

**ATTITUDES TOWARD GENDER AND DEVELOPMENT ISSUES AND
EXTENT OF IMPLEMENTATION OF DEPED ORDER NUMBER
32, SERIES OF 2017 AMONG JUNIOR HIGH SCHOOLS
OF CATBALOGAN CITY DIVISION**

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Major in Social Science

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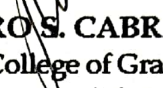
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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, MASTER OF ARTS IN EDUCATION, this thesis entitled "ATTITUDES TOWARD GENDER AND DEVELOPMENT ISSUES AND EXTENT OF IMPLEMENTATION OF DEPED ORDER NUMBER 32, SERIES OF 2017 AMONG JUNIOR HIGH SCHOOLS OF CATBALOGAN CITY DIVISION", has been prepared and submitted by HOLLY NICOLE D. ESTRELLES, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.


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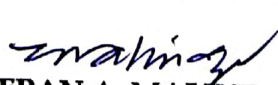

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H.N.D.E.

DEDICATION

"No country can truly develop if half of its population is left behind".

~Justine Greening ~

For all the School GAD Coordinators ~ to continue with their function of fully
implementing the GAD Policy in their respective schools;

For all the Lesbians, Gays, Bisexuals, Transgender and Questioning (LGBTQ) ~
to fight for what they truly deserve, a sincere recognition from the society;

For the Teachers ~ to sincerely recognize the right to access and quality
education of all their students, regardless of their gender preferences and gender
issues surrounding basic education;

To all of YOU, this study is humbly dedicated as a product of passion for GAD
issues and commitment for the implementation of a gender-sensitive and
responsive policy...

Thank you!

Nicole

ABSTRACT

This study attempted to find out the attitudes toward Gender and Development (GAD) issues and the extent of implementation of DepEd Order Number 32, Series of 2017, among Junior High Schools of Catbalogan City Division during the School Year 2018-2019. This study utilized the descriptive-correlational research design to measure and assess the statistical relationship between the variates of the study. As regards to the relationship between the attitude toward GAD issues and the teacher-respondents' profile variates, only their highest educational attainment had significant relationship as evidenced by the p value of 0.03 which proved to be lower than the level of significance at 0.05. By contrast, the school GAD coordinator-respondent's teaching experience and number of years as school GAD coordinators were significantly related to their attitude towards GAD issues based on the values of p posted at 0.001 and 0.039, respectively. Except for learners' development which was very effectively implemented, the school GAD coordinator-respondents believed that the GAD policy was effectively implemented in the various Junior High Schools along curriculum standards, learning delivery, learning environment, learning resources, and assessment. Thus, the school GAD coordinator-respondents thought of the GAD Policy as being successfully and competently implemented in the Junior High School in Catbalogan City Division. For the recommendation, broaden teachers' and school GAD coordinators' understanding of GAD Policy, in general, and of gender-responsive basic education policies, in particular, through increased

attendance in relevant trainings/seminars as it was revealed that very few of these were provided to the teachers and school GAD coordinators.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
 Chapter	
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Statement of the Problem	5
Hypothesis	8
Theoretical Framework	9
Conceptual Framework	14
Significance of the Study	17
Scope and Delimitation	19
Definition of Terms	20
2 REVIEW OF RELATED LITERATURE AND STUDIES	22
Related Literature	22
Related Studies	33
3 METHODOLOGY	42
Research Design	42

Instrumentation	43
Validation of Instrument	45
Data Gathering Procedure	46
Statistical Treatment of Data	47
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	50
Profile of the Teacher-Respondents	50
Profile of School GAD Coordinator-Respondents	54
Attitudes toward Gender and Development Issues of the Teacher and School GAD Coordinator-Coordinator	60
Respondents' Perception on the Extent of Implementation of the DepED Order Number 32, Series of 2017 in Junior High Schools in Catbalogan City Division	64
Relationship between the Attitudes Toward GAD Issues and Teacher-Respondents' Profile Variates	87
Relationship between the Attitudes Toward GAD Issues and School GAD Coordinator-Respondents' Profile Variates	90
Relationship between the Extent of Implementation of GAD Issues in Junior High School in Catbalogan City Division and the Teacher-Respondents' Profile Variates	104
Comparison between the Teacher and School GAD Coordinator-Respondents' Attitude toward Gender and Development Issues	118
Comparison between the Teacher and School GAD Coordinator-Respondents' Perceptions on the Extent of Implementation of DepEd Order Number 32, Series of 2017 in Junior High School	119

5	SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	122
	Summary of Findings	122
	Conclusions	126
	Recommendations	128
	BIBLIOGRAPHY	131
	APPENDICES	138
	CURRICULUM VITAE	188
	LIST OF TABLES	192
	LIST OF FIGURES	196

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Gender issues are deeply ingrained in society with women being typecast into motherly roles and men being stereotyped into masculine, provider roles. These social constructs have influenced even the choice of courses, with women taking up teaching and nursing while men taking up politics and engineering (Manion, 2017). More so, these social constructs have pervaded even educational institutions with books written in gender insensitive examples and among others. Hence, these gender issues must be addressed in order to provide a gender-responsive society to future generations.

Educational systems throughout the world are wanting to achieve a gender-responsive education policy especially at the basic education level. This is in view of the fundamental human right of access to and completion of a quality basic education which is widely accepted by these educational systems. The importance of education is highlighted by many fora across the global community. One of these forums is the global Education for All (EFA) movement which began in 1990 in Jomtien, Thailand, and re-affirmed in 2000 in Dakar, Senegal. The more recent Sustainable Development Goals agenda further attest to the continued importance of education as a key driver of national and global development and security of every country (Manion, 2017).

Yet, it is unfortunate that at the basic education level, there are still children who remain out of school, with the majority of whom are girls (Manion, 2017). Aside from the issue on access, educational institutions likewise face the challenge of how schooling is experienced differently by boys and girls and what this means for gender equality in terms of retention, attainment, quality learning and educational outcomes.

Thus, these concerns prompted stakeholders in education to formulate gender equality in education policies. Locally, the 1987 Philippine Constitution lays out the fundamental legal framework for future Gender and Development (GAD) policies which implies the country's commitment to integrate gender equality into the principles, goals and processes of Philippine education. In fact, under the Implementing Rules and Regulations of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) is mandated to ensure that the basic education curriculum is gender-sensitive and culture-sensitive ("Implementing Rules and Regulations of Republic Act No. 10533", 2013).

Likewise, the DepEd has promulgated the Department of Education Order Number 32, Series of 2017, otherwise known as the Gender Responsive Basic Education Policy, on June 29, 2017 to enable the DepEd to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights in the provision and governance of basic education. Through this policy, 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, safe, and nurturing environment with the provision to continuously improve its support systems at all levels of governance (DepEd Order No. 32, Series of 2017, 2017).

It is thus clear from the aforementioned provisions of the law that the country is taking concrete steps toward the integration of gender and development concerns in the development process. Gender and Development (GAD) examines the social, cultural, political and economic realities in society and how they assign different roles, responsibilities and expectations to women and men. Programs, projects and activities for development affect men and women differently and consequently, these differences have to be considered when government agencies and local government units draft their plans, allocate resources for them, implement their programs, projects and activities, and monitor and evaluate their impact. This process, collectively considered as one way of mainstreaming gender in government, enables agencies to carry out a gender responsive planning (Palangdao et al., 2002).

Part and parcel of the mechanism to realize GAD Policy is through the Gender Responsive Basic Education Policy which seeks to enable DepEd to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education, to promote protection of children from all forms of gender-related violence, abuse, exploitation, discrimination and bullying, and to promote gender equality and

non-discrimination in the workplace and within DepEd. With the initial steps undertaken to incorporate gender equality in education, there has been major progress toward increasing access to education for all children in the world, particularly at the basic education levels. However, only few countries have achieved equality of education at all levels of education, and often increases at higher levels of education as girls do not proceed to secondary education at the same rates as boys do in many parts of the world (UN, 2016).

Therefore, there are initial challenges facing incorporation of gender equality. These challenges include factors such as socio-cultural expectations and practices, security concerns, teaching and learning materials, physical condition of schools and the over-all policy landscape such as anti-sexual harassment policies and others. These factors shape the degree to which gender equality and equity is enacted or not in educational systems. In the country, for instance, the Philippine Commission on Women summed up the enduring gender issues in Philippine education, as follow: boys are underperforming in key education indicators compared to girls; indigenous people fall behind in enrolment data and experience discrimination; higher education degrees manifest marked gender-segregation; gender biases and stereotypes remain and are still embedded in the curricula, instructional methods, materials and learning media; and women and girls continue to be vulnerable to sexual harassment and violence inside schools (UN, 2016).

With the country's effort to integrate GAD into the mainstream of society, including the education sector, the Philippines kept its spot as the world's seventh most gender-equal society among 144 economies and remained the highest-ranked country in the Asia-Pacific region (Mercurio, 2016). Since then, the need to ensure that gender is examined and integrated into development projects has intensified. In integrating gender into development, education stakeholders are responding to the priority needs of girls and boys, and other sexes in educational institutions. Hence, understanding stakeholders' attitude toward GAD Policy and the extent of its implementation in schools can enable projects to take account of these and build capacity to deal with inequitable impacts and to ensure sustainability (Gender Equality and Social Inclusion Strategy Development, 2010).

The need to build capacity on the effective implementation of GAD Policy in junior high schools in Catbalogan City Division prompted the researcher to find out the attitude towards said GAD issues and the extent of the implementation of DepEd Order Number 32, Series of 2017, with the end-view of proposing updates on the GAD Policy framework in schools.

Statement of the Problem

This study attempted to find out the attitudes toward Gender and Development (GAD) issues and the extent of implementation of DepEd Order Number 32, Series of 2017, among Junior High Schools of Catbalogan City Division during the School Year 2018-2019.

Specifically, this study sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 highest educational attainment; and
- 1.4 teaching experience?

2. What is the profile of the school GAD coordinator-respondents in terms of the following:

- 2.1 age and sex;
- 2.2 civil status;
- 2.3 teaching experience;
- 2.4 number of years as GAD coordinator; and
- 2.5 attendance in relevant trainings/seminars in GAD?

3. What are the attitudes toward Gender and Development issues of the teacher- and school GAD coordinator-respondents?

4. What is the extent of implementation of the DepEd Order Number 32, Series of 2017, among teacher-respondents and school GAD coordinator-respondents among junior high schools of Catbalogan City Division, along the following aspects:

- 4.1 learners' development;
- 4.2 curriculum standards;

- 4.3 learning delivery;
- 4.4 learning environment;
- 4.5 learning resources; and
- 4.6 assessment?

5. Is there a significant relationship between the attitudes toward GAD issues and each of the following:

- 5.1 teacher-related variates; and
- 5.2 GAD coordinator-related variates?

6. Is there a significant relationship between the extent of implementation of DepEd Order Number 32, Series of 2017, among teacher-respondents and school GAD coordinator-respondents in junior high schools of Catbalogan City Division, and each of the following:

- 6.1 teacher-related variates; and
- 6.2 GAD coordinator-related variates?

7. Is there a significant difference between the attitudes toward Gender and Development issues of the teacher- and school GAD coordinator-respondents?

8. Is there a significant difference between the teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of DepEd Order Number 32, Series of 2017, in junior high schools of Catbalogan City Division along the aforementioned aspects?

9. What implications for the development of a framework for the integration of GAD policies in the teaching and learning process.

Hypotheses

Based on the specific questions of the study, the following hypotheses were tested:

1. There is no significant relationship between the attitudes toward GAD issues and each of the following:

1.1 teacher-related variates; and

1.2 school GAD coordinator-related variates.

2. There is no significant relationship between the extent of implementation of DepEd Order Number 32, Series of 2017, among teacher-respondents and school GAD coordinator-respondents in junior high schools of Catbalogan City Division, and each of the following:

2.1 teacher-related variates; and

2.2 school GAD coordinator-related variates.

3. There is no significant difference between the attitudes toward Gender and Development issues of the teacher- and school GAD coordinator-respondents.

4. There is no significant difference between the teacher-respondents and school GAD coordinator-respondents' perceptions on the extent of

implementation of DepEd Order Number 32, Series of 2017, in junior high schools of Catbalogan City Division along the following aspects:

- 4.1 learners' development;
- 4.2 curriculum standards;
- 4.3 learning delivery;
- 4.4 learning environment;
- 4.5 learning resources; and
- 4.6 assessment.

Theoretical Framework

This study was anchored on theories which includes the Social Learning Theory by Bandura and Social Judgment Theory by Sherif and Hoveland.

The first theory which served as basis for the conduct of the present study was the Social Learning Theory of Bandura. From this theoretical perspective, gender is a social construction rather than a biological given. More so, the sources of gender differentiation lie more in social and institutional practices than in fixed properties of the individual. Accordingly, individuals develop gender by imitating role models aptly called observational learning. Observational learning takes place through vicarious reinforcement which, in turn, occurs when a person witnesses a model being rewarded for behaving in a gender-appropriate way such as, for instance, a girl being praised for playing quietly with her dolls. Likewise,

vicarious reinforcement makes it more likely that the model's behaviour will be imitated in the future (Macquaire & Bandura, 1999).

Furthermore, the theory gives four mediational processes that must occur for imitation of behaviour to take place, namely: attention (an individual must pay attention to the model's behaviour: (boys must pay attention to male's behavior and girls must pay attention to female's behaviour); retention (individuals must code and store the observed gender-appropriate behaviour in long-term memory); reproduction (individuals must be capable of imitating the gender-appropriate behaviour); and motivation (individuals must have good reason for reproducing the gender-appropriate behaviour).

Therefore, gender stereotypes shape the perception, evaluation, and treatment of males and females in selectively gendered ways that beget the very patterns of behaviour that confirm the initial stereotypes. Many gender differences in social behaviour are viewed as products of division of labour between the sexes that get replicated through socio-structural practices governed by disparate gender status and power. More particularly, if children receive positive reinforcement, they are motivated to continue a particular behaviour. If they receive punishment or other indicators of disapproval, they are more motivated to stop that behaviour. As applied to gender development, children receive praise if they engage in culturally appropriate gender displays, and punishment if they do not. For instance, when aggressiveness in boys is met with acceptance, or a "boys will be boys" attitude, but a girls' aggressiveness earns them little attention, the

two children learn different meanings of aggressiveness as it relates to gender development. Thus, there is greater likelihood that boys may continue being aggressive while girls may not.

Based on the aforementioned theory, the schools are viewed as major contexts for gender socialization because children spend large amounts of time engaged with peers and their teachers in these settings. The schools can magnify or diminish gender differences by providing environments that promote within-gender similarity and between-gender differences, or the inverse (Bigler, Hayes & Hamilton, 2013).

Thus, schools must exude a democratic classroom which is inclusive of social and cultural diversity. Differences in musical taste, diet, sports, recreational interests, dress, religious affiliation, race, and gender should be welcomed by schools and brought into classroom discussions. The integration of gender differences in the classroom through a gender-responsive basic education is, in a sense, democratizing the classroom. It means further that education must not only be accessible to all types of gender differences, but must also be safe, supportive and an inclusive learning environment. The inclusiveness of the learning environment means equality in education structure such as teaching, personnel and management, and content such as curriculum and teaching approaches. Most importantly, a gender-responsive classroom involves examining the ways in which socially defined female and male roles and responsibilities are reflected in classrooms, schools and educational communities, and the ways in which these

roles and responsibilities affect opportunities and interactions for students, teachers and school managers (UNESCO, 2012).

The second theory being linked to was the Social Judgment Theory formulated by Sherif and Hoveland. This theory attempts to explain how existing attitudes produce distortions of attitude-related objects and how these judgments mediate attitude change. Thus, a person's initial attitude toward an issue serves as an anchor for the judgment of attitude-related stimuli. The person's initial attitude on an issue provides a point of reference against which he/she evaluates other opinions. More so, the person's attitude can be considered in terms of attitudinal continuum and can be comprised of latitudes. The latitude of acceptance, which is the range of opinions the individual finds acceptable, encompasses the opinion that best characterizes his/her own stand. On the contrary, the latitude of rejection, which is the range of opinions the individual finds objectionable, encompasses the opinion he finds most objectionable. Then, the attitude of non-commitment is the range of opinions that the person finds neither acceptable nor unacceptable (Chau et al., 2014).

More particularly, a presented opinion is acceptable (unacceptable) to a person if it is perceived to be sufficiently close to (far from) his/her own standpoint. This presented opinion is said to be in his/her latitude of acceptance (rejection). A presented opinion is neither acceptable nor objectable if it is perceived to be neither close to or far from the individual's own stand point. This opinion is said to be in his/her latitude of non-commitment. Clearly, these three

latitudes differ from person to person, and they depend on factors such as individual's ego involvement and the person's familiarity of the subject of discussion. When the presented opinion is in one's latitude of acceptance (rejection) or perhaps also in the nearby latitude of non-commitment, assimilation (contrast) occurs in the sense that the presented opinion is perceived to be closer to (farther from) one's standpoint than it truly is. Moreover, this positively-evaluated (negatively-evaluated) opinion may cause the person to move his stand point toward (away from) it.

Thus, women's ways of knowing are neither inferior nor superior to men's ways of knowing. Often, men's and women's approaches to the construction of knowledge are simply different ways of arriving at the same outcome. In the masculine tradition, for example, skeptical reasoning helps to ensure that inquiry does not start and end with one's own assumptions. The same goal, however, may be served by an inclusive and relational feminine orientation that takes other people's interests, commitments, and points of view seriously.

What is at issue, from this point of view, is the conflict between girls' authentic relational orientation and the conventionally feminine expectations imposed upon them. When girls learn that in order to be valued, they must repress any anger, disagreement, or disapproval they might feel, they begin to lose confidence in their felt responses to relationships. The gender responsive theorists believe that the problem facing girls is less a curricular than an interpersonal matter (Martin, 1981).

Therefore, the DepEd Order No. 32, Series of 2017 is a response of the education sector to address the long-standing problem of gender marginalization. In the development of the DepEd basic strategic framework, the key principles of gender equality programming in education from Gender Equality In and Through Education (INEE 2010) shall be adopted. These principles are: a) gender dynamics impact on education; b) gender is not just about girls; c) gender-responsive education is protective; d) disaggregated data are non-negotiable; e) involve male and female learners in working toward gender equality; f) gender is a cross-cultural issue; and g) anyone can champion gender equality in education.

Hence, the aforementioned theories emphasized the importance of gender-responsive basic education framework in all public-school systems, particularly at the junior high school level.

Conceptual Framework

Figure 1 presents the conceptual framework of this study which specifically shows the studied variates and how they were interrelated through the directions of the arrows connecting the frames.

The box at the bottom are the respondents of this study, the teachers and GAD coordinators in junior high schools of Catbalogan City Division, during the School Year 2018-2019.

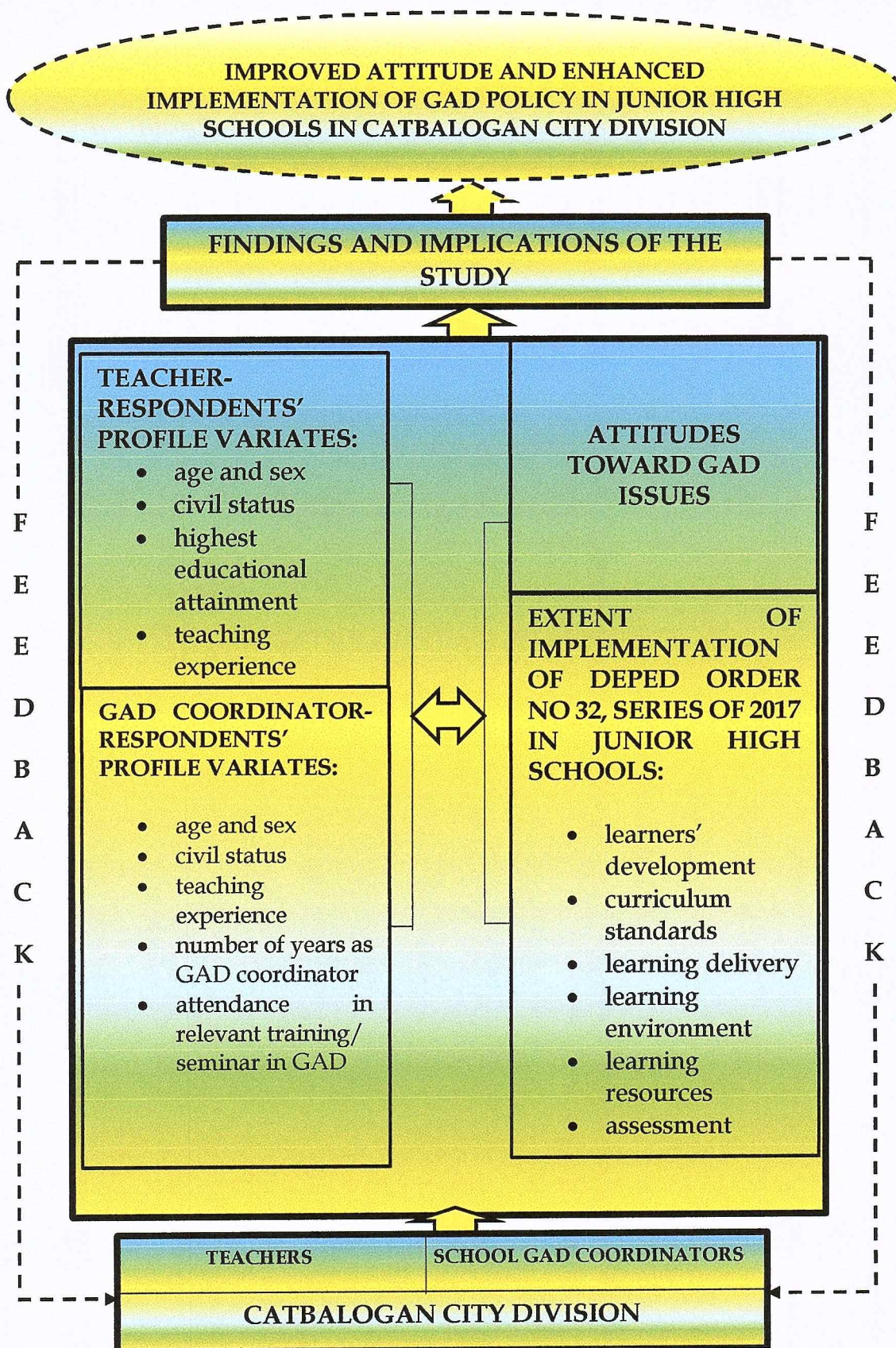


Figure 1. Conceptual Framework of the Study

The bigger frame reflects that the study was essentially descriptive, with correlation and comparative analysis. The bigger box contains two smaller boxes with the research variates. The box at the upper left of the bigger frame contains the teacher-respondents' profile in terms of their age and sex, civil status, highest educational attainment, and teaching experience. Another smaller box at the lower left of the bigger frame provides the GAD coordinator-respondents' profile in terms of their age and sex, civil status, teaching experience, number of years as GAD coordinator, and attendance in relevant trainings/seminars in GAD.

Furthermore, the schema shows that the teacher- and school GAD coordinator-respondents' attitudes toward GAD issues were determined as seen in the upper smaller frame at the right portion of the bigger frame. Likewise, the respondents' views on the extent of implementation of DepEd Order Number 32, Series of 2017 in junior high schools were found out along the following aspects, to wit: learners' development, curriculum standards, learning delivery, learning environment, learning resources and assessment as depicted by the lower smaller box at the right portion of the bigger frame.

The study also determined the correlation, as reflected by the double-directional arrows connecting the smaller frames inside the bigger frame, between the attitudes toward GAD issues and the teacher-related variates and school GAD coordinator-related variates; and between the extent of implementation of Department of Education Order Number 32, Series of 2017, in junior high schools

of Catbalogan City Division, and the teacher-related variates and school GAD coordinator-related variates.

Moreover, the study attempted to find out the difference between the attitudes toward Gender and Development issues of the teacher- and GAD coordinator-respondents; and on their perceptions on the extent of implementation of the Department of Education Order Number 32, Series of 2017, in junior high schools of Catbalogan City Division along the following aspects, to wit: learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

Finally, the findings and implications of this study, as provided for in the third higher frame of the schema, would enable stakeholders in education to improve the attitude toward GAD and the extent of implementation of GAD Policy in junior high schools of Catbalogan City Division, as shown in the topmost perforated shape, and as guaranteed by the feedback loops on either side of the schema.

Significance of the Study

This research would be significant to the school GAD coordinators, teachers, students, school administrators, DepEd key officials, and future researchers.

School GAD Coordinators. The outcomes of this study would provide valuable inputs to GAD coordinators regarding their attitudes toward GAD and

their views on the extent of implementation of GAD Policy in schools. Through these inputs, GAD coordinators would be able to formulate program of activities to improve the level of awareness and understanding on the part of the teachers, students and other stakeholders in education about GAD Policy. This improved awareness and understanding might help expand the implementation of GAD Policy in schools.

Teachers. The results of this study would enhance the knowledge of the teachers on gender-responsive basic education policies in terms of learners' development, curriculum standards, learning delivery, learning environment, learning resources and assessment. This knowledge would enable them to use teaching strategies and classroom activities which are responsive to gender-related concerns inside the classroom.

Students. The results of this study would enable the students to become aware of the gender-responsive policies in school. This awareness would make them more respectful to their classmates' gender choices and other gender differences inside the classroom.

School Administrators. The findings of this study would be a baseline for the school administrators to think of policies which are sensitive to the needs of the different genders in school. In addition, the results of the study would provide inputs for school administrators to improve the implementation of the current gender-responsive basic education policy.

DepEd Key Officials. The findings of this study would enable the DepEd key officials to re-assess the GAD Policy framework being implemented in public secondary schools, especially those that pertain to the provisions which may have an impact on the learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment. Ultimately, the DepEd key officials would be able to find ways by which the extent of implementation of GAD Policy in schools may be ensured of its success so that every student, regardless of gender, might have broader access to education.

Future Researchers. The results of this study would give future researchers with inspiration to conduct similar researches in other areas involving other groups of respondents.

Scope and Delimitation

This study attempted to find out the attitudes toward Gender and Development (GAD) issues and extent of implementation of DepEd Order Number 32, Series of 2017, among junior high schools of Catbalogan City Division during the School Year 2018-2019. The extent of implementation of DepEd Order Number 32, Series of 2017 in junior high schools was assessed along the following aspects: learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment. A survey questionnaire was used in order to collect the needed data among junior high school teachers and school GAD coordinators of Catbalogan City Division.

Definition of Terms

The following terms are given their conceptual and operational definitions.

Attitude toward Gender and Development. Conceptually, the term refers to a relatively enduring organization of beliefs, feelings, and behavioural tendencies toward socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). Operationally, the term referred to the feelings toward gender and development of the teacher- and school GAD coordinator-respondents quantified through their responses in the questionnaire.

Extent of Implementation. Conceptually, the term refers to the scaled or graduated carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something; and, thus, must follow any preliminary thinking in order for something to actually happen (“Implementation”, 2019). Operationally, the term referred to the scaled carrying out of the GAD Policy in junior high schools measured through the respondents’ responses in the questionnaire along some aspects, namely, learners’ development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

Gender and Development (GAD). Conceptually, it refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials; seeks to achieve

gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of the gender roles they ascribed to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights (Par (h), Section 4, Republic Act No. 9710, August 14, 2009).

Policy. Conceptually, the term refers to the deliberate system of principles to guide decisions and achieve rational outcomes; a statement of intent, and is implemented as a procedure or protocol; and generally adopted by a governance body within an organization (Nakamura, 1987).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents and discusses literature and readings reviewed by the researcher from books, journals, periodicals and other published materials. This chapter likewise includes significant findings of previous researches such as master's theses, dissertations, and institutional researches which provided insights into the variates being studied and the process of the research.

Related Literature

This part of the chapter is a presentation of the relevant ideas based on readings from books, journals, periodicals and other published materials which were reviewed by the researchers.

Under the context of the Association of Southeast Asian Nations (ASEAN), gender inequality is socially constructed which limits human development and deepens social conflicts and vulnerabilities. In addition, gender inequality is reflected in women possessing limited power in many aspects of life such as inaccessibility to basic facilities, professional inequality, ownership and household inequality which put them in a cycle of disadvantage (Thongsame, 2016).

Meantime, gender inequality is defined as "equal rights, responsibilities, and opportunities of women, men, and girls and boys" (Thongsame, 2016). As a result of this inequality, the governments of ASEAN countries have made efforts

in integrating gender issues into development variedly through legislative reform and gender-specific policies including establishing specific governmental bureaus as the main mechanism in advancing women's status and gender equality (Thongsame, 2016).

Government efforts in attaining gender equality are measured annually by the World Economic Forum through an assessment on gender gap closure in economic participation and opportunity, political empowerment, educational attainment and health and survival (WEF, 2015). The recent Gender Global Gap Report 2015 indicates that the Philippines ranked 7th on global index, which is by far the best-performing of the 10 ASEAN members with 79 percent of gender gap closure. It is also regarded as the only country in the region to make it to the top 10 globally with its progress on increasing women's participation in economic and political spheres with a fully closed gender gap on health aspect. Noticeably, the report demonstrates the high disparity of ASEAN governments' performance in attaining gender equality with Lao PDR (52th), Singapore (54th), Thailand (60th), Vietnam (83rd), Brunei (88th), Indonesia (92nd), Cambodia (109th), all ranking relatively lowly, while Malaysia is ranked 111th, the lowest among the ten ASEAN countries with a regressed performance on sub-indexes such as political empowerment and educational attainment (WEF, 2015).

For many years, the country has had a history of gender bias deeply ingrained in its culture. The gender situation in the Philippines can be described in sum as: a) the legal framework has provided basic frameworks and processes

for women empowerment and gender fairness but the dynamics of political and social institutions reinforced by the cultural standpoints continue to provide a push-pull effect on gender equality; b) women have made significant advances in politics, although there may be several factors that tend to lessen its importance, the role of women in national and local decision-making can no longer be ignored and their competence, in some cases, suits up or even exceeds that of male politicians; c) the women's voice in the society is very strong due the vibrant women's movement; and d) the statistics on women remain indicative of the deep-rooted and widespread problems they encounter in their daily lives (Anonuevo, 2000).

Meanwhile, numerous legislations were enacted that relate to the various aspects of women and gender concerns. These include: a) Gender and Development Law; b) Party-List Law; c) Anti-Sexual Harassment Law; d) Anti-Rape Law; e) Barangay Day Care Center Law; f) Women in Nation-Building Law; g) Anti Mail-Order-Bride Law; h) Repatriation Law; i) Non-Discrimination Law in Labor Code; j) Comprehensive Agrarian Reform Law; and k) Military Training Equality.

In education, signs of paradigm shifts are gradually emerging as more women flock to the corridors and classrooms of elementary, high school and even university levels of education. The times now show more women taking on courses which prove lucrative to the pursuit of business, technical and other professional occupations. Female enrolment in "traditionally" male-dominated

disciplines such as agriculture, forestry, fisheries, veterinary medicine, math, computer science, and the military has steadily increased (Yao, 2018).

Therefore, learning institutions are among the primary socializing agents for children and, thus, they shape their values and life perspectives including gender roles. It is against this backdrop that teachers and curriculum developers need to be aware of their influences on integrating best gender practices in their respective capacities. Teachers, in particular, are important agents for enhancing and infusing gender equity issues and concerns in a classroom setting. However, the basic and most essential question is whether they know about gender responsiveness and/or whether they are aware of certain practices that promote gender biases in school settings (Mugisha, 2013).

In Philippine school settings, the Asian Development Bank (ADB) Report mentioned that these are among those that have achieved gender parity in education at relatively high levels of enrolment. Yet, this has not been translated into equal participation in economic and political affairs. As a result, the country has joined efforts in upholding gender mainstreaming policies in all its governmental processes, including in the education sector (ADB, 2006).

The definitions of gender mainstreaming vary from different institutions but the most widely used definition is the one of the United Nations' Economic and Social Council (UNECOSOC). Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a

strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality (Forssman, 2016).

As a concept, it has today been around for more than 20 years from the year 1995 when it was adopted by the United Nations World Conference on Women in Beijing. Since then, it has been identified in the literature as a crucial topic for both academic research and public attention. In fact, there has been a lot written about gender mainstreaming by scholars all over the world (Bibbings, 2012).

Despite the existence of gender mainstreaming policies, the real challenge is that the implementation is often harder than the construction and promotion of policies. Policy implementation is widely recognized as complex and difficult, and on many occasions, implementation of policies fails. Policy implementation should ultimately be a very important matter for the institution that promotes the policy. However, the institution promoting the policy often assumes that the policy reform will be implemented simply since there is an agreement to do so; hence, implementation is often treated as an automatic process, without much thought given to the task (Lombardo & Mergaert, 2013).

Consequently, societal institutions, including learning institutions, are essential to institute the policies that can trigger social change and to allocate the resources necessary for gender equality and women's empowerment. Thus,

national government agencies such as the Department of Education (DepEd) should back up the remarkable efforts of international institutions promoting gender and development (GAD) concerns through effective implementation of policies and programs.

Meanwhile, the United Nations Millennium Project Task Force on Education and Gender Equality developed a Gender Equality Framework that conceptualizes gender equality as having three dimensions, namely: a) capabilities domain, b) access to resources and opportunities domain, and c) security domain. The capabilities domain refers to basic human abilities as measured by education, health, and nutrition, which are all fundamental to individual well-being and are an important means to gaining access to opportunities. The access to resources and opportunities domain refers primarily to equality in the opportunity to use or apply basic capabilities through access to economic assets such as land, housing, and infrastructure; resources such as income and employment; and political decision-making such as representation in parliaments and other political bodies. Finally, the security domain refers to reduced vulnerability to violence and conflict, which can result in physical and psychological harm and lessen the ability of individuals, households, and communities to fulfil their potential (UN Millennium Project, 2005).

Moreover, the 2000 Education for All (EFA) Framework for Action states that gender-based discrimination remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, Education

for All cannot be achieved. Fifteen years later, attention to gender issues remains a key component of the global agenda. In fact, at the 2015 World Education Forum in Incheon, Korea, representatives issued a declaration reaffirming the vision of EFA initiated in Jomtien in 1990, and reiterated in Dakar in 2000. The Education 2030 declaration articulates a continued vision of achieving inclusive and equitable quality education and lifelong learning for all. This vision explicitly recognizes the importance of gender equality in achieving the right to education for all (Global Partnership for Education, 2017).

Similarly, the Education 2030 calls on governments and partners alike to put in place gender-sensitive policies, planning and learning environments. The importance of identifying and addressing gender issues through education sector plans (ESPs) is emphasized in the Education Sector Analysis (ESA) Methodological Guidelines prepared by the UNESCO International Institute for Education Planning (IIEP), the World Bank, UNICEF, and the Global Partnership for Education (GPE), and the GPE-IIEP Guidelines for Education Sector Plan Preparation and Guidelines for Education Sector Plan Appraisal.

Understanding and addressing gender issues in all areas of education – that is, from the quality of learning experiences to achievement and aspiration for the future – is key to achieving the global commitment to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (United Nations Sustainable Goal 4, 2017).

Meanwhile, the Philippines is committed under international and national laws to integrate gender equality into the principles, goals, and processes of Philippine education. The 1987 Philippine Constitution provides 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, 1987 Philippine Constitution).

Under the Implementing Rules and Regulations of RA No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) is mandated to ensure that the basic education curriculum is gender- and culture-sensitive. In addition, the Women's Empowerment, Development, and Gender Equality (Women's EDGE) Plan 2013-2016, particularly in its chapter on Education, published by the Philippine Commission on Women (PCW), summed up the enduring gender issues in Philippine education, as follow: a) boys are underperforming in key education indicators compared to girls; b) indigenous peoples (IPs) fall behind in enrolment data and experience discrimination; c) higher education degrees manifest marked gender-segregation; d) gender biases and stereotypes remain and are still embedded in the curricula, instructional methods, materials, and learning media; and e) women and girls continue to be vulnerable to sexual harassment and violence inside schools (DepEd Order No. 32, Series of 2017).

A thorough understanding of the level of gender awareness and gender sensitivity in education systems is a prerequisite to positive action. UNESCO

supported national training workshops in the five countries on a set of six tools to conduct gender assessments of curriculum, textbooks, teacher training materials and teaching practices. Textbooks and learning materials can perpetuate a skewed focus on gender. The 2016 Global Education Monitoring report detailed how stereotypical representations of gender – men as doctors, women as nurses – are rampant in textbooks worldwide (UNESCO Bangkok, 2017).

Subsequently, there are five main principles or patterns underpinning successful gender equality in education approaches. First, partnership approaches that bring together governments, donors and civil society are key. Second, there is a need for enacting multiple and multi-sectoral interventions to address the complex demand and supply-side challenges to girls' education and gender equality in education more broadly. Third, there is a need for strategic and evidence-based policy advocacy and support for continued research, monitoring, and evaluation. Fourth, there must be commitment on the part of governments and their partners to the promotion of gender equality in education. Fifth, governments, with the support of donors and civil society, must ensure adequate and sustainable education financing. Research suggests that successful policies address change and drive action in three main interconnected areas, namely: a) interventions, b) institutions, and c) interactions.

In addition, enacting and promoting gender equality in education involves institutional reform and transformation. Gender mainstreaming and gender-responsive budgeting represent two of the most important policy approaches that

governments have adopted to demonstrate their commitment to the realization of gender equality in education and beyond. Institutional reform also covers the need to develop strong monitoring, accountability and enforcement mechanisms for successful policy implementation and development. The collection of sufficient and appropriate data concerning participation, gender relations, context, experience, learning, and outcomes is critical here, and a commitment to the collection and analysis of sex-disaggregated data is of paramount importance for monitoring progress and identifying challenges to the achievement of gender equality in education. Effective enforcement mechanisms are also needed to ensure, among other things, the implementation of gender equality policies, including anti-sexual harassment policies and others aimed at combating gender-based violence in schools.

The improvement in access in enrolment has not been mirrored in an improvement in gender equality in performance. Concerns about gender differences in education have focused primarily on the disadvantage and underachievement of girls, but recently, the underachievement of boys in reading has become the focus of some policy attention (Borgonovi & Jakubowski, 2011).

More so, gender gaps in achievement in Mathematics are quite small, but at the higher level boys tend to outperform girls. These results support other findings that where girls significantly outperformed boys in reading but were under-represented at the highest competency levels in Mathematics. Differences in student achievement, however, do not account completely for gender

differences career choices. Across the different countries, girls tend to be more ambitious, but boys are still much more likely to opt for careers in computing and engineering, and girls who opt for a career in health and medicine outnumber boys, without exception.

Hence, these results indicating gender gaps in some learning areas prompted the Philippines to intensify its commitment to be gender-responsive. Hence, the DepEd has formulated the DepEd Order No. 32, Series of 2017 which is also known as the Gender-Responsive Basic Education Policy. This policy mandates DepEd to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education, to promote protection of children from all forms of gender-related violence, abuse, exploitation, discrimination and bullying, and to promote gender equality and non-discrimination in the workplace and within DepEd. This policy specifically addresses gender-responsiveness in the aspects of learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

Despite some gaps in the policy implementation, the country has made significant progress in enhancing the opportunities and welfare of its women and men. The country scores well on international gender equality standards, particularly in the four categories that determine gender gap, to wit: educational attainment, health and survival, economic participation and opportunity, and political empowerment. Despite its better scorecard, there is still much to be done

in the following aspects: a) promotion of gender-fair participation, retention and achievement in education as in the case of more boys dropping out of school than girls because they need to work to augment the family income; b) stop sexual exploitation and trafficking of women and children; and c) give access to prenatal care services to reduce the prevalent high maternal mortality rate (UNICEF, 2017).

Hence, overall, there is still a need to probe deeper into the attitude toward GAD of the teachers and GAD coordinators as well as investigate on their views regarding the extent of implementation of GAD Policy in junior high schools. Therefore, the aforementioned literature provided strong support which shed light to the conduct of the present research.

Related Studies

This part of the chapter presents the findings of reviewed previous researches sourced from master's theses, dissertations, and other unpublished materials including institutional researches.

Pacoy (2012) showed that initiatives for women development are demand-driven and are focused on three areas as (a) gender sensitivity training, (b) raising awareness on violence against women and children, and (c) sustaining livelihood and income-generating activities. Albeit the response of the local governments is low, communicating the gender budget policy to them can be considered as an advocacy tool for providing resources for GAD. The goal of empowering women and the concept of gender budgeting would have been

disregarded and would not have been taken into account had a specific amount not been cited.

The study of Pacoy paralleled the present research in terms of focus on gender and reducing gender gaps through gender-responsive policies. Nonetheless, they differed in terms of specific aspect of gender-responsiveness issue tackled. While the previous research dealt specifically with gender-responsive budgeting, the present research zeroed in on gender-responsive basic education policy. Another point of divergence between the two studies was on aspects of GAD Policy probed into. The previous research evaluated gender sensitivity training, involved raising awareness on violence against women and children, and finding sustainable livelihood and income-generating activities based on gender concerns. On the other hand, the present research evaluated the aspects pertaining to the basic education concerns of learners' development, curriculum standards, learning delivery, learning environment, learning resources and assessment.

Joiner (2012) identified the importance of knowing and understanding the unique story of women offenders in relation to effective treatment methods. Literature has argued that correctional programming and other community services should address the needs of women, which, in turn, would open the door for positive outcomes in terms of reducing recidivism, offering the chance of a better quality of life, and gaining greater incentives to avoid the criminal lifestyle.

The previous research was similar to the present research in as much as they were both concerned about gender-responsive policies. Despite the similarity, they differed because Joiner's research focused on gender-responsiveness of treatment on women offenders, whereas, the present research was on gender-responsive basic education policy.

Badayos-Jover (2012) highlighted that institutional and community representatives acknowledge gender as a cross cutting issue, yet, associate it mainly with "women's participation". Gender mainstreaming has largely remained rhetoric in the face of organizational masculinism. Hence, there is minimal integration of gender concerns in Philippine institutional climate change initiatives, despite specific policy pronouncements and years of bureaucratic gender mainstreaming.

Despite the obvious difference between the two studies, Badayos-Jover's dissertation was nevertheless cited here because of its focus on gender concerns. The previous dissertation dealt with how gender issues were integrated in climate change concerns. In that respect, gender is considered an important aspect of development effort in response to another social concern – climate change. Hence, it was pivotal to the present study which, in a sense, was concerned with knowing the extent of implementation of GAD Policy in junior high school implicitly emphasizing the indispensability of gender concerns in the education sector.

Alvarez (2013) aimed to understand how the Philippines try to close gender gap in politics. Filipino women's access in Philippine politics, however, is still

faced with several issues. Political kinship is still the main road for their access and cultural barriers have to be overcome.

The study of Alvarez was cited here insofar as it tackled women empowerment which was one important cornerstone of GAD, and thus, implicitly paralleled the present research. In spite of the said similarity, the present research differed from the previous research on some aspects. First, the previous research placed emphasis on women political empowerment as opposed to the present research which emphasized GAD Policy in schools. Second, the previous research was a case study in contrast to the present research which was a descriptive-correlation survey.

Gavino-Gumba (2013) aimed to examine gender equality in the leadership and operations of a selected HEI in the Philippines. Although the data showed male-dominance in the area of top management, there were more females in terms of composition and membership. Management is not of the authoritarian method since the university religiously practices participatory approach in decision-making. Such arrangement allows female members to voice out their concerns and gain support of other members. Furthermore, the relatively big number of female teachers allows women to impart knowledge to students, which are not only academic topics, but gender-related issues as well. This exchange of ideas allows gender issues to be discussed in a more open manner.

The research made by Gavino-Gumba was similarly situated as the present study – in an educational institution. However, the previous research was a case

analysis of the leadership and operations of an HEI with gender issues as superimposed concerns. The present study was only a descriptive assessment of how the teachers and GAD coordinators perceive the extent of implementation of GAD Policy in junior high schools. Despite the obvious difference between the two researches, Gavino-Gumba's study, nevertheless, provided the necessary literature for the conduct of the present study.

Bonnell (2014) found out that the expansion of gender-responsive programming and alternatives to incarceration respond to the marginalization of female offenders, address concerns about the financial sustainability of the United States criminal justice system, and tackle high recidivism rates.

The only similarity of the previous research of Bonnell and the present research was on their emphasis on gender-responsive policies. It is for this reason that said study was cited here. Nevertheless, they differed because the previous research was on gender-responsive programming for the non-violent female offenders and, thus, implied some punitive issues. By contrast, the present research tackled the gender-responsive basic education to provide broader access to quality education to basic education students regardless of their gender issues.

Forssman (2016) suggested that the implementation of the gender mainstreaming strategic plan is lacking in the secondary schools of Kisumu County. The consequence is a reduction in the opportunities that could have been provided, especially for the adolescent girls of Kisumu County. A majority of the teachers in the study are unaware of the details, or even the existence, of the

strategic plan and there seems to be a problem with communicating the policy from the county government to those who are supposed to implement it on the street level. However, the study also shows that the high inequality between the number of boys and girls in Kisumu County secondary schools is highly connected to poverty. It is, therefore, possible that even if the gender mainstreaming strategic plan were to be flawlessly implemented in the education sector, the issue of high drop-out rates of adolescent girls in the county, and the inequality between boys and girl's enrolment in secondary education, would remain.

Foremost among the similarities of the present research and the cited study was their focus on gender concerns. Second, both studies were centered on gender mainstreaming. Although the present research likewise tackled gender mainstreaming, it was just subtle and/or implied insofar as it focused on gender-responsiveness of the teaching and learning elements in the basic education level.

Sumadsad (2016) determined school community awareness on Gender and Development (GAD) in a higher education institution as a potential basis for its comprehensive dissemination. Faculty members, staff and students of Polytechnic University of the Philippines – Sto. Tomas, Batangas Branch, as a whole, are found aware of GAD. While they are moderately aware of gender issues and government agencies integrating GAD plan to programs, projects and activities, however, they are aware of gender roles and national mandates and other related laws. Furthermore, school community members are conscious of significant factors affecting GAD awareness.

The parallelism between the research conducted by Sumadsad and the present study was evident in several respects. First, both studies were situated in educational institutions. Second, both studies were focused on assessing GAD. Despite the similarities, however, they differed. While the study of Sumadsad was on GAD awareness, the present study was on the respondents' attitude toward GAD and the extent of implementation of GAD Policy in schools. In addition, Sumadsad included an investigation of the factors affecting the respondents' awareness toward GAD in contrast to the present study which was only concerned with finding out the extent of implementation of GAD along some aspects which included learners' development, curriculum standards, learning delivery, learning environment, learning resources and assessment.

Cabanos (2016) conducted a study which showed that the gender equality policy within the company really works as per the evaluation of the employees' level of comfort in the mechanism, their level of agreement in all areas of employee development and welfare, and the policy regardless of their gender. Also, it showed that discrimination exists nowadays yet an effective gender equality policy will be able to resolve and, further eradicate any future incidents of discrimination within the company.

The study of Cabanos was very similar to the present research as it dealt with an examination of the extent by which an organization implements gender-related policy. Just like Cabanos' study, the present research focused on an examination of GAD. They differed because Cabanos conducted the study in a

business organization while the present study was conducted in junior high schools.

Villaroman (2017) showed that there was an apparent inclusion of gender and development in General Education and Professional Education Courses which could be categorized into explicit or implicit integration. Moreover, there were variety of teaching strategies and materials used in integrating Gender and Development (GAD). It ranged from film showing followed by critical discussions, research output presentations, role-play, class discussions, art analysis, literary analysis, and lecture/forum of an expert. From the employed strategies and materials, it articulated the meaning of GAD that men and women must be provided with equal opportunities to realize their full potentials.

The previous research paralleled the present research in terms of the subject of study – Gender and Development (GAD). Yet, they differed in several aspects. First, the previous research was more specific as it dealt with gender mainstreaming in General Education and Professional Education courses while the present research broadly tackled the attitude toward GAD of the teachers and GAD coordinators, and the extent of implementation of GAD in junior high schools. Lastly, the previous research was focused on GAD in tertiary schools as opposed to the present research which focused on GAD in secondary schools.

The studies cited here were worthy of mention because they provided insights regarding the importance of gender-responsive policies in governmental

institutions. Yet, they were different from the present research in terms of procedures used.

Chapter 3

METHODOLOGY

This chapter presents and discusses the methods or procedures which were used in the conduct of the present research. These specifically include the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study utilized the descriptive-correlational research design to measure and assess the statistical relationship between the variates of the study (Shaughnessy, Zechmeister, & Jeanne, 2011). With the said research design, this study attempted to find out the attitudes toward Gender and Development (GAD) issues and extent of implementation of DepEd Order Number 32, Series of 2017 among junior high schools of Catbalogan City Division during the School Year 2018-2019.

The teacher-respondents' profile in terms of their age and sex, civil status, highest educational attainment, and teaching experience were described in this study. Similarly, the descriptive method was used to describe the profile of the school GAD coordinator-respondents in terms of their age and sex, civil status, teaching experience, number of years as GAD coordinator, and attendance in relevant trainings/seminars in GAD. In addition, the descriptive research method

was used to assess the respondents' attitude toward GAD issues, and their perceptions on the extent of implementation of DepEd Order Number 32, Series of 2017 in junior high schools along the following aspects, to wit: learners' development, curriculum standards, learning delivery, learning environment, learning resources and assessment.

Correlation analysis was conducted in order to determine the relationship between the attitudes toward GAD issues and the teacher-related variates and school GAD coordinator-related variates; and between the extent of implementation of Department of Education Order Number 32, Series of 2017, in junior high schools in Catbalogan City Division, and the teacher-related variates and school GAD coordinator-related variates. On the other hand, comparative analysis was conducted in order to determine the difference between the attitudes toward Gender and Development issue of the teacher- and GAD coordinator-respondents; and on their perceptions on the extent of implementation of Department of Education Order Number 32, Series of 2017, in junior high schools in Catbalogan City Division along the following aspects, to wit: learners' development, curriculum standards, learning delivery, learning environment, learning resources and assessment.

Instrumentation

This study utilized a questionnaire as research instrument to gather the needed data.

Questionnaire. The questionnaire was a scaling questionnaire with items taken and modified from the provisions of DepEd Order Number 32, Series of 2017. There were two sets of questionnaires for the two groups of respondents, namely, teacher- and school GAD coordinator-respondents. Both sets of questionnaires were composed of two major parts.

Part I of the questionnaire was a combination of supply type and checklist type with items pertaining to the teacher- and school GAD coordinator-respondents' profile such as their age and sex, civil status, highest educational attainment, teaching experience, number of years as GAD coordinator, and attendance in relevant trainings/seminars in GAD. In this part of the questionnaire, the respondents were tasked to fill in the blank spaces with the needed information and/or to place a check mark on the line spaces provided before each item.

Part II of the questionnaire was a checklist sub-divided into two parts, namely: Attitude toward GAD Issues, and Extent of Implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools. The attitude checklist was composed of 10 items with the following five-point scale to quantify the respondents' responses: 5 for Strongly Agree, 4 for Agree, 3 for Undecided, 2 for Disagree, and 1 for Strongly Disagree.

The second part of Part II was sub-divided into six aspects reflective of the extent of implementation of GAD Policy in junior high schools, namely: learners' development, curriculum standards, learning delivery, learning environment,

learning resources, and assessment. This was a checklist composed of 10 items for each sub-part. The respondents' responses were quantified using a five-point scale, to wit: 5 for Always Encountered (AE), 4 for Often Encountered (OE), 3 for Sometimes Encountered (SE), 2 for Rarely Encountered (RE), and 1 for Never Encountered (NE).

Validation of Instrument

The questionnaire of the study was not subjected to validation. The indicators of the questionnaire were taken from the said DepEd Order and the sub-indicators were modified from the discussions per indicator in the said DepEd Order No. 32, s. 2017.

Sampling Procedure

The respondents of the study were the junior high school teachers and school GAD coordinators of all the junior high schools of Catbalogan City Division, namely: Samar National School, Guinsorongan National High School, Pangdan National High School, Antonio G. Tuazon High School, Catbalogan National Comprehensive High School, Silanga National High School, and Catbalogan City Agricultural School, as depicted in Table 1.

From the table, it is evident that there were a total of 388 teachers in all the eight junior high schools in Catbalogan City Division. Using the Slovin's formula, the sample size was computed at 197 teacher-respondents, distributed

proportionately into the eight junior high schools. Yet, inasmuch as the data gathering coincided with the end of school term, convenience sampling was used.

Table 1
Sampling Frame of the Study

Junior High Schools	Teachers		GAD Coordinators
	Total	Sample	
SNS	182	92	2
EVRHS	16	8	1
GNHS	46	23	1
PNHS	16	8	1
AGTHS	21	11	1
CNCHS	49	25	1
SNHS	54	27	1
CCAIS	4	3	1
Total	388	197	9

The said sampling scheme was used insofar as there were 100 teacher-respondents who were available during the actual data gathering which was held in time for the signing of the payroll and during the Interfacing for the RPMS of the teachers in the various JHS.

On the other hand, there were only nine GAD coordinators in Catbalogan City Division, and thus, total enumeration or universal sampling was used.

Data Gathering Procedure

The data were collected immediately after having been approved by the ethical review committee after the Pre-Oral Defense. A letter request to conduct

the said study was addressed to the City Schools Division Superintendent of the DepEd Catbalogan City. After approval of the same letter, separate letters were addressed to the Secondary School Principals, Head Teachers, and Teachers-in-Charge of the various public junior schools in said division, to request permission to administer the questionnaire among the respondents of the study.

The survey was made personally by the researcher at any time most convenient to the respondents.

Statistical Treatment of Data

Descriptive and inferential statistics were utilized in the analysis and presentation of data such as frequency count, percentage, arithmetic mean, standard deviation, weighted mean, Pearson's Product-Moment Coefficient of Correlation (Pearson's r), probability value (p value), and t-test for independent sample means.

Frequency Count. This statistical tool was used to tabulate the variables such as the respondents' age, sex, civil status, and among others, in terms of their occurrence by category.

Percentage. The conversion to percentage was used to measure the magnitude of occurrence of each variable by category with reference to the total number of observations.

Arithmetic Mean. This statistical measure, whenever applicable, determined the general view of the observation as measured toward the center or the average.

Standard Deviation. This tool measured the disparity of each observation as it deviated from the average.

Weighted mean. This statistic was used to ascertain the teacher- and GAD coordinator-respondents' attitude toward GAD and the extent of implementation of GAD Policy in junior high schools.

Chi-Square Test. This test statistic was used to determine the relationship between the variates, particularly as regards to their sex and civil status.

Pearson's Product-Moment Coefficient of Correlation (Pearson's r). This tool was used to measure the degree of correlation between the attitudes toward GAD Policy and the teacher-related variates and school GAD coordinator-related variates; and between the extent of implementation of GAD Policy as per the Department of Education Order Number 32, Series of 2017, in junior high schools of Catbalogan City Division, and the teacher-related variates and school GAD coordinator-related variates.

Table 2 served as guide for the researcher in interpreting the computed r -value (SRTC, 2013:98).

t-test for independent sample means. This statistical tool was used to determine the difference between the attitudes toward Gender and Development

Table 2

Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
$0 < p < +0.2$	Very weak linear association
$+0.2 \leq p < +0.4$	Weak linear association
$+0.4 \leq p < +0.6$	Moderate linear association
$+0.6 \leq p < +0.8$	Strong linear association
$+0.8 \leq p < +1.0$	Very strong linear association
$+1.0$	Perfect linear association

issues of the teacher- and school GAD coordinator-respondents; and on their perceptions on the extent of implementation of Department of Education Order Number 32, Series of 2017, in junior high schools in Catbalogan City Division along the following aspects, to wit: learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

All the hypotheses were tested at $\alpha = 0.05$ level of significance. For precision and accuracy in the data processing, the researcher used the Statistical Package for Social Sciences (SPSS) software as aid in the data processing.

Finally, the study was conducted with the appropriate consent of the respondents of the study. More so, this went through the ethical review required by the University through the Institutional Research Ethics Review Committee (IRERC).

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter involves the detailed presentation, analysis and interpretation of data as specified in this study. This includes the profile of the respondents, attitudes toward gender and development policy, and its extent of implementation among Junior High Schools of Catbalogan City Division, and the tests of hypotheses.

Profile of the Teacher-Respondents

The profile of the teacher-respondents as to their age, sex, civil status, highest educational attainment, and teaching experience is presented in this section.

Age and Sex. Table 3 depicts the distribution of the teacher-respondents according to their age and sex.

It is revealed from the result below that most of the teacher-respondents are 27 to 33 years old with 32 or 32.00 percent of the respondents. The oldest teacher-respondent was aged 62-68 years old, with one or 1.00 percent. By contrast, the youngest teacher-respondents were aged 20-26 years old, with 24 or 24.00 percent of the respondents. Hence, the average age of the teacher-respondents was posted at 34.61 years old with a standard deviation of 10.48 years.

Table 3
Age and Sex of Teacher-Respondents

Age	Sex				Total	Percentage
	Male		Female			
	f	%	f	%		
62 - 68	0	0.00	1	1.00	1	1.00
55 - 61	1	1.00	4	4.00	5	5.00
48 - 54	4	4.00	4	4.00	8	8.00
41 - 47	3	3.00	14	14.00	17	17.00
34 - 40	5	5.00	8	8.00	13	13.00
27 - 33	10	10.00	22	22.00	32	32.00
20 - 26	18	18.00	6	6.00	24	24.00
Total	41	41.00	59	59.00	100	100.00
Mean	31.39 yrs		36.85 yrs		34.61 yrs	
SD	10.01 yrs		10.29 yrs		10.48 yrs	

The data implied that the teacher-respondents was approximately 35 years old, indicating further that they were in their mid-30s. This implied also that they belonged to early adulthood which covers the ages from 20 to 40 years old. It is at this stage where the goals include choosing and establishing careers, fulfilling sexual needs, establishing homes and families, expanding social circles, and developing naturally ("Early Adulthood", 2018).

It is likewise at this time of development when individual experiences varied milestones in their physical, psycho-social and cognitive aspects. In fact, it is at this time when individuals' physical development reach their peak.

Meanwhile, 59 or 59.00 percent of the teacher-respondents were female while the remaining 41 or 41.00 percent teacher-respondents were male. This

meant that most of the teacher-respondents were female. This likewise implied that the teaching profession is still largely biased toward the female gender. According to Drudy (2008), the teaching of young children has long been dominated by women. This predominance of women in the teaching profession is evident in most countries throughout the world. Hence, the finding further supports the theoretical premise of Bourdieu (2001) which states that the social reality is constructed by a division of things and activities in line with binary classifications, of which sex division (male and female) is one of the crucial ones. These arbitrary divisions are then naturalized and understood as normal, natural, and inevitable.

Civil Status. Table 4 presents the distribution of the teacher-respondents as to their civil status.

Table 4
Civil Status of Teacher-Respondents

Civil Status	f	Percentage
Single	52	52.00
Married	42	42.00
Separated	3	3.00
Widowed	3	3.00
Total	100	100.00

As reflected in Table 4, most of the teacher-respondents were single at 52 or 52.00 percent, followed by married with 42 or 42.00 percent. While few teacher-

respondents are separated and widowed with three or 3.00 percent each. This means that most of the teacher-respondents were still unmarried.

Highest Educational Attainment. The distribution of the teacher-respondents as to their highest educational attainment is given in Table 5.

As reflected in Table 5, most of the teacher-respondents reached Bachelor's degree only with 38 or 38.00 percent, followed by with units in any graduate programs with 28 or 28.00 percent teacher-respondents.

Table 5

Highest Educational Attainment of Teacher-Respondents

Highest Educational Attainment	f	Percentage
With Degree in Any Post-Graduate Programs	5	5.00
With Units in Any Post-Graduate Programs	6	6.00
With Degree in Any Graduate Programs	23	23.00
With Units in Any Graduate Programs	28	28.00
Bachelor's Degree Only	38	38.00
Total	100	100.00

While few of the teacher-respondents reached with units in any post-graduate programs and with degree in any post-graduate programs at six (6.00 percent) and five (5.00 percent), respectively. This implied that majority of the teacher-respondents pursued graduate education with only a fraction of them having only their Bachelor's degree as there were only 38 of them out of the total 100 teacher-respondents.

Teaching Experience. The distribution of the teacher-respondents in terms of their teaching experience is shown in Table 6.

Table 6
Teacher Experience of Teacher-Respondents

Teacher Experience	f	Percentage
12 and above	20	20.00
7 - 11 years	23	23.00
2 - 6 years	39	39.00
0 - 1 year	18	18.00
Total	100	100.00

Table 6 shows the teacher-respondents length of service in teaching experience. The result reflected that 39 or 39.00 percent teacher-respondents had been teaching for 2 - 6 years, followed by 23 or 23.00 percent with 7 - 11 years' experience in teaching. This meant that the teacher-respondents were relatively new in the teaching profession as they had only been teaching for less than a decade since most of them had only been teaching for two to six years.

**Profile of School GAD Coordinator-
Respondents**

The profile of the school GAD coordinator-respondents as to their age, sex, civil status, teaching experience, highest educational attainment, number of years as GAD coordinator, and attendance in relevant trainings/seminars in GAD is herein presented.

Age and Sex. Table 7 reflects on the distribution of the school GAD coordinators as to their age and sex.

Table 7
Age and Sex of School GAD Coordinator Respondents

Age	Sex				Total	Percentage
	Male		Female			
	f	%	f	%		
25	-	-	1	11.11	1	11.11
43	-	-	1	11.11	1	11.11
55	-	-	1	11.11	1	11.11
48	-	-	1	11.11	1	11.11
28	-	-	1	11.11	1	11.11
32	-	-	1	11.11	1	11.11
41	-	-	1	11.11	1	11.11
31	1	11.11	-	-	1	11.11
57	-	-	1	11.11	1	11.11
Total	1	11.11	8	88.89	9	100.00
Mean	31.00 yrs		41.13 yrs		40.00 yrs	
SD	0		12.02 yrs		11.74 yrs	

As it is shown in the table, the school GAD coordinator-respondents' ages ranged from 25 years old, being the youngest, to 57 years old, being the oldest. Other ages include 55 years old, 48 years old, 43 years old, 41 years old, 32 years old, 31 years old, and 28 years old. Hence, the average age of school GAD coordinator-respondents posted at 40.00 years old with standard deviation of 11.74 years.

This meant that the school GAD coordinator-respondents were still in their early adulthood considering that, on the average, they were in their 40s. It is at this

stage where the goals include choosing and establishing careers, fulfilling sexual needs, establishing homes and families, expanding social circles, and developing naturally ("Early Adulthood", 2018). It is likewise at this time of development when individual experiences varied milestones in their physical, psycho-social and cognitive aspects. In fact, it is at this time when individuals' physical development reach their peak.

Moreover, the table shows that eight or 88.89 percent of the school GAD coordinator-respondents were female while the remaining one or 11.11 percent was a male. This means that majority of the school GAD coordinator-respondents are female.

Civil Status. Table 8 yields the distribution of the school GAD coordinator-respondents in terms of their civil status.

Table 8

Civil Status of School GAD Coordinator-Respondents

Civil Status	f	Percentage
Single	3	33.33
Married	6	66.67
Total	9	100.00

As it is shown in the table, there were six or 66.67 percent school GAD coordinator-respondents who were married, followed by single with three or 33.33

percent. This means that most school GAD coordinator-respondents were already married.

Teaching Experience. The teaching experience of the school GAD coordinator-respondents is presented in Table 9.

Table 9

Teaching Experience of School GAD Coordinator-Respondents

Teacher Experience	f	Percentage
2 - 6 years	5	55.56
7 - 11 years	2	22.22
12 and above	2	22.22
Total	9	100.00

Table 9 reflected that five or 55.56 percent school GAD coordinator-respondents had 2 - 6 years' teaching experience while two or 22.22 percent had 7 - 11 years, and two or 22.22 percent had 12 years and above teaching experience. This means that most of the school GAD coordinator-respondents had two to six years teaching experience which implied further that they were relatively new in the teaching profession.

Highest Educational Attainment. Table 10 shows the highest educational attainment of the school GAD coordinator-respondents.

As reflected in Table 10, most of school GAD coordinator-respondents reached degree in any graduate program with three or 33.33 percent. While few of

Table 10

**Highest Educational Attainment of School
GAD Coordinator-Respondents**

Highest Educational Attainment	f	Percentage
Bachelor's Degree Only	2	22.22
With Units in Any Graduate Programs	2	22.22
With Degree in Any Graduate Programs	3	33.33
With Units in Any Post-Graduate Programs	1	11.11
With Degree in Any Post-Graduate Programs	1	11.11
Total	9	100.00

GAD coordinator-respondents reached with units in any post-graduate programs and with degree in any post-graduate programs with one or 11.11 percent each. This implied that most of the school GAD coordinator-respondents pursued graduate education, and hence, were able to earn graduate education.

Number of Years as School GAD Coordinator. Table 11 provides the data on the number of years spent by the school GAD coordinator-respondents as such.

The result shows that an equal number of three or 33.33 GAD coordinator-respondents had three, two and one year experience as school GAD coordinator. The average number of years as school GAD coordinator was posted at two years, with a standard deviation of 0.87 years. This implied that the GAD coordinator-respondents had relatively short period of time spent as school GAD coordinators.

Table 11
Number of Years as School GAD Coordinator

Number of Years as School GAD Coordinator	f	Percentage
Three Years	3	33.33
Two Years	3	33.33
One Year	3	33.33
Total	9	100.00
Mean	2.00	
SD	0.87	

Attendance in Relevant Trainings/Seminars. Table 12 shows the attendance in relevant trainings/seminars of the school GAD coordinator-respondents.

The table shows that one or 11.11 percent school GAD coordinator-respondents had the most attendance in relevant trainings/seminars at three times, followed by three or 33.33 percent school GAD coordinator-respondents who attended two relevant trainings/seminars in GAD. There were, however, four or 44.44 percent school GAD coordinator-respondents with the least number of attendance at one relevant training/seminar.

Lastly, there was one or 11.11 percent school GAD coordinator-respondent with no attendance in relevant training/seminar in GAD. The average number of trainings/seminars attended was computed at two, with a standard deviation of one training/seminar attended. The result implied that the school GAD coordinator-respondents attended lesser number of relevant trainings/seminars.

Table 12

**Attendance in Relevant Training/Seminars of School GAD
Coordinator-Respondents**

Attendance in Relevant Trainings/Seminars	f	Percentage
Three	1	11.11
Two	3	33.33
One	4	44.44
Zero	1	11.11
Total	9	100.00
Mean	1.44	
SD	0.88	

Attitude toward Gender and Development
Issues of the Teacher and School
GAD Coordinator-
Respondents

Table 13 presents the attitude toward Gender and Development issues of the teacher- and school GAD coordinator-respondents.

As it is reflected in the said table, six statement indicators were agreed upon by the teacher-respondents based on the values of the weighted mean which ranged from 4.06 to 2.43.

Of these six statement indicators, three obtained the highest weighted mean. These were: "People should be treated equally regardless of their sex both at home and in school", with a weighted mean of 4.06; "Boys have the same obligations to help with household chores as girls", with a weighted mean of 3.92;

Table 13

**Attitude toward Gender and Development Issues of the Teachers
and School GAD Coordinators**

Attitude Statements	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. People should be treated equally regardless of their sex both at home and in school.	4.06	A	5.00	SA
2. Boys have the same obligations to help with household chores as girls.	3.92	A	4.67	SA
3. Girls should be cleaner and tidier than boys.	3.64	A	2.56	U
4. Men should occupy posts of responsibility.	2.43	D	2.56	U
5. Some jobs are not appropriate for women.	2.67	U	3.22	U
6. Children should be given freedom depending on their age and how mature they are, not depending on their sex.	3.62	A	4.22	A
7. Household chores should not be allocated by sex.	3.57	A	4.44	A
8. People should stop thinking about whether people are men or women and focus on other characteristics.	3.69	A	4.44	A
9. People think it is worse to see a man cry than a woman.	2.66	U	2.89	U
10. People think boys should be brought up differently than girls.	3.43	U	3.00	U
Total	33.69		37.22	
Grand Mean	3.37	U	3.72	A

Legend:

- 4.51 - 5.00 Strongly Agree (SA)
 3.51 - 4.50 Agree (A)
 2.51 - 3.50 Undecided (U)
 1.51 - 2.50 Disagree (D)
 1.00 - 1.50 Strongly Disagree (SD)

and “People should stop thinking about whether people are men or women and focus on other characteristics”, with a weighted mean of 3.69.

Meanwhile, the teacher-respondents were undecided as regards to three statement indicators based on the values of the weighted mean which ranged from 3.43 to 2.66. These were: “People think boys should be brought up differently than girls”, with a weighted mean of 3.43; “Some jobs are not appropriate for women”, with a weighted mean of 2.67; and “People think it is worse to see a man cry than a woman”, with a weighted mean of 2.66. Lastly, there was one indicator disagreed upon by the teacher-respondents as evidenced by the weighted mean at 2.43 for “Men should occupy posts of responsibility”.

The mean of the teacher-respondents’ attitude toward GAD issues was computed at 3.37, interpreted as undecided. This implied that the teacher-respondents were undecided as regards to the GAD issues, especially when it came to thinking that boys should be brought up differently than girls, that some jobs are not appropriate for women, and that it is worse to see a man cry than a woman.

According to Agarwal and Shukla (2019), attitude is defined as a positive or negative evaluation of people, objects, events, activities or ideas. Hence, in this particular study, the teacher-respondents were undecided to the statement indicators which, in turn, implied that they were uncertain about the various issues about GAD. This is rather unfortunate that the teachers had an uncertain stand toward GAD issues inasmuch as the teachers are at the forefront of the

teaching and learning process, and, thus, they are expected to impart information and skills free from any biases and prejudices. The role of the teacher in the educational process is vital and crucial as he/she influences the students by what he/she does. The students may be influenced by the teachers' attitudes through every word uttered by them or gesture which the former might absorb. The point of concern is there is a possibility that these students would, in turn, apply the attitudes of their teachers toward GAD when they deal with others in society for years to come (Agarwal & Shukla, 2019).

Meanwhile, the school GAD coordinator-respondents strongly agreed to two statements based on the values of the weighted mean posted at 5.00 and 4.87 for "People should be treated equally regardless of their sex both at home and in school", and "Boys have the same obligations to help with household chores as girls". Moreover, they agreed to three statement indicators based on the values of the weighted mean which ranged from 4.44 to 4.22 for "Household chores should not be allocated by sex", "People should stop thinking about whether people are men or women and focus on other characteristics", and "Children should be given freedom depending on their age and how mature they are, not depending on their sex".

However, there were five statement indicators to which the school GAD coordinator-respondents were undecided based on the obtained values of the weighted mean which ranged from 3.22 to 2.56. Of these five, three obtained the highest weighted mean, to wit: "Some jobs are not appropriate for women", with

a weighted mean of 3.22; “People think boys should be brought up differently than girls”, with a weighted mean of 3.00; and “People think it is worse to see a man cry than a woman”, with a weighted mean of 2.89.

The mean of the school GAD coordinator-respondents’ attitude toward GAD issues was computed at 3.72, interpreted as agree. This implied that the school GAD coordinator-respondents had positive attitude toward GAD issues. This indicated that even older, more experienced individuals such as GAD coordinators exhibit changing attitude toward gender-related issues and concerns. According to Tinklin et al. (2005), 16-17 year-old people believed that it is beneficial for both genders to obtain higher qualifications and good careers and that children should be a joint responsibility. Recently, however, behavioral norms have become more symmetrical, and men’s roles have also been changing. This could be the result of the changing attitude of society at large, and of select people, in particular, such as the school GAD coordinators.

**Respondents’ Perception on the Extent of
Implementation of the DepEd Order
Number 32, Series of 2017 in
Junior High Schools in
Catbalogan City
Division**

This part provides a detailed discussion on the respondents’ perceptions as regard the extent of implementation of DepEd Order Number 32, Series of 2017, in Junior High Schools in Catbalogan City Division in terms of learners’

development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

Learners' Development. Table 14 provides the respondents' perception on the extent of implementation of Deped Order Number 32, Series of 2017, along learners' development.

As provided for in the table, all statement indicators were considered by the teacher-respondents as effectively implemented as evidenced by the values of the weighted mean which ranged from 4.30 to 3.98. Of these, five statement indicators obtained the highest weighted mean, of which, the statement "Gender equality concerns incorporated in the GAD Framework in School Improvement Plan (SIP)" obtained the highest weighted mean at 4.30. This was followed by: "Incorporation of gender-responsive classroom performance tasks", with a weighted mean of 4.29; and "Programs, projects and activities related to gender and development (GAD) are included and tackled in the Annual Implementation Plan (AIP)", with 4.23. The other two statement indicators were: "Inclusion and observance in the calendar of activities of important celebrations related to gender and development such as Women's Month, Children's Month and Campaign on Violence against Women, and other similar celebrations", with a weighted mean of 4.16; and "Exposing students to gender-responsive situations in the education sector such as in using addresses such as Ms./Miss, Mr./Mrs. and others", with a weighted mean of 4.12.

Table 14

**Respondents' Perception on Extent of Implementation of DepEd Order
Number 32, Series of 2017, along Learners' Development**

Learners' Development	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. Gender equality concerns incorporated in the GAD Framework in School Improvement Plan (SIP)	4.30	EI	4.67	VEI
2. Programs, projects and activities related to gender and development (GAD) are included and tackled in the Annual Implementation Plan (AIP)	4.23	EI	4.78	VEI
3. Inclusion and observance in the calendar of activities of important celebrations related to gender and development such as Women's Month, Children's Month and Campaign on Violence against Women, and other similar celebrations	4.16	EI	4.78	VEI
4. Integration of gender issues and concerns in the lessons per competencies in the different learning areas under the K to 12 curriculum	4.08	EI	4.33	EI
5. Incorporation of gender-related issues in the preparation of instruction and assessment per learning area	3.98	EI	4.56	VEI
6. Elimination of gender discrimination of students in classroom management such as in the seating arrangement and in the assignment of roles during sweeping schedule	4.01	EI	4.56	VEI
7. Setting of gender-neutral examples in instructional materials used for teaching	4.11	EI	4.56	VEI
8. Setting of real-life, locally-contextualized examples about gender roles in the various lessons in the different learning areas	4.08	EI	4.56	VEI
9. Exposing students to gender-responsive situations in the education sector such as in using addresses such as Ms./Miss, Mr./Mrs. and others	4.12	EI	4.44	EI
10. Incorporation of gender-responsive classroom performance tasks	4.29	EI	4.44	EI
Total	41.36		45.67	
Grand Mean	4.14	EI	4.57	VEI

Legend:

- 4.51 - 5.00 Very Effectively Implemented (VEI)
 3.51 - 4.50 Effectively Implemented (EI)
 2.51 - 3.50 Moderately Implemented (MI)
 1.51 - 2.50 Fairly Implemented (FI)
 1.00 - 1.50 Poorly Implemented (PI)

The overall mean of the teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in Catbalogan City Division was computed at 4.14, interpreted as effectively implemented. This meant that the teacher-respondents believed that said DepEd Order is effectively undertaken in Junior High Schools in Catbalogan City Division.

In this instance, implementation is a function of intention, output and outcome. Accordingly, the process of implementation refers to the bringing about of outcomes that are congruent with the original intentions by means of outputs. Thus, the concept of implementation reflects a set of concepts which is characterized by a surface clarity, at the same time, a deep structure (Lane, 2019). Hence, on the basis of the findings of this study, GAD Policy has attained not only a surface clarity but also a deep structure in terms of implementing it in Junior High Schools in Catbalogan City Division along learners' development, particularly in the incorporation of gender equality concerns in the GAD Framework in School Improvement Plan (SIP), incorporation of gender-responsive classroom performance tasks, inclusion of programs, projects and activities related to GAD in the Annual Implementation Plan (AIP), and among other considerations.

From the table, it is evident that seven of the 10 statement indicators on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in Catbalogan City Division along learners' development were

considered by the school GAD coordinator-respondents as very effectively implemented based on the values of the weighted mean which ranged from 4.78 to 4.56. Of these seven statement indicators, the statements “Programs, projects and activities related to gender and development (GAD) are included and tackled in the Annual Implementation Plan (AIP)”, and “Inclusion and observance in the calendar of activities of important celebrations related to gender and development such as Women’s Month, Children’s Month and Campaign on Violence against Women, and other similar celebrations”, both registered the highest weighted mean at 4.78. This was followed by “Gender equality concerns incorporated in the GAD Framework in School Improvement Plan (SIP)”, with a weighted mean of 4.67.

However, there were three statement indicators which were considered as effectively implemented by the school GAD coordinator-respondents. These were: “Exposing students to gender-responsive situations in the education sector such as in using addresses such as Ms./Miss, Mr./Mrs. and others”, and “Incorporation of gender-responsive classroom performance tasks”, both with a weighted mean of 4.44; and “Integration of gender issues and concerns in the lessons per competencies in the different learning areas under the K to 12 curriculum”, with a weighted mean of 4.33.

The mean of the school GAD coordinator-respondents’ perceptions on the extent of implementation of DepEd Order Number 32, Series of 2017 along learners’ development in the various Junior High Schools in Catbalogan City

Division was calculated at 4.57, interpreted as very effectively implemented. This meant that the school GAD coordinator-respondents believed that a gender-responsive policy aimed at developing learners is very effective, particularly in including programs, projects and activities related to gender and development (GAD) in the Annual Implementation Plan (AIP), including and observing in the calendar of activities of important celebrations related to gender and development such as Women's Month, Children's Month and Campaign on Violence against Women, and other similar celebrations, and incorporating gender equality concerns in the GAD Framework in School Improvement Plan (SIP), and among others.

Curriculum Standards. Table 15 shows the respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017, along curriculum standards.

It is reflected in the table, all the statement indicators obtained values of weighted mean which ranged from 4.19 to 3.91, interpreted as effectively implemented, from the perspective of the teacher-respondents. The table further reveals that of the statement indicators, the statement "Promotion of K to 12 Curriculum that enhances gender equality, human rights, sexuality, reproductive health, peace education, environmental education and child protection in subjects wherein these can be incorporated such as MAPEH, Science and Health, Araling Panlipunan" obtained the highest weighted mean posted at 4.19. This was

Table 15

**Respondents' Perception on Extent of Implementation of DepEd Order
Number 31, Series of 2017, along Curriculum Standards**

Curriculum Standards	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. Promotion of K to 12 Curriculum that enhances gender equality, human rights, sexuality, reproductive health, peace education, environmental education and child protection in subjects which these can be incorporated such as MAPEH, Science and Health, Araling Panlipunan	4.19	EI	4.56	VEI
2. Development of competencies in the different learning areas wherein GAD core messages such as responsible parenthood, equal opportunity, and equal representations in the government processes will be incorporated	4.07	EI	4.56	VEI
3. Integration of minimum standards on gender sensitivity in subjects such as MAPEH, Science and Health, and Araling Panlipunan	3.98	EI	4.33	EI
4. Integration of questions on gender and development (GAD) issues and concerns in academic school activities such as during population quiz, Science and Health quiz, Statistics quiz and other similar activities	3.91	EI	4.44	EI
5. Integration of gender sensitivity standards in making examples of lessons in class, especially using girls' issues as examples during discussions	3.92	EI	4.67	VEI
6. Consideration of gender-responsive teaching strategies especially in lessons on reproductive health in Science and Health and other related subjects	3.96	EI	4.33	EI
7. Inclusion of all gender such as male, female, lesbian and gays in the development of intervention schemes for slow learners	4.06	EI	4.56	VEI
8. Inclusion of lesbian, gay, bisexual and transgender features and examples in the delivery of the competencies in various subjects such as in Science and Health, and others	4.05	EI	4.67	VEI
9. Local contextualization of gender issues such as mothers being the light of the home and fathers being the provider of the family	3.95	EI	4.22	EI
10. Emphasis on modern theories about gender responsiveness as applied to basic education	3.92	EI	4.44	EI
Total	40.01		44.78	
Grand Mean	4.00	EI	4.48	EI

Legend:

- 4.51 - 5.00 Very Effectively Implemented (VEI)
 3.51 - 4.50 Effectively Implemented (EI)
 2.51 - 3.50 Moderately Implemented (MI)
 1.51 - 2.50 Fairly Implemented (FI)
 1.00 - 1.50 Poorly Implemented (PI)

followed by the statement indicators, to wit: “Development of competencies in the different learning areas wherein GAD core messages such as responsible parenthood, equal opportunity, and equal representations in the government processes will be incorporated”, with a weighted mean of 4.07; “Inclusion of all gender such as male, female, lesbian and gays in the development of intervention schemes for slow learners”, with a weighted mean of 4.06; “Inclusion of lesbian, gay, bisexual and transgender features and examples in the delivery of the competencies in various subjects such as in Science and Health, and others”, with a weighted mean of 4.05; and “Integration of minimum standards on gender sensitivity in subjects such as MAPEH, Science and Health, and Araling Panlipunan”, with a weighted mean of 3.98.

The mean of the teacher-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along curriculum standards was posted at 4.00, interpreted as effectively implemented. This implied that said DepEd Order is successful in meeting its mandate as regards to the promotion of gender-responsive curriculum standards, especially as regards to the promotion of K to 12 Curriculum that enhances gender equality, human rights, sexuality, reproductive health, peace education, environmental education and child protection in subjects where in these can be incorporated such as MAPEH, Science and Health, Araling Panlipunan; development of competencies in the different learning areas wherein GAD core messages such as responsible parenthood, equal opportunity, and equal representations in the government

processes will be incorporated; inclusion of all gender such as male, female, lesbian and gays in the development of intervention schemes for slow learners; inclusion of lesbian, gay, bisexual and transgender features and examples in the delivery of the competencies in various subjects such as in Science and Health, and others; and integration of minimum standards on gender sensitivity in subjects such as MAPEH, Science and Health, and Araling Panlipunan.

By contrast, it is presented in the table that an equal number of five statement indicators were perceived by the school GAD coordinator-respondents as very effectively implemented and effectively implemented. The five statement indicators perceived as very effectively implemented had weighted mean which values ranged from 4.67 and 4.56. These were: "Integration of gender sensitivity standards in making examples of lessons in class, especially using girls' issues as examples during discussions", and "Inclusion of lesbian, gay, bisexual and transgender features and examples in the delivery of the competencies in various subjects such as in Science and Health, and others", both with a weighted mean of 4.67; "Promotion of K to 12 Curriculum that enhances gender equality, human rights, sexuality, reproductive health, peace education, environmental education and child protection in subjects wherein these can be incorporated such as MAPEH, Science and Health, Araling Panlipunan", "Development of competencies in the different learning areas wherein GAD core messages such as responsible parenthood, equal opportunity, and equal representations in the government processes will be incorporated", and "Inclusion of all gender such as

male, female, lesbian and gays in the development of intervention schemes for slow learners” – with a weighted mean of 4.56.

The mean of the school GAD coordinator-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along curriculum standards was posted at 4.48, interpreted as effectively implemented. This implied that from the point of the view of the primary implementers of GAD Policy, the said DepEd Order is successful in providing a gender-responsive curriculum standards for the students.

Learning Delivery. Table 16 shows the respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017, along learning delivery.

Based on the data in the table, the teacher-respondents considered all statement indicators as effectively implemented as proven by the values of the weighted mean which ranged from 4.27 to 3.95. In fact, six statement indicators obtained the highest weighted mean.

These were: “Institution of gender responsive examples in lessons”, with a weighted mean of 4.27; “Maintain gender-responsive instructional delivery and services”, and “Utilization of pictures, multimedia presentations that are gender-responsive”, with a weighted mean of 4.07; “Utilization of brochures, pamphlets, graphs, charts and others which are gender-sensitive”, with a weighted mean of 4.04; and “Design of gender-responsive models of instruction in all learning areas

Table 16

**Respondents' Perception on Extent of Implementation of DepEd Order
Number 32, Series of 2017, along Learning Delivery**

Learning Delivery	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. Maintain gender-responsive instructional delivery and services	4.07	EI	4.56	VEI
2. Design of gender-responsive models of instruction in all learning areas for all types of learners	4.02	EI	4.67	VEI
3. Use of gender-responsive innovative teaching strategies	3.99	EI	4.78	VEI
4. Adoption of gender-responsive teaching and learning models aligned with the curriculum standards in the K to 12 Curriculum for the basic education levels	4.00	EI	4.67	VEI
5. Provide gender-responsive learning approaches and assessment models	3.95	EI	4.56	VEI
6. Institutionalization of scaffoldings in learning that are gender-responsive	4.02	EI	4.56	VEI
7. Utilization of pictures, multimedia presentations that are gender-responsive	4.07	EI	4.67	VEI
8. Utilization of brochures, pamphlets, graphs, charts and others which are gender-sensitive	4.04	EI	4.67	VEI
9. Focus on group discussions about sensitive issues pertaining to sexual preferences, masculine and feminine choices	3.98	EI	4.11	EI
10. Institution of gender responsive examples in lessons	4.27	EI	4.33	EI
Total	40.41		45.56	
Grand Mean	4.04	EI	4.56	VEI

Legend:

- 4.51 - 5.00 Very Effectively Implemented (VEI)
- 3.51 - 4.50 Effectively Implemented (EI)
- 2.51 - 3.50 Moderately Implemented (MI)
- 1.51 - 2.50 Fairly Implemented (FI)
- 1.00 - 1.50 Poorly Implemented (PI)

for all types of learners”, and “Institutionalization of scaffoldings in learning that are gender-responsive”, with a weighted mean of 4.02.

The mean of the teacher-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along learning delivery was computed at 4.04. This meant that the teacher-respondents believed in the success of said DepEd Order in promoting a gender-responsive learning delivery, especially as regards to instituting gender responsive examples in lessons; maintaining gender-responsive instructional delivery and services; utilizing pictures, multimedia presentations that are gender-responsive; utilizing brochures, pamphlets, graphs, charts and others which are gender-sensitive; and designing gender-responsive models of instruction in all learning areas for all types of learners, and institutionalizing scaffoldings in learning that are gender-responsive.

The table likewise shows that there were eight statement indicators which were considered by the school GAD coordinator-respondents as very effectively implemented based on the values of the weighted mean which ranged from 4.78 to 4.56. Among these eight statement indicators, the statement “Use of gender-responsive innovative teaching strategies” obtained the highest weighted mean at 4.78. The other statement indicators included: “Design of gender-responsive models of instruction in all learning areas for all types of learners”, “Adoption of gender-responsive teaching and learning models aligned with the curriculum

standards in the K to 12 Curriculum for the basic education levels”, “Utilization of pictures, multimedia presentations that are gender-responsive”, and “Utilization of brochures, pamphlets, graphs, charts and others which are gender-sensitive” – all with a weighted mean of 4.67; and “Maintain gender-responsive instructional delivery and services”, “Provide gender-responsive learning approaches and assessment models”, and “Institutionalization of scaffoldings in learning that are gender-responsive” – all with a weighted mean of 4.56.

Yet, there were two statement indicators which were considered as effectively implemented by the school GAD coordinator-respondents. These were: “Institution of gender responsive examples in lessons”, with a weighted mean of 4.33; and “Focus on group discussions about sensitive issues pertaining to sexual preferences, masculine and feminine choices”, with a weighted mean of 4.11.

The mean of the school GAD coordinator-respondents’ perceptions on the extent of implementation of DepEd Order Number 32, Series of 2017 along learning delivery was computed at 4.56, interpreted as very effectively implemented. Hence, the school GAD coordinator-respondents had strong belief that gender-responsive learning delivery mechanisms were very successfully implemented in the various Junior High Schools in Catbalogan City Division.

Learning Environment. The respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along learning environment is presented in Table 17.

Table 17

**Respondents' Perception on Extent of Implementation of DepEd Order
Number 32, Series of 2017, along Learning Environment**

Learning Environment	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. Promote gender-responsive physical and social environment in school with zero tolerance for all forms of violation of human rights	4.15	EI	4.33	EI
2. Ensure proper training to teachers and other stakeholders in education about GAD issues and concerns	4.15	EI	4.00	EI
3. Ensure that in-service trainings about capacity building for GAD concerns are held	4.00	EI	4.00	EI
4. Institutionalize teaching and learning plans, guides, processes, mechanisms and measures	4.06	EI	4.22	EI
5. Strengthen capacities of teachers and school administrators in providing appropriate intervention and immediate referral in cases of violations of GAD issues	4.00	EI	4.33	EI
6. Provision of gender-responsive discipline to students	4.04	EI	4.22	EI
7. Crafting of gender-responsive classroom structure	4.06	EI	4.33	EI
8. Establishment of area on gender-responsive activities such as the celebration of the National Women's Month	4.14	EI	4.33	EI
9. Establishment of gender-responsive classroom settings from color scheme and others	4.08	EI	4.11	EI
10. Provision of a gender-responsive learning atmosphere to the students	4.11	EI	4.56	VEI
Total	40.79		42.44	
Grand Mean	4.08	EI	4.24	EI

Legend:

- 4.51 - 5.00 Very Effectively Implemented (VEI)
 3.51 - 4.50 Effectively Implemented (EI)
 2.51 - 3.50 Moderately Implemented (MI)
 1.51 - 2.50 Fairly Implemented (FI)
 1.00 - 1.50 Poorly Implemented (PI)

As it can be gleaned from the table, the statement indicators obtained values of weighted mean which ranged from 4.15 to 4.00, interpreted as effectively implemented from the perspective of the teacher-respondents. Of these statement indicators, five had the highest weighted mean. These were: "Promote gender-responsive physical and social environment in school with zero tolerance for all forms of violation of human rights", and "Ensure proper training to teachers and other stakeholders in education about GAD issues and concerns", with a weighted mean of 4.15; "Establishment of area on gender-responsive activities such as the celebration of the National Women's Month", with a weighted mean of 4.14; "Provision of a gender-responsive learning atmosphere to the students", with a weighted mean of 4.11; and "Establishment of gender-responsive classroom settings from color scheme and others", with a weighted mean of 4.08.

The mean of the teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along learning delivery was computed at 4.08, interpreted as effectively implemented. This meant that the teacher-respondents considered said DepEd Order as successfully implemented in terms of promoting a gender-responsive learning environment in Junior High Schools in Catbalogan City Division.

The learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. This definition acknowledges that students learn in many different ways in very different contexts. Hence, the aim is to create a total environment for learning that optimizes the ability of students to learn.

However, the learning environment is broader than just the physical components. For it to be effective, a learning environment must consider the characteristics of the learners, the goals for teaching and learning, the activities that will best support learning, the assessment strategies that will best measure and drive learning, and the culture that infuses the learning environment (“Teaching in the Digital Age”, 2019).

In this study, therefore, there was a gender-responsive learning environment for learners considering that the teacher-respondents considered all indicators as effectively implemented. Simply stated, the various Junior High Schools in Catbalogan City Division promote the optimization of learning among students by creating gender-responsive learning environment for them.

It is reflected in the table that there was one statement indicator considered as very effectively implemented by the school GAD coordinator-respondents. This was the statement on “Provision of a gender-responsive learning atmosphere to the students”, with a weighted mean of 4.56. Moreover, the remaining nine statement indicators were effectively implemented based on the values of the weighted mean which ranged from 4.33 to 4.00. Of these nine statement indicators, the statement “Promote gender-responsive physical and social environment in school with zero tolerance for all forms of violation of human rights” obtained the highest weighted mean of 4.33. Three other statement indicators obtained the weighted mean of 4.33. These were: “Strengthen capacities of teachers and school administrators in providing appropriate intervention and immediate referral in

cases of violations of GAD issues”; “Crafting of gender-responsive classroom structure”; and “Establishment of area on gender-responsive activities such as the celebration of the National Women’s Month”. These statements were followed by “Institutionalize teaching and learning plans, guides, processes, mechanisms and measures”, and “Provision of gender-responsive discipline to students” – both with a weighted mean of 4.22; and “Establishment of gender-responsive classroom settings from color scheme and others”, with a weighted mean of 4.11.

The mean of the school GAD coordinator-respondents’ perceptions as regards to the extent of implementation of DepEd Order Number 32, Series of 2017 along learning environment was calculated at 4.24, interpreted as effectively implemented. This meant that the school GAD coordinator-respondents believed that the said DepEd Order was effectively implemented in Junior High Schools in Catbalogan City Division when it comes to ensuring a gender-responsive and gender-sensitive learning environment.

Learning Resources. The respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017, is presented in Table 18.

It is reflected in the table that all the statement indicators pertaining to the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in Catbalogan City Division along learning resources were considered as effectively implemented by the teacher-respondents. As a matter of

Table 18

**Respondents' Perception on Extent of Implementation of DepEd Order
Number 32, Series of 2017, along Learning Resources**

Learning Resources	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. Develop learning resources (LR) that are free from gender biases and stereotypes and use gender-fair and inclusive language	4.08	EI	4.56	VEI
2. Ensure that the school's lay out artists, illustrators, and other visual artists preparing LRs to be gender-responsive	3.95	EI	4.33	EI
3. Provide GAD LRs	4.01	EI	4.33	EI
4. Ensure that GAD LRs from external sources such as the Internet comply with GAD's core messages	4.14	EI	4.56	VEI
5. Upload LRs and other teachers' resources which are GAD-responsive	4.06	EI	4.44	EI
6. Teachers' manuals that are gender-responsive	4.12	EI	4.44	EI
7. Learners' books that are gender-responsive	4.06	EI	4.44	EI
8. Modules, test papers, and answer keys that are gender-responsive	4.02	EI	4.44	EI
9. School forms that are gender-responsive	4.12	EI	4.33	EI
10. Curriculum guides that are gender-responsive	4.17	EI	4.67	VEI
Total	40.73		44.56	
Grand Mean	4.07	EI	4.46	EI

Legend:

- 4.51 - 5.00 Very Effectively Implemented (VEI)
 3.51 - 4.50 Effectively Implemented (EI)
 2.51 - 3.50 Moderately Implemented (MI)
 1.51 - 2.50 Fairly Implemented (FI)
 1.00 - 1.50 Poorly Implemented (PI)

fact, five of these obtained the highest weighted mean. These included: "Curriculum guides that are gender-responsive", with a weighted mean of 4.17; "Ensure that GAD LR's from external sources such as the Internet comply with GAD's core messages", with a weighted mean of 4.14; "Teachers' manuals that are gender-responsive", and "School forms that are gender-responsive" – both with a weighted mean of 4.12; and "Modules, test papers, and answers key that are gender-responsive", with a weighted mean of 4.08.

The mean of the teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along learning resources was calculated at 4.07, interpreted as effectively implemented. This suggested that the various Junior High Schools in Catbalogan City Division were gender-responsive particularly in innovating, implementing and utilizing learning resources such as those regarding the curriculum guide, learning resources from the Internet that comply with GAD's core messages, teachers' manuals, school forms, modules and other learning resources.

Furthermore, it is indicated in the table that three statement indicators were perceived by the school GAD coordinator-respondents as very effectively implemented based on the values of the weighted mean which ranged from 4.67 to 4.56. These three included: "Curriculum guides that are gender-responsive", with a weighted mean of 4.67; and "Develop learning resources (LR) that are free from gender biases and stereotypes and use gender-fair and inclusive language",

and “Ensure that GAD LR’s from external sources such as the Internet comply with GAD’s core messages”, both with a weighted mean of 4.56.

Most or seven of the statement indicators were perceived as effectively implemented. Of these seven statements, four statement indicators obtained the weighted mean of 4.44. These were: “Upload LR’s and other teachers’ resources which are GAD-responsive”; “Teachers’ manuals that are gender-responsive”; “Learners’ books that are gender-responsive”; and “Modules, test papers, and answer keys that are gender-responsive”.

The mean of the school GAD coordinator-respondents’ perceptions regarding the extent of implementation of DepEd Order Number 32, Series of 2017 along learning resources was computed at 4.46, interpreted as effectively implemented. This meant that the school GAD coordinator-respondents had the belief that the said DepEd Order was effectively implemented along learning resources. This meant further that the learning resources such as teachers’ and learners’ guides and other similar materials were gender-responsive and gender-sensitive.

Assessment. Table 19 provides the respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 along assessment.

The teacher-respondents perceived the implementation of the GAD Policy in terms of assessment as effective based on the values of the weighted mean which ranged from 4.36 to 4.02. Of the 10 statement indicators, the statement

Table 19

**Respondents' Perception on Extent of Implementation of DepEd Order
Number 32, Series of 2017, along Assessment**

Assessment	Teacher-Respondents		GAD Coordinators	
	WM	Interpretation	WM	Interpretation
1. Ensure that formative and summative assessments at the school level are gender-responsive and culturally-sensitive	4.24	EI	4.56	VEI
2. Ensure that any competitions like quiz bee, slogan contest, essay writing contest at the school level are gender-responsive and culturally-sensitive	4.20	EI	4.56	VEI
3. Include gender-responsive topics in the test development process particularly in the making of table of specifications	4.18	EI	4.67	VEI
4. Conduct GAD-related trainings and seminars to test developers particularly on the use of gender fair and inclusive language	4.19	EI	4.67	VEI
5. Ensure that GAD core messages are included in all the assessment criteria/rubrics	4.10	EI	4.33	EI
6. Construction of classroom activities that observe GAD principles and policies	4.10	EI	4.33	EI
7. Observance of inherent limitations of each gender as regards activities to be used in class such as in Science and Health classes	4.36	EI	4.44	EI
8. Inclusion of gender-responsive interpretations of assessment in the curriculum guide for all learning areas in the elementary level	4.19	EI	4.56	VEI
9. Inclusion of gender-responsive interpretations of assessment in the curriculum guide for all learning areas in the elementary level	4.10	EI	4.56	VEI
10. Gender-responsiveness in the items in assessment	4.02	EI	4.33	EI
Total	41.68		45.00	
Grand Mean	4.17	EI	4.50	EI

Legend:

- 4.51 - 5.00 Very Effectively Implemented (VEI)
 3.51 - 4.50 Effectively Implemented (EI)
 2.51 - 3.50 Moderately Implemented (MI)
 1.51 - 2.50 Fairly Implemented (FI)
 1.00 - 1.50 Poorly Implemented (PI)

“Observance of inherent limitations of each gender as regards to activities to be used in class such as in Science and Health classes” obtained the highest weighted mean at 4.36. This was followed by “Ensure that formative and summative assessments at the school level are gender-responsive and culturally-sensitive”, with a weighted mean of 4.24; “Ensure that any competitions like quiz bee, slogan contest, essay writing contest at the school level are gender-responsive and culturally-sensitive”, with 4.20; and “Conduct GAD-related trainings and seminars to test developers particularly on the use of gender fair and inclusive language”, and “Inclusion of gender-responsive interpretations of assessment in the curriculum guide for all learning areas in the elementary level”, both with 4.19.

The mean of the teacher-respondents’ perception on the extent of implementation of GAD Policy was computed at 4.17, interpreted as effective. The result meant that the teacher-respondents believed that the assessment of learning they make are effective, and are, thus, gender-responsive, particularly those that observe the inherent limitations of each gender as regards to activities to be used in class; ensure that formative and summative assessments at the school level are gender-responsive and culturally-sensitive; ensure that any competitions like quiz bee, slogan contest, essay writing contest at the school level are gender-responsive and culturally-sensitive; conduct GAD-related trainings and seminars to test developers particularly on the use of gender fair and inclusive language; and include gender-responsive interpretations of assessment in the curriculum guide

for all learning areas in the elementary level; and include gender-responsive topics in the test development process.

By definition, assessment of learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups. For an assessment to be effective, it must have a rationale for undertaking a particular assessment of learning at a particular point in time, clear descriptions of the intended learning, processes that make it possible for students to demonstrate their competence and skill, and a range of alternative mechanisms for assessing the same outcomes ("Assessment of Learning", 2019).

Thus, the requirements to have a rationale for understanding the assessment intended for a particular outcome assessed need the observance of gender-responsive policies. For this premise, the teacher-respondents foresaw that, indeed, the GAD Policy is effective as it mandates a gender-responsive and sensitive assessment mechanisms for students' learning.

Meanwhile, it is gleaned from the table that the school GAD coordinator-respondents perceived six statement indicators as very effectively implemented. Of these six, two obtained the highest weighted mean at 4.67. These were: "Include gender-responsive topics in the test development process particularly in the

making of table of specifications”; and “Conduct GAD-related trainings and seminars to test developers particularly on the use of gender fair and inclusive language”. The remaining four statement indicators were considered by the school GAD coordinator-respondents as effectively implemented based on the weighted mean obtained. The statement “Observance of inherent limitations of each gender as regards activities to be used in class such as in Science and Health classes” had the highest weighted mean at 4.44.

The mean of the school GAD coordinator-respondents’ perception regarding the extent of implementation of the DepEd Order Number 32, Series of 2017 along assessment was computed at 4.50, interpreted as effectively implemented. This meant that the school GAD coordinator-respondents considered assessment methods given to students as gender-responsive.

Relationship between the Attitudes Toward GAD Issues and Teacher-Respondents’ Profile Variates

Tables 20 and 21 deal with the results of the correlation analysis between the attitude toward GAD issues and each of the teacher-related variates which include age, sex, civil status, highest educational attainment, and teaching experience.

Table 20 presents the results of the correlation analysis between the attitude toward GAD issues and the teacher-respondents’ age, teaching experience and highest educational attainment.

Table 20

**Relationship between the Attitude toward GAD Issues and the Teacher-
Respondents' Profile variates along Age, Teaching Experience
and Highest Educational Attainment**

Attitude vs Profile	r - value	p-value	Decision	Interpretation
Age	-0.142	0.16	Accept Ho	NS
Teaching Experience	-0.086	0.39	Accept Ho	NS
Highest Educational Attainment	-.220*	0.03	Reject Ho	S

Legend: two tailed at level of significance (α) = 0.05

* Significant (S), if p-value < 0.05; Decision Reject Ho

Not Significant (NS), if p-value \geq 0.05; Decision Accept Ho

It is gleaned from the correlation coefficient between the attitudes toward GAD Policy and teacher-respondents' age, teaching experience, and highest educational attainment that the values were posted at -0.142, -0.086, and -0.220, respectively. Testing the significance of the r values at 0.05 level of significance, the result of p-values of age and teaching experience were posted numerically greater than 0.05. Thus, the hypothesis which stated that "there is no significant relationship between the attitudes toward GAD Policy and the profile of teacher-respondents in terms of age and teaching experience" was accepted. This meant that the age and teaching experience of the teacher-respondents had nothing to do with their attitude toward GAD Policy.

Meanwhile, the result of the p-value at 0.03 for the teacher-respondents' highest educational attainment was posted numerically lesser than 0.05. Thus, the hypothesis which stated that "there is no significant relationship between the attitudes toward GAD Policy and the teacher-respondents' highest educational

attainment" was rejected. This meant that the teacher-respondents' attitude toward GAD Policy was significantly related to their level of education attained. This simply meant that, perhaps, a teacher-respondent with only his/her Bachelor's Degree for his/her education might have less favorable attitude toward GAD than a teacher-respondent with graduate education degree and/or units. This could stem from the fact that a person's level of education somehow determines his/her level of understanding and, ultimately, engagement toward a particular issue such as GAD Policy.

Attitude can simply be defined as an established way of thinking or feeling or behaving about something or someone. It may also be defined as positive or negative evaluation of anything of one's surroundings or environments. According to Fishbein and Ajzen (1975), attitude comes from one's beliefs, intension and action, and it is a psychological tendency which is expressed by appraising a particular entity with some degree of favor or disfavor.

Table 21 deals with the results of the correlation analysis between the attitude toward GAD issues and the teacher-respondents' sex and civil status.

It is gleaned from the result of chi-square values between the attitudes toward GAD Policy and the profile of the teacher-respondents in terms of sex and civil status that they were posted at 2.229 and 11.959, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the result of p values of sex and civil status were posted at 7.815 and 16.919, respectively, greater than the chi-square value.

Table 21

Relationship between the Attitudes toward GAD Issues and the Profile of the Teacher-Respondents in terms of their Sex and Civil Status

Attitude vs Profile	Chi-Square Value	Degrees of Freedom	Critical Value	Interpretation
Sex	2.229	3	7.815	NS
Civil Status	11.959	9	16.919	NS

Legend: level of significance (α) = 0.05

* Significant (S), if Chi-square value \geq Critical value

Not Significant (NS), if Chi-square value $<$ Critical value

Thus, the hypothesis which stated that “there is no significant relationship between the attitudes toward GAD Policy and the profile of teacher-respondents in terms of their sex and civil status” was accepted. This meant that the teacher-respondents’ sex and civil status had nothing to do with their attitude toward GAD Policy.

Relationship between the Attitudes toward
GAD Issues and School GAD
Coordinator-Respondents’
Profile Variates

Tables 22 and 23 deal with the results of the correlation analysis between the attitude toward GAD issues and each of the school GAD coordinator-respondents’ variates.

Table 22 focuses on the results of the correlation analysis between the attitude toward GAD issues and the school GAD coordinator-respondents’ age,

teaching experience, number of years as GAD coordinator and attendance in relevant trainings/seminars in GAD.

Table 22

Relationship between the Attitudes toward GAD Issues and the Profile of the School GAD Coordinator-Respondents in terms of Age, Teaching Experience, Number of Years as School GAD Coordinator, and Attendance in Relevant Trainings/Seminars

Attitude vs Profile	r - value	p-value	Decision	Interpretation
Age	-0.221	0.568	Accept Ho	NS
Teaching Experience	-.915*	0.001	Reject Ho	S
Number of Years as School GAD Coordinator	-.691*	0.039	Reject Ho	S
Attendance in relevant trainings/Seminars	0.117	0.765	Accept Ho	NS

Legend: two tailed at level of significance (α) = 0.05

* Significant (S), if p-value < 0.05; Decision Reject Ho

Not Significant (NS), if p-value \geq 0.05; Decision Accept Ho

It is gleaned from the result of correlation coefficient between the attitudes toward GAD Policy and the profile of the school GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars that the values were posted at -0.221, -0.915, -0.691, and 0.117, respectively. Testing the significance of the r values at 0.05 level of significance, the result of p-value of age and attendance in relevant trainings/seminars was posted numerically greater than 0.05. Thus, hypothesis which stated that "there is no significant relationship between the attitudes toward

GAD Policy and the profile of the school GAD coordinator-respondents in terms of age and attendance in relevant trainings/seminars" was accepted. This meant that the age and attendance in relevant trainings/seminars had nothing to do with the attitudes toward GAD Policy of school GAD coordinator-respondents.

Meanwhile, the result of p-value of teaching experience and number of years as school GAD Coordinator was posted numerically lesser than 0.05. Thus, the hypothesis which stated that "there is no significant relationship between the attitudes toward GAD Policy and the profile of the school GAD coordinator-respondents in terms of their teaching experience and number of years as school GAD Coordinator" was rejected. This meant that the school GAD coordinator-respondents' attitude toward GAD Policy was greatly influenced by their teaching experience and number of years as school GAD coordinator. This implied further that a school GAD coordinator with longer years of teaching experience and years spent as school GAD coordinator might have more favorable attitude toward GAD Policy than a school GAD coordinator with less number of years in teaching and years as school GAD coordinator. This could be due to the fact that the number of years they spent in teaching and as school GAD coordinator have given them broader understanding of the essence of a gender-responsive education, in particular, and gender-responsive policies, in general.

Table 23 deals with the results of the correlation analysis between the attitude toward GAD Policy and the school GAD coordinator-respondents' sex and civil status.

Table 23

**Relationship between the Attitudes toward GAD Issues and the School
GAD Coordinator-Respondents' Sex and Civil Status**

Attitude vs Profile	Chi-Square Value	Degrees of Freedom	Critical Value	Interpretation
Sex	2.250	2	5.991	NS
Civil Status	2.250	2	5.991	NS

Legend: level of significance (α) = 0.05

* Significant (S), if Chi-square value \geq Critical value

Not Significant (NS), if Chi-square value $<$ Critical value

It is gleaned from the result of chi square value between the attitudes toward GAD Issues and the profile of the school GAD Coordinator-respondents in terms of sex and civil status that they were posted at 2.250 and 2.250, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 and 5.991, respectively, which were greater than chi-square values.

Thus, the hypothesis which stated that "there is no significant relationship between the attitudes toward GAD issues and the profile of the school GAD Coordinator-respondents in terms of sex and civil status" was accepted. This meant that the sex and civil status of the school GAD coordinator-respondents had nothing to do with their attitudes toward GAD Policy.

**Relationship between the Extent of Implementation
of GAD Issues in Junior High Schools in
Catbalogan City Division and the
Teacher-Respondents' Profile
Variates**

Tables 24 and 25 yield the results of the correlation analysis conducted between the extent of implementation of DepEd Order Number 32, Series of 2017 along learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment, and each of the teacher-respondents' profile variates.

Table 24 provides the results of the correlation analysis conducted between the extent of implementation of DepEd Order Number 32, Series of 2017, and the teacher-respondents' age, teaching experience and highest educational attainment.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning development and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment that the values were posted at -0.092, 0.154, and 0.003 respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, and highest educational attainment were posted numerically greater than 0.05. Thus, hypothesis which stated "there is no significant relationship between the perception on the extent of implementation of GAD Policy in terms

Table 24

**Relationship between the Perceptions on the Extent of Implementation
of DepEd Order Number 32, Series of 2017, in Junior High Schools
in Catbalogan City Division and the Teacher-Related Variates**

Perceptions on the extent of implementation of GAD Policy vs Profile	r - value	p-value	Decision	Interpretation
<i>Learning Development vs</i>				
Age	0.092	0.364	Accept Ho	NS
Teaching Experience	0.154	0.126	Accept Ho	NS
Highest Educational Attainment	0.003	0.975	Accept Ho	NS
<i>Curriculum Standards vs</i>				
Age	0.014	0.89	Accept Ho	NS
Teaching Experience	0.095	0.346	Accept Ho	NS
Highest Educational Attainment	-0.048	0.632	Accept Ho	NS
<i>Learning Delivery vs</i>				
Age	0.054	0.592	Accept Ho	NS
Teaching Experience	0.112	0.266	Accept Ho	NS
Highest Educational Attainment	0.024	0.81	Accept Ho	NS
<i>Learning Environment vs</i>				
Age	-0.05	0.622	Accept Ho	NS
Teaching Experience	-0.01	0.925	Accept Ho	NS
Highest Educational Attainment	-0.101	0.317	Accept Ho	NS
<i>Learning Resources vs</i>				
Age	-0.035	0.731	Accept Ho	NS
Teaching Experience	0.022	0.827	Accept Ho	NS
Highest Educational Attainment	-0.112	0.267	Accept Ho	NS
<i>Assessment vs</i>				
Age	-0.07	0.488	Accept Ho	NS
Teaching Experience	0.012	0.903	Accept Ho	NS
Highest Educational Attainment	-0.157	0.118	Accept Ho	NS

Legend: two tailed at level of significance (α) = 0.05

* Significant (S), if p-value < 0.05; Decision Reject Ho

Not Significant (NS), if p-value \geq 0.05; Decision Accept Ho

of learning development and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment” was accepted. This meant that age, teaching experience, and highest educational attainment had nothing to do with teacher-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning development.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of curriculum standards and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment that the values were posted at 0.014, 0.095, and -0.048 respectively. Testing the significance of the r values at 0.05 level of significance, the result of p -value of age, teaching experience, and highest educational attainment were posted numerically greater than 0.05. Thus, the hypothesis which stated “there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of curriculum standards and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment” was accepted. This meant that age, teaching experience, and highest educational attainment had nothing to do with the teacher-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of curriculum standards.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning delivery and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment that the values were posted at 0.054, 0.112, and 0.024, respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, and highest educational attainment were posted numerically greater than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of learning delivery and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment" was accepted. This meant that age, teaching experience, and highest educational attainment had nothing to do with the teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning delivery.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning environment and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment that the values were posted at -0.05, -0.01, and -0.101, respectively. Testing the significance of the r values at 0.05 level of significance, the result of p -value of age, teaching experience, and highest educational attainment were posted numerically greater than 0.05.

Thus, the hypothesis which stated “there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of learning environment and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment” was accepted. This meant that age, teaching experience, and highest educational attainment has nothing to do with the teacher-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning environment.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning resources and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment that the values were posted at -0.035, 0.022, and -0.112 respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, and highest educational attainment were posted numerically greater than 0.05. Thus, the hypothesis which stated “there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of learning resources and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment” was accepted. This meant that age, teaching experience, and highest educational attainment had nothing to do with the teacher-respondents’ perception on the

extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning resources.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of assessment and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment that the values were posted at -0.07, 0.012, and -0.157 respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, and highest educational attainment were posted numerically greater than 0.05. Thus, the hypothesis which stated "there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of assessment and profile of teacher-respondents in terms of age, teaching experience, and highest educational attainment" was accepted. This meant that age, teaching experience, and highest educational attainment has nothing to do with the teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of assessment.

Table 25 provides the results of the correlation analysis conducted between the extent of implementation of DepEd Order Number 32, Series of 2017 in junior high schools in Catbalogan City Division, and the teacher-respondents' sex and civil status.

Table 25

**Relationship between the Perceptions on Extent of Implementation
of DepEd Order Number 32, Series of 2017, and Profile in terms
of Sex and Civil Status of Teacher-Respondents**

Perceptions on the extent of implementation of GAD Policy vs Profile	Chi-Square Value	Degrees of Freedom	Critical Value	Interpret ation
<i>Learning Development vs</i>				
Sex	4.627	2	5.991	NS
Civil Status	7.287	6	12.592	NS
<i>Curriculum Standards vs</i>				
Sex	4.301	2	5.991	NS
Civil Status	5.137	6	12.592	NS
<i>Learning Delivery vs</i>				
Sex	11.219	3	7.815	S
Civil Status	6.574	9	16.919	NS
<i>Learning Environment vs</i>				
Sex	3.612	2	5.991	NS
Civil Status	1.471	6	12.592	NS
<i>Learning Resources vs</i>				
Sex	3.677	3	7.815	NS
Civil Status	2.649	9	16.919	NS
<i>Assessment vs</i>				
Sex	3.158	2	5.991	NS
Civil Status	5.105	6	12.592	NS

Legend: level of significance (α) = 0.05

* Significant (S), if Chi-square value \geq Critical value

Not Significant (NS), if Chi-square value $<$ Critical value

It is gleaned from the result of chi square value between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning development and profile of teacher-respondents in terms of sex and civil status that the values were posted at 4.627 and 7.287, respectively. Testing the

significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 and 12.592, respectively greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning development and profile of teacher-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status had nothing to do with teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning development.

It is gleaned from the result of chi-square value between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of curriculum standards and profile of teacher-respondents in terms of sex and civil status that the values were posted at 4.301 and 5.137, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 and 12.592, respectively greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of curriculum standards and profile of teacher-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status had nothing to do with teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of curriculum standards.

It is gleaned from the result of chi-square value between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning delivery and profile of teacher-respondents in terms of sex and civil status that the values were posted at 11.219 and 6.574 respectively. Testing the significance of the chi-square value at 0.05 level of significance, the result of critical value of civil status was posted at 16.919 greater than chi-square value. Thus, hypothesis which stated "there is no significant relationship between the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of learning delivery and civil status of teacher-respondents" was accepted. This meant that civil status had nothing to do with teacher-respondents' perception on the extent of implementation of DepEd Order Number 321, Series of 2017 in terms of learning delivery.

Meanwhile, the result of critical value of sex was posted at 7.815 lesser than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning delivery and sex of teacher-respondents" was rejected. This meant that female teacher-respondents perceived more very effective implementation of DepEd Order Number 32, Series of 2017 in terms of learning delivery than male.

It is gleaned from the result of chi square value between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning environment and profile of teacher-respondents in terms of sex and civil status

that the values were posted at 3.612 and 1.471, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 and 12.592, respectively, greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning environment and profile of teacher-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status has nothing to do with teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning environment.

It is gleaned from the result of chi-square value between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning resources and profile of teacher-respondents in terms of sex and civil status that the values were posted at 3.677 and 2.649, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 7.815 and 16.919, respectively, greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning resources and profile of teacher-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status has nothing to do with teacher-respondents' perception on the extent of

implementation of DepEd Order Number 32, Series of 2017 in terms of learning resources.

It is gleaned from the result of chi square value between the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of assessment and profile of teacher-respondents in terms of sex and civil status that the values were posted at 3.158 and 5.105, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 and 12.592, respectively, greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the extent of implementation of DepEd Order Number 31, Series of 2017 in terms of assessment and profile of teacher-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status had nothing to do with teacher-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in terms of assessment.

**Relationship between the Extent of Implementation
of GAD Issues in Junior High Schools in
Catbalogan City Division and the
Teacher-Respondents' Profile
Variates**

Tables 26 and 27 yield the results of the correlation analysis conducted between the extent of implementation of DepEd Order Number 32, Series of 2017 and each of the school GAD coordinator-related variates.

Table 26 yields the results of the correlation analysis conducted between the extent of implementation of GAD Policy and the school GAD coordinator-respondents' age, teaching experience, number of years as school GAD coordinator, and attendance in relevant trainings/seminars.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools and profile of GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars that the values were posted at -0.704, -0.843, -0.685, and 0.035, respectively. Testing the significance of the r values at 0.05 level of significance, the result of p -value of attendance in relevant trainings/seminars was posted numerically greater than 0.05. Thus, the hypothesis which stated that "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning development and profile of GAD coordinator-respondents in terms of attendance in relevant trainings/seminars" was accepted. This meant that attendance in relevant trainings/seminars had nothing to do with the perception on the coordinator-respondents' perception extent of implementation of DepEd Order Number 32, Series of 2017 in terms of learning development.

Meanwhile, the result of p -value of age, teaching experience and number of years as school GAD Coordinator-respondents were posted numerically lesser

Table 26

**Relationship between the Perceptions on the Extent of Implementation of
DepEd Order Number 31, Series of 2017 and Some of the School
GAD Coordinator-Related Variates**

Perceptions on the extent of implementation of GAD Policy vs Profile	r - value	p-value	Decision	Interpret- ation
<i>Learning Development vs</i>				
Age	-.704*	0.034	Reject Ho	S
Teaching Experience	-.843*	0.004	Reject Ho	S
Number of Years as School GAD Coordinator	-.685*	0.042	Reject Ho	S
Attendance in relevant trainings/Seminars	-0.035	0.930	Accept Ho	NS
<i>Curriculum Standards vs</i>				
Age	-0.49	0.181	Accept Ho	NS
Teaching Experience	-0.634	0.067	Accept Ho	NS
Number of Years as School GAD Coordinator	-.753*	0.019	Reject Ho	S
Attendance in relevant trainings/Seminars	-0.286	0.456	Accept Ho	NS
<i>Learning Delivery vs</i>				
Age	-0.55	0.125	Accept Ho	NS
Teaching Experience	-0.559	0.118	Accept Ho	NS
Number of Years as School GAD Coordinator	-0.29	0.449	Accept Ho	NS
Attendance in relevant trainings/Seminars	-0.134	0.732	Accept Ho	NS
<i>Learning Environment vs</i>				
Age	-0.325	0.393	Accept Ho	NS
Teaching Experience	-.743*	0.022		
Number of Years as School GAD Coordinator	-0.622	0.074	Accept Ho	NS
Attendance in relevant trainings/Seminars	-0.096	0.806	Accept Ho	NS
<i>Learning Resources vs</i>				
Age	-0.294	0.443	Accept Ho	NS
Teaching Experience	-0.573	0.107	Accept Ho	NS
Number of Years as School GAD Coordinator	-0.516	0.155	Accept Ho	NS
Attendance in relevant trainings/Seminars	-0.319	0.403	Accept Ho	NS
<i>Assessment vs</i>				
Age	-0.271	0.481	Accept Ho	NS
Teaching Experience	-0.347	0.360	Accept Ho	NS
Number of Years as School GAD Coordinator	-0.369	0.329	Accept Ho	NS
Attendance in relevant trainings/Seminars	-0.149	0.702	Accept Ho	NS

Legend: two tailed at level of significance (α) = 0.05

* Significant (S), if p-value < 0.05; Decision Reject Ho

Not Significant (NS), if p-value \geq 0.05; Decision Accept Ho

than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning development and profile of GAD coordinator-respondents in terms of age, teaching experience and number of years as School GAD coordinator" was rejected. This meant that the older the school GAD coordinator-respondents were, the more the respondents perceived that there would be a very effective implementation of GAD Policy in terms of learning development. In contrast, the younger the school GAD coordinator-respondents, the more the respondents perceived that there would be a poor implementation of GAD Policy in terms of learning development.

In significance of teaching experience, as the school GAD coordinator-respondents have more years in teaching experience, the more the respondents perceived that there would be a very effective implementation of GAD Policy in terms of learning development. In contrast, as the GAD coordinator-respondents have less year in teaching experience, the more the respondents perceived that there would be a poor implementation of GAD Policy in terms of learning development.

Furthermore, as the GAD coordinator-respondents have more years as school GAD Coordinators, the more the respondents perceived that there would be a very effective implementation of GAD Policy in terms of learning development. In contrast, as the GAD coordinator-respondents have less years as

school GAD Coordinators, the more the respondents perceived that there would be a poor implementation of GAD Policy in terms of learning development.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of curriculum standards and profile of GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars that the values were posted at -0.49, -0.634, -0.753, and 0.286, respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, and attendance in relevant trainings/seminars were posted numerically greater than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of curriculum standards and profile of GAD coordinator-respondents in terms of age, teaching experience, and attendance in relevant trainings/seminars" was accepted. This meant that age, teaching experience, and attendance in relevant trainings/seminars had nothing to do with the GAD coordinator-respondents' perception on the extent of implementation of GAD Policy in terms of curriculum standards.

Meanwhile, the result of p -value of number of years as school GAD Coordinator-respondents was posted numerically lesser than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools

in terms of curriculum standards and profile of GAD coordinator-respondents in terms of number of years as School GAD coordinator" was rejected. This meant that as the GAD coordinator-respondents have more years as school GAD Coordinators, the more the respondents perceived that there would be a very effective implementation of GAD Policy in terms of curriculum standards. In contrast, as the GAD coordinator-respondents have less years as school GAD Coordinators, the more the respondents perceived that there would be a poor implementation of GAD Policy in terms of curriculum standards.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning delivery and profile of GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars that the values were posted at -0.55, -0.559, -0.29, and 0.134, respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars were posted numerically greater than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning delivery and profile of school GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars" was accepted. This meant that age, teaching

experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars had nothing to do with the GAD coordinator-respondents' perception on the extent of implementation of GAD Policy in terms of learning delivery.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning environment and profile of GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars that the values were posted at -0.325, -0.743, -0.622, and -0.096, respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars were posted numerically greater than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning environment and profile of school GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars" was accepted. This meant that age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars had nothing to do with the GAD coordinator-respondents' perception on the extent of implementation of GAD Policy in terms of learning environment.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning resources and profile of GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars that the values were posted at -0.294, -0.573, -0.516, and -0.319, respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars were posted numerically greater than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of learning resources and profile of GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars" was accepted. This meant that age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars had nothing to do with the GAD coordinator-respondents' perception on the extent of implementation of GAD Policy in terms of learning resources.

It is gleaned from the result of correlation coefficient between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of assessment and profile of school GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator,

and attendance in relevant trainings/seminars that the values were posted at -0.271, -0.347, -0.369, and -0.149, respectively. Testing the significance of the r values at 0.05 level of significance, the results of p -value of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars were posted numerically greater than 0.05. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of GAD Policy in Junior High Schools in terms of assessment and profile of school GAD coordinator-respondents in terms of age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars" was accepted. This meant that age, teaching experience, number of years as school GAD Coordinator, and attendance in relevant trainings/seminars had nothing to do with the school GAD coordinator-respondents' perception on the extent of implementation of GAD Policy in terms of assessment.

Table 27 yields the results of the correlation analysis conducted between the extent of implementation of DepEd Order Number 32, Series of 2017 and the school GAD coordinator-respondents' sex and civil status.

It is gleaned from the result of chi square value between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning development and profile of GAD Coordinator-respondents in terms of sex and civil status that the values were posted at 0.321

Table 27

Relationship between the Extent of Implementation of DepEd Order Number 32, Series of 2017 and the School GAD Coordinator- Respondents' Sex and Civil Status

Perceptions on the extent of implementation of GAD Policy vs Profile	Chi-Square Value	Degrees of Freedom	Critical Value	Interpretation
<i>Learning Development vs</i>				
Sex	0.321	1	3.841	NS
Civil Status	1.286	1	3.841	NS
<i>Curriculum Standards vs</i>				
Sex	1.406	1	3.841	NS
Civil Status	5.625	1	3.841	S
<i>Learning Delivery vs</i>				
Sex	0.562	1	3.841	NS
Civil Status	2.250	1	3.841	NS
<i>Learning Environment vs</i>				
Sex	0.900	2	5.991	NS
Civil Status	3.600	2	5.991	NS
<i>Learning Resources vs</i>				
Sex	0.900	2	5.991	NS
Civil Status	3.600	2	5.991	NS
<i>Assessment vs</i>				
Sex	0.321	2	5.991	NS
Civil Status	1.286	2	5.991	NS

Legend: level of significance (α) = 0.05

* Significant (S), if Chi-square value \geq Critical value

Not Significant (NS), if Chi-square value $<$ Critical value

and 1.286, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 3.841 greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation

of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning development and profile of GAD Coordinator-respondents in terms of sex and civil status” was accepted. This meant that sex and civil status had nothing to do with the GAD coordination-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning development.

It is gleaned from the result of chi square value between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of curriculum standards and profile of school GAD Coordinator-respondents in terms of sex and civil status that the values were posted at 1.406 and 5.625, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex were posted at 3.841 greater than chi-square value. Thus, the hypothesis which stated, “there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of curriculum standards and sex of school GAD Coordinator-respondents” was accepted. This meant that sex had nothing to do with the GAD coordination-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of curriculum standards.

Meanwhile, the result of p-value of civil status was posted numerically lesser than 0.05. Thus, the hypothesis which stated, “there is no significant

relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of curriculum standards and civil status of GAD coordinator-respondents" was rejected. This meant that school GAD coordinator-respondents' single status perceived that there was a very effective implementation of DepEd Order Number 32, Series of 2017 in terms of curriculum standards than did married school GAD coordinator-respondents.

It is gleaned from the result of chi-square value between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning delivery and profile of school GAD Coordinator-respondents in terms of sex and civil status that the values were posted at 0.562 and 2.250, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 3.841 greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning delivery and profile of school GAD Coordinator-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status had nothing to do with the school GAD coordination-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning delivery.

It is gleaned from the result of chi-square value between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning environment and profile of GAD Coordinator-respondents in terms of sex and civil status that the values were posted at 0.9 and 3.6, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 greater than chi-square value. Thus, the hypothesis which stated, "there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning environment and profile of GAD Coordinator-respondents in terms of sex and civil status" was accepted. This meant that sex and civil status had nothing to do with the school GAD coordination-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning environment.

It is gleaned from the result of chi square value between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning resources and profile of school GAD Coordinator-respondents in terms of sex and civil status that the values were posted at 0.9 and 3.6, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 greater than chi-square value. Thus, the hypothesis which stated

“there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning resources and profile of school GAD Coordinator-respondents in terms of sex and civil status” was accepted. This meant that sex and civil status had nothing to do with the GAD coordination-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of learning resources.

It is gleaned from the result of chi-square value between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of assessment and profile of school GAD Coordinator-respondents in terms of sex and civil status that the values were posted at 0.321 and 1.286, respectively. Testing the significance of the chi-square value at 0.05 level of significance, the results of critical value of sex and civil status were posted at 5.991 greater than chi-square value. Thus, the hypothesis which stated “there is no significant relationship between the perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of assessment and profile of school GAD Coordinator-respondents in terms of sex and civil status” was accepted. This meant that sex and civil status had nothing to do with the school GAD coordinator-respondents’ perception on the extent of implementation of DepEd Order Number 32, Series of 2017 in Junior High Schools in terms of assessment.

**Comparison between the Teacher- and School
GAD Coordinator-Respondents' Attitude
toward Gender and Development
Issues**

Table 28 deals with the results of the comparative analysis conducted to determine the difference between the teacher- and school GAD coordinator-respondents' attitude toward GAD issues.

Table 28

**Comparison between the Attitudes toward Gender and Development Issues
of the Teacher- and GAD Coordinator-Respondents**

Attitude	z value	Critical value	Interpretation
GAD Coordinator vs Teacher	0.42	1.96	NS

Legend:

Not Significant (NS) = $z \text{ value} < \text{Critical Value}$

Significant (S) = $z \text{ value} \geq \text{Critical Value}$

$\alpha = 0.05$ Level of Significance

It is gleaned from the result of z-value between the attitudes toward Gender and Development issues of the teacher- and GAD coordinator-respondents that the values were posted at 0.42. Testing the significance of z-value at 0.05 level of significance (two tailed test), the results of critical-value (1.96) were posted numerically greater than the z-value. Thus, the hypothesis which stated, "there is no significant difference between the attitudes toward Gender and Development issues of the teacher- and GAD coordinator-respondents" was accepted. This

meant that attitudes toward Gender and Development issues of the teacher- and GAD coordinator-respondents were the same.

**Comparison between the Teacher- and School
GAD Coordinator-Respondents'
Perceptions on the Extent of
Implementation of DepEd
Order Number 32, Series
of 2017 in Junior
High Schools**

Table 29 shows the difference between the teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of the DepEd Order Number 32, Series of 2017.

Table 29

**Comparison between the Teacher- and School GAD Coordinator Respondents'
Perceptions on the Extent of Implementation of the DepEd Order
Number 32, Series of 2017**

GAD vs Teacher	z value	critical value	Interpretation
Perceptions on the extent of implementation of GAD Policy			
> Learning Development	3.99	1.96	S
> Curriculum Standard	3.20	1.96	S
> Learning Delivery	3.17	1.96	S
> Learning Environment	0.85	1.96	NS
> Learning Resources	1.85	1.96	NS
> Assessment	1.45	1.96	NS

Legend:

Not Significant (NS) = z value < Critical Value

Significant (S) = z value ≥ Critical Value

α = 0.05 Level of Significance

It is gleaned from the result of z-value between the teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of the Gender and Development Policy in terms of learning environment, learning resources, and assessment that the values were posted at 0.85, 1.85, and 1.45, respectively. Testing the significance of z-value at 0.05 level of significance (two tailed test), the result of critical-value (1.96) was posted numerically greater than the z-value of learning environment, learning resources, and assessment. Thus, the hypothesis which stated, "there is no significant difference between the teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of the Gender and Development Policy in terms of learning environment, learning resources, and assessment" was accepted. This meant that teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of the Gender and Development Policy in terms of learning environment, learning resources, and assessment were the same.

Meanwhile, the results of z-value between the teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of the Gender and Development Policy in terms of learning development, curriculum standard, and learning delivery were posted at 3.99, 3.20, and 3.17, respectively. Testing the significance of z-value at 0.05 level of significance (two tailed test), the result of critical-value (1.96) was posted numerically lesser than the z-value of learning development, curriculum standard, and learning delivery. Thus, the hypothesis which stated, "there is no significant difference between the teacher-

and school GAD coordinator-respondents' perceptions on the extent of implementation of the Gender and Development Policy in terms of learning development, curriculum standard, and learning delivery" was rejected. This meant that teacher- and school GAD coordinator-respondents' perceptions on the extent of implementation of the Gender and Development Policy in terms of learning development, curriculum standard, and learning delivery were different.

Based on the result of perceptions on the extent of implementation of the Gender and Development Policy in terms of learning development (Tables 5 and 11), curriculum standards (Tables 6 and 12), and learning delivery (Tables 7 and 13), school GAD coordinator-respondents perceived higher grand mean than teacher-respondents. This implied that GAD coordinator-respondents perceived very effective implementation of GAD Policy than teacher-respondents did.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter reflects the summary of the salient findings of this study, the conclusions and recommendations derived thereon.

Summary of Findings

Based on the specific questions of this study, the following are the summary of the major findings.

1. The teacher-respondents has an average age of 34.61 years old on the average; 59 or 59.00 percent of whom were female, with only 41 or 41.00 percent who were male; 52 or 52.00 percent were still single, while 42 or 42.00 percent were already married; 38 or 38.00 percent earned Bachelor's Degree only, while 28 or 28.00 percent already had units in any graduate programs; and 39 or 39.00 percent had been teaching for two to six years, while 23 or 23.00 percent had from seven to 11 years of teaching experience.

2. The school GAD coordinator-respondents has an average of 40 years old; eight or 88.89 percent of them were female, while the remaining one or 11.11 percent was a male; six or 66.67 percent were already married, while three or 33.33 percent were still single; five or 55.56 percent had from two to six years of teaching experience, whereas two or 22.22 percent had seven to 11 years of teaching

experience; three or 33.33 had for their level of education degree in any graduate program; three or 33.33 percent had three, two and one year experience as school GAD coordinator, with an average of two years' experience, and one or 11.11 percent had the most attendance in relevant trainings/seminars with three times attendance, with a weighted mean of twice attendance in said trainings/seminars.

3. The teacher-respondents had uncertain (undecided) attitude toward GAD issues based on the weighted mean of 3.37, while the school GAD coordinator-respondents had favorable (agree) attitude toward GAD issues based on the weighted mean of 3.72.

4. The teacher-respondents perceived that there would be an effective implementation of DepEd Order Number 32, Series of 2017, along learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment based on the values of the weighted mean posted at 4.14, 4.00, 4.04, 4.08, 4.07, and 4.17, respectively. By contrast, the school GAD coordinator-respondents perceived that there would be a very effective implementation of DepEd Order Number 32, Series of 2017, as regards to learners' development and learning delivery based on the weighted mean of 4.57 and 4.56, respectively; but, perceived that there would be an effective implementation of the said DepEd order along curriculum standards, learning environment, learning resources, and assessment based on the values of the weighted mean posted at 4.48, 4.24, 4.46, and 4.50, respectively.

5. As regards to the relationship between the attitude toward GAD issues and the teacher-respondents' profile variates, only their highest educational attainment had significant relationship as evidenced by the p value of 0.03 which proved to be lower than the level of significance at 0.05. By contrast, the school GAD coordinator-respondents' teaching experience and number of years as school GAD coordinators were significantly related to their attitude toward GAD issues based on the values of p posted at 0.001 and 0.039, respectively.

6. The teacher-respondents' perceptions as regards to the extent of implementation of DepEd Order Number 32, Series of 2017, along learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment were not significantly related to their profile of age, teaching experience, and highest educational attainment because the values of p were higher than the level of significance at 0.05. By contrast, the teacher-respondents' perceptions as regards to the implementation of DepEd Order Number 32, Series of 2017, along learning delivery and sex were significantly related based on the Chi-square value of 11.219 which was greater than the critical Chi-square value of 7.815.

7. The school GAD coordinator-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017, along learning development was significantly related to their age, teaching experience, and number of years as school GAD coordinators based on the values of p posted at

0.034, 0.004, and 0.042, respectively, which were greater than the level of significance at 0.05. Similarly, the school GAD coordinator-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017, along curriculum standards was significantly related to the number of years they spent as school GAD coordinators based on the p value of 0.019 which was greater than the level of significance at 0.05. Lastly, the school GAD coordinator-respondents' perception on the extent of implementation of DepEd Order Number 32, Series of 2017, along curriculum standards was significantly related to their civil status since the Chi-square value of 5.625 was greater than the critical Chi-square value of 3.841.

8. There was no significant difference in the attitude toward GAD issues of the school GAD coordinator-respondents and the teacher-respondents based on the Chi-square value of 0.42 which was lesser than the critical value of z posted at 1.96.

9. The school GAD coordinator-respondents differed in their perceptions from the teacher-respondents as regards to the extent of implementation of DepEd Order Number 32, Series of 2017, along learners' development, curriculum standards, and learning development based on the values of z at 3.99, 3.20, and 3.17, respectively, which were greater than the critical value of z at 1.96.

Conclusions

On the basis of the salient findings of this study, the following conclusions were made:

1. The teacher-respondents were in their early adulthood, mostly female, were still unmarried, most with Bachelor's Degree only, and had been teaching for a relatively shorter period of time. Thus, the teacher-respondents possessed diverse socio-demographic characteristics.

2. The school GAD coordinator-respondents were in their early adulthood, mostly female, were already married, had been teaching for quite a short period of time, with graduate degree, had been GAD coordinators for an average of two years, and had twice attended relevant trainings/seminars. Hence, the school GAD coordinators possessed the needed qualifications to be such and were from diverse socio-demographic background.

3. The teacher- and school GAD coordinator-respondents agreed to the GAD Policy in effect in the Junior High Schools in Catbalogan City Division. Therefore, they had favorable attitude toward gender-responsive basic education among Junior High Schools.

4. From the point of view of the teacher-respondents, the implementation of the GAD Policy in Junior High Schools along learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment was effectively done. This meant that the GAD

Policy was successfully implemented in the various Junior High Schools in Catbalogan City Division.

5. Except for learners' development which was very effectively implemented, the school GAD coordinator-respondents believed that the GAD Policy was effectively implemented in the various Junior High Schools along curriculum standards, learning delivery, learning environment, learning resources, and assessment. Thus, the school GAD coordinator-respondents thought of the GAD Policy as being successfully and competently implemented in the Junior High School in Catbalogan City Division.

6. The teacher-respondents' attitude toward GAD Policy was significantly influenced by their highest educational attainment while the school GAD coordinator-respondents' attitude toward GAD Policy was significantly influenced by their teaching experience and number of years as GAD coordinator.

7. The teacher-respondents' perception on the extent of implementation of GAD Policy in Junior High Schools in Catbalogan City Division along learners' delivery was significantly related to their sex.

8. The school GAD coordinator-respondents' perception on the extent of implementation of GAD Policy in Junior High Schools in Catbalogan City Division along learners' development was significantly related to their age, teaching experience and number of years as GAD coordinators. On the other hand, their perception on the extent of implementation of GAD Policy along curriculum

standards was significantly related to their number of years as GAD coordinator and civil status.

9. There was significant difference between the teacher-respondents' perception on the extent of implementation of GAD Policy and the school GAD coordinator-respondents when it came to learners' development, curriculum standards, and learning delivery.

Recommendations

From the aforementioned conclusions, the recommendations were made, as follow:

1. Broaden teachers' and school GAD coordinators' understanding of GAD Policy, in general, and of gender-responsive basic education policies, in particular, through increased attendance in relevant trainings/seminars as it was revealed that very few of these were provided to the teachers and school GAD coordinators.

2. Hold various GAD-related activities during National Women's Month Celebration such as film showing showcasing women empowerment, LGBTQ community's achievement, and other similar successes to encourage leveled understanding of the provisions of the GAD Policy to increase the teachers as well as school GAD coordinators' attitude toward said policy.

3. Best practices of GAD Policy implementation in Junior High Schools in other schools division must be adopted by the Catbalogan City Division to set

higher standards to ensure more effective implementation of said policy particularly along curriculum standards, learning delivery, learning environment, learning resources, and assessment.

4. Curriculum planners in the various learning areas in Junior High School must take into consideration learners' development, learning delivery, and curriculum standards as these dimensions were greatly influenced by certain factors. It is these dimensions that the extent of implementation must be deeply analyzed so that appropriate GAD-related framework may be established.

5. Differing and scaled education campaign must be provided to the teachers as well as school GAD coordinators as regards to learning development, curriculum standards, and learning delivery as these were the dimensions where the teachers and school GAD coordinators found dissimilarities.

6. The lack of number of years of teaching and number of years spent as GAD coordinators must be appropriately compensated by encouraging them to pursue graduate education so that the teachers and school GAD coordinators may be inspired to learn more about GAD Policy implementation especially along learners' development and curriculum standards.

7. For the dimensions of the extent of implementation of GAD Policy, more careful consideration must be given to curriculum standards, learning delivery, learning environment, learning resources, and assessment by conducting an assessment of the existing GAD policy framework.

8. Similar researches must be conducted in order to determine the relationship between the two variates.

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A P P E N D I C E S

APPENDIX A

Cover Letter of Questionnaire

Samar College
Catbalogan City

March 11, 2019

Dear Respondents:

Warm greetings!

I am presently in the Graduate Studies department of Samar State University, City of Catbalogan. As part of the requirements of the degree for which I am enrolled, I am conducting a research entitled "**GENDER AND DEVELOPMENT ISSUES IN PUBLIC SECONDARY SCHOOLS IN THE SCHOOLS DIVISION OF CATBALOGAN**". In view of this, I would like to humbly ask you to be one of the respondents of this study by answering this questionnaire.

Rest assured that your responses will be treated with utmost confidentiality and will be used for research purposes only.

Thank you very much and God bless!

Very truly yours,

HOLLY NICOLE D. ESTRELLES (SGD.)

APPENDIX B

Questionnaire for the Teacher-Respondents

Directions: This questionnaire has two parts. Please read the items in each part and answer as truthfully as possible. Please do not leave any item unanswered.

PART I. TEACHER-RESPONDENTS' PROFILE

Directions: This part of the questionnaire contains items about your personal background information. Please fill in the line spaces provided before each item the needed information, and place a check (✓) on the appropriate line spaces of your answers.

Name _____
(Optional)

Age _____	Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female	Civil Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Widowed
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Highest Educational Attainment

- ☐ Bachelor's Degree Only
- ☐ With Units in Any Graduate Programs
- ☐ With Degree in Any Graduate Programs
- ☐ With Units in Any Post-Graduate Programs
- ☐ With Degree in Any Post-Graduate Programs

Teaching Experience	<input type="checkbox"/> 0 - 1 year <input type="checkbox"/> 2 years - 6 years <input type="checkbox"/> 7 years - 11 years <input type="checkbox"/> 12 years and above
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PART II. TEACHER-RESPONDENTS' ATTITUDE AND PERCEPTION ON THE EXTENT OF IMPLEMENTATION OF GAD IN JUNIOR HIGH SCHOOLS

A. ATTITUDE TOWARD GAD POLICY

Directions: This part of the questionnaire is a checklist composed of 10 items. Please indicate your attitude toward GAD policies by checking the appropriate column and using the following five-point scale:

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Undecided (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

Attitude Statements	Responses				
	SA (5)	A (4)	U (3)	D (2)	SD (1)
1. People should be treated equally regardless of their sex both at home and in school.					
2. Boys have the same obligations to help with household chores as girls.					
3. Girls should be cleaner and tidier than boys.					
4. Men should occupy posts of responsibility.					
5. Some jobs are not appropriate for women.					
6. Children should be given freedom depending on their age and how mature they are, not depending on their sex.					
7. Household chores should not be allocated by sex.					
8. People should stop thinking about whether people are men or women and focus on other characteristics.					
9. People think it is worse to see a man cry than a woman.					
10. People think boys should be brought up differently than girls.					

B. TEACHER-RESPONDENTS' PERCEPTION ON THE EXTENT OF IMPLEMENTATION OF GAD IN JUNIOR HIGH SCHOOLS

Directions: This part of the questionnaire is a checklist which contains statements about your perception on the extent of implementation of GAD Policy in junior high schools. Using the five-point scale below, please encircle the number in the appropriate column of your response:

5 – Very Effectively Implemented (VEI)

4 – Effectively Implemented (VI)

3 – Moderately Implemented (MI)

2 – Fairly Implemented (FI)

1 – Poorly Implemented (PI)

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
A. Learners' Development					
1. Gender equality concerns incorporated in the GAD Framework in School Improvement Plan (SIP)					
2. Programs, projects and activities related to gender and development (GAD) are included and tackled in the Annual Implementation Plan (AIP)					
3. Inclusion and observance in the calendar of activities of important celebrations related to gender and development such as Women's Month, Children's Month and Campaign on Violence against Women, and other similar celebrations					
4. Integration of gender issues and concerns in the lessons per competencies in the different learning areas under the K to 12 curriculum					
5. Incorporation of gender-related issues in the preparation of instruction and assessment per learning area					
6. Elimination of gender discrimination of students in classroom management such as in the seating arrangement and in the					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
assignment of roles during sweeping schedule					
7. Setting of gender-neutral examples in instructional materials used for teaching					
8. Setting of real-life, locally-contextualized examples about gender roles in the various lessons in the different learning areas					
9. Exposing students to gender-responsive situations in the education sector such as in using addresses such as Ms./Miss, Mr./Mrs. and others					
10. Incorporation of gender-responsive classroom performance tasks					
B. Curriculum Standards					
1. Promotion of K to 12 Curriculum that enhances gender equality, human rights, sexuality, reproductive health, peace education, environmental education and child protection in subjects which these can be incorporated such as MAPEH, Science and Health, Araling Panlipunan					
2. Development of competencies in the different learning areas wherein GAD core messages such as responsible parenthood, equal opportunity, and equal representations in the government processes will be incorporated					
3. Integration of minimum standards on gender sensitivity in subjects such as MAPEH, Science and Health, and Araling Panlipunan					
4. Integration of questions on gender and development (GAD) issues and concerns in academic school activities such as during population quiz, Science and Health quiz, Statistics quiz and other similar activities					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
5. Integration of gender sensitivity standards in making examples of lessons in class, especially using girls' issues as examples during discussions					
6. Consideration of gender-responsive teaching strategies especially in lessons on reproductive health in Science and Health and other related subjects					
7. Inclusion of all gender such as male, female, lesbian and gays in the development of intervention schemes for slow learners					
8. Inclusion of lesbian, gay, bisexual and transgender features and examples in the delivery of the competencies in various subjects such as in Science and Health, and others					
9. Local contextualization of gender issues such as mothers being the light of the home and fathers being the provider of the family					
10. Emphasis on modern theories about gender responsiveness as applied to basic education					
C. Learning Delivery					
1. Maintain gender-responsive instructional delivery and services					
2. Design of gender-responsive models of instruction in all learning areas for all types of learners					
3. Use of gender-responsive innovative teaching strategies					
4. Adoption of gender-responsive teaching and learning models aligned with the curriculum standards in the K to 12 Curriculum for the basic education levels					
5. Provide gender-responsive learning approaches and assessment models					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
6. Institutionalization of scaffoldings in learning that are gender-responsive					
7. Utilization of pictures, multimedia presentations that are gender-responsive					
8. Utilization of brochures, pamphlets, graphs, charts and others which are gender-sensitive					
9. Focus on group discussions about sensitive issues pertaining to sexual preferences, masculine and feminine choices					
10. Institution of gender responsive examples in lessons					
D. Learning Environment					
1. Promote gender-responsive physical and social environment in school with zero tolerance for all forms of violation of human rights					
2. Ensure proper training to teachers and other stakeholders in education about GAD issues and concerns					
3. Ensure that in-service trainings about capacity building for GAD concerns are held					
4. Institutionalize teaching and learning plans, guides, processes, mechanisms and measures					
5. Strengthen capacities of teachers and school administrators in providing appropriate intervention and immediate referral in cases of violations of GAD issues					
6. Provision of gender-responsive discipline to students					
7. Crafting of gender-responsive classroom structure					
8. Establishment of area on gender-responsive activities such as the					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
celebration of the National Women's Month					
9. Establishment of gender-responsive classroom settings from color scheme and others					
10. Provision of a gender-responsive learning atmosphere to the students					
E. Learning Resources					
1. Develop learning resources (LR) that are free from gender biases and stereotypes and use gender-fair and inclusive language					
2. Ensure that the school's lay out artists, illustrators, and other visual artists preparing LRs to be gender-responsive					
3. Provide GAD LRs					
4. Ensure that GAD LRs from external sources such as the Internet comply with GAD's core messages					
5. Upload LRs and other teachers' resources which are GAD-responsive					
6. Teachers' manuals that are gender-responsive					
7. Learners' books that are gender-responsive					
8. Modules, test papers, and answer keys that are gender-responsive					
9. School forms that are gender-responsive					
10. Curriculum guides that are gender-responsive					
F. Assessment					
1. Ensure that formative and summative assessments at the school level are gender-responsive and culturally-sensitive					
2. Ensure that any competitions like quiz bee, slogan contest, essay writing contest at the school level are gender-responsive and culturally-sensitive					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
3. Include gender-responsive topics in the test development process particularly in the making of table of specifications					
4. Conduct GAD-related trainings and seminars to test developers particularly on the use of gender fair and inclusive language					
5. Ensure that GAD core messages are included in all the assessment criteria/rubrics					
6. Construction of classroom activities that observe GAD principles and policies					
7. Observance of inherent limitations of each gender as regards activities to be used in class such as in Science and Health classes					
8. Inclusion of gender-responsive interpretations of assessment in the curriculum guide for all learning areas in the elementary level					
9. Inclusion of gender-responsive interpretations of assessment in the curriculum guide for all learning areas in the elementary level					
10. Gender-responsiveness in the items in assessment					

Thank you very much!

APPENDIX C

Questionnaire for the School GAD Coordinator-Respondents

Directions: This questionnaire has two parts. Please read the items in each part and answer as truthfully as possible. Please do not leave any item unanswered.

PART I. SCHOOL GAD COORDINATOR-RESPONDENTS' PROFILE

Directions: This part of the questionnaire contains items about your personal background information. Please fill in the line spaces provided before each item the needed information, and place a check (√) on the appropriate line spaces of your answers.

Name _____
(Optional)

Age ____	Sex ____Male	Civil Status ____Single
	____Female	____Married
		____Separated
		____Widowed

Teaching Experience ____ 0 - 1 year
 ____ 2 years - 6 years
 ____ 7 years - 11 years
 ____ 12 years and above

Highest Educational Attainment
 ____ Bachelor's Degree Only
 ____ With Units in Any Graduate Programs
 ____ With Degree in Any Graduate Programs
 ____ With Units in Any Post-Graduate Programs
 ____ With Degree in Any Post-Graduate Programs

Number of Years as School GAD Coordinator _____

Attendance in Relevant Trainings/Seminars _____

PART II. SCHOOL GAD COORDINATOR-RESPONDENTS' ATTITUDE AND PERCEPTION ON THE EXTENT OF IMPLEMENTATION OF GAD POLICY IN JUNIOR HIGH SCHOOLS

A. ATTITUDE TOWARD GAD POLICY

Directions: This part of the questionnaire is a checklist composed of 10 items. Please indicate your attitude toward GAD policies by checking the appropriate column and using the following five-point scale:

- 5 - Strongly Agree (SA)
 4 - Agree (A)
 3 - Undecided (U)
 2 - Disagree (D)
 1 - Strongly Disagree (SD)

Attitude Statements	Responses				
	SA (5)	A (4)	U (3)	D (2)	SD (1)
11. People should be treated equally regardless of their sex both at home and in school.					
12. Boys have the same obligations to help with household chores as girls.					
13. Girls should be cleaner and tidier than boys.					
14. Men should occupy posts of responsibility.					
15. Some jobs are not appropriate for women.					
16. Children should be given freedom depending on their age and how mature they are, not depending on their sex.					
17. Household chores should not be allocated by sex.					
18. People should stop thinking about whether people are men or women and focus on other characteristics.					
19. People think it is worse to see a man cry than a woman.					
20. People think boys should be brought up differently than girls.					

B. SCHOOL GAD COORDINATOR-RESPONDENTS' PERCEPTION ON THE EXTENT OF IMPLEMENTATION OF GAD POLICY IN JUNIOR HIGH SCHOOLS

Directions: This part of the questionnaire is a checklist which contains statements about your perception on the extent of implementation of GAD Policy in junior high schools. Using the five-point scale below, please encircle the number in the appropriate column of your response:

5 - Very Effectively Implemented (VEI)

4 - Effectively Implemented (VI)

3 - Moderately Implemented (MI)

2 - Fairly Implemented (FI)

1 - Poorly Implemented (PI)

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
A. Learners' Development					
1. Gender equality concerns incorporated in the GAD Framework in School Improvement Plan (SIP)					
2. Programs, projects and activities related to gender and development (GAD) are included and tackled in the Annual Implementation Plan (AIP)					
3. Inclusion and observance in the calendar of activities of important celebrations related to gender and development such as Women's Month, Children's Month and Campaign on Violence against Women, and other similar celebrations					
4. Integration of gender issues and concerns in the lessons per competencies in the different learning areas under the K to 12 curriculum					
5. Incorporation of gender-related issues in the preparation of instruction and assessment per learning area					
6. Elimination of gender discrimination of students in classroom management such as in the seating arrangement and in the					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
assignment of roles during sweeping schedule					
7. Setting of gender-neutral examples in instructional materials used for teaching					
8. Setting of real-life, locally-contextualized examples about gender roles in the various lessons in the different learning areas					
9. Exposing students to gender-responsive situations in the education sector such as in using addresses such as Ms./Miss, Mr./Mrs. and others					
10. Incorporation of gender-responsive classroom performance tasks					
B. Curriculum Standards					
1. Promotion of K to 12 Curriculum that enhances gender equality, human rights, sexuality, reproductive health, peace education, environmental education and child protection in subjects which these can be incorporated such as MAPEH, Science and Health, Araling Panlipunan					
2. Development of competencies in the different learning areas wherein GAD core messages such as responsible parenthood, equal opportunity, and equal representations in the government processes will be incorporated					
3. Integration of minimum standards on gender sensitivity in subjects such as MAPEH, Science and Health, and Araling Panlipunan					
4. Integration of questions on gender and development (GAD) issues and concerns in academic school activities such as during population quiz, Science and Health quiz, Statistics quiz and other similar activities					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
5. Integration of gender sensitivity standards in making examples of lessons in class, especially using girls' issues as examples during discussions					
6. Consideration of gender-responsive teaching strategies especially in lessons on reproductive health in Science and Health and other related subjects					
7. Inclusion of all gender such as male, female, lesbian and gays in the development of intervention schemes for slow learners					
8. Inclusion of lesbian, gay, bisexual and transgender features and examples in the delivery of the competencies in various subjects such as in Science and Health, and others					
9. Local contextualization of gender issues such as mothers being the light of the home and fathers being the provider of the family					
10. Emphasis on modern theories about gender responsiveness as applied to basic education					
C. Learning Delivery					
1. Maintain gender-responsive instructional delivery and services					
2. Design of gender-responsive models of instruction in all learning areas for all types of learners					
3. Use of gender-responsive innovative teaching strategies					
4. Adoption of gender-responsive teaching and learning models aligned with the curriculum standards in the K to 12 Curriculum for the basic education levels					
5. Provide gender-responsive learning approaches and assessment models					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
6. Institutionalization of scaffoldings in learning that are gender-responsive					
7. Utilization of pictures, multimedia presentations that are gender-responsive					
8. Utilization of brochures, pamphlets, graphs, charts and others which are gender-sensitive					
9. Focus on group discussions about sensitive issues pertaining to sexual preferences, masculine and feminine choices					
10. Institution of gender responsive examples in lessons					
D. Learning Environment					
1. Promote gender-responsive physical and social environment in school with zero tolerance for all forms of violation of human rights					
2. Ensure proper training to teachers and other stakeholders in education about GAD issues and concerns					
3. Ensure that in-service trainings about capacity building for GAD concerns are held					
4. Institutionalize teaching and learning plans, guides, processes, mechanisms and measures					
5. Strengthen capacities of teachers and school administrators in providing appropriate intervention and immediate referral in cases of violations of GAD issues					
6. Provision of gender-responsive discipline to students					
7. Crafting of gender-responsive classroom structure					
8. Establishment of area on gender-responsive activities such as the					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
celebration of the National Women's Month					
9. Establishment of gender-responsive classroom settings from color scheme and others					
10. Provision of a gender-responsive learning atmosphere to the students					
E. Learning Resources					
1. Develop learning resources (LR) that are free from gender biases and stereotypes and use gender-fair and inclusive language					
2. Ensure that the school's lay out artists, illustrators, and other visual artists preparing LRs to be gender-responsive					
3. Provide GAD LRs					
4. Ensure that GAD LRs from external sources such as the Internet comply with GAD's core messages					
5. Upload LRs and other teachers' resources which are GAD-responsive					
6. Teachers' manuals that are gender-responsive					
7. Learners' books that are gender-responsive					
8. Modules, test papers, and answer keys that are gender-responsive					
9. School forms that are gender-responsive					
10. Curriculum guides that are gender-responsive					
F. Assessment					
1. Ensure that formative and summative assessments at the school level are gender-responsive and culturally-sensitive					
2. Ensure that any competitions like quiz bee, slogan contest, essay writing contest at the school level are gender-responsive and culturally-sensitive					

Indicators	Responses				
	VEI (5)	VI (4)	MI (3)	FI (2)	PI (1)
3. Include gender-responsive topics in the test development process particularly in the making of table of specifications					
4. Conduct GAD-related trainings and seminars to test developers particularly on the use of gender fair and inclusive language					
5. Ensure that GAD core messages are included in all the assessment criteria/rubrics					
6. Construction of classroom activities that observe GAD principles and policies					
7. Observance of inherent limitations of each gender as regards activities to be used in class such as in Science and Health classes					
8. Inclusion of gender-responsive examples in assignments and other home works					
9. Inclusion of gender-responsive interpretations of assessment in the curriculum guide for all learning areas in the elementary level					
10. Gender-responsiveness in the items in assessment					

Thank you very much!



Republic of the Philippines
Department of Education

29 JUN 2017

DepEd ORDER

No. **32**, s. 2017

GENDER-RESPONSIVE BASIC EDUCATION POLICY

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Regional Secretary, ARMM
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Gender-Responsive Basic Education Policy** in line with its Gender and Development (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 Philippines' 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.
2. Through this policy, the DepEd commits 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.
3. This policy is consistent with the DepEd's vision, mission, values, and mandate.
4. This policy will remain in force and in effect unless repealed, amended, or rescinded. All issuances inconsistent with this Order are hereby rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.


ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge

Encl.: As stated

Reference: None

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
HUMAN RIGHTS
LEGISLATION

POLICY
PROGRAMS

PROJECTS
RULES AND REGULATIONS

I. RATIONALE

The Philippines is committed under international and national laws to integrate gender equality into the principles, goals, and processes of Philippine education. The 1987 *Philippine Constitution* provides 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).” This provision is aligned with the international commitments of the Government of the Republic of the Philippines (GRP) to the *Universal Declaration of Human Rights* (UDHR), the *International Covenant on Civil and Political Rights* (ICCPR), the *International Covenant on Economic, Social, and Cultural Rights* (ICESCR), the *Convention on the Rights of the Child* (CRC), and the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW). The GRP affirms these commitments through the implementation of global action plans such as the 1995 *Beijing Platform for Action* (Strategic Objective B on Education), the 2015 *Millennium Development Goals* (Goal No. 2 on Universal Education and Goal No. 3 on Gender Equality), and the 2030 *Agenda for Sustainable Development* or the *Sustainable Development Goals* (Goal No. 4 on Quality Education, Goal No. 5 on Gender Equality, and Goal No. 10 on Reduced Inequalities).

In Southeast Asia, the Philippines supports the ASEAN Socio-Cultural Community Blueprint 2025, which envisions an inclusive ASEAN that works toward the achievement of gender equality and the elimination of all forms of discrimination, and addresses the intersectionality of women’s discrimination. The Blueprint aims to protect and empower women, children, youth, the elderly, persons with disability (PWDs), ethnic minority groups, and other vulnerable and marginalized groups.

In 2013, Philippine Congress passed Republic Act (RA) No. 10533, or the *Enhanced Basic Education Act of 2013*, instituting the K to 12 Basic Education Program. It mandates universal kindergarten, six years of elementary education, four years of junior high school, and two years of senior high school to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship (Sec. 4). Under the *Implementing Rules and Regulations of RA No. 10533*, the Department of Education (DepEd) is mandated to ensure that the basic education curriculum is gender- and culture-sensitive (Rule II, Section 10.2).

That the DepEd should adhere to such a standard is timely given the shift in the gender patterns in basic education indicators in the Philippines. From 1996 to 2012, boys outnumbered girls at the elementary level while at the

secondary level, the opposite was true, with girls outnumbering boys. In the same period, girls outperformed boys in all key indicators, particularly in cohort survival rate and completion rate (NEDA & UNDP 2014).

The Women's Empowerment, Development, and Gender Equality (Women's EDGE) Plan 2013–2016 (Chapter 6: Education) published by the Philippine Commission on Women (PCW) summed up the enduring gender issues in Philippine education as follows:

- a) Boys are underperforming in key education indicators compared to girls.
- b) Indigenous Peoples (IPs) fall behind in enrolment data and experience discrimination.
- c) Higher education degrees manifest marked gender-segregation.
- d) Gender biases and stereotypes remain and are still embedded in the curricula, instructional methods, materials, and learning media.
- e) Women and girls continue to be vulnerable to sexual harassment and violence inside schools.

The results of the 2016 *National Baseline Study on Violence Against Children* by the Council for the Welfare of Children and the *Systematic Literature Review on the Drivers of Violence Affecting Children* by the United Nations Children's Fund (UNICEF) show that:

- a) There is a high prevalence of violence against children among both boys and girls and increasingly, more boys are becoming victims of sexual abuse than girls.
- b) Sexual harassment is the most frequent form of sexual violence, with girls being particularly vulnerable. Lesbian, gay, bisexual, and transgender (LGBT) youth are also at risk of sexual violence committed by their peers.
- c) LGBT children are at a higher risk for physical and psychological bullying.
- d) Children's previous experiences of violence drive violent behavior in schools.
- e) Despite the high prevalence of violence, disclosures are reported to be low. However, teachers are the most common persons children disclosed to and sought help from. As such, teachers and school personnel need to have appreciation and understanding of children's rights.

This policy seeks to enable the DepEd to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education, to promote the protection of children from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying, and to promote gender equality and non-discrimination in the

workplace and within the DepEd.

II. SCOPE

This policy shall apply to all:

- a) Officials and employees of the DepEd;
- b) Officials and employees of private elementary, junior, and senior high schools; and
- c) Learners of public and private elementary, junior, and senior high schools, and of learning centers for Special Education and Alternative Learning System (ALS) and laboratory schools of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs).

III. POLICY STATEMENT

This policy provides the guidelines for Gender-Responsive Basic Education that shall allow the DepEd to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights in the provision and governance of basic education. Through this policy, 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, safe, and nurturing environment with the provision to continuously improve its support systems at all levels of governance. Specifically, this policy aims to:

- a) promote inclusive education that ensures girls' and boys' and women's and men's equal access to learning opportunities, fair treatment in the learning process, and equitable outcomes as well as access to opportunities in all spheres of life;
- b) promote the protection of children against all forms of gender-based violence, abuse, discrimination, and bullying in schools;
- c) 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. This includes taking affirmative steps where necessary to reduce gender gaps and disparities in basic education, and rectifying through affirmative action such discrimination suffered by a gender group in the workplace as a result of treatment that fails to

recognize gender differences and thus adversely affects that gender group (e.g., adopting gender-sensitive promotion standards that give due consideration to women's absence from the workplace on account of maternity leave);

d) involve all learners, teachers, and non-teaching personnel and other stakeholders in the promotion of gender equality and non-discrimination through their engagement in the curriculum, learning materials, teaching methodologies, and support services that should not only aim at eliminating gender stereotypes, but also at transforming gender relations toward empowerment and social change;

e) strengthen structures, systems, and methodologies that promote coordination to address gender dimensions in planning, information exchange, design, and delivery of services;

f) ensure that public and private partners are fully oriented to adopt gender-equality standards and procedures in program implementation and management; and

g) continuously enhance policy implementation and sustainability of results through periodic reviews, consultations with stakeholders, documentation, and promotion of good practices.

IV. DEFINITION OF TERMS

For the purposes of this Order, the following terms shall be understood as follows:

- a) **Child protection** refers to programs, services, procedures, and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination, and violence (D.O. 40, s. 2012 or DepEd Child Protection Policy).
- b) **Gender** refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities, and relationships are socially constructed and are learned through socialization processes. (UN Women)

- c) **Gender and Development (GAD)** refers to the development perspective and process that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices; seeks to transform society's social, economic, and political structures and questions the validity of gender roles these ascribe to women and men; contends that women are active agents of development and not just passive recipients of development assistance; and stresses the need of women to organize themselves and participate in political processes to strengthen their legal rights. (MCW)
- d) **Gender awareness** refers to the ability to identify problems arising from gender inequality and discrimination, even if these are not immediately apparent. (UNGEI)
- e) **Gender-based violence** refers to violence that targets individuals or groups on the basis of their gender. This includes acts that inflict physical, mental, or sexual harm or suffering, the threat of such acts, coercion, and other deprivations of liberty. (UN)
- f) **Gender-based discrimination** refers to any gender-based distinction, exclusion, or restriction that has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by men and women regardless of their sexual orientation, gender identity, and civil status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field.
- g) **Gender equality** refers to the principle asserting the equality of men and women and their rights to enjoy equal conditions realizing their full human potentials to contribute to and benefit from the results of development, and with the state recognizing that all human beings are free and equal in dignity and rights. (MCW)
- h) **Gender equity** moves beyond a focus on equal treatment. It means giving to those who have less on the basis of needs, and taking steps to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. (NCRFW)
- i) **Gender expression** refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person's gender expression may or may not be consistent with socially prescribed gender

roles, and may or may not reflect his or her gender identity. (APA)

- j) **Gender-fair language** is understood as language that is gender sensitive or non-sexist.
- k) **Gender identity** is understood to refer to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means) and other expressions of gender, including dress, speech, and mannerisms. (Yogyakarta Principles)
- l) **Gender-Responsive Basic Education (GRBE)** is inclusive education that ensures girls' and boys' and women's and men's equal access to learning opportunities, addresses gender-based barriers and the intersection of different forms of discrimination, takes affirmative steps where necessary to reduce gender gaps and disparities in the management of the learning process, provides children a learner-friendly environment that addresses their diverse learning needs and results in the progressive achievement of gender equality in educational outcomes.
- m) **Gender mainstreaming in education** is the process of assessing the implications for girls and boys or women and men of any planned action, including legislation, policies or programs, at all levels of the education system. It is a strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of education policies and programs so that girls and boys or women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality in education. (ECOSOC 1997/2)
- n) **Gender responsiveness** refers to taking action to correct gender bias and discrimination so as to ensure gender equality and equity. It entails consistent and systematic attention to the differences between men and women with a view to addressing structural constraints to gender equality.
- o) **GAD Plan and Budget (GPB)** is not about creating separate budgets for women, or solely increasing spending on women's programs. Rather, gender-responsive budgeting seeks to ensure that the collection and allocation of public resources is carried out in ways that are effective and contribute to advancing gender equality and women's empowerment. It should be based on in-depth analysis that identifies effective interventions for implementing policies and laws that advance women's rights. It provides tools to assess the different needs and contributions of men and women,

and boys and girls, within the existing revenues, expenditures, and allocations and calls for adjusting budget policies to benefit all groups. (UNWOMEN)

- p) **Gender sensitivity** is the ability to perceive existing gender differences, issues, and inequalities and to incorporate these into strategies and actions. (Intrahealth International)
- q) **Inclusive education** is an approach that enjoins schools to accommodate all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions (Article 3, Salamanca Framework for Action). Schools must adopt an inclusive orientation as a means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and, ultimately, the cost-effectiveness of the entire education system.
- r) **Sexual orientation** is understood to refer to each person's capacity for profound emotional, affectional, and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender. (Yogyakarta Principles)
- s) **Intersectionality** is an analytical tool for studying, understanding, and responding to the ways in which sex and gender intersect with and are constituted by other social factors such as age, class, disability, ethnicity, race, religion, sexual orientation, gender identity or gender expression, and other status.
- t) **Violence against women and their children (VAWC)** refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life, as provided under Republic Act (RA) 9262 or *The Anti-Violence Against Women and Their Children Act of 2004*.
- u) **Violence against children committed in schools** refers to a single act or a series of acts committed by school administrators, academic, and non-academic personnel against a child, which result in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment, or arbitrary deprivation of liberty. It includes, but is not limited to, physical, sexual, psychological violence, and other acts of violence of a physical, sexual, or psychological nature that are prejudicial to the best interest of the child.

V. GENDER-RESPONSIVE BASIC EDUCATION

Through its Gender-Responsive Basic Education Policy (GRBE), the DepEd commits to:

A. Make its strategic framework gender-responsive

In the development of DepEd's basic education strategic framework, the key principles of gender equality programming in education from *Gender Equality In and Through Education* (INEE 2010) shall be adopted. These principles are abridged below:

- a. "Gender dynamics impact on education."
- b. "Gender is not just about girls."
- c. "Gender-responsive education is protective."
- d. "Disaggregated data are nonnegotiable."
- e. "Involve male and female learners in working toward gender equality."
- f. "Gender is a cross-sectoral issue."
- g. "Anyone can champion gender equality in education."

B. Mainstream gender in all Policies and Programs, Projects, and Activities (PPAs)

Curriculum, Instruction, and Assessment

The DepEd, through the appropriate and relevant units, shall:

Learners Development

1. Advocate gender equality in all aspects of development and ensure that PPAs are made congruent with this 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).
2. 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, and Transgender (LGBT) Pride Month (June), Breastfeeding Month (August), Peace Education Month (September), Children's Month (November), 18-Day Campaign to End VAW (November 25 to December 12), and Human Rights Month (December).

3. Support policies on curriculum, instruction, and assessment that are consistent with the principles of gender-responsive education.

Curriculum Standards

1. 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.
2. 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. 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.

Learning Delivery

1. Ensure that all public and private schools, learning centers, including laboratory schools of SUCs and LCUs, shall maintain gender-responsive instructional delivery and services.
2. Design gender-responsive models of instruction for basic education appropriate for all types of learners.
3. 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.
4. Provide technical assistance to the field offices in the adoption or modification of gender-responsive learning models and strategies.

Learning Environment

1. 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.
2. Ensure that DepEd personnel are properly oriented and trained on gender equality, sexuality, and reproductive health education, human rights, peace education, and child protection.
3. 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 institutions, are aligned with GRBE and capacitate all teachers in both public and private schools on GRBE, human rights education, and peace education.
4. Promote the institutionalization of gender-responsive teaching-learning plans, guides, processes, activities, and mechanisms and measures.
5. Provide adequate and responsive capacity-building activities for teachers in dealing with children in conflict with the law (CICL) and children at risk (CAR).
6. Strengthen and sustain the capacity of administrators, guidance counselors, and teachers in handling cases of violence, abuse, discrimination, exploitation, and bullying, and equip them with the technical competence in providing appropriate interventions and immediate referral.

Learning Resources

1. 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.

2. Ensure that writers, editors, evaluators, layout artists, illustrators, and focal persons of LRs are well-trained on gender-responsiveness, sexuality, and reproductive health education, human rights, and peace education.
3. Provide orientation for prospective publishing and development teams to emphasize the inclusion of GAD key concepts and core messages in learning resource development.
4. Provide GAD learning resources.
5. 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
6. Ensure that learning resources procured from external sources comply with GAD key concepts and core messages.
7. Update and align the quality assurance of the learning resources, evaluation instruments, and instructional materials to include gender concepts, values, and gender-fair language.
8. Gather and upload quality-assured GAD learners' and teachers' resources to the DepEd Learning Resources Portal.
9. Ensure that field offices shall implement contextualized, localized, and indigenized learning resources integrating GAD core messages and key concepts.

Assessment

1. Ensure that formative and summative assessments 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.

2. 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. Conduct a GAD orientation for test-item writers to ensure educational assessments are GRBE-compliant in terms of content and procedures.
4. Enjoin all public and private accrediting institutions or organizations to include gender-equality elements in their accreditation criteria.

Planning and Field Operations

The DepEd, through the appropriate and relevant units, shall:

Learners Support

1. Promote awareness of GRBE issues and concerns in the governance and operations of schools, learning centers, and workplaces.
2. Develop framework policies and standards for learner support programs and services that integrate GAD core messages and key concepts.
3. Implement programs, projects, and services of school health, youth development, and sports development aligned with GRBE.
4. Conduct capacity building on health development, school sports development, and youth formation aligned with guidelines of the GRBE policy.
5. Strengthen cooperation and partnership with agencies, organizations, and individuals for purposes of education and other GAD support services.
6. Conduct monitoring and evaluation and research in aid of learner support policy development and service delivery.

School Health

1. Provide policy standards and guidelines for the integrated health and nutrition program and capacitate teaching and non-teaching personnel in the implementation of nutrition support programs, school health service delivery, and provision of a healthy school environment.
2. Ensure that all schools, learning centers, and workplaces promote mental health and psychosocial support services aligned with GRBE.
 - a) Ensure enforcement of public and private schools' implementation and compliance with RA No. 9710, sec. 13.C on non-expulsion of women faculty and female learners who become pregnant outside of marriage.
 - b) Implement girl-child, adolescent, and sexual and reproductive health services in every school.
3. Conduct regular focus group discussions or youth forums, and activities on health and nutrition issues as extra-curricular or co-curricular activities.
4. Develop information, education, and communication (IEC) materials on issues for learners in need of special attention.

Youth Formation

1. Formulate, recommend, and implement policies for youth development aligned with GRBE in coordination with the National Youth Commission (NYC).
2. Conduct capacity building on youth development aligned with GRBE.
3. Activate and mobilize youth organizations in all public and private schools, including laboratory schools of SUCs and LUCs, to ensure:
 - a) Non-discrimination of learners in youth membership
 - b) Equal treatment and opportunities to females and males for academic honors, leadership in school or class organizations, journalistic endeavors, and the like (Sec. 35.1.e of the MCW)
 - c) Representation of the youth in recognized activities of the DepEd
4. Implement Career Guidance and Counseling programs and activities that give learners career choices and options aligned with

GRBE.

School Sports

1. Formulate, recommend, and implement policies on sports development aligned with RA 9710, Sec. 14, Women in Sports.
2. Conduct capacity building for sports development aligned with RA 9710, Sec. 14, Women in Sports.
3. Ensure gender-responsive implementation of sports programs and activities.

Planning

1. Gather and analyze sex-disaggregated data and gender information for informed decision making.
2. Monitor the implementation of the Basic Education Research Agenda specifically its GAD component.
3. Ensure that policies and studies being reviewed by the service are aligned with this policy.

Public Affairs, Finance, and Administration

The DepEd, through the relevant and appropriate units, shall:

Public Affairs

1. Establish a media network and mechanism for effective public relations especially on information dissemination and advocacy campaigns on GAD.
2. Lead in ensuring public awareness of DepEd's gender mainstreaming initiatives particularly the implementation of this policy.
3. Provide direct support to officials and spokespersons in communications related to this policy.
4. Provide guidance to regional and schools division communications teams in information dissemination related to DepEd's gender

mainstreaming efforts and implementation of GRBE.

5. Manage communications in relation to GRBE.

Information and Communications Technology (ICT)

1. Formulate computerization program policies and activities aligned with GRBE.
2. Conduct continuous capacity-building activities to upgrade personnel on ICT knowledge and skills particularly on development of sex-disaggregated database and other GAD information.

Educational Facilities

1. Formulate, recommend, and implement programs for development and establishment of educational facilities consistent with the principles of GRBE.
2. Conduct capacity building to ensure that all facilities are safe, functional, adequate, sanitary, gender and culture sensitive, and accessible to Persons with Disabilities (PWDs).
3. GRBE-compliant schools, learning centers, and workplaces
 - a) Provide women, girl-child, and adolescent-friendly facilities that meet standards for Menstrual Hygiene Management (DepEd Order No. 10, s. 2016 or the *Comprehensive WASH in Schools [WinS] Policy*)
 - b) Provide school facilities that meet the standards for persons with disabilities (PWDs) (RA No. 7277 or the *Magna Carta of Disabled Persons*)
 - c) Provide teenhubs or adolescent-friendly spaces (Sec.11.03 of the IRR of RA No. 10354 or the *Responsible Parenthood and Reproductive Health Law*)
 - d) Provide breastfeeding stations and child-minding stations
 - e) Establish VAWC desk in schools

C. Ensure gender parity in staffing and create an enabling work environment

The DepEd, through the appropriate and relevant units, shall:

Human Resource Development

1. Formulate, recommend, and implement policies and frameworks consistent with the principles of gender-responsive recruitment, selection, and placement, learning and development, performance management, and rewards and recognition.
2. Conduct capacity building for all employees on GRBE and in handling gender issues and concerns.
3. Create a pool of GRBE experts.
4. Ensure that the implementation of the Results-based Performance Management System (RPMS) is gender-responsive.

Learning and Development

1. Integrate gender in all learning and development programs and interventions.
2. Ensure that training methodologies and standards are gender-sensitive.
3. Ensure equal opportunities in scholarships and trainings. Conditions including but not limited to age, pregnancy, motherhood, disabilities, ethnicity, or lack of consent of spouse shall not be grounds for disqualification.

Employee Welfare

1. Ensure that programs that inculcate and sustain the department core values, respond to employees' varied needs, and promote employees' physical, mental, psychological, social and spiritual well-being are gender-responsive.

2. Ensure that institutional rewards and recognition systems are gender-responsive.

3. Ensure implementation of the grant of special leaves as provided by law, which include but are not limited to maternity, paternity, solo parent, gynecological, and VAWC.

4. Ensure enforcement of public and private schools' implementation of and compliance to RA No. 9710, Sec. 13. C on the non-firing of employees on account of pregnancies outside of marriage.

D. Strengthen gender and development institutional mechanisms

The GAD Focal Point System (GFPS)

DepEd shall ensure that the GFPS is institutionalized in all levels of governance. Its composition shall be as follows:

CENTRAL OFFICE

GFPS Head or Chairperson:	Secretary (or an EXECOM member designated by the Secretary)
Members:	EXECOM members designated by Department Secretary
Technical Working Group	Representatives of Bureaus, Units, and Services
Secretariat:	Bureau of Human Resource and Organizational Development (BHROD)

REGIONAL OFFICE

GFPS Head or Chairperson:	Regional Director
Technical Working Group	
Head:	Asst. Regional Director
Members:	Regional GAD Coordinator (To be designated by the Regional Director)
	Chief, CLMD
	Chief, ESSD
	Chief, PPRD

	Chief, FTAD
	Chief Administrative Officer
	Chief Administrative Officer for Finance
Head of Secretariat:	Chief, HRDD
Monitoring & Evaluation:	QAD

SCHOOLS DIVISION OFFICE

GFPS Head or Chairperson:	Schools Division Superintendent
Technical Working Group	
Head:	Asst. Schools Division Superintendent
Members:	Division GAD Coordinator (To be designated by the SDS) Chief, Curriculum Implementation Division Chief, School Governance and Operation Division Accountant or Administrative Officer V for Finance Administrative Officer V (Admin. Services) Planning Officer
Secretariat Head:	SGOD, SEPS/EPS II for HRD
Monitoring & Evaluation:	SGOD, SEPS/ EPS II for School Management M & E

SCHOOL

GFPS Head or Chairperson	School Head
Members	School GAD Coordinator (To be designated by the Principal) Asst. Principal/Department Head for SHS Grade Level Coordinator/s (Elementary) Guidance Teacher/Coordinator School Bookkeeper (Secondary) Administrative Assistant

The GFPS at all levels of governance shall follow the duties and functions as they apply prescribed by DepEd Order No. 27, s. 2013 entitled *Guidelines and Procedures on the Establishment of DepEd Gender and Development Focal Point System at the Regional, Division, and School Levels*, DepEd Memorandum (DM) No. 140, s. 2012 entitled *Establishment of Gender and Development Focal Point System*, and appropriate guidelines issued by the PCW.

GAD Planning and Budgeting

As mandated under Section 36 (a) of RA No. 9710 or the *Magna Carta of Women*, the DepEd shall prepare an annual GAD plan and budget (GPB) to address gender issues and concerns based on its mandates, the agency's GAD agenda, the gender-equality agenda of government, and other GAD-related laws, policies, plans, and commitments. The GPB shall be accompanied by a GAD Accomplishment Report for the previous year. The amount to be allocated and utilized for the implementation of GAD PPAs shall be drawn from the agency's maintenance and other operating expenses, capital outlay, and personnel services, and shall be at least 5 percent (5%) of the agency's total budget appropriations for the year. The GAD Planning and budgeting process shall follow the specific guidelines issued by PCW, DBM, NEDA, and COA.

Activities conducted to implement the GRBE Policy shall be charged to the GAD budget subject to COA Audit Policy Guidelines. Further, school activities to address gender issues and concerns shall be charged to at least 5 percent (5%) if the Maintenance and Other operating Expenses (MOOE) subject to its utilization guidelines.

Grievance

Complaint or Grievance Committee (GC)

1. The Complaint/Grievance Committee at all levels shall cater not only to those complaints/grievances stipulated in DepEd Order 3, s. 2004 entitled *Establishing a Complaint/Grievance Committee with the Department of Education*, but also gender-related complaints or grievances to assure holistic assurance of freedom from coercion, discrimination, reprisal, bias, and gender-based violence or abuse.
2. Inclusion of legal counsel will help guide the complainants on legal actions to be taken.
3. All GC members shall be capacitated on GRBE.
4. The duties and functions of the GC are stipulated under DepEd Order 35, s. 2004 entitled *Revision of the Grievance Mechanisms of the Department of Education*. The composition shall also follow the aforementioned DepEd Order provided that at least one member of the GC shall be female, if all the above are men.

Committee on Decorum and Investigation (CODI)

1. In line with section 4 of RA No. 7877 otherwise known as the *Anti-Sexual Harassment Act of 1995*, the DepEd in all levels of governance shall create or strengthen a Committee on Decorum and Investigation of cases on sexual harassment. The committee shall be composed of at least one representative from the administration, teachers, non-teaching personnel, and students.
2. The duties and functions of the CODI shall follow the guidelines set under CSC Memorandum Circular (MC) 19, s. 1994, DOLE Administrative Order (AO) 68, s. 1992, and other pertinent policies.

Child Protection Committee

1. The Child Protection Committee shall initiate information dissemination programs and organize activities that promote the protection of children from all forms of abuse, violence, discrimination and bullying.
2. Develop and implement a school-based referral and monitoring system.
3. Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional, or behavioral signs.
4. Identify, refer, and, if appropriate, report to the appropriate offices cases involving child abuse, violence, discrimination, and bullying.

VI. POLICY MONITORING AND EVALUATION

The GFPS at all levels of governance in collaboration with their respective planning offices shall gather feedback on the implementation of the Gender-Responsive Basic Education Policy from all concerned internal and external stakeholders. It shall conduct a periodic review of this policy to further enhance its provisions and effectiveness. Furthermore, all concerned offices in implementing this policy shall be guided by the attached Gender Mainstreaming Monitoring and Evaluation Framework (MEF) and indicative implementation plan.

The new Program Management Information System (PMIS) shall be used as a tool to closely monitor the progress and implementation of various programs, projects, and activities charged against the GAD budget.

All offices shall comply with the reporting requirement contained in National Budget Circular (NBC) No. 567, s. 2017 including the submission of Budget and Financial Accountability Reports as prescribed under COA-DBM Joint Circular No. 2014-1 and DBM Circular Letter No. 2016-11.

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VIII. EFFECTIVITY

This policy shall take effect 15 days after its publication in the Official Gazette or a newspaper of general circulation, and shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

Gender Mainstreaming M&E Framework (MEF)

Policy Statement : The Department of Education commits to gender equality through gender-responsive basic education to holistically develop Filipinos with access to quality, culture-based education in a learner-friendly, safe, and nurturing environment, with the provision to continuously improve its support systems at all levels of governance.

Results Statement	Performance Indicator	MOV (Means of Verification)	Responsible Office	Baseline (Current Status)	Target
Ultimate Outcome/Impact: Reduced disparities in enrollment, completion, participation, cohort survival, and learning achievement between boys and girls Intermediate Outcome Improved gender responsiveness of DepEd policies, programs, projects, and activities	KPIs (disaggregate by sex, age...) NER, GER, CSR Gender Parity indicator: Dropout rate, enrolment ratio, achievement rate (NAT)	EBEIS, PMIS, LIS, Report of Impact Evaluation Studies, Program Evaluation	Planning Service (CO)		Baseline is established by end of 2017
	No. and types of gender-responsive policies implemented (assessment, standards, curriculum, LRs, etc.)	DepEd order/memo, Regional order/memo, MEA/MEPA, PIR, PCR (program or project) completion report NEDP, REDP, DEDP, SIP/AIP, HRIS, EBEIS, PMIS, LIS, SBIS Impact, Evaluation Report, Research Findings	Planning Service (CO) PPRD, CLMD, QAD, ESSD, FIAD, HR, SGOD Bureaus (CO): BHRD, BLD, BCD, BEA, BLSS, BLR School (SH, GC, Teachers, GAD Focal, SPT) Finance/Budget Div. (SGOD), District / PSDS	HGDG rating: _____	All gender-related policies are disseminated to all concerned offices on-time
	No. and types and gender-responsive programs and projects implemented				All PAs shall be assessed and evaluated using Harmonized Gender and Development Guidelines Project Implementation and Management and Monitoring and Evaluation (HGDD PMME) tools by 2018
	Gender-responsive database utilized				
	No. of gender-responsive research utilized (Impact, outcome, etc.)				
Immediate Outcome Increased capacity of DepEd in developing, implementing, and monitoring gender-responsive programs, projects, and activities	Percentage completion of Capacity Development Plan	Capacity Development Plan, GAD Accomplishment Reports	GFPs, QAD, PLANNING, HRD	GMEF Assessment Results	
	Presence of functional gender-responsive database	Capacity Development Plan, GAD Accomplishment Reports, EBEIS, LIS, EHRIS, and other DepEd databases	GFPs, QAD, PLANNING, HRD		
	Number of offices with functional GFPs	Office Order Designating Members of the GFPs, Certificates of Training	CO, RO, SDO, Schools	with existing GFPs in the CO, RO, SDO, and some schools	By 2018 all offices and schools in DepEd shall have established functional GFPs (100%)
	Number of offices with PCW endorsed GAD plan and budget	endorsed GAD plan and budget	CO, RO, SDO, Schools		By 2018 all offices of DepEd shall have endorsed 2019 GAD plan and budget (100%)

Output 1. Gender-responsive policies issued	No. and types of gender-responsive policies approved and disseminated	DepEd Order issued	GFPS, QAD, PLANNING, HROD	List of gender-related policies established by end of 3Q of 2018
2. Gender-responsive education programs and projects developed /policies integrated with gender concerns	No. and types of gender-responsive programs and projects developed/policies integrated with gender concerns	DepEd Memo issued	GFPS, QAD, PLANNING, HROD	All PPA shall be assessed and evaluated using HGDG PIMME tools by 2018
3. Established gender-responsive systems, mechanism, processes	Presence of gender-responsive systems, mechanisms, processes - operationalized (GFPS, M&E, Planning, etc.)	DepEd Annual GAD Accomplishment Reports	GFPS, QAD, PLANNING, HROD	All offices have submitted annual reports to CO
4. Gender-responsive research studies in education conducted	No. of gender-responsive education research conducted	Research outputs	GFPS, QAD, PLANNING, HROD	Research output promptly published or disseminated to partners and policy makers
5. Annual GAD Plan and Budgets formulated	Number of annual GAD Plan and Budget approved by the Management at CO	Approval or endorsement for submission to PCW	GFPS, QAD, PLANNING, HROD	All offices must have online submission through Gender Mainstreaming Monitoring System (GMMS) by 2018
6. Capacity Development Plan on Gender and Development developed	Capacity Development Plan for DepEd approved	Capacity Development Plan	GFPS, QAD, PLANNING, HROD	All offices with approved capacity development plan
7. Increased network of DepEd partners/stakeholders that would support GRBE activities and programs	No. of programs implemented in partnership with other stakeholders	Program reports	External Partnership Service (EPS)- CO, Social Mobilization and Networking Unit	All program reports of all offices are regularly submitted and consolidated in the electronic basic education information system (EBEIS)
8. Develop/package resource materials, good practices, and state-of-the-art knowledge of the educational needs of IP and Maro girls, LGBT children, and women and girls with disabilities.	Number and types of resource materials developed	Distribution list report	CLMD-LRMDS QAAD	List of gender-related resource materials regularly updated and made available (electronically or in hard copy) to all concerned offices

Annex 2

Implementation Plan for the Gender Mainstreaming Monitoring and Evaluation Framework (Sample Matrix)

Key M&E Tasks	Activities	Responsible Unit/Person	Performance Indicators	Budget (Annual)
Management and Coordination	Set up the M & E Technical Working Group for ensuring harmonious implementation of Gender Mainstreaming M&E framework <i>(Note: GAD focal point system or GAD TWG can serve as M&E TWG)</i>		Technical Working Group established	
	Disseminate the M&E framework to stakeholders		Gender Mainstreaming M&E Framework disseminated to stakeholders at different levels	
	Develop harmonized data collection instruments		Harmonized data collection instruments developed and institutionalized	
M&E Capacity Building	Build M&E capacity of key officers of the agency		Capacity building for key officers of the agency conducted Key officers of the agency capacitated/trained on Gender Mainstreaming M&E	
Data Collection	Collect baseline data for the Indicators		Baseline data collected and used for targeting	
	Regular data collection for		Regular data collection for	

	indicators		indicators conducted as planned	
	Developing and maintaining databases		GAD database developed and maintained	
Dissemination of M& E reports	Distribute M&E reports to all key stakeholders		M&E reports distributed /shared to key stakeholders	
	Organize review and learning forums		Review and learning forums/ sessions conducted as planned	
Reviews and Evaluations	Carry out midterm review		Midterm review conducted as planned	
	Carry end-of-term evaluation		End-of-term evaluation conducted as planned	

ANNEX 3

GENDER-RESPONSIVE BASIC EDUCATION POLICY

LIST OF ACRONYMS

AIPs	Annual Implementation Plans
ALS	Alternative Learning System
ASEAN	Association of South East Asian Nations
BCD	Bureau of Curriculum Development
BEA	Bureau of Education Assessment
BEC	Basic Education Curriculum
BLD	Bureau of Learning Delivery
BLR	Bureau of Learning Resources
BLSS	Bureau of Learner Support Services
BPfA	Beijing Platform for Action
CAR	Children at Risk
CD	Communications Division
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CI	Curriculum and Instruction
CICL	Children in Conflict with the Law
CID	Curriculum Implementation Division
CLMD	Curriculum and Learning Management Division
COA	Commission on Audit
CRC	Convention on the Rights of the Child
DBM	Department of Budget and Management
DEDPs	Division Education Development Plans
DepEd	Department of Education
DLRP	DepEd Learning Resources Portal
DM	Department Memorandum
DO	Department Order
DoH	Department of Health
DRRM	Disaster Risk Reduction & Management
EBE	Enhanced Basic Education
EFD	Educational Facilities Division
EO	Executive Order
EPS	Education Program Specialist/Supervisor
ESSD	Education Support Services Division
EWD	Employee Welfare Division
EXECOM	Executive Committee
FTAD	Field and Technical Assistance Division
GAD	Gender and Development
GAD AR	GAD Accomplishment Report
GC	Grievance Committee

GFPS	GAD Focal Point System
GRP	Government of the Republic of the Philippines
GRB	Gender-Responsive Budgeting
GRBE	Gender-Responsive Basic Education
HEIs	Higher Education Institutions
HGDG	Harmonized Gender and Development Guidelines
HRD	Human Resource Development
HRDD	Human Resource Development Division
ICO	International Cooperation Office
ICTS	Information and Communications Technology Service
IEC	Information, Education, and Communications
IPs	Indigenous Peoples
IPsEO	Indigenous Peoples Education Office
IRR	Implementing Rules and Regulations
LGUs	Local Government Units
LUCs	Local Universities and Colleges
M&E	Monitoring and Evaluation
MCW	Magna Carta of Women
MDG	Millennium Development Goal
MHM	Menstrual Hygiene Management
NEAP	National Educators Academy of the Philippines
NEDA	National Economic Development Authority
NGOs	non-government organizations
NYC	National Youth Commission
ONAR	Office of the National Administrative Register
OPS	Office of Planning Service
PPAs	Programs, Projects, and Activities
PBB	Performance-Based Bonus
PCW	Philippine Commission on Women
PEAC	Private Education Assistance Committee
PRD	Policy Research Division
PS	Planning Service
PWDs	Persons with Disabilities
RA	Republic Act
REDPs	Regional Education Development Plans
ROs	Regional Offices
RPMS	Results-Based Performance Management System
SDGs	Sustainable Development Goals
SDOs	Schools Division Offices
SEPS	Senior Education Program Specialist
SGOD	School Governance and Operations Division
SHD	School Health Division
SHS	Senior High School
SIPs	School Improvement Plans

SSD	School Sports Division
SUCs	State Universities and Colleges
TVIs	Technical Vocational Institutions
UDHR	Universal Declaration of Human Rights
UNDP	United Nations Development Programme
UP	University of the Philippines
VAW	Violence Against Women
VAWC	Violence Against Women and their Children
WASH	Water, Sanitation and Hygiene
WinS	WASH in Schools
Women's EDGE Equality	Women's Empowerment, Development, and Gender
YFD	Youth Formation Division

CURRICULUM VITAE

CURRICULUM VITAE

Name : **HOLLY NICOLE D. ESTRELLES**
 Home Address : P1, Brgy. Canlapwas, Catbalogan City, Samar
 Birthday : June 22, 1993
 Birth Place : Catbalogan City, Samar
 Civil Status : Married
 Spouse : Johnray N. Estrelles
 Child : Harold John D. Estrelles
 Parents
 Father : Paulino L. Dasig
 Mother : Clara G. Dasig

EDUCATIONAL BACKGROUND

Elementary : Catbalogan III Central Elementary school
 Catbalogan City
 1999-2005

 Secondary : Samar National School
 Catbalogan City
 2005-2009

 College : Samar College
 Catbalogan City, Samar
 2009-2013
 Course Bachelor of Secondary Education
 Major Social Studies

Graduate	: Samar State University Catbalogan City, Samar 2014-present
Course	Master of Arts in Education (M.A.Ed.)
Major	Social Science

ELIGIBILITY

Licensure Examination for Teachers LET)
September 2013
Tacloban City

EMPLOYMENT

Teacher 1
Samar National School
Catbalogan City, Samar

College Instructor
Samar Colleges, Inc.
Catbalogan City, Samar

TRAININGS ATTENDED

HIV Awareness/STI Advocacy and Teenage Pregnancy
Samar National School, Catbalogan City, Samar
August 2, 2018

Division Based Training on Coaching and Officiating
Catbalogan City Division, Catbalogan City, Samar
November 2-5, 2017

Division Training for Araling Panlipunan Contextualizing Teaching
Catbalogan City Division, Catbalogan City, Samar
July 20 - 22, 2017

INSET of Araling Panlipunan
Samar National School, Catbalogan City, Samar
January 26-28, 2017

Regional Festival of Talents Math Fair Cum Yes-O Camp Science
DepEd Region VIII, Tacloban City
October 13-15, 2016

Re-echo Worship on Curriculum Contextualization
Samar National School, Catbalogan City, Samar
September 22-24, 2016

LIST OF TABLES

LIST OF TABLES

Table	Page
1 Sampling Frame of the Study.....	46
2 Table of Coefficient of Correlation.....	49
3 Age and Sex of Teacher-Respondents	51
4 Civil Status of Teacher-Respondents	52
5 Highest Educational Attainment of Teacher- Respondents	53
6 Teacher Experience of Teacher-Respondents	54
7 Age and Sex of School GAD Coordinator Respondents	55
8 Civil Status of School GAD Coordinator Respondents	56
9 Teaching Experience of School GAD Coordinator Respondents	57
10 Highest Educational Attainment of School GAD Coordinator-Respondents	58
11 Number of Years as School GAD Coordinator	59
12 Attendance in Relevant Trainings/Seminars of School GAD Coordinator-Respondents	60
13 Attitude toward Gender and Development Issues of the Teachers and School GAD Coordinator-Respondents	61
14 Respondents' Perception on Extent of Implementation of DepEd Order Number 32, Series of 2017, Along Learners' Development.....	66

Table	Page
15 Respondents' Perception on Extent of Implementation of DepEd Order Number 32, Series of 2017, Along Curriculum Standards.....	70
16 Respondents' Perception on Extent of Implementation of DepEd Order Number 32, Series of 2017, Along Learning Delivery	74
17 Respondents' Perception on Extent of Implementation of DepEd Order Number 32, Series of 2017, Along Learning Environment.....	77
18 Respondents' Perception on Extent of Implementation of DepEd Order Number 32, Series of 2017, Along Learning Resources	81
19 Respondents' Perception on Extent of Implementation of DepEd Order Number 32, Series of 2017, Along Assessment	84
20 Relationship between the Attitude toward GAD Issues and the Teacher-Respondents' Profile variates along Age, Teaching Experience and Highest Educational Attainment.....	88
21 Relationship between the Attitudes toward GAD Issues and the Profile of the Teacher-Respondents in terms of their Sex and Civil Status	90
22 Relationship between the Attitudes toward GAD Issues and the Profile of the School GAD Coordinator-Respondents in terms of Age, Teaching Experience, Number of Years as School GAD Coordinator, and Attendance in Relevant Trainings/Seminars Attended.....	91
23 Relationship between the Attitudes toward GAD Issues and the School GAD Coordinator-Respondents' Sex and Civil Status	93

Table	Page
24 Relationship between the Perceptions on the Extent of Implementation of DepEd Order Number 32, Series of 2017, in Junior High Schools in Catbalogan City Division and the Teacher-Related Variates	95
25 Relationship between the Perceptions on the Extent of Implementation of DepEd Order Number 32, Series of 2017, and Profile in terms of Sex and Civil Status of Teacher-Respondents	96
26 Relationship between the Perceptions on the Extent of Implementation of DepEd Order Number 32, Series of 2017 and Some of the School GAD Coordinator-Related Variates	106
27 Relationship between the Perceptions on the Extent of Implementation of DepEd Order Number 32, Series of 2017 and the School GAD Coordinator-Respondents' Sex and Civil Status	113
28 Comparison between the Attitudes toward Gender and Development Issues of the Teacher-and GAD Coordinator-Respondents	118

LIST OF FIGURES

LIST OF FIGURE

Figure	Page
1 Conceptual Framework of the Study	15