

VOLUME 1

ISSUE 4

OCTOBER–DECEMBER

2026

NOMINEE
2026 INTERNATIONAL PUBLISHERS
ASSOCIATION (IPA)
PRIX VOLTAIRE AWARD

AWARDEE
2026 SCHOOL PRESS ADVISERS' MOVEMENT
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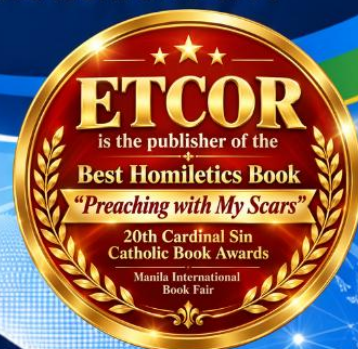
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Print ISSN: 3116-3769



Electronic ISSN: 3116-3777



INJELPS

**International Journal of Education,
Learning, and Pedagogical Sciences**

A Quarterly Peer-Reviewed International Research Journal



EDUCATION



LEARNING



PEDAGOGY



INNOVATION



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Gender and development program implementation among public elementary school teachers: Basis for an intervention plan

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Received: 21 August 2026

Revised: 22 September 2026; 25 September 2026; 26 September 2026;
28 September 2026; 02 October 2026

Accepted: 06 October 2026

Available Online: 07 October 2026

Volume 1 (2026), Issue 4, P-ISSN – 3116-3769; E-ISSN - 3116-3777

<https://doi.org/10.63498/injelps111>

Abstract

Aim: This study aimed to assess the demographic profile of public elementary school teachers in the Public School District of Cauayan IIA, Schools Division Office of Negros Occidental, during the 2025–2026 school year, determine their extent of implementation of the Gender and Development (GAD) Program across key domains, examine significant differences and relationships based on profile variables, and develop a targeted intervention plan derived from the findings.

Methodology: This study employed a descriptive-correlational research design to examine the relationship between the demographic profiles of 112 public elementary school teachers in Cauayan IIA and their extent of Gender and Development (GAD) program implementation. Data were gathered using a custom-built, 70-item questionnaire that was rigorously validated (4.97 score) and confirmed reliable with a 0.966 Cronbach's alpha coefficient. Following proper administrative approvals and ethical protocols, including informed consent and data anonymization, the survey evaluated key operational GAD domains. Statistical analysis utilized frequencies, means, standard deviations, non-parametric tests (Mann-Whitney U and Kruskal-Wallis H), and Pearson's Chi-squared test to analyze differences and associations. Ultimately, these empirical findings served as the foundation for developing a targeted intervention plan to enhance future GAD execution.

Results: The demographic profile of the respondents indicated that a majority were female, aged 31–40, bachelor's degree holders, and had served for over ten years. Across the public elementary schools in the District of Cauayan IIA, Gender and Development (GAD) implementation consistently achieved high to very high levels across all core operational areas, particularly in child protection, gender-responsive learning materials, and capacity-building programs. Finally, statistical analyses revealed that teacher age significantly influenced GAD execution within the Planning and Field Operations domain and held a significant relationship with implementation in Public Affairs, Finance, and Administration, whereas other demographic variables showed no significant variations.

Conclusion: In conclusion, although GAD programs successfully engage staff equally across most backgrounds, field-level operations and administrative execution require targeted, age-flexible support to address the unique career stages, workloads, and generational views of different age groups.

Recommendation: Educational leaders may implement targeted professional development, workload adjustments, and age-sensitive evaluation tools to support educators across different career stages in sustainably executing Gender and Development (GAD) initiatives.

Keywords: Gender and Development (GAD), Elementary Schools, Gender Mainstreaming, Policy Implementation, Educational Governance, Finance and Administration

INTRODUCTION

In order to eradicate damaging stereotypes and create fair learning environments for young children, it was essential to incorporate Gender and Development (GAD) frameworks into primary education. However, despite educators' high awareness of gender-inclusive principles, primary schools around the world had difficulty implementing them because of ongoing societal prejudice, insufficient teacher preparation, and chronic underfunding (Miralles-Cardona, 2025). Institutions had to put in place focused action



plans supported by long-term funding and thorough teacher training in order to close the gap between policy directives and everyday classroom practice.

Furthermore, carrying out the fundamental goals of Republic Act No. 9710 or the Magna Carta of Women (Philippine Commission on Women [PCW], 2009) and general GAD mandates in Department of Education (DepEd) Order No. 32, s. 2017 (DepEd Regional Office III [DepEd-RO III], 2021) were undermined by administrative, instructional, and structural difficulties in Philippine primary education. Although most local school administrators were aware of the policy, field assessments showed that inadequate Sexual Orientation, Gender Identity, and Expression (SOGIE) training for teachers, inadequate funding, disjointed teaching resources, and inconsistent monitoring procedures hindered classroom implementation (Buenavista et al., 2025). In order to keep this gender-responsive policy from turning into a bureaucratic formality rather than a transformative educational tool, it was imperative to create customized, data-driven action plans.

Researchers found that both local and systemic cultural barriers heavily hindered the implementation of Gender and Development (GAD) policies under DepEd Order No. 32, s. 2017 (DepEd-RO III, 2021) in Cauayan's rural elementary schools. Focus group discussions with 10 public school teachers across four school districts—Cauayan IA (n=3), Cauayan IB (n=2), Cauayan IIA (n=3), and Cauayan IIB (n=2)—revealed that while educators support gender equality mandates, real-world execution is blocked by inadequate funding, a shortage of localized teaching materials, insufficient SOGIE training, and deeply rooted conservative traditions. Driven by these findings, the research team, comprising a District Research Coordinator and local School Heads, examined GAD implementation across the municipality to build targeted, context-driven intervention frameworks that address resource shortfalls and foster genuinely equitable classrooms in remote areas.

Review of Related Literature and Studies

International Mainstreaming and Implementation of Gender and Development (GAD) in Elementary Schools

Global educational leaders increasingly promote gender-responsive approaches as an essential strategy for dismantling systemic inequities in primary schooling (Ramanan & Mohamad, 2025). Institutions implement these initiatives by integrating non-stereotypical instructional resources, inclusive dialogue, and gender-sensitive pedagogical practices into early learning environments (Murayag & Ravago, 2025). However, bridging the gap between policy design and classroom application requires sustained administrative support, ongoing educator training, community engagement, and meaningful teacher participation in school-level decision-making to overcome deep-seated cultural norms and uneven teacher readiness (Sulla et al., 2025; Lugasan et al., 2026).

Implementation Dynamics, Pedagogical Adaptations, and Micro-Level Realities of Gender and Development (GAD) Frameworks in Primary Education

International and national educational frameworks increasingly promote Gender and Development (GAD) initiatives to eradicate structural inequities and embed inclusive, non-sexist practices in early childhood and elementary classrooms. Research confirms that integrating gender-sensitive teaching strategies, such as applying inclusive language, utilizing non-stereotypical instructional resources, and maintaining bias-free classroom environments enhances student engagement and fosters supportive learning spaces (Jabbar et al., 2025). Nonetheless, a disconnect persists between policy formulation (Mendizabal, 2024) and classroom execution (Febrero, 2026), as educators regularly navigate challenges stemming from entrenched social beliefs, unconscious gender assumptions, and inconsistent institutional support. As a result, the specific ways in which daily classroom dynamics and regional cultural settings influence primary teachers' capacity to maintain gender-fair instruction under DepEd directives remain under-explored (Jony, 2025; Sultana & Rabbi, 2026). To bridge this literature gap, this study examines the day-to-day teaching experiences and adaptive strategies of primary educators delivering gender-responsive basic education within international and Philippine public-school contexts.

Curriculum and Instructional Practices in Gender and Development (GAD)

Integrating Gender and Development (GAD) frameworks into educational governance—guided by global and local policies like the Philippine Department of Education's Gender-Responsive Basic Education Policy (DepEd-RO III, 2021), underscores those inclusive curricula (Baliuag-Reyes, 2026) and bias-free spaces (Talib-Bauda et al., 2025) are essential for equitable learning. Although educators often report embedding GAD concepts into their lesson plans, instructional materials, and classroom management to combat societal stereotypes (Salamputan, 2025), broad policy compliance (Jimenez, 2025) and basic familiarity have not reliably translated into improved inclusive pedagogy or student outcomes (Doydoy & Lomarda, 2025). Consequently, this study explores how GAD frameworks are practically applied within discipline-specific curricula and active teaching strategies to clarify how policy objectives actually translate into classroom practice.

Sustainable Integration and Localized Impact of GAD Teacher Training

Gender and Development (GAD) teacher training serves as a crucial foundation for building equitable educational frameworks globally and in the Philippines, where systematic professional development and DepEd initiatives boost instructors' gender awareness and policy compliance (Vicente, 2025). Evidence on teacher professional competency likewise underscores the importance of strengthening teachers' knowledge and skills to support effective educational practice (Seraspi & Sumanga, 2026). However, short-term training modules offer mixed results on whether they create long-term teaching shifts or effectively incorporate local cultural nuances into everyday instruction (Second Congressional Commission on Education [EDCOM II], 2024). To address the gap regarding how sustained, context-tailored mentorship impacts teacher practice and student outcomes in under-resourced environments, this study evaluates the long-term implementation and practical obstacles of GAD training programs within rural Philippine public schools.

Educational Reform and Gender Mainstreaming

Gender mainstreaming is essential for advancing human rights and educational equity globally and in the Philippines, where institutionalizing gender-sensitive policies relies heavily on principled leadership, administrative support, and constructive feedback mechanisms that sustain teachers' engagement with school initiatives (Evagorou et al., 2024; Alejandre, 2026). However, a clear divide exists between policy-level adherence and ground-level execution, as school administrators often exhibit high structural compliance (Othman et al., 2024) while classroom application remains hampered by limited baseline understanding and low stakeholder satisfaction (Millano & Callo, 2024). To address the gap in how leaders translate macro-level mandates like Republic Act 9710 (PCW, 2009) into inclusive teaching practices amidst financial and socio-cultural constraints, this study investigates the lived experiences and leadership strategies of academic administrators to build sustainable institutional frameworks.

Limitations of existing International and Philippine evidence on GAD implementation

Despite overarching international and local mandates promoting gender integration in foundational schooling, global scholars frequently examine policy frameworks while neglecting how teachers apply these principles in daily instruction (Ahern, 2025; Whitehead, 2022). Locally, public elementary schools struggle to operationalize GAD initiatives due to compliance-focused budgeting (DelaCruz, 2023), limited teacher capacity-building (Ronquillo & Luna, 2025), and inconsistent oversight systems (Lumban, 2023). Consequently, existing research fails to fully capture the complex interaction between institutional shortfalls and community-level social norms, leaving a significant gap in understanding their combined impact on primary pedagogy and student achievement.

Localized Evidence Deficits in School Gender Mainstreaming

Despite institutional mandates requiring gender mainstreaming across basic education, there remains a pronounced scarcity of district-level empirical evidence evaluating the actual ground-level implementation of Gender and Development (GAD) programs in public elementary schools. Existing literature often assesses policy compliance or awareness at regional and secondary school levels (Borja et al., 2024; Lomibao, 2024), leaving localized, disaggregated data regarding elementary school districts largely unexamined. Consequently, educational leaders lack the localized empirical data necessary to identify specific resource gaps and tailor gender-responsive interventions for young learners (Salcedo, 2026).

Methodological and Contextual Extension of School-Based GAD Evaluation

While prior studies primarily evaluated high-level policy compliance or examined gender mainstreaming frameworks within secondary and tertiary settings, the present study addresses a key gap by focusing on public elementary school districts. By shifting the analytical lens to foundational basic education environments, this research extends earlier findings through empirical, domain-specific assessments of local instructional, budgetary, and administrative GAD practices. Consequently, this work offers a granular framework that directly bridges local elementary school realities with national gender-responsive education mandates.

Synthesis

Gender and Development (GAD) initiatives to eliminate systemic injustices through inclusive curricula, non-stereotypical resources, and bias-free learning environments are given priority in both local and global educational frameworks (Baliuag-Reyes, 2026; Ramanan & Mohamad, 2025; Talib-Bauda et al., 2025). The required structural compliance across academic institutions is established by strong administrative leadership, methodical teacher training, and policy directives such as the DepEd Gender-Responsive Basic Education Policy (Evagorou et al., 2024; Mendizabal, 2024; Vicente, 2025). However, due to short-term training sessions, compliance-focused budgeting, teacher capacity constraints, and ingrained sociocultural barriers, a persistent gap persists between policy formulation and ground-level execution (EDCOM II, 2024; Febrero, 2026; Millano & Callo, 2024; Ronquillo & Luna, 2025). Additionally, localized, district-level data for elementary schools is largely ignored in favor of secondary or high-level policy awareness (Ahern, 2025; Borja et al., 2024; Salcedo, 2026). This study examines how teachers in public elementary school settings



International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

P - ISSN 3116-3769; E - ISSN 3116-3777

National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312

PRC-CPD Accredited Provider:
PTR-2025-749

practically translate macro-level GAD mandates into sustained classroom practices in order to fill in these clear contextual and empirical gaps.

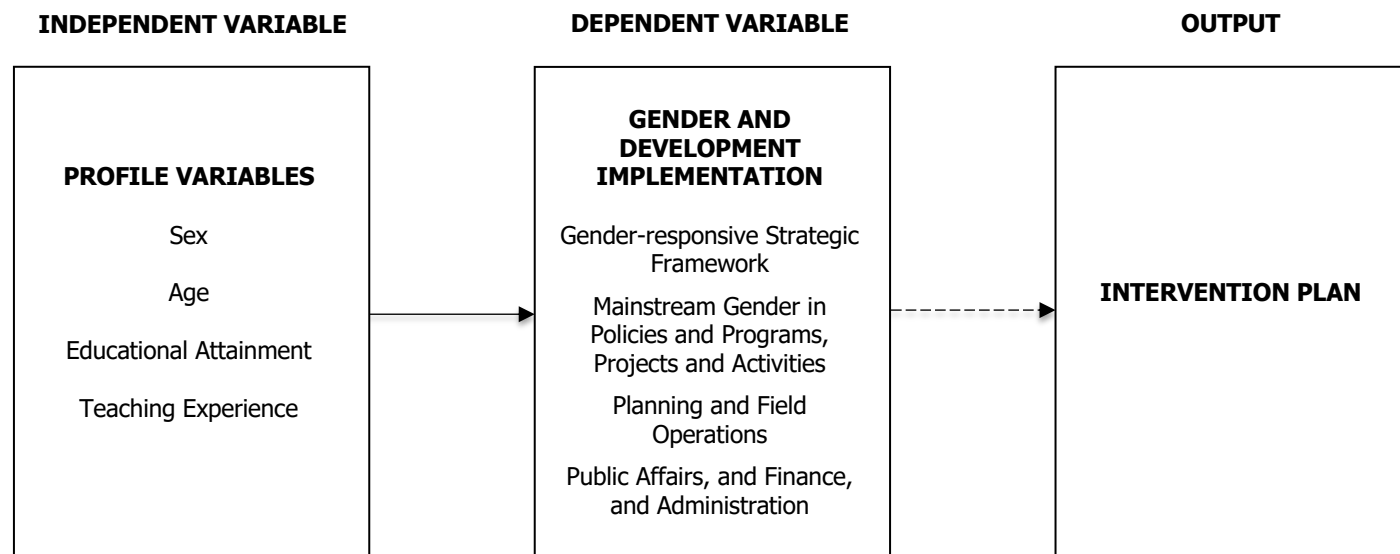
Theoretical Framework

This research was anchored on social constructivism theory which posits that gender is not a fixed biological outcome but an ongoing process of becoming, initially articulated through Simone de Beauvoir's premise that cultural norms construct identity ("one is not born, but rather becomes, a woman") and further expanded by Judith Butler's concept of performativity, which asserts that gender identity is continuously enacted and maintained through repeated social acts and linguistic conventions (Udemba, 2020). Gender and Development (GAD) operationalizes this theory in educational systems by actively auditing learning activity sheets, classroom procedures, and institutional policies to break down inflexible, pre-existing gender stereotypes and create inclusive learning environments where students continuously create non-stereotypical gender roles (Doydoy & Lomarda, 2025). When GAD is implemented, schools become active, transformative spaces where systemic policy reforms, gender-responsive learning materials, and inclusive pedagogical practices systematically reshape student identity development. This is because gender is treated as a socially constructed performance rather than a static trait.

Conceptual Framework

As shown in Figure 1, this research utilized the independent variable-dependent variable-output (IV-DV-O) framework detailed by Bhandari (2023a) which investigated the implementation of the Gender and Development (GAD) program among public elementary school teachers. The independent variable comprised the teachers' demographic profiles including sex, age, educational attainment, and teaching experience while the dependent variable evaluated GAD implementation across five core dimensions: Gender-responsive Strategic Framework, Mainstreaming Gender in Policies and Programs, Planning and Field Operations, Public Affairs, and Finance and Administration. Employing a quantitative, descriptive-correlational research design, descriptive analysis was used to assess profile characteristics and GAD implementation levels. Comparative and correlational analyses were subsequently conducted to determine significant differences in GAD implementation when grouped by profile variables and to establish relationships between these profile variables and implementation levels, respectively. Ultimately, the findings derived from these quantitative analyses served as the foundation for crafting a targeted intervention plan as the primary output of the investigation.

Figure 1
Research Paradigm



Statement of the Problem

Despite the fact that public elementary school teachers generally supported the gender equality requirements mandated in DepEd Order No. 32, s. 2017 (DepEd-RO III, 2021), systemic resource shortages and deeply ingrained conservative traditions posed serious implementation challenges for Cauayan's rural public elementary schools. Focus groups conducted in four clustered school



districts in the Municipality of Cauayan in SDO Negros Occidental revealed that teachers were actively prevented from implementing policy in the classroom by significant gaps in funding, locally relevant teaching resources, and thorough SOGIE training. This study looked at GAD implementation throughout the municipality to create context-driven intervention frameworks that addressed resource deficiencies and fostered fair learning environments in remote areas in order to address these institutional and localized issues.

Research Objectives

General Objective

To assess the implementation of the Gender and Development (GAD) Program among public elementary school teachers in the clustered elementary school districts in the Municipality of Cauayan, SDO Negros Occidental to design an Intervention Plan for School Year 2025–2026.

Specific Objectives:

Specifically, this study sought:

1. To profile the respondents in terms of sex, age, educational attainment, and teaching experience.
2. To evaluate the respondents' extent of implementation of the Gender and Development (GAD) Program across the key domains of Gender-responsive Strategic Framework; Mainstream Gender in Policies, Programs, Projects, and Activities; Planning and Field Operations; and Public Affairs, Finance, and Administration.
3. To determine if there is a significant difference in the extent of GAD implementation in public elementary schools when respondents are grouped according to their profile variables.
4. To examine whether a significant relationship exists between the respondents' profile variables and the extent of GAD implementation in public elementary schools.
5. To design an action-oriented intervention plan based on the empirical findings of the study.

Research Questions

Specifically, this research sought to answer the following research questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1. Sex;
 - 1.2. Age;
 - 1.3. Educational attainment; and
 - 1.4. Teaching experience?
2. What is the respondents' extent of implementation of GAD in school when categorized according to the following domains:
 - 2.1. Gender-responsive Strategic Framework;
 - 2.2. Mainstream Gender in Policies and Programs, Projects and Activities;
 - 2.3. Planning and Field Operations; and
 - 2.4. Public Affairs, and Finance, and Administration?
3. Is there a significant difference in respondents' extent of implementation of GAD in public elementary schools when grouped according to the aforementioned profile variables?
4. Is there a significant relationship between respondents' extent of implementation of GAD in public elementary schools and the aforementioned profile variables?
5. What intervention plan can be designed out of the findings of the study?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

- H01: There is no significant difference in the extent of implementation of GAD in public elementary schools when grouped according to respondents' sex, age, educational attainment, and teaching experience.
- H02: There is no significant relationship between respondents' extent of implementation of GAD in public elementary schools and the profile variables in terms of sex, age, educational attainment, and teaching experience.



International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

P - ISSN 3116-3769; E - ISSN 3116-3777

National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312

PRC-CPD Accredited Provider:
PTR-2025-749

METHODOLOGY

Research Design

This study employed a descriptive-correlational survey design to examine the relationship between respondents' demographic profiles and the implementation of the Gender and Development (GAD) Program across public elementary schools, an approach tailored for evaluating variable relationships without claiming direct causation (Brodowicz, 2024). The descriptive component assessed participants' demographic characteristics, such as sex, age, educational background, and teaching experience, alongside the execution of GAD practices across key operational areas including strategic frameworks, policy mainstreaming, field operations, and financial administration. Ultimately, the correlational analysis allowed researchers to measure the overall extent of GAD program implementation while determining how these operational practices connected to the institutional and demographic factors of the respondents.

Population and Sampling / Sources of Data

This study used a three-stage sampling approach to select participants across the Municipality of Cauayan: To choose the initial district cluster, a simple random lottery draw (Thomas, 2023a) was conducted among the four public elementary school districts in Cauayan (Cauayan IA, Cauayan IB, Cauayan IIA, and Cauayan IIB). The Public School District (PSD) of Cauayan IIA was selected as the study cluster. In the second stage, stratified sampling was applied within PSD Cauayan IIA, treating each elementary school as a distinct stratum (Thomas, 2023b). Using Slovin's Formula with a 5% margin of error, the overall sample size was determined to be 112 out of the total 155 public elementary school teachers. To allocate respondents proportionally across each school, the following formula was used:

$$Sample\ Size_{stratum} = \frac{Population\ Size\ Per\ Statum}{Total\ Population\ Size} \times Total\ Sample\ Size$$

Finally, systematic sampling was used to identify individual respondents (Thomas, 2023c). Dividing the total teacher population by the sample size produced a sampling interval where every 2nd classroom teacher, counted clockwise starting from the principal's office, was selected as a respondent.

Instrumentation

To evaluate Gender and Development (GAD) implementation in public elementary schools, researchers developed a 70-item, five-point Likert scale survey structured around DepEd Order No. 32, series of 2017 (DepEd-RO III, 2021). The questionnaire systematically covered key operational domains, allocating items across strategic frameworks, policy mainstreaming, planning and field operations, and financial administration. The research instrument was validated by three experts each of whom were graduates of Master in Education major in Educational Management and designated as School GAD Focal Person using the 13-item, five-point Likert-typed Survey Instrument Validation Rating Scale (Oducado, 2020) yielding an average validator score of 4.97, which surpassed established quantitative thresholds for instrument validity (Nikolopoulou, 2023). This indicated that the research instrument possessed *Very High Validity* and was suitable for actual data gathering. To evaluate internal consistency, a face-to-face pilot test was administered to 30 non-study respondents from neighboring school districts within the Municipality of Cauayan. The reliability test result yielded a Cronbach's alpha coefficient of 0.966, which indicated a *very high internal consistency (or reliability)* for a scale which was well above the standard 0.700 benchmark for internal consistency (Bhandari et al., 2025).

Data Collection Procedure

Before initiating the study, a Letter of Consent (LOC) was submitted to and approved by the Office of the Public Schools District Supervisor for the School District of Cauayan IIA. Copies of the approved LOC alongside individual participant letters were then issued to the school heads across the district, after which the survey questionnaires were distributed through their respective administrative offices. Respondents were granted a four-week window to complete and submit the questionnaires. Data collection was conducted throughout the whole month of November 2025 using a face-to-face survey administration procedure. A total of 112 questionnaire sets were distributed but subsequently retrieved 108 questionnaire sets, yielding a 96.43% response rate. However, a voluntary participation of four (4) respondents who do not hold any class advisership and were staying in the faculty rooms during the survey completed the 112 questionnaire sets which made the 100% response rate. To guarantee ethics and confidentiality, respondents were assured of strict data privacy outlined in the introductory section of the research instrument, with explicit confirmation that all provided information would be used exclusively for the academic study. Upon gathering the completed instruments, the collected data underwent systematic encoding and coding procedures. Finally, the processed information was tabulated, analyzed, and interpreted to establish the study's conclusions and formal recommendations.



International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

P - ISSN 3116-3769; E - ISSN 3116-3777

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PRC-CPD Accredited Provider:
PTR-2025-749

Data Analysis

To address the first objective, frequency counts and percentage distributions were used to profile demographic variables, systematically organizing raw observations to establish a baseline breakdown of participant characteristics (Turney, 2023). The second objective was evaluated using means and standard deviations to measure the extent of Gender and Development (GAD) Program implementation, with weighted means mapped to a five-point evaluation scale (Bhandari, 2023b). To resolve the third objective, non-parametric comparative tests—specifically the Mann-Whitney U-test for binary categories and the Kruskal-Wallis H-test for multivariable groupings—were applied to detect significant implementation differences across demographic profiles (Picaza, 2026). For the fourth objective, Pearson's Chi-squared test examined statistical associations between respondent profile traits and GAD implementation levels, while the magnitude of these correlations was evaluated using a standard effect size scale (Turney, 2024). Finally, empirical insights from the investigation were used to construct an action-oriented intervention plan outlining explicit targets, specialized strategies, timelines, and progress-monitoring mechanisms.

Ethical Considerations

The research strictly adhered to established ethical principles by requiring all participants to sign a comprehensive consent form that detailed the study's purpose, procedures, risks, and benefits prior to their involvement. Participant privacy and autonomy were continuously protected through voluntary participation rights and the anonymization of data, which replaced personal identifiers with numerical codes during collection. Finally, physical questionnaires were secured in a locked cabinet for future destruction while electronic records were stored on a password-protected flash drive to prevent unauthorized access.

RESULTS AND DISCUSSION

Table 1

Profile of the Respondents (n = 112)

Profile Variables		f	%
Sex	Male	16	14.3
	Female	96	85.7
	Total	112	100.0
Age	30 years old & below	21	18.8
	31 – 40 years old	44	39.3
	41 – 50 years old	26	23.2
	51 years old & above	21	18.8
	Total	112	100.0
Educational Attainment	Bachelor's Degree	91	81.3
	Master's Degree	21	18.8
	Total	112	100.0
Teaching Experience	0 – 3 years	14	12.5
	4 – 6 years	8	7.1
	7 – 10 years	28	25.0
	11 years or more	62	55.4
	Total	112	100.0

To analyze the demographic profile of the participants, frequency and percentage distributions were calculated for key background variables. The findings in Table 1 revealed that the majority of respondents were female (85.7%) and fell primarily within the 31–40 age bracket (39.3%), reflecting established patterns of female prevalence in K-12 teaching and strong career engagement among mid-career educators (World Bank, 2024). Furthermore, most educators held a bachelor's degree (81.3%) as their highest educational qualification and had accumulated over a decade of teaching experience (55.4%), aligning with documented trends in baseline teacher credentials and long-term workforce retention (Racoma et al., 2026; Ocangas & Gawahan, 2025; Cells et al., 2023).

Table 2A

Extent of Implementation of GAD in terms of Gender-responsive Strategic Framework

Indicators	Mean	SD	DI
The school...			
1. Promotes inclusive education and equal opportunities for all genders.	4.67	0.49	Very High
2. Protects children from all forms of gender-based violence.	4.72	0.44	Very High
3. Addresses gender-based barriers and discrimination for marginalized groups.	4.45	0.69	High
4. Takes affirmative steps to reduce gender gaps in basic education.	4.52	0.51	Very High
5. Uses affirmative action to correct workplace gender discrimination.	4.46	0.55	High
6. Involves all stakeholders in promoting gender equality.	4.63	0.50	Very High
7. Strengthens systems and planning to address gender dimensions.	4.53	0.51	Very High
8. Orients public and private partners on gender equality standards.	4.47	0.58	High
9. Enhances policy implementation through periodic reviews and good practices.	4.51	0.56	Very High
Overall Mean	4.55	0.54	Very High

Scale: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (Extent), 3.50 – 4.49 (High Extent), & 4.50 – 5.00 (Very High Extent)

The assessment of the Gender-Responsive Strategic Framework (GRSF) dimension in Table 2A revealed a very high overall level of Gender and Development (GAD) implementation ($M = 4.55$, $SD = 0.54$), reflecting strong institutional commitment to human rights protection and vulnerable population support (United Nations, 2021). The highest-rated indicator demonstrated exceptional dedication to protecting children from gender-based violence ($M = 4.72$, $SD = 0.44$), a core priority that fosters healthy communication and equips communities for harm prevention (Paskeh et al., 2025). Conversely, the lowest-rated item focused on reducing gender-based barriers and discrimination ($M = 4.45$, $SD = 0.69$), highlighting an area requiring ongoing institutional focus through inclusive curricula and active teacher involvement to ensure equity across educational settings (Killen & Rutland, 2022).

Table 2B

Extent of Mainstreaming Gender in Policies, Projects, and Activities (MGPPAs)

Indicators	Mean	SD	DI
The school...			
Learning Development			
1. Advocates gender equality and aligns PPAs with Gender-Responsive Basic Education policy.	4.50	0.61	High
2. Includes GAD observances and celebrations in the school calendar.	4.34	0.63	High
3. Supports curriculum, instruction, and assessment policies aligned with GAD.	4.48	0.61	High
Mean	4.44	0.55	High
Curriculum Standards			
4. Enhances and promotes a curriculum integrating gender equality.	4.45	0.66	High
5. Provides GAD competencies across subject areas and grade levels.	4.37	0.68	High
6. Integrates GAD content into co-curricular and extra-curricular activities.	4.46	0.69	High
7. Utilizes support systems catering to diverse learning needs.	4.41	0.67	High
8. Delivers gender-responsive learning activities and resources.	4.45	0.66	High
Mean	4.43	0.59	High
Learning Delivery			
9. Maintains gender-responsive instructional delivery and services.	4.52	0.59	Very High
10. Designs instructional models appropriate for all types of learners.	4.43	0.56	High
11. Formulates guidelines for innovative gender-responsive teaching.	4.37	0.68	High
12. Provides technical assistance to teachers adopting gender-responsive models.	4.32	0.67	High
13. Conducts ongoing capacity-building to upgrade teachers' GAD delivery skills.	4.40	0.66	High
Mean	4.41	0.56	High
Learning Environment			
14. Provides a gender-responsive physical and social environment.	4.49	0.55	High
15. Establishes a protective environment via a personnel code of conduct.	4.42	0.57	High
16. Offers in-service GRBE workshops and trainings for teachers.	4.34	0.68	High
17. Institutionalizes gender-responsive lesson plans, guides, and processes.	4.31	0.69	High

18. Provides responsive capacity-building opportunities for staff.	4.32	0.68	High
Mean	4.38	0.55	High
Learning Resources			
19. Provides gender-responsive learning resources (LRs).	4.27	0.66	High
20. Supplies instructional materials that reinforce gender equality.	4.28	0.67	High
21. Provides dedicated GAD learning materials.	4.12	0.77	High
22. Uses gender-fair language in instructional materials and evaluations.	4.19	0.68	High
23. Delivers quality-assured GAD resources based on the DepEd portal.	4.27	0.67	High
Category Mean	4.23	0.61	High
Assessment			
24. Ensures formative and summative assessments are gender/culture-sensitive.	4.36	0.62	High
25. Incorporates GAD core concepts and gender-fair language into test creation.	4.24	0.68	High
26. Conducts GAD orientations for test-item writers.	4.14	0.80	High
27. Encourages accrediting bodies to include gender-equality criteria.	4.17	0.76	High
Mean	4.23	0.62	High

Scale: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (Extent), 3.50 – 4.49 (High Extent), & 4.50 – 5.00 (Very High Extent)

An evaluation of public elementary schools in the District of Cauayan IIA, as shown in Table 2B, revealed a high level of Gender and Development (GAD) mainstreaming across key areas including learning development (M = 4.44, SD = 0.55), curriculum standards (M = 4.43, SD = 0.59), and delivery programs (M = 4.41, SD = 0.56). These strong outcomes were further reflected in the schools' high implementation scores for maintaining inclusive learning environments (M = 4.38, SD = 0.55), non-discriminatory learning resources (M = 4.23, SD = 0.61), and culture-sensitive student assessments (M = 4.23, SD = 0.62). Franzen et al. (2024) emphasized that integrating gender perspectives into institutional policies, co-curricular content, and assessment practices boosted institutional quality, holistic student development, and overall self-confidence. Furthermore, Council of Europe (2023) noted that establishing gender-responsive environments, providing unbiased materials, and utilizing inclusive language actively combated institutional discrimination and promoted social equity. Nevertheless, scholars identified persistent systemic gaps, such as shortages in inter-agency partnerships, GAD event observances, and health and youth development programs, which required targeted support to build safe and violence-free learning spaces (Doydoy & Lomarda, 2025; Vicente, 2025).

Table 2C

Extent of Planning and Field Operations

Indicators	Mean	SD	DI
Learner Support			
1. Promotes awareness of GRBE issues in governance/operations	4.24	0.70	High
2. Develops policy framework integrating GAD core concepts	4.21	0.66	High
3. Implements health, youth, and sports programs aligned with GRBE	4.25	0.65	High
4. Conducts capacity building aligned with GRBE policy	4.26	0.64	High
5. Strengthens partnerships for education and GAD support	4.28	0.66	High
6. Conducts M&E and research for policy and service delivery	4.16	0.71	High
Mean	4.24	0.58	High
School Health			
7. Develops policy framework integrating GAD core concepts	4.21	0.66	High
8. Implements health, youth, and sports programs aligned with GRBE	4.25	0.65	High
9. Conducts capacity building aligned with GRBE policy	4.26	0.64	High
10. Strengthens partnerships for education and GAD support	4.28	0.66	High
11. Conducts M&E and research for policy and service delivery	4.16	0.71	High
Mean	4.24	0.58	High
Youth Formation			
12. Formulates and implements youth development policies	4.11	0.64	High
13. Conducts capacity building on youth development	4.04	0.66	High
14. Implements Career Guidance/Counseling aligned with GRBE	4.12	0.65	High
Mean	4.09	0.61	High
School Sports			
15. Formulates and implements sports development policies	4.28	0.62	High



International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

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16. Conducts capacity building for sports development	4.19	0.70	High
17. Ensures gender-responsive sports program implementation	4.29	0.67	High
Mean	4.26	0.61	High
Planning			
18. Analyzes sex-disaggregated data for decision-making	4.25	0.62	High
19. Monitors Basic Education Research Agenda in GAD	4.12	0.65	High
20. Ensures policies and studies are aligned with GRBE	4.21	0.64	High
Mean	4.19	0.59	High

Scale: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (Extent), 3.50 – 4.49 (High Extent), & 4.50 – 5.00 (Very High Extent)

An evaluation of public elementary schools in the District of Cauayan IIA in Table 2C revealed a high extent of Gender and Development (GAD) implementation in planning and field operations across learner support ($M = 4.24$, $SD = 0.58$), school health ($M = 4.32$, $SD = 0.59$), youth formation ($M = 4.09$, $SD = 0.61$), school sports ($M = 4.26$, $SD = 0.61$), and general planning ($M = 4.19$, $SD = 0.59$). Lumban (2023) attributed the high execution in learner support to adequate GAD budgetary allocations and strategic partnerships with external organizations. Similarly, strong performance in school health was driven by staff capacity building in health and nutrition programs, which improved both learner academic performance and educator satisfaction (Emmanuel & Mosses, 2026). Furthermore, schools promoted structural equality and leadership through gender-responsive youth development policies, GAD training for staff, and inclusive sports initiatives (Lalog, 2025). Finally, this overall institutionalization of GAD within planning operations was sustained through the systematic collection and analysis of sex-disaggregated data for informed decision-making (Brion & Reginaldo, 2021).

Table 2D

Extent of Implementation of GAD in terms of Public Affairs, Finance, and Administration

Indicators	Mean	SD	DI
A. Public Affairs			
1. Establishes GAD advocacy and media network mechanisms	3.99	0.78	High
2. Promotes public awareness of DepEd GRBE initiatives	4.13	0.75	High
3. Provides direct communications support for GRBE	4.02	0.85	High
4. Manages communications related to GRBE	4.07	0.84	High
Mean	4.06	0.76	High
B. Human Resource & Development			
5. Implements gender-responsive HR policies	4.19	0.66	High
6. Conducts staff capacity building on GRBE	4.10	0.68	High
7. Establishes a pool of GRBE experts	3.91	0.78	High
8. Maintains a gender-responsive RPMS	4.12	0.74	High
Mean	4.08	0.65	High
C. Learning & Development			
9. Integrates gender into training programs	4.32	0.70	High
10. Ensures gender-sensitive training methodologies	4.31	0.65	High
11. Guarantees equal access to scholarships and training	4.25	0.66	High
Mean	4.29	0.64	High
D. Employee Welfare			
12. Sustains programs supporting employee well-being	4.25	0.70	High
13. Align rewards systems with gender-responsiveness	4.19	0.70	High
14. Grants statutory special leaves (Maternity, VAWC, etc.)	4.25	0.70	High
Mean	4.23	0.64	High

Scale: 1.00 – 1.49 (Very Low), 1.50 – 2.49 (Low), 2.50 – 3.49 (Extent), 3.50 – 4.49 (High Extent), & 4.50 – 5.00 (Very High Extent)

An evaluation of public elementary schools in Cauayan IIA District, the results in Table 2D revealed a high level of Gender and Development (GAD) implementation across Public Affairs, Finance, and Administration, with particular strength in learning and development programs ($M = 4.29$, $SD = 0.64$). The district demonstrated strong public affairs engagement ($M = 4.06$, $SD = 0.76$) by mainstreaming gender-responsive basic education initiatives, which promoted bias awareness through cultural and historical representation (Duma, 2022). Furthermore, high adherence to gender-responsive principles in human resource development ($M = 4.08$, $SD = 0.65$) supported individual empowerment regarding health and familial decisions (Paquiao, 2026). Robust employee welfare practices ($M = 4.23$, $SD = 0.64$) sustained institutional values while aligning with national policies that deliver inclusive,



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appropriate services for all personnel (Yahaya, 2026). Ultimately, these combined efforts fostered an equitable educational environment where curriculum integration served as the primary driver for translating gender mandates into actionable support for both learners and staff (Talib-Bauda et al., 2025).

Table 3

Differences in Implementation of GAD in School between Profile Variables

Profile Variables	Test Statistic	Implementation of GAD in School			
		GRSF	MGPPA	PFO	PAFA
Sex	U-test	581.00	596.50	613.00	675.00
	p-value	0.112	0.153	0.196	0.438
Age	H-test	0.588	2.110	9.282	6.758
	p-value	0.899	0.550	0.026	0.080
Educational Attainment	U-test	793.500	940.000	850.500	938.500
	p-value	0.217	0.908	0.432	0.899
Teaching Experience	H-test	0.058	0.579	6.473	3.640
	p-value	0.996	0.901	0.091	0.303

Note: Significant at $p < 0.05$ (Reject H_0). All other results are Not Significant ($p \geq 0.05$, Do Not Reject H_0).

Non-parametric tests, including Mann-Whitney U-tests and Kruskal-Wallis H-tests, were administered to examine differences in school-based Gender and Development (GAD) implementation dimensions across participants' demographic profiles. The results of the statistical analysis in Table 3 revealed that sex, education level, and teaching experience showed no significant statistical differences where this uniformity implies that institutional GAD orientation programs are broadly reaching staff across rank and educational backgrounds equally. The single statistically significant difference identified in the study pertains to the Planning and Field Operations (PFO) dimension across different age categories ($p = 0.026$). This indicated that respondents of varying age groups perceive or experience the implementation of PFO differently. Generational differences in exposure to modern gender discourse, institutional history, or tenure-related administrative responsibilities may explain why older and younger personnel perceive PFO implementation differently (Escabarte et al., 2025).

Table 4

Relationship between Implementation of GAD in School and Profile Variables

Profile Variables	Test Statistic	Implementation of GAD in School			
		GRSF	MGPPA	PFO	PAFA
Sex	χ^2 value	12.536	67.628	55.611	33.046
	p-value	0.251	0.490	0.565	0.737
Age	χ^2 value	26.083	218.745	202.056	147.981
	p-value	0.671	0.228	0.071	0.028
Educational Attainment	χ^2 value	3.169	57.299	48.000	34.971
	p-value	0.977	0.819	0.823	0.654
Teaching Experience	χ^2 value	27.079	149.715	135.521	104.633
	p-value	0.619	0.998	0.986	0.787

Note: Statistically Significant at $p \leq 0.05$

To test the relationship between teachers' demographic profiles and their implementation of Gender and Development (GAD) across four operational areas, a Pearson Chi-squared Test was conducted. As shown in Table 4, demographic factors such as sex, educational attainment, and teaching experience showed no statistically significant relationship with GAD implementation, suggesting that these programs are rolled out independently of teachers' demographic backgrounds. This indicates a standardized institutional approach where GAD practices are consistently integrated across all staff levels, regardless of individual qualifications or personal backgrounds (Brion & Reginaldo, 2021). In contrast, age was significantly related to Public Affairs, Finance, and Administration ($p = 0.028$), demonstrating that educators from different age groups engage with and execute this specific GAD dimension in distinct ways. Varying career stages, administrative burdens, and generational perspectives likely drive how teachers prioritize and handle these administrative and organizational development responsibilities (Yusof et al., 2025).

Conclusions

This research concluded that while GAD institutionalization has effectively achieved equal reach across most demographic lines, age remains a key factor shaping operational experiences. Recognizing and addressing these age-related differences in Planning

and Field Operations (PFO) will be essential for creating inclusive and field-level GAD strategies that resonate across all generations of personnel, particularly through human resource practices and career-stage support that respond to teachers' differing professional needs (Bravo, 2026). In addition, the strong connection between age and public affairs, finance, and administration dimension proves that a one-size-fits-all approach does not work for this dimension, as teachers at different career stages bring varying generational views that call for more targeted support across age groups.

Recommendations

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

1. Educational leaders might consider introducing age-responsive professional development opportunities and supportive frameworks tailored to the distinct operational needs of educators at different career stages.
2. Administrators might explore targeted workload adjustment strategies for senior staff, ensuring heavy administrative responsibilities do not inadvertently limit their active involvement in GAD initiatives.
3. District level leadership may find value in adopting age-sensitive evaluation mechanisms and feedback tools to foster more uniform and sustainable GAD execution across all public elementary school functions.

Research Output / Intervention Plan

Key Category	Details
Identified Finding / Gap	Despite equal overall program reach, current GAD implementations lack age-differentiated interventions and support frameworks tailored to the distinct operational and administrative needs of teachers across different career stages.
Intervention Objective	This intervention aimed to develop age-flexible GAD intervention frameworks and tailored support strategies that effectively address the distinct operational, administrative, and career-stage needs of teachers across different age demographics.
Proposed Activities	1. Targeted Workload Adjustment & Administrative Support: Delegation of routine GAD administrative tasks to junior/administrative staff; creation of streamlined, digital reporting templates. 2. Career-Stage Tailored Professional Development: Specialized, executive-style GAD refresher workshops and technical assistance coaching targeted for senior educators. 3. Mentorship and Peer Coaching Program: Pairing senior faculty with experienced GAD coordinators to facilitate collaborative planning and integration without increasing individual administrative burden.
Responsible Person / Unit	School Heads, District GAD Coordinators, Master Teachers, and the Human Resource Development Unit (HRDU).
Timeline	Phase 1 (June to July 2026): Workload assessment and program design. Phase 2 (August to September 2026): Workshop delivery and mentorship launch. Phase 3 (October to December, 2026): Continuous technical support and progress monitoring.
Resources	Financial: School GAD Funds (5% allocation) for training materials and honoraria. Human: Resource speakers, Master Teachers, and District GAD Focal Persons. Material: Digital planning modules, standardized evaluation tools, and sex-disaggregated data frameworks.
Success Indicator	• 100% participation of senior faculty in age-tailored GAD orientation and technical assistance sessions. • At least 85% improvement in timely GAD administrative compliance and program execution across targeted domains. • Demonstrated reduction in administrative turnaround time for senior educators as measured by quarterly evaluation reports.

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P - ISSN 3116-3769; E - ISSN 3116-3777

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PTR-2025-749

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P - ISSN 3116-3769; E - ISSN 3116-3777

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