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Faculty and Students' Perception about Gender-Responsive Pedagogy in Isabela State University, Philippines

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ABSTRACT Gender-responsive education is essential to advancing inclusive and equitable higher education. This study examined faculty engagement in gender-sensitive teaching at Isabela State University and identified inputs for strengthening its gender-responsive pedagogy framework. An explanatory mixed-methods design was employed involving 270 faculty members and 1,841 students during the second semester of Academic Year 2023-2024. Quantitative data were collected using an adapted Gender-Sensitivity Teaching Test and analysed using descriptive statistics and independent-samples t-tests, while qualitative responses were analysed thematically. Both faculty members and students reported very frequent engagement in gender-sensitive teaching practices, with gender equality receiving the highest ratings. Significant differences were observed across several indicators of teaching practices and gender equality. Qualitative findings revealed inconsistencies in language use, tensions between personal beliefs and professional responsibilities, gaps between awareness and practice, challenges in promoting participation, and social-emotional demands. The findings highlight the need for sustained professional development, curriculum integration, systematic feedback, and institutional mechanisms to strengthen consistent, equitable, and gender-responsive pedagogy across university classrooms.