

Boira-Sarto, S., Guitart-Aced, R., Marco-Macarro, M. & Essomba-Gelabert, M.A. (2025) Educar en contextos de crisis. Aproximación a las percepciones y acciones del profesorado desde una perspectiva de género. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 28(1), 15-32.

DOI: <https://doi.org/10.6018/reifop.639541>

## Educar en contextos de crisis. Aproximación a las percepciones y acciones del profesorado desde una perspectiva de género

Santiago Boira Sarto<sup>1</sup>, Rosa Guitart Aced<sup>2</sup>, María Marco-Macarro<sup>3</sup>, Miquel Àngel Essomba Gelabert<sup>4</sup>

<sup>1</sup>Universidad de Zaragoza; <sup>2</sup>Universitat de Vic; <sup>3</sup>Universidad Pablo de Olavide; <sup>4</sup>Universitat Autònoma de Barcelona

### Resumen

Este trabajo es parte de una investigación más amplia (INCLUEDUX) interesada por el impacto que la emergencia sanitaria y social de 2020 ha tenido en las estrategias y prácticas educativas. El proyecto se focaliza en el trabajo desarrollado por los centros educativos que trabajan con alumnado de colectivos considerados especialmente vulnerables en tres comunidades autónomas, Cataluña, Aragón y Andalucía. En este artículo se abordan, desde una perspectiva de género, las percepciones y actuaciones del profesorado de estos centros. Se analizan los datos obtenidos del cuestionario realizado a una muestra de 318 docentes y profesionales de la educación -infantil, primaria y secundaria obligatoria- en la primera fase de la investigación. Se llevó a cabo un análisis descriptivo bivariado en función del género. Los resultados mostraron diferencias estadísticamente significativas ( $p < 0,05$ ). Atendiendo a las percepciones e interpretaciones que expresan las y los docentes sobre cuestiones curriculares y a las actuaciones que realizaron, se identifican tendencias diferentes entre el profesorado: en el colectivo femenino se muestran, entre otras, posiciones en los campos, intereses y roles que les son atribuidos tradicionalmente -cuidado, personalización en las relaciones, interés hacia emociones y sentimientos, interrelaciones cooperativas-. Diversas percepciones y acciones expresadas pueden relacionarse con postulados de las pedagogías feministas y de la educación inclusiva. Los resultados apuntan a la necesidad de incidir en la formación inicial y continua del profesorado, incorporando en mayor medida la perspectiva de género.

### Palabras clave

Profesorado; perspectiva de género; alumnado de contextos vulnerables; emergencia social.

---

### Contacto:

María J. Marco-Macarro, [mmarmac@upo.es](mailto:mmarmac@upo.es). Dpto. de Antropología Social, Psicología Básica y Salud Pública, Universidad Pablo de Olavide. Ctra. De Utrera, km.1. 41013 Sevilla.

Artículo enmarcado en el proyecto INCLUEDUX<sup>i</sup>.

## Teaching in times of crisis. Towards teachers' perceptions and actions from a gender perspective

### Abstract

This work is part of a broader research (INCLUDEDUX) on the impact that both health and social emergencies in 2020 had on teaching methods and practices. The project focused on the work carried out by schools with students from socially vulnerable in three Spanish regions (comunidades autónomas) -Catalonia, Aragon and Andalusia-. Through a gender perspective, this paper meets the perceptions and actions of teachers in these schools. The data analysed were obtained from a questionnaire carried out on a sample of 318 teachers and professionals – pre-school, primary and lower secondary education – in the first phase of the research. A bivariate descriptive analysis was carried out according to a gender perspective. The outputs showed statistically significant differences ( $p < 0.05$ ). Considering the perceptions and interpretations expressed by teachers on curricular issues and the actions they carried out, different tendencies are identified among them: women scored higher in issues, interests and roles that are traditionally attributed to them: care, personalization in relationships, awareness on emotions and feelings, cooperative interactions. Some of those perceptions and actions can be related to principles of feminist pedagogies and inclusive education. The outputs point out to the need of paying attention to the initial and in-service teacher training, integrating a gender perspective in them.

### Keywords

Teachers; gender perspective; vulnerable contexts' students; social emergency.

### Introduction

In 2020, the United Nations noted that COVID-19 was moving global education systems into a complete breakdown, printing a deep impact on social inequalities. It warned that this health and social emergency would accentuate pre-existing educational gaps among vulnerable populations of all ages, with long-lasting effects (UN, 2020a). The observed impacts went beyond the unexpected schools' lockdown, and they also affected the routines of school communities along the post-lockdown phase, which represented a significant obstacle to achieving the inclusive education stated in SDG4. Further research delved deeper into specific effects, highlighting inequalities differentiated by gender, origin and socioeconomic vulnerability in students (Carrasco Pons and Pibernat Vila, 2022; UNESCO, 2022a), which also impacts SDGs 1 and SDG5.

This crisis extended its consequences beyond students, significantly impacting families and teachers. Families in vulnerable conditions were forced to actively participate in the education of their children, while teaching staff faced challenges in their perceptions and pedagogical practices (Rujas and Feito, 2021; Penna Tosso, Sánchez Sáinz and Mateos Casado, 2020). However, as the United Nations (2020a) pointed out, the crisis also fostered educational innovation, inviting teachers to rethink their roles and practices in a new and uncertain context, especially challenging when working with students in situations of social vulnerability.

Within this context, the INCLUEDUX project emerges as a broad research project that seeks to identify educational strategies that promote resilience in schools, focusing on those that welcome socially vulnerable students. Through a mixed methodology, this collaborative study involved teachers, students and families from early childhood, primary and compulsory secondary education schools in Catalonia, Aragon and Andalusia, and focused on the educational practices adopted during and after the health and social emergency. The importance of gender perspective in the analysis of these educational practices is emphasized. Some recommendations from several organizations (United Nations, 2020b), were considering the significant impact of gender in a crisis.

Based on the principles and the context of the INCLUEDUX project, this research examined the perceptions and actions undertaken by teachers in schools from a gender perspective with a focus on schools classified as "highly vulnerable" or "vulnerable". The selected time frame for analysis was the social and health crisis suffered in 2020, especially during the 2020 lockdown and the post-lockdown of the 2020-2021 academic year. The data we present were collected during the first phase of the research in 2022, and they were obtained through a questionnaire applied to 318 early childhood, primary and compulsory secondary education teachers.

The analysis presented is largely based on the pedagogical and ethical foundations of feminist pedagogies, the ethics of care and inclusive education.

Feminist pedagogies constitute a theoretical framework that encompasses diverse practices, meanings and approaches, offering unique perspectives on how to observe, think and act in the educational field (Martínez Martín, 2016). Not only do they promote a certain approach towards the other; they also seek to understand the relationships and actions that, integrated into educational praxis, foster attitudes, interpretations and actions that benefit the collective well-being of the educational community, including professionals, students and families. This approach is not limited to individual values but extends as rights and obligations towards community well-being. Troncoso, Follegati and Stutzin (2019) highlight that these pedagogies are interested in educational principles, methods and objectives, promoting a critical dialogue on the generation and legitimation of knowledge and focusing on content and strategies that aspire to social change and justice.

Feminist pedagogies integrate diverse critical approaches, such as the contributions of Freire, McLaren and Giroux (Aldana, 2001), with feminist and post-feminist theories, resulting in a wide range of pedagogical proposals that share the intention of being considered critical and releasing. These include, among others, postcolonial pedagogy (Martínez Martín, 2016), trans pedagogy (Bello Ramírez, 2018), queer pedagogy (Ocampo, 2018) or feminist popular education (Korol, 2007). Within this framework, the application of intersectional approaches, dialogue between a diversity of knowledge, questioning of power relations, education in critical thinking and the connection between the local and the global are proposed, among others.

The assumption of both the ethics of care and the respect for human rights and universal values as a pedagogical approach encompasses values education for an inclusive citizenship at the core of educational processes. This implies not only a reflection on inequalities and discriminatory practices but also the adoption of principles of ethical action that reject conflict and denialism, and it invites people to act with ethical conviction against injustices

and to believe in the hope of education (Guitart and Carrillo, 2023). The ethics of care, emphasized by Buxarrais Estrada and Valdivieso Gómez (2021), underlines the importance of interdependence and shared responsibilities within the community, promoting mutual respect based on understanding and support.

Third, inclusive education, grounded in ethical principles and respect for human rights, is proclaimed as an essential human right, according to the 2006 UN Convention on the Rights of Persons with Disabilities. Inclusive education, defined in the UN General Comment No. 4 in 2016, advocates for high-quality education for all people, adapting it to diverse strengths, needs and learning styles, and emphasizing the direct participation of students. This approach challenges conventional norms and promotes an education that celebrates diversity in all its forms, thus contributing to a more fair and equitable society.

To conclude this introduction, and according to the purposes of the principles, it is important to point out the attention that UNESCO gives in its report on the Future of Education (2022b) to the affective and socio-emotional aspects of both students and teachers, placing the social and emotional aspects of learning among the curricular priorities for education. In coherence with this, Opertti (2022) pointed out their educational significance, not only because of the skills they develop in students and teachers, but because they support academic learning. Emotions can facilitate or restrict student's engagement, commitment and academic success (Durlak et al., 2011). If emotions don't receive special attention during educational processes, then education could lead to failure in learning (Opertti, 2022) and, in close alignment with it, teaching failure.

## Methods

### Participants

The sample was made up of 318 teachers and education professionals who work in pre-school, primary and secondary schools in Spanish cities: Barcelona (26.10% of the sample), Malaga (25.79%), Seville (22.64%), Vic (20.13%) and Zaragoza (5.35%). The 318 people who answered the teacher's questionnaire belonged to 56 schools, of which 29 (57.8%) were primary schools, 23 (41%) were secondary schools and 4 (7.2%) schools that include both primary and secondary education. Regarding their distribution by gender, 77.78% were women and 22.22% men. The informers were mainly teachers (87.84%), although other professionals who work in schools also participated: special education teachers (7.86%), social education professionals (1.26%), counsellors (2.20%) and social integration professionals (1.94%).

### Instruments

For the data collection process, two questionnaires were designed: one addressed to the school principals (named "school's questionnaire"); and a second one addressed to teachers and education professionals actively working in schools during the health and social crisis of 2020 (named "teacher's questionnaire"). Both questionnaires addressed issues related to both the school and its community without an explicit focus on issues about gender. The questionnaires' designed required a comprehensive review of the previous scientific

literature on the subject. This review allowed identify the categories and hypotheses that constitute the methodological frame. For the preparation of this paper, a part of the teacher's questionnaire was analysed from a gender perspective. In addition to the sociodemographic and general description data, this questionnaire has items distributed in two large sections with a total of 46 questions, scored on a Likert-type scale, with 5 response options. The first section addresses issues related to the lockdown (March-June 2020) in which questions are raised regarding the "Coordination and staff in-service training", "Curricular adaptations", "Aspects related to students and their families" and "Gender and intercultural perspective". The second section meets the needs of the post-lockdown period (2020-2021 academic year). The topics raised were: "Curricular adaptations", "Emotional needs of students" and "Gender perspective". For the study presented here, 7 of the 46 questions in the questionnaire were used.

### **Data collection**

Before the questionnaire's implementation, the research team contacted each participating school to explain the research goals and its scope. The schools disseminated the questionnaire among teachers and professionals who wanted to participate between the months of February to June 2022. The research team supervised its application to teachers and other professionals at schools. The questionnaire administration was carried out according to the General Data Protection Regulation and in 3/2018 Act, of December 5, on the protection of personal data and guarantee of digital rights.

### **Data analysis**

Once the questionnaires were administered, they data were coded. First, a univariate descriptive analysis of the variables included in the questionnaire was performed. Second, a bivariate descriptive analysis was performed according to the gender of the participants. To do this, the Chi-Square test was used (or LR-Chi-Square, as appropriate). In the Results section, p-values less than 0.1 and greater than 0.05 have been reflected since they may suggest some trends of interest for future research. The statistical analysis was carried out with SAS v9.4 software, SAS Institute Inc., Cary, NC, USA.

## **Results**

Below are the results of the topics analyzed in relation to the perceptions and actions taken by teachers, disaggregated by stated gender. We have focused only on those in which the differences based on gender have been shown to be statistically significant.

### **Teachers' perceptions**

Regarding the teachers' perceptions on both the influence and relevance of different issues regarding different actions and outputs, we first analysed the influence perceived by teachers on the impact of different factors about learning (Table 1). The results show that teachers give greater importance (higher percentage in scores 4 and 5) to the factors related to the quality of teaching and the materials used, individualized tutoring and monitoring of the learning process. Regarding the differences between male and female teachers, there are statistically significant differences between men and women on the adaptation of school tasks to the students' needs ( $p < 0.05$ ) and the use of personalized and active methodologies ( $p < 0.01$ ), to which female teachers give a greater importance. There is also a statistical trend

whereby male teachers give greater influence on the quality of teaching and the materials used ( $p < 0.1$ ).

Table 1. *Factors influencing on students learning during the lockdown (2020)*

Item	1.Lowest positive influence (%)		2		3		4		5. Highest positive influence (%)		N Total		p
	H	M	H	M	H	M	H	M	H	M	H	M	
Access to technology and use	6,5	5,9	9,7	9	37,1	28,8	24,2	41,4	22,6	14,9	62	222	0,152
Teaching quality and teaching aids	9,7	2,3	11,3	11,3	19,4	30,4	30,6	28,8	29	27,5	62	222	0,060
Individual tutoring	6,6	3,6	9,8	7,7	31,1	20	19,7	30,5	32,8	38,2	61	220	0,183
Monitoring students' learning process by teachers	6,5	2,2	11,3	7,2	17,7	25,1	38,7	41,7	25,8	23,8	62	223	0,282
School adaptation to students needs	8,2	0,9	9,8	6,8	21,3	26,7	36,1	34,8	24,6	30,8	61	221	0,017
Personalized and active learning	13,1	2,2	9,8	11,2	32,8	34,8	26,2	33,9	18	17,9	61	224	0,009
Student learnings' self-management and self-regulation	11,3	6,9	16,1	16,1	30,6	37,8	22,6	26,7	19,4	12,4	62	217	0,430
Formative assessment	13,3	6,7	11,7	16,3	36,7	37,8	28,3	29,2	10	10	60	209	0,527
Family support to learning	9,8	8,3	19,7	17	31,1	27,1	24,6	31,7	14,8	16,1	61	218	0,833
Teachers' collaborative work with other professionals	9,8	4,6	11,5	11	26,2	30,3	36,1	33	16,4	21,1	61	218	0,521

The degree of importance that teachers give to diverse issues related to the learning during the post-lockdown academic year are shown in Table 2. Teachers rated as the most important factors (highest percentage in scores 4 and 5): emotional education, meaningful learning and social diversity management. In both the case of emotional education ( $p < 0.000$ ) and social

diversity management ( $p < 0.05$ ), there are statistically significant differences between male and female teachers: women give greater importance to these two issues. In the case of the meaningful learning, there is also a statistical trend ( $p < 0.1$ ) that shows greater importance for female teachers. In the area of intercultural and inclusive values education, as well as in cooperative learning, statistically significant differences are also observed between men and women,  $p < 0.5$  in both cases, with female teachers giving a higher degree of importance to them.

Table 2. Degree of importance of issues during the academic year 2020-2021.

Item	1. None (%)		2		3		4		5. A lot (%)		N Total		p
	H	M	H	M	H	M	H	M	H	M	H	M	
Emotional education	1,6	1,8	9,7	3,1	16,1	6,7	43,5	30	29	58,3	62	223	0,000
Intercultural and inclusive values education	4,9	2,3	9,8	3,6	16,4	9	36,1	32,4	32,8	52,7	61	222	0,021
Social contact within the school	1,6	2,3	8,2	2,7	18	18,5	34,4	36	37,7	40,5	61	222	0,504
Cooperative learning	4,9	1,3	4,9	7,6	26,2	17,4	39,3	31,7	24,6	42	62	224	0,045
Meaningful learning	3,2	0,4	0	1,8	17,7	11,6	40,3	33,8	38,7	52,4	62	225	0,071
Social diversity management	1,7	1,3	8,3	3,1	15	5,4	35	33,5	40	56,7	60	224	0,035
Teachers' work with others	1,6	1,4	9,7	4,1	17,7	22,1	41,9	31,1	29	41,4	62	222	0,155

### Teachers' performance

This section shows disaggregated results by gender regarding the actions carried out by teachers both during the period of lockdown (2020) and the following academic year 2020-2021.

The degree of importance that teachers gave to some learning competences during the lockdown is shown in Table 3. The learning competences that obtained the highest score

were the linguistic competence, the digital competence and those competences related to entrepreneurship and personal autonomy. In this case, only the linguistic competence and the physical education competence showed statistically significant differences between men and women, with female teachers prioritizing them more intensely ( $p < 0.01$  and  $p < 0.05$  respectively).

Table 3. Teachers' priority competences during lockdown (2020).

Item	1. None priority (%)		2		3		4		5. Top priority (%)		N Total		p
	H	M	H	M	H	M	H	M	H	M	H	M	
Linguistic competence	1,7	2,3	8,3	3,6	30	10,4	36,7	44,6	23,3	39,2	60	222	0,002
Mathematics competence	10,2	6,4	15,3	9,2	18,6	16,5	37,3	41,3	18,6	26,6	59	218	0,401
Scientific competence	9,8	11,4	13,1	15,6	32,8	26,1	31,1	28	13,1	19	61	211	0,706
Social and citizenship competence	6,7	5,5	18,3	11,4	21,7	22,4	35	32,9	18,3	27,9	60	219	0,464
Cultural and artistic competence	6,7	6,5	23,3	16,7	18,3	18,1	30	31,6	21,7	27	60	215	0,795
Physical education competence	3,4,5	21,3	36,2	24,2	15,5	28,5	8,6	17,4	5,2	8,7	58	207	0,019
Digital competence	3,3	5,9	4,9	10,5	11,5	15,5	41	39,7	39,3	28,3	61	219	0,322
Meta-cognitive competence	5	3,2	13,3	10,4	13,3	18	35	27,9	33,3	40,5	60	222	0,579
Entrepreneurship and personal autonomy competence	3,3	0,5	6,7	6,8	18,3	15	31,7	26,4	40	51,4	60	220	0,295

Regarding the degree of priority of academic tasks during the lockdown (Table 4), in general the teachers prioritized academic tasks related to emotions, feelings and personal



experiences; tasks focused on domestic and family care; and tasks oriented towards the motivation to learn. In two of them, a statistically significant difference was observed between male and female teachers: the tasks related to domestic tasks and family care ( $p < 0.01$ ) and the motivation to learn ( $p < 0.05$ ) in which women are revealed as more interested in these issues. Regarding the tasks that prioritized academic content, there were also significant differences between men and women, with women being the ones who prioritized them the most ( $p < 0.05$ ).

Table 4. *Prioritised tasks during the lockdown (2020)*

Ítem	1. Minimum priority (%)		2		3		4		5. Maximum priority (%)		N Total		p
	H	M	H	M	H	M	H	M	H	M	H	M	
Priority in academic tasks	4,9	0	8,2	9,3	34,4	32,6	37,7	42,3	14,8	15,9	61	227	0,021
Priority in critical thinking	1,6	5,4	13,1	12,9	12,9	12,9	12,9	12,9	12,9	20,1	61	224	0,672
Priority in observation and research strategies	5	1,3	6,7	14,8	35	30,9	30	32,7	23,3	20,2	60	223	0,202
Priority in emotions, feeling and personal experiences	4,8	2,7	11,3	8,5	17,7	13,8	27,4	25,4	38,7	49,6	62	224	0,570
Priority in domestic tasks and family care	4,9	4,9	16,4	6,7	18	13,8	42,6	33,3	18	41,3	61	225	0,006
Priority in study skills	12,9	15,1	21	21,1	35,5	27,5	17,7	25,7	12,9	10,6	62	218	0,604
Priority in motivation to learn	4,8	1,3	8,1	4,9	32,3	18,4	25,8	37,7	29	37,7	62	223	0,037

Regarding the teaching methods run during the lockdown (2020), four issues were asked to teachers, they can be found in Table 5. The motivational and affective issues were the ones that were most taken into consideration by teachers. Both in the motivational ( $p < 0.05$ ) and affective issues ( $p < 0.05$ ), as well as the focus on the learning of the school language ( $p < 0.001$ ), showed statistically significant differences, with women being the ones who most declared having taken these issues into account.

Table 5. *Teaching methods run during the lockdown (2020)*

Ítem	1. Not considered (%)	2	3	4	5. Totally considered (%)	N Total	p
------	-----------------------	---	---	---	---------------------------	---------	---

	H	M	H	M	H	M	H	M	H	M	H	M	
Motivational issues	1,6	0,4	8,2	1,3	14,8	14,2	44,3	43,8	31,1	40,3	61	226	0,083
Affective issues	3,3	1,3	6,6	3,1	23	11,5	34,4	31,4	32,8	52,7	61	226	0,031
Learning of the school language issues	4,9	2,7	21,3	5	26,2	24,7	27,9	35,2	19,7	32,4	61	219	0,000
ICT issues	3,3	4,5	6,6	7,2	19,7	21,5	37,7	38,6	32,8	28,3	61	223	0,961

Another item explored the teachers' perceptions on the actions that were carried out with the students during the academic year after the lockdown, the results can be seen in Table 6. Teachers stated that they intensified the work on competences worked during the previous academic year, as well as some basic competences. In three out of four actions, there were statistically significant differences between male and female teachers: regarding the competences worked on the previous academic year ( $p < 0.01$ ) and the actions to strengthen basic competences ( $p < 0.05$ ), it was women who promoted them more frequently. Regarding academic and professional guidance, it was men who gave greater emphasis ( $p < 0.05$ ).

Table 6. Teaching actions carried out during the academic year 2020-2021.

Ítem	1. None (%)		2		3		4		5. A lot (%)		N Total		p
	H	M	H	M	H	M	H	M	H	M	H	M	
Competences from academic year previous to lockdown	3,3	4,6	11,7	2,7	30	15,5	28,3	39,3	26,7	37,9	60	219	0,002

Basic competences	3,3	1,3	9,8	0,9	14,8	13,5	26,2	25,6	45,9	58,7	61	223	0,012
Academic support programmes	4,9	6,9	8,2	8,3	32,8	23,6	41	33,8	13,1	27,3	61	216	0,163
Academic and professional counselling programmes	10,3	20,4	27,6	18,9	25,9	26,7	29,3	18	6,9	16	58	206	0,046

Finally, the teachers' priorities during the 2020-2021 academic year are shown in Table 7. Teachers prioritized emotional management and social skills over academic contents. Regarding the gender, significant differences were found between men and women in two of the three aspects analyzed. Female teachers gave greater priority to emotional management ( $p < 0.01$ ) and social skills ( $p < 0.05$ ) than male teachers.

Table 7. Teachers' priorities during the 2020-2021 academic year.

Ítem	1. No priority (%)		2		3		4		5. Top priority (%)		N Total		p
	H	M	H	M	H	M	H	M	H	M	H	M	
Priority in academic contents	3,3	0,5	0	4,5	21,7	28,4	51,7	43,2	23,3	23,4	60	222	0,056
Priority in social skills	5	0,9	8,3	1,3	8,3	11,7	40	45,3	38,3	40,8	60	223	0,029
Priority in emotional management	3,2	2,2	6,5	3,1	17,7	5,8	25,8	21,1	46,8	67,7	62	223	0,008

## Discussion and conclusions

These results show trends in the teachers' perceptions and actions that provide significant understanding about the teacher's identity. The teacher's identity is revealed to be partial and related to various issues, since the analysis is limited to finding statistically significant differences according to stated gender. Besides, the collected data requires contextualization, since they were obtained just after a social emergency. This social emergency deeply affected the teachers' feelings and actions. Therefore, the analysis should be considered under these circumstances.

The results where statistically significant gender differences have been found show that female teachers tend to be more caring towards students, they promote personalized methodologies or take students' emotions and feelings into more consideration, as well as their social skills. Female teachers promote more cooperative work, as well as the learning of basic skills to avoid the students' dropout.

Likewise, female teachers differ significantly from male teachers in some other issues. During the 2020-2021 academic year, after the social and health emergency, female teachers showed a preference towards competency-based work, specifically on basic competences and those competences that were not sufficiently reinforced during the lockdown. In contrast, male teachers declared more interest in academic and professional counselling programs. It could be inferred that female teachers show a greater tendency to work for a competency-based approach that can be found in the national curriculum: in the national curriculum, competencies are presented as core elements, not only because they are part of the curricular description together with both the goals and the contents, but also because the curricular development is oriented by a competency-based approach. Based on the female teachers' responses, their focus on a competency-based approach stands out: they prioritize basic competences suitable for the students' progress, and they feel confident to work under a competency-based approach.

Furthermore, female teachers place students at the heart of the learning process, treating them as proactive agents actively involved in their education. This approach was intensified during the lockdown in 2020, when an emphasis on the use of personalized and active methods was implemented. In these methods, students are perceived as the main characters and architects of their own learning. This result is consistent to the importance that female teachers provide to meaningful learning during the 2020-2021 academic year.

The female teachers' understanding of education is aligned with both the principles of inclusive education and the statements of feminist pedagogies, as well as with the UNESCO educational approach (2022b). In relation to inclusive education, the trends observed in female teachers are focused on the personalization of education and the active participation of students. They also gave importance to the school adaptation during the lockdown, the special care of students in vulnerable situations and the intercultural and inclusive education – this last issue after the lockdown (2020-2021 academic year). All these elements are key to achieving quality education and achieving SDG 4 (UNESCO, 2017).

The female teachers' perceptions and actions reveal an assumption of the feminist pedagogies' principles. There is a relationship between the female teachers' practices and the feminist pedagogies approaches: both advocate the diversity of knowledge, the joint development of cognition and emotions, the care to other people, the importance of

personal experiences and narratives, the nearby contexts, the collective learning and the collaborative construction of knowledge. This can be found in the female teachers' statements about the importance of emotional education, the use of method that involve affection and care, or their prioritization of emotional work during the academic year after the lockdown. They also prioritize special care of students in vulnerable situations, the domestic and family care tasks, and the cooperative learning.

Feminist pedagogies also promote a respectful and hopeful perspective towards others, giving voice to all people and placing them and their interpersonal relationships at the heart of education. Feminist pedagogies promote the creation of more equitable spaces and more balanced power relations between teachers and students. In this sense, results show that female teachers made efforts to adapt the school assignments to the individual needs of students. They valued the use of personalized methods, prioritized the development of social skills and highlighted the importance of cooperative learning during the academic year after the lockdown.

Another dimension of feminist pedagogies is the persistence of "gendered" interests and tasks in teaching practice, which are in line with what is traditionally identified as what women and men are to do. It was revealed that female teachers were more focused than male teachers to address issues that have traditionally been associated with the feminine: care, personal issues, affective issues and mediation (Buxarrais Estrada and Valdivielso Gómez, 2021). This was shown in the emphasis on emotions, the care of students in vulnerable situations, the prioritization of emotions and family care tasks, or the importance given to cooperative learning.

Finally, feminist pedagogies defend the importance of the ethics of care. The ethics of care advocates a substitution of the current moral paradigms, traditionally built on a masculine orientation and focused on abstract general judgments, for models based on affection, affiliation, and a special care of the circumstances and feelings of others, looking for protection and avoiding damage (Buxarrais Estrada and Valdivieso Gómez, 2021). This ethics of care is reflected in female teachers' responses about their teaching during the lockdown, when they adapted the school assignments to the students' needs, they prioritized affective issues. Female teachers also adopted these principles during the academic year after the lockdown, when they focused on the social interaction with students, a special attention to students' needs in vulnerable situations, emotional education, emotional management and social skills. This approach to address personal, emotional, and daily life issues of students is due to what Opertti (2022) pointed out: the health and social crisis of 2020 "revalued" students, enabling a more human vision of them, less constrained by the inherent limitations of the school system. However, the fact that this revaluation appears to a greater extent in female teachers than in male teachers should makes us think further and carry out a more careful and in-depth analysis of the gender dimension in the construction of the interests, commitments, and motivations of teachers from different educational stages.

This research requires the contrast between our findings and other results from research with a gender perspective applied to the analysis of teachers' behavior. For example, there is no information available on the personal and school conditions that could have influenced the responses given, nor whether these conditions showed differences between men and women. Likewise, doubts are raised about the educational understanding of teachers

regarding their experiences, motivations, personal thoughts, professional training, their experience as educators, their contextual conditions, the personal and institutional resources available, and the freedom to implement them. All these missing factors, together with those derived from an intersectional data analysis, open the door to further research.

This research stresses the relevance of integrating a gender perspective in the analysis of the teacher's identity. Legal reforms integrate the principle of equality in educational policies, as highlighted in the preamble of the current Spanish Education Act (LOMLOE, 2020) and in the UN-SDG and the 2030 agenda. However, some androcentric and patriarchal influences are still found in teachers' thinking and actions, in schools and in the school system, as stated by research (Villar Varela and Méndez-Lois, 2023). This requires a critical review and claim a systemic and feminist perspective of whatever influences, conditions or impacts in education. It is urgent to keep promoting continuous teacher training, and encouraging reflection on beliefs, expectations and personal and collective actions around gender and diversity within the school. This is a historical gap, although emerging changes have recently been observed.

In addition, it is imperative to improve the initial teacher training. Current regulations integrate a gender perspective in teacher training curricula. However, evidence shows that this integration has not proven to be effective since the real presence of gender issues in training is limited, not coordinated, not assessed, and it remains as mere intentions. It is also necessary to do more research on how gender issues affect the beliefs, attitudes and behaviors of initial training teachers, since limited progress towards equitable and diversity-based positions is observed. Some research shows sexist beliefs among initial training teachers, and this is a source of concern (Carretero Bermejo and Nolasco Hernández, 2019).

In conclusion, and in line with what was proposed by UNESCO (2022b) and by authors such as Villar et al. (2023), the results obtained point to the need to influence the initial and continuous training of teachers. A gender analysis should be adopted, as well as socio-emotional and care issues, personalization of learning, care, vulnerability and other aspects related to feminist pedagogies. We presume that this would not only have a positive impact on the students' learning and well-being, but also in the work and well-being of teachers.

## References

- Aldana, Carlos (2001). *Pedagogía general crítica*. Guatemala. Serviprensa.
- Bello Ramírez, Alanis (2018). Hacia una trans-pedagogía: reflexiones educativas para incomodar, sanar y construir comunidad. *Debate Feminista*, 55, 104-128. <https://doi.org/10.22201/cieg.01889478p.2018.55.05>
- Buxarrais Estrada, María Rosa y Valdivielso Gómez, Sofía (2021). La perspectiva feminista en la educación y sus debates actuales. *Teoría de la Educación. Revista Interuniversitaria*, 33(2), 129-147. <https://doi.org/10.14201/teri.25923>
- Carrasco Pons, Silvia y Pibernat Vila, Marina (2022). Explorando el impacto del confinamiento escolar en los centros de clase trabajadora en Madrid y Barcelona por estatus migratorio y género. *Revista de Sociología de la Educación-RASE*, 15 (1), 95-110. <http://dx.doi.org/10.7203/RASE.15.1.22956>

- Carretero Bermejo, Raul y Nolasco Hernández, Alberto (2019). Sexismo y formación inicial del profesorado. *Educación*, 55 (1), 293-310. <https://doi.org/10.5565/rev/educar.903>
- Durlak, Joseph A., Weissberg, Roger P., Dymnicki, Allison B., Taylor, Rebecca D. & Schellinger, Kriston, B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82 (1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Guitart, Rosa y Carrillo, Isabel (2023). *Coeducación con miradas de género*. Graó.
- Korol, Claudia (comp.) (2007). *Hacia una pedagogía feminista. Géneros y educación popular*. El Colectivo, América Libre.
- LOMLOE-Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (2020). BOE 340.
- Martínez Martín, Irene (2016). Construcción de una pedagogía feminista para una ciudadanía transformadora y contra-hegemónica. *Foro de Educación*, 14(20), 129-151.
- Ocampo González, Aldo (coord.) (2018). *Pedagogías Queer*. Chile. Ediciones CELEI.
- Operti, Renato-Oficina Internacional de Educación de la UNESCO (2022). Sobre los conocimientos y las emociones. *Curriculum on the move, notas temáticas*, 8. Suiza. [https://unesdoc.unesco.org/ark:/48223/pf0000382104\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000382104_spa)
- ONU (2016). Convención sobre los Derechos de las Personas con Discapacidad. Comité sobre los Derechos de las Personas con Discapacidad, Observación general núm. 4 (2016) sobre el derecho a la educación inclusiva. <https://documents.un.org/doc/undoc/gen/g16/263/03/pdf/g1626303.pdf?token=ZEGf5JKQpwYlFRVvoh&fe=true>
- Penna Tosso, Melani; Sánchez Sáinz, Mercedes y Mateos Casado, Cristina (2020). Desigualdades Educativas Derivadas del Covid-19 desde una Perspectiva Feminista. Análisis de los Discursos de Profesionales de la Educación Madrileña. *Revista Internacional de Educación para la Justicia Social*, 9(3e), 157-180. <https://doi.org/10.15366/riejs2020.9.3.009>
- Rujas, Javier y Feito, Rafael (2021). La educación en tiempos de pandemia: una situación excepcional y cambiante. *Revista de Sociología de la Educación-RASE*, 14(1), 4-13. <https://doi.org/10.7203/RASE.14.1.20273>
- Troncoso Pérez, Lelya; Follegati, Luna y Stutzin, Valentina (2019). Mas allá de una educación no sexista: aportes de pedagogías feministas interseccionales. *Pensamiento educativo. Revista de investigación Educativa latinoamericana*, 56(1), 1-15. <https://doi.org/10.7764/PEL.56.1.2019.1>
- UNESCO-Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2017). *Education for sustainable development goals: Learning objectives. Education 2030*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- UNESCO (2022a). *Cuando las escuelas cierran. El impacto de género del cierre de las escuelas por el COVID-19*. Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, París, Francia. ISBN 978-92-3-300191-6

- UNESCO (2022b). *Reimaginar juntos nuestros futuros: Un nuevo contrato social para la educación. Informe de la Comisión Internacional sobre los Futuros de la educación*. UNESCO y Fundación SM. ISBN 978-92-3-300184-8. <https://unesdoc.unesco.org/ark:/48223/pf0000381560>
- United Nations-UN (2020a). *Policy Brief: Education during COVID-19 and beyond*. UN Sustainable Development Group. <https://unsdg.un.org/es/resources/informe-de-politicas-educacion-durante-la-covid-19-y-mas-alla>
- United Nations-UN (2020b). *Policy Brief: The Impact of COVID-19 on Women*. UN Sustainable Development Group. <https://unsdg.un.org/resources/policy-brief-impact-covid-19-women>
- Villar Varela, Milena y Méndez-Lois, María José (2023). Alfabetización del profesorado en pedagogías feministas: ¿reto o necesidad? *Revista de investigación en educación*, 21(3), 482-499. <https://doi.org/10.35869/reined.v21i3.4983>
- Villar Varela, Milena; Méndez-Lois, María-José; Barreiro Fernández, Felicidad; y Permuy Martínez, Aixa (2023). Pedagogías feministas en la universidad, ¿realidad o utopía?: un análisis de la formación de las profesionales y los profesionales del ámbito educativo. *Educar*, 59(1), 49-64. <https://ddd.uab.cat/record/271302>