

## DOES GENDER IMBALANCE AFFECT ONE'S DESIRE TO PURSUE A PROFESSION AS A SCIENCE OR MATH TEACHER?

*by:*

**Gema L. Ped**

*Teacher III, St. Francis National High School*

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2014) regards high-quality education as the most important factor in reducing poverty, enhancing health and livelihoods, accelerating prosperity, and creating communities that are more inclusive, sustainable, and peaceful. This view is shared by the majority of the world's nations. This organization recognizes that education is a fundamental human right that has the power to improve people's lives when it is equitable in terms of who may get it, what it teaches, and how it is taught. As a result, ensuring that it is front and center on the post-2015 development agenda should be a priority for everyone. In order to create societies that are equal, inclusive, peaceful, and sustainable, it promotes the following overarching objective: "Ensure equitable quality education and lifelong learning for ALL by 2030." This overarching objective is broken down into specific global benchmarks, which nations will be asked to agree to and held responsible for achieving.

The post-2015 agenda places a high premium on ensuring that education is of a high standard and that teaching and learning are both contextualized appropriately. These priority areas are the means by which people can be equipped with the skills, knowledge, and attitudes necessary to obtain decent work; live together as active citizens locally, nationally, and encyclopedically; make out and ready for humankind in which environmental deterioration and climate change offer a danger to sustainable living and livelihoods; and understand their prerogatives. Therefore, UNESCO (2014) puts a great deal of weight on the fundamental role that teachers play in ensuring that education and learning are of a high quality and accessible to everyone. Maintaining a focus on gender

equality is necessary in order to achieve inclusivity, which is one of the primary objectives of UNESCO's post-2015 agenda.

A priority area is defined as "quality and relevant teaching and learning," which is connected to the goal of achieving gender equality. This area calls for quality and relevance in teaching and learning in terms of inputs, content, processes, and learning environments to support the holistic development of all children, youth, and adults. It was determined that there are a number of essential components that contribute to inclusive and high-quality education. These include the recruitment and retention of well-trained and motivated instructors who utilize inclusive, gender-responsive, and participatory pedagogical techniques to guarantee successful learning outcomes, as well as the provision of material that is relevant to all learners and to the context in which they live. In addition, these are two of the most essential aspects of effective learning. Therefore, as intended, there is a need to overcome the gap in teacher training by hiring and developing sufficient teachers who are well-trained, able to meet national standards, and successfully provide relevant material, with a focus on gender balance. This may be accomplished by employing and developing enough teachers who are well-trained, able to meet national standards, and effectively deliver relevant content.

Despite the fact that the pre-service teachers saw certain gender inequities in mathematics and science classrooms throughout their K-12 basic education, the majority of them decided to pursue a career in the field of teaching mathematics and science anyhow. They were in agreement that elements such as teacher-student contact, teaching approach, vocal instructor reaction, and instructional materials had a significant impact on their decision to pursue a certain line of work. On the other hand, factors such as classroom management and atmosphere, teaching and assessment, medium of instruction, and in loco parentis did not have a significant impact on their decision about a future vocation. It is also possible to undertake in-classroom observations and discussions with focus groups with in-service teachers in basic education grades K-12. In the future, it is possible

that the article may explore the topic of forecasting the professional paths that K-12 students will take in order to improve curricular mapping into higher education and to better prepare students for the path that they are most likely to follow, which may be one of the following: academic, STEM, sports, humanities, or arts.

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