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Teachers' Professional Growth and Gender Issues

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ABSTRACT: This research aimed to determine the teachers' professional growth and gender issues. The study's respondents were 321 students of the Graduate School of Laguna State Polytechnic University, Santa Cruz Laguna Philippines who happened to be teachers from the basic education and tertiary level. The researchers utilized a descriptive-quantitative approach using a simple random sampling technique, frequency distribution was used to determine the respondent's profile, mean and standard deviation were used to determine the level of professional growth and gender issues, while the Pearson moment correlation coefficient was used to measure the relationship between the demographic profiles and gender issues, and the relationship between professional growth and genders issues. Results revealed that the majority of the participants belong to the age group 36-40. Also, in terms of sex and civil status, the majority were female and single respectively. Further, most of the participants were in the teaching force, belonging to 11-15 years in service with the academic rank of T1 to T3, and with a permanent employment status. Findings also revealed that the level of professional growth in terms of career advancement, work environment, workplace empowerment, and promotion were highly evident to very highly evident among the participants of the study. Furthermore, the level of gender issues in terms of gender stereotyping, gender bias, and gender discrimination were highly evident. Lastly, the study findings show that the relationship between the demographic profiles and gender issues, and the relationship between professional growth and gender issues are both significant.
Keywords: Teachers' professional growth, Gender Issues, Career advancement, Workplace empowerment.

I.   INTRODUCTION

Professional growth is very important in almost all professions most especially for teachers. The teaching profession is a noble profession but teachers should upgrade themselves for various reasons like improving teaching effectiveness, enhancing classroom management, keeping up with the fast-changing educational trends, and for personal fulfillment and career advancement. Moreover, professional growth and career advancement automatically associate professional growth with educational advancement through traditional means, such as going back to school or completing a certification course. However, you can also seek advancement opportunities closer to home, such as joining a mentorship program through your job or further developing skills in your areas of interest. Furthermore, Educators were encouraged to pursue professional development opportunities to enhance their ability to instruct in a way that will benefit students. Gender issues are everywhere, it can be at school or in the workplace. Gender issues remain an important challenge in ensuring a safe and supportive working environment. Gender issues of inequality in the workplace take many forms this may include all aspects and concerns related to women's and men's lives and situation in society, to the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions, and policies. Gender issues may take many forms like unequal pay, disparity in promotions, sexual harassment, and racism.

The study investigated the factors that motivate teachers to upgrade themselves whether for professional development or job satisfaction. In Addition, this research sought to identify the different gender issues like gender biases that may directly or indirectly affect the teachers' performance. Gender bias is the tendency to give preferential treatment to one gender over another. It is a form of unconscious bias, which occurs when someone unconsciously attributes certain attitudes and stereotypes to a group of people.

The purpose of this study is to determine the relationship of gender issues to the professional growth of 321 students of the Graduate School of Laguna State Polytechnic University, Santa Cruz Laguna Philippines who happened to be teachers from the basic education and tertiary level

III. RESULTS AND DISCUSSION

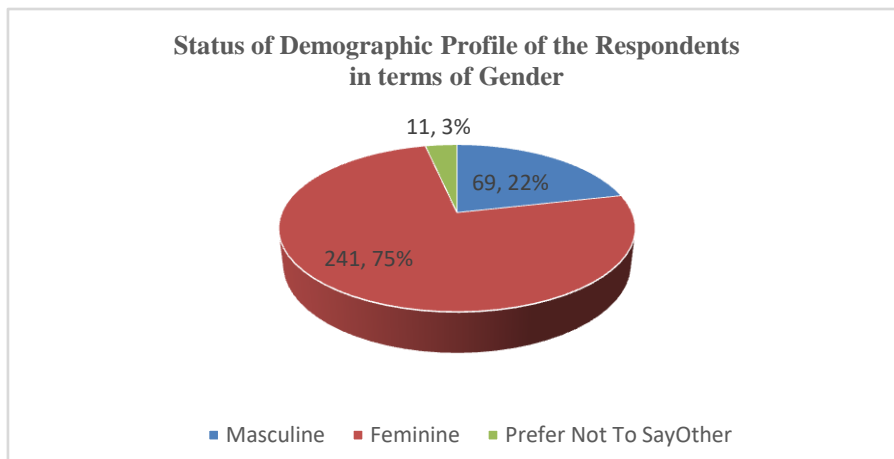**Figure 1. Profile of the Respondents in terms of Age**
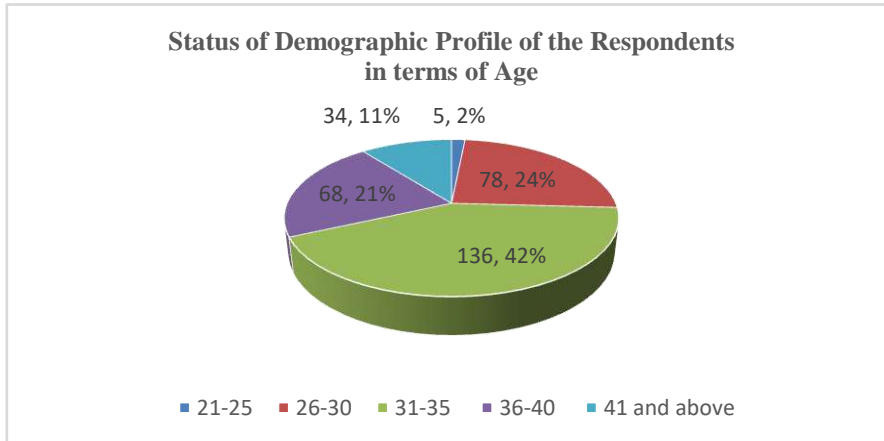
The demographic profile in terms of age shows that ages 31-35 with a frequency of 136 or 42 percent of the total sample, followed by ages 26-30 with a frequency of 78 or 24 percent of the total sample, ages 36-40 with a frequency of 68 or 21 percent of the total sample, ages 21-25 with a frequency of 34 or 11 percent, and ages 40 and above with a frequency of 5 or 2 percent of the total sample.

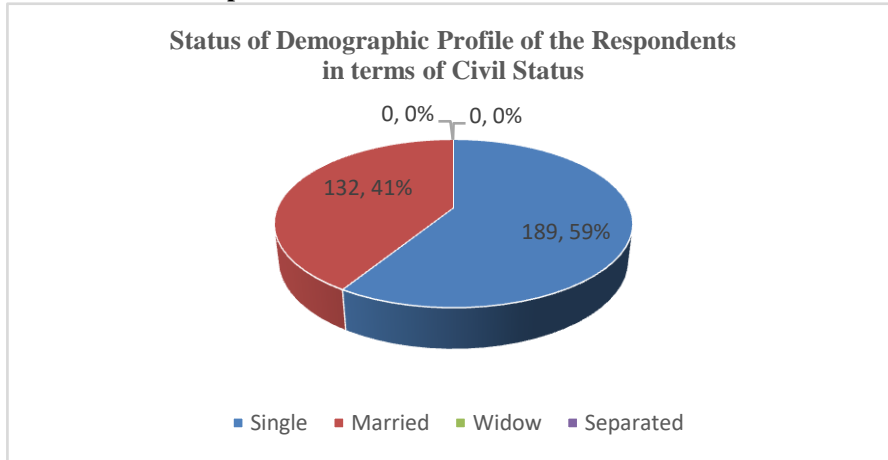**Figure 2. Profile of the Respondents in terms of Sex**
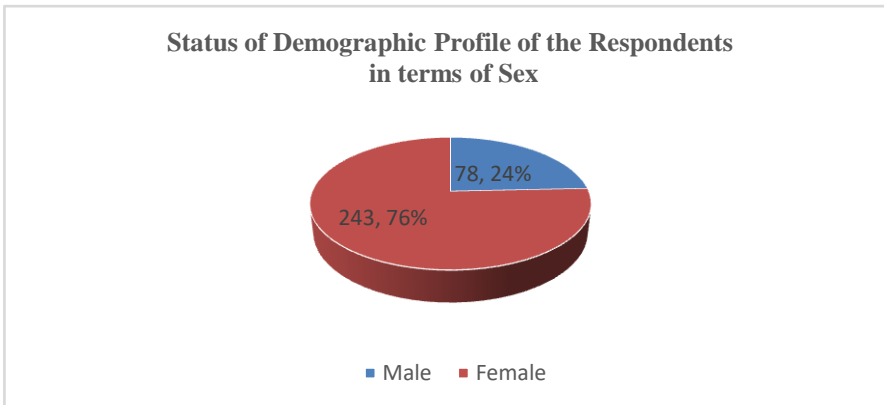
The demographic profile in terms of sex shows that females with a frequency of 273 or 76 percent of the total sample, while males with a frequency of 78 or 24 percent of the total sample.

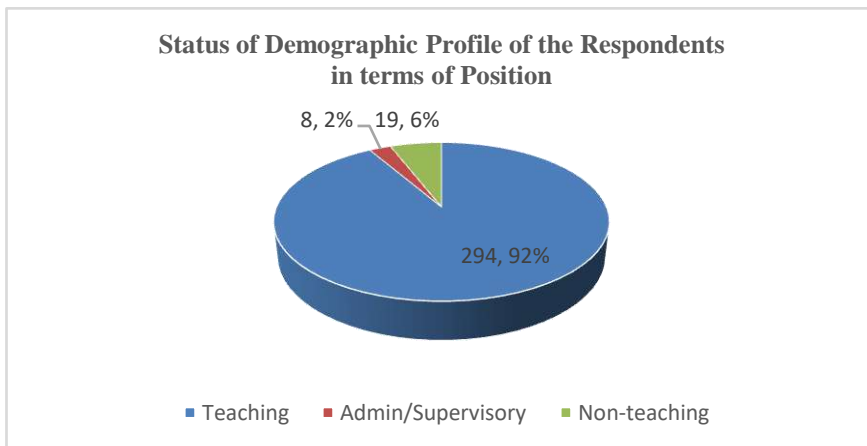**Figure 3. Profile of the Respondents in terms of Gender**

The demographic profile in terms of gender shows that feminine with a frequency of 471 or 75 percent of the total sample, followed by masculine with a frequency of 69 or 22 percent of the total sample.

Figure 4. Profile of the Respondents in terms of Civil Status

The demographic profile in terms of civil status shows that single with a frequency of 189 or 59 percent of the total sample, while married with a frequency of 132 or 41 percent of the total sample.

Figure 5. Profile of the Respondents in terms of Position

The demographic profile in terms of position shows that teaching with a frequency of 294 or 92 percent of the total sample, followed by non-teaching with a frequency of 19 or 6 percent of the total sample, and admin/supervisory with a frequency of 8 or 2 percent of the total sample.

Figure 6. Profile of the Respondents in terms of Years of Service
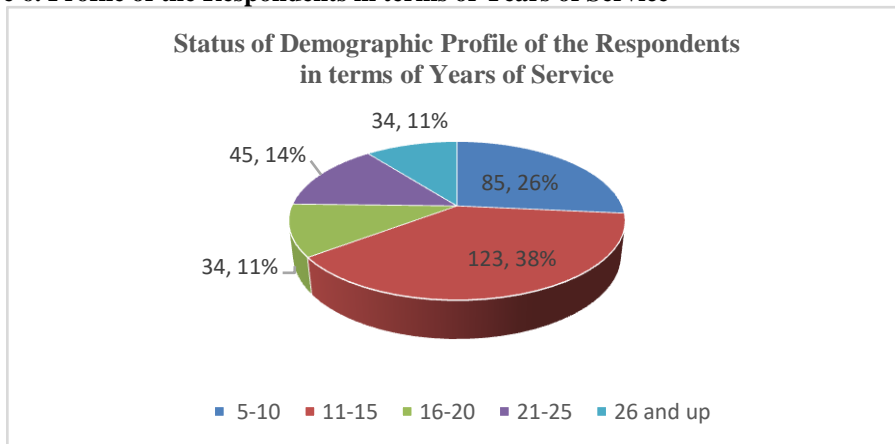
The demographic profile in terms of years in service shows that 11-15 years of service with a frequency of 123 or 38 percent of the total sample, followed by 5-10 years of service with a frequency of 85 or

26 percent of the total sample, 21-25 years of service with a frequency of 45 or 14 percent of the total sample, and 5-20 and 26 and up with a frequency of 34 or 11 percent of the total sample
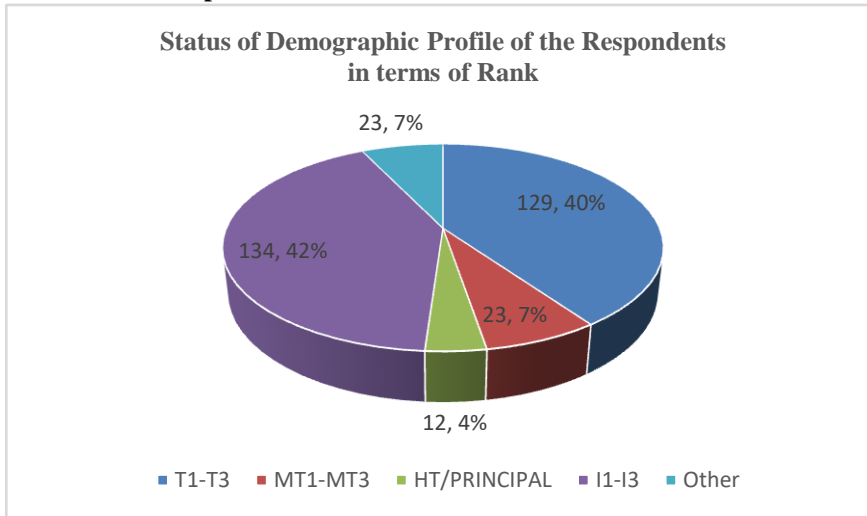
Figure 7. Profile of the Respondents in terms of Rank

The demographic profile in terms of ranks shows that T1-T3 with a frequency of 129 or 40 percent of the total sample, followed by I1-I3 with a frequency of 134 or 42 percent of the total sample, MT1-MT3 with a frequency of 23 or 7 percent of the total sample, and HT/PRINCIPAL with a frequency of 12 or 4 percent of the total sample.

Figure 8. Profile of the Respondents in terms of Employment Status
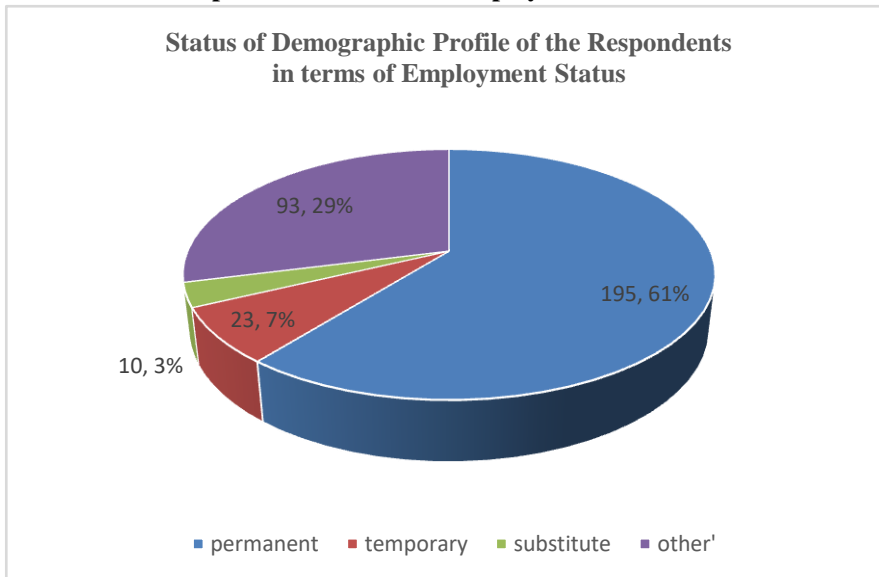
The demographic profile in terms of employment status shows that permanent with a frequency of 195 or 61 percent of the total sample, followed by Other with a frequency of 93 or 29 percent of the total sample, Temporary with a frequency of 23 or 7 percent of the total sample, and Substitute with a frequency of 10 or 3 percent of the total sample.

In this study, the level of Professional growth refers to Career Advancement; Work Environment, Workplace empowerment, and Promotion.

Table 1. Level of Professional Growth in terms of Career Advancement

STATEMENT	MEAN	SD	REMARKS
I enjoy equal opportunities for professional growth	4.31	0.53	*Strongly Agree*
I have the opportunity to pursue my graduate studies, my school duties and responsibilities become lesser	4.07	0.57	*Moderately Agree*

I get an equal chance to attend seminars and conferences	4.23	0.59	*Strongly Agree*
I enjoy training and workshops sponsored by the school	4.27	0.57	*Strongly Agree*
I receive special privileges in pursuing further studies	4.06	0.57	*Moderately Agree*

Weighted Mean	*4.19*
SD	*0.56*
Verbal Interpretation	*Highly Evident*

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Highly Evident
4	3.41-4.20	Moderately Agree	Moderately Evident
3	2.61-3.40	Agree	Evident
2	1.81-2.60	Disagree	Not Evident
1	1.00-1.80	Strongly Disagree	Highly Not Evident

In Table 1, the respondents strongly agree that they enjoy equal opportunities for professional growth. (M=3.31, SD=0.53). Meanwhile, the respondents moderately agree that they receive special privileges in pursuing further studies. (M=4.06, SD=0.57).

Level of Professional Growth in terms of Career Advancement attained a weighted mean score of 4.19 and a standard deviation of 0.56 and was verbally interpreted as highly evident among the respondents.

Table 2. Level of Professional Growth in terms of Work Environment

STATEMENT	MEAN	SD	REMARKS
I received a normal teaching load	4.21	0.53	*Moderately Agree*
I received minimal non-teaching assignment or designation	4.24	0.57	*Moderately Agree*
I work in a safe and healthy workplace	4.20	0.74	*Moderately Agree*
I have my own works station for laboratory and practical classes	4.70	0.58	*Moderately Agree*
My work (actual teaching) does not exceed 6 hours per day	4.19	0.56	*Moderately Agree*

Weighted Mean	*4.31*
SD	*0.68*
Verbal Interpretation	*Very Highly Evident*

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High Evident
4	3.41-4.20	Moderately Agree	Highly Evident
3	2.61-3.40	Agree	Evident
2	1.81-2.60	Disagree	Not Evident
1	1.00-1.80	Strongly Disagree	Highly Not Evident

In Table 2, the respondents moderately agree that they have their own works station for laboratory and practical classes. (M=4.70, SD=0.58). Meanwhile, the respondents moderately agree that they work in a safe and healthy workplace. (M=4.20, SD=0.74).

Level of Professional Growth in terms of Work Environment attained a weighted mean score of 4.31 and a standard deviation of 0.68 and was verbally interpreted as very highly evident among the respondents.

Table 3. Level of Professional Growth in terms of Workplace Empowerment

STATEMENT	MEAN	SD	REMARKS
The school provided me with all the materials needed for my lesson	4.21	0.53	*Moderately Agree*
I received the necessary equipment needed in laboratory classes and practical class	4.24	0.57	*Moderately Agree*
I underwent extensive training in the field that I am teaching	4.20	0.74	*Moderately Agree*
I do peer mentoring and collaborative teaching	4.34	0.58	*Moderately Agree*
I am inspired to work as a member of the team	4.19	0.56	*Moderately Agree*

Weighted Mean	*4.24*
SD	*0.57*
Verbal Interpretation	*VeryHighly Evident*

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High Evident
4	3.41-4.20	Moderately Agree	Highly Evident
3	2.61-3.40	Agree	Evident

| 2 | 1.81-2.60 | Disagree | Not Evident |
| 1 | 1.00-1.80 | Strongly Disagree | Highly Not Evident |

In Table 3, the respondents moderately agree that they *do peer mentoring and collaborative teaching*. (M=4.34, SD=0.58). Meanwhile, the respondents moderately agree that they *have undergone extensive training in the field that they teaching*. (M=4.20, SD=0.74).

Level of Professional Growth in terms of Workplace Empowerment attained a weighted mean score of 4.24 and a standard deviation of 0.57 and verbally interpreted as very highly evident among the respondents.

Table 4. Level of Professional Growth in terms of Promotion

STATEMENT	MEAN	SD	REMARKS
I receive a promotion if I think I deserve it	4.17	0.51	*Moderately Agree*
I with promotion based on ranking	4.23	0.53	*Moderately Agree*
I with a promoted based on ERF	4.20	0.54	*Moderately Agree*
I with an equal opportunity for promotion	4.22	0.51	*Moderately Agree*
I experienced a promotion in my teaching career	4.34	0.57	*Moderately Agree*
Weighted Mean		4.23	
SD		0.53	
Verbal Interpretation		*VeryHighly Evident*	

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High Evident
4	3.41-4.20	Moderately Agree	Highly Evident
3	2.61-3.40	Agree	Evident
2	1.81-2.60	Disagree	Not Evident
1	1.00-1.80	Strongly Disagree	Highly Not Evident

In Table 4, the respondents moderately agree that they *experienced promotion in their teaching careers*. (M=4.34, SD=0.57). Meanwhile, the respondents moderately agree that they *receive a promotion if they think they deserve it*. (M=4.17, SD=0.51).

Level of Professional Growth in terms of Promotion attained a weighted mean score of 4.23 and a standard deviation of 0.53 and was verbally interpreted as very highly evident among the respondents.

In this study, the level of Gender Issues refers to Gender Stereotyping;Gender bias; and Gender discrimination.

Table 5. Level of Gender Issues in terms ofGender Stereotyping

STATEMENT	MEAN	SD	REMARKS
I respect both sexes.	4.07	0.51	*Moderately Agree*
I believe in the contribution of both sexes.	4.09	0.52	*Moderately Agree*
I agree that both sexes are inclined to become successful.	4.19	0.57	*Moderately Agree*
I am aware that both sexes can have careers in their chosen field.	4.17	0.50	*Moderately Agree*
I maintain a standard that both sexes can be good leaders.	4.24	0.55	*Moderately Agree*
Weighted Mean		4.15	
SD		0.53	
Verbal Interpretation		*Highly Evident*	

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High Evident
4	3.41-4.20	Moderately Agree	Highly Evident
3	2.61-3.40	Agree	Evident
2	1.81-2.60	Disagree	Not Evident
1	1.00-1.80	Strongly Disagree	Highly Not Evident

In Table 5, the respondents moderately agree that they *maintain a standard that both sexes can be a good leader*. (M=4.24, SD=0.55). Meanwhile, the respondents moderately agree that they *respect both sexes*. (M=4.07, SD=0.51).

Level of Gender Issues in terms of Gender Stereotyping attained a weighted mean score of 4.15 and a standard deviation of 0.53 and verbally interpreted as highly evident among the respondents.

Table 6. Level of Gender Issues in terms ofGender Bias

STATEMENT	MEAN	SD	REMARKS
I received equal treatment from my superior	4.15	0.51	*Moderately Agree*
I am the first pick at every opportunity in the school	4.07	0.53	*Moderately Agree*
I get recognition whenever I achieve something	4.18	0.54	*Moderately Agree*
Gender is not an issue in the promotion	4.21	0.51	*Moderately Agree*
I received no discrimination in relation to gender-related concern	4.16	0.57	*Moderately Agree*
Weighted Mean			*4.15*
SD			*0.53*
Verbal Interpretation			*Highly Evident*

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High Evident
4	3.41-4.20	Moderately Agree	Highly Evident
3	2.61-3.40	Agree	Evident
2	1.81-2.60	Disagree	Not Evident
1	1.00-1.80	Strongly Disagree	Highly Not Evident

In Table 6, the respondents moderately agree that *Gender is not an issue in the promotion*. (M=4.21, SD=0.51). Meanwhile, the respondents moderately agreed that they *received equal treatment from my superior*. (M=4.15, SD=0.51).

Level of Gender Issues in terms of Gender bias attained a weighted mean score of 4.17 and standard deviation of 0.53 and verbally interpreted as highly evident among the respondents.

Table 7. Level of Gender Issues in terms ofGender Discrimination

STATEMENT	MEAN	SD	REMARKS
I received no discrimination concerning gender-related concern	4.23	0.54	*Moderately Agree*
I am the first choice for the promotion	4.21	0.50	*Moderately Agree*
There is a special treatment	4.24	0.56	*Moderately Agree*
I am working on a gender-neutral workplace	4.27	0.54	*Moderately Agree*
I receive due merit/promotion for my profession/work accomplishment	4.28	0.51	*Moderately Agree*
Weighted Mean			*4.25*
SD			*0.53*
Verbal Interpretation			*VeryHighly Evident*

Scale	Range	Remarks	Verbal Interpretation
5	4.21-5.00	Strongly Agree	Very High Evident
4	3.41-4.20	Moderately Agree	Highly Evident
3	2.61-3.40	Agree	Evident
2	1.81-2.60	Disagree	Not Evident
1	1.00-1.80	Strongly Disagree	Highly Not Evident

In Table 7, the respondents moderately agree that they *receive due merit/promotion for their profession/work accomplishment*. (M=4.28, SD=0.51). Meanwhile, the respondents moderately agree that they are the *first choice in the promotion*. (M=4.21, SD=0.50).

The level of Gender Issues in terms of Gender discrimination attained a weighted mean score of 4.25 and a standard deviation of 0.53 and was verbally interpreted as very highly evident among the respondents.

Table 8. Significant Relationship between the Demographic Profile of the Respondents and Gender Issues.

Demographic Profile of the Respondents	Gender Issues		
	Gender Stereotyping	Gender Bias	Gender Discrimination

Age	r-value Sig.(2-tailed) N	0.164* 0.000 321	0.158* 0.000 321	0.079 0.596 321
Sex	r-value Sig.(2-tailed) N	0.196* 0.000 321	0.187* 0.000 321	0.008 0.420 321
Gender	r-value Sig.(2-tailed) N	0.150* 0.000 321	0.103* 0.001 321	0.0036 0.349 321
Civil Status	r-value Sig.(2-tailed) N	0.093* 0.002 321	0.156* 0.000 321	0.005 0.499 321
Position	r-value Sig.(2-tailed) N	0.091* 0.002 321	0.036 0.059 321	0.003 0.618 321
Years in Service	r-value Sig.(2-tailed) N	0.245* 0.000 321	0.255* 0.000 321	0.008 0.375 321
Academic Rank	r-value Sig.(2-tailed) N	0.154* 0.000 321	0.153* 0.000 321	0.003 0.598 321
Employment Status	r-value Sig.(2-tailed) N	0.186* 0.000 321	0.188* 0.000 321	0.007 0.421 321

The table 8 shows the significant relationship between the demographic profile of the respondents and gender issues. The demographic profile in terms of sex, gender, civil status, position, years of service, academic rank and employment status shows that there is a significant relationship to gender issues in terms of stereotyping. The table also shows the significant relationship between the demographic profile of the respondents and gender issues. The demographic profile in terms of sex, gender, civil status, years of service, academic rank and employment status shows that there is a significant relationship to gender issues in terms of gender bias.

It also shows that the demographic profile in terms of sex, gender, civil status, position, years of service, academic rank and employment status shows that there is no significant relationship to gender discrimination.

Table 9. Significant Relationship between the Professional Growth and Gender Issues

Professional Growth		Gender Issues		
		Gender Stereotyping	Gender Bias	Gender Discrimination
Career Advancement	r-value Sig.(2-tailed) N	0.231 0.000 321	0.113351 0.000 321	0.002 0.000 321
Work Environment	r-value Sig.(2-tailed) N	0.196 0.000 321	0.176 0.000 321	0.107 0.041 321
Workplace Empowerment	r-value Sig.(2-tailed) N	0.161 0.000 321	0.107 0.000 321	0.092 0.050 321
Promotion	r-value Sig.(2-tailed) N	0.089 0.002 321	0.167 0.000 321	0.056 0.050 321

The table 9 shows the significant relationship between the professional growth and gender issues. The professional growth in terms of Career Advancement, Work Environment, Workplace Empowerment and

Promotionshows that there is a significant relationship to gender issues in terms of stereotyping, gender bias and gender discrimination.

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the researcher has drawn the following conclusions. The hypothesis stating that there is no significant relationship between the demographic profile of the respondents and gender issues are partially accepted; and the hypothesis stating that there is no significant relationship between the professional growth and gender issues are rejected.

This implies that demographic profiles and gender issues are not a big deal in the work place. The population might enjoy relatively equal access to resources like education, employment, healthcare, and political participation, regardless of their demographic characteristics or gender. On the other hand, the relationship between professional growth and gender issues is observed in the workplace as gender can significantly influence career advancement, opportunities, and challenges individuals face.

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