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## LEVEL OF IMPLEMENTATION OF GENDER AND DEVELOPMENT (GAD) AND EDUCATIONAL PRACTICES AMONG TEACHERS

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### ABSTRACT

Level of Implementation of Gender and Development (Gad) and Educational Practices Among Teachers by JECCEL C. GEPILANO Master of Arts in Teaching, Major in Social Studies, Valencia Colleges (BUKIDNON), Incorporated, City of Valencia, Bukidnon, November 2025.

This study examined the level of implementation of gender and development (GAD) policies across key educational dimensions learning environment, learning materials, learning delivery, assessment, and learner development and assessed the extent to which GAD-related educational practices such as accomplishment, discipline, creativity, orderliness, patience, and decisiveness were observed among Key Stage 2 and Key Stage 3 learners. Employing a descriptive-correlational design, data were collected from Grades 4 to 10 teachers using a structured questionnaire adapted from Creswell (2012). Descriptive statistics measured implementation levels and educational practices, while Pearson correlation tested their relationships.

Findings showed that the implementation of GAD policies was very high across all examined dimensions. Similarly, GAD values were very much practiced among learners and educators. However, no significant relationship was found between the level of GAD implementation and the degree of educational practices observed. This suggests that although GAD is strongly applied and practiced, other factors may mediate their interaction. Future research is encouraged to explore additional variables such as socio-cultural factors or institutional constraints to better understand the dynamics between GAD implementation and educational practices.

**KEYWORDS:** *Gender and Development, Educational Practices, Teachers.*

## **INTRODUCTION**

The focus problem of this study centers on determining the level of implementation of Gender and Development (GAD) initiatives and the extent to which educational practices among teachers reflect gender-responsive principles. Despite ongoing efforts to integrate GAD in school systems, inconsistencies in practice, varying teacher competencies, and gaps in the actual application of gender-responsive strategies continue to emerge. The study aims to examine how teachers design instruction, utilize materials, manage classrooms, and promote inclusivity aligned with GAD standards. Understanding these variations is essential, as full implementation across all educational dimensions remains uneven. Ultimately, the problem lies in identifying whether teachers' instructional delivery and educational practices truly uphold gender equality, inclusivity, and empowerment in everyday teaching.

This study is important because it provides vital insights into how effectively Gender and Development principles are translated into classroom practices, ensuring that teaching environments uphold equality and inclusivity. By assessing teachers' implementation levels, the study can help school leaders strengthen professional development programs, create more gender-responsive learning environments, and align school practices with national GAD mandates. It also supports the development of policies that cultivate respectful, equitable, and non-discriminatory learning experiences for all students. Moreover, the findings will benefit curriculum developers, policymakers, and teachers seeking evidence-based strategies to enhance gender sensitivity in instruction. Ultimately, the study contributes to fostering educational systems that uphold fairness, human rights, and inclusive development.

Several studies support the significance of integrating Gender and Development (GAD) in education, noting that gender-responsive teaching enhances learner participation, equality, and academic outcomes. Research by UNESCO emphasizes that gender-sensitive instructional approaches reduce stereotypes and promote equitable classroom interactions, while local studies in the Philippines, such as those conducted by Bowles & Gintis (2019), highlight that teachers who receive GAD training demonstrate improved classroom management and inclusive teaching practices. International literature also indicates that incorporating gender perspectives across subjects strengthens learners' awareness of social issues and fosters empowerment, particularly among marginalized groups. Studies by

Tantengco (2016) further reveal that when educators adopt gender-fair practices, student engagement and confidence significantly increase. Together, these studies affirm the need to continuously assess and enhance GAD implementation in teaching.

Following the 1987 Philippine Constitution's Gender and Development mandate, the Department of Education (DepEd) released the Gender-Responsive Basic Education (GRBE) Policy. According to DepEd Order No. 32, s. In 2017, the policy's goals included eliminating all types of discrimination against women as well as children's rights. According to the DepEd policy, the ideals of equal opportunity for men and women and nondiscrimination would be incorporated into basic education.

Although existing literature highlights the benefits of gender-responsive education, few studies specifically examine the combined assessment of GAD implementation and educational practices among teachers in a single framework, particularly within localized school settings. Many past studies focus on either teacher perceptions or gender sensitivity training, but not on how these translate into actual instructional delivery, learning materials, and classroom activities. Additionally, limited research investigates the alignment between GAD policies and teachers' day-to-day practices, leaving a gap in understanding how effectively these policies are operationalized. There is also insufficient empirical data exploring variations in implementation based on teaching experience, subject area, or school context. This study addresses these gaps by providing a holistic and context-specific evaluation of GAD implementation among teachers.

### ***Theoretical Framework***

This study was grounded in key theories that examined gender relations, education, and development. The theoretical framework integrated Feminist Theory, Social Learning Theory, and Critical Pedagogy. These theories would guide the exploration of how Gender and Development (GAD) principles were implemented in Social Studies classrooms and how these practices shaped gender perceptions among students. Feminist Theory (Simone de Beauvoir, Judith Butler, bell hooks) formed the foundational lens through which gender disparities in education were examined. According to Simone de Beauvoir (1949), gender was a social construct, not a biological imperative. Her work challenged traditional views of gender, emphasizing that women and men were not born with inherent roles, but rather, these roles were learned through societal expectations. This understanding aligned with Judith

Butler's (1990) concept of gender performativity, which argues that gender identity is not an innate trait but something that is enacted through repeated behaviors and social practices. Social Learning Theory (Albert Bandura) Albert Bandura's Social Learning Theory (1977) posited that learning occurs through observation, imitation, and modeling, particularly from significant figures such as teachers. In the context of gender education, this theory suggests that children learned gender roles through the behaviors they observe in their social environment, including the classroom. Bandura's theory underscored the idea that teachers, by virtue of their position and influence, played a crucial role in shaping students' understanding of gender norms.

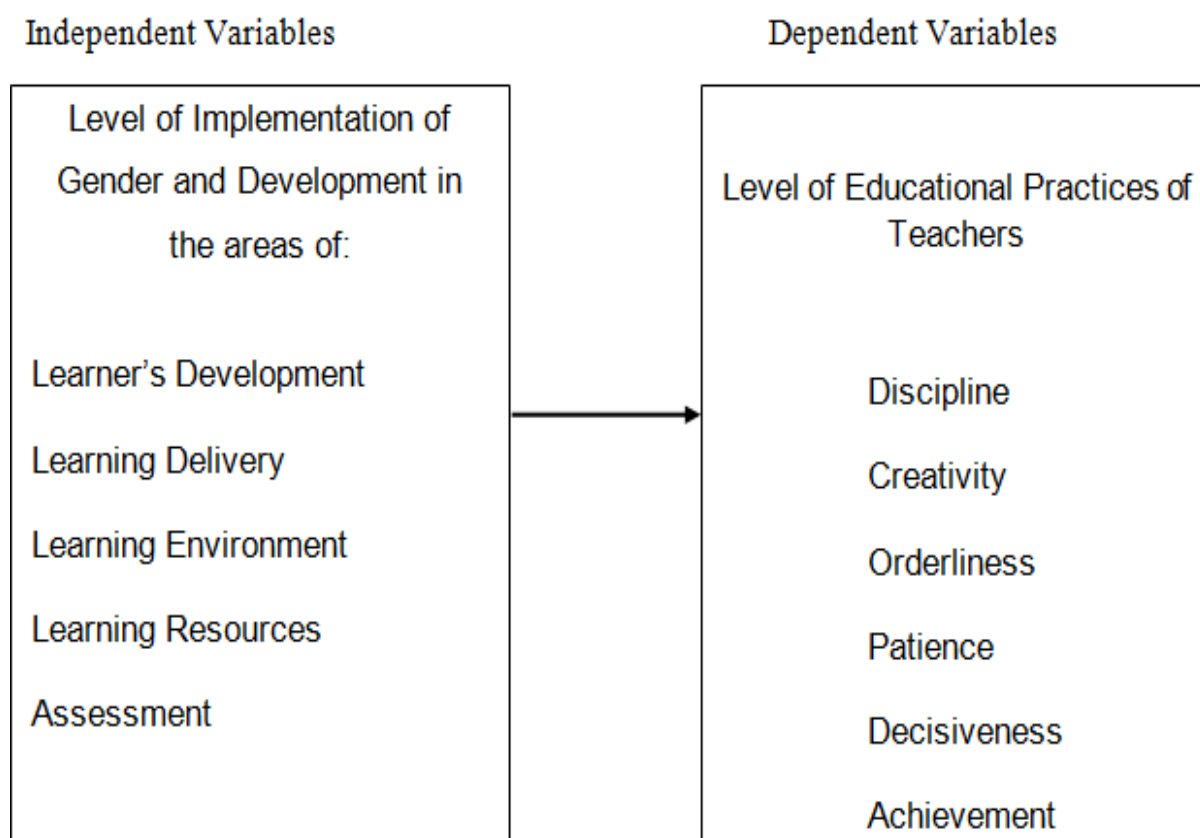
Critical Pedagogy, developed by Paulo Freire (1970), focused on education as a means for social transformation. Freire advocated for an educational approach that encouraged critical thinking and challenged dominant power structures. His theory was particularly relevant to the study of GAD in Social Studies education, as it promoted the idea of education as a tool for questioning and transforming societal norms and inequalities, including those related to gender.

Freire's emphasis on dialogue and collaboration in the classroom promoted an environment where both students and teachers critically engaged with and challenged the status quo. In the context of GAD, Critical Pedagogy urged educators to create spaces where students would reflect on and discuss gender inequities and their implications. This theory would inform the study by highlighting how teachers could use Social Studies to facilitate conversations about gender equality and empower students to take action against gender-based injustices.

Gender mainstreaming must be promoted by all government departments, universities, government-owned and controlled businesses, local government units, and other government agencies in accordance with Section 36 of RA No. 9710, also known as the "Magna Carta of Women (MCW)," in order to advance women's rights and end gender discrimination in systems, programs, policies, and procedures. In order to promote and expedite gender mainstreaming within the agency in question, all government institutions and agencies must institutionalize their GAD Focal Point System or a parallel GAD mechanism, as mandated by Section 37-C of the Implementing Rules and Regulations (IRR) of the MCW (Magna Carta of Women, RA 9710).

In the schematic design, the independent variable on the left side included gender and development implementation in terms of learner development, learning delivery, learning environment, learning resources, and evaluation. Discipline, creativity, orderliness, patience, decisiveness, and achievement were the values that the instructors' educational work exhibits, and they were displayed on the right side of the diagram.

The schematic diagram for the investigation is shown in Figure 1.



**Figure 1. A schematic diagram of the study showing the relationship of the independent and dependent variables.**

***Statement of the Problem***

This study aimed to assess the level of gender and development implementation as well as the educational work of the teachers in Impasugong II-District, Division of Bukidnon, during the S.Y 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the level of implementation of gender and development being applied in terms of learning environment, learning materials, learning delivery, assessment, and learner development?
2. What is the level of educational practices of gender and development (GAD) in accordance with accomplishment, discipline, creativity, orderliness, patience, and decisiveness?
3. Is there a significant relationship between the level of implementation of gender and development being applied in terms of learning environment, learning materials, learning delivery, assessment, and learner development, and the level of educational practices of gender and development (GAD) in accordance with accomplishment, discipline, creativity, orderliness, patience, and decisiveness?

### *Significance of the Study*

This study was conducted to give insights and recommendations to the following individuals: they find its findings to be highly helpful:

To the learners. This study's findings would benefit students who face discrimination, exclusion, or marginalization due to their gender identity since it validated their experiences and provided a platform for them to express their stories. Students in learning situations could gain from this validation in terms of their self-esteem, sense of belonging, and general well-being.

To the teachers. In order to accommodate the diverse requirements, backgrounds, and learning styles of students of all genders, the instructors offered help for developing gender-sensitive teaching strategies. In addition to promoting gender equality in education, research helped teachers create inclusive and equitable learning environments, which benefits all students.

To the parents. Parents were reassured by the study's results, which also served as a guide for efforts to promote gender-equal parenting practices that defy popular gender preconceptions. Gender equality and more egalitarian family dynamics were promoted from an early age by research that showed how parental attitudes and actions affected children's gender perceptions and developmental opportunities.

To the officials of the school. The results of the study advised school administrators to develop gender-responsive policies and practices to provide accommodations for the unique needs, challenges, and experiences of children and staff of all genders. By expanding our knowledge of how school administrators may create inclusive and equitable learning environments, research furthered gender equality in education and promoted good learning outcomes for all members of the school community.

To future researchers. This project could provide a means of understanding complex gender dynamics, addressing global concerns, promoting social justice and human rights, informing evidence-based policies and initiatives, fostering creativity and collaboration, and providing underrepresented groups with a voice. To contribute to the creation of a more equal, inclusive, and sustainable society for individuals of all genders, future researchers could study gender and development.

### ***Delimitation of the Study***

In the 2025–2026 academic year, this study aimed to evaluate the educational practices and gender and development implementation levels of teachers in Impasugong II- District, Division of Bukidnon.

Teachers' descriptions of how gender and development were applied to their students' growth, learning delivery, learning environment, learning materials, and evaluation were the only ones included in the study. It also highlighted their job ideals in schooling, which included success, discipline, creativity, orderliness, patience, and decisiveness.

### ***Definition of Terms***

The following terms were defined in this study to ensure easy understanding.

**Achievement.** Achievement means that a goal, task, or objective has been successfully achieved. It included proving one is skilled, knowledgeable, or proficient in a certain field or activity. As a reflection of people's abilities, efforts, and commitment to achieving their goals, accomplishments were frequently seen as markers of success, growth, and personal fulfillment.

**Assessment.** Assessment refers to the collection, examination, and interpretation of data regarding the performance, behaviors, and knowledge of a person or group. In order to assess

how well learning objectives, goals, or standards had been met, it entailed methodically gathering information.

**Creativity.** Creativity was used to describe the capacity to produce unique, worthwhile, and significant ideas, solutions, or insights. It entailed the act of departing from accepted ways of thinking, investigating novel alternatives, and drawing connections between ideas or components that appeared to be unrelated.

**Decisiveness.** Decisiveness refers to having the confidence and conviction to make prompt, solid decisions. Clarity of thought, good judgment, and a desire to stick with a plan were traits of decisive people. They could prioritize tasks, weigh options, and make decisions that supported their aims and principles.

**Discipline.** Discipline, referred to as maintaining control over one's actions, emotions, and conduct in conformity with norms, standards, or set guidelines, was referred to as discipline. Even in the absence of outside oversight or enforcement, it entailed self-control, self-regulation, and adherence to moral standards or codes of conduct.

**Educational Work Values.** Educational Work Values referred to the values and ideals that educators regard as important and maintain throughout their careers. In their dealings with students, coworkers, and the educational community at large, educators were guided by these ideals.

**Gender and Development (GAD).** Gender and Development to challenges of unfair power dynamics and advances an inclusive and equitable society, which is not only related to gender equality but also to broader social justice and sustainable development objectives. In many facets of social, economic, and political life, it focused on comprehending and resolving the differences and disadvantages that existed between men and women.

**Implementation.** Implementation referred to the process of implementing a program, policy, strategy, or decision through methodical actions and activities. It entailed converting concepts and goals into workable plans of action and results. Determining its impact and success in attaining the intended outcomes is another initiative.

**Learning Delivery.** Learning Delivery refers to the procedures, plans, and methods utilized to provide students with resources, instruction, and educational content. It covered a broad range of methods, such as blended learning, experiential learning, online or remote learning, traditional classroom-based training, and personalized learning, to name a few.

**Learner's Development.** Learner's Development referred to the process of development, maturation, and progress that people went through while participating in educational experiences and learning activities. It covered a range of developmental aspects, such as the moral, physical, emotional, social, and cognitive domains.

**Learning Environment.** Learning Environment refers to the environment physical, social, emotional, and intellectual in which learning occurs. It included the physical areas, tools, resources, and materials that students have access to, as well as the interpersonal connections, social interactions, and cultural factors that influenced the educational process.

**Learning Resources.** Learning Resources referred to the supplies, equipment, or information sources intended to aid and encourage learning. Textbooks, online courses, instructional videos, essays, interactive software, educational games, and more are some of the different formats they might take. Taking into account various learning preferences and styles, these tools aimed to give students information, abilities, and comprehension on a specific subject or topic.

**Orderliness.** Orderliness was used to describe the state or trait of being neat, orderly, and methodical. It entailed organizing items logically, according to a pattern or sequence, and in a tidy and orderly way. Keeping things tidy, productive, and harmonious in many facets of life, including tasks, schedules, procedures, and physical areas, was what was meant by orderliness in a larger sense.

**Patience.** Patience refers to maintaining composure in the face of obstacles, problems, or delays without losing your cool or getting angry. As you wait for something to happen or cope with issues that need time, effort, or tenacity to address, you must practice self-control and tolerance.

## ***Review of the Literature***

### ***Implementation of Gender and Development***

Implementation of Gender and Development (GAD) in 2024 has been marked by significant initiatives and reports from various organizations, reflecting a global commitment to advancing gender equality. Below were key proponents and their contributions during this period:

**United Nations Women (UN Women) Contribution:** UN Women released the Gender Snapshot 2024, providing comprehensive data on gender equality across the Sustainable Development Goals (SDGs). The report highlighted areas where progress had been made and identified persistent challenges, emphasizing the need for targeted interventions to achieve gender equality.

**Organization for Economic Co-operation and Development (OECD) Contribution:** The OECD published Development Finance for Gender Equality 2024, offering an unprecedented overview of international development finance aimed at advancing gender equality. The report analyzed trends in funding and provided recommendations for enhancing financial support for gender-focused initiatives. Citation: OECD. (2024). Development Finance for Gender Equality 2024.

### ***Learner's Development***

Gender and Development (GAD) was introduced as a different development model in the Philippines only in the early 1990s. In order to establish a just society, women's rights advocates in government and non-governmental organizations, as well as leaders of national and local governments, are striving to eliminate the barrier of gender disparity. This was essentially what gender and development work was all about. Furthermore, the GAD technique was codified for this reason, and it is currently being used and deployed in government (NCRFW, 2020).

Aiming to integrate gender competency and awareness into mainstream development, Gender and Development (GAD) was a strategy, according to UNESCO (2020). It recognized that historical contexts and sexual differences may cause development operations to affect men and women differently, and it highlights the significance of using adequate gender planning to guarantee that conditions and results are fair for both sexes. An approach to achieve such a noble goal was to create legal actions through the passing of legislation.

Gender development was a basic issue because societal gender-typing strongly dictates some of the most important aspects of people's lives, such as the skills they acquired, the beliefs they held about others and themselves, the socio-structural opportunities and constraints they encountered, and the social and professional paths they chose. It was the primary means of individual differentiation and significantly influenced how people lived their daily lives. Gender distinction took on further relevance because many of the features and roles that were selectively promoted in males and females were valued differently, with those associated with males often being considered as more attractive, effective, and of greater status (Berscheid, 2018).

### ***Learning Environment***

The three phases of institutionalization were sedimentation, objectification, and habituation, according to Boubaker, Harguem, and Nyrhinen (2021). Habituation: This step involved the formation of structural arrangements according to the policies and procedures that had been defined.

Growth of consensus among adopters regarding the value of the structure and its growing adoption were related to the establishment of shared social meanings associated with people's actions. Two processes led to this consensus: theorization and monitoring. The organization performed the former by observing its competitors and assessing the risks associated with adoption, while the latter gave the structure broad and cognitive legitimacy. According to Postel (2019), the semi-institutionalization stage took into account the structures that went through the former process.

Understanding the fundamental ideas, according to Carvalho (2020), aided in comprehending how sexism and sexist ideologies had permeated society. These habits became more and more ingrained throughout time as they became more accepted. It was recommended that government organizations and other private institutions develop women's capacity as part of the mainstreaming process. Gender equality and mainstreaming were improved by this. Gender mainstreaming, according to Musili (2020), was the process of evaluating the effects of any planned action, policy, or initiative on men and women in all disciplines and at all stages, both before and throughout the decision-making process.

### *Learning Resources*

The majority of HEIs in the Philippines still struggled with integrating gender-sensitive teaching practices, claimed Hernandez and Cudiamat (2017). Students' academic performance increased whenever they were exposed to the gender-sensitive teaching strategy, according to the applied study on gender and development (GAD) in teaching Filipino literature to Grade 8 students using a quasi-experimental design. Using thematic analysis, Tarrayo, Potestades, and Ulla (2021) found that GAD-related teaching approaches improved students' critical thinking abilities, fostered a welcoming and encouraging learning environment, and raised awareness of the crucial role language played in identifying diversity. Through the use of educational resources, learning exercises, and teacher-student interaction, these were integrated into the course.

Current research emphasizes how important it is to update curriculum materials to make sure they are gender-sensitive. Traditional textbooks frequently reinforce gender stereotypes, which restrict students' comprehension of gender roles, according to research by Delos Reyes and Cruz (2023). According to their research, curriculum materials should be created that represent a range of gender identities and experiences in order to foster an inclusive learning environment.

### *Assessment*

The findings indicate that in order for teachers to incorporate gender perspective into their test production process, they need to be better informed about GAD concepts and principles and how to write test items. A.Q. Villaroman's (2017) study suggests that implicit integration involves GAD's embeddedness in the specified subjects. As a result, the initiative of the teachers is necessary for integration. It is important to note that the majority of faculty members who were successful in integrating gender and development did so as a result of their prior experiences. The majority of regular faculty members had taken part in the training on gender sensitivity. Seminars and the incorporation of GAD into their postsecondary education were used to address part-timers. Therefore, the ability to mainstream depends only on how prepared and equipped the faculty is to accept mainstreaming in the current curricula. Fontanos (2019) asserts that "underachievement of learners would be seen as an issue that can be addressed through education interventions & learning solutions at the level of schools and classrooms if reports aggregated learners according to what they have learned & what else they need to learn." Enhancing instructors' proficiency in test development from a gender

viewpoint is one strategy to guarantee implementation success. Training, workshops, seminars, and similar events can be used to accomplish this.

### ***Teachers' Practices of Educational Work Values***

Teachers are essential to forming the future of education since they are not just knowledge providers but also mentors, advisors, and sources of inspiration for their pupils. Their pedagogical expertise and their commitment to a set of educational work values that guide their professional activity are the cornerstones of their efficacy.

Teachers' work values in education cover a wide range of values and beliefs that direct their behavior, choices, and relationships in the classroom. In order to establish a favorable learning environment and cultivate a good rapport with students, coworkers, parents, and the community at large, these values are essential. Respect is one of the fundamental ideals that educators strive to maintain. Teachers acknowledge everyone's intrinsic dignity and worth, regardless of their circumstances, background, or skill set. An inclusive and encouraging learning atmosphere where everyone feels appreciated and respected is fostered by their fair, compassionate, and kind treatment of pupils (López & Reyes, 2022).

### ***Discipline***

The teaching profession is said to be challenging. In addition to dealing with a varied range of students and the time-consuming classroom preparations (Woofter, 2019), instructors must also take part in a number of extracurricular activities and local events (Epstein, 2018). Consequently, teachers' many responsibilities seem exhausting and challenging. Values are not an individual's ability to handle stress, obligations, and difficulties in their life. Ideas or beliefs that influence our behavior are known as values (Zhang, 2021). They have a significant impact on our work style. According to Hall, Yip, and Doiron (2018), values also have an impact on our choices and drive us to work hard to defend the things we value or want to keep safe.

There is not much research on this topic; many instructors don't know how to handle the pressure and stress they experience at work, which makes them have poor work values (Briggs & Hawkins, 2020). News about teachers harassing and physically and psychologically abusing their students, however, is common in newspapers and on television (Geiger, 2017; Nearchou, 2018). When teachers mistreat their students, it is a symptom that they are not meeting the goals for which they were trained.

An employee's success in any workplace is greatly influenced by their work ideals. Similarly, in the field of education, a teacher's work values can also be credited with their success. According to many people, teaching is a noble job (Angelista, 2018). Dealing with diverse individuals who exhibit a range of behaviors is a necessary part of teaching (Tran, 2020). It is a difficult work, with pressure to succeed in one's chosen sector and, most importantly, unforeseen circumstances that test one's capacity to handle them (Prabjandee, 2020; Rajendran, Watt, & Richardson, 2020). It is up to the teacher to manage the stress that comes with their job; this will demonstrate their work ethic.

### *Creativity*

According to Arieli, Sagiv, and Roccas (2020), these are simply described as large task interpretation patterns that are comparatively time-resistant. Lastly, our personal link to the goals we have for our career and employment is shown through our work values. According to Gallie (2019), work values are opinions on the particular characteristics of labor and its implications. Work values serve as the standards by which a person chooses suitable work-related actions and objectives, just like general values do (Lichtenstein, Lichtenstein, & Higgs, 2017). The fast-paced lifestyle of today has led to improvements in a number of areas, including technology and lifestyle. These shifts have an impact on people's attitudes when speaking or engaging with others. This may also have an impact on teachers' values at work. These situations make it evident that the researchers need to evaluate teachers' attitudes and work ideals. While some studies have linked work values to motivation and job satisfaction (Breugh, Ritz, & Alfes, 2018), others have found a substantial correlation between being proactive and taking initiative at work and achieving a higher achievement value (Söderlund, 2018; Soares & Mosquera, 2019). The accomplishment of teaching teachers' tasks. Effective and positive performance of duties by educators will enable them to accomplish their aims for students and promote education in general.

## **RESEARCH METHODOLOGY**

### *Research Design*

The research design used in the study was descriptive-correlational. Quantitative analysis was done on the collected data. To describe the gender implementation and development in terms of learner development, learning delivery, learning environment, learning resources, and assessment, as well as to determine the teachers' educational work values in terms of

discipline, creativity, orderliness, patience, decisiveness, and achievement, as well as the relationship between the two, a descriptive method was employed in the study.

### ***Research Locale***

This study was conducted in Impasug-ong II District, Impasugong, Bukidnon. The municipality of Impasugong, province of Bukidnon, is located in the northern part of Mindanao, Philippines. The area is predominantly inhabited by the Higaonon people, an indigenous group known for their rich cultural heritage and traditions.

The history of Impasugong dates back to June 1877, when Fray Mateo Bernard, the Spanish parish priest of Tagoloan, declared the establishment of the town. This declaration was approved by the Chief of the Second Politico-Military District of Mindanao (Misamis) on September 6, 1877. The town was organized in the name of His Majesty Don Alfonso XI, the King of Spain, and was named Velabieta. However, the nine mountain settlements continued to call the place Impasugong. When the Administrative Code of the Department of Mindanao and Sulu was approved in 1916, Bukidnon became a regular province, and Impasugong remained as one of its towns with five barrios: Poblacion, La Fortuna, Impalutao, Guihean, and Dumalaguing.

Impasugong, was characterized by its mountainous terrain, deep canyons, and gorges. The area is predominantly rugged, with a significant slope of 18% and above covering 72% of the land area. This geographical feature has influenced the lifestyle and cultural practices of its inhabitants.

The Higaonon people have a deep connection with their ancestral lands, which is evident in their cultural practices and beliefs. They believe in a spirit world inhabited by various beings, some beneficent and others malignant, all of whom must be propitiated or guarded against. This belief system plays a significant role in their daily activities and rituals. Today, Impasugong, maintaining its cultural heritage while adapting to modern changes. The community remains committed to preserving its traditions and the natural environment that sustains them.

### ***Research Instrument***

This study examined the teachers on the implementation of the teachers in relation to gender and development. Every one of the variables had its own instrument. The questionnaire was

the primary instrument used in this study to collect the necessary data and information. Galamgam, M., Bautista, J., Eblacas, I., and Rosario, E. (2021).

According to Giray, L. (2021), the second tool on the teacher's educational practices work values was taken into consideration. The researcher did, however, significantly alter a few of the things to make them more appropriate for the study's environment. This took into account the following factors: achievement, patience, creativity, discipline, orderliness, and decisiveness.

### ***Scoring Procedure***

The Likert Scale was used to answer the assessment of the implementation of gender and development, following the scoring procedure:

<b>Numerical Rating</b>	<b>Range</b>	<b>Descriptive Rating</b>	<b>Qualitative Interpretation</b>
5	4.20-5.00	Very Highly Implemented	Very Great Level
4	3.40-4.19	Highly Implemented	Great Level
3	2.60-3.39	Moderately Implemented	Moderate Level
2	1.80-2.59	Slightly Implemented	Less Level
1	1.00-1.79	Less Implemented	Not at All

The Likert Scale was used to answer the teachers' educational work values, following the scoring procedure:

<b>Numerical Rating</b>	<b>Range</b>	<b>Descriptive Rating</b>	<b>Qualitative Interpretation</b>
5	4.20-5.00	Very Much Practiced	Very Great Level
4	3.40-4.19	Much Practiced	Great Level
3	2.60-3.39	Moderately Practiced	Moderate Level
2	1.80-2.59	Slightly Practiced	Less Level
1	1.00-1.79	Not Practiced	Not at All

### ***Data Gathering Procedure***

The superintendent of the schools' division, the district supervisor of public schools, and school administrators all formally requested data collection so that the researcher could conduct the survey questionnaire. The questionnaire is distributed and collected by the researcher during in-person visits to the schools. The researcher promptly checked, totaled,

tabulated, presented, and analyzed the data gathered as part of the main text of this study after the research questionnaires were collected.

### ***Findings***

The Level of implementation of gender and development being applied in terms of learner development was very high, in terms of learning delivery was also very high, and in terms of learning environment was also very high. In terms of learning materials was very high, and in terms of assessment, it was very high as well.

The level of educational practices of gender and development (GAD) in accordance with discipline was very much practiced, in accordance with creativity was also very much practiced, in accordance with orderliness was also very much practiced, in accordance with patience was very much practiced, in accordance with decisiveness was very much practiced, and in accordance with accomplishment was also very much practiced.

The test for a significant relationship between the level of implementation of gender and development being applied in terms of learning environment, learning materials, learning delivery, assessment, and learner development and the level of educational practices of gender and development (GAD) showed that none of the variables had significant relationship with the level of educational practices of gender and development (GAD).

### **Conclusions and Recommendations**

The findings reveal that the level of implementation of Gender and Development (GAD) in terms of learner development, learning delivery, learning environment, learning materials, and assessment was very high. This indicates that the school effectively upholds gender-responsive practices across all educational dimensions. Teachers, administrators, and staff consistently demonstrate inclusivity, fairness, and respect for gender differences in their professional conduct and instructional approaches. Such a strong implementation reflects the institution's commitment to promoting gender equality, creating a safe and empowering learning atmosphere, and ensuring that every learner, regardless of gender, has equal opportunities to succeed academically and personally.

The results show that the level of educational practices of Gender and Development (GAD) in terms of discipline, creativity, orderliness, patience, decisiveness, and accomplishment was very much practiced. This indicates that teachers consistently apply GAD principles in

fostering a fair, inclusive, and supportive learning environment. Their teaching behaviors reflect gender sensitivity, professional ethics, and respect for diversity, which contribute to the holistic growth and empowerment of all learners. The high level of practice across all dimensions also highlights the teachers' strong commitment to promoting gender equality, positive classroom management, and continuous professional improvement aligned with GAD objectives.

Despite the high levels of GAD implementation and educational practices, the analysis revealed no significant relationship between the levels of GAD implementation in the learning environment, materials, delivery, assessment, and learner development, and the level of educational practices of GAD. This suggests that while both implementation and practices are high, other factors may influence the interaction between them, warranting further investigation.

The following are the research recommendations of the study.

Given the very high level of GAD implementation, it is recommended that the school continue strengthening and sustaining these effective practices through regular monitoring, evaluation, and training programs. Periodic GAD capacity-building sessions may be conducted to update teachers and staff on emerging gender issues and inclusive pedagogies. Moreover, integrating GAD principles in all curriculum areas and school programs should be maintained and enhanced to ensure continuous awareness and sensitivity. To further improve, the institution may document best practices and share them with other schools to serve as a model for gender-responsive education.

Teachers may sustain and further enhance these very much practiced educational behaviors by engaging in ongoing professional development and reflective teaching. The school administration should continue to provide opportunities for capacity building focused on gender sensitivity, inclusive strategies, and innovative teaching approaches. Sharing exemplary GAD-based teaching practices through mentoring or learning sessions can also inspire other educators to uphold similar standards. Additionally, periodic assessments and feedback mechanisms should be maintained to ensure that GAD principles remain deeply embedded in classroom practices and continue to evolve with the changing needs of learners.

Future researchers are encouraged to investigate additional factors that might affect the relationship between GAD implementation and educational practices, such as socio-cultural influences, teacher perceptions, or institutional constraints.

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