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Copyright Page

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About the Journal

The **Global Journal of Humanities, Culture, and Interdisciplinary Studies (GLOHUCIS)** is a **quarterly, peer-reviewed, international print and online research journal** dedicated to the advancement of knowledge in **humanities, philosophy, culture, literature, arts, ethics, and interdisciplinary inquiry**.

GLOHUCIS serves as a global platform for **humanities scholars, cultural researchers, philosophers, artists, ethicists, and interdisciplinary academics** to disseminate high-quality theoretical, interpretive, critical, and practice-based studies that deepen understanding of human experience, meaning-making, and cultural expressions across societies.

The journal is committed to maintaining **rigorous scholarly standards, ethical research practices, and global visibility** through **international indexing, Crossref DOI registration, and print and electronic ISSN accreditation**.

Aims and Scope

Aims

GLOHUCIS aims to:

1. Promote critical, theoretical, and interpretive research in the humanities
2. Advance philosophical, ethical, cultural, and artistic scholarship across disciplines
3. Provide a venue for global, comparative, and cross-cultural humanities studies
4. Encourage interdisciplinary dialogue across humanities, social sciences, and applied fields
5. Support scholarly reflection on human values, identity, creativity, and cultural transformation

Scope

The journal welcomes original research articles, critical essays, systematic reviews, conceptual papers, and interdisciplinary studies in, but not limited to, the following areas:

- Philosophy and ethics
- Cultural studies and cultural heritage

II



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- Literature, linguistics, and literary criticism
- Visual arts, performing arts, and creative studies
- History, historiography, and memory studies
- Religious studies and spirituality
- Media, communication, and cultural representation
- Gender, identity, and postcolonial studies
- Indigenous knowledge systems and cultural narratives
- Interdisciplinary and transdisciplinary humanities research

Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Review Type:** Double-blind peer review
- **Identifiers:**
 - Print ISSN (to be registered)
 - Electronic ISSN (to be registered)
 - Crossref DOI assigned to all published articles



Submission Guidelines

Author Guidelines / Instructions to Authors

Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

Authors must submit manuscripts through <https://tinyurl.com/GLOHUCIS>

For manuscripts with **two or more authors**, the **corresponding author** must submit the manuscript on behalf of all co-authors.

For inquiries, authors may contact:

- **ETCOR Mobile:** 0939-202-9035
- **Email:** embracingthecultureofresearch@gmail.com

Funding Disclosure

All authors must disclose **all funding sources or financial support**, if any, related to the research.

With regard to research submitted for possible publication, authors must ensure that they follow **the journal format**, including the template, header, footer, font size and font style. Author/s must download and follow the sample manuscript found via Templates: <https://tinyurl.com/TemplatesGLOHUCIS> Kindly reduce the manuscript to **10-12 pages only, including the References**. Kindly choose only the most salient parts of the paper.

Additional Requirements for Manuscript Revision

Please carefully comply with the following requirements before resubmission.

1. Academic Significance, Contribution to Humanities Scholarship, and Interdisciplinary Value

The manuscript must demonstrate clear **academic significance and contribution to humanities scholarship**.

The study must be relevant to fields such as:

- Philosophy and ethics
- Cultural studies and cultural heritage
- Literature, linguistics, and literary criticism
- Visual arts and performing arts
- History and historiography
- Religious studies and spirituality
- Media, communication, and cultural representation
- Gender and identity studies



- Indigenous knowledge systems and cultural narratives
- Interdisciplinary humanities research

Specifically, the manuscript must:

- Demonstrate theoretical, interpretive, or critical contribution to humanities scholarship
- Clearly identify the **research gap** in existing literature
- Show how the study deepens understanding of **human culture, identity, ethics, artistic expression, or historical interpretation**

- Contribute to **interdisciplinary dialogue** across humanities and related fields

Studies that merely describe cultural phenomena **without critical analysis, theoretical grounding, or scholarly contribution** may not proceed to the next stage of review.

2. English Usage (or Filipino, if applicable)

The manuscript must adhere to international academic language standards.

Ensure the following:

- Use **past tense consistently**, particularly in the Method section
- Avoid first-person pronouns (“I,” “we”) and maintain a **formal third-person scholarly tone**
- Avoid contractions (use **do not, cannot, will not**)
- Provide **English translations for words or expressions not commonly understood internationally**
- Clearly explain cultural, historical, or philosophical concepts unfamiliar to global readers

3. Abstract

The abstract must concisely summarize the entire study.

It must clearly present the following components:

- **Aim** – The purpose of the study and its relevance to humanities scholarship
- **Methodology** – The research design or analytical approach
- **Results** – Major findings or insights
- **Conclusion** – Contributions to humanities scholarship, culture studies, or interdisciplinary inquiry

The abstract must clearly reflect the **intellectual contribution of the research**.

4. Introduction / Background of the Study

The introduction must establish the **importance of the research problem within humanities scholarship**.

It must:

- Present the global, regional, national, or cultural context of the topic
- Discuss relevant philosophical, cultural, historical, or literary issues
- Support arguments using **recent scholarly sources (preferably 2021–2026)**
- Clearly identify the **research gap**

The introduction must demonstrate how the study contributes to **humanities knowledge, cultural understanding, or interdisciplinary research**.

5. Statement of the Problem, Research Objectives, and Research Questions

V



These sections must clearly define the **intellectual or cultural issue examined by the study**.

Statement of the Problem

The problem statement should explain the **humanistic, cultural, ethical, or philosophical issue addressed by the research**.

Example:

“Despite growing global attention to cultural heritage preservation, many indigenous narratives remain underrepresented in mainstream historical discourse, resulting in limited recognition of indigenous knowledge systems.”

Research Objectives

Objectives must be written in **infinitive form**.

Example:

General Objective

To examine how indigenous narratives contribute to contemporary cultural identity formation.

Specific Objectives:

1. To analyze the representation of indigenous narratives in contemporary cultural discourse
2. To examine the role of oral traditions in preserving historical memory
3. To explore the implications of indigenous storytelling for cultural identity

Research Questions

Research questions must be written in **interrogative form** and must correspond to the objectives.

6. Review of Related Literature and Studies

This section must include **recent and relevant scholarship in the humanities**.

Ensure that:

- Sources are recent (**preferably 2021–2026**)
- Literature reflects developments in **humanities theory, cultural studies, philosophy, or arts research**
- Citations logically support the arguments presented
- The section ends with a **clear synthesis identifying the research gap**

Avoid:

- Excessively outdated references
- Sources labeled **no date (n.d.)**

7. Theoretical and/or Conceptual Framework

The study must be anchored in an appropriate theoretical framework.

Possible frameworks include:

- Philosophical theory
- Cultural theory
- Literary theory
- Hermeneutics
- Critical theory



- Postcolonial theory
 - Feminist theory
 - Cultural memory theory
 - Semiotics
 - Interdisciplinary humanities frameworks
- The conceptual framework must clearly illustrate the **relationships among key concepts or analytical categories** examined in the study.

8. Research Methodology

The methodology section must clearly explain **how the research was conducted**.

Include the following subsections:

Research Design

Explain the research design used and justify why it is appropriate for humanities or interdisciplinary research.

Examples include:

- Textual analysis
- Hermeneutic analysis
- Critical discourse analysis
- Historical analysis
- Ethnographic research
- Narrative inquiry
- Artistic or practice-based research

Sources of Data / Participants

Possible sources include:

- Literary texts
- Cultural artifacts
- Historical documents
- Media representations
- Interviews with artists or cultural practitioners
- Archival materials

Clearly explain **how and why these sources were selected**.

Instruments / Analytical Tools

Explain analytical tools or frameworks used for interpretation.

Data Collection

Explain how and where materials, texts, or cultural data were gathered.

Treatment of Data

Describe how the data were analyzed.

For qualitative research, explain **how themes, interpretations, or analytical categories were derived**.



Ethical Considerations

Include:

- Permissions for cultural materials or archives
- Respect for cultural sensitivity
- Informed consent (if interviews were conducted)

9. Results and Discussion

Results must be presented clearly according to the **research questions or analytical themes**.

The discussion must:

- Interpret findings using relevant **humanities theories or interpretive frameworks**
- Compare insights with existing scholarly literature
- Explain implications for **cultural understanding, philosophical inquiry, or interdisciplinary scholarship**

Results and discussion must be **integrated**.

10. Conclusions and Scholarly Implications

Conclusions must be derived directly from the findings.

They must highlight contributions to:

- Humanities scholarship
- Cultural understanding
- Philosophical inquiry
- Interdisciplinary research

Recommendations may address:

- Future humanities research
- Cultural preservation initiatives
- Educational and cultural institutions
- Interdisciplinary collaborations

Avoid vague or generic recommendations.

11. References (APA 7th Edition)

All references must strictly follow **APA 7th edition formatting**.

Ensure that:

- All in-text citations appear in the References list and vice versa
- Journal titles are **italicized**
- Volume numbers are **italicized**
- DOI numbers are written as **URLs**
- References are arranged **alphabetically**
- **Hanging indentation** is used

Failure to comply with APA formatting standards may delay the review process.

12. Acronyms and Abbreviations

All acronyms must be spelled out upon first use.



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Example:

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Do not assume that readers are familiar with local or specialized acronyms.

Authors are also required to submit a **duly signed Authorship and Contribution Declaration Form**, which can be accessed through Templates: <https://tinyurl.com/TemplatesGLOHUCIS>



Review Process

Upon receipt, authors receive an **acknowledgment email**.

Manuscripts not following the journal template will be returned.
Compliant manuscripts undergo:

1. Initial screening by the **Associate Editor**
2. **Plagiarism check**
3. **Double-blind peer review** by two subject-expert reviewers

Review decisions may be:

- Publish unaltered
- Accept after minor revisions
- Accept after major revisions
- Reject

In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.

X



Publication Policies and Ethics

Changes to Authorship

Authors retain copyright under a licensed agreement and may archive:

- Pre-print
- Post-print
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Conflict of Interest

All authors must disclose any actual or potential conflicts of interest.

Article Retraction

Retractions may occur due to ethical violations such as plagiarism, duplicate submission, or data fabrication.

Retraction fee: PHP 6,000 (USD 120)

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Withdrawal after completion of review and editorial processing incurs a fee of:
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Article Removal

Articles may be removed only under **legal or safety circumstances**.

Additional Information

- **Call for Research Articles:** Rolling basis
- **Application for Peer Reviewers and Language Editors:** Open
- **Publication Charges and Discounts:** Available for ETCOR Research Consultants and External Reviewers
- **Indexing and Archiving:** International databases and institutional repositories
- **Editorial Board:** International and multidisciplinary



Editor's Note (Maiden Issue)

Global Journal of Humanities, Culture, and Interdisciplinary Studies (GLOHUCIS)

It is with great honor and enthusiasm that we present the maiden issue of the *Global Journal of Humanities, Culture, and Interdisciplinary Studies (GLOHUCIS)*. This inaugural issue marks ETCOR Educational Research Center's sustained commitment to advancing humanities scholarship that deepens our understanding of human thought, creativity, culture, and values across diverse societies.

The humanities play a vital role in interpreting the complexities of human experience. In a rapidly changing world shaped by technological, political, and cultural transformations, humanities research provides critical perspectives that help societies reflect, question, and make meaning. GLOHUCIS was established to serve as a scholarly space where such reflective and critical inquiry can thrive.

GLOHUCIS welcomes philosophical inquiry, literary analysis, cultural critique, artistic research, and interdisciplinary studies that explore the human condition. This maiden issue reflects the richness of humanities scholarship through works that engage with culture, ethics, identity, historical narratives, and creative expression.

As a peer-reviewed international journal, GLOHUCIS upholds rigorous academic standards through a double-blind review process, strict adherence to publication ethics, and respect for intellectual originality. Each published article is evaluated for its scholarly depth, theoretical contribution, and relevance to contemporary humanities discourse.

The journal seeks to bridge disciplinary boundaries by encouraging interdisciplinary dialogue between the humanities, social sciences, education, and other fields. GLOHUCIS recognizes that many of today's most pressing questions—concerning identity, ethics, culture, and meaning—require integrative and cross-disciplinary approaches.

This maiden issue is the result of the collective efforts of authors, reviewers, editors, and language specialists who share a commitment to scholarly excellence. Their dedication has enabled the journal to meet international publishing standards while remaining inclusive of diverse intellectual traditions and cultural perspectives.

GLOHUCIS is intentionally positioned as a global journal. By welcoming contributions from scholars across different regions, cultures, and intellectual traditions, the journal promotes comparative and cross-cultural perspectives that enrich humanities scholarship and foster global academic dialogue.

The journal is also committed to supporting emerging scholars, independent researchers, and creative practitioners. GLOHUCIS aims to provide a supportive yet rigorous platform where new



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voices can engage with established scholars and contribute meaningfully to global humanities conversations.

As we launch this first issue, we reaffirm our dedication to ethical publishing, transparency, and continuous improvement. GLOHUCIS will continue to evolve alongside developments in humanities research, ensuring its relevance and scholarly integrity in the years ahead.

On behalf of the Editorial Board, we extend our sincere gratitude to all who contributed to this maiden issue. We invite humanities scholars, cultural researchers, and interdisciplinary thinkers worldwide to join us in shaping future issues of GLOHUCIS as we collectively advance critical inquiry, cultural understanding, and humanistic scholarship.

Dr. Richard D. Sanchez — Editor-in-Chief

Global Journal of Humanities, Culture, and Interdisciplinary Studies (GLOHUCIS)



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Instructional Competence of Non-Indigenous People Teachers on the Integration of Indigenous Knowledge Systems and Practices: Bridging Blaan Cultures

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Abstract

Aim: This study explored the instructional competence, challenges, and strategies of non-Indigenous People teachers in integrating Indigenous Knowledge Systems and Practices (IKSPs) in their instructional practices.

Methodology: A convergent parallel mixed-methods design was employed, wherein quantitative and qualitative data were collected simultaneously, analyzed separately, and then integrated.

Results: The quantitative results highlighted insufficient training and professional development, which is reflected in the qualitative findings. These results revealed a moderately high IKSPs integration and a satisfactory rating of instructional competence, with significant relationship between these variables. However, qualitative results highlighted non-Indigenous People teachers lack of knowledge and training, lack of relevant resources, curriculum alignment, language challenges, fear of misrepresentation, and time constraints. Hence, non-Indigenous People teachers emphasized comprehensive training and professional development, provision of resources, collaboration with IPs and IP Educators, time management and strategic planning, and support and policy development to address the challenges and enhance the moderately high and satisfactory rating.

Conclusion: Non-Indigenous People teachers integrated IKSPs on a moderately high level and a satisfactory rating in instructional competence. Thus, there is a significant relationship between these variables confirming that higher level of IKSP integration correlates with higher instructional competence. Additionally, the lack of knowledge and training, lack of resources, language and communication challenges, fear of misrepresentation, time constraints, and curriculum alignment were key challenges encountered in IKSPs integration. Hence, comprehensive professional training and development, provision of accessible, flexible, and inclusive resources, collaboration, time management and strategic planning, and support and policy development were the suggested strategies to address the challenges encountered.

Keywords: non-Indigenous People teachers, instructional competence, integration, Indigenous knowledge systems and Practices, IPEd program, convergent parallel mixed-methods, statistical analysis, thematic analysis.

INTRODUCTION

The United Nations Sustainable Development Goal (SDG) 4 emphasizes the importance of inclusive and equitable quality education, calling for the preservation and integration of indigenous cultures and knowledge systems within educational frameworks (Smith et al., 2020). Despite this, the integration of Indigenous Knowledge Systems and Practices within educational frameworks remains an ongoing challenge worldwide. In the Philippines, a nation renowned for its cultural diversity, indigenous communities represent a crucial part of the national identity.

In the Philippines, the government has recognized the importance of integrating indigenous knowledge into education through various legal frameworks. Republic Act No. 8371, known as the Indigenous Peoples' Rights Act of 1997, mandates the recognition and promotion of the rights of indigenous peoples including their right to education that respects their cultural identity. This commitment to cultural inclusivity is enshrined in the Department of Education's Indigenous Peoples Education (IPEd) Program, as outlined in DepEd Order No. 32, s. 2015. A program seeks to contextualize and localize education by integrating indigenous cultural themes, practices, and knowledge into the curriculum, ensuring that learners from Indigenous communities experience culturally relevant instruction.

Despite these initiatives, many non-Indigenous People teachers face challenges in fully integrating IKSPs into their teaching practices due to limited exposure to indigenous cultures and insufficient training (Calderon et al., 2021). Teachers' instructional competence in embedding IKSPs within the curriculum are crucial for the success of the IPEd Program, as they directly impact students' cultural engagement, academic performance, and sense of belonging (Martin et al., 2021).

Considering this, the researchers were most interested in understanding the current level of instructional competence of non-Indigenous People teachers on the integration of Indigenous Knowledge Systems and Practices (IKSPs). Moreover, this study endeavors to significantly contribute to the preservation and promotion of indigenous



cultures within the Philippines educational framework and to ensure that all learners, regardless of their cultural background, have access to an education that is respectful, inclusive, and empowering.

Objectives

This study aimed to determine the instructional competence of non-Indigenous People teachers on the integration of Indigenous Knowledge Systems and Practices (IKSPs): Bridging Blaan Cultures.

Specifically, sought to answer the following questions:

1. What is the level of non-Indigenous People teachers' integration of Indigenous Knowledge Systems and Practices (IKSPs) in:
 - 2.1 Lesson Planning;
 - 2.2 Lesson Delivery; and
 - 2.3 Assessment Procedures?
2. What is the instructional competence of non-Indigenous People teachers' in terms of:
 - 3.1 Teaching methods;
 - 3.2; Classroom management
 - 3.3 Mastery of Subject Matter; and
 - 3.4 Content relevance and integration?
3. Is there a significant relationship between non-Indigenous People teachers' integration of IKSPs and instructional competence?
4. What are the challenges encountered by the non-Indigenous People teachers in integrating Indigenous Knowledge Systems and Practices (IKSPs) in their instructional practices?
5. What are the strategies employed by the non-IP teachers to address the challenges encountered in integrating Indigenous Knowledge Systems and Practices (IKSPs) in their instructional practices??

Hypothesis

The null hypothesis below was tested at a significance level of 0.05:

1. There is a significant relationship between non-IP teachers' integration of IKSPs and instructional competence.

METHODS

Research Design

This study employed a convergent parallel design, a mixed-methods approach in which quantitative and qualitative data were collected simultaneously, analyzed separately, and then integrated.

In this approach, the researchers conducted the quantitative and qualitative elements concurrently in the same phase of the research process, weighed methods equally, analyzed them independently, and interpreted the results together (Creswell & Plano Clark, 2017).

Population and Sampling

The study was conducted in eight (8) elementary IPEd (Indigenous People's Education) implementing schools in Columbio I and II District and Lutayan District II, Department of Education (DepEd) Division of Sultan Kudarat, during the school year 2024-2025 with 50 non-Indigenous People teachers as respondents.

The study employed a total enumeration sampling for both the quantitative and qualitative phases, wherein all 50 non-Indigenous People (IP) teachers in IPEd implementing schools in the municipalities of Columbio and Lutayan, Sultan Kudarat served as the respondents. This approach aligns with the convergent parallel mixed-methods design, which allows the simultaneous collection of quantitative and qualitative data from the same group of respondents.

Profile of the Respondents

Table 1 presents the demographic profile of the respondents, comprising ethnicity, length of service, highest educational attainment, and attended IPEd trainings or seminars.

**Table 1. Profile of the Respondents**

PROFILE	Frequency (n=50)	Percent (100.00)
Ethnicity		
<i>Hiligaynon</i>	19	38.00
<i>Ilocano</i>	18	36.00
<i>Maguindanaon</i>	9	18.00
<i>Cebuano</i>	4	8.00
Length of Service		
<i>1-3</i>	6	12.00
<i>4-6</i>	3	6.00
<i>7-9</i>	9	18.00
<i>10 or more</i>	32	64.00
Highest Educational Attainment		
<i>Bachelor's Degree</i>	22	22.00
<i>Master's Degree (ongoing)</i>	9	9.00
<i>Master's Degree</i>	19	19.00
Attended IPed Trainings/Seminars		
<i>Yes</i>	23	46.00
<i>No</i>	27	54.00

Table 1 revealed a diverse ethnic composition of non-IP teachers, with 19 Hiligaynon (38%), 18 Ilocano (36%), 9 Maguindanaon (18%), 4 Cebuano (8%). In terms of the length of service, a substantial 32 non-IP teachers (64%) have been in the service for seven or more (10 or more) years, while 9 non-IP teachers (18%) have served between five to seven (7-9) years, 6 non-IP teachers (12%) between one to three (1-3) years, and 3 non-IP teachers (6%) between three to five (4-6) years. Regarding educational attainment, the majority of the non-IP teachers (44%) possess a bachelor's degree, 9 non-IP teachers (18%) are currently pursuing a master's degree, and 19 non-IP teachers (38%) have completed a master's degree. Furthermore, findings suggested that a significant number of non-IP teachers have not participated in any trainings or seminars on IPed or IKSPs contextualization which highlights an alarming absence of opportunities for professional development especially for non-IP teachers in IPed implementing schools.

Instruments

This study utilized researcher-made instruments for assessing the instructional competence, challenges, and strategies of non-Indigenous People teachers on the integration of Indigenous Knowledge Systems and Practices (IKSPs) into their instructional practices. A structured survey questionnaire was used to gather quantitative data, while a set of open-ended questions was employed to collect qualitative insights from the same group of respondents.

Prior to use, the instruments underwent validation through 5-panel validity test. The panel of validators included a Chief Education Supervisor, an IPED Focal Person, a National Commission on Indigenous Peoples (NCIP) Administrative Officer, Assistant Professor, and Principal. Subsequently, pilot testing was done to fine-tune the survey for better reliability and validity.

Data Collection

The researchers followed a systematic approach to ensure an accurate and efficient data collection study. The study focused on analyzing the instructional competence, challenges, and strategies of non-Indigenous People teachers on the integration of Indigenous Knowledge Systems and Practices into their instructional practices using both quantitative and qualitative methods.

Initially, a formal letter requesting permission to conduct the study was submitted to the Graduate School Dean and the Superintendent of the Department of Education (DepEd) Division for approval. Additional permission was sought from the DepEd Cumbio I, Cumbio II, and Lutayan III District Public School Supervisors and the



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respective School Principals. The study adhered to ethical research standards, ensuring informed consent from participants and maintaining data confidentiality.

Treatment of Data

Mean and standard deviation was used to describe the central tendency and variability of responses regarding non-Indigenous People teachers IKSPs integration (SOP1) and Instructional competence (SOP2). The Pearson Correlation Coefficient was used to determine the relationship (SOP3) between these variables (Creswell & Creswell, 2017). The significance level was set at .05.

Further, Braun and Clarke's (2022) thematic analysis method was used to analyze qualitative data on the challenges encountered (SOP4) and strategies employed (SOP5) by non-IP teachers in integrating IKSPs into their instructional practices.

Ethical Considerations

The research is conducted in a fair and just manner such as informed consent or permission, data protection and security, and secrecy were given utmost priority. Informed consent ensured that participants fully understood the purpose, risks, and benefits of the study. Respecting confidentiality involves safeguarding participants' information to ensure their privacy and trust in the research process (Amihan, et al. 2023; Carvajal & Sanchez, 2024; Sanchez & Sarmiento, 2020). Adhering to these principles enhances the credibility and integrity of the study while respecting the rights and welfare of participants. The withholding of non-Indigenous People teachers' names is a crucial step in ensuring data privacy and confidentiality. This is particularly significant in the Philippine, where Data Privacy Act (DPA) of 2012 protects individuals' personal information from unauthorized disclosure. Hence, the findings were communicated responsibly, ensuring participants were granted access to results, an endeavor that substantiates objectivity and bolsters the avoidance of biases during data analysis.

RESULTS and DISCUSSION

Table 2 presents the results of the data gathered on the level of non-IP teachers' integrations of Indigenous Knowledge Systems and Practices.

Table 2. Level of non-IP teachers' integrations of IKSPs

Integration of IKSPs in the following areas:	Mean	SD	Description	Interpretations
1. Lesson Planning	3.49	.51	Moderately High	The teacher integrates IKSP occasionally (from time to time) during lesson planning, lesson delivery, and assessment procedures
2. Lesson Delivery	3.49	.47	Moderately High	The teacher integrates IKSP occasionally (from time to time) during lesson planning, lesson delivery, and assessment procedures
3. Assessment Procedures	3.49	.46	Moderately High	The teacher integrates IKSP occasionally (from time to time) during lesson planning, lesson delivery, and assessment procedures
Overall Mean & SD	3.49	.48	Moderately High	The teacher integrates IKSP occasionally (from time to time) during lesson planning, lesson delivery, and assessment procedures

Table 2 summarizes the overall assessment of non-IP teachers' integration of IKSPs in lesson planning, lesson delivery, and assessment procedures with an overall mean of 3.49, indicates that non-IP teachers integrate IKSPs from time to time during lesson planning, lesson delivery, and assessment procedures.

Instructional Competence

The table below presents the results of the data gathered on the Instructional Competence of non-IP teachers in integrating Indigenous Knowledge Systems and Practices.

**Table 3. Instructional Competence of non-IP teachers**

Instructional Competence in the following areas:	Mean	SD	Description	Interpretations
1. Teaching Methods	3.44	.54	Satisfactory	The teacher occasionally demonstrates IKSPs but may need further development in some areas.
2. Classroom Management	3.49	.51	Satisfactory	The teacher occasionally demonstrates IKSPs but may need further development in some areas.
3. Mastery of the Subject matter	3.44	.54	Satisfactory	The teacher occasionally demonstrates IKSPs but may need further development in some areas.
4. Content Relevant and Integration	3.46	.53	Satisfactory	The teacher occasionally demonstrates IKSPs but may need further development in some areas.
Overall Mean	3.46	.53	Satisfactory	The teacher occasionally demonstrates IKSPs but may need further development in some areas.

Table 3 presents the instructional competence of non-IP teachers based on four key areas: teaching methods, classroom management, mastery of the subject matter, and content relevance and integration. The overall mean score of 3.40 falls within the satisfactory category indicating that non-Indigenous People teachers occasionally demonstrate competence in these instructional areas but need further development.

Relationship between IKSPs Integration and Instructional Competence

The table below presents the relationship between non-IP teachers' integration of IKSPs and their instructional competence. The correlation analysis examines how lesson planning, lesson delivery, and assessment procedures influenced various aspects of instructional competence, including teaching methods, classroom management, mastery of the subject matter, and content relevance and integration.

Table 4. Relationship between IKSPs Integration and Instructional Competence

Instructional Competence:	Pearson Correlation (r)			Interpretation	p-value (Sig. 2-tailed)	Interpretation
	IKSPs Integration:					
	Lesson Planning	Lesson Delivery	Assessment procedures			
Teaching Methods	.722	.783	.785	strong	.01	Significant
Classroom Management	.669	.791	.697	strong	.01	Significant
Mastery of the Subject matter	.691	.742	.721	strong	.01	Significant
Content Relevance and Integration	.659	.741	.707	strong	.01	Significant

$\alpha=0.05$, Correlation is significant at the 0.01 level (2-tailed)

The Pearson correlation coefficients between IKSPs integration and instructional competence suggest a strong positive relationship, signifying that higher level of IKSPs integration corresponds to higher instructional competence. The p-values (Sig.= 0.01) confirmed that these relationships are statistically significant at the 0.01 level (2-tailed), reinforcing the reliability of the results.



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Regarding lesson planning and instructional competence, the findings aligned with Krepf and König (2022), who found that effective lesson planning positively influences instructional competence.

For lesson delivery and instructional competence, the findings aligned with Muñiz (2019), who emphasized the importance of effective instructional delivery in enhancing culturally responsive education.

In terms of assessment procedures and instructional competence, the findings aligned with Andrade (2019), who noted that effective assessment practices help educators determine students' learning progress and adjust their teaching strategies accordingly to meet diverse learning needs.

Presentation of Qualitative Findings

This section presents the Bridging Balaan Cultures, which in the context of this study, it refers to the process of integrating Balaans' Indigenous Knowledge Systems and Practices (IKSPs) into the instructional practices of teachers teaching in an Indigenous Peoples Education (IPEd) implementing schools. This covers the qualitative findings of the study regarding the challenges encountered and strategies employed by non-Indigenous People teachers in integrating Indigenous Knowledge Systems and Practices (IKSPs) in lesson planning, lesson delivery, and assessment procedures. The relevant themes were generated through a rigorous thematic analysis, which involved identifying significant statements, formulating initial themes, clustering related themes, and determining the overarching themes.

Table 5. Relevant Themes on the Challenges Encountered in Integrating IKSPs

Lesson Planning	Lesson Delivery	Assessment Procedures
1. Lack of Knowledge and Training	1. Lack of Knowledge and Training	1. Limited Understanding and Training
2. Lack of Resources and Materials	2. Limited Resources and Indigenous Representation	2. Lack of Culturally Relevant and Standardized Assessment Tools
3. Language and Contextualization Challenges	3. Language Barriers	3. Language and Communication Challenges
4. Time Constraints	4. Fear of Misrepresentation	4. Fear of Misrepresentation
5. Curriculum Alignment		

Table 6. Relevant Themes on the Strategies Addressing Challenges Encountered in Integrating IKSPs

Lesson Planning	Lesson Delivery	Assessment Procedures
1. Comprehensive Training and Professional Development	1. Training and Professional Development	1. Training and Professional Development
2. Provision of Learning Resources and Materials	2. Access to Teaching Resources and Materials	2. Flexible and Inclusive Assessment Approaches
3. Time Management and Strategic Planning	3. Use of Culturally Relevant Teaching Strategies	3. Culturally Responsive Assessment Methods
4. Collaboration with IP Educators and Indigenous Communities	4. Collaboration with IP Educators and Indigenous Communities	4. Collaboration with IP Educators and Indigenous Communities
5. Support and Policy Development		

Integration of QUAN and QUAL Findings

The insufficient training identified in the quantitative findings was echoed in the qualitative findings. The quantitative findings revealed a moderately high level of IKSPs integration and a satisfactory rating of instructional competence. This score/rating was further explained by the qualitative findings indicating non-Indigenous People teachers



lack knowledge and training, lack of resources, language and communication challenges, fear of misrepresentation, time constraints, and curriculum alignment. Moreover, quantitative findings showed significant relationships between IKSPs integration and instructional competence, signifying that higher level of IKSPs integration corresponds to higher instructional competence. Hence, non-IP teachers also highlighted comprehensive training and professional development, provision of accessible, flexible, and inclusive resources, time management and strategic planning, and support and policy development and implementation to address the challenges encountered in integrating IKSPs and increase the moderately high level of integration and satisfactory rating of instructional competence of non-Indigenous People teachers.

Conclusions

The respondents were composed of diverse ethnicities, with many having extensive teaching experience. Notably, half of them had not attended any IPEd-related training, indicating a gap in professional development. They integrate IKSPs on a moderately high level and a satisfactory rating across all areas in instructional competence. Thus, there is a significant relationship between these variables, confirming that higher level of IKSP integration correlates with higher instructional competence.

However, the lack of knowledge and training, lack of resources, language and communication challenges, fear of misrepresentation, time constraints, and curriculum alignment were key challenges encountered IKSPs integration. Hence, comprehensive professional training and development, provision of accessible, flexible, and inclusive resources, collaboration, time management and strategic planning, and support and policy development were the suggested strategies to address the challenges encountered in IKSPs Integration.

Recommendations

Based on the study's findings and conclusions, the following recommendations were made:

1. Establish continuous seminar-workshop, mentorship, and partnership program between non-Indigenous People teachers, IP teachers, and Indigenous knowledge holders and practitioners to ensure that IKSP integration remains accurate, respectful, and meaningful.
2. Creation and Circulation of Culturally Relevant Teaching and Resources to support IKSP integration in teaching and learning process.
3. Strengthen national and local education policies that mandate the integration of IKSPs in teaching and learning process.
4. Continuous monitoring, evaluation, and feedback mechanisms involving teachers, Indigenous communities, and policymakers to assess the effectiveness of IKSP integration and provide continuous feedback for improvement.
5. Develop long-term institutional plans to sustain IKSP integration in education, ensuring that Indigenous perspectives remain a fundamental part of the teaching-learning process.
6. Explore best practices in IKSPs integration in teaching and learning process and the relevance of Indigenous People Education in this evolving, technology-driven world.

By implementing these recommendations, non-Indigenous People teachers will be better equipped to integrate IKSPs into their instructional practices and can contribute to a more inclusive, equitable, and culturally responsive educational system.

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The Ethics of Automation: Exploring Educator Perceptions on Generative AI in Assessment Design

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Abstract

Aim: As generative artificial intelligence (GenAI) tools such as ChatGPT, Claude, and Gemini gain traction in higher education, their integration into assessment design raises pressing ethical questions. This research aimed to explore how pre-service teacher educators perceive the ethical implications of using GenAI in designing, administering, and evaluating student assessments. Specifically, it investigated issues around academic integrity, human judgment, bias, transparency, and institutional readiness.

Methodology: The study adopted a qualitative design using semi-structured interviews with 18 pre-service teacher educators across diverse institutions. Data were analyzed thematically and triangulated with a review of recent global literature (2018–2024) on AI and ethics in education. Respondents were profiled in terms of their familiarity with GenAI, teaching roles, and institutional context.

Results: Findings revealed a spectrum of views: while participants acknowledged the convenience and efficiency that GenAI brings to assessment design, many expressed concerns about overreliance, diminished authenticity, and potential threats to academic integrity. Ethical apprehensions included risks of plagiarism, algorithmic bias, lack of transparency, and erosion of human-centered judgment. Notably, participants stressed the importance of maintaining human oversight and advocated for institutional guidelines, professional training, and ethical awareness to guide AI use in teacher education.

Conclusion: The study concludes that while GenAI presents transformative possibilities for assessment innovation, its ethical integration remains underdeveloped in many institutions. There is a critical need for teacher education programs to adopt human-centered approaches and develop explicit, values-based frameworks for AI use.

Recommendations: The study recommends the institutionalization of ethical policies, provision of ongoing professional development, curricular integration of AI ethics, promotion of student integrity, and expanded research on local AI practices in education. These recommendations aim to ensure responsible, inclusive, and pedagogically sound adoption of GenAI in assessment systems.

Keywords: Generative AI, Assessment Ethics, Teacher Education, Academic Integrity, Human Oversight

INTRODUCTION

Generative artificial intelligence (GenAI) tools such as ChatGPT have rapidly permeated educational ecosystems, offering unprecedented efficiency and innovation in assessment design, feedback, and administration (Giannakos et al., 2025; Bulut et al., 2024). These tools enable rapid generation of prompts, personalized feedback, and automated scoring—transforming tasks traditionally performed manually—but also raise critical concerns regarding validity, transparency, and fairness (Bulut et al., 2024; Matsiola et al., 2024). As these technologies become more widely adopted, questions around the ethical use of GenAI in educational assessment gain urgency, particularly as they intersect with issues of academic integrity, bias, and human oversight (Kizilcec, et al., 2024; Bittle & El-Gayar, 2025).

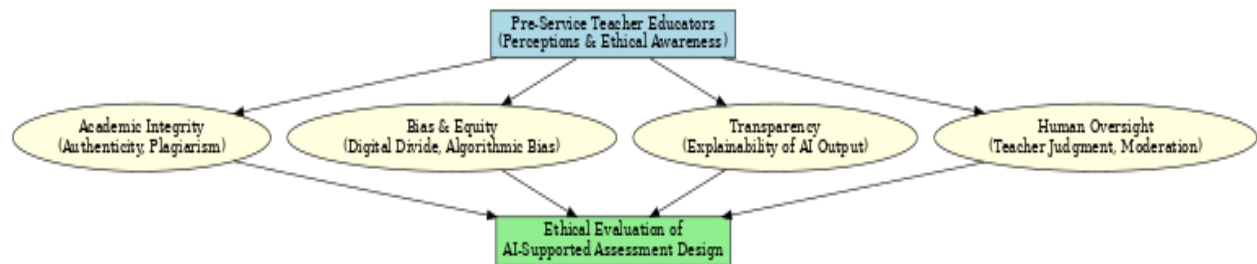
In the Philippine educational context, reform initiatives—such as those driven by the Second Congressional Commission on Education (EDCOM II)—highlight digital transformation and AI literacy as core priorities (Republic Act 11899, 2022; Villarino, 2025). While AI tools promise to support teacher education and enhance assessment frameworks, the Philippines has yet to develop clear policy guidelines or institutional safeguards specifically for GenAI use in assessments. Studies of rural Philippine higher education students reveal ethical and access-related concerns in AI integration, echoing global concerns about equity and teacher training (Villarino, 2025). Yet empirical research on how Philippine educators perceive these ethical implications remains limited.

Prior international studies offer valuable insight. A global survey by Kizilcec et al. (2024) captured educator and student perceptions of GenAI's impact on assessment, academic integrity, and policy readiness. They reported that while efficiency and convenience are appreciated, respondents voiced anxiety about students' overreliance on



AI, erosion of critical thinking skills, and difficulty distinguishing AI-generated content (Kizilcec, et al., 2024). Likewise, Bittle and El-Gayar's (2025) systematic review highlights academic integrity risks such as plagiarism, inappropriate attribution, or misuse without proper supervision.

Conceptual Framework



This conceptual framework illustrates the dynamic interaction between pre-service teacher educators' perceptions and the core ethical dimensions of using generative AI (GenAI) in educational assessment. It is grounded in the understanding that the ethical evaluation of technology in education must consider contextual, human-centered insights, especially from those tasked with preparing future educators.

At the center of the framework are pre-service teacher educators, whose views are shaped by their academic backgrounds, teaching experiences, digital readiness, and exposure to GenAI tools such as ChatGPT, Claude, or Gemini. These educators serve as both users and mentors in the integration of technology in pedagogy, especially in the design and administration of assessments.

Their perceptions and ethical judgments are analyzed through four interrelated domains:

1. Academic Integrity – Concerns related to plagiarism, authorship, and the authenticity of student work when AI tools are involved.
2. Bias and Equity – Challenges arising from unequal access to AI technologies, and the potential for algorithms to reproduce cultural or linguistic bias.
3. Transparency – The degree to which AI-generated outputs can be traced, explained, and trusted by both teachers and learners.
4. Human Oversight – The indispensable role of teachers in ensuring that AI complements rather than replaces pedagogical judgment and assessment integrity.

These four domains collectively influence the ethical evaluation of AI-supported assessment design, which is the core outcome of this inquiry. The framework emphasizes that responsible AI integration must go beyond technical functionality and be evaluated through the lens of ethical appropriateness, cultural relevance, and pedagogical soundness.

Research Objectives

This study aims to explore the ethical perceptions of pre-service teacher educators regarding the use of generative artificial intelligence (GenAI) in assessment design. Given the growing integration of GenAI tools in educational contexts and the limited local scholarship on this issue, this research is designed to provide rich, context-specific insights using a qualitative approach. The primary goal is to inform policy, teacher training, and ethical frameworks surrounding AI adoption in the Philippine teacher education landscape.

Specifically, this study sought to:

1. To determine the profile of the respondents in terms of the following variables:
 - a. Age
 - b. Gender
 - c. Educational background
 - d. Years of teaching experience in teacher education
 - e. Type of institution
 - f. Level of familiarity with generative AI tools



2. To explore how pre-service teacher educators perceive the ethical implications of using generative AI in the design, administration, and evaluation of student assessments.
3. To identify key ethical themes and concerns raised by participants in relation to the use of GenAI, particularly in terms of academic integrity, authenticity of student work, bias, equity, and transparency.
4. To examine how participants conceptualize the balance between automation and human judgment in the context of educational assessment.
5. To identify any institutional or professional development needs that participants identify as necessary to ensure responsible use of GenAI in assessment practices.
6. To contribute to the development of culturally responsive, human-centered AI policies in teacher education institutions by contextualizing global ethical frameworks within Philippine realities.

METHOD

This study adopted a qualitative research design to examine the ethical perceptions of pre-service teacher educators toward the use of generative artificial intelligence (GenAI) tools—such as ChatGPT, Claude, and Gemini—in assessment design. Recognizing that ethical decision-making is rooted in human values and contextual interpretation, the qualitative approach enabled the exploration of nuanced insights beyond numerical data. Addressing the gap in Philippine-based research on educators' ethical understanding of GenAI, the study was grounded in a constructivist framework, emphasizing that meaning is co-created through reflection and dialogue. Focus Group Discussions (FGDs) served as the primary data collection method, engaging 18 pre-service teacher educators from diverse regions and institutions who teach courses in assessment, curriculum, or educational technology.

Three FGDs, each lasting 60–90 minutes, were conducted either in person or via secure online platforms using semi-structured questions on themes such as authenticity, academic integrity, transparency, and human judgment in AI-assisted assessment. Data were analyzed through Braun and Clarke's (2006) six-phase thematic analysis, combining inductive and deductive coding to identify both emergent patterns and theoretical alignments. Ethical standards—including informed consent, confidentiality, and voluntary participation—were strictly observed. Overall, this qualitative design provided a rigorous, human-centered approach to uncovering how teacher educators critically reflect on the ethical integration of GenAI in assessment, offering localized insights that can guide future policy, pedagogy, and professional development in Philippine teacher education.

DISCUSSION

Profile of Respondents (Context-Setting)

The study engaged 18 pre-service teacher educators to explore their ethical perceptions toward generative AI (GenAI) in assessment design, considering their professional backgrounds and digital orientations. Most participants taught foundational education courses such as Assessment of Student Learning, Curriculum Development, and Educational Technology, positioning them as key influencers in shaping how AI tools are understood and integrated into pedagogy. As Laupichler et al. (2022) noted, teacher educators often serve as the "first line of contact" in cultivating ethical pedagogical cultures, making their perspectives on GenAI particularly consequential. Their teaching experience ranged from one year to over a decade, combining both emerging and seasoned educators—a distribution that, according to Gouseti et al. (2025), may influence openness or caution toward technological adoption. The respondents' subject specializations, especially in assessment and educational technology, situate them directly within domains most affected by GenAI use, where ethical issues such as authenticity, authorship, and fairness frequently arise (Perkins et al., 2023). While most participants described themselves as "moderately" or "very familiar" with GenAI tools like ChatGPT, Claude, and Gemini, familiarity remained uneven, reflecting disparities in institutional exposure and digital access (Ghimire et al., 2024). A few reported regularly or occasionally using these tools for test creation or feedback, echoing Chan and Hu's (2023) observation that educators often begin with low-stakes experimentation before integrating AI into formal assessment processes. However, such usage does not necessarily imply preparedness to handle ethical challenges surrounding transparency, plagiarism, and learner autonomy (García-López & Trujillo-Liñán, 2025). Overall, the respondents' roles and experiences underscore their pivotal capacity to shape responsible GenAI use in education, while also revealing an urgent need for structured guidance and ethical literacy training to navigate AI-driven assessment practices effectively.



Perceptions of Generative AI in Assessment Design

The study explored how 18 pre-service teacher educators perceive the integration of generative artificial intelligence (GenAI) in assessment by examining their understanding, observed uses, perceived benefits, and personal experiences with AI tools. Participants generally defined GenAI as an intelligent system capable of producing educational content—such as quiz items, rubrics, and feedback—based on learned data patterns, aligning with Ghimire et al. (2024), who described GenAI as a content-generation partner that mirrors human cognition. Many had observed or used AI tools like ChatGPT in drafting test items, refining questions, and generating formative feedback, consistent with Roe et al. (2024), who noted educators' preference for using GenAI in supportive rather than high-stakes assessment contexts. The respondents highlighted time efficiency, creativity, and personalized learning as key benefits, echoing Furze et al. (2024) and Prompiengchai et al. (2025), who found that GenAI enhances instructional design and learner engagement when used judiciously. However, adoption varied—from active users to cautious observers—reflecting Laupichler et al. (2022) and the Technology Acceptance Model (Venkatesh & Davis, 2000), which suggest that digital confidence and institutional support shape educators' willingness to experiment. Overall, the findings reveal a climate of cautious optimism: while GenAI is valued for its efficiency and adaptability, concerns about academic integrity, overreliance, and ethical preparedness underscore the need for structured professional development and clear institutional guidance (García-López & Trujillo-Liñán, 2025).

Recommendations on the ethical and responsible use of generative AI (GenAI)

The final segment of the study gathered reflective insights and forward-looking recommendations from 18 pre-service teacher educators on the ethical and responsible use of generative AI (GenAI) in assessment. Participants emphasized that teacher education institutions must establish formal ethical guidelines, inclusive policies, and sustained capacity-building programs to cultivate an ethical culture of AI use—echoing Holmes and Porayska-Pomsta's (2023) assertion that ethical integration depends on reflective institutional practices rooted in humanistic values. They also called for embedding AI ethics in teacher education curricula, consistent with Chou et al. (2025), and for collaborative policymaking involving educators, technologists, and policymakers (Espartinez, 2024). Three key policy principles emerged: maintaining human oversight, ensuring transparency and disclosure, and promoting fairness and accessibility—reflecting calls for human-in-the-loop systems (Holmes et al., 2022; Wang et al., 2024) and the transparency imperative noted by Binns et al. (2018). While participants expressed optimism about GenAI's pedagogical potential, they also voiced concerns about student overreliance and threats to integrity, resonating with Syska et al. (2025). Collectively, their responses underscore the need for ethical guardrails, empowered teacher agency, and continuous institutional reflection to balance innovation with the enduring human values that underpin authentic education.

Conclusions

1. **Educator Profiles Reveal a Readiness Gap.** Respondents had diverse expertise in assessment, curriculum, and educational technology, but few had used GenAI in assessment design. This signals a readiness gap in ethical confidence and institutional guidance, underscoring the need for AI literacy and ethics training.
2. **Contextual and Critical Awareness of GenAI.** Educators understood GenAI as tools that generate human-like content and aid assessment creation. While recognizing its value in efficiency and creativity, they maintained a critical stance on its responsible and contextual use.
3. **Balancing Benefits with Integrity.** Participants saw GenAI's utility in generating quizzes, rubrics, and feedback but cautioned against risks to authenticity, plagiarism, and overreliance. They stressed that technology should complement—not replace—the intellectual and ethical role of teachers.
4. **Human Judgment is Indispensable.** Educators strongly asserted that human discernment must anchor AI-augmented assessment, especially in evaluating reflective or creative tasks. AI should assist, not automate, professional decision-making.
5. **Policy and Institutional Support are Lacking.** Most institutions lack formal GenAI policies, leading to uncertainty and inconsistency. Respondents urged the creation of clear, enforceable ethical frameworks and professional development initiatives to guide responsible AI use.
6. **Educators are Ready to Lead with Support.** With proper training, transparency standards, and peer collaboration, educators expressed readiness to model ethical GenAI integration—demonstrating leadership potential rather than mere compliance.



Recommendations

1. **Develop Ethical AI Policies:** Establish and institutionalize formal guidelines defining responsible GenAI use, emphasizing transparency and human oversight.
2. **Provide Continuous Training:** Offer capacity-building programs on AI tools, ethics, and assessment integrity to ensure educators are both AI-literate and ethically competent.
3. **Integrate AI Ethics in Curriculum:** Embed GenAI and digital ethics modules in teacher education to prepare future educators for critical and reflective AI use.
4. **Foster Academic Integrity:** Issue clear student guidelines on ethical AI use and promote digital literacy to prevent misuse.
5. **Advance Research on AI in Education:** Support studies on GenAI's impact on assessment, equity, and pedagogy to develop Philippine-specific ethical frameworks.

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Constructs of Gender-Responsive Public Organizations Using Confirmatory Analysis: Input for Policy Recommendation

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Abstract

Aim: This study explores the main elements of gender responsiveness in public organizations, guided by both global and national gender equality mandates. It focuses on selected five regional offices located at the Prime Government Center in Koronadal City, all of which are recipients of the Gender and Development (GAD) Seal. The study aims to identify the key constructs of gender-responsive public organizations by examining the real and best practices in GAD implementation within these agencies.

Methodology: Using a mixed-method sequential exploratory design, the qualitative phase involved interviews with five Gender and Development Focal Persons and five Chief Administrative Officers from five regional offices in Region XII. The quantitative phase engaged three hundred fifty respondents for Exploratory Factor Analysis and seven hundred for Confirmatory Factor Analysis.

Results: Five critical constructs emerged: Ethical Leadership, Workplace Culture, Empowerment Through Recognition, Flexible Work Arrangement, and Budget Allocation. Through nine iterative refinements, the model achieved strong validity and reliability, with Cronbach's Alpha exceeding 0.98.

Conclusion: A refined two-factor structure highlighted Ethical Leadership and Empowerment Through Recognition as core constructs of gender-responsive governance. The validated framework advances Sustainable Development Goal 5 by supporting inclusive, equitable public policies in Region XII. Findings underscored the transformative role of ethical leadership and the power of recognition in institutionalizing gender equality.

Keywords: *constructs, gender-responsive, public organizations, confirmatory factor analysis, Gender and Development, SDG 5*

INTRODUCTION

Global and national frameworks underscore the urgency of gender-responsive public organizations to achieve gender equality and empower women (UNDP, 2021; EIGE, 2021; UN, 2021; UN Women, 2021; PCW, 2020). In the Philippines, while the Magna Carta of Women (2009) mandates allocating at least five percent of an agency's budget for Gender and Development (GAD), public institutions still exhibit fragmented approaches due to the absence of a unified guiding framework. The Philippine Commission on Women (2019) stresses that gender mainstreaming must anchor these efforts to ensure consistency, alignment of resources, and measurable progress.

Despite a growing body of research, most studies offer thematic insights without proposing validated frameworks. Park (2020) links women's presence in institutions to effectiveness but lacks a tested model. Similarly, the United Nations Development Programme (2021) notes persistent leadership gaps but falls short of offering tools to measure organizational gender responsiveness. Financial systems and procurement processes promoting gender equity have been studied (Viswanatha & Mullins; Orser et al., 2021), but remain reliant on narrative rather than empirical models.

Local studies echoed this fragmentation. Libre (2020) and Mendoza et al. (2020) highlighted implementation gaps and underrepresentation, while Romero et al. (2020) revealed limitations in GAD training. Dulin et al. (2020) and Abelas and Salagubang (2020) focused on specific sectors, further confirming the need for an integrated approach. Santos and Villanueva (2023), Villarín and Cruz (2022) emphasized the lack of monitoring mechanisms and the tendency to prioritize outputs over transformative change.



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Objectives:

This study aims to examine and strengthen the development of gender-responsive public organizations by identifying key defining factors, evaluating their structural relationships, and proposing an evidence-based framework supported by relevant policy recommendations.

Specifically, it sought to:

1. identify the factors that define gender-responsive public organizations;
2. determine the structure loadings of the identified factors;
3. develop an alternative framework for gender-responsive public organizations; and
4. propose contextualized policy recommendations based on empirical findings to enhance the framework's real-world applicability and policy relevance.

METHODS

Research Design

This study utilized an exploratory mixed-methods approach, combining both qualitative and quantitative phases. It was conducted in selected five regional offices located in a Gender and Development Zone in the Prime Regional Government Center in Koronadal City, South Cotabato.

Population and Sampling

Respondents for the qualitative phase through key informant interview were five GAD Focal Persons and five Chief Administrative Officers from selected five regional offices. By purposive sampling, they were selected based on the following criteria: regular or permanent employment, membership in the GAD Focal Point System, and lead role in the implementation of GAD programs in their respective organizations (Santos & Cruz, 2021; Dela Peña, 2022).

For the quantitative phase, stratified random sampling using sex as stratified variable was employed. Respondents for exploratory and confirmatory factor analyses were permanent employees, with willingness to participate in the survey. For the Exploratory Factor Analysis respondents, computed sample size was three hundred fifty where sixty percent or two hundred ten were males and forty percent or one hundred forty were females (Raosoft, 2020). For the CFA respondents, the population size was eight hundred eighty-one. The computed sample size was seven hundred where sixty percent or four hundred twenty were males and forty percent or two hundred eighty were females (Raosoft, 2020).

Instruments

In the qualitative phase, the researchers utilized a semi-structured interview guide to identify measures that may affect gender responsiveness in public organizations. The researchers ensured that these factors were substantially explored, examined, and clarified with the key informants (Creswell, 2014; Bernard, 2021). The interviews were recorded, and the resulting transcripts were analyzed through thematic analysis to develop the statements for the quantitative survey (Braun & Clarke, 2021).

The quantitative phase of the research involved survey questionnaire for the Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The significant statements derived from the qualitative phase served as the foundation for the EFA tool, which was subjected to validity and reliability tests (DeVellis & Thorpe, 2021). The contents of the survey questionnaire were validated by a panel of experts and tested for internal consistency using Cronbach's alpha.

The survey questionnaires utilized the 5-point Likert scale to determine the level of agreement of participants with various statements presented. The Likert scale consisted of five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The questionnaires were fielded to the five regional offices. The use of the Likert scale is a common method in social research to measure attitudes, opinions, and perceptions (Joshi et al., 2015).



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Data Collection

The data-gathering process commenced with a formal request submitted to the participating regional offices in Region XII to secure authorization for the study. Once approval was granted, the researchers provided a clear explanation of the study's objectives and procedures, emphasizing its relevance to promoting gender-responsive public organizations. Informed consent was obtained from all participants, ensuring ethical compliance.

Treatment of Data

The qualitative data were processed through manual coding and thematic analysis to identify recurring patterns and meaningful categories. Moreover, the quantitative data were encoded and statistically treated using SPSS and AMOS software. EFA was used to identify underlying factor structures, while CFA confirmed the structure's fit and reliability. Model validity was assessed through measures such as factor loadings, model fit indices, and Cronbach's Alpha, with reliability scores exceeding 0.98, indicating high internal consistency.

Ethical Considerations

The researcher followed strict ethical standards throughout the study. The data-gathering tool was reviewed and approved by the University of Mindanao Ethics Review Committee (UMERC). Informed consent was obtained, and all participation and data management followed approved protocols.

RESULTS and DISCUSSION

This section shows the results of the study presented in a logical manner per research objective.

Identification of Factors of Gender-Responsive Public Organizations

Thematic analysis revealed that inclusive structures, policies, and workplace cultures were central to achieving Gender and Development (GAD) goals. These public offices promote respect and non-discrimination through merit-based hiring and inclusive practices that address intersecting inequalities (Crenshaw, 2020), aligning with international frameworks like Convention on the Elimination of All Forms of Violence Against Women (CEDAW) and Sustainable Development Goal 5 (UN Women, 2023). Internal policies such as the Equal Opportunity Policy, Anti-VAW Act, and Safe Spaces Act, supported by accessible infrastructure, safeguard vulnerable groups (Barrera et al., 2022). Flexible work arrangements adopted across agencies further promote work-life balance and gender equity, consistent with ILO standards (ILO, 2021). From this analysis, five defining factors of gender-responsive public organizations in Region XII emerged: ethical leadership, which ensures alignment with legal mandates (UN Women, 2023); inclusive workplace culture, reflected in supportive infrastructure and caregiving policies (ILO, 2021; Barrera et al., 2022); empowerment through recognition, which drives cultural change and inclusive planning (Rao & Kelleher, 2021); flexible work arrangements that accommodate the needs of women, solo parents, senior citizens, and PWDs (ILO, 2020; UN Women, 2021); and resource allocation, where adherence to GAD budgeting and certification ensures accountability and institutionalization (DILG, 2023; USM, 2024).

Structure Loading of Factors of Gender-Responsive Public Organizations

This section presents the structure loading of factors that define gender-responsive public organizations, based on the perceptions of respondents. Understanding how various organizational elements contribute to gender responsiveness requires reliable data on individual attitudes and experiences. To capture this information, the 5-point Likert scale was utilized to ascertain the agreement or disagreement of the respondents based on the following options: *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree* (Joshi et al., 2015).

Table 1. Factor 1 **Ethical Leadership**

Items	r-value
1. A gender-responsive public organization has ethical leadership.	0.713
2. A gender-responsive public organization is compliant with gender-related laws.	0.709
3. The organization recognizes gender-responsive achievements to motivate and inspire all employees.	0.66
4. A gender-responsive public organization is inclusive.	0.659
5. Individual participation in promoting gender equality within the organization fosters a culture of openness, inclusivity, and respect for all genders.	0.61
6. There should be facilities for lactating mothers, employees' small kids, Persons with Disabilities and Senior Citizens.	0.608
7. There are opportunities for individuals of all genders to participate in training and capacity-building programs	0.604
8. Flagship or major projects and programs should be gender-responsive as evaluated using gender tools (i.e. Harmonized Gender and Development Guidelines, Project Implementation, Management, Monitoring and Evaluation).	0.602

Factor 1 highlighted the critical role of ethical leadership and legal compliance in building a gender-responsive public organization, with the highest factor loadings (0.713 and 0.709) underscoring their importance. Ethical leadership, grounded in fairness and inclusivity, fosters gender equality, while adherence to gender-related laws provided a stable, accountable foundation for inclusive governance (Hair et al., 2022; Kabbeer, 2022). Recognizing gender-responsive achievements (0.66) promotes a culture of continuous improvement, and fostering inclusivity and participation (0.659 and 0.61) ensured diverse voices are heard. Practical support measures such as lactation rooms and accessible facilities for children, Persons with Disabilities, and senior citizens (0.602–0.608) demonstrated a commitment to equity. Equal access to training and prioritization of gender-responsive projects further integrate gender considerations into daily operations, enhancing both service delivery and institutional inclusiveness (PCW, 2022; UN Women, 2021).

Table 2. Factor 2 **Workplace Culture**

Items	r-value
1. The organization provides continuous trainings to improve and sustain respect among genders.	0.667
2. The organization promotes inclusivity and respect for all genders through team-building activities.	0.643
3. The organization encourages the use of gender-fair languages in all communication.	0.636
4. The organization trains personnel in handling gender-related conflicts or issues.	0.634
5. There are programs that reinforce the implementation of breastfeeding station, child-minding area, PWD ramp, male and female comfort rooms for employees.	0.63
6. The organization ensures gender-neutral leisure spaces that welcome and include individuals of all genders.	0.611
7. The organization establishes support systems (i.e. Grievance Committee, CODI) for employees who experienced gender-related discrimination.	0.598



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8. There are policies in place (i.e. anti-VAWC, Safe Space Act, SH Act) to prevent and address sexual harassment and gender-based violence.	0.585
9. The organization has a written policy anchored on Equal Opportunity Policy to promote gender equality and inclusivity.	0.575
10. The organization reviews and updates its written policy on gender equality to ensure it remains relevant and aligned with best practices.	0.555
11. There is an allocated budget for the operation of women's protection and gender sensitivity programs.	0.516
12. Gender equality specialized teams (i.e. GFPS, TWG, EXECOM) are established within the organization to drive initiatives promoting respect and inclusivity for all genders.	0.458

Factor 2 underscored the significance of cultivating a respectful, inclusive, and safe workplace culture for all genders within public organizations. The factor loadings, ranging from 0.667 to 0.458, highlight critical components such as continuous training, team-building, conflict resolution, and the use of gender-fair language. The highest loading (0.667) emphasized the effectiveness of sustained training initiatives that foster mutual respect and gender sensitivity among employees (Hair et al., 2022). Additional important elements included supportive infrastructure like breastfeeding stations, institutional policies against gender-based violence and discrimination, written commitments to gender equality, and allocated resources for implementing gender sensitivity programs (UN Women, 2021; PCW, 2022). Collectively, these dimensions illustrated the need for a multi-faceted approach—combining education, inclusive organizational practices, and strong policy mechanisms—to establish a truly gender-responsive workplace culture.

Table 3. Factor 3 **Empowerment Through Recognition**

Items	r-value
1. The organization demonstrates a commitment to non-discrimination anchored on the Equal Opportunity Principle.	0.764
2. The organization integrates cultural sensitivity in its processes.	0.71
3. The leadership acknowledges the significance of fostering respect based on the diverse backgrounds of all employees.	0.683
4. The organization observes gender inclusivity in its hiring and selection process.	0.679
5. The organization ensures adherence to Magna Carta of Women and other gender equality laws and regulations (CEDAW, BPfA, E.O 273, R.A. 11313, R.A. 7192) to promote a culture of respect and inclusivity.	0.678
6. The organization promotes gender-neutral job descriptions.	0.621
7. The organization prioritizes the needs of Persons with Disabilities (PWDs), Indigenous Peoples (IPs), LGBTQ and other marginalized groups.	0.502
8. The organization observes flexible schedules to accommodate gender needs.	0.49

Factor 3 highlighted a holistic approach to fostering diversity, inclusion, and legal compliance within public organizations. The highest factor loading (0.764) reflects a strong institutional commitment to the Equal Opportunity Principle, emphasizing non-discrimination and equal access for all employees. Key practices supporting this commitment include cultural sensitivity (0.71), inclusive leadership (0.683), and gender-inclusive recruitment (0.679), which collectively help build a workplace where individuals from varied backgrounds feel respected and empowered (UN Women, 2021; PCW, 2022). Compliance with gender equality laws (0.678) and the use of gender-neutral job descriptions (0.621) contributed to a



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fair and unbiased environment, while addressing the needs of marginalized groups (0.502) and offering flexible work schedules (0.49) demonstrate responsiveness to the diverse needs of the workforce (Kabeer, 2022; ILO, 2022). Overall, these elements affirm that a gender-responsive public organization not only promotes gender equality but also cultivates an inclusive, respectful, and adaptive organizational culture.

Table 4. Factor 4 **Flexible Work Arrangement**

Items	r-value
1. The organization ensures policies on gender respect through the allocation and utilization of flexible work options.	0.672
2. Gender-responsive flexible work arrangements are implemented to promote equality and inclusivity.	0.662
3. The organization provides flexible work arrangements, such as remote work or flexible hours, to support work-life balance for employees of all genders.	0.659
4. Gender-inclusive policies and practices that aim to create a supportive environment where employees can balance their professional responsibilities with personal commitments, fostering equality and inclusivity in the workplace.	0.539
5. The organization creates work arrangements that align with the work-life balance of all genders.	0.492
6. The organization practices flexible schedules to accommodate gender needs.	0.49
7. The organization encourages employees to suggest alternative work arrangements to accommodate their personal responsibilities, regardless of gender.	0.482
8. The organization adopts the 8-hour working arrangement.	0.415

Factor 4 underscored an organization’s dedication to gender equality through the implementation of flexible work arrangements, with correlation values (r-values) revealing how these policies support a respectful and inclusive workplace. The highest correlation (0.672) is associated with the formal institutionalization of flexible work policies, affirming their effectiveness in fostering equity (ILO, 2022; UNDP, 2021). Gender-responsive flexibility ($r = 0.662$) and support for work-life balance across genders ($r = 0.659$) further reinforce a positive workplace culture. Additionally, inclusive policies ($r = 0.539$) enhance the work environment, though lower correlations—such as accommodating gender-specific needs ($r = 0.49$), openness to alternative arrangements ($r = 0.482$), and reliance on traditional 8-hour shifts ($r = 0.415$)—highlight areas where improvement is needed (Kabeer, 2022; OECD, 2021). These findings suggested that while progress has been made, public organizations must continue advancing gender-responsive flexibility to ensure genuine inclusion and equity in the workplace.

Conclusion

The study demonstrated the strong reliability of its instrument for measuring gender-responsive practices in public organizations, with high Cronbach’s alpha values (0.988 for Ethical Leadership, 0.986 for Empowerment through Recognition, and 0.992 overall), supporting the development of a robust framework for Region XII grounded in five core constructs: Ethical Leadership, Workplace Culture, Empowerment through Recognition, Flexible Work Arrangement, and Resource Allocation (Hair et al., 2022). Informed by Organizational Theory (Scott, 2014) and GAD Theory (Kabeer, 2022; Rathgeber, 1990), the framework aligns with Sustainable Development Goal 5 by advancing inclusive governance



and gender equality (UN Women, 2021; United Nations, 2020). Institutionalizing this framework requires mandatory gender-sensitivity training, ethics-based leadership evaluations (Brown et al., 2021; UN Women, 2020), HR systems that reward inclusive recognition (Kabeer, 2022; PCW, 2022), and expansion of local best practices such as the Koronadal GAD Zone (DILG XII, 2023; Magpayo, 2023). Strengthening the GAD Seal through multi-sectoral partnerships and adopting inclusive, data-driven monitoring systems are also essential for fostering transformational and equitable public institutions (Connell & Pearse, 2020; Santos & De Vera, 2024; OECD, 2021; UN Women, 2020).

Recommendations

To enhance the understanding and implementation of gender-responsive governance in public organizations, future research should focus on several key areas. Longitudinal studies are needed to evaluate the lasting effects of ethical leadership and empowerment through recognition on outcomes like gender equity, innovation, and service quality (Brown et al., 2021; World Bank, 2021). Comparative regional studies—particularly between Region XII and other diverse areas—can offer insights into how cultural contexts shape the effectiveness of GAD strategies (Crenshaw, 2021; Magpayo, 2023). Further, research on intersectionality should examine how overlapping identities such as gender, ethnicity, religion, and disability influence access to leadership and recognition, especially in tri-people communities (Kabeer, 2022; Crenshaw, 2021). Evaluating flexible work arrangements in public service is also vital, as hybrid models affect gender equality and employee well-being (ILO, 2022; UNDP, 2021). Lastly, developing localized gender-responsive budgeting tools will help monitor progress and ensure accountability in promoting gender equity (PCW, 2022; UNDP, 2021).

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Effectiveness of the gender and development program in the promotion of gender equality

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Abstract

Aim: This study evaluated the effectiveness of the Gender and Development (GAD) Program in promoting gender equality at Gumaok Elementary School during the 2024–2025 school year, with emphasis on program implementation and its influence on stakeholders' awareness and perceptions of gender equality.

Methodology: A descriptive-correlational research design was employed. Data were gathered using a researcher-made survey questionnaire administered to 60 teachers and one school head. Quantitative data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics, including Pearson's r correlation and one-way analysis of variance.

Results: Findings revealed that the GAD Program was perceived as moderately effective in terms of implementation quality, budget utilization, and program coverage, with mean scores ranging from 3.38 to 3.65. Respondents demonstrated a moderate level of awareness of gender equality ($M = 3.43$). A strong and statistically significant positive relationship was found between GAD Program effectiveness and the promotion of gender equality ($r = 0.694$, $p < 0.001$). Significant differences in perceptions were observed when respondents were grouped according to position and duration of exposure to the GAD Program.

Conclusion: The GAD Program at Gumaok Elementary School contributes positively to the promotion of gender equality by establishing a foundational level of awareness and fairness. Nonetheless, challenges related to stakeholder engagement, timeliness of fund utilization, and the translation of awareness into inclusive practices persist. The study recommends improved budget transparency, sustained and advanced capacity-building initiatives, and strengthened mechanisms for inclusive participation to further enhance program effectiveness.

Keywords: *gender equality; gender and development; program effectiveness; descriptive-correlational research; stakeholder engagement*

INTRODUCTION

Gender equality is a fundamental human right and a critical driver of sustainable development. Globally, Gender and Development (GAD) programs have been institutionalized to address gender imbalances, challenge discriminatory norms, and ensure equal opportunities for all genders in various spheres, including education (UN Women, 2021). In the Philippines, the commitment to gender equality is enshrined in laws such as the Magna Carta of Women (Republic Act 9710), which mandates all government agencies, including educational institutions, to mainstream gender perspectives into their policies, programs, and operations.

The Department of Education (DepEd) has responded through the Gender-Responsive Basic Education Policy, directing schools to integrate GAD principles. These programs aim to create safe, inclusive, and equitable learning environments by raising awareness, reducing discrimination, and promoting balanced representation (DepEd Order No. 32, s. 2017). Despite these robust policies, the effective translation of GAD mandates into tangible outcomes at the school level faces challenges, including inadequate stakeholder engagement, delays in fund utilization, and varying levels of awareness and commitment among implementers (Calora, 2020; Valdez, 2023).

At Gumaok Elementary School, the GAD program has been implemented as part of this national directive. However, informal observations suggested a gap between policy and practice, with potential disparities in how the program's effectiveness is perceived by the teaching staff. A systematic assessment was needed to determine whether the program was truly fostering gender equality or if strategic improvements were necessary.

This study therefore sought to evaluate the effectiveness of the GAD Program at Gumaok Elementary School during the 2024-2025 school year. While previous studies have examined GAD implementation challenges in Philippine schools broadly (Calora, 2020; Valdez, 2023), there remains a significant research gap in empirical assessments at the elementary school level using a descriptive-correlational approach. Specifically, few studies have investigated how demographic factors such as teaching position and duration of GAD exposure moderate perceptions of program effectiveness and gender equality awareness. By examining these relationships, this research provides novel, evidence-based insights that can guide school administrators, GAD coordinators, and policymakers in tailoring GAD programs to enhance their impact, ensuring that the school environment not only preaches but practices gender fairness and inclusion.



Review of Related Literature and Studies

The literature underscores the critical role of GAD programs in dismantling structural inequalities. Effective programs typically employ strategies such as awareness campaigns, policy advocacy, capacity building, and community engagement (UN Women, 2021). Studies, however, present a mixed picture. While research by Smith et al. (2020) in Southeast Asia showed a 25% reduction in gender-based violence due to community-based GAD programs, other studies highlight persistent barriers like insufficient funding, cultural resistance, and weak monitoring systems (Johnson & Perez, 2019).

In the Philippine educational context, the success of GAD initiatives heavily relies on the active involvement of school heads and GAD coordinators (Valdez, 2023). However, Calora (2020) found that while school administrators provide support, teacher and community engagement often remains low, and GAD activities are sometimes viewed as compliance obligations rather than opportunities for genuine cultural change. Furthermore, logistical challenges, particularly delays in the release of GAD funds, consistently hamper smooth implementation (Calora, 2020).

Synthesis and Research Gap

The reviewed literature establishes the importance of GAD programs in addressing gender inequalities and highlights common implementation challenges including insufficient stakeholder engagement, funding delays, and cultural resistance. While studies in the Philippine context have examined administrative roles in GAD implementation (Valdez, 2023) and general challenges (Calora, 2020), there is limited empirical research focusing specifically on elementary school settings. Furthermore, few studies have employed a descriptive-correlational design to examine how demographic factors such as teaching position and duration of GAD exposure influence both program effectiveness perceptions and gender equality awareness. This study addresses these gaps by providing a focused assessment of GAD implementation at Gumaok Elementary School, examining not only overall effectiveness but also the moderating role of respondent characteristics on program outcomes.

This study is grounded in Feminist Theory and Critical Pedagogy, which emphasize the need to challenge power dynamics and empower all individuals. It also draws from Intersectionality, recognizing that gender inequality intersects with other social factors like seniority and position, making the examination of demographic differences particularly relevant.

Conceptual Framework

The study operated on a conceptual framework illustrating the relationship between the GAD Program (Independent Variable) and the Promotion of Gender Equality (Dependent Variable).

- **Input:** The existing GAD Program at Gumaok Elementary School, including its policies, allocated budget, and training modules.
- **Process:** The implementation of the program, encompassing the quality of training, stakeholder engagement, budget utilization, and program accessibility.
- **Output:** The immediate results, measured through the level of awareness and perceptions of gender equality among teachers and the school head.
- **Outcome:** The enhanced promotion of gender equality, characterized by reduced discrimination, equal participation, balanced representation, and a pervasive sense of fairness and inclusiveness.

The framework posits that effective processes lead to positive outputs and outcomes, with external factors (e.g., community norms, leadership) and feedback loops influencing the entire system.

Statement of the Problem

Despite the Department of Education's mandate on Gender-Responsive Basic Education Policy (DepEd Order No. 32, s. 2017), the effective translation of Gender and Development (GAD) programs into measurable and sustainable outcomes at the school level has remained a persistent challenge. At Gumaok Elementary School, informal observations indicated a gap between policy intent and actual practice, particularly in how stakeholders perceived the program's effectiveness. These disparities raised concerns regarding stakeholder engagement, fund utilization, and the extent to which awareness of gender equality translated into inclusive practices. Consequently, a systematic assessment was necessary to determine whether the GAD Program was effectively promoting gender equality or required strategic improvements to enhance its implementation and impact.

Research Objectives



This study aimed to evaluate the effectiveness of the GAD Program in promoting gender equality at Gumaok Elementary School during the 2024-2025 school year. Specifically, it sought to:

1. Determine the demographic profile of the teacher-respondents and school head.
2. Assess the perceived level of effectiveness of the GAD Program in terms of implementation quality, budget utilization, and program coverage.
3. Evaluate the level of awareness among respondents regarding the promotion of gender equality.
4. Examine the relationship between the effectiveness of the GAD Program and the promotion of gender equality.
5. Identify significant differences in perceptions of program effectiveness and gender equality awareness when grouped according to demographic profile.

Research Questions

The study was guided by the following research questions:

1. What is the demographic profile of the respondents in terms of sex, highest educational attainment, position, and years of exposure to the GAD Program?
2. What is the perceived level of effectiveness of the GAD Program in terms of implementation quality, budget utilization, and program coverage?
3. What is the level of awareness of the respondents regarding the promotion of gender equality?
4. Is there a significant relationship between the effectiveness of the GAD Program and the promotion of gender equality?
5. Is there a significant difference in the perceptions of program effectiveness and gender equality awareness when grouped according to demographic profile?

Hypotheses

H₀₁: There is no significant relationship between the effectiveness of the Gender and Development (GAD) Program and the promotion of gender equality at Gumaok Elementary School.

H₀₂: There is no significant difference in the perceptions of the effectiveness of the GAD Program when respondents are grouped according to their demographic profile in terms of sex, highest educational attainment, position, and years of exposure to the GAD Program.

H₀₃: There is no significant difference in the level of awareness regarding the promotion of gender equality when respondents are grouped according to their demographic profile in terms of sex, highest educational attainment, position, and years of exposure to the GAD Program.

Methodology

Research Design

This study utilized a descriptive-correlational research design. This non-experimental approach was deemed most appropriate as it allowed for the documentation of the current state of the GAD program's implementation and outcomes while simultaneously analyzing the relationship between program effectiveness and gender equality promotion without manipulating variables.

Population and Sampling

The study participants were 60 teachers and one school head from Gumaok Elementary School, DepEd Division of City of San Jose del Monte, during the 2024-2025 school year. A complete enumeration was used for all teachers actively employed during the study period to capture the full range of perspectives. Purposive sampling was employed for the school head to ensure the inclusion of a key administrative perspective essential for understanding leadership and implementation oversight.

Instrument

A researcher-made questionnaire was used, comprising three sections: (1) Demographic Profile, (2) Level of GAD Program Effectiveness (using a 5-point Likert scale from 1-Least Effective to 5-Highly Effective), and (3) Level of Awareness on Gender Equality Promotion (using a 5-point Likert scale from 1-Least Aware to 5-Highly Aware). The instrument was validated for content validity by three experts with substantial experience in education and GAD implementation: two held doctorate degrees in Educational Management with over 10 years of experience, and one was a serving GAD Focal Person at the division level with 8 years of experience in gender mainstreaming.



Data Collection

Permissions were secured from the school and relevant authorities. In October 2024, the questionnaires were distributed and collected online via Google Forms over a two-week period. The process involved sending the survey link to the official school communication channel, followed by two polite reminder emails to non-respondents. Confidentiality and voluntary participation were ensured throughout.

Data Analysis

Data were analyzed using SPSS (Version 26). Descriptive statistics (mean, standard deviation) summarized respondent profiles and responses to scales. Pearson's r correlation tested the relationship between program effectiveness and gender equality promotion (addressing Research Objective 4). One-Way Analysis of Variance (ANOVA) determined significant differences in perceptions based on demographic profiles (addressing Research Objective 5).

Ethical Considerations

The study adhered to ethical research standards. Informed consent was obtained from all participants, emphasizing the voluntary nature of participation and the right to withdraw at any time without consequence. Confidentiality was maintained through anonymization of responses, and data were stored securely on a password-protected computer with access limited to the researcher. The study protocol was reviewed and approved in accordance with institutional requirements.

RESULTS and DISCUSSION

Demographic Profile of Respondents

The majority of the teacher-respondents were female (61.54%), held a Master's Degree (65.38%), and had moderate exposure to the GAD program (65.38% had 3 years or less of exposure). This profile suggests that the sample is primarily composed of experienced and educated professionals, which may influence their perceptions of the GAD Program. The predominance of female respondents aligns with the broader teaching demographics in Philippine elementary education and may reflect gendered patterns in care-oriented professions. The limited exposure to the GAD Program for a majority of respondents highlights a potential area for sustained engagement and capacity-building.

Level of Effectiveness of the GAD Program

As shown in Table 1, the GAD Program was perceived as "Moderately Effective" overall ($M=3.38-3.65$). Budget utilization was rated highest ($M=3.65$), though the timely release of funds was a weaker area ($M=3.38$). Opportunities for participation scored lowest ($M=3.19$), indicating a need for more inclusive engagement strategies.

Table 1. *Level of Effectiveness of the GAD Program*

Aspect	Mean	SD	Verbal Interpretation
Implementation Quality	3.38	0.12	Moderately Effective
Budget Utilization	3.65	0.16	Effective
Program Coverage	3.53	0.22	Moderately Effective

The moderate effectiveness ratings across implementation quality and program coverage suggest that while the GAD Program is operational, it may lack depth or consistency in execution. The higher rating for budget utilization, despite noted delays in fund release, could indicate that once funds are available, they are used appropriately. However, the lower score for participation opportunities points to a procedural gap where stakeholder involvement is not fully realized, potentially limiting the program's transformative impact as emphasized in GAD literature (UN Women, 2021).

Level of Awareness on Gender Equality Promotion



Respondents were "Moderately Aware" of gender issues ($M=3.43$, $SD=0.05$). While fair treatment was highly perceived ($M=3.90$), feelings of full inclusion ($M=3.43$) and equal voice in decision-making ($M=3.29$) were moderate, revealing a potential gap between procedural fairness and experiential inclusion.

The discrepancy between high perceptions of fair treatment and moderate feelings of inclusion and voice suggests that awareness of gender equality principles does not automatically translate into a sense of empowerment or participatory equity. This aligns with Calora's (2020) observation that GAD activities are often viewed as compliance obligations rather than avenues for genuine cultural change. The results imply that moving from awareness to embodied practice requires intentional shifts in organizational culture and decision-making structures.

Relationship between GAD Program Effectiveness and Gender Equality

A strong, positive correlation was found between the effectiveness of the GAD Program and the promotion of gender equality ($r=0.694$, $p=0.000$). This statistically significant result suggests that more robust and effective program implementation directly correlates with higher levels of gender equality awareness and practice within the school.

This finding reinforces the theoretical assumption that well-implemented GAD initiatives can drive tangible progress toward gender equality. The strength of the correlation underscores the importance of program quality—including thorough implementation, efficient budget use, and broad coverage—in fostering an equitable school environment. It also supports the advocacy for continued investment and refinement of GAD programs as a mechanism for institutional change.

Difference in Perceptions based on Demographic Profile

Significant differences were found in perceptions of both program effectiveness and gender equality awareness based on the respondents' **position** ($p=0.042$; $p=0.049$) and **duration of GAD exposure** ($p=0.037$; $p=0.029$). Master Teachers and those with longer GAD exposure perceived the program more positively and reported higher gender equality awareness.

These differences highlight the role of positional authority and sustained engagement in shaping GAD outcomes. Master Teachers, often involved in leadership and planning, may have a more comprehensive view of the program's aims and activities, leading to more favorable perceptions. Similarly, longer exposure likely allows for deeper understanding and integration of GAD principles, consistent with Valdez's (2023) emphasis on the critical role of experienced implementers. This suggests that targeted efforts to engage newer and junior staff could help harmonize perceptions and enhance collective ownership of GAD goals.

Conclusion

The GAD Program at Gumaok Elementary School is on a positive trajectory, effectively establishing a baseline of gender awareness and fairness. The strong correlation between program implementation and gender equality outcomes validates the investment in GAD initiatives. However, the study reveals critical areas for growth: engaging all stakeholders meaningfully, ensuring the timely flow of funds, and bridging the gap between awareness of gender equality and the lived experience of full inclusion and empowerment, particularly for newer teaching staff.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made:

1. Budget Transparency and Timeliness: School administrators may implement participatory budgeting committees and streamline fund release processes to enhance transparency and efficiency.
2. Deepen and Diversify Training: Capacity-building initiatives may move beyond foundational awareness to include advanced topics like unconscious bias and intersectionality, with sustained follow-up support provided.
3. Foster Inclusive Participation: School GAD committees may create more structured opportunities for all teachers, regardless of seniority, to contribute to GAD planning and decision-making.
4. Strengthen Monitoring and Evaluation: A balanced scorecard to track both quantitative and qualitative progress may be developed, allowing for continuous program improvement.
5. Expand Stakeholder Engagement: Proactive involvement of parents and community leaders in GAD activities may be considered to build a supportive ecosystem for gender equality beyond the school walls.

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Male and Female Language Proficiency and Fluency in the Workplace: A Gender Linked Study

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Abstract

Aim: Adopting the theories of Canale and Swain (1980) "Communication Language Theory" and Black (1995) "Sociolinguistic Competence", the researcher was able to make an analysis on the competency level in the use of L2 (English language) among the selected male and female employees in different departments in the municipality of Santa Cruz. This is on account of their proficiency and fluency in performing their tasks in oral and written forms.

Methodology: To assess their proficiency, they were administered a written test that contains items for vocabulary (synonym and antonym), identifying errors in sentences, and correct usage in verb, adjective, adverb, pronoun, and preposition. The correct answers of each participant were ranked from highest to lowest. To elicit data in assessing their fluency, they were asked to present an oral presentation for a certain task they do in the office, preside an actual meeting in the department, and showed a real situation in giving instructions. A rubrics being used by the Department of Education in assessing competencies was adopted in rating the oral fluency and speed in talking using the English medium.

Results: Findings showed that women are more confident in using L2 orally in terms of oral presentations and in presiding a meeting whereas the males are very proficient in giving oral instruction. The females were also found to have better performance results in correct usage and identifying errors, however, the results showed a very slight difference with the males, who intern are good in antonyms. Meanwhile, in the written test, males were found to have good performance results in antonyms compared to females. whose results range from 48% out of the total number of items. On average, women have more of the proficiency and fluency in oral presentations whereas men have more of the proficiency in the written test.

Conclusion: Clearly, there is a slight difference in the competencies of the employees, hence, attending a refresher activity will improve them to meet the demands of the changing communication system in the workplace today. Further, it was noted that in the case of male and female employees, gender is linked to their L2 performance (English language) particularly in oral conversations in the workplace.

Keywords: L2, proficiency, fluency, workplace, employees, oral presentations, written communication

INTRODUCTION

In some instances, workplace communication is an issue for its employees. Doing oral presentations and written reports is a challenging job for the worker correspondents, hence, good communication skills is important. It commands quality & well-written correspondence and stimulating oral conversations in a given agency using the L2 or the English language. Most importantly, the use of English in the workplace necessitates proficiency and fluency. This is to say that proficiency is a measurement of an L2 user's overall ability in the aspects of L2 knowledge and its use involved in producing spoken language. It is a measurement taken at a particular moment in time by taking an oral or written proficiency test. Most oral proficiency tests include an interaction task and a presentation task whereas written tests include vocabulary tests, identifying errors, correct usage, and writing activities. On the other hand, fluency refers to the mean length of run or spontaneous speech when using L2 that the language of the speaker is flawless and does not stammer or hesitate to proceed in a straight oral discourse. This means how fast and accurate the male or female speaker speak the language and how much time does he/she spend writing a report, a letter, a proposal, and other business correspondence in the office. Should there be ease or difficulty in doing these, gender becomes an issue as to who between male and female speakers are proficient and fluent speakers and writers in the workplace. The term gender as used in this study is a shorthand term for differences between speakers which are associated with differences in competency level in the use of L2 in the workplace. L2 has revealed a consistent relationship between male and female or men and women and their language patterns. This means that people of different gender speak differently. The most obvious differences in vocabulary for instance are in many ways the least illuminating from a sociolinguistic point of view. Hudson (2000) wrote that like age and religion, gender is rarely a basis for marked linguistics differences. But there are observable linguistic differences between men and women. These differences concern gender preferential features of the languages like lexical



differences as in women recognize more colors and patterns whereas men recognize more types of cars and trucks. Next is on the pitch of the voice which is high for women and low for men and the use of non-standard language by men and standard language by women. Workplace English then plays a vital role in the workplace because according to Hyland and Wong (2019) the ability to communicate effectively in English in business situations is a highly valued commodity in the globalized world where it is estimated that there are now over 2 billion L1 and L2 speakers of English.

Research Questions

This study sought to find out answers to the following statement of the problems:

1. What is the proficiency level of the male and female employees in terms of the following competencies in the use of L2(English Language) in the workplace:
 - 1.1. antonym;
 - 1.2. synonym;
 - 1.3. identifying errors;
 - 1.4. correct usage?
2. What is the fluency level of the female and male employees in terms of the following competencies in the use of L2(English Language) in the workplace:
 - 2.1. oral presentation;
 - 2.2. presiding a meeting;
 - 2.3. giving instruction?
3. Is there a significant relationship in the use of L2(English Language) between male and female employees in terms of the following competencies:
 - 3.1 Proficiency:
 - 3.2 Fluency?
4. Is there a significant relationship between language and gender in the case of male and female employees of Santa Cruz Municipal Office?

Hypothesis

That there is no significant relationship in the use of the English language both in oral and written communication among the employees in Santa Cruz Municipal Office.

Methods

The study aimed at identifying the language proficiency and fluency of the male and female employees in the workplace. Anchored upon Canale and Swain (1980) Communication Language Theory and Black's Sociolinguistic Theory (1995) as cited in Chavez et al (2012) , it employed descriptive method using language survey questionnaire to assess proficiency and oral activities to assess fluency of the two group of participants. The competencies that were measured were their speaking and writing skills which are both macro skills in the study and use of the English language. The language survey questionnaire prepared by the researcher contained items in vocabulary (synonym and antonym), identifying errors, and correct usage to assess proficiency using L2 (English language). These were taken from grammar books carefully selected and reviewed. The fluency level of the employees were assessed orally by giving the employees activities performed impromptu like doing an oral presentation, presiding a meeting, and giving instructions which they normally do in the workplace. The researcher rubric to rate the employees' performance whether they are at the beginning level, developing approaching proficiency, approaching proficiency, proficient, and on the advance level already.

Participants

The participants of this study were 20 male employees and 22 female employees with a total of 42 employees. from the 15 departments in the municipal office. The male employees is composed of some department heads and his/her staff, most of which are adults and middle-aged employees. Female employees are also heads of the units including their most senior staff. The research consent was obtained from the municipal mayor who informed the department heads that a survey will be conducted to assess their oral and written proficiency and fluency in the use of the English language in the workplace. Participants were selected at random, hence, in some departments there was no representation of unit heads. They were administered the copies of the language survey questionnaire on the first day. On a separate day, the conduct of oral discourse for actual work activities was done in their



respective offices. The presentations were recorded and the same were evaluated when all of the data were completed.

Instruments

The instruments used in this study were the language survey questionnaire in the form of a test and a set of activities that contain instructions to perform actual tasks in the office. The questionnaire was first validated by a panel of three language experts not directly involved in the study. Items were reviewed for concerns in accuracy and appropriateness to the competency level of the participants. Items for synonyms and antonyms, identifying errors, and correct usage were decided to be the contents of the test considering the application of these components in the preparation of reports and other forms of correspondence in the office, hence, employees must be assessed in their usages. Activities for oral presentations, presiding a meeting, and giving instructions are the most commonly tasks being performed regularly in the office, hence, these were noted to be the coverage of the oral exercises. A briefing was first conducted in order to make the participants voluntarily participate in the activity to avoid refusals and no appearance as the recording is being done.

Data Collection

The copies of the questionnaire administered were retrieved after two hours given to participants to answer the 100 item test on vocabulary (synonym and antonym), identifying errors, and correct usage.. They were collected right after the participants completed their answers. It was all multiple choice type of test to give the participants an opportunity to choose the most correct answers they preferred. The oral activity was composed of task performance of the routine the employees do in the office. In each category (oral presentation, presiding a meeting, and giving instructions), there were three common tasks given to perform. For instance in giving instructions, tasks were like making announcements from the Mayor's scheduled parade for "Clean and Green Drive", reading a memorandum from the Mayor's Office as regards the preparation for a Pulong Rending to coming visitors, and distribution of goods to indigents to different barangays. Participants were asked to deliver short speeches/lines as to how the given task is executed and performed by the employees. All the responses were rated by the researcher on the spot using the score cards where the rubrics are indicated. The answers to the language survey questionnaire were checked and tabulated and were interpreted per result similar to the evaluation made on the oral activities.

Treatment of Data

Each copy of the language survey test was checked individually using the key corrections. Total scores were arranged from highest to lowest and were indicated the corresponding rating equivalent for a 100 item test. Scores of male and females were compared in each category to identify significant differences in their proficiency level in vocabulary, identifying errors, and correct usage. Answers were interpreted using percentage, rank, and t-test. The ratings in the score cards for the oral performances of the employees were also ranked from who performed with the highest rating to the lowest rating equivalent. Similarly, scores of the males and females were identified as shown in the ratings they obtained. Answers were again tabulated and interpreted using the same statistical formula. The results became the bases of the proposed intervention to enhance the language proficiency and fluency of the employees to become better writers and speakers in the workplace.

Ethical Considerations

A letter addressed to the municipal mayor was brought to his office to ask permission to conduct the study and secure the consent to use the selected employees as participants of the study. Prior to the administration of the instruments, participants were met in one venue per permission granted and was conducted an orientation as to the proceedings of the activity. They confirmed of their participation as they affixed their signature on the list of prospective participants. The office was also furnished with the results of the administered language survey test and the oral activities conducted.

RESULTS and DISCUSSION

Male and Female Proficiency in the use of L2 (English Language) in the workplace in terms of vocabulary, identifying errors, and correct usage

Vocabulary



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In antonyms of the English words given in the test, men were found to dominate in higher level to understand the opposite meanings of the words from the given choices whereas women were quite good in synonyms. The vocabulary words are found in texts of inter-correspondence communication commonly used in the workplace. Male and female patterns in understanding the synonyms categories of the words through females have higher scores than males. Men, however, have a good background in the meanings of verbs in both synonym and antonym categories. The findings show that both the males and females had approximately have above average level of knowledge in vocabulary words.

Identifying Errors

Items in this part of the questionnaire were contained on the use of tense and mode of verbs, subject verb agreement, forms of adjectives and adverbs, and pronoun antecedent congruence. These are believed to be the most commonly used forms of usage in oral and written forms of communication down the workplace. In the case of verbs, the errors committed by the female employees arise from subject verb number that when the subject is singular, singular form of the verb should occur. Another is the case of collective nouns taken as one unit and as individual unit that requires the singular form of the verb. This could be attributed to the fact that the rules simply are not known, were forgotten already, and were not observed practically in actual usage. The male employees on the other hand, were found to have more errors in using double tense in a complex sentence like the use of the past perfect and future perfect forms and past tense/present tense in an utterance in case of "The governor has left his office when the mayor received a call of his surprise visit and "The visitors shall have boarded the ferry boat before eight 'clock in the morning tomorrow'.

Correct Usage

Male employees were noted to have difficulty in the correct use of the modals like should, would, can, could, may, and might but the errors do not affect their overall performance in the correct usage. They were noted however, to commit few errors in the subject verb agreement. Female employees, on the other hand, did it fairly in the correct use of adjective, adverb, and perfect tenses of the verb. The scores is comparatively similar to males although six female employees got higher total scores in the overall results.

Table 1
Respondents of the Study

Department/Units	Male	Female	Total
Mayor's Office	2	1	3
Office of the Sangguniang Bayan	3	2	5
Treasurer's Office	1	3	4
Assessor's Office	2	2	4
Engineering Office	4	2	6
Human Resource Office	2	3	5
Mun. Planning & Devt. Office	3	2	5
DRRM Office	1	0	1
Office of the Civil Registrar	2	2	4
Budget Office	0	3	3
Health Office	0	2	2
Total	20	22	42

The study was participated by 20 male and 22 female participants with a total of 42 employees. They represent the 11 departments in the municipal's office in Santa Cruz, Marinduque. In some departments like the Budget and



Health offices, there were no male participants, since majority of the employees are also males. On the other hand, there was no female representative at the DRRM Office considering that males dominate the staff employed. It is clearly indicated in this table however, that all the eleven units is represented by their respective head and staff, hence, there is an equal representation of respondents for the study.

Table 2
Male and Female Proficiency Level in the use of L2 (English Language) in the Workplace

Participant	COMPETENCIES									
	ANTONYMS (10 Items)		SYNONYMS Items(10)		IDENTIFYING ERRORS (15 Items)		CORRECT USAGE (30 Items)		TOTAL SCORE (65 Items)	
Sex	Sum of the scores	Average	Sum of the scores	Average	Sum of the scores	Average	Sum of the scores	Average	Sum of the scores	Average
Male	134	67%	119	60%	172	57%	364	61%	789	61%
Female	89	40%	122	55%	163	49%	387	59%	763	5%
Total	53%		57%		53%		60%		57%	
Proficiency Level	Beginning		Beginning		Beginning		Beginning		Beginning	

Table 2 shows the proficiency level of the male and female employees in the workplace. Per results of the scores obtained by both groups in antonyms, synonyms, identifying errors, and correct usage, majority are in the beginning level.

Conclusion

Based from the results of the data gathered, analyzed, and interpreted for a validated findings, the following conclusion are hereby drawn;

- That in proficiency, females are quite better in synonyms but both groups have almost similar competency level in identifying errors an in correct usage.
- That in fluency using the English language, males are better in using antonyms compared to females whereas in fluency, men are proficient specifically in giving instructions and women performed satisfactorily in oral presentations and in presiding a meeting.
- That there is a slight difference in the proficiency and fluency levels between male and female employees.
- That there is slight correlation between language and gender in case of the SCMEA male and female employees.

Recommendations

The following are hereby offered for recommendations based on the findings and conclusion of the study.

- Male and female employees should use L2 habitually in their daily routine in the office to achieve mastery in using the L2.
- They should review and consult books in English grammar to write and speak well in order to be updated in the current usage of the L2.
- Their competencies should be rescaled to meet the changing demands of communication at the height of the present situation.
- They should be provided trainings and workshops enough to upgrade their proficiency and fluency in L2.
- Employees should make it a habit to communicate in straight English in the workplace to sustain their fluency and proficiency.



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