



ASSESSMENT ON THE IMPLEMENTATION OF GENDER-RESPONSIVE BASIC EDUCATION POLICY AMONG PUBLIC SCHOOL TEACHERS OF TALAKAG DISTRICT 2, DIVISION OF BUKIDNON

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ABSTRACT

This study was conducted to assess the implementation of Gender-Responsive Basic Education Policy among the public-school teachers of Talakag District II, Division of Bukidnon, during the School Year 2022-2023. The respondents were 177 teachers from the different schools of the said district.

This study sought to: 1.) determine the demographic profile of the respondents; 2.) assess the implementation of the Gender Responsive Basic Education Policy; and 3.) determine the significant relationship between the respondents' profile and the assessment on the Gender-Responsive Basic Education Policy.

This study used the descriptive statistics and the primary research instrument used in this study is a standardized questionnaire patterned from the DO. 32, s. 2017 known as the Gender-Responsive Basic Education Policy. Standard indicators are formulated based the standards and guidelines of implementation of the DepEd Order No. 32 s. 2017.

Pearson correlation was employed to determine the significant relationship of the level of implementation of the gender-responsive basic education policy according to the respondents' demographic profile, to find the statistical relationship or association between the variables.

As gathered from the data, most of the respondents were 30 years old and below, females, Teacher I in position and holds bachelor's degree. Majority of them were 1-5 years in service, married, has a family income ranging ₱21,000-₱30,000 a month and belonged to the Roman Catholic religion. Greater number of the respondents have attended 1 to 3 times related seminars and trainings on gender-responsive basic education policy in the regional, division, district and school level. In terms of the tribal affiliation, mostly belonged to Higa-onon tribe. The extent of the respondent's assessment on the implementation of the gender-responsive basic education policy is "well implemented" and the overall, the respondents' profile showed no significant relationship on their assessment on the gender-responsive basic education policy. It is been recommended that budget for learning resources related to the implementation of gender-responsive basic education policy must be included in the school's operating budget

Keywords: assessment, implementation, gender-responsive education

Introduction

Education is among the vital activities in human life. With this, people can become better individuals, knowing what is right from wrong, as well as allowing for a better society where laws are followed. It is not limited to just knowledge and information we take from the book but also the stability of life. In order for the entire world to become proportionate, it needs to start with education. If everyone is given the same and equal opportunities for education, then there will be fewer gaps between social classes and no one will be left behind.

Other than delivering quality basic education, the Department of Education upholds its commitment to achieving efficiency in order to support the organization as a whole. As primary implementing agency of the state's mission, the The Department of Education's main goal is to safeguard and promote every citizen's right to high-quality education at all levels and to take the necessary actions to make education accessible to everyone.

Moreover, achieving gender equity in field of education means that both females and males have equal opportunities in terms of social, economic, cultural, and political developments. Gender education has been greatly considered as the prime foundation for social, economic and national development (Philippines Millennium Development Goals MDG, 2015). While Department of Education assures the public of an education that is accessible to all walks of life, education must be gender responsive considering to protect and empower women, children, youth, the elderly, Persons With Disability (PWDs), the LGBTQ+ community, ethnic minority groups, and other vulnerable and marginalized groups.

As stipulated in the DepEd Order No. 32, s. 2017, Gender-Responsive Basic Education (GRBE) is inclusive education that ensures both females and males have equal access to learning opportunities, gender-based barriers and various forms of discrimination and intolerance are eliminated, and diverse learning needs are addressed which results in the progressive achievement of gender equality in educational outcomes. The Department of Education fully commits to achieving this goal which is anchored with its mission, vision, values and mandate.

However, the Philippine Commission on Woman (PCW) found out the gender biases and stereotyping are still embedded and rooted in the pedagogy, curricula, and learning resources. In addition, studies have shown that there are still existing challenges in gender-responsive and sensitive in terms of curriculum, assessment, instructional delivery, facilities, and training in developing or highly industrialized countries such as the Philippines (Hernandez & Cudiamat, 2018).

The challenges that were identified based on the data gathered by the Department of Education, from 1996-2012, boys outnumbered girls at the elementary level, while at the secondary level, the contrary

was true, with the girls outnumbering boys. In the same time frame, girls performed better than boys in every major metric, particularly cohort survival rate and completion rate (NEDA & UNDP 2014). Aside from this, the result of the National Baseline Study on Violence Against Women and Children on 2016 by the Council of Women and Children and the Systematic Literature Review on the Drivers of Violence Affecting Children by the United Nations Children's Fund (UNICEF) shows; high prevalence of violence against children among boys and girls and progressively, more boys are becoming victims of sexual abuse than girls; LGBTQ+ children are at a higher risk for psychological and physical bullying; children's previous experience of violence propel violent behavior in school.

It was from this subject that Gender and Development (GAD) played a vital role in the delivery of accessible and quality basic education. While the Department's vision was geared towards providing inclusive education, there still remained some gaps in various aspects of learning and development. Sex-disaggregated performance indicators still show gender disparity between boys and girls in terms of achievement and learning opportunities. In the Women's Empowerment, Development and Gender Equality (Women's EDGE) Plan 2013-2016 published by the Philippine Commission on Women, enduring gender issues in Philippine education continue to affect academic achievement, enrolment and attendance, career choice, the incidence of gender-related violence or discrimination and embedding of gender bias and stereotyping in the curriculum and instruction.

Despite the high pervasiveness of violence, disclosures are reported to be low. However, teachers as point persons and second parents of the learnings are the most common personnel children disclose to and seek guidance and help from. As such, teachers and school staff need to have appreciation and understanding of the children's rights and must be fully aware on gender-responsive education. The findings of this study would be helpful in analyzing underlying causes leading to the underachievement of learners, gender bias in curriculum and instruction and disparity in learning opportunities. The use of a gender lens in analyzing these indicators would enable the crafting of a more needs-based and gender-responsive plan.

It is the reason that the researcher seeks to know the assessment on the implementation on the gender-responsive basic education policy among public elementary and secondary teachers in the District 2 of Talakag, Province of Bukidnon which could also be an important data needed for the development of future programs in eliminating gender discriminations to promote gender equality and non-discrimination in the field of education.

Statement of the Problem

This study was conducted to determine the assessment on the Implementation of Gender-Responsive Basic Education Policy among public elementary and secondary teachers of Talakag District II, Division of Bukidnon for the School Year 2022-2013.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Position;
 - 1.4 Highest Educational Attainment;
 - 1.5 Length of Service;
 - 1.6 Civil Status;
 - 1.7 Family Monthly Income;
 - 1.8 Religion;
 - 1.9 Related Training/Seminars Attended on Gender-Responsive Basic Education Policy;and
 - 1.10 Tribal Affiliation?
2. To what extent is the assessment on the implementation of the Gender-Responsive Basic Education Policy based on:
 - 2.1 Learners' Development;

- 2.2 Curriculum Standards;
- 2.3 Learning Delivery;
- 2.4 Learning Environment;
- 2.5 Learning Resources; and
- 2.6 Assessment?

3. Is there a significant relationship between the respondents' profile and the assessment on the Gender-Responsive Basic Education Policy among the Teachers of Talakag District 2, Division of Bukidnon in each of the following?

- 3.1 Age;
- 3.2 Sex;
- 3.3 Position;
- 3.4 Highest Educational Attainment;
- 3.5 Length of Service;
- 3.6 Civil Status;
- 3.7 Family Monthly Income;
- 3.8 Religion;
- 3.9 Related Training/Seminars Attended on Gender-Responsive Basic Education Policy; and
- 3.10 Tribal Affiliation?

Hypothesis

Problem 1 and 2 are hypothesis-free. On the basis of Problem 3, the hypothesis was tested at 0.05 level of significance. The research hypothesis of the study will be presented in its null form as stated as:

Ho: There is no significant relationship between the respondents' profile and the assessment on the Gender-Responsive Basic Education Policy among the Teachers of Talakag District 2, Division of Bukidnon.

Conceptual Framework

The implementing rules and regulations of the Department of Education's Order No. 032, s.2017, known as the Gender-Responsive Basic Education Policy which is in line with DepEd Order No. 63 s.2012, Gender and Development (GAD) mandate and as stipulated in the 1987 Philippine Constitution that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all (Article XIV, Section 1) form the foundation of this research.

As part of a bargain or agreement in DO 63 s.2012, the annual GAD Plans and Budgets (GPBs) shall be guided by the desired outcomes and goals embodied in the Magna Carta of Women (MCW) and other relevant laws, particularly the Committee on the Elimination of Discrimination Against Women (CEDAW) and other international commitments. The GPBs are to be reflected in the Annual Work and Financial Plan of concerned offices or units. They are formulated alongside other programs and projects during the planning and budgeting schedules. The GAD Plans incorporating Programs, Projects and Activities (PPAs) must be issue-based resulting from gender analysis and research ensuring that different concerns and issues of both women and men are equally addressed in the GPBs.

Moreover, DO 32 s.2017, on the other hand, supports the GAD mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippine's International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others. This policy translates the commitment of the Department to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights, in the provision and governance of basic education. This is in line with the DepEd's mandate to ensure access to quality basic education for all.

The policy provides the guidelines for Gender-Responsive Basic Education that shall allow the Department of Education (DepEd) to integrate and blend the principles of gender sensitivity, gender equality, gender equity, non-discrimination, and human rights in the provision and governance of basic education. Through this mandate, the DepEd commits to gender equality through gender-responsive basic education to holistically develop Filipinos with access to quality, culture-based basic education in a learner-friendly, nurturing and safe environment with the provision to continuously improve its support systems at all levels of governance.

The schema of the study in Figure 1 represents the interplay of the variables that were used in the study. It shows that the independent variables in the study are the profile of the respondents in terms of age, sex, position, highest educational attainment, length of service, civil status, family monthly income, religion, related trainings and/or seminars attended on the gender-responsive basic education policy, and tribal affiliation. The dependent variables on the other hand, are the assessment of the respondents to the gender-responsive basic education policy in terms of the learner's development, curriculum standards, learning delivery, learning environment, learning resources and assessment. These variables are important and are core essentials in assessing the DepEd Order 32, s. 2017 also known as the Gender-Responsive Basic Education Policy, because these are the foundation of the delivery of gender-responsive educational services to the learners.

Methods

This study utilized a descriptive method of research. Descriptive method research design is used in gathering information on contemporary situations and conditions that seeks to efficiently procure data of information to detail a phenomenon or population where variables are measured, identified, and observed. More explicitly, it aids in answering the what, when, where, and how questions regarding the research problem or what is studied rather than the why.

Thus, this would be appropriate in the assessment of the implementation of the gender-responsive education policy among public elementary and secondary teachers of Talakag District II, Division of

Bukidnon. Specifically, the researcher utilized the following tools, observation, documentary analysis, and the research questionnaire to gather and collect the needed data for the study.

The study was conducted in selected public elementary and secondary schools of Talakag District 2. Talakag is a first-class municipality located in the landlocked province of [Bukidnon](#), which is 87.1 kilometers away from Cagayan de Oro City. The municipality has a total land area of 303.63 square miles or 786.40 square kilometers, equivalent to 7.49% of Bukidnon's overall land area. As determined by the 2020 Census, its population was 77,027 people. This total number of populations can be represented by 5.00% of the total population of the whole province of Bukidnon or 1.53% of the total population of the region of Northern Mindanao. Based on these figures, the population density is computed at 254 inhabitants per square mile or 98 inhabitants per square kilometer.

The Municipality of Talakag is politically subdivided into twenty-nine (29) barangays, namely: Basak, Baylanan, Cacaon, Colawingon, Cosina, Dagumbaan, Dagundalahon, Dominorog, Lapok, Indulang, Lantud, Liguron, Lingi-on, Lirongan, Santo Niño (Lumbayawa), Miarayon, Barangay 1 ([Poblacion](#)), Barangay 2 ([Poblacion](#)), Barangay 3 ([Poblacion](#)), Barangay 4 ([Poblacion](#)), Barangay 5 ([Poblacion](#)), Sagarán, Salucot, San Antonio, San Isidro, San Isidro, San Rafael, Tikalaan. With the number of barangays located in Talakag, it is only composed of three (3) districts with thirty-eight (38) schools.

Statistical Treatment

The analysis and interpretation of the data were facilitated by using the following statistical tool:

For Problem I, frequency count, weighted mean and percentage were used to determine the profile of the respondents.

For Problem II, the square root of variance was used to generate the standard deviation, which was used to measure the data set's dispersion relative to its mean.

For Problem III, the test of significance was done using Pearson r to determine the relationship of the level of implementation of the gender-responsive basic education policy according to the respondents' demographic profile. This is to find the statistical relationship or association between the variables.

Discussions and Results

The sequence of presenting the data is based on the identified problems reflected in Chapter 1. The data collected are presented in tabular form.

Problem 1: What is the profile of the respondents in terms of:

- 1.1 Age;
- 1.2 Sex;
- 1.3 Position;
- 1.4 Highest Educational Attainment;
- 1.5 Length of Service;
- 1.6 Civil Status;
- 1.7 Family Monthly Income;
- 1.8 Religion;
- 1.9 Related Training/Seminars Attended on Gender-Responsive Basic Education Policy; and
- 1.10 Tribal Affiliation?

Table 1
Distribution of the Respondents' Profile in terms of Age

Age	Frequency	Percentage
51 years old and above	7	4.00
41-50 years old	25	14.10

31-40 years old	58	32.80
30 years old and below	87	49.20
Total	177	100%

Table 1 shows the respondents' profile in terms of age. Results show that out of 177 respondents, 87 (49.20%) belonged to the 30 years old. This means that most of the respondents belonged to the 30 years old and below age bracket.

The result further implies that the highest frequency of the respondents is a novice in the teaching profession, 87 (49.20%) of them belonged to the 30 years old and below age. Novice teachers can be considered as a new force in the teaching position. In order to employ this new force sensibly, it is vital to make their entry years satisfying and enjoyable. Hence, the Department of Education may initiate programs that look into the welfare of these beginning teachers to be well-equipped with the skills necessary in order for them to implement well the gender-responsive basic education policy. They need to have professional commitment so that they would last long in the teaching profession, and teachers "go the extra mile" that ensures that the students can be successful (Renos ,2020).

On the other hand, 51 years old and above obtained the lowest frequency 7 (4.00%). This means that these are the teachers who have been in the service for long time. They are experienced teachers considered more effective and better at motivating students. These teachers are knowledgeable enough on the implementation of Gender-Responsive Basic Education Polity. They can be a guide and model to the novice teacher to ensure that the implementation of DepEd Order No. 32 s, 2017 must be at the extent level.

Table 2
Distribution of the Respondents' Profile in terms of Sex

Sex	Frequency	Percentage
Male	52	29.40
Female	125	70.60
Total	177	100%

Table 2 shows the respondents' profile in terms of sex. Results show that out of 177 respondents, 125 (70.60%) are female. This means that the majority of the respondents are female. Male and female teachers may have different views in the implementation of gender-responsive education. Gender differences may also mean different outlooks. The result of the aforementioned can also be attributed to the Census in the Philippines. Teaching is a woman-dominated occupation in the Philippines, according to census data.

In all public elementary and secondary schools, there are more female teachers than male teachers. Licensed professional women make up 63.70 percent of the workforce, while licensed professional males make up 36.70 percent. Teachers make up the largest group, accounting for 44 percent of the total, despite teaching being a female-dominated occupation. More women enrolled in education classes, and there were more female teachers (Makinano, 2021). This is also consistent with the US teaching data that teaching is decidedly a female occupation. Around 20th century, the majority of the teaching position in the US were held by women, although administrative positions were dominated by men. This is basically a reality that most of the population of teachers are female, not only common in the Philippines but for the rest of the countries around the world.

On the opposite side, 52 male teachers (29.40%) among the participants are on the lowest frequency. This is a result similar to the (World Bank's Data, 2019) that the Philippines has only a few numbers of male teachers, especially in the primary level. More interestingly, the World Bank's data shows that the percentage of men in the teaching profession appears to be decreasing while women in the

teaching profession appear to be rising steadily. In addition, research published by The Good Schools Guide (2017) has revealed that men commonly quit the teaching profession due to gender-centric issues. These range from confusion about physical contact with students and the exertions of having to take on masculine roles to unpredictability about how to develop professional relationships with co-workers, which also results in the decreasing population of men in the teaching profession.

Moreover, UNESCO (2022) asserts that students must observe role models from both sexes at all education sector levels, including leadership positions. There should be an equal representation of women and men among principals, department heads, teachers, and supervisors. Educators who have been trained to adopt a policy lens can examine whether there is gender parity among teacher educators, teachers, and learners and whether there is a gender equality policy in the education sector.

Table 3
Distribution of the Respondents' Profile in terms of Position

Position	Frequency	Percentage
Master Teacher I	7	4.00
Teacher III	4	2.30
Teacher II	22	12.40
Teacher I	144	81.40
Total	177	100%

Table 3 shows the respondents' profiles in terms of position. Results show that out of 177 respondents, 144 (81.40%) hold a Teacher I position. This means that there are more newly hired teachers than old teachers in the service. Teacher I position makes up the highest frequency of the respondents which comprises 144 (81.40%). Teacher I is basically the entry level for teachers in the government service. In order for these teachers to become promoted to higher positions, they need to have more teaching experience, enroll in graduate education and attend relevant training and seminars. Hence,

school administrators need to remind and motivate their teachers to pursue advancement in their teaching career so that their salary and morale also increase as they will be promoted and should not retire as Teachers 1. In addition, they need to be also exposed to research in the field.

Although DepEd has been doing ways significant ways to update and inform public-school teachers about the importance of research and being enrolled in graduate education that leads to promotion, many teachers were uninterested and demotivated. Factors like tight timetables and heavy teaching workload, as emphasized by Morales (2016), are just a few reasons why some public schools are not motivated in such. One reason as well of the number of Teacher 1 positions in the district was due to the mass hiring conducted by the Department of Education when the K-12 curriculum was implemented.

Meanwhile, the lowest frequency of respondents as to the teaching position is 4 (2.30%). These are respondents holding Teacher III positions, which indicates that only very few are promoted to Teacher III positions. This might be due to the fact that most of them do not possess the necessary qualifications such as units of graduate programs and relevant trainings required for the Teacher III position, or perhaps, they are not motivated to apply for the reason that only a few plantilla positions for Teacher III are open in each school, depending on the population. In compliance with the issued DepEd Order No. 66 s. 2007 known as "Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions," ranking for vacancies to Teacher II and Teacher III will be conducted per division, and one of the criteria or bases of ranking is the education. With this, the teachers in the said district perhaps have not met the criteria since most of them are bachelor's degree holders, as seen in Table 4.

Table 4
Distribution of the Respondents' Profile in terms of Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Master's Degree with PhD/EdD Units	3	1.70
Master's Degree	13	7.30
Bachelor's Degree with MA units	70	39.50
Bachelor's Degree	91	51.40
Total	177	100%

Table 4 shows the respondents' profile in terms of highest educational attainment. Results show that out of 177 respondents, 91 (51.40%) are Bachelor's degree. This means that many of the respondents are Bachelor's degree graduates and have not enrolled yet in a graduate school education.

The highest frequency of the respondents is bachelor's degree holder, by which 91 (51.40%) of them hold the minimum degree requirement to be in the position. The result is congruent because most of the respondents are Teacher I in position, as shown in Table 3.

Although teachers, like other school heads and administrators, need to grow continually to keep abreast with the changes and demands in education and for personal and professional advancement, the location of Talakag District could also be why most teachers cannot just easily enroll in graduate education.

Same as the findings of the study conducted by Calisoglu and Yalvac (2019) state that the major problem that the participants experience in terms of attendance to the graduate courses is the distance between the school and the university. The biggest crux of this problem is that the place where they work and the area where they take undergraduate education are different cities. It is also seen that the conflict between their schedule in school and their schedule in graduate education causes problems in terms of attendance. Nevertheless, they must be encouraged to enroll in graduate education to widen their

knowledge and explore more teaching strategies. This is the reason why some teachers are having a hard time and difficulty enrolling in graduate education.

On the other hand, the respondents whose Master's degree graduate with Ph.D. units only 3 (1.7%) among the total number of respondents. This is because the majority of them are newbies in the teaching profession. As mentioned in the study of Catolos and Catolos (2017), teachers should pursue graduate education programs to sustain their professional development and update themselves with innovative trends and techniques, especially in the latest educational program of the country. Being updated with the new innovative trends and techniques will also lead to a better understanding of the differences of our learners in the broader aspects, leading to proper and well-implementation of gender-responsive and gender-sensitive education. Hence, it could be attributed to the fact that teachers are trying their best as teachers still. Their exposure to graduate studies can make them more updated and knowledgeable on the trends in teaching and learning in their respective fields.

Table 5

Distribution of the Respondents' Profile in terms of Length of Service

Number of Years	Frequency	Percentage
More than 20 years	7	4.00
16-20 years	5	2.80
11-15 years	25	14.10
6-10 years	33	18.60
1-5 years	107	60.50
Total	177	100%

Table 5 shows the respondents' profiles in terms of length of service. Results show that out of 177 respondents, 107 (60.50%) have 1-5 years length of service. This means that most respondents have 1-5 years of service.

This further means that more than half of the participants are novice since they make up 107 (60.50%) of the respondents' population who has 1-5 years length of service. These teachers joined the DepEd Organization through mass hiring because of the demand for teachers for the increasing population of learners in the district. Although novices in the field do not have much experience yet in the service and in dealing with different types of learners, they can still perform their duties well with the support of the DepEd Organization and their co-teachers who are seasoned in the field.

As stated by Hurley (2016), although the steepest gain in effectiveness is in the first few years of teaching, this improvement continues in the second and often third decade of their profession, especially when they are exposed to work in collegial work environments. Hence, new teachers are encouraged to join the training and must gain more experience to know how to adjust and implement well gender responsive system of education and appropriate interventions so that the learning gains of students are at the maximum level.

On the other hand, the category of 16-20 years length in service shows a frequency of 5 (2.80%) or the lowest frequency of the respondents' population. This is because most of the teachers in the said district are a novice in the profession, with ages ranging from 30 years old and below, as shown in Table 1. Although teachers who are 16-20 years length in service are just a few, they can be of great help to the newbies in the profession as they are the ones who are experienced in the career.

The findings of Rice (2019) support the underlying assumption that experience promotes effectiveness in most aspects, including implementing laws and orders in the education industry.

Table 6
Distribution of the Respondents' Profile in terms of Civil Status

Civil Status	Frequency	Percentage
Widow	5	2.30
Married	99	55.90
Single	73	41.20
Total	177	100%

Table 6 shows the respondents' profile in terms of civil status. Results show that out of 177 respondents, 99 (55.90%) are married. This means that the majority of the respondents are married. This further means that married teachers or the highest frequency, 99 (55.90%) of the respondents get enough emotional and moral support from home since they have spouses who are always behind them and are attuned to support them in their teaching endeavors. This also implies that married teachers have greater tendencies in executing maternal care for concerns towards the learners, for they, too, have children to attend to and which is an implicit experience of a teacher to relate well with others. In this regard, married teachers are more inclined to support and understand diverse learners, are learner-friendly, and attend to the learners' need for nurturing and safe environment.

Oselumese et al. (2017) revealed in their study that there was a significant difference between the job performance of married and unmarried (single) teachers. This is because married teachers are determined to raise learners' progress. Therefore, they are much more concerned as well with the care of children, be it psychological, emotional, social, physical, or even moral development.

On the other hand, the lowest frequency of 5 (2.80%) of respondents is a widow. This can be attributed because most of the participants are still young since most are still in the entry position. This does not mean that they do not have children to raise and nurture. They are adults who have the

responsibility to care for their families too. Hence they need better motivation as a means to enhance their performance of education as well as enjoy their teaching career.

Sarkinfada and Babayo (2021) also revealed in the findings of their study that there is no significant difference between the academic performance of widow and married teachers. It is just a matter of acquainting themselves with the environment and being ready to acquire knowledge.

Table 7
Distribution of the Respondents' Profile in terms of Family Monthly Income

Family Monthly Income	Frequency	Percentage
₱51,000 or more	10	5.60
₱41,000-₱50,000	11	6.20
₱31,000-₱40,000	30	16.90
₱21,000-₱30,000	126	71.20
Total	177	100%

Table 7 shows the respondents' profile in terms of family monthly income. Results show that out of 177 respondents, 126 (71.20%) have a ₱21,000-₱30,000 family monthly income. This means that the majority of the respondents have a ₱21,000-₱30,000 family monthly income.

In particular, the family monthly income of ₱21,000-₱30,000 a month which is translated to the monthly salary of Teacher I with a Salary Grade 11 to Teacher II position with Salary Grade 12 as stated under the "Salary Standardization Law of 2019" or the Republic Act No. 11466. The previous tables can also testify to the result since 73 (41.20) of the teacher-respondents are single. Though most of the participants are married, we cannot deny that some of the teacher-respondents have spouses who are unemployed, resulting in a low monthly income.

Moreover, results further imply that there is a need to increase the salary of the teachers because the entry-level compensation may not be sufficient enough for the family budget, considering that the majority of teachers still use their personal funds to support the school in providing quality education accessible to all and promote all citizens' right to high-quality education across all levels. The move of those who are in the senate demonstrates a deep love and respect for public school teachers who tirelessly work hard to provide the best education services for all Filipino learners (Ramos ,2021).

On the other hand, the family monthly income of ₱51, 000 or more got the lowest frequency of 10 (5.60%). This pertains to the result that only a few of the respondents are in the Master Teacher position, as seen in table 4. This is due to the fact that the Department of Education only opened limited plantilla items for Master Teachers in the district and that promotion leading to salary increase is unattainable by the majority. In addition, the 2019 DepEd Guidelines for Master Teacher promotion states Master Teacher (MT) shall be allotted proportionally on the basis of the number of teachers and an allotment of one (1) MT position per subject area for a minimum of 5-7 teachers. With this, teachers have a hard time being promoted to higher positions leading to a higher monthly salary.

Table 8
Distribution of the Respondents' Profile in terms of Religion

Religion	Frequency	Percentage
Roman Catholic	117	66.10
Baptist	27	15.30
Seventh Day Adventist	14	7.90
Protestants	14	7.90
Others	5	2.80
Total	177	100%

Table 8 shows the respondents' profile in terms of religion. Results show that out of 177 respondents, 117 (66.10%) are Roman Catholics, while only five (5) or 2.8% have other religions not mentioned in the survey. Roman Catholic as a religion comprises the highest frequency of respondents, 117 (66.1%) out of 177. This is because the Philippines is a predominantly Catholic country, and teachers in the Division of Bukidnon are not exempted. The result is also consistent with the report of the Philippine Statistics Authority (PSA), which indicates that eighty point ninety percent (80.90%) of Filipinos are Roman Catholics.

On the other hand, 5 (2.80%) of the respondents have other religions not mentioned in the survey. Their religion might not be as common to many as other denominations such as; Iglesia Filipina Independiente (IFI), known as Aglipayan, Apostolic Catholic Church, and United Church of Christ in the Philippines, or have still embraced the Indigenous Philippine folk religions since most of the respondents have tribal affiliations as well. Officially, the Philippines is a secular nation, with the Constitution guaranteeing the separation of church and state and requiring the government to respect all religious beliefs of its citizens equally.

Table 9
Distribution of the Respondents' Profile in terms of Related Training/Seminars Attended on Gender-Responsive Basic Education Policy

Level	8 to 10 times	4 to 7 times	1 to 3 times	None
Regional	0	5 (2.8%)	114 (64.4%)	58 (32.8%)
Division	1 (0.6%)	4 (2.3%)	119 (67.2%)	53 (29.9%)
District	0	2 (1.1%)	117 (66.1%)	38 (21.5%)

School	9 (5.1%)	35 (19.8%)	128 (72.3%)	5 (2.8%)
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Table 9 shows the respondents' profile in terms of their attendance to related seminars and training on gender-responsive basic education policy. Results show that out of 177 teacher-respondents, 114 (64.40%), 119 (67.20%) 117 (66.10%), and 128 (72.30%) of the respondents have attended 1 to 3 times related seminars and trainings on gender-responsive basic education policy in the regional, division, district and school level, respectively.

The result also implies that highest frequency of the respondents has attended 1 to 3 times related seminars and trainings on gender-responsive basic education policy in the regional, division, district and school levels. It further shows that among the workshops and trainings attended on gender-responsive basic education policy, the "school level" got the highest frequency of 128 (72.30%). This indicates that the school administrators and school heads are proficient in implementing the gender-responsive basic education policy as they are consistent in conducting seminars and trainings for the teachers.

On the other hand, related seminars and training on gender-responsive basic education policy in the "regional level" comprises 114 (64.40%) on a scale of 1-3 times and 0 on a scale of 8-10 times. This is perhaps due to the location of the said district which is way far from the city that leads to limited opportunities in joining and participating training and seminars. The limited access to transportation could also be a reason for this issue. Hussain (2018) in his study on the gender-responsive education system, states that it is very important to conduct capacity-building-teacher training regarding gender sensitivity teaching abilities which will bring gender awareness among teachers in gender equality education and ultimately promote gender equality education in school. In addition, teachers learn many new things, which links them to promotion through training (Aftab et al., 2017). In addition, the findings of the study conducted by Alilio 2020, show that faculty development programs, specifically the Gender and Development (GAD) programs, In-service training and school-based sessions have a significant impact on the instructional performance of teachers down to the learners.

Table 10
Distribution of the Respondents' Profile in terms of
Tribal Affiliation

Tribal Affiliation	Frequency	Percentage
Talaandig	25	14.10
Higa-onon	64	36.20
Bukidnon	42	23.70
Matigsalug	3	1.70
Manobo	16	9.00
Tigwahanon	3	1.70
Others	5	2.80
None	19	10.70
Overall	177	100%

Table 10 shows the respondents' profile in terms of tribal affiliation. Results show that out of 177 respondents, 64 (36.20%) belonged to the Higa-onon tribe.

This means that many of the respondents belonged to the Higa-onon tribe. Results further imply that the Higa-onon tribe, the highest frequency of the respondents 64 (36.20%), has dominated in Bukidnon. Higaonon tribe is among the 110 groups of indigenous peoples in the country. It comes from the combination of three Bukidnon terms, "higa" or living, "goan" or mountain, and the suffix "onon" which means people.

Furthermore, the Higaonon people are mostly dense in the eastern and northern parts of the province of Bukidnon in the Island of Mindanao, Philippines, where the Talakag district is located. The provincial government of Bukidnon stated in their 2012 survey that the Talaandig, Higaonon and the Bukidnon tribes are among the greatest number of dwellers in the Municipality of Talakag. Hence, the

Higaonon are people who live in the wilderness or in the mountains of Talakag Bukidnon, which make up the most significant number of the respondents (Ragandang,2017).

On the other hand, the lowest frequency of respondents on tribal affiliation 3 (1.70%) belonged to the Matigsalug and Tigwahanon tribes. The term Tigwahanon might have been derived from "Tigwa River" where the Tigwahanon inhabits its banks and watersheds (NCIP, 2003). They are scattered all over the San Fernando Municipality in Bukidnon near the border of Davao del Norte. While, Matigsalug are the original inhabitants of the Salug River now called the "Davao River," Bolario (2018). Both tribal affiliations settled close to Bukidnon-Davao border, which is far from the Municipality of Talakag. The location of where both tribes inhabit is way far from Talakag District II and could be the main reason why only a few of the respondents belonged to the Matigsalug and Tigwahanon tribes.

Problem 2: To what extent is the assessment of the implementation of the Gender-Responsive Basic Education Policy based on:

- 2.1 Learners' Development;**
- 2.2 Curriculum Standards;**
- 2.3 Learning Delivery;**
- 2.4 Learning Environment;**
- 2.5 Learning Resources; and**
- 2.6 Assessment**

Table 11

**Distribution of the Respondents' Assessment of the Implementation
of the Gender-Responsive Basic Education Policy-based
on Learner's Development**

Indicators	Mean	SD	Description
Advocate gender equality in all aspects of development and ensure that programs, projects and activities are made congruent with the policy and are included in the Regional Education Development Plans (REDPs), Division Education Development Plans (DEDPs), School Improvement Plans (SIPs), and annual Implementation Plans (AIPs).	3.49	0.594	Well Implemented
Include in the school calendar the observance and celebrations related to GAD such as but not limited to Women's Month (March), Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November, 18-Day Campaign to VAW (Nov 25-Dec 12), and Human Rights Month (December).	3.48	0.623	Well Implemented
Support policies on curriculum, instruction, and assessment that are consistent with the principle of gender-responsive education.	3.54	0.553	Very Well Implemented
Overall	3.50	0.590	WELL IMPLEMENTED

Legend:

<u>Rating Scale</u>	<u>Range of Values</u>	<u>Description</u>
4	3.51 - 4.00	Very Well Implemented
3	2.51 - 3.50	Well Implemented
2	1.51 - 2.50	Implemented
1	1.00 - 1.50	Not Implemented

Table 11 shows the extent of the respondents' assessment on the implementation of the gender-responsive basic education policy based on learner development. Overall, results show that the respondents' level of assessment on the implementation of the gender-responsive basic education policy based on learner's development is **"well implemented"** as indicated by the overall mean of 3.50 (SD=0.590). This means that the teachers are serious with their jobs as they always put importance on considering learners' development in their day-to-day teaching by being consistent with the goal of

promoting gender-responsive education accessible to all. Learner's development is one thing that requires teachers to understand the way on how their students grow and develop.

In addition, Boender (2017) asserts in her study that it is as well important for teachers to be cognizant of the differences of their learners and, therefore, must cater various learning styles and then provide students with a variety of learning experiences to meet their individual needs.

In particular, the indicator **Support policies on curriculum, instruction, and assessment that are consistent with the principle of gender-responsive education** obtained the highest mean rating of 3.54 (SD=0.553), described as **Very well implemented** which is interpreted as **Very high**. This means that the respondents are highly proficient in the implementation of gender-responsive education and support the policies relating to gender equality education as they given much attention on the supporting policies that are consistent with the implementation and the principle of gender-responsive education.

This agrees to DepEd's Implementation of D.O No. 32 s, 2017- Implementation of Gender-Responsive Basic Education Policy in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution. In addition, the support of the teachers to the policy is vital and significant to bring about changes in the learners' development.

On the other hand, the indicator **“Include in the school calendar the observance and celebrations related to GAD such as but not limited to Women's Month (March), Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November, 18-Day Campaign to VAW (Nov 25-Dec 12), and Human Rights Month (December)”** got the lowest mean rating of 3.48 (SD=0.623) described as **Well implemented** which is interpreted as **High**. The result tells that the inclusion of observance and celebrations related to Gender and Development (GAD) in the school calendar is not permanently done by the teacher-respondents in the district. This is because the school calendar of School Year 2022-2023 indicates that the number of schools days shall solely be dedicated to academics and related co-curricular activities as stipulated in Department of Education Order No. 34, s. 2022 to provide

learning interventions and to fill the academic gaps and not compromise the academic brought by the pandemic where all learning programs suddenly shifted to online, modular and distant learning modality that greatly affects students' performance and motivation.

In addition, the Joint Memorandum Circular No. 001 s, 2022 of the Department of Education and the Department of Health expresses to disallow the conduct of extra-curricular activities to avoid gathering and programs that might be a caused of further transmission of pandemic and to ensure safe operations of schools, and well-being and protection of learners and school personnel.

Table 12
Distribution of the Respondents' Assessment of the Implementation
of the Gender-Responsive Basic Education Policy-based
on Curriculum Standards

Indicators	Mean	SD	Description
Enhance and promote a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education, peace education, environmental studies, and child protection.	3.68	0.504	Very Well Implemented
Develop a set of GAD and human rights competencies including, but not limited to, core messages and key concepts such as responsible parenthood, equal opportunities, equal representation in public affairs (NGO, Bureaucracy, Electoral Politics, and Business), etc., to be integrated across learning areas and across grade levels.	3.46	0.554	Well Implemented
Ensure minimum standards on gender sensitivity that will be integrated in the subjects or learning areas, trainings, curricular, co-curricular, and extra-curricular programs for learners and trainees.	3.45	0.553	Well Implemented
Overall	3.53	0.537	VERY WELL IMPLEMENTED

Legend:

<u>Rating Scale</u>	<u>Range of Values</u>	<u>Description</u>
4	3.51 - 4.00	Very Well Implemented
3	2.51 - 3.50	Well Implemented
2	1.51 - 2.50	Implemented
1	1.00 - 1.50	Not Implemented

Table 12 shows the extent of the respondent's assessment of the implementation of the gender-responsive basic education policy based on curriculum standards. Overall, results show that the respondents' level of assessment on the implementation of the gender-responsive basic education policy based on curriculum standards is **Very well implemented** as indicated by the overall mean of 3.53 (SD=0.537). This means that the teachers of Talakag District II are very much particular on the lessons and academic content taught in school for they give foremost attention on the curriculum standards to be gender-responsive. Ensuring curriculum standards must also be incorporated with innovative strategies and positive learning approaches to encourage students and at the same time increase participation and social interactions.

As mentioned by Gul and Khilji (2021), it is crucial for teachers to reform their curriculum, to respond to changes in society and the needs of the learner. Therefore, teachers must ensure hand-in-hand that curriculum standard is set to be gender-sensitive and, at the same time it addresses the needs of every learner by integrating gender equality in different subjects and learning areas.

In particular, the indicator, **Enhance and promote a K to 12 curriculum that integrates gender equality, human rights, sexuality, and reproductive health education, peace education, environmental studies, and child protection** obtained the highest mean rating of 3.68 (SD=0.504) described as **very well implemented** which is interpreted as **Very high**. This means that the respondents are keen in enhancing and promoting a curriculum that integrates gender equality and gender responsiveness, which is an essential component and a foundation for implementing a gender-responsive basic education policy. The curriculum is considered the "heart" of learning institutions, which means that schools and learning institutions cannot exist without a curriculum. With its importance in formal education, it has become a dynamic process due to the changes that occur in the society.

As stated by Drake and Reid (2022), an integrated curriculum is effective for academic learning, and with its implementation, surely no one will be left behind. In addition, this can lead to an increase of students' engagement and motivation in school, less absenteeism and tardiness, and better attitudes

toward school. Therefore, in its broadest sense, the curriculum provides teachers, students, school leaders and community stakeholders with a measurable plan and structure for delivering a quality education (Mrsstrickey,2021).

On the other hand, the indicator, **Ensure minimum standards on gender sensitivity that will be integrated in the subjects or learning areas, trainings, curricular, co-curricular, and extra-curricular programs for learners and trainees** got the lowest mean rating of 3.45 (SD=0.553) described as **Well implemented** which is interpreted as **High**. This means that the respondents are focusing least on ensuring the integration of minimum standards on gender sensitivity in the subjects or learning areas and programs for learners. This is a must-improve area, for this will not only help children to acquire age-appropriate knowledge about gender equality, but will also help shape their attitudes and build skills to promote and defend gender equality. In addition, teachers should integrate and adapt the curriculum to match the local context and to the needs of every learner, and schools often run co-curricular programs (UNESCO ,2019).

Nevertheless, it is vital that every effort is made to develop a curriculum that is gender-responsive that implicitly upholds the traditional gender stereotypes or by disregarding the diversity of learning styles and learning needs among girls and boys throughout the country.

Table 13
Distribution of the Respondents' Assessment of the Implementation
of the Gender-Responsive Basic Education Policy-based
on Learning Delivery

Indicators	Mean	SD	Description
Ensure that the school shall maintain gender-responsive delivery services.	3.57	0.530	Very Well Implemented
Design gender-responsive models of instruction for basic education appropriate for all types of learners.	3.45	0.521	Well Implemented

Formulate enabling policies and guidelines for the implementation of gender-responsive innovative teaching and learning approaches and assessment models for basic education aligned with curriculum standards.	3.44	0.562	Well Implemented
Provide technical assistance to the in the adoption or modification or gender-responsive learning models and strategies.	3.42	0.589	Well Implemented
Overall	3.47	0.551	WELL IMPLEMENTED

Legend:

Rating Scale	Range of Values	Description
4	3.51 - 4.00	Very Well Implemented
3	2.51 - 3.50	Well Implemented
2	1.51 - 2.50	Implemented
1	1.00 - 1.50	Not Implemented

Table 13 shows the extent of the respondent's assessment on the implementation of the gender-responsive basic education policy based on learning delivery with an overall mean of 3.47 (SD=0.551) described as Well implemented. This means that the respondents are serious in the implementation of a gender-responsive basic education policy as they always put importance on the learning delivery to be gender-sensitive to the learners. Delivery of learning and instruction is crucial as it is one of the most important aspects in the education system. It is the means of communicating knowledge to students. In achieving gender-responsive education, it is important to communicate knowledge that are gender sensitive.

As stated by Green (2022), learning delivery has its own method, and the execution of these methods are vital. Thus, learning delivery must focus on the intended learning experience and meet specific goals and that no one is left behind.

In particular, the indicator, **Ensure that the school shall maintain gender-responsive delivery services**, obtained the highest mean rating of 3.57 (SD=0.530), described as **Very well implemented** which is interpreted as **Very high**. This means that the respondents are serious and consistent as they always emphasize ensuring that the school maintains gender-responsive delivery services. Gender-responsive delivery services in educational institutions includes making differentiated services to cater the

needs of each learner and that learners should be free from gender-bias and stereotypes, promote equality and good relationships with others. This is a very important factor that must be given attention since the educational services that teachers provide are directly carried out by the learners.

Thus, the result shown in the above table answered the hopes of the CHR Executive Director on her directive to reduce, if not totally eliminate, gender-based violence, stereotyping, and discrimination that happened in schools by genuinely ensuring that education institutions remain learner-friendly in the delivery of the learning instruction and are progressively working towards of gender equality in educational outcomes and as reiterated by the Department of Education (DepEd) regarding the strict implementation of and compliance with DepEd Order No. 32, s. 2017 or the Gender Responsive Basic Education Policy” in all elementary and high schools nationwide.

On the other hand, the indicator “**Provide technical assistance to the in the adoption or modification or gender-responsive learning models and strategies**, got the lowest mean rating of 3.42 (SD=0.589), described as **Well implemented** which is interpreted as **High**. This means that the respondents focus least on providing technical assistance in modifying gender-responsive learning models and strategies to address the gender gap in the classroom and in wider schools’ learning activities. This might be due to lack of financial budget on schools that provide technical assistance to the teachers.

As cited in the study of Skovgaard and Chapin (2021), gender-responsive learning pedagogy ensures building up participation and interaction benefits to both female and male students, with a particularly noticeable impact on female students. Gender-responsive pedagogy contributes to the achievement of the Sustainable Development Goals.

Such a result is consistent with the findings of Hernandez and Cudiamat (2018) that there was an increase in learners’ performance when the students were exposed to gender-sensitive teaching approaches. In addition, teachers must collaborate in making gender-responsive learning models, pedagogies and approaches and must be innovative in to permanently eradicating gender-related issues in schools.

Table 14

**Distribution of the Respondents' Assessment of the Implementation
of the Gender-Responsive Basic Education Policy-based
on Learning Environment**

Indicators	Mean	SD	Description
Ensure a gender-responsive physical and social learning environment that promotes respect for all people and has zero-tolerance for all forms of discrimination, violence, and abuse.	3.51	0.523	Very Well Implemented
Ensure that teachers are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection.	3.63	0.519	Very Well Implemented
Ensure that development and capacity building, through in-service trainings and workshops in coordination with the National Educators Academy of the Philippines (NEAP) and relevant private education institution.	3.46	0.603	Well Implemented
Promote the institutionalization or gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures.	3.50	0.555	Well Implemented
Provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR).	3.29	0.634	Well Implemented
Strengthen and sustain the capacity of administrators in handling cases of violence, abuse, discrimination, exploitation, and bullying, and equip them with the technical competence in providing appropriate interventions and immediate referral	3.45	0.593	Well Implemented
Overall	3.47	0.571	WELL IMPLEMENTED

Legend:

<u>Rating Scale</u>	<u>Range of Values</u>	<u>Description</u>
4	3.51 - 4.00	Very Well Implemented
3	2.51 - 3.50	Well Implemented
2	1.51 - 2.50	Implemented
1	1.00 - 1.50	Not Implemented

Table 14 shows the extent of the respondent's assessment on the implementation of the gender-responsive basic education policy based on learning environment with an overall mean of 3.47 (SD=0.571)

described as Well implemented. This means that the teachers have the initiative and are properly oriented in ensuring a gender-responsive learning environment. The learning environment must be given utmost attention since schools caters to various types of learners with diverse learning needs (Lombardi,2019). With this, the use of differentiated instructional activities and differentiated strategies may support teachers and students in meeting their goal in quality education.

In particular, the indicator **Ensure that teachers are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection** obtained the highest mean rating of 3.63 (SD=0.519) described as **very well implemented** which is interpreted as **very high**. This means that the respondents have attended, trained and well oriented to issues concerning to GAD and GRBE. These trainings are essential and must be attended by teachers for these serves as the foundation and training ground on the proper implementation of a gender sensitive learning environment.

As mentioned by Skovgaard and Chapin (2021), the said trainings must either conducted by school administration, school heads, master teachers or by co-teachers to support, orient and train teachers to incorporate a gender-responsive lens to their teaching. Thus, it gives a unique starting point for addressing educational inequalities; the small changes they make in teaching, and the impact on the learners, gradually build momentum for wider change.

In addition, the study conducted by Essien et al. (2016) that there was a positive relationship between the number of teachers' trainings attended and the learners' academic performance. Therefore, to ensure success in implementing gender-responsive education, teachers' learning needs and gaps must be addressed in professional programs strategically designed for them to be properly oriented and trained.

On the other hand, the indicator **Provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR)** got the lowest mean rating of 3.29 (SD=0.634), described as **well implemented** which is interpreted as **high**. This means that respondents are least focused on providing capability-building activities in dealing with

children in conflict with the law and children at risk. A possible reason could be because of the national training and activities relating to responsive capability building were conducted less frequently. The Department of Education issued DepEd Order No. 18, s. 2015 which is the guidelines and procedures on the Management of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL) by giving utmost priority on the welfare of children and ensuring their rights of children.

In light of this, teachers play a crucial role in ensuring that learners are safeguarded and that their rights are respected. Paciano et al. (2016) proposed strengthening learning organizations and instructional learners to drive continuous professional learning and improvement through cooperative, job-embedded professional learning routines with the goal of polishing capability-building activities. As a result, teachers in the district should embrace and implement capability-building initiatives for the benefit of students as well as their own professional and personal development.

Table 15
Distribution of the Respondents' Assessment of the Implementation
of the Gender-Responsive Basic Education Policy-based
on Learning Resources

Indicators	Mean	SD	Description
Develop and provide gender-responsive Learning Resources (LRs) based on the review and revision programs, curriculum, social content guidelines, and other references to ensure that LRs are free from gender biases and stereotypes, and use gender-fair and inclusive language, positive images, and messages.	3.39	0.613	Well Implemented
Ensure that writes, editors, evaluators, layout artist, illustrators, and focal persons of LRs are well trained on gender-responsiveness, sexuality, and reproductive health education, human rights, and peace education.	3.30	0.672	Well Implemented
Provide orientation for prospective publishing and development teams to emphasize the inclusion of GAD key concepts and core messages in learning resource development.	3.36	0.633	Well Implemented

Provide GAD learning resources.	3.30	0.628	Well Implemented
Update the guidelines in the development of Learning Resources by: a. Reinforcing the Social Content Guidelines with GAD core messages and key concepts. b. Modifying the Instructional Design Framework and including the GAD core messages and key concepts as permanent elements of the instructional design in all printed learning resources, to be contextualized according to key stages.	3.32	0.604	Well Implemented
Ensure that learning resources produces from external sources comply with GAD key concepts and core messages.	3.32	0.624	Well Implemented
Update and align the quality assurance of the learning resources, evaluation instruments, and instructional materials to include gender concepts, values, and gender-fair language.	3.38	0.638	Well Implemented
Gather and update quality-assured GAD learners' and teachers' resources to the DepEd Learning Resources Portal.	3.29	0.616	Well Implemented
Ensure that field offices shall implement contextualized, localized, and indigenized learning resources integrating GAD core messages and key concepts.	3.28	0.614	Well Implemented
Overall	3.33	0.627	WELL IMPLEMENTED

Legend:

<u>Rating Scale</u>	<u>Range of Values</u>	<u>Description</u>
4	3.51 - 4.00	Very Well Implemented
3	2.51 - 3.50	Well Implemented
2	1.51 - 2.50	Implemented
1	1.00 - 1.50	Not Implemented

Table 15 shows the extent of the respondents' assessment of the implementation of the gender-responsive basic education policy based on learning resources with an overall mean of 3.33 (SD=0.627) described as Well implemented. This means that the respondents are sincere and serious in eradicating gender-bias materials as they are consistent in aligning the learning resources to ensure that it is free from stereotypes and use gender-fair and inclusive language, positive images, and messages. Learning resources being used as material to support a teaching course and to organize a learning process perhaps should be thoroughly reviewed.

As stated in the study made by Zahro et al. (2020), learning resources used by teachers should be designed in such a way that inequality and injustice can be reduced or eliminated and must integrate the gender dimension in teaching. Thus, teachers may utilize a wide range of exciting and stimulating materials to develop the concepts indicated in the curriculum to ensure that the learners are actively involved in the process of learning.

In particular, the indicator **Develop and provide gender-responsive Learning Resources (LRs) based on the review and revision programs, curriculum, social content guidelines, and other references to ensure that LR's are free from gender biases and stereotypes, and use gender-fair and inclusive language, positive images, and messages** obtained the highest mean rating of 3.39 (SD=0.613) described as **Well implemented** which is interpreted as **High**. The results mean that the respondents have the initiative in developing and formulating learning resources that are gender-sensitive, gender-fair and gender-responsive. Gender-responsive learning resources are learning materials that teach/treat/describe justice and equity to students and maximize their potential by cooperating and collaborating with others. This is vital nowadays as we embrace the implementation of a gender-sensitive education to ensure that education is accessible to all.

As cited by Zahro et al. (2020), teachers must carry out gender-responsive learning activities so that all students, both male and female students, can have an equal opportunity to participate in the learning process. In addition, this plays an important part in the teachers' responsibilities by integrating a gender component into teaching and learning process.

On the other hand, the indicator **Ensure that field offices shall implement contextualized, localized, and indigenized learning resources integrating GAD core messages and key concepts** got the lowest mean rating of 3.28 (SD=0.614) described as **Well implemented** which is interpreted as **High**. This implies that respondents need further improvement in implementing contextualized, localized, and indigenized learning resources integrating Gender and Development.

Moreover, Gender and Development in Adherence to Basic Education Policies under DepEd Order No. 32 s. 2017. It is also consistent with the DepEd's vision, mission, values, and mandate and works toward the achievement of gender equality and the elimination of all forms of discrimination. Every educator must understand the importance of integrating GAD core messages and its key concepts in learning resources so that gender biases and stereotypes are eliminated.

Table 16
Distribution Table of the Respondents' Assessment of the Implementation of the Gender-Responsive Basic Education Policy based on Assessment

Indicators	Mean	SD	Description
Ensure that formative assessments and summative assessment at the school level and any competitions (e.g., contests, quiz bees) at any level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel.	3.40	0.596	Well Implemented
Include GAD core messages and key concepts in the test development process specifically in the table of specifications as integrated in the learning competencies using gender-fair language.	3.34	0.593	Well Implemented
Conduct a GAD orientation for test-item writers to ensure educational assessments are GRBE-complaint in terms of content and procedures.	3.29	0.597	Well Implemented
Enjoin all public and private accrediting institution or organization to include gender-equality elements in their accreditation criteria.	3.33	0.598	Well Implemented
Overall	3.34	0.596	WELL IMPLEMENTED

<i>Legend:</i>	<u>Rating Scale</u>	<u>Range of Values</u>	<u>Description</u>
	4	3.51 - 4.00	Very Well Implemented
	3	2.51 - 3.50	Well Implemented
	2	1.51 - 2.50	Implemented
	1	1.00 - 1.50	Not Implemented

Table 16 shows the extent of the respondent's assessment on the implementation of the gender-responsive basic education policy based on assessment with an overall mean of 3.34 (SD=0.596),

described as Well implemented. This means that the teachers of Talakag District II are very much particular in implementing any form of assessment to be gender-responsive and culture-sensitive. Assessment being the primary tool used to measure the students' mastery of a skill or knowledge learned from a certain learning area must be given attention. The construction of questions and the contents found in any assessments must be free from any forms of discrimination and stereotypes.

In addition, the study of Garrison and Eringhaus (2020) states that another distinction that underpins assessment is learners' involvement. If they are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness and its purpose. Learners need to be involved both as assessors of their own learning and as resources to other students.

Furthermore, the indicator, **Ensure that formative assessments and summative assessment at the school level and any competitions (e.g., contests, quiz bees) at any level are gender-responsive and culture-sensitive for all learners, teachers, and other concerned personnel**, obtained the highest mean rating of 3.40 (SD=0.596) described as **Well implemented** which is interpreted as **High**. The indicator was perceived by the respondents as highly utilized and implemented among the indicators on assessment as they are consistent and serious in their jobs in ensuring that assessments are gender-responsive and culture sensitive.

As stated by Black (2003), gender sensitive assessment raises students' test scores and resulted significant improvement in the achievements of the learners. Thus, with the implementation of gender-responsive and culture sensitive assessments, the learners are provided with an equal opportunity to demonstrate their learning and that no one is left behind.

On the other hand, the indicator **Conduct a GAD orientation for test-item writers to ensure educational assessments are GRBE-complaint in terms of content and procedures** got the lowest mean rating of 3.29 (SD=0.597) described as **Well implemented**, which is interpreted as **High**. Based on the result, it shows that the implementation of the respondents on conducting Gender and Development Orientation for test-item writers to ensure that assessments are compliant with the Gender-Responsive

Basic Education Policy, is given least priority, perhaps this might be due to lack of time on the preparation on the opening of classes this school year.

According to the study of Villaroman (2017), implicit integration entails GAD's embeddedness in the assessment. As such, the integration is dependent upon the teachers' initiative. It is worth mentioning that some of the respondents were not compliant in integrating gender and development in terms of content and procedures. The need for immediate orientation must be emplaced to manage the situation effectively.

Table 17
Summary of the Extent of the Respondents' Assessment on the Implementation of the Gender-Responsive Basic Education Policy

Indicators	Mean	SD	Description
Learners' Development	3.50	0.590	Well Implemented
Curriculum Standards	3.53	0.537	Very Well Implemented
Learning Delivery	3.47	0.551	Well Implemented
Learning Environment	3.47	0.571	Well Implemented
Learning Resources	3.33	0.627	Well Implemented
Assessment	3.34	0.596	Well Implemented
Overall	3.46	0.575	WELL IMPLEMENTED

Legend:

Rating Scale	Range of Values	Description
4	3.51 - 4.00	Very Well Implemented
3	2.51 - 3.50	Well Implemented
2	1.51 - 2.50	Implemented
1	1.00 - 1.50	Not Implemented

Table 17 shows the summary of the extent of the respondent's assessment on the implementation of the gender-responsive basic education policy with an overall mean of 3.46 (SD=0.575) described as Well Implemented. This means that the respondents are compliant with the implementation of DepEd Order 32, s. 2017 or the Gender-Responsive Basic Education Policy as they give importance on each indicator. With this, the assurance of eliminating stereotypes, discrimination, and gender-sensitive issues in

education is possible and well-observed. This is in observance of Article XIV of the 1987 Philippine Constitution that states, the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Therefore, no one can be subject to discrimination on the basis of, among other grounds, sex, ethnicity, geographical location, economic circumstances, disability, citizenship or residence status, membership of a minority group, religion, detention, or sexual orientation.

The indicator **Curriculum Standards** obtained the highest overall mean rating of 3.53 (SD=0.537), described as **Very well implemented**, which is interpreted as **Very high**. This implies that among the components of the Gender-Responsive Basic Education Policy or Department of Education Order No. 32, s. 2017 the teacher-respondents are proficient in implementing Curriculum Standards aligned with GRBE and GAD. In addition, the curriculum serves as the foundation of knowledge acquisition and learning experiences that sets out what is to be learned, and how and when the course it is to be taught.

As stated by Priestley and Philippou (2019), the curriculum is the heart of any learning institution. Curriculum guides the day-to-day experiences of the classroom which makes it vital for teachers to enhance and promote a K-12 curriculum that integrates gender equality, human rights, peace education and child protection (DepEd Order 31, s. 2022).

On the other hand, the indicator **Learning Resources** got the lowest overall mean rating of 3.33 (SD=0.627), described as **Well implemented**, which is interpreted as **High**. This means that the teacher-respondents have to improve more on the integration of learning resources to the Gender-Responsive Basic Education Policy or Department of Education Order No. 32, s. 2017. Learning resources can play a key role in promoting gender equality.

However, such materials often portray ideas and images that perpetuate gender stereotypes and encourage acceptance of entrenched norms that teachers somehow overlooked prior to usage. With this,

teaching and learning resources must be reviewed for gender bias and revised accordingly to ensure that they are free from gender biases and stereotypes.

This agrees with the study of Dierking (2017) that it requires additional work for teachers to review their materials for gender bias. But using gender-sensitive materials in class can help support the creation of more gender-sensitive attitudes among students. It can also establish a stronger learning environment where all students are motivated to succeed.

Ancho and Arrieta (2021) cited that, regardless of age, gender, educational attainment and years of teaching experience, teachers have a mindset to grow in the profession and be better educators. Teachers must unlearn the old, relearn new knowledge and skills, and be resourceful in finding appropriate learning resources so that students learn according to their current needs and what the world needs in the future.

Problem 3: Is there a significant relationship between the respondents' profile and the assessment on the Gender-Responsive Basic Education Policy among the Teachers of Talakag District 2, Division of Bukidnon in each of the following:

3.1 Age;

3.2 Sex;

3.3 Position;

3.4 Highest Educational Attainment;

3.5 Length of Service;

3.6 Civil Status;

3.7 Family Monthly Income;

3.8 Religion;

3.9 Related Training/Seminars Attended on Gender-Responsive

Basic Education Policy; and

3.10 Tribal Affiliation?

Table 18

Relationship between the Respondents' Profile and the Assessment of the Gender-Responsive Basic Education Policy

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Respondents' Profile	Assessment of Gender-Responsive Basic Education Policy Indicators						OVERALL <i>r</i> -value <i>p</i> -value	<i>r</i> -Values
	Learners' Development <i>r</i> -value <i>p</i> -value	Curriculum Standards <i>r</i> -value <i>p</i> -value	Learning Delivery <i>r</i> -value <i>p</i> -value	Learning Environment <i>r</i> -value <i>p</i> -value	Learning Resources <i>r</i> -value <i>p</i> -value	Assessment <i>r</i> -value <i>p</i> -value		
Age	0.036 (NLR)	0.109 (WPR)	0.083 (NLR)	0.008 (NLR)	0.055 (NLR)	0.099 (NLR)	0.067 (NLR)	
	0.631 NS	0.148 NS	0.269 NS	0.912 NS	0.468 NS	0.191 NS	0.378 NS	
Sex	0.062 (NLR)	0.033 (NLR)	0.061 (NLR)	0.061 (NLR)	0.102 (WPR)	0.158 (WPR)	0.081 (NLR)	
	0.412 NS	0.659 NS	0.424 NS	0.422 NS	0.178 NS	0.036* S	0.282 NS	
Position	0.130 (WPR)	0.041 (NLR)	0.065 (NLR)	0.091 (NLR)	0.035 (NLR)	0.026 (NLR)	0.064 (NLR)	
	0.084 NS	0.589 NS	0.392 NS	0.231 NS	0.646 NS	0.727 NS	0.397 NS	
Highest Educational Attainment	0.021 (NLR)	0.021 (NLR)	0.023 (NLR)	0.021 (NLR)	0.005 (NLR)	0.017 (NLR)	0.011 (NLR)	
	0.779 NS	0.780 NS	0.762 NS	0.776 NS	0.944 NS	0.819 NS	0.889 NS	
Length of Service	0.104 (WPR)	0.007 (NLR)	0.008 (NLR)	0.061 (NLR)	0.014 (NLR)	0.058 (NLR)	0.028 (NLR)	
	0.168 NS	0.921 NS	0.911 NS	0.419 NS	0.850 NS	0.445 NS	0.715 NS	
Civil Status	0.005 (NLR)	0.125 (WPR)	0.051 (NLR)	0.064 (NLR)	0.078 (NLR)	0.041 (NLR)	0.092 (NLR)	
	0.943 NS	0.097 NS	0.503 NS	0.395 NS	0.300 NS	0.587 NS	0.225 NS	
Family Monthly Income	0.018 (NLR)	0.070 (NLR)	0.057 (NLR)	0.009 (NLR)	0.040 (NLR)	0.013 (NLR)	0.039 (NLR)	
	0.808 NS	0.355 NS	0.447 NS	0.910 NS	0.595 NS	0.864 NS	0.606 NS	
Religion	0.147 (WPR)	0.046 (NLR)	0.109 (WPR)	0.155 (WPR)	0.111 (WPR)	0.122 (WPR)	0.132 (WPR)	
	0.051 NS	0.540 NS	0.149 NS	0.039* S	0.142 NS	0.105 NS	0.081 NS	
Related Training/Seminars Attended on Gender-Responsive Basic Education Policy	0.012 (NLR)	0.005 (NLR)	0.143 (WPR)	0.036 (NLR)	0.128 (WPR)	0.026 (NLR)	0.082 (NLR)	
	0.871 NS	0.945 NS	0.058 NS	0.634 NS	0.089 NS	0.729 NS	0.280 NS	
Tribal Affiliation	0.006 (NLR)	0.055 (NLR)	0.010 (NLR)	0.064 (NLR)	0.031 (NLR)	0.018 (NLR)	0.031 (NLR)	
	0.939 NS	0.466 NS	0.896 NS	0.400 NS	0.686 NS	0.814 NS	0.679 NS	

Description	r-Values	Description	
0.00 – 0.09	No Linear Relationship (NLR)	0.10 – 0.49	Weak Positive Relationship (WPR)
0.50 – 0.69	Moderately Positive Relationship (MPR)	0.70 – 0.99	Strong Positive Relationship (SPR)

Table 18 shows the relationship between the respondents' profile and the assessment on the gender-responsive basic education policy. Overall, the respondents' profile showed no significant relationship on their assessment on the gender-responsive basic education policy as indicated by the correlation r-value and probability value greater than 0.05 alpha level which led to the acceptance of the null hypothesis.

This implies that there is no association between the respondents' profile and their assessment on the gender-responsive basic education policy. This is perhaps due to the reason that most of the respondents are in middle-aged, 30 years and below as shown on Table 1 and are newbies, Teacher I in position as shown of Table 3. Given such, their drive and zest to being compliant in any DepEd Order and Memorandum give them a positive vibe. As stated by Rollan (2022), teachers under this age bracket, most of the respondents are perhaps driven to play an active role in shaping the minds of their students.

Another factor could be the **number of trainings and seminars attended** as shown in Table 9 by which, respondents have attended trainings and seminars on Gender-Responsive Basic Education Policy provided by the region, division, district and school. The effort of the Department of Education reflected its commitment to capacitate the teachers and keeping them updated with the current issuances, policies and guidelines related to GAD and GRBP program implementation.

However, on a specific indicator, the respondents' **sex** showed weak but significant relationship on their assessment on the gender-responsive basic education policy based on assessment as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that there is a weak association between the respondents' sex and their assessment on the gender-responsive basic education policy based on assessment. One of the factors is because as the teachers make specific assessment to students learning, female teacher may structure their assessment, select topics and provide examples related to girls that might perhaps discriminating to the boys. While, male teachers may structure their assessment, select topics and provide examples relative to the characteristics and descriptions of boys that might perhaps discriminating to the girls. Within this

context, teachers may also have their own gender biases, which may affect how they treat learners and evaluate assessments Sansone (2017).

The study of Gong (2018) agrees to the result of this study which revealed there is evidence that female teachers provide feedback and assessment differently to girls and boys and that having a female teacher alters girls' beliefs about commonly held gender stereotypes and increases their motivation to learn. However, the result is contrary to speculations that a teacher's gender does have any effects on student test performance and assessments.

Moreover, the respondents' religion showed weak but significant relationship on their assessment on the gender-responsive basic education policy based on learning environment as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This implies that there is a weak association between the respondents' religion and their assessment on the gender-responsive basic education policy based on learning environment.

Further, it manifested that teachers' religious beliefs could affect their teaching practices and assessments relative to gender-responsive education. This is because teachers plan their classroom teaching and assessment geared towards their personal religious beliefs. Same findings were found in the study of Armanious (2019) that the personal religious beliefs can affect teachers' classroom practices including the assessment for learners as teachers' personal identity is inseparable from their religious identity; hence, a teacher's faith, directly and indirectly, affects assessments and instructional practices at schools.

Conclusions

Based on the findings of the study, it can be concluded that the respondents' assessment on the implementation of the gender-responsive basic education policy (GRBP) also known as the DepEd Order No. 32 s. 2017 adhere to its expected outcome, it has high level of implementation. The participants of the study have targeted the aims of the Gender-Responsive Basic Education Policy, which is to address

gender-based barriers and the different forms of discrimination as a result of being exposed to gender inequality suffered by vulnerable and marginalized groups.

The findings of the study serve as clear evidence that the respondents are well cultivated with the Department of Education's Vision and Mission. Lastly, the respondents' profile showed no significant relationship on their assessment on the gender-responsive basic education policy.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are offered:

1. DepEd-Talakag District II must maintain embracing its strengths in the proper implementation on gender-responsive basic education policy and in addressing gender-responsive issues in the education field. However, the district should also invest in learning resources that integrate GAD core messages and key concepts. The budget for learning resources related to the implementation of a gender-responsive basic education policy must be included in the school's operating budget.
2. The School Heads, Administrators and the School Community must continue upgrading the learning resources and instructional materials that cater the needs of the learners and are relevant to gender-responsive education. They must provide workshops, trainings and seminars on the effective use of these learning resources and instructional materials. These are avenues where teachers can share and learn new strategies and techniques to ensure the delivery of gender-responsive education.
3. The teachers, regardless of the profile must continue unlearning the old, and relearning new knowledge and skills by attending training, seminars and workshops to continuously improve personally and professionally and to acquire more knowledge, especially in developing learning resources that are gender-sensitive to become more competent in implementing Gender-Responsive Basic Education Policy known as the DepEd Order No. 32 s, 2017.

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