

Gender and development (GAD) integration in the teaching-learning process at Mainit I district

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Abstract: This study investigated the integration of Gender and Development (GAD) principles into the teaching-learning process among secondary school educators in Mainit I District. The primary objectives were to assess the extent of GAD integration, determine the relationship between teacher profiles and GAD integration levels, and develop a comprehensive GAD Integration Manual. The research involved a population of 72 secondary school teachers from Mainit National High School, Magpayang National High School, and Paco National High School. Employing cluster sampling, teachers with a minimum of one year of teaching experience and holding permanent positions were selected. Data were collected through a validated, researcher-designed survey questionnaire, ensuring both content validity and reliability (Cronbach's alpha = 0.8816). Results indicate a diverse teacher profile: predominantly mid-career, female, with varied educational attainments and specializations, significant teaching experience, and extensive participation in GAD training. Findings show a high level of GAD integration across structured lessons, visual materials, instructional delivery, assessment and evaluation, and performance tasks. Teachers consistently incorporate GAD principles to promote gender equality and inclusivity. Statistical analysis revealed significant relationships between teacher profile and GAD integration levels. Teachers handling multiple subjects and those with higher academic ranks demonstrated more effective GAD integration, particularly in social studies and literature. Based on these findings, the study proposed a GAD Integration Manual tailored for Mainit I District educators. This manual includes subject-specific strategies, adaptable approaches for all teaching ranks, innovative instructional methods, and guidelines for creating gender-fair materials.

Keywords: gender and development, curriculum integration, teacher profile, instructional strategies, secondary education

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INTRODUCTION

In the realm of education, the integration of Gender and Development (GAD) principles stands as a critical initiative aimed at advancing gender equality and fostering social justice. Despite concerted global and national efforts to promote GAD in education, persistent challenges impede progress toward achieving educational equity and social inclusion, particularly at the grassroots level.

Education is the bedrock of societal advancement, shaping individual growth and societal progress. Yet, entrenched gender disparities continue to thwart endeavors to attain educational parity. Within Mainit I District, these inequities manifest subtly but pervasively, influencing the dynamics of teaching and learning and perpetuating unequal opportunities across genders.

International frameworks such as the Sustainable Development Goals (SDGs) underscore education's pivotal role in promoting gender equality. However, the translation of GAD principles

into practice remains a formidable challenge despite mandates like Department of Education (DepEd) Order No. 32, s. 2017, which advocates for integrating GAD perspectives in education. Persistent barriers, rooted in entrenched patriarchal norms and gender biases, persistently hinder progress (Chikuvadze, 2020).

In Mainit I District, student concerns voiced during a school-wide forum highlighted evident gender biases in classroom interactions and instructional materials. Instances included male students being disproportionately called upon for science and mathematics discussions, while female students were steered toward humanities and arts activities. Textbook reviews revealed skewed representations favoring male figures in historical and scientific achievements, reinforcing traditional gender stereotypes. These practices detrimentally impact students' self-esteem and academic performance, with female students exhibiting diminished confidence in STEM subjects and male students disengaging from perceived 'feminine' subjects.

Recognizing education's transformative potential, it becomes imperative to challenge stereotypes, cultivate inclusive norms, and foster critical consciousness. Education, thus, emerges as a catalyst for societal change and sustainable development. However, fully leveraging this potential necessitates a thorough understanding of the current status of GAD integration in teaching practices (Manalang, 2023).

Against this backdrop, this research endeavors to address existing knowledge gaps by examining the practical integration of GAD principles within the local educational context. By exploring the pervasive impact of gender biases throughout the teaching-learning process, this study aims to provide empirical insights for evidence-based interventions and policy reforms. Through rigorous inquiry, it seeks to contribute substantively to the discourse on GAD integration in education, offering pathways toward fostering more inclusive and equitable educational environments.

The researcher, who is one of the secondary school teachers in Mainit I District of the Division of Surigao del Norte, is interested in determining the extent of Gender and Development (GAD) integration in the teaching-learning process, hence, this study.

Problem Statement

The study endeavored to explore the extent of Gender and Development (GAD) integration in the teaching-learning process among secondary school teachers at Mainit I District.

Specifically, the study sought answers to the following concerns;

1. What is the profile of secondary school teachers in terms of:
 - 1.1. Age,
 - 1.2. Sex,
 - 1.3. Highest Educational Attainment,
 - 1.4. Subjects Taught,
 - 1.5. Years of Teaching Experience,
 - 1.6. Academic Rank, and
 - 1.7. Participation in any GAD training?
2. To what extent do secondary school teachers integrate GAD concepts into various aspects of the teaching and learning process, comprising:
 - 2.1. Structured Lesson
 - 2.2. Visual Materials
 - 2.3. Instructional Delivery

2.4. Assessment and Evaluation

2.5. Performance Tasks

3. Is there a significant relationship between the profile of secondary school teachers and the level of GAD integration in their teaching practices?

4. Based on the findings of the study, what GAD Integration Manual can be developed?

Theoretical framework

This study is anchored in Albert Bandura's Self-Efficacy Theory developed in 1977, which posits that individuals' beliefs in their capabilities influence their motivation, effort, and perseverance in achieving goals or tasks. In the context of integrating Gender and Development (GAD) principles into the teaching-learning process, the theory helps understand teachers' confidence in their ability to incorporate these principles. Teachers' beliefs shape their motivation and engagement with GAD initiatives, with past successes and failures impacting their self-efficacy.

By applying the Self-Efficacy Theory, this study examines how teachers' beliefs about GAD integration affect their engagement with these principles. It aims to assess teachers' confidence, identify factors that influence their self-efficacy, and propose strategies to enhance it. Understanding these beliefs can inform interventions and support mechanisms to promote more effective GAD integration in education, contributing to broader reform initiatives aimed at gender equality and social justice.

This approach provides a lens to analyze GAD integration dynamics in the teaching-learning process. By examining how self-efficacy beliefs influence teachers' practices, the study offers insights into the challenges and opportunities associated with GAD integration. It highlights the importance of teacher confidence in implementing educational reforms and underscores the need for systemic support to enhance self-efficacy, leading to more equitable and inclusive educational environments.

METHODOLOGY

Research design

This study utilized a descriptive-correlational approach. This approach is a method that combines elements of both descriptive and correlational research, aiming to describe the characteristics of a phenomenon and explore the relationships between different variables. In this study, this design aimed to provide a comprehensive description of the integration of Gender and Development (GAD) principles in the teaching-learning process among secondary school teachers in Mainit I District as it seeks to examine the correlations between various factors, such as the profile of the respondents and the level of integration of GAD concepts, using appropriate statistical treatments to arrive at drawing conclusions.

Locale of Study

The setting of this study was at the three component schools within Mainit I District, namely Magpayang National High School, Mainit National High School, and Paco National High School, all falling under the jurisdiction of the Schools Division of Surigao del Norte in the Caraga Region. The said schools were among the schools in the division which had equal access to resources and equity in various opportunities regardless of gender.

Respondents of the study

The study involved a population of 89 secondary school teachers who are distributed in the three secondary schools of Mainit I District. Of this number, 72 teachers each of whom had at least one (1) year of teaching experience and held permanent teaching positions were chosen as the respondents of the study.

Data Gathering Instruments

To ensure the validity of the research instrument, a comprehensive validation process was undertaken. A panel of three expert validators reviewed and validated the instrument, including an Education Program Specialist in Gender and Development (GAD), a District GAD Coordinator, and a School GAD Coordinator. These experts were selected for their extensive expertise in GAD and survey questionnaire development. Additionally, an institutional professor with a background in GAD and a language expert reviewed the survey for technical accuracy and clarity. This rigorous validation process ensured that the instrument accurately measures the intended constructs and is free from technical errors.

The reliability of the instrument was determined through reliability testing, which yielded a Cronbach's alpha index of 0.8816. This high reliability indicates that the instrument consistently measures its intended constructs, ensuring that the results obtained are dependable and suitable for further analysis.

Data Gathering Procedure

To ensure respondents fully understood the purpose of the study and could provide accurate answers based on their actual teaching practices, a comprehensive focus group discussion was conducted initially. This discussion aimed to clarify the study's objectives, emphasize the importance of honest and reflective responses, and address any questions or concerns the respondents might have. By fostering a clear understanding of the study's goals, the reliability and validity of the data collected were enhanced.

Following the focus group discussion, structured questionnaires were distributed to the respondents. The questionnaires were designed to capture detailed information on the integration of Gender and Development (GAD) principles in their teaching practices. Respondents were given ample time to complete the questionnaires thoughtfully, ensuring that their responses were considered and accurate reflections of their experiences and practices.

Once the questionnaires were completed, the researcher collected them systematically to ensure all responses were accounted for. The collected data was then meticulously recorded and subjected to rigorous analysis using appropriate statistical methods, allowing the researcher to draw informed and hypothetical conclusions.

Data Analysis Procedure

The study employed a range of statistical tools to analyze the data. Frequency count and percentage were used to describe the distribution of respondents based on variables such as age, sex, highest educational attainment, subjects taught, years of teaching experience, academic rank, and participation in any Gender and Development (GAD) training. To assess the degree of GAD integration in teaching and learning, the weighted mean was utilized, reflecting the average responses of participants. In examining relationships, the point-biserial correlation coefficient was applied to determine the association between categorical profile variables (sex, educational attainment, subjects taught, and GAD training) and the level of GAD integration. Meanwhile, the

Spearman rho correlation coefficient was used to explore correlations involving ordinal or continuous variables such as age, years of teaching experience, and academic rank with the level of GAD integration in teaching practices.

DISCUSSION OF FINDINGS

Profile of the Respondents

This section delves into the demographic and professional profile of the secondary school teachers at Mainit I District in terms of age, sex, highest educational attainment, subjects taught, years of teaching experience, academic rank, and participation in any Gender and Development (GAD) training.

Based on the data in Table 2 in the next page, among the 72 teachers, the majority (41.7%) are aged 30 to 39, representing a group likely characterized by a blend of experience and adaptability. Following this, 30.6% are aged 40 to 49, indicating a significant presence of mid-career professionals who bring substantial institutional knowledge and pedagogical expertise. Teachers aged 20 to 29 make up 15.3% of the sample, offering youthful energy, fresh perspectives, and modern teaching methodologies. Finally, 12.5% of the educators are aged 50 and above, highlighting the commitment of seasoned professionals who provide wisdom, stability, and continuity in the educational landscape.

Based on the data in Table 2, the sex profile of secondary school teachers illustrates a significant gender disparity, with females comprising the majority (n=49, 68.1%) compared to males (n=23, 31.9%). This distribution reflects broader societal patterns of gender representation within the teaching profession, suggesting potential implications for classroom dynamics and the cultivation of diverse role models for students. Furthermore, the overrepresentation of female teachers may indicate the presence of gender-specific career pathways or differential recruitment practices within the education sector. Conversely, the underrepresentation of male teachers raises questions about factors influencing their participation in the profession, such as societal perceptions of masculinity and teaching as a traditionally feminine occupation.

Moreover, the data also reveals that in the distribution of the highest educational attainment, a significant number of teachers have earned a master's degree (Unit Earner), indicating a strong commitment to continuous learning and professional development. This high level of educational attainment suggests that teachers may possess advanced knowledge and skills in their respective fields, which can positively impact the quality of education provided to students. It also indicates a willingness among teachers to stay updated with the latest trends and practices in education, which is crucial for maintaining high teaching standards. Additionally, the prevalence of educators holding or pursuing doctorate degrees (n=16, 22.0%) signifies a dedication to scholarly inquiry and potential leadership roles within the educational domain. Conversely, the presence of educators with baccalaureate degrees (n=16, 22.2%) suggests a varied educational background among teachers, contributing to a multifaceted teaching cohort.

Regarding subjects taught, the majority of secondary school teachers in the Mainit I District (62.5%, n=45) specialize in teaching a single subject, indicating a strong emphasis on subject-specific expertise and depth of knowledge. This focus likely enhances their ability to teach their subject effectively, providing students with a deep understanding of the material. On the other hand, a significant portion of teachers (37.5%, n=27) handle multiple subjects, which highlights the need for versatility and adaptability in teaching. These teachers manage various curricula and instructional strategies, which may enrich their teaching practices through broader pedagogical experiences.

In terms of teaching experience, the data reveals that a substantial portion, specifically 43.1% (n=31), falls within the category of 6 to 10 years of teaching experience. This indicates a significant presence of mid-career educators within the teaching workforce. Teachers in this category are typically considered to have moved beyond the initial years of learning and adjustment (0-5 years) and are likely to have developed a solid foundation of pedagogical skills and classroom management techniques. They are also expected to be more familiar with the curriculum and administrative procedures compared to their less-experienced counterparts. This level of experience suggests that these educators are in a stage where they can effectively apply their knowledge and skills to enhance teaching and learning outcomes. Additionally, mid-career teachers often play critical roles in mentoring newer colleagues while continuing to seek professional growth opportunities to further refine their teaching practices. Therefore, their presence contributes to the overall stability and instructional quality within the educational institution.

The distribution of academic ranks among secondary school teachers at Mainit I District, reveals a hierarchical structure that predominantly consists of entry-level positions, with 40.3% of teachers holding the rank of Teacher I. This suggests a workforce composition where a significant number of educators are relatively early in their careers, potentially indicating a dynamic environment with opportunities for new ideas and approaches. The presence of 33.3% at the Teacher II rank and 20.8% at Teacher III highlights a progressive career pathway for many teachers, indicating a structured system for career advancement. However, the lower representation at higher ranks, including only 4.2% at Master Teacher I and 1.4% at Master Teacher II, and none at Master Teacher III, points to potential challenges in achieving higher academic ranks within the district. This distribution may reflect factors such as rigorous promotion criteria, limited vacancies at advanced ranks, or the need for specialized qualifications that align with leadership roles in education.

Lastly, the data on participation in any Gender and Development (GAD) training reveals that 63.9% of the respondents have attended at least one GAD training session, it signifies a significant level of engagement with concepts aimed at promoting gender equity in educational practices. This high participation rate suggests a growing awareness and commitment among educators towards integrating GAD principles into their teaching methodologies.

The Extent of Secondary School Teachers' in the Integration of GAD Concepts into Various Aspects of the Teaching and Learning Process

The study revealed a highly commendable integration of Gender and Development (GAD) concepts into various aspects of the teaching-learning process among secondary school teachers in Mainit I District. Across all domains—structured lessons, visual materials, instructional delivery, assessment and evaluation, and performance tasks—teachers demonstrated consistent efforts to promote inclusivity, gender equity, and sensitivity in their instructional practices.

In structured lessons, teachers very frequently designed their instructional content to be inclusive, integrating GAD concepts across all components of their lessons. The highest-rated practice was the inclusion of examples that reflect the hobbies and interests of all genders, underscoring a commitment to personalized and representative pedagogy. Despite the overall very satisfactory results, some challenges were noted in consistently addressing gender-spanning topics within lesson plans, potentially due to content constraints and limited resources in certain subjects.

Regarding visual materials, teachers also demonstrated very satisfactory levels of GAD integration, especially in their use of gender-diverse examples. However, challenges remained in ensuring equal representation through design elements like colors and shapes—highlighting the influence of unconscious biases and the need for training in gender-neutral design.

In terms of instructional delivery, the findings indicated a strong emphasis on non-gender-biased content and equitable student participation. Teachers were particularly consistent in ensuring discussions were inclusive and that instructions and examples were gender fair. The minor challenge of consistently integrating diverse voices into discussions was attributed to student resistance or limited awareness regarding gender inclusivity.

Assessment and evaluation practices reflected similar strengths, with teachers frequently ensuring neutrality in grading, inclusive representation in situations, and fairness in point allocation regardless of gender. The only area with relatively lower integration was the construction of questionnaires that fully represent diverse gender identities, a difficulty aligned with structural limitations of standard test formats.

Lastly, the integration of GAD concepts in performance tasks achieved the highest level of implementation, rated as "Always" and "Excellent." Teachers consistently ensured equal opportunities, gender-neutral activities, and fair role distribution across genders. Though slightly lower, the incorporation of diverse gender experiences in content still reflected an excellent standard, albeit with acknowledged limitations in resources and time.

Overall, the results affirm that teachers in Mainit I District are deeply committed to fostering gender-inclusive education. Their practices align with contemporary scholarship advocating for equity and diversity in learning environments, and their consistent ratings across all dimensions underscore both awareness and application of GAD principles in secondary education. These findings highlight the need for continuous professional development, especially in areas such as gender-inclusive assessment and visual design, to sustain and further improve inclusive educational practices.

Significant Relationship Between the Profile of Secondary School Teachers and the Level of GAD Integration in their Teaching Practices

The correlation analysis between secondary school teachers' profiles and the integration of Gender and Development (GAD) concepts into teaching practices in Mainit I District revealed nuanced patterns. Using both point-biserial and Spearman rho correlation methods, the study identified that while most demographic factors showed no significant influence, two specific profile variables—*subjects taught* and *academic rank*—had meaningful associations with the extent of GAD integration in particular teaching components.

Findings from the point-biserial correlation in Table 8 showed a statistically significant positive relationship between the subjects taught and the integration of GAD concepts in structured lessons ($r = 0.246, p = 0.037$). This indicates that teachers who handle multiple or varied subjects are more likely to integrate GAD principles into their lesson planning. The versatility required in teaching diverse subjects appears to foster adaptability and innovation, enabling these teachers to apply gender-sensitive approaches more effectively. This supports Salvador-Garcia's (2022) assertion that cross-disciplinary teaching enhances educators' capacity for reflective practices and inclusive pedagogy.

In contrast, the other profile variables—sex, educational attainment, and participation in GAD training—did not show statistically significant correlations with GAD integration across all

aspects of teaching. These findings suggest that while personal background and training may influence awareness, they do not necessarily translate into measurable differences in practice without the contextual advantage of subject flexibility or curricular scope.

The Spearman rho analysis in Table 9 revealed significant *negative correlations* between academic rank and two key aspects of GAD integration: instructional delivery ($\rho = -0.259, p = 0.028$) and performance tasks ($\rho = -0.237, p = 0.045$). These results suggest that as teachers advance in rank—often accompanied by greater administrative duties—their direct engagement in classroom-based GAD integration diminishes. Higher-ranked teachers, such as department heads, may become more removed from the daily execution of instructional strategies and performance assessments, focusing instead on oversight and management. This echoes the findings of Farmer et al. (2019), Abasolo et al. (2021), and Malm (2020), who observed that senior teachers may have less time and flexibility to incorporate emerging pedagogical innovations, including gender-sensitive practices. Additionally, the limited integration of GAD concepts into performance tasks among higher-ranked educators may also reflect a reliance on conventional assessment formats. Argaman (2022) and Chang (2018) emphasize that hierarchical academic roles often prioritize standardization and compliance over creative curricular reform, potentially curbing the integration of progressive themes like gender equity.

In summary, the correlation analyses underscore that the *subjects taught* and *academic rank* of teachers are significant factors influencing the integration of GAD concepts into teaching practices. Teachers with broader teaching loads show greater engagement in gender-inclusive instruction, while those in higher academic positions may experience barriers to active GAD integration due to administrative burdens and institutional constraints. These insights suggest the importance of professional development and institutional support structures that enable educators—especially those in leadership roles—to remain actively involved in inclusive classroom practices.

Proposed GAD Integration Manual

Based on the findings of the study, a proposed Gender and Development (GAD) Integration Manual can be developed to enhance the integration of GAD concepts into teaching practices. The profile of teachers reveals a predominantly experienced group, with varying levels of academic attainment and specialization in teaching subjects. This demographic diversity underscores the need for tailored strategies in the manual that cater to educators' diverse backgrounds and professional experiences. The identified correlations further inform the manual's development, notably the positive relationship between subjects taught and structured lesson planning ($r_{pb} = 0.246, p = 0.037$), indicating a need for structured lesson planning guidelines tailored to different subjects. The negative correlations between academic rank and instructional delivery ($\rho = -0.259, p = 0.028$) and academic rank and performance task integration ($\rho = -0.237, p = 0.045$) highlight the importance of including innovative instructional strategies and performance task development frameworks that promote effective GAD integration across all academic ranks.

The proposed GAD Integration Manual should include practical resources such as subject-specific lesson planning templates that illustrate diverse gender perspectives, strategies for enhancing instructional delivery methods, and guidelines for developing performance tasks that stimulate critical thinking on gender issues.

The result agrees with Korenius (2018), that there is a significant need for gender-sensitive education toolkits in low- and middle-income countries, as very few such resources are available online. The study underscores the importance of ensuring that teachers clearly understand gender-

sensitive education and recognize their potential gender stereotypes. This foundational knowledge is essential for teachers to introduce gender sensitivity into the school environment effectively. Key areas that teachers should focus on include actively involving students in the learning process, establishing a gender-sensitive classroom atmosphere, carefully selecting language and teaching materials, addressing health and maturity issues, and engaging parents and the broader community in gender sensitivity efforts. Korenius concludes that these themes are critical and should be comprehensively covered in any new gender-sensitive education toolkit developed for these contexts.

Additionally, Yuden et al. (2020) stated that teachers need gender sensitization through the aid of gender-responsive teaching manual and in-service professional development to reshape the pedagogical practices of teachers.

CONCLUSION

In conclusion, the study affirms that secondary school teachers in Mainit I District demonstrate a very satisfactory level of integration of Gender and Development (GAD) principles across key areas of the teaching and learning process, particularly in structured lessons, visual materials, instructional delivery, and assessment and evaluation, with an excellent level of integration observed in performance tasks. This integration is largely supported by the teachers' academic qualifications, teaching experience, and participation in GAD training sessions, which contribute to their content knowledge and pedagogical competence. However, the study also highlights that teacher profiles influence the extent of GAD integration: while the subjects taught show a positive correlation with integration in structured lessons, higher academic ranks are associated with reduced integration in instructional delivery and performance tasks, likely due to increased administrative responsibilities. These findings underscore the need for continued capacity building, and thus, the development of a GAD integration manual is recommended as an essential resource. This manual would provide practical, context-specific strategies to support teachers in sustaining and enhancing GAD integration within their educational practices.

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