**Gender and Development Program Awareness and Implementation Among The Public Schools in The District of Maayon**

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**Abstract**

The traditional conformation of gender roles assigned to male and female has changed through the socio-evolutionary development and dynamism of culture in the society. Previous studies on GAD predicts how individual responds to gender-related issues. This descriptive-correlational study was conducted to determine the level of GAD program awareness and implementation among the public schools in the district of Maayon for the academic year 2023-2024. The respondents of the study were 233 school teachers in the district of Maayon, determined using Slovin’s formula and Bourley’s stratified random sampling. The instrument used was a researcher-made questionnaire to collect the needed data through survey. Analyses and interpretation of the collected data were done using mean, t-test, and Pearson r set at 0.05 level of confidence. The findings showed that the public school teachers of Maayon have very high level of GAD program awareness as a whole and in terms of gender equality, equity, and sensitivity. Consequently, their extent of GAD program implementation was very high as a whole and in terms of curricular and extracurricular engagement. The level of GAD program awareness among public school teachers in the district of Maayon significantly differs when grouped according to sex, civil status, and highest educational attainment. Also, their extent of GAD program implementation significantly differs when grouped according to length of service. Lastly, there was no significant relationship between the level of GAD program awareness and extent of its implementation in the district of Maayon. Experiences on GAD related issues enabled teachers in the Maayon district to strengthen their practices and approaches in transforming gender sensitivity and dynamic students.

**Keywords:** Gender equality, Gender sensitivity, Curricular engagement, Extracurricular engagement

# 1. Introduction

Men and women differ in their developmental needs and interests. Traditionally, women are discriminated and compared to men and are given lower ranks or least opportunities in the society. The social attributes, roles, behaviors and activities of an individual which the society considers appropriate for a man or a woman is referred to as gender (Javillonar, Padilla, Peregrino, and Valdez, 2022). The traditional conformation of gender roles assigned to male and female has changed through the socio-evolutionary development and dynamism of culture in the society. Many has questioned the idea, observations, practices and people’s customs on gender towards individuality. There were sociologists who worked and established new model of change and women’s liberation, one of which was that of Lester Ward which started the way for the liberation of women (Perigo and Mangila, 2020).

The concept of Gender and Development was primarily founded from the feminist theory that embraces the principle that provides equality in terms of political, economic and social aspects between male and female. The concept is not exclusive on the differences and similarities of men and women. It also does not focus on the women’s advancement and exclusion of men, rather it supports both genders’ development. In a developmental perspective, GAD is a process that is participatory in nature, empowering, sustainable, violent-free, equitable, support self-actualization and determination of every individual (Pulmano, 2016).

In Sweden, the theory, concept and policies of gender equality is one of the historical dilemmas the country faces. It does not only entail political representation and political leadership. It encompasses the aspirations, needs, values, behaviors, and decision-making of men, women and other gender towards freedom from violence (Hearn and Husu, 2016).

Understanding the role of every man and woman on how they are socially constructed often welcomes the existence of unfair opportunities or inequalities which encompasses gender sensitivity. Gender sensitivity analyses and raises awareness on how gender inequalities are addressed. As part of the awareness spectrum, gender sensitivity ranges from gender negative to gender transformative (Velez and Ochoa, 2021).

Gender prejudice or discrimination can be seen in a wide range of situations. Everyone deserves to feel welcomed and comfortable. Thus, the fight against gender discrimination continuous with no exclusions. In the Philippines, the battle against gender-related issues such as equal political participation, academic and political advancement, violence against women and children, and harassment of women continuous as only few legislations are tackling and resolving such concern. As mentioned by Javillonar, Padilla, Peregrino, and Valdez (2022), in the educational sector, male and female students and teachers are subjected to disparate treatment. The uneven power relations between male and female is vital factors. There have been documented female sexual harassment and assault incidents in both high and low economic status settings in primary, secondary and tertiary educations. The UNESCO (United Nations Educational, Scientific, and Cultural Organizations) (2017) added that the frequent underestimation on females’ physical capacity has disproportionate impact on women.

On the other hand, the Lesbian-Gay-Bisexual-Transgender (LGBT) teachers and students felt unwelcomed due to the biases which create chasm in people’s minds and harm human relationships. In the educational setting, gender sensitive and gender friendly curriculum is essential. Promoting awareness on gender equality and equity at all levels is an effective strategy to reduce gender discrimination as well as develop understanding of students and teachers’ attitudes. As a response on the mandates of the Philippine Constitution (1987), the Republic Act #9710 (Magna Carta of Women), Republic Act #10533 (Enhanced Basic Education Act of 2013), and the Philippines’ International Human Rights Commitments to the Universal Declaration of Human Rights, DepEd issued Order #32, series of 2017 which is the GRBE or Gender-Responsive Basic Education Policy. The issuance integrates the principles of equity, equality, sensitivity, and non-discrimination on gender, and human rights to ensure that every learner have access to quality basic education (Department of Education, 2017).

The school has a pivotal role in instilling teacher’s etiquette and manners that promotes gender awareness and sensitivity. Teachers must mingle in a way that increases good relationships that gives equal opportunity for all. Schools, as teachers’ workplace, is a microcosm of society that reflects both genders’ strengths and weakness. The workplace provides a natural setting of interaction that unnoticeably led to misconception of gender roles and thus requires a gender-responsive workplace. The society rely on educators that are gender sensitive with high level of awareness on gender issues. With the recent issue, the researcher was motivated to conduct investigation on the level of GAD program awareness and implementation of public school teachers in the district of Maayon.

# 2. Method

This descriptive-correlational research design was used to determine the GAD program awareness and implementation among the teachers of the District in Maayon for academic year 2023-2024. Descriptive research is a method that describe systematically and accurately the characteristics of the sample from a phenomenon or population studied and provide an accurate portrayal or account of this characteristics. On the other hand, correlational research is a kind of non-experimental research that quantifies, interprets and asses the statistical relationship between the variables with no influence from any extraneous variable (McCombes, 2019).

Under this descriptive research method, survey research method using a researcher-made questionnaire was employed. According to Check & Schutt (2012) survey research approach that collects data to identify the specific features of a group. Primarily, a survey identifies the general picture of the studied population at a specific time. In this investigation, the independent variables were the socio-demographic of the respondents in terms of civil status, sex, highest educational attainment and length of service and the dependent variables were the gender and development program awareness and implementation in the district of Maayon.

The participants of the study were the public-school teachers in the district of Maayon, Schools Division of Capiz. Out of 273 total population, 233 were randomly selected which comprised of teachers from different school in the district. The sample size was determined using the Slovin’s formula. Since the number of teachers varies in each school, the sample respondents of teachers in the district of Maayon were determined from each school/strata using Bourley (1929) Proportional Allocation Formula. The sampling technique used by the researcher was stratified random sampling which is also called proportional or quota random sampling (Nickolas, 2019).

**2.1 Research Instrument Used**

This study utilized the researcher-made survey questionnaire in gathering necessary data. The researcher modified some statements to suit and appropriate with the type of respondents as well as grouped according to the topics in the variables of the study which were presented in comprehensible and simple language. The instrument was composed of three (3) parts. Part I of the researcher-made questionnaire contained information on the respondents’ socio-demographic profile characteristics which includes sex, civil status, highest educational attainment, and length of service. Part II of the researcher-made questionnaire contained the statements on the level of GAD program awareness of the public school teachers in the district of Maayon in three components namely; gender sensitivity, gender equity, and gender equality. Part III of the researcher-made questionnaire contained statements on the extent of the GAD program implementation of the public school teachers in the district of Maayon in terms of curricular engagement and extra-curricular engagement.

After the reliability test, the research instrument was administered through Google forms. To interpret the data on the level of GAD program awareness and implementation among the teachers of Maayon, the following 5-Point Likert Scales of mean and description was utilized: Very high (5), High (4), Average (3), Low (2), and Never (1).

The contents of the researcher-made questionnaire were validated by the panelist during pre-oral defense and three experts. Validity is the ability of an instrument to measure the properties of the construct under investigation. It is an important method in selecting or applying a research instrument (Zamanzadeh, et. al., 2015). The face validation was done to determine the validity of the items in the survey questionnaire as well as checking for common errors.

**2.2 Pilot testing**

After validation, the researcher-made questionnaire was pilot-tested with the teachers in the District of Panay, one of the neighboring municipalities of Maayon. The pilot testing was done to determine the reliability of the instrument. Eldridge et al. (2016) defines pilot studies as advanced undertakings of an experiment, project or development for wider experimentation. Synonymously viewed as a feasibility study intend to guide the planning of a larger scale of investigation (Thabane et al., 2010).

**2.3 Data Analysis and Interpretation Procedure**

After pilot-testing, the researcher-made questionnaire was subjected for item analysis to determine items to be retained, edited or removed. Assessment for reliability was done to measure the consistency of the metric or a method to be used like uncovering usability problems in an interface and expert judgement (Sauro, 2015). To measure the reliability of the instrument, Cronbach’s alpha (or coefficient alpha) was used. According to SAS UCLA Statistical Consulting Group (2019), a reliability coefficient of 0.70 or higher is considered acceptable in most social science research studies. Based on the reliability test conducted, the Cronbach’s alpha value of 0.956 for the seventy-five (75) items researcher-made survey questionnaire was achieved. The result revealed that the items in the questionnaire was reliable.

The data were analyzed and interpreted with the use of statistical tools such as Mean, t-test, One-way ANOVA (Analysis of Variance) and Pearson r. These statistical tools will help the researcher in obtaining necessary data needed to analyze the problem statements. Statistical analyses will be used with a margin of error set at 0.25.

**2.4 Ethical Considerations**

In order to avoid any ethical issues, the researcher asked permission from the Schools Division Superintendent, and District Supervisors of the participating schools to conduct this study. Likewise, the teacher-participants were coordinated through a written letter of communication. To protect participants’ privacy, the names and usernames of teachers were coded to observe confidentiality in manipulating the data. Moreover, the researcher also coordinated with the Schools Division Office through the District supervisors and School Heads in line with the conduct of the study. Since the instrument was administered through Google forms, the teachers in their school may opt not to respond with the link. The respondents will not be affected in any manner if he or he decides to withdraw from the study after answering affirmatively. Proper referencing was done to acknowledge all the sources of information.

# 3. Results

**3.1 Level of Gender and Development Program Awareness of Teachers**

The level of gender and development program awareness of public school teachers in the district of Maayon as a whole is shown in Table 1 and with its respective components in Table 1a, 1b, and 1c.

The overall level of gender and development program awareness of public school teachers in the district of Maayon was very high with a mean of 4.53. Specifically, gender sensitivity components got the highest mean value of 4.55, followed by gender equity component with 4.53 mean value, and gender equality component with 4.52 mean.

Table 1. Level of gender and development program awareness of Teachers in the district of Maayon as a whole

|  |  |  |
| --- | --- | --- |
| Components | Mean | Verbal Interpretation |
| 1. Gender sensitivity | 4.55 | Very high |
| 1. Gender equity | 4.53 | Very high |
| 1. Gender equality | 4.52 | Very high |
| Grand Mean | **4.53** | **Very high** |

**Gender sensitivity**. The data revealed that the level of gender and development program awareness of teachers in the district of Maayon in terms of gender sensitivity component was very high (mean = 4.55) as shown in Table 1a. The teachers in the district of Maayon was highly sensible of the gender differences among their students. Statement no. 15 was found to have the highest mean of 4.82, verbally interpreted as “very high”. Public school teachers in the district of Maayon had designed and strategized activities and classroom duties applied to all types of learners regardless of gender identity.

Generally, the grading system used was generic for all types of gender. This statement no. 14 scored an average mean of 4.79, verbally interpreted as “very high”. Public school teachers in the district of Maayon had also encouraged and responded to the contributions and needs of male and female students equally. This is stated in item number 6 which is verbally interpreted as “very high”. The statement number 4 which garnered a mean rating of 4.69, verbally interpreted showed that public school teachers of Maayon sets the classroom and activities that encourages students to engage and collaborate with each other and provide them opportunities to reflect and adjust their personal attitudes and behaviors. To complete the top 5 level of GAD program awareness of public school teachers in Maayon, statement number 5 in which hey randomly select male and female students to share their ideas with the class promoting equality-based and gender sensitive atmosphere and responsive classroom interaction, scored an average mean of 4.64 and verbally interpreted as “very high”. On the other hand, among the statements enumerated, item number 8, the creation of classroom atmosphere where females are not interrupted by others more often than males has a mean score of 4.02, verbally interpreted as “high”.

Table 1a. Level of gender and development program awareness of Teachers in the district of Maayon in terms of gender sensitivity.

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 15. I set the classroom responsibilities for all students | 4.82 | Very high |
| 14. I use the same grading system for both genders | 4.79 | Very high |
| 6. I praise, encourage, and respond to contributions of females and  males equally | 4.71 | Very high |
| 4. I actively encourage students to engage in activities that might sit  outside their gender’s comfort zones | 4.69 | Very high |
| 5. I draw on either males or females to answer different types of  questions equally as much as possible | 4.64 | Very high |
| 13. I make seating arrangement that equally distributes girls and boys | 4.59 | Very high |
| 9. I establish collaborative groups composed of both males and  females to provide opportunities for all voices to be heard | 4.57 | Very high |
| 3. I avoid statements that generalize, girls tend to … or ‘boys are  more…’ | 4.56 | Very high |
| 2. I avoid assigning classroom or school tasks based on historical  roles of gender (example, asking boys only to move chairs or  desks and girls cleaning) | 4.54 | Very high |
| 10. I value intellect and avoid references to appearance and physical  attributes | 4.54 | Very high |
| 12. I avoid comments or humor that demean or stereotype males or  females | 4.54 | Very high |
| 11. I avoid the use of gender specific words like chairman, fireman,  etc when discussing careers or occupations | 4.52 | Very high |
| 1. I use gender -neutral terms like everyone or people or to refer to  all students in class | 4.51 | Very high |
| 7. I call on females as often as males to answer both factual and  complex questions | 4.27 | Very high |
| 8. I create classroom atmosphere where females are not interrupted  by others more often than males | 4.02 | High |
| **Grand Mean** | **4.55** | **Very high** |

**Gender equity**. The data revealed that the level of gender and development program awareness of teachers in the district of Maayon in terms of gender equity component was very high (mean = 4.53) as shown in Table 1b.

The level of gender and development program awareness of teachers in the district of Maayon in terms of gender equity was commendable. Among the gender and development program awareness, statement number 2 which states that the public school teachers of Maayon encourages students to believe in their potential regardless of their gender identity scored the highest mean of 4.78 and verbally interpreted as “very high”. Statement number 1, stating that the public school teachers of Maayon serve as a role model for students and aware of their assumptions about gender and tries to correct biases scored a mean of 4.74. Item number 8 which states that public school teachers teaches students to be aware of gender discrimination garnered a mean score of 4.69. The recognition of public school teachers in Maayon of learners’ abilities not linked to their gender, and utilizes learning resources which recognizes gender differences achieved a mean score of 4.66 (item no. 9) and 4.58 (item no. 13), respectively.

On the other hand, among the 15-item for the level of gender and development program awareness in terms of gender sensitivity, the choosing of female for leadership positions as often as males scored 3.97 mean, verbally interpreted as ‘high”.

Table 1b. Level of gender and development program awareness of teachers in the district of Maayon in terms of gender equity.

|  |  |  |
| --- | --- | --- |
| Statements | Mean | Verbal Interpretation |
| 2. I encourage students to believe in their potential regardless  of their gender identity | 4.78 | Very high |
| 1. I serve as a role model for students and aware of my  assumptions about gender and tries to correct biases | 4.74 | Very high |
| 8. I teach students to be aware of gender discrimination | 4.69 | Very high |
| 9. I recognize learner’s abilities not linked to their gender | 4.66 | Very high |
| 13. I utilize learning resources which recognizes gender  differences | 4.58 | Very high |
| 4. I avoid making assumptions about student’s ability or  personality based on their gender | 4.57 | Very high |
| 6. I use learning materials that has equitable treatment of  gender | 4.54 | Very high |
| 12. I use language that reinforce gender binaries and respect  diverse identities | 4.52 | Very high |
| 7. I supplement curriculum competencies that accepts and  represents every gender. | 4.51 | Very high |
| 11. I use neutral language to eliminate assumptions about  gender identity based upon their appearance | 4.51 | Very high |
| 3. I consciously use language that is inclusive for transgender  and non-binary students in any class | 4.49 | Very high |
| 10. I make use of differentiated instruction | 4.48 | Very high |
| 5. I avoid giving tasks that promote gender stereotyping roles | 4.47 | Very high |
| 14. I group the class heterogeneously | 4.47 | Very high |
| 15. I choose females for leadership positions as often as males | 3.97 | High |
| Grand Mean | **4.53** | **Very high** |

**Gender equality**. The data showed that the level of gender and development program awareness of public school teachers in the district of Maayon in terms of gender equality component was very high (mean = 4.52) as shown in Table 1c.

The level of gender and development program awareness of teachers in the district of Maayon in terms of gender equality was highly remarkable. Among the gender and development program awareness of Maayon teachers, it was highly remarkable that the teachers understand the relevance of the program in the department, understands the difference between gender mainstreaming and equal representation of women, utilizes gender concepts and framework, apply strategies that addresses gender dynamics in the activities, and the practice of gender mainstreaming in the teaching-learning process.

Table 1c. Level of gender and development program awareness of teachers in the district of Maayon in terms of gender equality.

|  |  |  |
| --- | --- | --- |
| Statements | Mean | Verbal Interpretation |
| 1. I understand the relevance of gender to the mandate of an agency | 4.62 | Very high |
| 1. I understand the difference between gender mainstreaming and equal representation of women. | 4.61 | Very high |
| 1. I utilize gender concepts and framework in my profession | 4.59 | Very high |
| 1. I develop and apply strategies that addresses gender dynamics in my school activities | 4.58 | Very high |
| 1. I practice gender mainstreaming in my teaching-learning process | 4.58 | Very high |
| 1. I understand the influence of gender concerns in my everyday work | 4.57 | Very high |
| 1. I contribute to information dissemination of a gender-responsive workplace | 4.56 | Very high |
| 1. I introduce and help resolve gender issues in our workplace | 4.55 | Very high |
| 1. I influence and communicate gender equality in any platform | 4.54 | Very high |
| 1. I promote and join advocacies for gender dynamics | 4.52 | Very high |
| 1. I help sensitize and train others on gender-responsive activities | 4.47 | Very high |
| 1. I utilize gender transformative approaches in my instructions | 4.41 | Very high |
| 1. I build partnerships with key partners to maintain and promote effective gender equality | 4.38 | Very high |
| 1. I develop gender advocacy materials | 4.36 | Very high |
| 1. I apply the Sustainable Development Goal 5 on Gender and Equality and Women and Girl’s Empowerment by the UNs | 4.33 | Very high |
| Grand Mean | **4.52** | **Very high** |

**3.2 Extent of Gender and Development Program Implementation of Teachers**

The extent of gender and development program implementation of teachers in the district of Maayon as a whole is shown in Table 2 and with its respective components in Table 2a, and 2b. The overall extent of GAD program implementation of teachers in the district of Maayon was “very high” with a mean of 4.60. specifically, extracurricular engagement of the public school teachers in the district of Maayon got the highest mean of 4.66 while curricular engagement got a mean of 4.54.

Table 2. Extent of GAD program implementation of teachers in the district of Maayon as a whole.

|  |  |  |
| --- | --- | --- |
| Components | Mean | Verbal Interpretation |
| 1. Extracurricular engagement | 4.66 | Very high |
| 1. Curricular engagement | 4.54 | Very high |
| Grand Mean | **4.60** | **Very high** |

**Extracurricular engagement**. The data revealed that the level of GAD program implementation of teachers in the district of Maayon in terms of extracurricular engagement was “very high” (mean = 4.66) as shown in table 2a.

In general, public school teachers in the district of Maayon highly practice and implement GAD programs in their schools. The topmost highly implemented by the public school teachers in Maayon district was the integration of the program in their classroom activities done by providing the same number of activities and projects for both male and female students that considers gender differences. Teachers in the district of Maayon also encouraged both genders to participate in sports and non-sports activities, equally considerate and courteous of others in the sports activities.

Table 2a. Extent of GAD program implementation of teachers in the district of Maayon in terms of extracurricular engagement

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 1. I provide the same number of activities and projects for both male  and female students | 4.76 | Very high |
| 14. I encourage both genders to participate in sports and non-sports  activities | 4.73 | Very high |
| 4. I encourage all athletes to be equally considerate and courteous of  others in sports activities | 4.72 | Very high |
| 8. I make sure learners are represented equally in all typical activities  such as sports, recreational activities, cleaning, gardening, etc. | 4.70 | Very high |
| 9. I make sure that the facilities are user friendly for all types of  learners | 4.67 | Very high |
| 15. I make sure that the trainings joined by my students are non-gender  biased | 4.67 | Very high |
| 3. Allow all students equal access to tools and equipment with the  same standards of use | 4.66 | Very high |
| 13. I ensure that students attend symposiums and trainings that  promote gender awareness | 4.66 | Very high |
| 10. I establish the same safety and/or sanitation and dress requirements  for all athletes | 4.65 | Very high |
| 2. I set the same standards of sports rules and regulations for all  athletes | 4.64 | Very high |
| 7. I assist both gender in recognizing their adult roles will probably  include work, parenting, and homemaking | 4.64 | Very high |
| 11. I provide information about expanding occupational and/or family  activities for both genders in areas that have traditionally  considered appropriate for only one gender | 4.64 | Very high |
| 12. I encourage students to join organizations that bring about general  change in gender perspective | 4.62 | Very high |
| 5. I implement the same sanctions to students for misdemeanor during  sports activities | 4.61 | Very high |
| 6. I de-emphasize competition on the basis of gender | 4.56 | Very high |
| **Grand Mean** | **4.66** | **Very high** |

**Curricular engagement**. The data revealed that the extent of gender and development program implementation of teachers in the district of Maayon in terms of curricular engagement was very high (mean = 4.54) as shown in Table 2b.

The result showed that the public school teachers of Maayon district highly provide equivalent attention to both genders (mean = 4.70, “very high”), set the same standards of behavior for all students in the classroom (mean = 4.62, “very high”), provide the same learning activities and projects for students (mean = 4.58, “very high”), provide the same reprimands to students of disciplinary actions for misbehavior (mean = 4.58, “very high”), and make sure to assign members in each group heterogeneously for every activity (mean = 4.58, “very high”). Item number 15, incorporating topic in resolving gender inequality and biases in discussions whenever possible got the least mean score 0f 4.43.

Table 2b. Extent of gender and development program implementation of teachers in the district of Maayon in terms of curricular engagement.

|  |  |  |
| --- | --- | --- |
| **Statements** | **Mean** | **Verbal Interpretation** |
| 10. I give equivalent attention to both genders | 4.70 | Very high |
| 4. I set the same standards of behavior for all students in the classroom | 4.62 | Very high |
| 3. I provide the same learning activities an project for students | 4.58 | Very high |
| 7. I implement the same reprimands of disciplinary actions to students  for misbehavior | 4.58 | Very high |
| 11. I make sure to assign members in each group heterogeneously for  every activity | 4.58 | Very high |
| 6. I encourage all students to be equally considerate and courteous of  others | 4.56 | Very high |
| 8. I avoid comparing men with women or vice versa in respect to  behaviors, attitudes, and accomplishments | 4.56 | Very high |
| 9. I use gender free terms and occupational titles rather than gender-  specific ones | 4.53 | Very high |
| 2. I provide the same course content for both genders | 4.52 | Very high |
| 12. I establish classroom environment that discourages harassment on  basis of gender, race or disability | 4.52 | Very high |
| 13. I expect a variety of academic preferences for both males or females | 4.52 | Very high |
| 1. I include resources in the classroom that depict women and men in  non-traditional ways | 4.45 | Very high |
| 5. I use resource people in the classroom who show changes in sex  stereotyped roles | 4.45 | Very high |
| 14. I involve students in identifying examples of gender discrimination,  stereotyping, and bias in textbooks, curriculum materials, media and  learning materials | 4.45 | Very high |
| 15. I make sure to incorporate topic in resolving gender inequality and  biases in discussion whenever possible | 4.43 | Very high |
| **Grand Mean** | **4.54** | **Very high** |

**3.3 Difference in the Level of Gender and Development Program Awareness of Teachers when grouped according to Selected Profile**

In order to determine significant differences in the level of GAD program awareness and implementation of the respondents, data on their socio-demographic profile were shown in Table 3.

**Sex.** In terms of sex, out of 233 respondents, there were 44 (18%) male and 189 (81%) female public school teachers.

**Civil status.** When grouped according to civil status, there were 184 (79%) married and 49 (21%) non-married public school teachers.

**Highest educational attainment.** As to highest educational attainment, 112 (48%) were public school teachers without post graduate degree while 121 (52%) have graduated their post graduate studies.

**Length of service.** In terms of length of service, 54 (23.18%) had been in the service for less than 7 years and 179 (76.82%) of the public school teachers in the district of Maayon was in the service for more than 7 years.

Table 3. Socio-demographic profile of the respondents.

|  |  |  |  |
| --- | --- | --- | --- |
| **Profile** | | **Frequency** | **Percentage (%)** |
| Sex | |  |  |
|  | Male | 44 | 18.88 |
|  | Female | 189 | 81.12 |
|  | **Total** | **233** | **100** |
| Civil status | |  |  |
|  | Married | 184 | 78.97 |
|  | Not married | 49 | 21.03 |
|  | **Total** | **233** | **100** |
| Highest Educational Attainment | |  |  |
|  | Without Post Graduate Degree | 112 | 48.07 |
|  | With Post Graduate Degree | 121 | 51.93 |
|  | **Total** | **233** | **100** |
| Length of Service | |  |  |
|  | Less than 7 years | 54 | 23.18 |
|  | More than 7 years | 179 | 76.82 |
|  | **Total** | **233** | **100** |

The difference in the level of gender and development program awareness and socio-demographic profile of Maayon teachers in terms of sex, civil status, highest educational attainment, and length of service is shown in Table 5.

As a result, no variation was found in the level GAD awareness of public school teachers in the district of Maayon when grouped according to length of service. However, the level of GAD awareness vary when public school teachers in the district of Maayon were grouped according to sex, civil status, and highest educational attainment.

Considering the sex, civil status, and highest education attainment of the teachers in the district of Maayon, the results implied that their awareness on the gender and development programs were varied. The socio-demographic status of the participants affects their perceptions and understanding towards the program which can be rooted to the prior knowledge and exposures of these teachers with gender-related issues and concerns. Understanding their role as male and female individuals, based on the construct of the society, explains how personality of these teachers were influenced. They understand the differentiation of male and female genders but with the guidance of the GAD program of the Department and the experiences on gender-related concerns, the teachers were sensitive, responsive, and witty in resolving the challenge on gender identification and learning needs of their learners. While in the service, new and old public school teachers helped to effectively promote awareness and maintain gender friendly curriculum.

On the basis of the results obtained on test of difference in the level of GAD program awareness of teachers in the district of Maayon when grouped according to selected profile, the null hypothesis is accepted in terms of length of service. However, it is rejected when the teachers in the district of Maayon are classified in terms of sex, civil status, and educational attainment.

Table 4. Difference in the level of gender and development program awareness of the respondents when grouped according to socio-demographic profile.

|  |  |  |  |
| --- | --- | --- | --- |
| **Compared Variables** | **Type of Test** | **p-value** | **Description** |
| Sex | t-test | 0.004 | s |
| Civil status | t-test | 0.000 | s |
| Highest Educational  Attainment | t-test | 0.001 | s |
| Length of Service | t-test | 0.149 | n.s |

*\*p <0.05 significant; ns, p>0.05 not significant @ 5% alpha level*

**3.4 Difference in the Extent of Gender and Development Program Implementation of Teachers when grouped According to Selected Profile**

The difference in the extent of the gender and development program implementation and socio-demographic profile of Maayon teacher in terms of sex, civil status, highest educational attainment, and length of service was shown in Table 5.

As a result, no variation was found in the extent of gender and development program implementation of public school teachers in the district of Maayon when grouped according to sex, civil status, and highest educational attainment. However, there was variation in the extent of gender and development program implementation of teachers in the district of Maayon when grouped according to length of service.

The results implied that the gender and development program implementation of teachers in the district of Maayon differs when grouped according to number of years in service. The experiences of teachers in gender-related issues had influenced and helped them to become responsive of the gender needs of their students. Their practices, observations and ideas toward gender in their profession has provided teachers in Maayon an in-depth understanding that social differences exist between gender roles and relations, and discrimination which affects the development of a student. However, when the teachers in Maayon district were classified according to sex, civil status, and educational attainment, these factors had no significant effect on the implementation of the gender and development program. Teachers, regardless of their gender preferences, educational backgrounds and statuses, were highly efficient in promoting gender sensitive and transformative learning experience to students in Mayon district.

On the basis of the results obtained on test of differences in the level of gender and development program implementation of teachers in the district of Maayon when grouped according to selected profile, the null hypothesis is accepted in terms of sex, highest educational attainment, and civil status, and rejected in terms of length of service.

Table 5. Difference in the extent of GAD program implementation of the respondents when grouped according to socio-demographic profile.

|  |  |  |  |
| --- | --- | --- | --- |
| **Compared Variables** | **Type of Test** | **p-value** | **Description** |
| Sex | t-test | 0.049 | n.s |
| Civil status | t-test | 0.862 | n.s |
| Highest Educational  Attainment | t-test | 0.832 | n.s |
| Length of Service | t-test | 0.000 | s |

*\*o<0.05 significant; ns, p>0.05 not significant @5 alpha level*

**3.5 Relationship between Respondents’ Level of GAD Awareness and Extent of its Implementation**

The relationship between the respondents’ level of gender and development program awareness and implementation in the district of Maayon was shown in Table 6.

The result showed that the level of GAD program awareness was not related to the extent of its implementation among the teachers in the district of Maayon. The r-value of 0.148 with significant value of 0.436 was greater than the 0.05 level of significance.

Table 6. Relationship between respondents’ level of gender and development program awareness and extent of its implementation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Compared Variables** | **r-value** | **p-value** | **Description** |
| Level of GAD Awareness  Extent of GAD Implementation | 0.148 | 0.436 | n.s |

*\*o<0.05 significant; ns, p>0.05 not significant @5 alpha level*

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# 4. Discussion

**4.1 Level of Gender and Development Program Awareness of Teachers.**

The result implies that the awareness of teachers on the gender and development programs in the district of Maayon was remarkable. The awareness on gender equality, equity, and sensitivity of teachers in the district of Maayon towards the gender and development program was highly efficient. They were fully aware of the issues and concerns related to GAD and their in-depth knowledge on the program helps resolves issues and disparities that may arise along the process of providing quality education to students. Teachers in Maayon were familiar of the gender role issues and how social interactions affects the gender-perceptions of every individual. Their thorough knowledge about the program of the agency in resolving gender issues had equipped them of strategies and information in dealing gender related issues.

These results conformed with that of Beneria et al., (2015) which focuses on the goals of GAD programs that challenges the social differences raised between gender and the effects of discrimination on the development of a person. gender and development programs attempt to create gender equality and redefine the historical gender role expectation on every person.

Gender sensitivity. The result implies that public school teachers of Maayon district’s gender sensitization in their classroom environment was outstanding. Public school teachers had strategized sensitive teaching programs and settings, utilizes gender-based languages and activities that promotes a responsive classroom environment. Teachers in the district of Maayon were highly sensible in helping students remodel their behaviors and attitudes towards gender stereotyping through their transformative instructional settings. Also, public school teachers in Maayon were conscious of their used of language.

These results conformed with the works of Deshmukh (2016) that gender sensitization raises awareness of gender equality by changing one’s behavior towards other people. It empathizes one’s perspective towards gender differences. It helps students self-reflect of their personal attitudes and behaviors in interacting with others in the society. Additionally, the results also affirmed the claims of Gure (2016) that gender sensitization makes positive changes in the behavior of a person towards others in order for gender equality to flourish.

Gender equity. The result implies that public school teachers in the district of Maayon have been practicing fairness in dealing with their learners. Teachers in the district of Maayon impartially treat every male and female learner and provide fair or equal opportunities for each gender to build in them self-esteem. Public school teachers in Maayon district had used learning materials that show equitable treatment of gender, provides varied learning activities that encourage each learner to contribute, collaborate and develop competence without being judged or experience discrimination.

The result of the study conformed with Mencarini (2014) that distinguishes gender equity from gender equality as the former covers fairness in every aspect of life from rights to opportunities. Consequently, the results conformed with Miller and Halpern (2014) which recognize equal opportunities for male and female students in the academic curriculum, experience a sense of security, comfort and belongingness, promote both competence and confidence without prejudices, participate in extracurricular activities, recognize their potentials, contribution and build in them self-esteem. Understanding and appreciating the uniqueness of every boy and girl helps eradicate gender developmental issues within school premises. Gender stereotyping limits the opportunities of the youth and the school can help remove this gender-issue by providing equitable educational environment.

Gender equality. The result implies that public school teachers in Maayon are versatile in their profession when it comes to promoting gender equality in their workplace and in their classroom settings. Teachers in Maayon district have in-depth knowledge and practiced in their teaching profession the gender and development program of the agency to provide every learner equal opportunity in receiving education. The teachers in Maayon district have introduced and resolved gender issues by creating an environment where learners feel the sense of belongingness despite of differences. The teachers had designed and used transformative approaches in their teaching and learning process that equalize opportunities of development for both genders.

The result supports the study of Hearn and Husu (2016) that gender equality recognizes the rights and opportunities of men, women and further genders in all sectors of the society. It covers the rights and obligations of men and women as well as other genders to develop a gendered citizen inclusive of access and belongingness.

**4.2 Extent of Gender and Development Program Implementation of Teachers**

The result implied that the gender and development program implementation of public school teachers in the district of Maayon was noteworthy as they have integrated their knowledge and understanding of the program to their teaching and learning process. Teachers in Maayon district cohesively make sure that the academic and extra-curricular activities of students are gender-sensitive, promotes equality and equity regardless of gender differences through contextualized and localized learning materials and instructions.

The result of this study conformed with that of Hernandez and Cudiamat (2017) as mandated in the DepEd Order No. 32, series of 2017 that every schools should promote equity, sensitivity and responsiveness in curriculum revisions, instructional deliveries, making of assessments, trainings, and even the facilities. Gender-Responsive Basic Education (GRBE) programs demand every teachers to practice, use developmental, differentiated and appropriate learning experiences as a responses to the demands of learners in terms of needs, interests, strengths and experiences. Consequently, the results agreed with Talon, Carreon, and Diragen (2020) that the use of contextualized, localized learning materials, activities and use of inclusive language, positive images and messages with gender-responsive basic education was effective. Teachers play an important role in promoting and stimulating gender-sensitive discrimination among learners. The GAD programs guide teachers in molding every learner and continuous holistic development.

Extracurricular engagement. The result implied that Maayon teachers also make sure that learners were equally represented in all types of activities aside from their academics. Public school teachers in Maayon designed activities that are gender-friendly, sensitive and transformative in which every learner can participate.

The result of this study conformed with the demands of the Department of Education (2017) in providing gender-responsive basic education to promote gender equality, learner-friendly schools that address diversified learning demands and to achieve the progressive educational outcomes. Also, Masood (2021) believes that education empowers young minds in instilling gender equality through gender sensitization by having positive ideologies.

Curricular engagement. The results implied that public school teachers in Maayon district highly implements gender and development programs in their instructional deliveries and classroom settings. Teachers in Maayon district have integrated their knowledge on gender and development programs to promote gender equality inside and outside the classroom. They have positive attitudes in addressing gender-related issues in the classroom.

The result of this study conformed with that of Cabillo-Jimenez (2021) that gender and development programs affect teacher’s attitudes and perception in addressing gender-related issues such as gender stereotyping, gender gap, inequality and gender biases in the curriculum and instructions was observed to decline as the implementation of the program increases. Teachers have developed strong and positive attitudes among teachers in addressing gender-related issues.

**4.3 Difference in the Level of GAD Program Awareness of Teachers when grouped according to Selected Profile**

Level of GAD program awareness and sex. The results revealed that there was a significant difference in the level of GAD program awareness of public school teachers in the district of Maayon when grouped according to sex. The p-value of 0.004 was lesser than the 0.05 level of significance. The results of the study conformed with Infante (2015) that the GAD awareness in terms of technical capacity, organizational culture and accountability were affected by the personal profile specifically in terms of sex.

Level of GAD program awareness and civil status. The results revealed that there was a significant difference in the level of GAD program awareness of public school teachers in the district of Maayon when grouped according to civil status. The p-value of 0.000 was lesser than the 0.05 level of significance. The results somehow connected to Sunico (2020) which revealed in her investigation that GAD awareness/practices and personal profile of respondents in terms of civil status have little effect on each other when it comes to planning, budgeting, monitoring, evaluation, and implementation.

Level of GAD program awareness and highest educational attainment. The results revealed that there was a significant difference in the level of GAD program awareness of public school teachers in the district of Maayon when grouped according to highest educational attainment. The p-value of 0.001 was lesser than the 0.05 level of significance. The results of this investigation was congruent with the study of Infante (2015) that the GAD awareness in terms of technical capacity, organizational culture and accountability were affected by the personal profile specifically in terms of highest educational attainment.

Level of GAD program awareness and length of service. The results revealed that there was no significant difference in the level of GAD program awareness of public school teachers in the district of Maayon when grouped according to length of service. The p-value of 0.149 was greater than the 0.05 level of significance.

The result of this study conform with that of Sunico (2020) identified the negligible and insignificant effect of length of service in the level of GAD awareness of SUCs. The results of this investigation and the claims of Sunico was the same. Thus, leads to the acceptance of the null hypothesis.

**4.4 Difference in the extent of GAD program implementation of the respondents when grouped according to socio-demographic profile**

Extent of GAD program implementation and sex. The result revealed that there was no significant difference in the level of GAD program implementation of public school teachers in the district of Maayon when grouped according to sex. The p-value of 0.049 was greater than the 0.05 level of significance. These results of the study conformed with that of Infante (2015) and Sunico (2020) that extent of GAD program implementation were affected by the personal profile of respondents in terms of sex. However, the results disagreed with the claims of Javillonar, Padilla, Peregrino, and Valdez (2022) that disparate treatment on male and female students and teachers in the educational sector is present that can impact the effectiveness of the gender and development strategies in reducing gender discrimination.

Extent of GAD program implementation and civil status. The results revealed that there were no significant difference in the level of GAD program awareness of public school teachers in the district of Maayon when grouped according to civil status. The p-value of 0.862 was greater than the 0.05 level of significance.

The results of the study conformed with Bacquian (2019) that the personal profile in terms of civil status and the extent of GAD implementation had no significant difference. However, the results contradicts with that of Sunico (2020) that GAD implementation slightly differs when grouped or classified according to civil status.

Extent of GAD program implementation and highest educational attainment. The results revealed that there were no significant difference in the level of GAD program awareness of public school teachers in the district of Maayon when grouped according to highest educational attainment. The p-value of 0.832 was lesser than the 0.05 level of significance. The results agreed with Bacquian (2019) that there is no significant difference in the extent of GAD implementation and highest educational attainment of respondents. However, the results disagreed with Infante (2015) stating the significant difference in the GAD implementation and highest education attainment.

Level of GAD program implementation and length of service. The result revealed that there were significant revealed that there were significant difference in the level of GAD program awareness of public teachers in the district of Maayon when grouped according to length of service. The p-value of 0.000 was lesser than the 0.05 level of significance.

The results correspond to the aspirations of the Gender and Development programs mentioned by UNESCO (2015) that gender mainstreaming and sensitization in the educational sectors strengthens and promotes gender equality by transforming how socially constructed both genders in terms of responsibilities, roles and expectations. Miller and Halpern (2014) affirmed that the schools that provide equitable education environment, well-trained and experienced teachers, helps eradicate gender stereotyping among students, promote competence and confidence, and develop sense of security. However, the results contradict with that of Sunico (2020) that length of service and GAD implementation had no significant difference.

**4.5 Relationship between Respondents’ Level of GAD Awareness and Extent of its Implementation**

The result implied that the extent of gender and development implementation was influenced by their years in the department in carrying out the program and not due to their sexes, civil statuses, and educational attainment. The awareness of teachers of the GAD program have nothing to do with the effectiveness and efficiency of the program’s implementation. Teachers with longer experience in their professions were best in resolving dealing gender-related issues. Their longer experience in the service strengthened their gender sensitivity and responsiveness to the demands of their profession and their experience on gender-related issues have strengthen their will power to promote gender dynamics.

The results were in line with that of Thosare (2016) that to improve and transform student’s behavior especially in social interaction, well-trained teachers can bring new ways of thinking, approaches and practices in the classroom that support and create a gender-based framework in the educational system.

Thus, the result of the study led to the acceptance of the null hypothesis aforementioned in the beginning of this research.

# 5. Conclusion and Implications

Findings of the study showed that the level of gender and development program awareness among public school teachers in the district of Maayon as a whole and in terms of gender equality, equity, and sensitivity was very high. The teachers in the district of Maayon manifested strong recognition of GAD programs which assess the gender roles, differences and its effects to the needs of every gender.

Findings of the study showed that the extent of gender and development development program implementation among public school teachers in the district of Maayon as a whole and in terms of curricular and extracurricular engagement was very high. The Maayon teachers integrated projects and activities that ensure the remarkably practice and implement the gender and development program of the department.

There was a significant difference in the level of gender and development program awareness among the public school teachers in the district of Maayon when grouped according to sex, civil status, and highest education attainment. The sex, civil status, and highest education attainment of Maayon teachers influenced their level of gender and development program awareness.

There was a significant difference in the level of gender and development program implementation among the public school teachers in the district of Maayon when grouped according to length of service. The length of service of teachers in the district of Maayon influenced the extent of gender and development program implementation.

There was no significant relationship between the level of gender and development program awareness and extent of its implementation in the district of Maayon. Experiences on gender and development related issues enabled teachers in the Maayon district to strengthen their practices and approaches in transforming gender sensitivity and dynamic students.

Based on the findings and conclusions of the study, the researcher suggests that teachers’ awareness on the GAD programs of the schools should be maintained and strengthened by developing gender advocacy materials and partnerships. Public school teachers may attend on trainings and seminars to enhance their level of gender and development awareness especially on gender equality advocacies. Safeguarding the welfare of every learner maintains the efficient and effective implementation of the gender and development programs both in extracurricular and curricular engagement. Teachers can establish GAD Governing Council or organizations to widen the implementation down to the level of every learner which may enhance and help eradicate gender inequality and biases among themselves. To eradicate gender-biases among teachers the schools may conduct GAD advocacies through In-service trainings (INSET) to help eradicate the variation among the perceptions and awareness of teachers towards GAD programs. Through trainings, teachers can reflect and update themselves of the different strategies and ideas on GAD awareness. Male teachers, single, and none post graduate degree holder may enhance their GAD awareness by joining UN Gender and Equality and Women and Girls’ Empowerment advocacies and programs.

Teachers that are new in the service may enrich their GAD program implementation by constant and continuous practice and attendance to several GAD Trainings that will provide them strategies for effective GAD implementation. Supervisors or Coordinators may also include in their Action Plan to realize the importance of integrating and strengthening GAD implementation practices among teachers. To maintain and improve gender and development program awareness and implementations, the school may develop Partnerships with other organizations and educational institutions for continuous advocacies of the program. Further studies can be conducted to help strengthen GAD program awareness and implementation.

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