

# The Integration of Gender and Development Principles in Gender-Responsive Basic Education, Philippines

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**Abstract:** The Integration of the Gender and Development (GAD) principle in education is a pivotal step towards achieving gender equality that aimed to advancing gender equality and fostering social justice. This study investigated the extent of Gender and Development in the Gender-Responsive Basic Education Schools under Ministry of Basic, Higher and Technical Education, Bangsamoro Autonomous Region in Muslim Mindanao, (MBHTE, BARMM). It specifically determined the following extent of the integration of GAD principles in terms of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights. Thus, the extent of the gender-responsive basic education in terms of: access to quality education, culture based-education and learners friendly school environment the significant relationship between the extent of the integration of GAD principles and gender-responsive basic education; and which GAD principles strongly predict the gender-responsive basic education. Through a quantitative method of research and descriptive-correlational design, the study was conducted among 246 sample respondents from secondary school teachers in the Schools Divisions of Cotabato City, Maguindanao Del Norte, and Maguindanao Del Sur. Simple random sampling technique using proportional allocation of the number of schools in each division was utilized. In the data-gathering, a self-made questionnaire was used. Furthermore, mean, pearson r correlation, and step-wise regression. As statistical tools. The study revealed that the integration of Gender and Development principles was highly evident in the secondary schools. It also revealed that the gender-responsive basic education in terms of access to quality education, culture-based education, and learner-friendly school environment is highly evident among schools of MBHTE. The study concludes that that teachers are integrating the said principles of gender and development to gradually eliminate gender-related violence, gender disparity, gender stereotypes and discrimination experienced by the learners in the school. Moreover, integrating the concepts of gender and development in the curriculum will lead to a more conducive and learner-friendly school environment where all learners have equal access to quality education with respect to their cultural background and gender preferences.

**Keywords:** Basic Education, Culture-Based Education, Integration of GAD, Gender-Responsive, Gender Equality, Learners-Friendly, National High School.

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## I. INTRODUCTION

In a world where chaos, misunderstanding, discrimination and disrespect exist, education is the key to gradually eliminate it and promote change. Changes and new trends of development is brought out by education that involves the movement towards gender parity and equality. Each gender plays a vital role in the progress and development of the society. Traditionally, men are seen as a dominating gender in the development especially in terms of leadership and decision-making in the family, school, and community as a whole. Women participation in education are not that visible until the concept of Gender and Development

was initiated. Education is responsible for the holistic development of an individual. Challenging discriminatory gender norms can be achieved through education that empowers individual to attain gender equality (Marcus, R, 2018).

The existence of the problems related to gender inequality paved way for the inclusion of Gender and Development (GAD) in the United Nation Development Goal and made it possible for countries to mainstream gender policies and programs in their government institutions and civil society (Gil Jr, T., 2021). With the commitment of the Philippines under the international and national laws to

integrate gender equality into principles, goals, and processes of Philippine education, Gender and Development was mainstreamed in the country.

In addressing the gap on gender disparity and the increasing cases of bullying in the schools, the Bangsamoro government through the Ministry of Basic, Higher, and Technical Education (MBHTE) have integrated the principles of gender and development by adopting the GAD Code provided by the Bangsamoro Women Commission (BWC). At present, each school in the Bangsamoro region have assigned a focal person to strengthen the awareness on gender and development through gender mainstreaming and integrating its principles in the basic education.

Despite the implementation of gender and development program in the educational system in compliance with D.O. 32, s. 2017, there is still the existence of gender disparities, gender discrimination and gender related bullying in the region. In line with this, the researcher wanted to study if the teachers are integrating the gender and development principles in the gender-responsive basic education to address the said problem.

#### ➤ *Statement of the Problem*

This study aimed to determine the extent of the integration of Gender and Development principles in the Gender-Responsive Basic Education of the Ministry of Basic, Higher and Technical Education - Bangsamoro Autonomous Region in Muslim Mindanao.

• *Specifically, the Study Aimed to Answer the Following Questions:*

✓ *What is the Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of:*

- Gender Equality;
- Gender Equity;
- Gender Sensitivity;
- Non-discrimination; and
- Human Rights?

✓ *What is the Extent of the Gender-Responsive Basic Education in Terms of:*

- Access to Quality Education;
- Culture-Based Education; and
- Learner-Friendly School Environment?

✓ *Is there a significant relationship between the extent of the integration of GAD principles and the extent of gender responsive basic education?*

✓ *Which of the GAD principles strongly predict the Gender-Responsive Basic Education?*

## II. METHODOLOGY

### ➤ *Research Design*

This study utilized primary research design employing quantitative research method. This is used to develop and employ mathematical models, theories and/or hypothesis pertaining to phenomenon. Specifically, the study used descriptive-correlational method. Descriptive because it aims to describe the extent of integration of the gender and development principles in the gender-responsive basic education. On the other hand, it is correlational since it measured the degree of relationship between the Gender and Development principles and its integration in a gender-responsive basic education among public secondary schools of the Ministry of Basic, Higher, and Technical Education-Bangsamoro Autonomous Region in Muslim Mindanao. This study also utilized a triangulation method by conducting an interview to the school head of the schools included in the study to verify the result of the data gathered using quantitative research method.

### ➤ *Locale of the Study*

This research study focused on the integration of gender and development principles in the public secondary schools of the Ministry of Basic, Higher, Technical Education. This included Large category of public secondary schools in the Schools Division of Mainland Bangsamoro Autonomous Region in Muslim Mindanao such as Cotabato City, Maguindanao del Norte (MDN), and Maguindanao del Sur (MDS). These divisions were chosen due to their substantial number of public secondary schools which represents the schools as documented by the MBHTE-BARMM.

Table 1 Distribution of Desired Schools in each Division

List of Division	No. of Large Schools	Proportionate	Sample Schools
Cotabato City Division	4	0.24 x 6	1
Maguindanao Del Norte	5	0.29 x 6	2
Maguindanao Del Sur	8	0.47 x 6	3
<b>Total</b>	<b>17</b>	<b>1 x 6</b>	<b>6</b>

The researcher utilized Simple Random sampling technique using proportional allocation of the number of schools in each division. This included the Schools Division of Cotabato City, Maguindanao del Norte and Maguindanao del Sur. This implied that there was a total of six (6) Large schools chosen as part of the locale of the study.

Special Geographic Area (SGA) was the locale of the pilot testing of survey questionnaire since it is excluded because there are no Large school in the division.

These schools played a vital role in providing free basic secondary education to the students in the region, making them an ideal setting for assessing the extent of the

integration of gender and development principles in a gender-responsive basic education.

#### ➤ *Research Respondents*

The respondents of the study were public secondary school teachers from the divisions of the Ministry of Basic, Higher, and Technical Education - BARMM. The teacher-respondents were chosen base on the listed schools in the locale of study. The teacher-respondents are permanent in status, teaching any subject area.

Criteria for selection included the current employment status, significance of the role in integrating gender and development principles, representation across diverse

schools, informed consent, and accessibility for data collection. This ensured firsthand experience, diverse perspectives, and ethical consideration, enhancing the validity of the findings regarding the integration of the GAD principles in the gender-responsive basic education particularly secondary schools of MBHTE.

As shown in the Table, there were 246 out of 254 public school teachers participated in the study. The data showed that not all teacher-respondents were able to accomplished the survey questionnaire due to personal reasons such as on leave or out of town due to the activities related to their work.

Table 2 Distribution of Teacher-Respondents by School

List of Sample Large Schools	Total Population/ Teacher-Respondents	Actual Teacher-respondent
Pilot Provincial Science High School	43	41
Camp Siongco NHS	46	43
Sultan Mastura National HS	37	34
Datu Saudi Uy Ampatuan NHS	47	47
Guindulungan National High School	39	39
Talayan National High School	41	41
<b>Total</b>	<b>254</b>	<b>246</b>

#### ➤ *Sampling Techniques*

This research study used Simple Random Sampling technique using proportional allocation in determining the schools, where teacher-respondents were chosen from the different Large High Schools based on the goals of the study in which it aims to know the extent of integration of GAD principles in the gender-responsive basic education.

This is a probability sampling where teacher-respondents are coming from different secondary schools of each Schools Division in the MBHTE-BARMM. The survey questionnaire was accomplished by a total of 246 actual teacher-respondents.

The researcher used complete enumeration on the number of teachers in each schools chosen proportionally in each Schools Division of MBHTE. These respondents were assumed to have knowledge on the goals of the study since GAD was mandated to be integrated in the subjects taught by the teachers.

#### ➤ *Research Instruments*

The researcher utilized a self-made survey questionnaire that were distributed to the teacher-respondents and interview guide for the school heads coming from different secondary school of different schools' division of BARMM in order to obtain all the particular data needed for the research. The instrument has two parts. Part I was composed of the statements that describes the extent of integration of GAD principles in the basic education. Part II described the extent of gender-responsive basic education in terms of access to quality education, culture-based education, and learner-friendly school environment in BARMM. The tool used a four-point rating scale in determining the extent of the integration of GAD principles in gender-responsive basic education. It will be translated using the survey scale:

#### ➤ *Reliability and Validity of the Instrument*

The self-made research instrument was formulated with the expert guidance of the adviser. It was subjected for validity through the, by one professor and by one DepEd supervisor on Gender and Development. The reliability of the questionnaire was pretested to 20 samples from a Public High School that is excluded in the study. The pilot testing was conducted at the Schools Division of Special Geographic Area since there are no Large School category in this division. The data were taken from Olandang National High School teachers then tallied and were analyzed with the help of the statistician.

The reliability analysis shows that the instrument has Cronbach's Alpha of .724 in PART 1 and .950 in PART 2 and Correlation Between Forms of .794 with Guttman Split-Half Coefficient of .795 that shows that the instrument is reliable.

#### ➤ *Data Gathering Procedure*

The data gathering undergone a systematic process. It was conducted by establishing first the validity and reliability of the questionnaire and guide questions. After which, the letter of permission was approved by the dean of the graduate school to conduct the study and it was distributed to the different schools of each division in Mainland BARMM.

Then it was followed by the actual conduct of the survey which was facilitated personally by the researcher. The researcher asked for permission from the office of MBHTE Minister and endorsed by the office of Director General for Basic Education. Then the researcher went to the different Schools Division offices and asked for the permission to conduct a study from the Superintendents. After that, the survey questionnaire was administered to the different secondary schools that was randomly selected with the permission of its School Head or Principal. The

questionnaire was retrieved with the help of the GAD focal person and school head of the schools.

In order to support the result of the survey, triangulation method was done by conducting an interview to the school head of the secondary schools. Ethical considerations such as consent and confidentiality of the data that were taken was oriented to the respondents. The final step was the tabulation and analysis of data gathered with the help of the statistician. The result was analyzed and interpreted based on the research problem.

#### ➤ Statistical Treatment of Data

The data was analyzed and interpreted using the appropriate statistical tools. First is Mean that was used to determine the extent of GAD principles and the extent of gender-responsive basic education among secondary schools of MBHTE-BARMM. Mean provided the average value of the scores or responses. Secondly, the Pearson-r correlation was used to determine the relationship between the independent and dependent variables of this study. The independent variable is the GAD principles and the dependent variable is the gender-responsive basic education. Pearson-r measured the strength and the direction of the linear relationship between two continuous variables. A positive value indicated a positive correlation, while negative value indicated a negative correlation. Lastly, the Step-Wise Regression analysis was utilized to identify which of the indicators in the independent variables (GAD principles) strongly predicted the dependent variable which refers to gender-responsive basic education.

### III. RESULTS AND DISCUSSION

The analysis and interpretation of the data gathered from the respondents. It further presents the significant results of the study based on the gathered data from the survey questionnaire. It likewise gives the corresponding analysis and interpretations which are supported by relevant and related readings of literature and studies to address the problems and challenges in this study.

#### ➤ The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Gender Equality

Table 3 presents the extent of the integration of Gender and Development principles in the secondary schools of Ministry of Basic Higher and Technical Education - Bangsamoro Autonomous Region in Muslim Mindanao in terms of Gender Equality.

As what can be gleaned from the table, the result shows that the “The teacher provides equal opportunities for the learners to exercise human rights” got the highest mean of 3.78 described as highly evident GAD principle in terms of Gender Equality. It means that teachers are doing their best to provide equal opportunities to all learners regardless of gender. This supports the commitment of human rights committee to promote an equal opportunity between men and women (CEDAW, 2000).

Table 3 The extent of the integration of GAD principles in the secondary schools of MBHTE in terms of Gender Equality n=246

Gender Equality The teacher	Mean	Interpretation
provides equal opportunities for the learners to exercise human rights	3.78	Highly Evident
ensures that there is a room for gender equality in terms of academic achievement	3.70	Highly Evident
provides equal access for all types of learners in terms of diverse learning opportunities	3.66	Highly Evident
manifest equal treatment of learners regardless of their gender	3.70	Highly Evident
provides a well-planned pedagogy in teaching that will ensure all learners benefit from social development	3.64	Highly Evident
allows learners to exercise their right to perform religious obligations	3.69	Highly Evident
promotes empowerment of all learners in terms of decision-making in the performance of their lesson task	3.69	Highly Evident
provides equal opportunity for the learners to express ideas and point of view during class discussion	3.65	Highly Evident
encourages learners of different gender to participate in leadership activities such as election of officers in student's organization	3.72	Highly Evident
sets equal standards for all gender in performing the activities that will develop their skills and talents in the class	3.66	Highly Evident
<b>GRAND MEAN</b>	<b>3.69</b>	<b>Highly Evident</b>

#### • Range of Means

- ✓ 3.25 - 4.00 Highly Evident
- ✓ 2.50 - 3.24 Moderately Evident
- ✓ 1.75 - 2.49 Slightly Evident
- ✓ 1.00 - 1.74 Least Evident

On the other hands, “The teacher provides a well-planned pedagogy in teaching that will ensure all learners

benefit from social development” got the lowest mean of 3.62 but still regarded as highly evident GAD principle in terms of gender equality. This suggest that activities in the classroom should not only focus on the cognitive development of the learners but also their well-being to become productive citizens. This is aligned with Kollmayer et. al (2020)’s study as mentioned by Domogen et. al. (2022) stating that teachers are essential starting point of advancing gender equality in



education because their attitudes and methods of instruction have an impact in the performance of the learners.

Other indicators are also interpreted as highly evident such as the “teacher encourages learners of different gender to participate in leadership activities such as election of officers in student’s organization” with a mean of 3.72. Organizations are essential in providing room for the learners to develop their leadership skills. Gender influenced the leadership development program in the schools according to Burton, L.J. and Weiner, J.M. (2016). “The teacher ensures that there is a room for gender equality in terms of academic achievement” and “manifest equal treatment of learners regardless of their gender” (UNESCO, 2011), got the same mean of 3.70 that implies that the integration is highly evident.

“Allows learners to exercise their right to perform religious obligations” and “promotes empowerment of all learners in terms of decision-making in the performance of their lesson task” have the same mean with 3.69 which means that this are at all times undertaken. Allowing learners to freely exercise their religion means that teachers are respecting their rights especially the female learners wherein it will promote equality in terms of rights to perform religious obligations (Yeban, J., 2024). Gender equality according to Asadika, et. al. (2021) is far from being achieved. This requires full awareness of the teachers about gender differences. “Provides equal access for all types of learners in terms of diverse learning opportunities” and “sets equal standards for all gender in performing the activities that will develop their skills and talents in the class” are both indicators with a mean of 3.66 which suggest that educational institutions have crucial role in the socialization of gender views and behavior. In line with this, it is expected that teachers will frequently model, expect, reinforce, and build the groundwork for gender distinction among their students (Bigler, Hayes & Hamilton, 2013). Lastly, the indicator “provides equal opportunity for the learners to express ideas and point of view during class discussion” got a mean of 3.65 which is also interpreted as undertaken by the teachers at all times. The highly evident rating of this indicator proves that teachers are giving equitable assistance to their classroom students when provided with gender equality interventions as mentioned by Luongo (2012).

Generally, the results show that the extent of integration of GAD principles in terms of Gender Equality is highly evident among secondary schools of MBHTE with a grand mean of 3.69. This means that Gender Equality as one of the GAD principles is being integrated by the teachers. It further implies that despite the existence of diverse culture and religious differences among learners, teachers manage to integrate gender equality in their lesson.

As to teachers’ integration of gender equality in their lesson and pedagogy, it is highly evident. But the fact that gender-related issues and bullying among learners are still

existing, this is something that is beyond the control of the teachers. They needed the school’s support and assistance in preventing it.

In an interview with one of the school heads, she mentioned that *“gender discrimination is inherent with the learner’s upbringing where parents and family orientations is more prevalent than what teachers teach in the school”*. *“It takes a village to educate a child that is why it is hard for us teachers to totally eradicate gender inequality because parents are instilling to the minds of their children the gender roles or assigning task base on gender. This causes misunderstanding which leads to bullying among learners. In order to address this problem, we are conducting orientation every beginning of the school year and emphasizes the big role of parents in promoting gender equality. But sad to say that not all parents are attending the orientation especially in public school where most of them are busy in their jobs.”*

It can be illustrated by the literature that explains how gender equality has been integrated in the schools. Gudrun Otsby et. al. (2016) study analysis indicates that willingness factors are central to understanding gender equality in education: ethnically heterogenous countries and countries where Islam is the primary religion experience lower levels of equality.

Finally, according to Valdez, M. (2023), since the teachers are core in teaching gender-responsive and conducive environments for learners, it is a requisite for them to focus on applying different strategies and engagement that will integrate gender equality into the lessons and will humify the different kinds of gender violence in school. It has to be noted that programs and projects in the school must be identified along gender mainstreaming to attain gender equality (Aguilar-Delavin, 2017). This program must be aligned with the goals of education to achieve gender equality in education.

➤ *The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Gender Equity*

Table 4 shows the extent of the integration of GAD principles in the secondary schools of MBHTE in terms of Gender Equity. Specifically, the extent of the integration of gender equity as one of the GAD principles is highly evident as all of the indicators are verbally interpreted as integrated by teachers at all times. As what can be gleaned from the table, the result shows that the indicator “The teacher establishes gender fair classroom policies and rules” got the highest mean of 3.70 described as highly evident GAD principle in terms of Gender Equity which is verbally interpreted as at all times integrated by the teachers. This statement supports the Magna Carta for Women as provided in section 4. The teacher’s integration of equal opportunities for all gender which is essential in improving gender and development program practices in schools, is necessary so that every learner become a whole person (Javoillonar, MG., 2022).

Table 4 The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Gender Equity n=246

Gender Equity the Teacher	Mean	Interpretation
prepares mix seating arrangement in the class improvement plan	3.46	Highly Evident
provides a gender fair performance task for the learners	3.54	Highly Evident
assigns gender fair classroom duties and task among learners	3.58	Highly Evident
uses gender fair language in giving examples like law-enforcers, firefighter, and entrepreneur instead of policemen, firemen, and businessmen.	3.59	Highly Evident
designs a gender fair assessment after the delivery of the lesson	3.61	Highly Evident
establishes gender fair classroom policies and rules	3.70	Highly Evident
allows participation of girls in STEM fields	3.61	Highly Evident
imposes fairness in choosing learners to participate in any contest base on their exemplary skills	3.59	Highly Evident
assesses achievements based on talents, skills, and efforts exerted by learners	3.62	Highly Evident
uses gender-fair color, materials and resources to be utilized in the class activities	3.59	Highly Evident
<b>GRAND MEAN</b>	<b>3.59</b>	<b>Highly Evident</b>

• *Range of Means*

- ✓ 3.25 - 4.00      Highly Evident
- ✓ 2.50 - 3.24      Moderately Evident
- ✓ 1.75 - 2.49      Slightly Evident
- ✓ 1.00 - 1.74      Least Evident

On the other hand, the indicator “The teacher prepares mix seating arrangement in the class improvement plan” got the lowest mean of 3.46 but it is still described as highly evident GAD principle in terms of gender equity. The seating arrangement of learners does not significantly affect the learner’s performance as mentioned in the study of Bauda (2017). It was found out that most of the schools in the Maguindanao 2 division is implementing seat plan separating male and female learners since majority of the learners are Muslim. The Muslims believe that separating male and female will promote respect between sexes and gives equitable treatment among all learners (Bauda, 2017). Other indicators are also interpreted as highly evident such as the “teacher assesses achievements based on talents, skills, and efforts exerted by learners”. This implies that each learner is rated base on their talents and skills regardless of gender (World Bank, 2005), with a mean of 3.62. It is one way of addressing the existing differences between men and women and the need to challenge existing gender role and relations (Pandapatan, 2022). “The teacher designs a gender fair assessment after the delivery of the lesson” is highly evident (Mean of 3.61) which indicates that teachers are aware of gender stereotypes and designs assessment that are free from gender bias and provide equal opportunity for the students (Willingham, W., 2016). “Allows participation of girls in STEM fields” got the same mean of 3.61 (highly evident) which is according to the study of Kalaitzidis and Pearson (2017) as cited by Boholano, H. et. al. (2024), a gender-integrated science curriculum has been shown to boost female student’s interest in science and their self-efficacy in STEM fields. “Teacher uses gender fair language in giving examples like law-enforcers, firefighter, and entrepreneur instead of policemen, firemen, and businessmen”, “imposes fairness in choosing learners to participate in any contest base on their exemplary skills”, and “uses gender-fair color, materials and resources to be utilized in the class activities” have the same mean with 3.59 interpreted as highly evident which means that this are at all times integrated by the teacher in the lesson.

These are clear indicators that teachers are aware of proper approach in addressing gender stereotypes and gender discrimination after participating in seminars and trainings in Gender and Development (Michael Harris C. Co, 2024). “Assigns gender fair classroom duties and task among learners” got a mean of 3.58 which is highly evident. This means that the teacher integrates this in the learning process at all times and supported by the study of Co, M. (2024) regarding teachers’ participation in trainings to eradicate gender stereotypes and traditional gender roles. Lastly, the indicator “provides a gender fair performance task for the learners” got a mean of 3.54 interpreted as highly integrated by the teachers at all times which is a result of teacher’s GAD training to promote gender equity in the classroom regardless of gender (Co, M., 2024).

Generally, the results showed that the extent of integration of GAD principles in terms of Gender Equity is highly evident among secondary schools of MBHTE with a grand mean of 3.59. This implies that Gender Equity as one of the GAD principles is at all times integrated by the teachers in their class activities. It further implies that all types of gender in the school are provided with equitable learning by the teachers.

As to teachers’ integration of gender equity in their lesson and pedagogy, it is highly evident. But the fact that gender-related issues and bullying among learners are still existing, this is something that is beyond the control of the teachers. They needed the community and school’s support with proper assistance in preventing it.

In an interview with one of the school heads in MBHTE, she emphasizes the significance of gender equity in school policies and program.

*“We are very aware of the DepEd order No. 32, series of 2017. Our teachers are properly trained and oriented to integrate gender equity in their classroom instructions and learning activities.”*

*“Dahil sa mas marami ang Muslim learners sa aming paaralan, hindi naming pinaghahalo ang mga lalaki at babaeng mag-aaral dahil sa Agama Islam di pwedeng magkatabi and lalaki at Babae. Sensitive at conservative ang*

*mga Muslim pagdating sa kanilang mga babae. Hindi naman nkaapekto sa performance ng mga bata ang gender seating arrangement.*

*In terms of facilities, we provided separate comfort room and prayer room specially for the Muslim learners who are the majority in our school. They are free to express and perform their religious beliefs. Male and female learners are enjoying the school's activity for they are allowed to participate in any activity that requires their talents and skills without discrimination. We promote gender equity by emphasizing that gender roles that is instilled in their minds should be avoided. Male can help female do household chores and female can also perform task that are attributed to male for as long as they can do it. In this manner we are able to prevent gender role related misunderstanding among learners”.*

These results are supported by some studies in which according to National Achievement Survey (NAS) (NAS program. nas.gov.in. Retrieved 2024-07-26) conducted in India, gender equity in the learning outcomes shows that girls and boys often perform at similar levels in elementary and secondary classes. This indicates that gender equity in learning outcomes may be present. Moreover, Stevens Kaylene (2016)’s findings in an analysis of teacher’s understandings, curriculum, and classroom practices about gender equity in social studies courses revealed that social studies teachers with gender equitable beliefs did adjust the curriculum and intentionally designed it to be inclusive.

Additionally, Sahin, E. (2014), said that it is necessary to offer equal opportunities to young women and men in the philosophy of education. Thus, gender equity is important in educational system to create a better environment for girls under traditional pressures.

#### ➤ *The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Gender Sensitivity*

Table 5 displays the extent of the integration of GAD principles in the secondary schools of MBHTE in terms of Gender Sensitivity. Specifically, the extent of the integration of gender sensitivity as one of the GAD principles is highly evident as all of the indicators are highly evident and verbally interpreted as integrated by teachers at all times. As what can be gleaned from the table, the result shows that the indicator “teacher designs a diverse class activity to eliminate gender biases” got the highest mean of 3.69 described as highly evident GAD principle in terms of Gender Sensitivity. Teachers’ compliance on D.O. 32, s. 2017 requires them to integrate at all time gender-responsive teaching strategies and methodologies by designing a gender inclusive learning activities (Co, M., 2024). On the other hand, the indicator “The teacher promotes respect for LGBT members among learners” got the lowest mean of 3.46 which is also described as highly evident GAD principle in terms of gender sensitivity. In line with this, teachers and administrators must instill among learners the essence of respect to other learners with different gender identity and preferences according to Toraman & Ozen (2019) as mentioned by Gil Jr. (2019) in his study.

Table 5 The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Gender Sensitivity  
n=246

<b>Gender Sensitivity The teacher</b>	<b>Mean</b>	<b>Interpretation</b>
employs gender-sensitive teaching practices or strategies in the class	3.62	Highly Evident
utilizes gender sensitive educational material that are free of gender stereotypes and challenge gender biases	3.50	Highly Evident
promotes respect for LGBT members among learners	3.46	Highly Evident
allows Muslim girls to freely wear Hijab in the classroom or school premises without discrimination	3.65	Highly Evident
allows Muslim learners to have long beard as part of their religious beliefs	3.55	Highly Evident
emphasizes cultural diversity in the context of the lesson to promote cultural sensitivity and respect among learners	3.61	Highly Evident
designs a diverse class activity to eliminate gender biases	3.69	Highly Evident
develops an inclusive practice to support and nurture gender equality and diversity in the classroom	3.63	Highly Evident
imposes gender sensitive classroom regulations by using gender-neutral language	3.65	Highly Evident
contextualizes gendered terms from the reference materials with so much illustrations	3.63	Highly Evident
<b>GRAND MEAN</b>	<b>3.60</b>	<b>Highly Evident</b>

#### • *Range of Means*

- ✓ 3.25 - 4.00 Highly Evident
- ✓ 2.50 - 3.24 Moderately Evident
- ✓ 1.75 - 2.49 Slightly Evident
- ✓ 1.00 - 1.74 Least Evident

Other indicators are also interpreted as highly evident such as the “teacher allows Muslim girls to freely wear Hijab

in the classroom or school premises without discrimination” and “imposes gender sensitive classroom regulations by using gender-neutral language” with a mean of 3.65. The advocacy of GAD according to Pandapatan (2022) is to increase people’s sensitivity to the implication of gender inequality and demanding the problems of gender discrimination be identified which leads to eradicating gender stereotypes and instilling tolerance towards gender diversity (Gil Jr, T., 2021).



“The teacher develops an inclusive practice to support and nurture gender equality and diversity in the classroom” and “contextualizes gendered terms from the reference materials with so much illustrations” got the same mean of 3.63. Hernandez, T.A. & Cudiamat, M.A. (2018) suggest that gender-responsive approach in teaching should be integrated in the classroom to promote gender sensitivity. This also supports the indicator “Teacher employs gender-sensitive teaching practices or strategies in the class” with 3.62 mean and the indicator “Teacher emphasizes cultural diversity in the context of the lesson to promote cultural sensitivity and respect among learners” with 3.61 mean and interpreted as highly evident among MBHTE schools.

According to UNREDD, gender sensitivity aims to understand and give consideration to socio-cultural norms to prevent discrimination. This supports the indicator “Allows Muslim learners to have long beard as part of their religious beliefs” with 3.55 mean interpreted as highly evident. “Utilizes gender sensitive educational material that are free of gender stereotypes and challenge gender biases” got a mean of 3.50 which is highly evident. This means that the teacher integrates this in the learning process at all times which is supported by Lamatovic, T. & Amil, A.B. (2022)’s study stating that gender sensitive teaching promotes the intentional development of inclusive practices to support and nurture gender equality and diversity in the classroom.

Generally, the results show that the extent of integration of GAD principles in terms of Gender Sensitivity is highly evident with a grand mean of 3.60. This means that Gender Sensitivity as one of the GAD principles is at all times integrated by the teachers in their class activities. It further implies that gender sensitivity in the teaching-learning process is evident. Gender sensitivity among teachers is crucial to avoid gender – related violence and discrimination among learners. Despite the highly evident integration of gender sensitivity in the lessons by the teachers, there are still reported cases and post in the social media that shows how rampant bullying exist in the school. In order to address this, one of the school heads suggest in the interview that

*“The leaders in the community must strengthen the campaign drive on promoting gender and development program and gender sensitivity by providing series of orientation and awareness to the people in the community specially those who grow up with violence in their family background. Educating the parents must be a collaborative effort of the local government and the school in order to be effective. It should not only end at orientation but also must propose policies that will sanction the perpetrators.”*

*“Mahirap kasi dito sa ating area dahil ang religious belief natin at ang concept ng gender and development pagdating sa third sex ay totally opposite. Pinagbabawal kasi sa Agama Islam ang third sex kaya minsan nagiging dahilan ito ng pagbully ng straight na mga bata ang mga bakla at tomboy.”*

The highly evident integration of Gender and Development principles in terms of gender sensitivity is

supported by Lualhati (2019)’s study showing that Filipino teachers are now incorporating gender sensitivity into their educational approaches. This also proves that teachers followed the proposal of Hernandez and Cudiamat (2017) that teachers must consider gender-based differentiated instruction in selecting appropriate teaching methodologies, instructional media, and assessment tools. Teachers are also gender sensitive in terms of addressing someone who is non-binary inside their respective classrooms (Gil Jr., 2021).

According to Tamara Lamatovic and Ana Belen Amil (2022), gender sensitive teaching promotes the intentional development of inclusive practices to support and nurture gender equality and diversity in the classroom. This is also supported by the study of Bacquian (2019) stating that the extent of integration of Gender and Development perspective to classroom management was at a great extent in terms of methodology/ teaching techniques as to question-and-answer method and group discussion, communication, classroom design, classroom rules, discipline, scheduling and organization.

➤ *The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Non-Discrimination*

Table 6 presents the extent of the integration of GAD principles in the secondary schools of MBHTE in terms of Non-discrimination. Specifically, the extent of the integration of non-discrimination as one of the GAD principles is highly evident as all of the indicators are verbally interpreted as integrated by teachers at all times.

As what can be gleaned from the table, the results show that the indicator “uses gender fair classroom orientations without relating colors to genders to ensure fair treatment” got the highest mean of 3.72 described as highly evident GAD principle in terms of Non-discrimination which is supported by the study of Institute of Education Sciences (IES Staff) (2023) that proposes creation of an inclusive space where all students feel respected and valued, regardless of their gender identity or expression.

On the other hand, the indicator “The teacher treats LGBT learners fairly without discrimination” got the lowest mean of 3.49 which is also described as highly evident GAD principle in terms of non-discrimination. Although this indicator with lowest mean is interpreted as highly evident in the integration of GAD principles in terms of non-discrimination, it is also manifesting that some of the respondents believed that fair treatment of LGBT learners is not that fully implemented. This is manifested in the report of Amnesty International Philippines (2021) that hate crimes against LGBTQI+ in BARMM is evident. They are facing pervasive discrimination and live in constant fear of harassment. Although these cases exist in BARMM, as shown in the result of this study, the treatment of teachers to LGBT learners is fair which is generally described as highly evident.

Other indicators are also interpreted as highly evident such as the “adopts a fair grading system with meaningful feedback regardless of gender and cultural identity” and



“treats learners with different sexual orientation with equality to set as example among other learners” with a mean of 3.70. As mentioned by Michael Harris Co (2024) in his study, teachers should foster an atmosphere of respect ensuring that all learners treated fairly and have equal access to educational resources and opportunities.

“The teacher provides equal approach among female indigenous learners and other learners” got a mean of 3.68

which is also interpreted as highly evident principle integrated in the learning areas. Despite the highly evident integration base on this result, Domogen, et. al. (2022)’s study states that teachers showed little empathy or understanding for pupils or other genders, sexual orientations, socio-economic backgrounds, religious affiliations, or other aspects of diversity, such as body image and interests.

Table 6 The extent of the integration of GAD principles in the secondary schools of MBHTE in terms of Non-discrimination  
n=246

Non-discrimination The teacher	Mean	Interpretation
treats LGBT learners fairly without discrimination	3.49	Highly Evident
provides equal approach among female indigenous learners and other learners	3.68	Highly Evident
fosters respect of learner’s religious preferences and cultural identity	3.63	Highly Evident
employs peer tutoring and peer learning to allow open communication among learners	3.61	Highly Evident
uses peer mediation to let learners express their point of view and hear their voice in the class	3.63	Highly Evident
utilizes an inclusive language to promote diversity and inclusive learning in the class	3.61	Highly Evident
adopts a fair grading system with meaningful feedback regardless of gender and cultural identity	3.70	Highly Evident
utilizes an inclusive teaching pedagogy that address individual differences and eliminate discrimination	3.65	Highly Evident
treats learners with different sexual orientation with equality to set as example among other learners	3.70	Highly Evident
uses gender fair classroom orientations without relating colors to genders to ensure fair treatment	3.72	Highly Evident
<b>GRAND MEAN</b>	<b>3.64</b>	<b>Highly Evident</b>

• *Range of Means*

- ✓ 3.25 - 4.00                      Highly Evident
- ✓ 2.50 - 3.24                      Moderately Evident
- ✓ 1.75 - 2.49                      Slightly Evident
- ✓ 1.00 - 1.74                      Least Evident

The indicator “utilizes an inclusive teaching pedagogy that address individual differences and eliminate discrimination” have mean of 3.65 which is interpreted as highly evident. This is supported by Russell (2016)’s suggestion that teachers must be trained to provide enough knowledge on the non-discrimination principles that should be done in schools so that it will be implemented in the campus and be taught to the students for proper guidance. “Teacher fosters respect of learner’s religious preferences and cultural identity” and “uses peer mediation to let learners express their point of view and hear their voice in the class” have the same mean of 3.63. Since teachers in the MBHTE rated these indicators as highly evident, it implies that the provisions of the Bangsamoro Organic Law (BOL) are reflected in the school’s policy. The law guarantees the right of every learner regardless of tribe or race they belong, including nondiscrimination based on religion, ethnicity, and identity. In the study of Domogen et. al. (2022), it states that language-related subjects take on the role of clarifying issues on gender. This supports the highly evident rating of the indicators “Employs peer tutoring and peer learning to allow open communication among learners” and “utilizes an inclusive language to promote diversity and inclusive learning in the class”, with the same mean of 3.61.

In general, the results show that the extent of integration of GAD principles in terms of Non-discrimination is highly evident among secondary schools of MBHTE with a grand mean of 3.64. This means that Non-discrimination as one of the GAD principles is at all times integrated by the teachers in their class activities. It further implies that non-discrimination is evident in the teaching-learning process. These results suggested that since the implementation of gender-responsive basic education by virtue of D.O. 32, s. 2017, the teachers complied in the integration of non-discrimination in the teaching-learning process. But compliance is not enough according to the response of one of the school head in the interview conducted as support to the results of this study.

*“Nondiscrimination is being taught verbally and modelled by the teachers among students. But there are students who cannot understand the implications of what is being taught to them. This is caused by many factors in which in most of the situations, the concepts of nondiscrimination contradict with their beliefs specially if it is related to religion. For example, the existence of gays and lesbian is prohibited in Islam. This sometimes leads to bullying among learners which believes that male should not act like female and dressed like them. We address this problem by imposing disciplinary actions among those bully and we are orienting the bullied learner to act decently and act according to their sex since they are muslims.”*

Karakulka, I. and Zhurlo, A. (2019) mentioned that according to the principle of non-discrimination, the state is obliged not to allow any differences that would create conditions for some other states, as well as for their people and organizations, which are worse than those, common to all other states. Additionally, gender discrimination is common, although it is difficult to detect and more or less veiled. Many public institutions and media preserve and disseminate stereotypes about men and women.

Moreover, discrimination has a negative impact on the socio-psychological climate of the school. Because of discrimination it is impossible to take place, and children are deprived of the opportunity to exercise their right to education fully. Labour, gender, religious and other stereotypes against teachers, children are often the cause of their discrimination at school. Actual or perceived sexual orientation, features in mental and / or physical development within the framework of many cases of discrimination. School management, teachers, parents do not always know how to prevent discrimination, to react to its cases. The knowledge of their rights and the ability to use them will help pedagogical workers to protect themselves in the cases of their discrimination.

Base on this literature review, schools should intensify the integration of non-discrimination. In line with the DepEd policy to integrate the concept of non-discrimination in the secondary schools of MBHTE, the integration is highly evident as shown in the result of this study.

➤ *The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Human Rights*

Table 7 shows the extent of the integration of GAD principles in the secondary schools of MBHTE in terms of Human Rights. Specifically, the extent of the integration of Human Rights as one of the GAD principles is highly evident. As what can be gleaned from the table, the results show that the indicator “promotes human rights base approach to disabled learners and other learners with special needs” got the highest mean as highly integrated GAD principle in terms of human rights as supported by a mean value of 3.76. Pranati Panda (1998-2024), advocates that human rights should be taught to students to respect diversity and that everyone deserves certain rights, regardless of differences in race, gender, wealth, ethnicity, language, or religion. These supports the human rights base approach provided by the teachers to learners with special needs. The result further indicates that “The teacher reaches out to communities to encourage indigenous learners to go to school and inform them about their right to quality education” obtained the lowest extent on the integration of GAD principles as to human rights with a mean value of 3.54. Although it has the lowest mean, it is still regarded as highly evident. According to Amnesty International (2009), the school must celebrate diversity such as in the case of BARMM where Indigenous People’s Day is celebrated. This manifest that the school and the community should collaborate in promoting rights of the indigent students to education.

Table 7 The Extent of the Integration of GAD Principles in the Secondary Schools of MBHTE in Terms of Human Rights n=246

<b>Human Rights The teacher</b>	<b>Mean</b>	<b>Interpretation</b>
promotes human rights base approach to disabled learners and other learners with special needs	3.76	Highly Evident
imposes human rights base approach to give access to learning among all types of learners regardless of gender	3.72	Highly Evident
integrates rights of women to information in the lesson such as policies on women, including programs, projects, and funding outlays that affect them	3.59	Highly Evident
emphasizes the significance of the rights of women to free education	3.59	Highly Evident
provides learning activities that promote rights of women to participate in peace and development discussions and decision-making	3.62	Highly Evident
use strategies in the lesson that promotes human right to life such as role playing	3.62	Highly Evident
promotes the right of the students to practice their religion without discrimination	3.65	Highly Evident
reach out to communities to encourage indigenous learners to go to school and inform them about their right to quality education	3.54	Highly Evident
ensures that the right of learners to safe and gender-friendly classroom is imposed by providing security measures and policies in the class that prohibits bullying	3.59	Highly Evident
plans a lesson that allows all learner to participate in different learning activities and gives them chance to speak as part of their right to freedom of expression	3.60	Highly Evident
<b>GRAND MEAN</b>	<b>3.63</b>	<b>Highly Evident</b>

• *Range of Means*

- ✓ 3.25 - 4.00                      Highly Evident
- ✓ 2.50 - 3.24                      Moderately Evident
- ✓ 1.75 - 2.49                      Slightly Evident
- ✓ 1.00 - 1.74                      Least Evident

Other indicators are also interpreted as highly evident such as “imposes human rights base approach to give access to learning among all types of learners regardless of gender” with a mean of 3.72, guided by the different principles integrated in the schools that protects learner’s according to Kingston (2014). “The teacher promotes the right of the students to practice their religion without discrimination” is guided by the rights-based education, that belongs to the

highly evident GAD principles in terms of human rights which are evidenced by a mean of 3.65, manifesting that it is helpful in promoting safety and learning to every student (Palma, 2017). The indicator “provides learning activities that promote rights of women to participate in peace and development. discussions and decision-making” and “use strategies in the lesson that promotes human right to life such as role playing” are both with the same mean of 3.62. These indicators are helpful in fighting gender inequalities that are present in our daily lives from girls being assigned more household chores than boys, to women being in more domestic-related work roles than leadership (UN Women, 2021).

Furthermore, WOMEN EDGE plan 2013-2016 summed up the gender issues in the Philippines which is reflected in the indicators: “Teacher integrates rights of women to information in the lesson such as policies on women, including programs, projects, and funding outlays that affect them”, “emphasizes the significance of the rights of women to free education”, and “ensures that the right of learners to safe and gender-friendly classroom is imposed by providing security measures and policies in the class that prohibits bullying”. All the mentioned indicators have a mean of 3.59 which shows a highly evident integration of human rights principles in schools as rated by the teacher-respondents.

Lastly, “reach out to communities to encourage indigenous learners to go to school and inform them about their right to quality education” got a mean of 3.54 which is highly evident. This step is important in promoting the sustainable goals towards achieving access to quality education as influenced by human rights to education. The fact that most of the indigenous learners does not go to school is influenced by the difference in their cultural norms and the educational system of the country (Cosentino, 2016). By addressing the challenges and implementing effective strategies, more equitable and inclusive educational system can be created that empowers indigenous learners to reach their full potential (Expert Mechanism on the Human Rights, 2009), (Right to Education, 2023).

Overall, the extent of the integration of GAD principle in terms of Human Rights obtained a grand mean of 3.63 which is verbally described as highly evident. Generally, this implies that the integration of Human Rights in the secondary schools of MBHTE – BARMM is highly evident and integrated at all times.

To support the highly evident integration of human rights, one of the school heads in MBHTE was ask on how do they integrate human rights in the learning process and how does it contribute to lessen the gender-related issues in the school. According to her

*“Human rights is the most frequently violated principle since most of the time those who belongs to minorities are deprived of their rights. This is addressed in school by means of complying to D.O. 32, s. 2017 and requires teachers to attend trainings related to strategies that they can apply in integrating human rights. Teachers are also oriented on the different laws that protects human rights and they are encourage to relay it to the learners so that awareness will be spread and they will become gender sensitive at all times. We always emphasized that ignorance of the law excuses no one.”*

According to Miranda, N. and Echano, C. (2003) Human rights concepts have been naturally integrated into BEC’s five learning areas without disrupting their scope and sequence and without creating additional or separate subject for human rights education. There is also a year-round assurance that in any subject, at any time, human rights concept(s) can be integrated through a suitable “point of entry.”

#### ➤ The Extent of the Gender-Responsive Basic Education in Terms of Access to Quality Education

Table 8 displays the extent of gender-responsive basic education in terms of Access to Quality Education in the secondary schools of MBHTE. Specifically, the extent of gender-responsive basic education in terms of access to quality education is highly evident among secondary schools.

Table 8 The Extent of the Gender-Responsive Basic Education in Terms of Access to Quality Education n=246

Access to Quality Education The school	Mean	Interpretation
promotes inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities	3.70	Highly Evident
provides fair treatment in the learning process and equal opportunities for learning and development of all individual	3.58	Highly Evident
remove barriers that may hinder participation in the different educational program and activities	3.65	Highly Evident
promotes equitable outcomes as well as access to opportunities in all spheres	3.60	Highly Evident
promotes a lifelong learning opportunity for all learners including indigenous learners to become a productive citizen	3.66	Highly Evident
encourages the community to send their children in school to increase its gross enrolment rate, net enrolment rate, and gender parity index	3.71	Highly Evident
integrates gender sensitive approaches in implementing its program and activities for the holistic development of each learner	3.66	Highly Evident
provide opportunities for learners to showcase their talents and skills through initiating school based curricular and co-curricular competitions and activities	3.67	Highly Evident

provides professional development among its teachers to increase learning performance and improve teaching pedagogy	3.60	Highly Evident
employs a well – designed curriculum aligned with the DepEd’s vision and mission	3.70	Highly Evident
<b>GRAND MEAN</b>	<b>3.65</b>	<b>Highly Evident</b>

• *Range of Means*

- ✓ 3.25 - 4.00      Highly Evident
- ✓ 2.50 - 3.24      Moderately Evident
- ✓ 1.75 - 2.49      Slightly Evident
- ✓ 1.00 - 1.74      Least Evident

As can be seen from the table, the result shows that “The school encourages the community to send their children in school to increase its gross enrolment rate, net enrolment rate, and gender parity index” obtained the highest mean value of 3.71 which means that the extent of the school’s gender-responsive education in terms of access to quality education is highly evident. Since the result for this indicator is highly evident, it implies that there is proper planning of implementing the GAD program in school as suggested by Decena, G.C. (2021) in his study findings.

Result also indicates that the indicator “Provides fair treatment in the learning process and equal opportunities for learning and development of all individual” obtained the lowest mean value of 3.58. Although it got the lowest mean, still it is indicating that the extent of gender-responsive basic education in terms of access to education is highly evident. In order to improve further the implementation of gender-responsive education in public schools, administrators should give emphasis on the importance of sending teachers to attend various trainings, workshops and seminars, and continuous monitoring and assessment on the implementation of gender-responsive basic education (Decena, G. C., 2021).

The result also shows that the schools “Promotes inclusive education that ensures girls’ and boys’ and women’s and men’s equal access to learning opportunities” and “Employs a well – designed curriculum aligned with the DepEd’s vision and mission” are both indicators with a mean value of 3.70 described as highly evident gender-responsive basic education in terms of access to quality education. These two indicators are given emphasis on the Sustainable Development Agenda goal number 4. These is one of the reasons why the policy on the implementation of gender-responsive basic education was initiated by the Department of Education. The schools “Provide opportunities for learners to showcase their talents and skills through initiating school based curricular and co-curricular competitions and activities” got a mean of 3.67 which implies that the extent of gender-responsive basic education in terms of access to quality education is highly evident. This must be given emphasis according to Schenk, M. (2023) wherein providing rooms for learning opportunities can enhance performance and stay ahead in competition landscape. Through education, learning becomes a lifelong journey that fosters continuous growth. Indicators such as “Promotes a lifelong learning opportunity for all learners including indigenous learners to become a productive citizen” and “Integrates gender sensitive approaches in implementing its program and activities for the

holistic development of each learner” are highly evident as supported by the mean value of 3.66. According to Mirasol, J.M. et. al. (2021), lifelong learning and access to quality education is a basic human right of an individual that needs to be match with quality education. It further indicates that education should be accessible for all learners with quality teaching-learning process that will cater all types of learners especially the vulnerable population, poor children, children in rural areas, persons with disabilities, indigenous people and refugees (UNICEF, 2018).

“Remove barriers that may hinder participation in the different educational program and activities” is rated by the teacher-respondents with 3.65 mean value which is described as highly evident extent of gender responsive education in terms of access to education. This indicator was suggested by Latif, M. (2024) where factors that hinder participation should be remove by the teachers such as the existing gender stereotypes in the textbooks.

The indicators “Promotes equitable outcomes as well as access to opportunities in all spheres” and “Provides professional development among its teachers to increase learning performance and improve teaching pedagogy” got a mean value of 3.60 which is also interpreted as highly evident. These is a crucial part of education where it will resolve existing problems in the community such as injustice and disrespect of one’s culture and tradition which is usually the cause of conflicts and feuds. This is supported by the study of Co, M.H. (2024) where it suggests that teachers must foster an atmosphere of respect ensuring all learners are treated fairly and have equal access to educational resources and opportunities. He further added that providing girls with role models, encourage their participation in traditionally male-dominated subjects, and challenge societal expectations that limit their aspirations. Boys can encourage to explore diverse interests and develop attitudes of respect and equality towards their female peers.

In general, the extent of gender-responsive basic education in terms of Access to Quality Education is highly evident as reflected by the grand mean of 3.65. This indicates that gender-responsive basic education are integrated by the school to enable all types of learners to access quality education.

In the interview conducted with one of the school heads, she made mentioned that “*Schools should be the hatching area for the learners in developing their innate talents and skills. We are required to accept all learners and do our best to promote all of them as much as possible to help them grow as productive citizens. Gender and other factors affecting the performance of the learners are being address in terms of providing school programs such as Buwan ng Wika that emphasizes their mother tongue, Science and Math fair that develops their critical thinking, problem solving and*



*manipulative skills, and we also have the Ed'l fitr celebration where learners are able to showcase their tribe, religion, and faith that strengthens their moral values. Despite all these efforts, there are still out of school youth that initiates bullying outside the school campus. Because of close family relations of the people in the community, small misunderstanding of learners becomes a cause for family feud. When things get worst, those involve learners are force to drop out from schooling. This is the reason why we cannot control everything especially when the involve are outside our jurisdiction.*

*Before the creation of BARMM government, we find it hard to deliver quality education due to unstable peace and order in the community. Now Alhamdulillah, the student's population have increased. From being a small school, we now a Large school despite the lacking of facilities. I can say that my teachers are very cooperative and they are the one initiating to train themselves by joining different online seminars and training about addressing gender-related violence and discrimination. All learners in our area have equal access to learning and boosted by the 4 Ps program of the government."*

Base on the literature review, gender equality and other GAD principles are significant in achieving quality education as one of the sustainable development goals (Gloria, A. 2023). This implies that access to quality education ensures an inclusive and equitable quality education and promote a lifelong learning. The teachers as the facilitator of learning must be aware of the needs of the learner with consideration to their cultural and gender orientation. Kovac (2019)'s study

emphasizes that gender have strongly affected the factors of competence in terms of support for equality, personality centeredness, use of diverse teaching methods, and professional rejuvenation. It is therefore important for the teachers to comply with the goals of the department of education to integrate gender principles in the basic education. This will have a great influence on the achievement of inclusivity in education.

This study reveals that teachers in the Bangsamoro area are integrating GAD principles to address the existing problems of discrimination and injustices especially bullying among learners. The shortage of relevant and acceptable instructional resources that incorporate gender mainstreaming and apparently insufficient gender perspective training due to the lack of a framework for integrating the gender factors in teaching was found by Terrayo et. al. (2021). The government must address the challenges faced by the teachers in integrating GAD particularly the limited GAD resources according to Villaroman (2017). This is one of the ways to achieved equal access to quality education.

#### ➤ The Extent of the Gender-Responsive Basic Education in Terms of Culture-Based Education

Table 9 shows the extent of gender-responsive basic education in terms of Culture-Based Education. Specifically, the extent of gender-responsive basic education in terms of culture-based education is highly evident among secondary schools of MBHTE-BARMM. As can be seen in the table, the result shows that all of the indicators attained highly evident extent of gender-responsive basic education in terms of Culture-Based Education.

Table 9 The Extent of the Gender-Responsive Basic Education in Terms of Culture-Based Education n=246

<b>Culture – Based Education The school</b>	<b>Mean</b>	<b>Interpretation</b>
commits to integrate culture-based education to achieve life-long learning among diverse learners	3.69	Highly Evident
engages in supporting cultural dialogue to promote peace and development in the community	3.54	Highly Evident
provide learning opportunities across tri-people in the community	3.59	Highly Evident
ensures that learning happens at every level, belief, values, and actions of the learners	3.64	Highly Evident
makes policies that promotes understanding of the learners' cultural background to prevent disparities	3.63	Highly Evident
encourages awareness of learner's cultural background among teachers	3.60	Highly Evident
provides teacher's training about teaching pedagogy that integrates the use of random or mix gender in grouping learners during class activities	3.59	Highly Evident
provides policies that protects learners from gender-based discrimination and cultural discrimination	3.61	Highly Evident
provides intervention to address learning gaps caused by different norms and tradition of indigenous learners	3.60	Highly Evident
provides cultural programs that promotes inclusivity and uplift the performance of the indigent learners	3.57	Highly Evident
<b>GRAND MEAN</b>	<b>3.61</b>	<b>Highly Evident</b>

#### • Range of Means

- ✓ 3.25 - 4.00      Highly Evident
- ✓ 2.50 - 3.24      Moderately Evident
- ✓ 1.75 - 2.49      Slightly Evident
- ✓ 1.00 - 1.74      Least Evident

Specifically, the indicator "The school commits to integrate culture-based education to achieve life-long learning among diverse learners" is the most highly evident as reflected in its mean value of 3.69. This is aligned to the commitments of the Philippine government to the International Covenant on Economic, Social, and Cultural

Rights (ICESCR) as mentioned in the D.O. 32, series of 2017. The schools must adhere to the mandates provided by Republic Act 10533 to ensure that the basic education curriculum is gender- and culture-sensitive (Rule II, Section 10.2). On the other hand, the indicator “Engages in supporting cultural dialogue to promote peace and development in the community” obtained the lowest mean value of 3.54 which is still interpreted as highly evident. Since this got the lowest mean value, it further implies that schools must strengthen their collaboration with the local government to address the existing problems encountered by the indigenous learners. This is significant in providing learning among students that is grounded in the unique values, norms, cultural beliefs, knowledge, practice heritage, language, and experience of the community (Kana’iaupuni, Shawn, 2007).

The next indicator “Ensures that learning happens at every level, belief, values, and actions of the learners” with 3.64 described as highly evident, will resolve the issues raised in the study of Demmert (2005) which asserts that the assessment of indigenous learner is biased and failed to account for the influence of culture in their performance in school. In line with these, McAlpine, L. & Crago, M. (1995), emphasizes that conflict between classroom culture and home culture makes it difficult for children to participate in class or force children to deny their family and heritage in order to succeed in culturally alien school. Teachers need to be culture sensitive and must exert effort to let the learners feel comfortable to disclose their experiences especially related to gender and cultural issues.

In order to address the issues of discrimination among indigent learners, the administrators must contextualize the policies of the school regarding culture-based education. This supports the next indicator stating that “The school make policies that promotes understanding of the learners’ cultural background to prevent disparities” which is an indicator with 3.63 mean value interpreted as highly evident. Aside from making policies, Galamgam et al. (2021) proposed that a monitoring and evaluation technical working group should carefully observe and assess the classroom and school’s Gender and Development initiatives to ensure ongoing improvement. It is also supported by the result of the next indicator, “Provides policies that protects learners from gender-based discrimination and cultural discrimination” described as highly evident extent of gender-responsive basic education in terms of culture-based education as supported by mean value of 3.61. This aims to prevent the indigenous people falling behind enrolment data and experience discrimination that exist in schools as reported by the WOMEN’S EDGE 2013-2016.

The indicators “Encourages awareness of learner’s cultural background among teachers” and “Provides intervention to address learning gaps caused by different norms and tradition of indigenous learners” got a mean value of 3.60 which is also described as highly evident. According to Michael Co (2024), by incorporating GAD principles and practices into teaching, teachers contribute to the larger goal of achieving gender equality in society.

Furthermore, Michael Co (2024) suggested that teachers must interact with their students so that they can challenge harmful gender stereotypes, promote empathy and understanding, and inspire the next generation to become advocates for gender justice and social change. This is supported by the highly evident results of the statements that the school: “Provide learning opportunities across tri-people in the community” (mean value of 3.59), “Provides teacher’s training about teaching pedagogy that integrates the use of random or mix gender in grouping learners during class activities” (mean value of 3.59), and “Provides cultural programs that promotes inclusivity and uplift the performance of the indigent learners” (mean value of 3.57).

Overall, the grand mean of 3.61 indicates that the extent of gender-responsive basic education in terms of Culture-Based Education is highly evident among secondary schools of MBHTE. This simply reflects that the schools are trying its best to address the cultural diversity of the learners to become a gender-responsive basic education in compliance with D. O. 32, s. 2017. To support the highly evident extent of culture-based education in schools, an interview is conducted to one of the school heads. She described how the school implement culture-based education how do they provide equal opportunities in learning among indigent learners.

*“In our school, there are indigent learners that belong to the Teduray tribe and we see that they are very active when it comes to participating in different school activities. We do not see any problem in between them and other learners. They have good relationship with their peers. What we only observe is that their parents are seldom attending parent’s meeting. This maybe because they live in the far areas of the municipality and they prefer their job to earn for living due to financial problems. The instability of their financial status are often times the reason why their children discontinue from studying. Some of our teachers reach out to them but it is not enough to support them. Since the establishment of BARM, IPs are given the opportunity to go to school and we hope that the support will be continued by the next government.*

*Another problem that we see that is part of the tradition of the indigenous people in our area is the early marriage and teenage pregnancy. We are aware of the growing cases of teenage pregnancy caused by early marriage. We cannot avoid this because it is part of their tradition. What the school do is to strengthen implementation of GAD program by first integrate in the subjects the responsibilities of parents to their children and teach them livelihood skills as part of Values Education or Edukasyon sa Pagpapakatao. Next, we also integrate sex education in teaching Science, Health and Araling Panlipunan. Finally, we are coordinating with local MSSD for their campaign to orient the IPs with the consequences of early marriage and teenage pregnancy.”*

Literature review emphasizes that Culture Based Education is put forwarded as an antidote to the myriad social and educational challenges faced by Indigenous youth. Its foundation includes constructivist learning theory that

situates learning in a cultural-based model. Constructivist-learning theory is situated in how human beings learn by connecting and integrating new knowledge into what they have previously learned. When the culture, and often even the language, of the school (usually White middle class and English-based)—is far different from the home cultures of Indigenous students, they face major learning difficulties. CBE is designed to decrease that difference and to increase the chance for educational success for Indigenous as well as other culturally-diverse students. (Singh, N. and Herold, M., 2014).

Some educators continue to feel that sexist attitudes are inherent or part of Filipino culture (Evangelista, 2017). Study findings have shown that the majority of students encountered gender inequality in their basic education from K to 12 (Domagen et. al, 2022). This is important for the school to consider in order to make strategies in addressing the existing problem. Integration of gender and development principles in the school is intended to gradually eliminate the existence of discrimination and inequalities especially against female and learners that belong to cultural minorities.

➤ *The Extent of the Gender-Responsive Basic Education in Terms of Learner-Friendly School Environment*

Table 10 presents the extent of gender-responsive basic education in terms of Learner-Friendly School Environment in the secondary schools of MBHTE. Specifically, the extent of gender-responsive basic education in terms of learner-friendly school environment is highly evident.

As can be seen from the table, the result shows that the indicator “The school implements the use of gender-fair and non-sexist language” got the highest mean value of 3.65 which is described as highly evident. This implies that the secondary schools are very careful in using languages especially in dealing with the gender related matters involving learners in schools. Due to the series of GAD trainings conducted in the MBHTE, the integration of the use of gender fair and non-sexism language is highly evident which is very important because some textbooks continue to encourage sexism. In the study of gender mainstreaming in General Education and Professional Education courses, Villaroman (2017) as mentioned by Domogen, J. et al (2022) discovered a similar problem.

Table 10 The Extent of the Gender-Responsive Basic Education in Terms of Learner-Friendly School Environment n=246

<b>Learner – Friendly School Environment The school</b>	<b>Mean</b>	<b>Interpretation</b>
implements the use of gender-fair and non-sexist language	3.65	Highly Evident
requires teachers to use inclusive messages and individualized attention to those learners with special needs	3.55	Highly Evident
allows families to specify child’s gender marker, preferred name, and pronoun	3.54	Highly Evident
provides professional development for staff to understand the complexities of gender	3.51	Highly Evident
creates supportive clubs that allow students to practice their skills without ridiculed	3.51	Highly Evident
is free from gender-based violence by strictly imposing policies and regulations that punishes the violators	3.60	Highly Evident
is free from gender related bullying by strengthening anti-bullying campaign in the campus	3.57	Highly Evident
empowers women to express freely themselves in a decent and proper manner	3.59	Highly Evident
adopts the policies on Safe Spaces Act or “Bawal Bastos Act” as integrated in the school’s rules and regulations	3.58	Highly Evident
prohibits gender discrimination and implements the goals of the DepEd to produce learners that are Makadiyos, Makatao, Maka-kalikasan at Makabansa	3.59	Highly Evident
<b>GRAND MEAN</b>	<b>3.57</b>	<b>Highly Evident</b>

• *Range of Means*

- ✓ 3.25 - 4.00                      Highly Evident
- ✓ 2.50 - 3.24                      Moderately Evident
- ✓ 1.75 - 2.49                      Slightly Evident
- ✓ 1.00 - 1.74                      Least Evident

Furthermore, the indicators “Provides professional development for staff to understand the complexities of gender” and “Creates supportive clubs that allow students to practice their skills without ridiculed” are highly evident Learner-Friendly School Environment indicators evidenced by the same mean value of 3.51. These two indicators got the lowest mean value compared to other indicators. It is very important to provide teachers’ training regarding the implementation and integration of Gender and Development program in schools because it has an impact in the performance of the learners and may help reduce bullying

cases. Michael Co (2024) stresses the importance of teacher’s training on GAD for them to become more conscious of their own biases because they are aware of the gender inequality, discrimination and intersectionality of gender with other social identities such as race, class, and sexuality.

“The school is free from gender-based violence by strictly imposing policies and regulations that punishes the violators” is an indicator with 3.60 mean value, ranked as second among the indicators in terms of mean value. It is also described as highly evident indicator of gender-responsive basic education in terms of learner-friendly school environment. This is supported by the institutionalization of gender-responsive teaching to ensure that boys and girls are educated without stereotypes and have equal opportunities to succeed (Brion, R. & Reginaldo, A., 2021).



This is followed by the indicators “Empowers women to express freely themselves in a decent and proper manner” and “Prohibits gender discrimination and implements the goals of the DepEd to produce learners that are Makadiyos, Makatao, Maka-kalikasan at Makabansa”, with mean value of 3.59 interpreted as highly evident indicator of gender-responsive basic education in terms LFSE. Empowering women in the Philippines is mandated in the Magna Carta for Women or RA 9710. This declares that the state affirms the role of women in nation building and ensures the substantive equality of women and men. The upholding of women’s rights seeks to eliminate discrimination against women. The integration of core values of the Department of Education in the curriculum highlights the importance of gender-equitable school environment as mentioned by Marcus and Page (2016). It emphasizes gender-equitable curriculum content, teacher’s practices within the classroom and the wider organization about the naturalness of gender roles. This clearly manifest that empowering all types of gender to perform with full potential in school is an indicator of a learner-friendly school environment. “Adopts the policies on Safe Spaces Act or “Bawal Bastos Act” as integrated in the school’s rules and regulations” have a mean value of 3.58 which is described as highly evident. Teachers training as emphasized by Ilagan (2019), is vital in serving as examples and change agents in the community and at school. The effects of gender and development training for teachers can vary depending on the duration, quality, and ongoing support provided (Co, M., 2024). The effects of series of trainings conducted in the MBHTE is reflected in the highly evident results of the succeeding indicators that contributes to the attainment of learner-friendly school environment that integrates GAD principles: “The school is free from gender related bullying by strengthening anti-bullying campaign in the campus” (mean value of 3.57), “Requires teachers to use inclusive messages and individualized attention to those learners with special needs” (mean value of 3.55), and “Allows families to specify child’s gender marker, preferred name, and pronoun” (mean value of 3.54) are indicators with an interpretation of highly evident in gender-responsive basic education in terms of LFSE. This is related to the study of Kintanar & Tongson (2014) as mentioned by Domogen et al. (2022) which discussed that some aspects of grammar promote sexist language in the English Language.

Generally, as reflected by the grand mean value of 3.57, the extent of gender-responsive basic education in terms of Learner-Friendly School Environment is Highly Evident. This shows that the secondary schools in the MBHTE-BARMM are generally learner friendly schools. In an interview conducted to one of the school heads, she mentioned the importance of teacher’s cooperation in the implementation of GAD program in order to achieve a learner-friendly school environment

*“In our school, I urge my teachers to mingle with the learners so that they will feel valued and respected. I believe*

*that if learners are free to express then it will be easy for them to share ideas specially in decision-making that is related to their studies.”*

*“I believe that to achieve learner-friendly school environment, the administrators must be hands on in monitoring and evaluating the integration of gender-sensitive activities and learning strategies in school. This should be based on the different GAD principles mentioned in your study. Like for instance, we organized our Bulawan Cultural Dance troupe where all types of learners can join base on their talent and not base on their gender or gender preferences. Most of the active members of this club are gays which they feel that they belong and free to showcase their talent without conflict to their religious beliefs.”*

In the study of Valdez (2023), she mentioned that a gender-responsive learning environment in the classroom will make it easier for everyone to learn. This manifest that teaching-learning process is focused on the development of all learners regardless of gender. Moreover, Valdez (2023) cited that Mangila and Perigo’s study (2020) emphasizes that in order to create a gender-responsive environment, the schools must review and improve their current GAD policies as well as how they are created, disseminated, and put into practice, taking into account the active participation of the GAD focal persons, who are deemed essential to the overall success of the GAD program implementation.

➤ *Correlational Analysis Showing the Relationship Between the Extent of the Integration of GAD Principles and the Extent of Gender Responsive Basic Education*

Table 11 displays the correlation computed between the extent of Gender and Development Principles and the extent of Gender-Responsive Basic Education. All the variables have significant relationship according to the results in the table. Result shows that gender equality is significantly related to access to quality education with  $r = .690^{**}$  or .000, culture-based education with  $r = .648^{**}$  or .000, and learner-friendly school environment with  $r$  value of  $.438^{**}$  or .000. Gender equity is also related with all the dependent variables of this study. It is significantly related to access to quality education base on pearson  $r$  value of  $.623^{**}$  or .000, culture-based education with  $r$  value of  $.458^{**}$  or .000, and learner-friendly school environment with  $r$  value of  $.667^{**}$  or .000.

Further, there is a significant relationship between gender sensitivity and the indicators of gender-responsive basic education. It is related with access to quality education with  $r$  value of  $.730^{**}$  or .000, with culture-based education at  $r$  value of  $.656^{**}$  or .000, and learner-friendly school environment with  $r$  value of  $.650^{**}$  or .000. Moreover, non-discrimination is significantly related to access to quality education with  $r$  value of  $.692^{**}$  or .000, with culture-based education base on  $r$  value of  $.704^{**}$  or .000, and learner-friendly school environment with  $r$  value of  $.591^{**}$  or .000.



Table 9 Correlational Analysis Showing the Relationship Between the Extent of the Integration of GAD Principles and the Extent of Gender Responsive Basic Education n=246

VARIABLE ENTERED		Access to Quality Education	Culture-Based Education	Learner-Friendly School Environment
Gender Equality	Pearson Correlation	.690**	.648**	.438**
	Sig. (2-tailed)	.000	.000	.000
Gender Equity	Pearson Correlation	.623**	.458**	.667**
	Sig. (2-tailed)	.000	.000	.000
Gender Sensitivity	Pearson Correlation	.730**	.656**	.650**
	Sig. (2-tailed)	.000	.000	.000
Non-discrimination	Pearson Correlation	.692**	.704**	.591**
	Sig. (2-tailed)	.000	.000	.000
Human Rights	Pearson Correlation	.786**	.652**	.677**
	Sig. (2-tailed)	.000	.000	.000

\*\* Significant @ .01 level

\* Significant @ .05 level

Lastly, with r value of .786\*\* or .000, access to quality education is significantly related to human rights. Culture-based education (with r value of .652\*\* or .000) and learner-friendly school environment (with r value of .677\*\* or .000) is also significantly influence by human rights as one of the principles of gender and development.

The existence of a significant relationship between the extent of GAD principles and gender-responsive basic education implies that these principles influenced the attainment of access to quality education, culture-based education, and learner-friendly school environment. Gender Equality and learner-friendly school environment have significant relationship which implies that a learner-friendly school environment is crucial for all students, and gender equality plays a significant role in creating such an environment. A learner-friendly school environment is characterized by safety, inclusivity, and equal opportunities for all students, regardless of gender. This indicates also that access to quality education exist in each secondary school of MBHTE-BARMM. Gender equality is essential for creating such an environment that promotes inclusivity and nondiscrimination with respect to human rights and the right of the learners to education.

In the study conducted by Saragih, J.F. and Sobroto, T. (2022), they explored how female students strategize to overcome male domination in the school playground. This study highlights the importance of addressing gender inequality in school spaces to create a more inclusive and equitable learning environment. According Fishman (2018), school-related gender-based violence is a significant problem that can take many forms, such as harassment; bullying; and physical and sexual abuse. This can result to serious consequences for girls' education. Culture-based education, which emphasizes the transmission of cultural values, traditions, and practices, can both promote and hinder gender equality. According to Leonardo Garnier (2022), culture-based education can provide opportunities to critically examine and challenge traditional gender roles and stereotypes embedded in cultural practices. By promoting open discussions and critical thinking, students can gain a

deeper understanding of how gender norms impact individuals and society.

Gender equity and access to quality education are mutually reinforcing according to Aysel Madra (2022). Achieving gender equity requires ensuring that all girls and women have equal opportunities to access quality education. Conversely, providing quality education to girls and women is essential for achieving true gender equity.

The gender equity and culture-based education have also a significant relationship manifesting that these two are significantly intertwined. Culture-based education approach acknowledges the importance of integrating local knowledge, values, and traditions into curriculum. This approach can be particularly effective in promoting gender equity by challenging gender stereotypes and promoting the equal participation of girls and boys in education.

According to the study conducted by Wiseman (2008), gender parity in enrolment rates exists in many countries, gender segregation persists in some, with separate classes, curricula, and even schools for boys and girls. This highlights the need for a culture-based education approach that addresses gender stereotypes and promotes equal opportunities for all students. In relation to culture-based education, Domagen et. al. (2022) mentioned that gender equity can be addressed by fostering the learner's identities, including gender and cultural practices from their communities. Teachers can examine the participation and interaction quality in different activities for inequalities related to race or gender (Shepard, et. al.,2020). This supports the idea of promoting non-discrimination in school environment and gradually eliminate discrimination based on learners' cultural background and gender preferences.

Creating learner-friendly school environments is not merely a matter of providing physical infrastructure; it's about fostering a culture of respect, safety, and inclusion. This is essential for achieving gender equity in education and ensuring that all students, regardless of gender, have the opportunity to reach their full potential. Investing in learner-friendly environments is an investment in gender equity and

a more just and equitable society. Therefore, seeking to understand the needs of each student by considering physical characteristics, intelligence, perception, gender, ability, and learning styles is likely to achieve an effective and productive learning-teaching process (Kubat, 2018).

When it comes to gender sensitivity, it is crucial in basic education, as it lays the foundation for a more equitable and inclusive society. It involves recognizing, understanding, and responding to the unique needs and experiences of girls and boys, ensuring that all students have equal opportunities to learn and thrive. It also challenges traditional gender roles and stereotypes that limit opportunities for girls and boys; ensures that all students have equal access to resources, facilities, and opportunities, regardless of their gender; creates a welcoming and supportive environment where all students feel safe, respected, and valued; and finally encourages students to critically examine gender norms and their impact on individuals and society.

In the study of Tyrone Gil Jr (2021), he emphasizes that constructing facilities in schools that are gender-friendly for the student's utilization and convenience, promotes gender-sensitivity and provides a learner-friendly school environment. He also added that recognition of the integration of GAD related programs in the school culture and policies must be considered.

Finally, gender equality in general is the main goal of integrating GAD principles in the basic education. Gender equality is always the advocacy campaigns for many fora and

platform in the society. It is considered as one of the human rights that promotes women and girls' participation in many areas which leads the development of policies and laws. Even though the integration of gender and development principles are highly evident, it does not guarantee that gender equality is achieved in terms of education, access to opportunities, or presence in decision-making positions (Asadikla et. al., 2021; Cuberes & Tiegnier, 2014; Edwards et. al., 2019).

#### ➤ *Stepwise Regression Analysis of GAD Principles that Best Predict the Gender-Responsive Basic Education*

Table 12 presents the result of the stepwise regression analysis of gender and development (GAD) principles that best predict the gender-responsive basic education. Specifically, human rights is the best predictor that influence the gender-responsive basic education.

As seen in the results with beta coefficient of .323 or t value of 7.973 or .000 p value, the best predictor is Human Rights. Other GAD principles such as gender sensitivity ( $\beta = .237$ ,  $t=5.082$ , or  $p = .000$ ), non-discrimination ( $\beta = .209$ ,  $t=4.823$ , or  $p = .000$ ), and gender equity ( $\beta = .101$ ,  $t=2.944$ , or  $p = .004$ ) are among the predictors of gender-responsive basic education which is interpreted as significant. Gender equality does not significantly predict gender-responsive basic education evidenced by  $\beta$  value of .019 or  $t=.428$  or  $p = .669$ . The results implicate those human rights principles, particularly the right to non-discrimination and the right to education, lay the foundation for gender-responsive basic education.

Table 12 Stepwise Regression Analysis of GAD Principles that Best Predict the Gender-Responsive Basic Education n=246

GAD Principles	Gender-Responsive Basic Education			
	Beta coefficient ( $\beta$ )	T	p-value ( $p$ )	Interpretation
Gender Equality	.019	.428	.669	Not Significant
Gender Equity	.101	2.944	.004	Significant
Gender Sensitivity	.237	5.082	.000	Significant
Non-discrimination	.209	4.823	.000	Significant
Human Rights	.323	7.973	.000	Significant
$R^2=.783$ ; $F=173.593$ $df(5)$ ; $p < .000$				

Finally, the gender and development principles influence the gender-responsive basic education is manifested by  $R^2$  value of .783 that means 78.3 percent of gender-responsive basic education is influence by GAD principles. The remaining 21.7 percent is attributed by other factors other than GAD principles.

According to Nada Al-Nashif (2025), UN Deputy High Commissioner for Human Rights, human rights education helps girls and women build the knowledge, skills and competencies necessary to assert their rights but also combat social exclusion, poverty, exploitation and gender-based violence.

It enables them to be leaders and gives them agency to contribute to all spheres of public life, engage in democratic processes and drive positive change. It allows them to reflect on the implications of social and cultural norms tied to discriminatory gender stereotypes, enhance their capacity to

identify harmful gender biases, and build their confidence to respond to discriminatory gender norms.

Human rights principles, particularly the right to non-discrimination and the right to education, are fundamental to creating gender-responsive basic education systems. By upholding these principles, it ensures that all individuals have the opportunity to access quality education and realize their full potential, regardless of their gender.

## IV. FINDINGS

Based on the results of this study, the integration of gender and development principles in gender-responsive basic education among the secondary schools of MBHTE-BARMM is highly evident. Specifically, data revealed that the integration of gender and development in terms of gender equality in gender-responsive basic education is highly evident with grand mean of 3.69. When it comes to the gender

and development principle in terms of gender equity in gender-responsive basic education, it is highly evident with grand mean of 3.59. Highly evident integration of gender and development principle in terms of gender sensitivity, is also reflected with a grand mean of 3.60. The gender and development principle in terms of non-discrimination have a highly evident integration with a grand mean of 3.64. Lastly, the integration of gender and development principle in terms of human rights is highly evident based on 3.63 grand mean.

Furthermore, results revealed that the integration of gender-responsive basic education in terms of access to quality education is highly evident with grand mean of 3.65, while in terms of culture-based education, it is highly evident with grand mean of 3.61, and in terms of learner-friendly school environment it is highly evident with a grand mean of 3.57.

As seen in the results, the relationship between indicators is measured using Pearson  $r$  correlation analysis. The results indicated that Gender Equality is significantly related to access to quality education ( $r$  value of .690\*\* or .000), culture-based education ( $r$  value of .648\*\* or .000), and learner-friendly school environment with  $r$  value of 0.438\*\* or .000. Also, Gender Equity is significantly related to access to quality education with  $r$  value of .623\*\* or .000, culture-based education with  $r$  value of 0.458\*\* or .000, and learner-friendly school environment with  $r$  = .667\*\* or .000. Further, Gender sensitivity is also significantly related with access to quality education, culture-based education, and learner-friendly school environment based on  $r$  values .730\*\* or .000, .656\*\* or .000, and .650\*\* or .000 respectively. Non-discrimination is also significantly related to access to quality education, culture-based education, and learner-friendly school environment with  $r$  values of .692\*\* or .000, .704\*\* or .000, and .591\*\* or .000 respectively. Lastly, Human right is significantly related to gender-responsive education in terms of access to quality education (.786\*\* or .000), culture-based education (.652\*\* or .000), and learner-friendly school environment (.677\*\* or .000).

In terms of the gender-responsive basic education, the best predictor is measured using stepwise regression analysis. The results revealed that among the gender and development principles, human rights is the best predictor with beta coefficient of .323 or  $t$  value of 7.973 or 0.000  $p$  value.

Finally, gender and development principles influence the Gender-Responsive Basic Education (GRBE) as manifested by  $R^2$  value of .783. These mean that 78.3 percent of the GRBE is influenced by GAD principles. The remaining 21.7 percent is attributed by other factors other than Gender and Development principles.

## V. CONCLUSIONS

This study concludes that Gender-Responsive Basic Education in the secondary schools of the Ministry of Basic, Higher, and Technical Education is highly evident where the teachers integrate the gender and development principles such as gender equality, gender equity, gender sensitivity,

non-discrimination and human rights. The result further implies that teachers are integrating the said principles of gender and development to gradually eliminate gender-related violence, gender disparity, gender stereotypes and discrimination experienced by the learners in the school. Moreover, integrating the concepts of gender and development in the curriculum will lead to a more conducive and learner-friendly school environment where all learners have equal access to quality education with respect to their cultural background and gender preferences. These principles are essential for achieving quality education for all. By addressing the unique challenges faced by learners, these principles contribute to a more equitable and just school environment.

Despite the highly evident integration of gender and development principles in the public secondary schools, there is still the existence of bullying and other gender-related issues caused by other factors that affects the learners' performance in the school. Therefore, the schools should provide other interventions aside from the integration of gender and development principles that considers the learner's cultural background, family orientation, religion, the socioeconomic status, and peace and order in the community to fully achieve the goals of providing a gender-responsive basic education.

## RECOMMENDATIONS

In view of the findings of the study, the following were recommended:

The Department of Education Officials may design a curriculum which will strengthen the integration of Gender-responsive basic education in the region of BARMM to maintain the highly evident extent of GAD principles. Hence the administration of the Ministry of Basic, Higher, and Technical Education may align their provision about education in the BARMM Gender and Development Code. The GAD focal person and School Heads are the primary supervisors in the monitoring of the integration of gender and development principles in the gender-responsive basic education. Therefore, it is necessary for them to ensure that in all subject or learning areas, gender and development principles are integrated. They should utilize efficiently the allotted budget in support for gender and development implementation of programs and projects including its integration in the lesson.

Since the teachers are the main facilitator of learning and the designer of lesson plan, it is required for them to focus on the different strategies and engagement that will integrate all gender and development principles into the lessons and humify the different kinds of gender violence and discrimination in school.

It is further recommended that future researchers may study the monitoring of the integration of gender and development principles in different schools. Additionally, future researchers may conduct further study on the others factors that influences the gender-responsive basic education

as stated in the results of this study. Likewise, they may also conduct studies regarding the effects of the integration of gender and development principles in the learning areas among indigenous learners. The extent of the implementation of gender and development programs and projects should also be assessed and studied in the areas of Bangsamoro Autonomous Region in Muslim Mindanao.

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