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ABSTRACT

Three hundred ninety-nine students from the Polytechnic University of the Philippines, Mabini Campus were surveyed to determine their perception of the gender sensitivity of teachers' educational communication materials and the students' practices towards gender equality. Banking on the Exposure-Practice Framework, hybrid of Elaboration Likelihood Model and Mere Exposure Theory, the study determined the relationship between the independent variable (exposure of students to gender-sensitive educational communication materials) and the dependent variable (practices of students towards gender equality), and between students' practices towards gender equality using the Pearson's correlation test.

Relationships were tested at 0.05 level of significance. The exposure of the students towards gender-biased educational communication materials was negatively correlated with the students' practice towards gender equality. This means that as exposure to gender-biased educational communication materials increases, practices of students towards gender equality decreases.

Keywords: Gender and Development, Feminism, CHED, HEI, gender equality, gender sensitivity.