



Implementation Of Gender Seat Plan Of The Secondary Teachers in Their Classroom Setting Among Bangsamoro Learners

BY

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Abstract

Gender segregation in Islamic law, customs and traditions are adherence practice and requirements in Islamic countries. Thus, increasing number of students in the Muslim, Mindanao or, Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), Philippines is observable that requires understanding classroom dynamics where students majority are Bangsamoro learner. Teachers play a pivotal role in promoting gender equity to ensure the active engagement of all the learners. As part of the classroom management, teachers face the question of how and where to seat their students. This research aimed to examine the extent of implementing Gender Seat Plan of Secondary School teachers among Muslim students of selected Secondary Schools in Maguindanao II Division. It determined the effects of Gender Seat Plan to the class discipline and performance of Muslim Students. The research uses descriptive research design and purposive random sampling technique in distributing survey questionnaire in order to gather information and make its findings from the teacher-respondents. It was found out that Gender Seat Plan Satisfactorily attained class discipline and achieved class performance of the students. It shows also that it promotes respect in the religious belief and traditions of Muslim students. In the analysis of the findings, this seating arrangement does not directly affect the student's performance. Thus, it implies that in Muslim communities, it is good to separate male and female in the seat plan to preserve their culture and promote awareness of one's religious beliefs. It is recommended that additional school policies should be formulated by the PTCA related to the implementation of gender seat plan, there must be an orientation given to the students about the benefits they gain from the implementation of the gender seat plan, and teachers may unite to implement the gender seat plan.

Keywords: Implementation, Gender Seat Plan, Learners, Secondary School Teachers

Introduction

As the quotation states: "If you focus on result, you will never change. But if you focus on change, you will get results." This only implies that everything is dynamic especially in educating our children of the future. Changes happen for a reason and must be the basis of the result that you are expecting. It is a reality in education that a teacher needs to be strategic and versatile in implementing managerial rules in the classroom. Managing the class is not that easy. As a teacher, you must be systematic and organize in every detail in the classroom including the students in order to have smooth and interactive class activities.

One of the very critical situations that a teacher needs to address is the seating arrangement of the class. Having a specific and well planned seating arrangement will make the class organize and conducive for learning. If these things are not well addressed, then everything is a mess and it is hard for a teacher to control chaos in the classroom. Seating arrangement contributes a lot in the success of the learning process. It affects the performance of the students. If there are no permanent seats among students, it will create a lot of problem on the part of the teacher in managing the class. According to Angela Hammang, classroom seating arrangements have a great impact on student's performance and behavior. In line with this, bullying cases have a great tendency to take place among students if their seating arrangements are not managed by the teacher. There is also less concentration in the lesson if students seat anywhere in the classroom. This will lead to low academic performance and low mastery of the competencies they have to attain.

Sheikh Alomgir Ali (2014) said that in Islam, there is a Gender Segregation. With regards to this, men are separated from women in many public schools, hospital wards, public toilets, and in sports. In line with this it is the goal of the researcher to establish the effect of gender seating arrangement to the behavior and performance of the students in secondary level.

Gender seating arrangement of students in the class may affect their behavior. Behavior of the students somehow affects their performance and a factor why bullying is rampant. In this research, the researcher wishes to know the effects of implementing gender seat plan among Muslim students in the Secondary Schools of Division of Maguindanao II. It is a fact that most of the students in Maguindanao are Muslims and it is necessary for the Administrator to address their needs in order to achieve academic excellence among Muslim Communities.

It is a fact that in Islam religion, Muslim male and female are not allowed to seat beside each other during prayer to avoid committing sins. It prevents them to think about pleasure and leads them to focus and concentrate in praising Allah. If a male and female touches each other during the course of Sallah or prayer, their Abdas or Ablution will become invalid or Batal. For Muslims, it is forbidden to touch or hold women by men if they are not married or not in first degree relative by blood. They called it Haram because a man who sensually touches a Muslim woman may pay for a Sala or fine for disrespect.

In relation to this, most of the schools in Autonomous Region in Muslim Mindanao (ARMM) also

implement gender separation in seating arrangement. As far as the researcher knows, there is no formal study yet that can justify the effectiveness of gender seat plan in the performance of the secondary school students. This research also want to know if gender seat plan can reduce the number of bullying cases once it is impose to help in classroom discipline.

The researcher is one of the educators in the ARMM that wishes to contribute studies that will enhance and uplift the student’s performance in the classroom. Most of the students in ARMM are Muslims and this study is useful in helping the teacher managing the class effectively where norms and traditions of Muslim students are still preserved.

Statement of the Problems

This study aimed to determine the Implementation of Gender Seat plan of the Secondary Teachers’to the Muslim Students at of Division of Maguindanao II.

Specifically, the study aimed to answer the following:

1. What is the demographic profile of teacher-respondents in terms of;
 - a.Age
 - b.Gender
 - c.Religion
 - d.Highest Educational Attainment and;
 - e.Length of Service?
2. What is the effect of the gender seat plan among the selected secondary school students in Maguindanao II Division in terms of:
3.
 - a. Classroom Discipline, and
 - b. Class Performance?
4. What is the extent of the implementation of gender seat plan to the class discipline and performance among selected secondary students in Maguindanao II?

METHODOLOGY

This chapter presents the description of the research study as including the process in conducting this study. These include the research design, data gathering procedure, research instrument, sampling techniques, locale of the study, and data analysis.

Research Design

This study used the descriptive research methods design in order to obtain and describe the profile of the teacher-respondents, effect of the gender seat plan to the classroom discipline and performance of the selected secondary school students in Maguindanao II.

Locale of the Study

This study was conducted in the selected secondary schools of Maguindanao II Division, ARMM. This included the nine secondary public schools such as; Sultan Mastura National High School, Sultan Kudarat National High School, Datu Usngan Mastura National High School, Datu Alamada National High School, Nuling National High School, Dinganen National High School, Amir Bara Lidasan National High School, Parang National High School and

Sultan Barira National High School. These schools were chosen because most of the students are Muslims which religiously, male and female are not allowed to go along in the same seat.

Data Gathering

A self made survey questionnaire was used to gather information from the teacher-respondents for the implementation of gender seat plan inside the classroom. The survey questionnaire was distributed randomly to the teachers of selected secondary schools in Maguindanao II Division, ARMM.

Analysis of Data

The data obtained from the respondents were analyzed using frequency counts and percentage. Computations of means also were applied to determine the extent of gender seat plan to the classroom discipline and performance of the students inside the classroom.

Sampling Techniques

This research study used random sampling technique were students -respondents chosen randomly, coming from different 9 secondary schools of Maguindanao II Division who actively answered the survey questionnaire with a total of 135 teachers-respondents.

Research Instruments

The researcher used a self-made survey questionnaire that was distributed to 135 teachers-respondents coming from the selected secondary schools of Maguindanao II Division in order to obtain all the particular data needed for the research.

RESULTS AND DISCUSSION

PRESENTATION, INTERPRETATIONS AND ANALYSIS OF DATA

Part I: Profile of the Teacher-Respondents

Table I: Age Distribution of the Teacher-Respondents

Ages	Frequency (f)	Percentage (%)
23 – 27	34	25.19
28 – 32	38	28.15
33 – 37	26	19.26
38 – 42	18	13.33
43 – 47	12	8.88
48- 52	7	5.19
Total	135	100%

As gleaned in Table I that most of the teacher-respondents 38 or 28.15% belongs to age bracket 28 – 32 and it follows age bracket 23 – 27 with a frequency of 34 or 25.19%. The age bracket 33 – 37 with 26 or 19.26% ranked 3rd while ages 38 -42 has a frequency 18 or 13.33% of the total teacher-respondents. This follows ages 43 – 47 with 12 or 8.88% and the least is ages belonging to 48 – 52 with only 7 or 5.19% of the total teacher-respondents. Table I simply analyzed that teachers belong to ages 28 – 32 are more energetic and responsible in teaching profession.

Table II: Gender Distribution of the Teacher-Respondents

Gender	Frequency (f)	Percentage (%)
Male	37	27.41%
Female	98	72.59%
Total	135	100%

As reflected in Table II that majority of the teacher-respondents 98 or 72.59% are female and only 37 or 27.41% are male. This simply indicates that teaching profession is dominated by female.

Table III: Religion Distribution of the Teacher-Respondents

Religion	Frequency (f)	Percentage (%)
Islam	94	69.63%
Roman Catholic	28	20.74%
Iglesia ni Cristo	13	9.63%
Total	135	100%

As seen in Table III that majority of the teacher-respondents 94 or 69.63% belongs to Islam religion. The Roman Catholic ranked second 28 or 20.74% while the Iglesia ni Cristo 13 or 9.60% is the least among the three groups of the teacher-respondents. These also prove that most of the teacher-respondents are having Islam religion since selected schools of the research study are dominated by Muslim populace.

Table IV: Highest Educational Attainment of the Teacher-Respondents

Highest Educational Attainment	Frequency (f)	Percentage (%)
College Graduate	71	52.59%
With MA Units/Grad	53	39.26%
With Doctoral Units/Grad	11	8.15%
Total	135	100%

Table IV above presented the highest educational attainment of the teacher-respondents. The table showed that majority of the teacher-respondents 71 or 52.19% college graduates, while teacher-respondents with MA Units/Graduate have only a frequency 53 or 39.26%. Teacher-respondents with Doctoral Units/Graduate are 11 or 8.15% of the total respondents.

Table V: Length of Service of the Teacher-Respondents

No. of yrs. in service	Frequency (f)	Percentage (%)
1 – 5	14	10.37
6 – 10	16	11.85
11 – 15	28	20.74
16 – 20	26	19.26
21 – 25	16	11.85
26 – 30	19	14.07
31 – 35	11	8.15
35 – 40	5	3.70
Total	135	100%

Table V above reveals the Length of Service of the Teacher-Respondents. The Table shows that from 11 – 15 years of service there are 28 or 20.74%, 16-20 years with 26

or 19.26%, 26-30 years with 19 or 14.07%, 6-10 and 21-25 years with a frequency of 16 or 11.85%, 1-5 years with 14 or 10.37%, 31-35 years with 11 or 8.15%, and 35-40 years with 5 or 3.70%.

Part II-A: Effect of the Gender Seat Plan to the Students Class Discipline Inside the Classroom

Mean Ratings on the Effect of the Gender Seat Plan to the Students Class Discipline inside the Classroom

Item No.	Statements	Mean	Desc.
1	Students behave inside the classroom.	2.25	S
2	Students become silent in the classroom	2.38	S
3	Students are orderly.	1.28	VS
4	Chairs are properly arranged.	1.45	VS
5	Students become more comfortable.	1.23	VS
6	Seat plan can avoid misunderstanding.	2.35	S
7	Seat plan promote respect among students.	3.25	F
8	Seat plan promote cleanliness.	2.45	S
9	Seat plan promote orderliness inside the classroom.	2.36	S
10	Students can easily manage the classroom.	1.45	VS
	GRAND MEAN	2.045	S

Legend:

- 1.00 – 1.50 (VS) Very Satisfactory
- 1.50 – 2.49 (S) Satisfactory
- 2.50 – 3.49 (F) Fair
- 3.50 – 4.00 (P) Poor

Teacher-respondents rated “Very Satisfactory” on item no. 3, Students are orderly 1.28; item no. 4, Chairs are properly arranged 1.45; item no. 5, Students become more comfortable 1.23; and no. 10 Students can easily managed the classroom 1.45.

Teacher-respondents rated “Satisfactory” in item no. 1, Students behave inside the classroom 2.25; item no. 2, Students become silent in the classroom 2.38; item no. 6, Seat plan can avoid misunderstanding 2.35; item no. 8, Seat plan promote cleanliness 2.45; and item no. 9, Seat plan promote orderliness inside the classroom 2.36.

On the other hand item no. 7, Seat plan promote respect among students got “Fair” 3.25 from the teacher-respondents.

The Grand mean show “Satisfactory” 2.045 implies the overall ratings on the Effect of the Gender Seat Plan to the Student’s Class Discipline. This implied that classroom management is satisfactorily satisfied. Furthermore, it shows that implementing Gender Seat Plan in Muslim dominated class satisfactorily helps teacher-respondents in imposing class discipline.

Part II-B: Effect of the Gender Seat Plan to the Students Class Performance

Mean Ratings on the Effect of the Gender Seat Plan to the Students Class Performance

Item No.	Statement	Mean	Desc.
1	Students can concentrate listening to their lectures.	2.55	F
2	Students got higher ratings during quizzes.	2.35	S
3	Students got higher ratings during major exams.	2.25	S
4	Controlled cheating during examinations.	3.25	F
5	Students improved class recitations.	1.45	VS
6	Students can think wisely.	1.38	VS
7	Students can participate classroom discussions.	2.35	S
8	Students got valid results from their examinations.	1.25	VS
9	Students are forced to do their seatwork alone.	2.14	S
10	Students can contribute their own ideas during class discussions.	2.25	S
	GRAND MEAN	2.122	S

Legend:

- 1.00 – 1.50 (VS) Very Satisfactory
- 1.50 – 2.49 (S) Satisfactory
- 2.50 – 3.49 (F) Fair
- 3.50 – 4.00 (P) Poor

Table above presented the Mean Ratings on the Effect of the Gender Seat Plan to the Students Class Performance. The table reveals that teacher-respondents rated “Very Satisfactory” in Item no. 5, Students improved class recitations 1.45; Item no.6, Students can think wisely 1.38; and Item no. 8, Students got valid results from their examinations with a mean 1.25.

While, teacher-respondents rated “Satisfactory” in Item No. 2, Students got higher ratings during quizzes 2.35; Item no. 3, Students got higher ratings during major examination 2.25; Item no. 7, Students can participate classroom discussions 2.35; Item no. 9, Students are forced to do their seatwork alone 2.14; and Item no. 10, Students can contribute their own ideas during class discussions 2.25.

On the other hand, teacher-respondents rated “Fair” to the following Item: no. 1, Students can concentrate listening to their lectures and no. 4, Controlled cheating during examinations with 3.25 mean rating.

The Grand Mean 2.122 indicates that the Effect of the Gender Seat Plan to the Students Class Performance was satisfactorily attained.

Findings:

The findings that emerged from statistical analysis of the data gathered from the respondents were summarized as follows:

1. Age Distribution of the Teacher-Respondents

That most of the teacher-respondents with a frequency 38 or 28.15% belong to age bracket 28 – 32 and the least is ages belonging to 48 – 52 with only 7 or 5.19% of the total teacher-respondents. This simply analyzed that teachers belong to ages 28 – 32 are more energetic and responsible in teaching profession for they belong to the millennial age.

2. Gender Distribution of the Teacher-Respondents

That majority of the teacher-respondents 98 or 72.59% are female and only 37 or 27.41% are male. This simply indicates that teaching profession is dominated by female.

3. Religion Distribution of the Teacher-Respondents

That majority of the teacher-respondents 94 or 69.63% belong to Islam religion. These also prove that most of the teacher-respondents are having Islam religion since selected schools of the research study are dominated by Muslim populace.

4. Highest Educational Attainment of the Teacher-Respondents

That majority of the teacher-respondents with 71 or 52.19% are college graduates, while teacher-respondents with MA Units/Graduate have only a frequency of 53 or 39.26%. Teacher-respondents with Doctoral Units/Graduate are 11 or 8.15% of the total respondents.

5. Length of Service of the Teacher-Respondents

That majority of the teacher-respondents have rendered experience from 11 – 15 years of service with a frequency of 28 or 20.74%.

6. Effect of the Gender Seat Plan to the Students Class Discipline Inside the Classroom

Teacher-respondents rated “Very Satisfactory” on the following statements: Students are orderly, Chairs are properly arranged, Students become more comfortable, and Students can easily manage the classroom.

Teacher-respondents rated “Satisfactory” in the following: Students behave inside the classroom, Students become silent in the classroom, Seat plan can avoid misunderstanding, Seat plan promote cleanliness, and Seat plan promote orderliness inside the classroom.

On the other hand item no. 7, Seat plan promote respect among students got “Fair” from the teacher-respondents.

The Grand mean show “Satisfactory” implies the overall ratings on the Effect of the Gender Seat Plan to the Student’s Class Discipline. This implies that classroom management is satisfactorily satisfied. Furthermore, it shows that implementing Gender Seat Plan in Muslim dominated class satisfactorily helps teacher-respondents in imposing class discipline.

7. Effect of the Gender Seat Plan to the Students Class Performance

Teacher-respondents rated “Very Satisfactory” in the following statements: Students improved class

recitations, Students can think wisely, and Students got valid results from their examinations.

While teacher-respondents rated “Satisfactory” to the statements: Students got higher ratings during quizzes, Students got higher ratings during major examination, Students can participate classroom discussions, Students are forced to do their seat-work alone, and Students can contribute their own ideas during class discussions.

On the other hand, teacher-respondents rated “Fair” to the following Item: Students can concentrate listening to their lectures and Controlled cheating during examinations.

The Grand Mean indicates that the Effect of the Gender Seat Plan to the Students Class Performance was “Satisfactorily” attained. This implies that performance of the students is satisfactory even though they are arranged in seats by gender.

Conclusion

In this research, it was found out that most of the teacher-respondents belong to the millennial age which indicates that they are more active and energetic, and that teaching profession is dominated by female. It also showed that most of the teachers are Muslim which may help in emphasizing that Gender Seat Plan contributes a lot in imposing discipline and uplifting students’ class performance. The teachers’ experience indicated in their length of service is an indicator that they know the effect of Gender Seat Plan to their class.

It was concluded that the Implementation of Gender Seat Plan to the student’s discipline and performance inside the classroom is moderately effective as drawn by the Grand mean rated by the teacher-respondents “Satisfactory”. This means that the implementation of this seating arrangement in Muslim dominated areas is moderately effective in imposing discipline and preservation of Muslim norms and culture. Students’ performance is not directly affected by the manner of how they are arranged to seat in the classroom. Students still perform satisfactorily inside the classroom when they are seat according to gender.

Implications of the Study

The following were the implications of the research study:

1. The effect of the Gender Seat Plan to the students’ class discipline in relation to classroom management was satisfactorily attained.
2. The effect of Gender Seat Plan promotes respect in the religious belief and traditions of the students.
3. The effect of the Gender Seat Plan to the students’ class performance was also Satisfactory achieved.
4. That the students’ seating arrangement does not directly affects their class performance.
5. Teachers may use Gender Seat Plan to preserve Muslim culture and beliefs.

Recommendation

In order to improve the implementation of gender seat plan among students, the following recommendations are made:

1. Additional school policies must be formulated by the PTCA related to the implementation of gender seat plan.
2. There must be an orientation given to the students about the benefits they gain from the implementation of the gender seat plan.
3. Teachers must unite to implement the gender seat plan.

Recommendations for Further Study

1. A Study on Gender Sensitivity in Islam
2. A Comparative Study on Gender Without and With Classroom Seat Plan
3. A Study on the Contribution of Gender Classroom Seat Plan to Academic Excellence
4. A Study on the Effect of Gender Seat Plan in reducing Bullying.

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