Gender-Stereotyped Beliefs and Practices in Teacher Education at Higher Education Institution (HEIs)

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Abstract— Educators of Teacher Education Institutions can challenge gender stereotyped beliefs and support gender equity in their classroom. The present study was an investigation of gender-stereotyped beliefs on students, of attitudes and practices among Teacher Education instructors/professors towards gender-stereotyped and strategies to eliminate gender-stereotyping. It was conducted during the academic year 2017-2018 among the faculty members teaching in Teacher Education Program in all Higher Education Institution (HEIs) in Zambales, Philippines. The researchers employed quantitative descriptive research design and survey checklist was used as the main instrument in data gathering. The Techer Education faculty-respondents agreed upon gender-stereotyped beliefs that female students are less likely to have their comments credited and remembered by the group. It is the respondents' attitude and practice to see that every student learns about gender issues, give students equal opportunities in class activities and prepare students to deal with gender-stereotyped and bias in classroom and at school. On the other hand, having a gender neutral or fair curriculum and learning materials, highlighting in different instances the equal capability of both men and women and explaining and elaborating to students the concept of equality of sexes were the perceived strategies that can help eliminate gender-stereotyping in Teacher Education. The analysis of variance results indicates that there is no significant difference on the perceptions regarding the gender-stereotyped beliefs on male and female students; the attitudes and practices towards gender-stereotypes; and the strategies that can eradicate gender-stereotyping when attributed to teachers' profile variables. It is suggested that the Teacher Education Institution maintain a gender fair curriculum; utilize gender neutral instructional resources and material; and be sensitive to the gender dynamics inside the classroom where students' equal capability gets emphasized.

Index Terms— Gender-Stereotyped, Beliefs, Practices, Teacher Education and Higher Education Institution (HEIs)

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1 INTRODUCTION

Education is one of the most powerful elements for bringing about the changes required to achieve country's sustainable development. Tilbury & Wortman [1] acknowledged that teachers are the main actors in this process and teacher education training is key for developing the capacities in teachers to deliver sustainable educational approaches in the future. On the other hand, Teacher Education Programmes should be responsible for training secondary school teachers who are equipped to implement national education policies. This is the mandate of Philippine Higher Education stipulated in CHED Memo No. 46 [2]; to produce students with high level of academic, thinking, behaviour, and skills/competencies that are aligned with national academic needs and international standards. With this, Teacher Education Institutions in different Higher Education Institution (HEIs) in Zambales, Philippines ensure that its Programs excel in all respects and produce teachers with the skills and knowledge needed to enable students to learn.

The Umeå School of Education of Umeå University of Sweden [3] believes that the initial teacher education should provide the prospective teachers with a readiness to promote gender equality in their profession. Ifegbesan [4] on the other hand stressed that teacher education curricula must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop attitudes in classroom layout, use of resources, responsibilities for activities, discipline, classroom language and teacher- students' interaction. In the Philippines setting, pursuant to Section 14, Article II of the Philippine Constitution the State shall recognize the role of women in nation-building, and shall ensure the fundamental equality before the law of women and men. Thus, Executive Order No. 273 September 8, 1995 approved and adopted the Philippine Plan for Gender-Responsive Development, 1995 to 2025 that calls for a successor plan that shall address and provide direction for mainstreaming gender concerns in development.

Gender stereotyping of students is unjust when it results in deprivation and denial of their human rights. The Women's Rights and Gender Section of the United Nation Office of High Commission on Human Rights [5] stressed that this is a violation of human rights and fundamental freedoms. A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and life plans. Research has shown that a central explanation for inequalities in gender and achievement lies in gender stereotyping and the cultures of gender differences [6]. The school community is a major part of a student's life. It is also a major factor in the perpetuation of gender stereotypes because it is a public forum governed by societal rules and norms [7].

The situation for teacher educators or other university

teachers who try to keep gender awareness on the agenda is not any easy because they are bound to hear negative comments from their colleagues as well. When the question of gender is discussed, power relations are always involved, and challenging the current gender order does not go down well with everybody. Discussing gender issues is also challenging because it introduces the kind of critical theory that is so often avoided in teacher education, as Lehtonen [8] suggested in a study concerning the presentation of gender, class and ethnicity in Swedish teacher education. Changing one's whole world view is extremely challenging, and university teachers and teacher educators are confronted by students' resistance and opposition [9]. It is difficult to find an objective point of view in gender aware teaching. The issue easily gets politicized.

A teacher's philosophy of education greatly influences his or her actions which can either reproduce or challenge dominant gender stereotypes. Developing an awareness of educators' own biases and as people is key but it is a process. In the present study, the extent of prevalence and perpetuation gender-stereotyped beliefs on male and female student in the classroom and the attitudes and practices of teachers on gender stereotyping was explored, discussed and understood further

It is hoped that with this study, instructors/professors would be more aware and interested in investigating the extent to which gender norms affect the education and interactions of student and how they can challenge these stereotypes so student achievement and well-being are not affected. Helping students recognize these issues has the potential to foster equity in our classrooms and schools. Moreover, they would be more conscious on their attitudes and practices towards gender-stereotyping and apply these positive practices to ensure that all their students are not discriminated against because of their gender and that the future they create is more equitable. They would be more aware of the patterns of behavior as well as the teaching strategies that follow, which can help treat students equitably and encourage wider participation in the classroom. Paving the way for a classroom which is free from gender biases but values respect and considerations with each other and/or among students.

2 OBJECTIVES OF THE STUDY

The main purpose of this study was to investigate different student gender-stereotyped beliefs and assess the attitudes and practices of Teacher Education instructors/professors of Higher Education Institution (HEIs) in Zambales towards gender-stereotyped. Specifically, the study sought to identify the profile of the Teacher Education faculty-respondents in terms of age, sex, highest academic attainment; number of years teaching, status of employment and subjects handled; to describe the different gender-stereotyped beliefs on male and female Teacher Education students; to identify the extent the teachers' attitudes and practices towards gender-stereotyped occur at the College of Teacher Education; to determine the different strategies to eliminate gender-stereotyping on male and female Teacher Education students; to test the difference on the perceived gender-stereotyped beliefs on male and fe-

male Teacher Education students, the extent the teachers' attitudes and practices towards gender-stereotyped occur, the strategies to eliminate gender-stereotyping that occur in the College of Teacher Education when grouped according to faculty-respondents' profile.

3 MATERIALS AND METHODS

The methodology of this research study was descriptive research. Calmorin & Calmorin [10] pointed out that descriptive method provides essential knowledge for the measurement of all types of quantitative research. It is used when a research attempts to describe systematically a situation, problem, phenomena, service or programme, or provides information about living condition of a community or describes attitudes toward an issue. In this study, the gender-stereotyped beliefs on male and female Teacher Education students and attitudes, practices Teacher Education faculty members towards gender-stereotyped and the strategies to eliminate gender-stereotyping were examined, described and determined. The study was conducted at three (3) Higher Education Institutions in the Province Zambales, Philippines that offer Teacher Education Program. A total population of hundred fifteen (115) faculty members participated in the study. All available Teacher Education faculty members were included as teacher-respondents.

This research study used survey checklist as the primary research instrument for data collection. The researchers made extensive review of the works of Ifegbesan [4], Variable on Gender-Stereotypes Belief and Practices in the Classroom and Gender Issues in the College Classroom by Columbia University [11] in identifying the indicators of the survey checklist. The survey checklist contains a total of 35 key items/indicators which had two parts. Respondents were asked to rate about the gender-stereotyped beliefs of Teacher Education male and female students on a scale of 5 (strongly agree) to 1 (strongly disagree). On the question of the extent the faculty members' attitudes and practices towards gender-stereotyped occur, the respondents were asked to select from the scale of 5 (always) to 1 (never). On the question of how to reject gender-stereotyped beliefs on Teachers Education male and female students, the respondents answered from the scale of 5 (strongly agree) to 1 (strongly disagree).

A set of Gender and Development and Teacher Education experts from the Ramon Magsaysay Technological University (RMTU), Zambales reviewed and checked the indicators/items of the research instrument for clarity and directedness to minimize the occurrences of misinterpretations. The validity of the research instrument could be eroded if participants misinterpreted the items/indicators. To ensure the reliability of the research instrument, a pilot project was conducted. A pilot test afforded the researcher one final opportunity to ensure that the survey instrument has clarity, accuracy and could be completed easily and all the respondents understand the research objectives.

The approval of the distribution of the survey checklist was secured from the University or College President of the Higher Education Institution (HEIs) in Zambales, Philippines. The

administration of the instrument was conducted on June 2017 and the retrieval of the instrument was done after a week. The responses from the instrument were tallied and tabulated in a data matrix using excel spreadsheet in preparation for the statistics. The data which were collected from the survey checklist were analyzed, interpreted and summarized accordingly with the aid of descriptive statistical techniques such as frequency counts, simple percentage, and mean. Analysis of Variance was computed to test the research hypotheses.

4 RESULTS AND DISCUSSION

Table 1 shows the result on the profile of the Teacher Education faculty (instructors/professor)– respondents in terms of sex, age, educational attainment, number of years teaching, status of employment and subjects handled.

Table 1
Summary of Results on the Personal and Employment Profile of the Respondents

Profile	Results	Frequency	Percentage
	Faculty-Respondents (N=115)		
Sex	Male	46	40.00%
	Female	69	60.00%
	Total	**115**	**100.00%**
Age	**Mean = 36.43 or 36 years old**		
Highest Educational Attainment	Master's	62	53.91%
	Bachelor	49	42.60%
	Doctorate	4	3.49%
	Total	**115**	**100.00**
No. of Years Teaching	**Mean Year = 13.43 Years**		
Status of Employment	Permanent	71	61.74%
	Temporary	19	16.52%
	Contract of Service	25	21.74%
	Total	**115**	**100.00%**
Subjects Handled	Core/Major	46	40.00%
	General Education	37	32.17%
	Professional Education	32	27.83%
	Total	**115**	**100.00%**

For the result on sex variable, out of 115, majority (69 or 60.00%) are females and 46 or 40.00% are males which means that there are more female instructors/professors teaching in the Teacher Education Department of the three Higher Education Institution (HEIs) in the present study. As for the result on the age profile variable, the computed mean age was 36.43 years old which means that the respondents are in their middle adulthood. More than half of the faculty-respondents are Master's degree holders (62 or 53.91%), followed by holders of bachelor's degree (49 or 42.60%) and four (3.49%) doctorate degree folders. They have served for almost fourteen (14) years in their respective institution. Majority of them are per-

manently employed (71 or 61.74%), followed by 25 (21.74%) contract of service and 19 (16.52%) temporary as to status of employment. Most (46 or 40.00%) of the faculty-respondents are teaching the Core or Major subjects, followed by 37 (32.17%) who are handling General Education subjects and 32 (27.83%) who are teaching the Professional Education subjects.

Table 2 shows the perception of Teacher Education faculty – respondents of HEIs in Zambales towards gender-stereotyped beliefs among male and female students. Of the indicators of gender-stereotyped beliefs among Teacher Education male and female students, indicator 8 "Female students are less likely to have their comments credited" and indicator 9 "Female students are less likely to have their comments remembered by the group" obtained the highest weighted mean (WM) of 4.48 (rank 1) and interpreted as agree respectively.

Table 2
Perceived Gender-Stereotyped Beliefs among Male and Female Students

Indicators	WM	DE	Rank
1. Male students are strong and female are weak	3.27	MA	7
2. Male students generally do better in Mathematics than female students	3.35	MA	3
3. Male students are better in Science than their female counterpart.	3.34	MA	4
4. Male students are generally possess more scientific skills than females	3.31	MA	5
5. Male students are more likely to blurt out answers without raising their hands	3.29	MA	6
6. Female students are more likely to refer to personal experiences in class.	3.27	MA	7
7. Female students are more likely than men to attribute success to hard work	3.26	MA	10
8. Female students are less likely to have their comments credited	3.48	A	1
9. Female students are less likely to have their comments remembered by the group	3.48	A	1
10. Female students are more likely to make one-time contributions and not speak again	3.27	MA	7
Overall Weighted Mean	**3.27**	**Moderately Agree-MA**	

The Teacher Education faculty-respondents agreed on the gender-stereotyped beliefs such as female students' comments are less likely to be credited and even remembered by the

group. The result signifies that the faculty-respondents agreed that compared to male students, the insights/views of female students are less likely considered by others in the classroom and/or in the College. The study of Gosselin [12] stressed that teachers can either perpetuate or stop gender stereotypes on students. Moreover, teacher beliefs and ways of communication play an important role in building social gender norms in the classroom.

On the other hand, the faculty-respondents moderately agreed on indicator 2 "Male students generally do better in Mathematics than female students" (WM=3.35, rank 3) and indicator 3 "Male students are better in Science than their female counterpart" (WM=3.34, rank 4) and indicator 4 "Male students generally possess more scientific skills than females" (WM=3.31, rank 5). The Teacher Education faculty-respondents moderately agreed on the gender-stereotyped beliefs that male students excel in disciplines such as Mathematics and Science and scientific skills than female student-counterparts. Sax, et al. [13] revealed that Science and Mathematics are masculine fields and males are perceived to have conviction to succeed on those fields while females were customarily discouraged to these fields. On the other hand, the American Association of University Women (AAUW) [14] showed that cultural beliefs as the factor identified making Science, Technology, Engineering and Mathematics (STEM) fields more appropriate for males than females. The female students in the study of Hong, Lawrenz & Veach [15] reported that some of their teachers didn't really support female students to take Science, Mathematics, as future career paths. Nosek, et al. [16] hypothesized that stereotypes associating science with males may produce gender variances in performance among students. But a finding in the study of Kinzie, et al. [17] is contrary to the present finding. Kinzie and colleagues have found that compared with their female counterparts, male undergraduates engage less frequently in academically challenging activities and participate less often in active and collaborative learning activities.

Table 2 also show that indicator 5 "Male students are more likely to blurt out answers without raising their hands" (WM=3.35, rank 6); indicator 1 "Male students are strong and female are weak", indicator 6 "Female students are more likely to refer to personal experiences in class" and indicator 10 "Female students are more likely to make one-time contributions and not speak again" (WM=3.27, rank 7 respectively); and indicator 7 "Female students are more likely than men to attribute success to hard work" (WM=3.26, rank 10) gained a descriptive equivalent of moderately agree. The Teacher Education faculty-respondents moderately agreed that male students are more likely to express out answers in class recognized or not and are stronger that female students. Moreover, the respondents moderately agreed that female students are

more likely to share their personal experience and make one-time contributions and not speak out their minds again. This only prove that the educational system has the propensity to reinforce traditional gender roles and attitudes toward gender stereotypes. The study of Ifegbesan [4] found that majority of the teachers held gender-stereotypes and deny that they hold or perpetuate biased perceptions of males and females. The AAUW [14] concludes that the low expectations transferred from teachers to students have been thought to lower females' beliefs in their skills and abilities and value placed upon themselves. The experiment conducted by Sczesny, Spreeman & Stahlberg [18] found that males, and those viewed as more masculine (regardless of gender), were rated as more leadership competent overall by participant.

The overall weighted mean computed was 3.27 with verbal interpretation of Moderately Agree. The faculty members of Teacher Education of HEIs in Zambales reported moderately agreed on the perceived gender-stereotyped beliefs among male and female students.

Table 3 shows the perception on the attitudes and practices towards Gender-Stereotyped at Teacher Education.

Table 3
Attitudes and Practices towards Gender-Stereotyped at Teacher Education

Indicators	WM	DE	Rank
1. Teachers give to boys and girls equal opportunities in class activities and are not treated differently	4.20	O	2
2. Teacher raise students with a non-sexist orientation in schools.	4.07	O	6
3. Teachers give to students the opportunities to discuss and share their viewpoints	3.86	O	14
4. Teachers obtain and utilize gender neutral instructional materials	3.85	O	15
5. Teachers try to discourage gender stereotyped behavior in class	4.10	O	4
6. Teacher's classroom practices encourage students to respect other gender	4.05	O	7
7. Teachers see to it that students needs to learn about gender issues	4.23	A	1
8. Teachers establish class norms or ground rules for discourse	3.96	O	12
9. Teachers reply to the quality and content of students' remarks, not to how confidently these remarks may be stated	3.89	O	13
10. Teachers are sensitive to the gender dynamics in the classroom	4.03	O	8
11. Teachers provide all students with a lot of feedback and encouragement	4.03	O	8
12. Teachers are attentive to differences in communication styles	4.02	O	10

	WM	DE	Rank
13. Teacher education program fosters awareness of gender–stereotyped issues	4.01	O	11
14. Teacher education program prepares students to deal with gender-stereotyped & bias in classroom & school	4.10	O	3
15. Teacher education program promotes gender sensitive behavior	4.08	O	5
Overall Weighted Mean	**4.08**	**Often - O**	

Shown in Table 3 that the Teacher Education faculty-respondents rated indicator 8 "Teachers see to it that students need to learn about gender issues" as always with highest weighted mean of 4.23 (rank 1). The faculty-respondents always practiced seeing and making sure every student in their respective classes learn and understand about different gender issues. They may have mainstreamed through presentation and/or integration of gender-related issues in their respective subjects/lessons. For teachers to be effective change-agent and role models of reducing gender stereotyped and related issues, according to Norema, Pietilä & Purtonen [19], gender issues should be frequently being sensitized and organized in the curriculum.

There were indicators in Table 3 in which the faculty-respondents assessed often towards their attitudes and practices towards gender-stereotyped such as indicator 1 "Teachers give to boys and girls equal opportunities in class activities and are not treated differently" (WM=4.07, rank 2); indicator 14 "Teacher education program prepares students to deal with gender-stereotyped & bias in classroom & school" (WM= 4.20, rank 3), indicator 5 "Teachers try to discourage gender stereotyped behavior in class" (WM= 4.10, rank 4), indicator 15 "Teacher education program promotes gender sensitive behavior" (WM= 4. 08, rank 5); indicator 2 "Teacher raise students with a non-sexist orientation in schools" (WM= 4.07, rank 6); and indicator 6 "Teacher's classroom practices encourage students to respect other gender" (W= 4.05, rank 7). As identified, the faculty-respondents frequently practiced and manifested attitudes on gender-stereotyped by providing their students (male and female) the equal opportunities to plan and to be part in class activities and other performances. Moreover, the respondents promote to their students the equal treatment and respect with other gender; discourage gender stereotypes and show more gender sensitive behaviors instead; and prepares them to deal with gender-stereotyping & bias. A gender friendly and well managed classroom environment according to Srivastava [20] can build harmonious relations between boys and girls. On the other hand, Calvanese [21] stressed that awareness by the future generations on gender-related stereotypes is an appropriate action to be undertaken to minimize stereotyping until it becomes nonexistent. Calvanese argued further that the more that is known, the more equality in this field can be enacted.

Other indicators frequently manifested and practiced by the faculty-respondents were indicator 10 "Teachers are sensitive to the gender dynamics in the classroom" and indicator 11 "Teachers provide all students with a lot of feedback and encouragement" (WM=4.03, rank 8 respectively); indicator 12 "Teachers are attentive to differences in communication styles" (WM=4.02, rank 10), indicator 13 "Teacher education program fosters awareness of gender–stereotyped issues" (WM=4.01, rank 11); indicator 8 "Teachers establish class norms or ground rules for discourse" (WM=3.96, rank 12); indicator 9 "Teachers reply to the quality and content of students' remarks, not to how confidently these remarks may be stated" (WM=3.89, rank 13); indicator 3 "Teachers give to students the opportunities to discuss and share their viewpoints" (WM=3.86, rank 14); indicator 4 "Teachers obtain and utilize gender neutral instructional materials" (WM=3.85, rank 15). It was revealed that being sensitive to gender dynamics in the classroom; using gender-neutral instructional materials; attentive to differences in communication styles, viewpoints, remarks and feedbacks; and observing classroom rules focused on discussions were also frequently practiced and manifested attitudes by the Teacher Education faculty members towards gender-stereotyped. According to Lo [22], educators still have to work to ensure that teaching practice is gender equitable. Furthermore, Calvanese [21] stressed that an increased understanding and awareness may lead to changed views in some people, lessen its effects, and eventually disappear.

The overall weighted mean computed was 4.08 with verbal interpretation of Often. The faculty members of Teacher Education of HEIs in Zambales often perceived manifest attitudes and Practices towards Gender-Stereotyped at Teacher Education.

Table 4
Perceived Strategies that can Eliminate or Minimize Gender-Stereotyping in Teacher Education

Indicators	WM	DE	Rank
1. Teacher should make accurate statements about people opposed to group stereotyping.	4.45	SA	7
2. Teacher should create a classroom culture in which interactions between boys and girls reflect mutual respect.	4.50	SA	4
3. Teacher should maintain an open and supportive classroom ethos for both sexes.	4.44	SA	8
4. Teacher should explain and elaborate the concept of equality of sexes.	4.51	SA	2
5. Teacher should be encouraging and supportive of students' success in class.	4.44	SA	8
6. Teacher should include examples of	4.51	SA	2

	both men and women so that the message of equal capability gets highlighted.			
7.	Teacher should not give more time or serious consideration to certain groups of students over others.	4.44	SA	8
8.	Teacher education curricula must be permeated with opportunities to acquire gender sensitivity knowledge.	4.46	SA	5
9.	Gender neutral or fair curriculum and learning materials has to be developed.	4.57	SA	1
10.	Conduct more studies that examine the ways in which teachers deliver gender-equitable curricula.	4.46	SA	5
Overall Weighted Mean		**4.47**	**Strongly Agree-SA**	

Table 4 shows the perception on the strategies that can eliminate or minimize Gender-Stereotyping in Teacher Education. Indicator 9 "Gender neutral or fair curriculum and learning materials has to be developed" obtained the highest weighted mean (WM) of 4.57 (rank 1) and interpreted as strongly agree. The Teacher Education faculty-respondents strongly agreed that the strategy that could effectively eliminate if not to minimize gender-stereotyping in Teacher Education was developing and maintaining a gender neutral or fair Teacher Education curriculum and learning materials.

The domain curriculum according to National Competency-Based Teacher Standards (NCBTS) [23] should allow the prospective teachers to learn all the elements of the teaching-learning process to help students to attain high standards of learning. Gender have to be mainstreamed in the curriculum elements which include the teacher's knowledge of subject matter and the learning process, teaching-learning approaches and activities, instructional materials and learning resources. Campbell & Storo [24] stated that the broad-ranging aspects of curriculum with gender equity perspective allows teachers with ideas and tools for classroom practice in order to address gender inequality in their respective areas. Younger, et al. [25] revealed that a well-planned and designed lessons with clear learning objectives can encourage learner to reflect on their learning practices.

Indicator 4 "Teacher should explain and elaborate the concept of equality of sexes" and indicator 6 "Teacher should include examples of both men and women so that the message of equal capability gets highlighted" (WM=4.51, rank 2 respectively); indicator 2 "Teacher should create a classroom culture in which interactions between boys and girls reflect mutual respect" (WM=4.50, rank 4); indicator 8 "Teacher education curricula must be permeated with opportunities to acquire gender sensitivity knowledge" and indicator 10 "Conduct more studies that examine the ways in which teachers deliver gender-equitable curricula" (WM=4.46, rank 5) were other indicators which gained a descriptive equivalent of strongly agreed respectively. Awareness of students on the equality of

sexes, highlighting students' equal capability; allowing interactions with mutual respect; acquiring gender sensitivity knowledge; and conduct of studies on gender-equitable Teacher Education curricula were also strongly agreed and approved strategies that can stop if not lessen gender-stereotyping among students of Teacher Education. Teachers can facilitate the learning process in diverse learners by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain desired learning goals. To address gender issues, Columbia University [11] suggested that teachers should encourage all students to speak; provide all students with a lot of feedback; be attentive to differences in communication styles; and vary the classroom format. Cushman [6] argued that education community have to devote time to more practical and functional strategies (lesson plans or ideas and techniques) to understand the need for gender equity to be addressed. Cushman highlighted the importance of such teacher preparation and further training to allow them to become aware and reflective on their own gender stereotypes and biases.

Other indicators which were assessed by the respondents as strongly agreed respectively were indicator 1 "Teacher should make accurate statements about people opposed to group stereotyping" (WM=4.45, rank 7); and indicator 3 "Teacher should maintain an open and supportive classroom ethos for both sexes", indicator 5 "Teacher should be encouraging and supportive of students' success in class.", and indicator 7 "Teacher should not give more time or serious consideration to certain groups of students over others" (WM=4.44, rank 8). Developing sensitivity to people opposed to group stereotyping; maintaining a classroom in which students are free to share their personal experiences without apprehensions; supportive of students' success in class; and giving same degree of consideration to all groups of students also strongly agreed strategies to lessen gender-stereotyping in Teacher Education. The University Committee on Diversity, Equity and Outreach [26] stated that although group stereotyping is a common occurrence, teachers should strive to ensure that they make accurate statements about people opposed to group stereotyping. Whenever appropriate, give varied examples based on different groups' experiences. On the other hand, Columbia University [11] suggested that to create an inclusive classroom environment to address gender issues, teachers have to be sensitive to and employ different gender dynamics (e.g., small group activities) in their respective classroom.

The overall weighted mean computed was 3.27 with verbal interpretation of Strongly Agree. The faculty members of Teacher Education of HEIs in Zambales reported strongly agreed the presented strategies that can eliminate or minimize gender-stereotyping in Teacher Education.

Table 5
Differences on the Perceived Gender-Stereotyped Beliefs among Male and Female Students when grouped according to Teacher's Profile Variables

Source of Variations		df	F	Sig.
Sex	Between Groups	1	1.45	0.23*
	Within Groups	113		
	Total	114		
Age	Between Groups	6	0.78	0.58*
	Within Groups	108		
	Total	114		
Educational Attainment	Between Groups	2	1.35	0.26*
	Within Groups	112		
	Total	114		
Number of Years Teaching	Between Groups	6	1.17	0.33*
	Within Groups	108		
	Total	114		
Status of Employment	Between Groups	2	0.12	0.89*
	Within Groups	112		
	Total	114		
Subject Handled	Between Groups	2	0.43	0.65*
	Within Groups	112		
	Total	114		

*Not Significant
** Significant

Table 5 shows that the significant values for sex (0.23), age (0.58), highest educational attainment (0.26), number of years teaching (0.33), status of employment (0.89) and subjects handled (0.65) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perceptions regarding the gender-stereotyped beliefs among male and female students when attributed to teachers' profile variables. The male and female faculty member-respondents; who belong to different age groups; holders of Bachelor Master's and Doctorate degree; new in the profession or have been teaching for quite long as permanent or contract of service; and handling Core, Professional and General Education Subjects manifest similarity of stereotyped beliefs on male and female teacher education students on aspects such as physical superiority and inferiority, in giving comments and expressing their thoughts and experiences, in their contributions and their skills.

Table 6
Differences on the Perceived Attitudes and Practices towards Gender-Stereotyped at Teacher Education when grouped according to Teacher's Profile Variables

Source of Variations		df	F	Sig.
Sex	Between Groups	1	0.01	0.91*
	Within Groups	113		
	Total	114		
Age	Between Groups	6	1.31	0.26*
	Within Groups	108		
	Total	114		
Educational Attainment	Between Groups	2	0.02	0.98*
	Within Groups	112		
	Total	114		
Number of Years Teaching	Between Groups	6	0.63	0.71*
	Within Groups	108		
	Total	114		
Status of Employment	Between Groups	2	0.39	0.68*
	Within Groups	112		
	Total	114		

Subject Handled	Between Groups	2	1.09	0.34*
	Within Groups	112		
	Total	114		

*Not Significant
** Significant

Table 6 shows that the significant values for sex (0.91), age (0.26), highest educational attainment (0.98), number of years teaching (0.71), Status of Employment (0.68) and subjects handled (0.34) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perceptions regarding the attitudes and practices towards gender-stereotyped at Teacher Education when attributed to teachers' profile variables. The male and female faculty; who belong to different age groups; holders of Bachelor Master's and Doctorate degree; new in the profession or have been teaching for quite long as permanent or contract of service; and handling Core, Professional and General Education Subjects manifest similarity of attitudes and practices towards gender-stereotyped at Teacher Education on aspects such as awareness of gender–stereotyped issues; dealing with gender issues inside the classroom to avoid bias; discouraging gender stereotypes; promotes gender sensitive behavior and dynamics; equal opportunities in class activities and utilization of instructional materials which are gender neutral.

Table 7 shows that the significant values for sex (0.60), age (0.27), highest educational attainment (0.26), number of years teaching (0.09), Status of Employment (0.08) and subjects handled (0.57) were higher than (0.05) alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference on the perceptions regarding the strategies that can eliminate or minimize gender-stereotyping in Teacher Education when attributed to teachers' profile variables.

Table 7
Differences on the Perceived Strategies that can Eliminate or Minimize Gender-Stereotyping in Teacher Education when grouped according to Teacher's Profile Variables

Source of Variations		df	F	Sig.
Sex	Between Groups	1	0.27	0.60*
	Within Groups	113		
	Total	114		
Age	Between Groups	6	1.29	0.27*
	Within Groups	108		
	Total	114		
Educational Attainment	Between Groups	2	1.37	0.26*
	Within Groups	112		
	Total	114		
Number of Years Teaching	Between Groups	6	1.87	0.09*
	Within Groups	108		
	Total	114		
Status of Employment	Between Groups	2	2.58	0.08*
	Within Groups	112		
	Total	114		
Subject	Between Groups	2	0.57	0.57*
	Within Groups	112		

Handled	Total	114		

*Not Significant
** Significant

The male and female faculty member-respondents; who belong to different age groups; holders of Bachelor Master's and Doctorate degree; new in the profession or have been teaching for quite long as permanent or contract of service; and handling Core, Professional and General Education Subjects manifest similarity of identified strategies that can eliminate or minimize gender-stereotyping in Teacher Education such as having gender-equitable curriculum, acquire gender sensitivity knowledge, opportunities to show equal capability, respectful to students and supportive of students' success.

5 CONCLUSIONS AND RECOMMENDATIONS

Results revealed that are more female instructors/professors teaching in the College of Teacher Education from the three Higher Education Institution (HEIs) in the present study. They are in their middle adulthood, Master's degree holders, permanently employed for more than a decade and teaching Core or Major subjects.

The Techer Education faculty-respondents agreed upon gender-stereotyped beliefs that female students are less likely to have their comments credited and remembered by the group. The attitudes and practices towards gender-stereotyped among the faculty-respondents were seeing that every student learn about gender issues, giving students equal opportunities in class activities and preparing students to deal with gender-stereotyped and bias in classroom and at school. The perceived strategies that can help eliminate if not minimize gender-stereotyping in Teacher Education include having gender neutral or fair curriculum and learning materials, including examples of both men and women highlighting their equal capability and explaining and elaborating the concept of equality of sexes. The analysis of variance results indicates that there is no significant difference on the perceptions regarding the gender-stereotyped beliefs on male and female students; on the attitudes and practices towards gender-stereotyped; and on the strategies that can eradicate gender-stereotyping in Teacher Education when attributed to teachers' profile variables.

Based on the aforementioned findings, it is suggested that the Teacher Education Institution maintain a gender fair curriculum and utilize gender neutral instructional resources and materials appropriate to varied learners and to the learning objectives. That teachers be mindful and sensitive to the gender dynamics inside their respective classroom like varying the classroom format and including small group activities; encourage all students to speak; students' equal capability gets emphasized; provide all students with a lot of feedback and encouragement; be attentive to differences in communication styles; and guide and prepare the students to deal with gender-stereotyped & bias in classroom, at school and other venues.

The findings from this research point to several further areas for future research. These include consideration of the variables such as how teachers be educated to avoid gender

inequality inside the classroom and establishing a gender friendly classroom environment and its overall management that can build harmonious relations between and among students and teachers.

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