and "success" really mean when people know that everyone is so different?

Equity and equality are two strategies teachers can use in an effort to produce fairness. The researcher learned from her students that "Equity is giving everyone what he or she needs to be successful. Equality is treating everyone the same."

They continued by saying: Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity appears unfair, but it actively moves everyone closer to success by "levelling the playing field."

Along this line of conversation, the researcher blurted that not everyone starts at the same place, and not everyone has the same needs. Regarding the teaching of justice in the classroom, it centers on the three dimensions: inequality; bigotry; and discrimination. When it comes to inequality, Teranishi, Allen, Pazich and Knobel (2015) stated that the issue of access to higher education for all is a matter of global importance. As colleges and universities worldwide increasingly extend their academic programs abroad, develop internationally mixed research teams and create international curricular initiatives, it is essential to ensure that equitable access to a high quality education. Polachek, Tatsiramos, and Cappellari (2016 (2016, p 5) stated that not only is income distribution more unequal today than 40 years ago, but also its transmission through generations has increased. Inequality is evident in the level of unequal opportunities across countries, the impact of education, the effect of changing occupational structure, the consequences of changing productivity within the firm, the roles of stagnating average real wages, the decline of union membership, the effect of maternal labor supply on labor market outcomes of their children, and the link between income inequality and health. In other words, many countries no longer experience upward economic mobility as was prevalent in the past. Bigotry, according to Lichtenberg, Gibbons, and Van Beusekom, (2014), is about the occurrence of emotionally fraught and socially provocative expressions, such as racism, sexism, and homophobia. In the same way, bigotry uses a fresh format to examine subtle prejudice by addressing six commonly held cultural myths based on assumptions that appear harmless but actually foster discrimination: 'those people

all look alike'; 'they must be guilty of something'; 'feminists are man-haters'; 'gays flaunt their sexuality'; and 'affirmative action is reverse racism' (Anderson, 2010). Discrimination is unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability. In the study made by Weichselbaumer in 2020, findings showed that when applying for a job in Germany, women with a Turkish migration background are less likely to be invited for an interview and the level of discrimination increases substantially if the applicant wears a headscarf. The results suggest that immigrant women who wear a headscarf suffer discrimination based on multiple stigmas related to ethnicity and religion.

Gender equality is achieved when people (both women and men) enjoy the same rights and opportunities in the classrooms and when their needs and aspirations are equally valued and favored (http://genderequality.ie/en/GE/Pages/WhatisGE. Gender equality should also be manifested in the classroom. Classrooms are believed to be the microcosm of the entire society. Classrooms are replete with different learners. Classrooms are not only intellectual spaces but also avenues in which social and emotional interactions occur (Aquino, 2018). It means that students enter the classroom with different learning styles (such as visual, auditory, or tactile). Visual learners and auditory learners, for example, will process information differently and, thus, have different needs. If the teacher always lectures, auditory learners have the advantage while others are left behind.

However, teaching is an ever evolving yet challenging and lifelong learning environment of which teachers are an integral part. Even if the teachers' task is multifaceted, they strive to be better (Aquino, 2021). However, to some people, it may never be a daunting task if they have the passion for teaching. In other words, what is emerging and needed to be taught is always integrated in teaching.

It is from this contention that the researcher wanted to explore the crucial role of justice in classroom teaching. In teaching, it is construed that gender is respected. So, there must be justice through gender equality.

In this study, the researcher used the IV-DV model where IV (independent variable) included data on how gender equality is taught and the descriptions of teaching justice. The DV (dependent variable) included pedagogical implications that might be drawn from the findings of the study. The conceptual model is provided below.

IV   **DV**

How gender equality is taught:

➢ Empowerment
➢ Income disparity
➢ Professional education
➢ Gender role
➢ Gender stereotype

Description of teaching justice

➢ Inequality
➢ Bigotry
➢ Discrimination
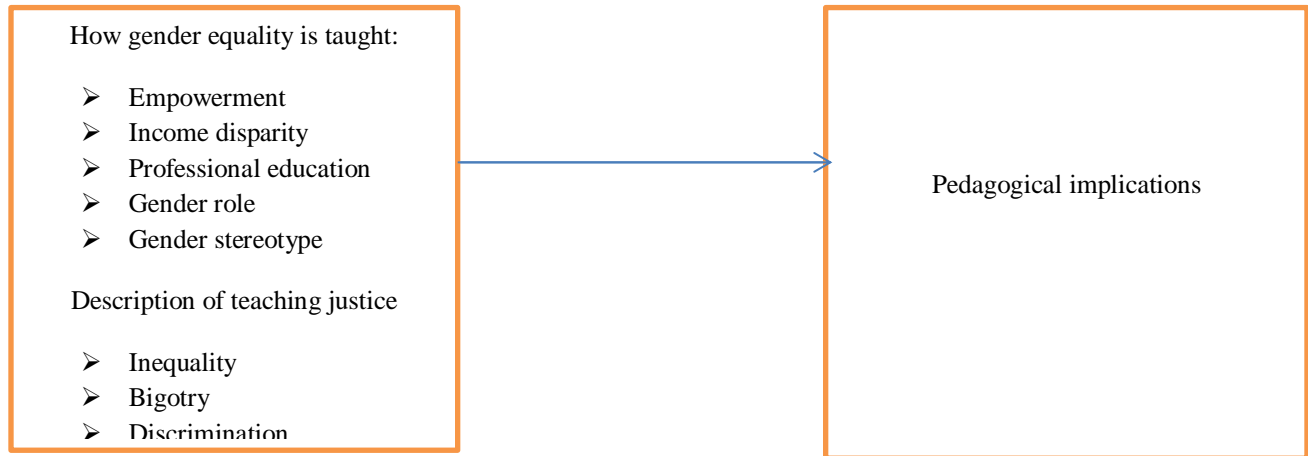
Pedagogical implications

Figure1. Conceptual Model of the Study

H0=   There is no significant relationship between gender equality teaching and justice in the classroom?

The main objective of the researcher in conducting this study was to explore the critical role of justice teaching in the classroom. In hindsight, the authors wanted to explore how gender equality was taught and how justice was described in the classrooms.

Specifically, the researcher answered the following questions:

1. How may gender equality taught in the classroom be measured in terms of:
   1.1 Empowerment;
   1.2 Income disparity;
   1.3 Professional education and career;
   1.4 Gender roles in parenting and marriage; and
   1.5 Gender stereotype?
2. How may the teaching of justice be described in relation to:
   2.1 inequality;
   2.2 bigotry; and
   2.3 discrimination?
3. Is there a significant relationship between gender equality and justice in the classroom?
4. What pedagogical implications may be drawn from the findings of this study?

2.METHOD
Participants
The participants used in this study were the 32 students from Bachelor of Technical Teacher Education (BTTE) in the College of Education of Bulacan State University-Pulilan Extension during the 1st semester of school year 2019-2020. The other 40 students from Bachelor of Elementary Education (BEED) section A were used for pilot testing.

Instrument

The instruments for data collection were the researchers-made questionnaire and interview protocols. The questionnaire is composed of two parts: one for gender equality (empowerment, income disparity, professional education & career, gender roles in parenting and marriage, and gender stereotype) while the other part is for teaching of justice (inequality, bigotry, and discrimination). For part one, there were five components under gender equality. So the researcher crafted 25 items. For justice teaching, there were 15 items. In addition, an interview protocol was made to verify the responses expressed in the questionnaire.

Data Collection and Analysis

Items in the questionnaire were modified based on the experts' suggestions after the dry-run had been conducted. Then, the final draft was reproduced for the actual conduct of the study. Questionnaires were distributed to the target participants. The data were gathered, sorted, tallied, tabulated, and analyzed using frequency counts and means to explore how gender equality is taught and how justice is described in the classrooms.

The researcher used Pearson r (through SPSS) in order to determine the relationship between gender equality and justice teaching. Also, z-test was used to test the significance.

To measure the level of relationship, a five-point Likert scale was used.

Mean Numerical rating	Verbal interpretation	Descriptive Equivalent
4.50-5.00	Very Great Extent	High
3.50-4.49	Great Extent	Sufficient
2.50-3.49	Moderate Extent	Fair
1.50-2.49	Less Moderate Extent	Minimal
1.0-1.49	No Extent	Low

3. RESULTS AND DISCUSSIONS

How Gender Equality is Taught in the Classroom

Teaching of gender equality in the classroom has five dimensions: empowerment (EMP); income disparity (ID); professional education and career (PEC); gender roles in parenting and marriage (GRPM); and gender stereotype (GS).

On the basis of empowerment (EMP), it was found that item 1 "I am authorized to think, behave and take action and control my work and decision" got the highest mean score of 4.43 with a standard deviation of .630. This description shows that students had the power or authority to think and act. They have the decision on their own. They have the enthusiasm to be on their own. This finding was supported by Harris (2016) when he said that empowerment prompts people to be filled with the strength and enthusiasm to live. "It is a wonderful quality that should be present in everyone," he said. Table 1 has the data.

Table 1 .Empowerment Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
		Descriptive Statistics			
EMP1	42	3	5	4.43	.630
EMP2	42	2	5	4.29	.708
EMP3	42	2	5	3.79	.813
EMP4	42	2	5	3.88	.772
EMP5	42	3	5	3.81	.740
Valid N (listwise)	42				

With regard to income disparity (ID), item 2 "Income inequality is often presented as the percentage of income to a percentage of population" obtained the highest mean score of 4.17 with a standard deviation of .824. It means that income disparity is observed between the rich and the poor that might divide the society. This finding was supported by Dianqing Xu and Xin Li (2014) when they stated that such becomes the widening gap between the rich and the poor that might divide the society. The lowest mean score was for item 4 "Most people consider it 'unfair' if the rich have a disproportionally larger portion of a country's income compared to the general population" with a mean score of 3.81 and standard deviation of .740. It shows that there is unfairness in income distribution. This result was parallel with what Cai and Wu (2016) found in their study, by indicating that the income inequality at the micro and regional levels influence the inequality in educational outcomes for children and adolescents table 2 displays the data. Table 2 displays the data.

Table 2 .Income Disparity Statistics

Descriptive Statistics				
	N	Minimum	Mean	Std. Deviation
ID1	42	2	4.02	.811
ID2	42	2	4.17	.824
ID3	42	2	3.95	.731
ID4	42	2	3.81	.740
ID5	42	1	4.12	1.017
Valid N (listwise)	42			

For professional education and career (PEC), item 5 "Much of my teaching career will be spent chalk-in-hand while standing at the front of the class. And to an extent this is true but, the path I am in the teaching career I take is dependent on where I want it to go" got the highest mean score of 4.14 with a standard deviation of .718. This result shows that as female teacher, during the cursory interview, she is never afraid of the changing roles of women. Today, more than ever, female teachers have the courage to develop their craft in order to give students quality education. They now desire to go on a higher ground in terms of professional education. This finding was parallel with Patton (2013) who stated that the changing roles of women in the society. Item 4 "Though it does have its fair share of ups and downs like all professions, a career in teaching is never dull nor boring - which is possibly the reason why so many former teachers return to the profession after a few years out trying their hand in the commercial sector" received the lowest mean score of 3.79   with a standard deviation of .925. Table 3 shows the data.

Table 3 .Professional Education and Career Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PEC1	42	2	5	4.00	.698
PEC2	42	1	5	3.81	.917
PEC3	42	2	5	3.95	.795
PEC4	42	2	5	3.79	.925
PEC5	42	2	5	4.14	.718
Valid N (listwise)	42				

With regard to gender roles in parenting and marriage (GRPM), item 3 "Most women—although not all—do the cooking and cleaning. Most men—but not all—do the repairs. Men are likely to assemble the furniture; women are likely to find themselves with the task of cleaning it" obtained the highest mean score of 4.19 with a standard deviation of .773. However, the lowest mean score of 3.67 with a standard deviation .902 was for item 1 "There are changing social expectations, which are reflected in somewhat different gender roles at different times." These results indicated that the participants still had the traditional belief that women had greater roles in patenting and marriage, but accepted the fact that women assumed changing social roles and expectation. These findings were supported by Douglas (2016), when he believed that that these changing roles are embedded in marriage equality and extended through a family law regime in which same-sex couples can marry. By uncovering these transformative aspects of marriage equality, these can facilitate the expansion of intentional and functional parenthood for all families. Table 4 displays the data.

Table 4. Gender Roles in Parenting and Marriage Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GRPM1	42	2	5	3.67	.902
GRPM2	42	2	5	3.86	.783
GRPM3	42	2	5	4.19	.773
GRPM4	42	1	5	3.69	1.093
GRPM5	42	1	5	4.02	.869
Valid N (listwise)	42				

For the last dimension of gender equality, gender stereotype (GS) revealed that item 1 "Gender stereotypes are over-generalizations about the characteristics of an entire group based on gender" got the highest mean score of 4.29 with a standard deviation of .673. Item 5 "Gender roles are generally neither positive nor negative; they are simply inaccurate generalizations of the male and female attributes" received the lowest mean score of 3.48   1 with a standard deviation of .518. These results meant that based on gender, the participants still thought that there was still the disparity between what the males and females could do. These findings were supported by Bozzato and Longobardi (2021), in their study, that overall, and females drew a greater number of opposite gender figures than males. The tendency to draw males by females was stronger in the Italian sample. Table 5 has the data.

Table 5 Gender Stereotype Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
GS1	42	3	5	4.29	.673
GS2	42	2	5	4.05	.764
GS3	42	2	5	3.74	.885
GS4	42	1	5	3.76	1.144
GS5	42	1	5	3.48	1.518
Valid N (listwise)	42				

Of all the five dimensions of gender equality, empowerment (EMP) obtained the highest mean score of 4.0381; gender stereotype (GS) got the lowest mean score of 3.8619. These could mean that in the classroom, the participants exercised freedom and liberty in the ways they think and behave. However, there was still the overarching assumption or overgeneralization about gender. Table 6 displays the data.

Table 6 Gender Equality Summary Statistics

Descriptive Statistics				
N	Minimum	Maximum	Mean	Std. Deviation

EMP	42	3.40	5.00	4.0381	.40782
ID	42	3.00	5.00	4.0143	.47451
PEC	42	2.80	5.00	3.9381	.38379
GRPM	42	3.20	4.80	3.8857	.40759
GS	42	2.80	4.80	3.8619	.51417
Valid N (listwise)	42				

The Teaching of Justice

For the teaching of justice, there are three dimensions: inequality (INE), bigotry (BIG), and discrimination (DIS). For inequality, item 3 "There is differentiation of access of social goals in the society brought about by power, wealth and class" received the highest mean score of 3.79 with a standard deviation of 1.048. It means that the participants believed in the disparity that existed in society because of power. Some of them disclosed that entering in the university was problematic due to power and influence. They continued by saying that if they had no people to back them up, education in the university would be impossible. This finding was parallel with Polachek, Tatsiramos, and Cappellari (2016) when they said that disparity existed in the access to education However, items 2, (The rich become richer and the poor become poorer); 4 Distribution of resources often follows the hierarchical social categorization of persons); and 5 (Thousands more have suffered subtler forms of discrimination in the criminal justice system) got the lowest mean score3.62. Teranishi, Allen, Pazich and Knobel (2015) concurred with these findings when they stated that the issue of access to higher education for all is a matter of global importance. Table 7 reveals the data.

Table 7 Inequality Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
INE1	42	2	5	3.69	1.070
INE2	42	2	5	3.62	.987
INE3	42	2	5	3.79	1.048
INE4	42	2	5	3.62	1.125
INE5	42	2	5	3.62	1.035
Valid N (listwise)	42				

For the second dimension on bigotry (BIG), it was shown that item 5 "The human mind thinks with the aid of categories…" Once formed, categories are the basis for normal prejudgment" obtained the highest mean score of 3.83 with a standard deviation of 1.146. Item 3 "There are also unfounded beliefs which may include any unreasonable attitude that is unusually resistant to rational influence" got the lowest mean score of 3.52 and a standard deviation of 1.174. These results meant that bigotry was about expressive emotions about people brought about by prejudice. In the same manner, some bear multiple stigmas to others. These findings were consistent with Lichtenberg, Gibbons, and Van Beusekom, (2014), who indicated that the occurrence of

emotionally fraught and socially provocative expressions, such as racism, sexism, and homophobia was prevalent. Anderson (2010) concurred with Lichtenberg, Gibbons, and Van Beusekom by saying that there was subtle prejudice by addressing the commonly held cultural myths based on personal assumptions about people. Table 8 shows the data.

Table 8 *Bigotry Statistics*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
BIG1	42	2	5	3.64	1.078
BIG2	42	2	5	3.67	1.097
BIG3	42	2	5	3.52	1.174
BIG4	42	2	5	3.50	1.153
BIG5	42	2	5	3.83	1.146
Valid N (listwise)	42				

With regard to discrimination (DIS), item 4 "Such may lead to the exclusion of the individual or entities based on logical or irrational decision making" got the highest mean score of 3.79 with a standard deviation of 1.138. Item 1 "In the classroom, there is treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which the person is perceived to belong rather than on individual attributes" had the lowest mean score of 3.45 and a standard deviation of 1.017. These results indicated that discrimination was present in all the aspects of people's lives. Even in the workplace, discrimination was evident. This finding was supported by Weichselbaumer in 2020, and said that findings showed that when applying for a job, the level of discrimination increased. Table 9 has the data.

Table 9 *Discrimination Statistics*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
DIS1	42	2	5	3.45	1.017
DIS2	42	2	5	3.64	1.008
DIS3	42	2	5	3.67	1.097
DIS4	42	2	5	3.79	1.138
DIS5	42	2	5	3.76	1.078
Valid N (listwise)	42				

Of the three dimensions of teaching justice in the classroom, both inequality (INE) and bigotry (BIG) received the highest mean score 3.8619; discrimination (DIS) obtained the lowest mean score of 3.6619. These results indicated that the participants learned justice by teachers

stressing equity and avoiding preconceived feelings. However, discrimination still prevailed. Table 10 has the data.

Table 10 *Teaching of Justice in the Classroom Summary Statistics*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
INE	42	2.80	4.80	3.8619	.51417
BIG	42	2.80	4.80	3.8619	.51417
DIS	42	2.40	4.60	3.6619	.59835
Valid N (listwise)	42				

Significant relationship between Gender Equality and Justice in the Classroom

There is a moderate positive correlation between gender equality and justice in the classroom which is interpreted as *fair*. Correlation is significant at the 0.01 level (2-tailed). Therefore the null hypothesis was rejected. Table 11 shows the data. Table 12 has the rule of thumb for interpreting the size of a correlation coefficient.

Table 11 *Significant Relationship between Gender Equality and Justice in the Classroom*

Correlations		EQUALITY	JUSTICE
EQUALITY	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	42	42
JUSTICE	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	42	42

**. Correlation is significant at the 0.01 level (2-tailed).

Table 12 Rule of Thumb for Interpreting the Size of a Correlation Coefficient

Size of correlation	Interpretation
.90 to 1.00 (-.90-1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.30 to .50 (-.30 to -.50)	Low positive (negative) correlation
.00 to .30 (.00 to -.30)	Negligible correlation

Pedagogical implications

Gender equality is a global priority for United Nations Educational, Scientific and Cultural Organization (UNESCO) and inextricably linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals (SDGs).

"*The Education 2030 agenda recognizes that gender equality requires an approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.*"

UNESCO's work on education and gender equality is guided by the UNESCO Strategy for gender equality in and through education (2019-2025) and the Gender Equality Action Plan (2014-2021, 2019 revision). It focuses on system-wide transformation to benefit all learners equally, and supports targeted action for girls' and women's empowerment across three areas of priority: better data, better policies and better practices.

Large gender gaps exist in access, learning achievement and continuation in education in many settings, most often at the expense of girls, although in some regions boys are at a disadvantage.

Working with gender equality in teacher education embraces a wide range of policies and practices. GAD initiatives may be incorporated into university teaching through curriculum design and constructive aligned teaching to include gender inclusion in higher education to have the potential to promote gender equality in education through gender responsive pedagogy, teacher students' systematic acquisition of values, knowledge and skills as a precondition for improving sustainable pedagogical practices. With this, one major problem of teachers is an apparent lack of gender skills for instruction. However, the teachers' ability to effectively use gender responsive pedagogy may be given solution if they have the full grasp of gender responsiveness as the key to the effective participation of students in the learning process.

Teacher educators thus should have a significant role on the gender knowledge and skills of teachers through pre-service and in-service training. Teacher educators themselves should be equipped with gender responsive pedagogical and planning skills to ensure gender equality in teacher training and professional development.

4. SUMMARY, CONCLUSIONS, AND FUTURE RESEARCH DIRECTIONS

When it comes to gender equality, empowerment (EMP) stood out among the five dimensions. In terms of teaching justice in the classroom, both inequality (INE) and bigotry (BIG) were on top of discrimination (DIS). It was found that there is a moderate positive correlation between gender equality and justice in the classroom. Out these findings, the researcher concluded that 1) empowerment dominates gender equality in the classroom; 2) both inequality and bigotry are evident in the classroom; 3) since there is a moderate positive correlation between gender equality and justice in the classroom, the researchers rejected the null hypothesis. Therefore, the researchers recommend that: 1) GAD initiatives in the form of seminars/webinars and training may be organized to strengthen empowerment in the classroom; 2) GAD activities may be integrated in the school calendar concerned specifically with women, but with the way in which a society assigns roles, responsibilities, and expectations to both men and women; 3) GAD university programs may be considered a critical element improving pedagogical practices; and 4) gender sensitivity may be strengthened in the university in order to look at how social norms and power structures impact on the lives and opportunities available to different groups of men and women; 5) a journal aiming at inspiring and supporting development policy and practice, for social justice and gender equality may be organized, produced and materialized in the university; and 6) interested researchers may replicate the study by using other variables such as motivation economic participation, and decision making.

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