



GENDER AND DEVELOPMENT INTEGRATIVE TEACHING PRACTICES OF ELEMENTARY SCHOOL TEACHERS IN A DISTRICT

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Abstract: *The attainment of gender equality depends heavily on education. This study sought to evaluate 137 public school teachers in the Municipality of San Narciso's Gender and Development (GAD) integrative teaching techniques. The research thoroughly examined instructors' opinions about their GAD practices through an Explanatory Sequential Design, a mixed-method approach that blends quantitative and qualitative data. In areas like curriculum standards, learners' development, learning delivery, learning environment, learning resources, and assessment, teachers rated their GAD integration as "Very Satisfactory." The study also found that teachers' ability to integrate GAD varied significantly depending on their position, the number of GAD seminars they attended, their training, gender, age, civil status, highest educational attainment, length of service, and other factors. Consequently, the null hypothesis was rejected. The researcher created a framework and action plan to institutionalize GAD in teaching methods in response to these findings. The proposed framework offers a structured strategy for improving gender-sensitive teaching by encouraging administrators to collaborate, involving stakeholders, and stressing continual professional growth. These activities will create a more equal and inclusive learning environment for all students. The action plan presented will strengthen the capabilities of the teachers in addressing GAD issues in school. Schools are also urged to establish ties with stakeholders to get support for accomplishing GAD's goals and objectives.*

Keywords: *Gender and Development, Integrative, Teaching Practices, Elementary School Teachers, Mixed Method, San Narciso, Zambales, Philippines.*

INTRODUCTION

Equitable and just utilization of resources, opportunity, status, authority, protection, and rights hinges on gender equality. Gender and Development (GAD) is important within educational settings, both in a domestic and global context, because of its function in interrogating blatant gender inequalities, advocating for inclusiveness, and working towards increased social, economic, and political equality. The approach of GAD connects gender, education, and development, and ensures that educational systems are more equitable and more effective at creating opportunities for all individuals to thrive. Education is fundamental to increasing gender equality and has been the focus of globalizing discourse across all sectors (Hussaini, 2019; Mukhopadhyay, 2019; Davis & Nemiroff, 2018). Nevertheless, how understandings of gender vary on a culture basis. In the United States, gender has traditionally been understood in binary, physiological terms (Lorber, 2010) based on biological markers such as chromosomes and genitalia. There is also a strictly conceived view of gender roles in Turkey that follows work patterns for males outside of the home, while women tend to be responsible for more domestic and interior assignments. Regardless of these cultural understandings, research globally shows that gender bias, injustices, and barriers still exist in educational systems. Gaye's (2021) research illustrates the ongoing gendered expectations students face. Gender gaps in enrollment and successful educational outcomes remain, particularly in developing areas of the world like Sub-Saharan Africa and South Asia. A number of studies have



focused on the inequalities in access to education and privilege in these areas (Choden & Sarkar, 2021). Likewise, in other education contexts, chemistry tutors displayed a great deal of effectiveness in applying approaches to teaching that are gender inclusive. The reason being was their frequent attendance at professional development workshops. All around the world, it is important to advocate for gender equality and gender responsive education in educational settings. In a study conducted by Dorji (2020) in Bhutan, it was found that teachers often have insufficient understandings of gender and gender responsive pedagogy. The lack of understanding inhibits them in practical matters like using language, organizing classrooms, establishing dynamics, and integrating gender sensitive materials in class practice these are all integral to a truly inclusive, equitable learning environment.

In the Philippines, the Women in Development and Nation-Building Act obligates all government agencies to actively endorse women's equal participation in development initiatives. Furthermore, the Department of Education (DepEd) has required teachers to attend gender and development (GAD) seminars, gender sensitivity training, and gender analysis to promote gender equality in the classroom (Jacinto et al., 2020). Although these initiatives have occurred, research shows that gender biases and inequities continue to persist in the local educational system, justifying the need for gender-responsive pedagogical practices. It is important to understand that gendered barriers to education are not isolated to the Philippines; they are globally observed (Bertrand, 2020). From a feminist perspective, the purpose is to examine the root causes of gender disparities in many spheres, such as education. A recent study conducted by Paqueo and Orbeta (2019) identified gender biases in the Philippine English curriculum, which is part of a larger crisis of gendered texts and discourses that do not advance gender equality (Ariyanto, 2018). This is evident in the attempts at developing and implementing teaching and learning resources too, as teachers and curricular writers are encouraged to explore the intricate relationship between gender and language.

In addition, Filipino education systems often fail to have a comprehensive curriculum that accurately represents the LGBTQ+ community, its history and issue. The lack of representation fosters of lack of knowledge and promotes harmful stereotypes, which calls for inclusive teacher preparation programs to educate and address LGBTQ+ issues. The lack of representation fosters a lack of knowledge and promotes harmful stereotypes, which calls for inclusive teacher preparation programs to educate and address LGBTQ+ issues. Gender-responsive pedagogy is critical for promoting gender equality, especially in elementary classrooms (Curaming & Curaming, 2020). Gender biases, injustices, and impediments remain in educational settings, influencing students' learning experiences (Gaye, 2021). Tantengco (2018) analyzes numerous biases in the curriculum, pedagogies, and learning settings. Gaye (2021) underlines the importance of a curriculum that addresses the individual requirements of both men and women to achieve equality and progress.

According to Yonata and Riau (2021), eliminating gender discrimination in the Philippines' educational system necessitates pedagogies that acknowledge the unique needs of boys and girls. Cendaña (2018) discovered that many educational institutions' learning materials, classroom activities, and evaluation systems lack gender-equitable concepts and values. Ongoing academic conversations highlight the need to use instructional approaches that are both egalitarian and attentive to all students' various learning requirements (Morgan, 2018). The Gender- Responsive Basic Education Policy (DepEd Order No. 32, Section 2017) promotes gender-responsive practices in primary education, emphasizing the importance of policies that promote gender equity in schools (Batara et al., 2018). To guarantee that all students have equitable chances, policymakers and educators should adopt a holistic strategy considering gender, color, and ethnicity to ensure equal opportunities for all students. By integrating inclusive teaching methods and gender equity programs, educators can better identify and



address gender imbalances in the classroom. Achieving gender equality in education is essential for human progress and global social harmony.

There is an evident lack of information regarding the practical approaches to implementing gender equality that will promote long-term and substantive change. Although extensive research has been conducted on the benefits of gender parity, particularly in schools, the existing literature highlights that the root causes and immediate solutions often overlook the specific challenges, contextual nuances, and best practices involved in implementing gender equality programs across various organizational and societal contexts. Addressing this gap and providing evidence-based interventions that uphold gender parity in theory while achieving measurable outcomes—such as reducing institutional barriers and fostering an inclusive environment for individuals of all genders—are essential. Further research is needed to examine the intersection between gender and other factors, such as race, ethnicity, socioeconomic status, and educational elements like curriculum and pedagogy. This would benefit teachers, parents, and students, as the outcomes of such studies could lead to frameworks or interventions that enhance inclusivity, thereby improving the quality of education. The researcher intends to assess the competence of primary public-school teachers in integrating Gender and Development principles into their instructional practices based on these premises.

FRAMEWORK

The conceptual framework of the investigation was the Input-Process -Output (IPO) paradigm. The investigation on integrating development and gender principles into pedagogical practices was in the San Narciso District's public elementary schools. The input frame conspicuously displayed the teacher-respondents' profile variables. Regarding gender and developmental factors, the integrated practices of teachers were illustrated in the second component of the input frame. The components encompassed in this include the growth of the learner, adherence to educational standards, methods of imparting knowledge, the setting in which learning takes place, educational resources, and the evaluation of learning outcomes. The process frame involved utilizing questionnaires to collect the necessary data for structured interviews.

The Researcher used Frequency, percentage, and weighted mean to characterize the profile and perceptions of the respondents. The statistical variance analysis technique (ANOVA) was employed to assess the presence of significant differences and associations. Utilization of the Likert Scale to classify the participants' replies based on gender and their practices to integrate instructional methods that promote gender and development in public elementary school teachers. The output frame evaluates the development of integrative teaching practices about gender among public school elementary teachers in the Municipality of San Narciso. This study established a fundamental basis for constructing an all-encompassing framework integrating gender and development education.

OBJECTIVES OF THE STUDY

The study aims to assess the Gender and Development Integrative Teaching Practices of Public School Teachers in the Municipality of San Narciso by unveiling the teachers' perceptions of integrating GAD into the Basic Education curriculum, the challenges encountered, and how they improve their instructional approaches to incorporating GAD concepts.

METHODOLOGY

Research Design



This research sought a comprehensive analysis of how educators in the municipality of San Narciso perceive the integration of gender and development in their teaching practices and required comments from the respondents over a structured interview; therefore, this study utilized Explanatory Sequential Design to address both the breadth and depth of the research question. This mixed-methods design first collects quantitative data and then qualitative data, allowing for precise and structured methods of analyzing teachers' GAD practices while gaining insight into the rationale for those practices. Broadly, mixed methods consist of a systematic process that entails collecting, analyzing, and mixing quantitative and qualitative data within a single study (Maggetti, 2020). Explanatory sequential design includes the collection of data before analyzing quantitative data. Collantes et al. (2022) discuss the important aspect of qualitative data collection and analysis related to stroke care systems in the Philippines. Their study assesses the inadequacies of existing systems and identifies gaps that impede effective care delivery. By employing qualitative approaches, the authors ensure a comprehensive understanding of stakeholder experiences, which is essential for accurately interpreting findings and enhancing health outcomes. The study analyzed the quantitative and gathered textual data to evaluate the teaching ability of instructors in the San Narciso area concerning the integration of gender and development.

Research Site

This researcher conducted the study in the District of San Narciso in the Schools Division of Zambales. The study by Novianti et al. (2023) discusses the economic foundations of coastal areas, explicitly noting that coastal resources such as fishing and agriculture are vital to local economies in regions like Indramayu Regency. According to the 2022 Schools Division accomplishment report, the District of San Narciso has the second-lowest number of elementary school personnel; only the District of San Felipe has a lower personnel count.

Participants

All 137 public elementary school teachers with frequencies ranging from 4 to 22 and retrieval rate of 100 % in the municipality of San Narciso in the School Year 2023-2024 were the selected respondents for this research. Hence, considering the municipality's expansive scale, the researcher employed total population sampling to ensure that the study captures the full range of experiences and practices across all teachers, providing a comprehensive understanding of how GAD is integrated into their teaching. Gibbs et al. (2007) explore the importance of appropriate sampling and data collection methods in qualitative research, emphasizing that while qualitative studies allow for detailed insights into smaller segments, understanding the broader population can still influence the findings and their applicability. In gathering qualitative responses, the researcher structured dialogues with the GAD coordinator of each of the 15 schools that participated in the structured interview.

Instrumentation

The research questions were adapted based on the Gender-Basic Education Policy (DepEd Order No. 32, s. 2017) and relevant literature. The study initially focused on profiling participants according to gender, age, marital status, class size, highest level of education, length of employment, and area of expertise. In the second phase, participants assessed their ability to integrate Gender and Development (GAD) into their teaching practices. They considered learner development related to curriculum standards, instructional methods, the learning environment, available learning materials, and assessment techniques. A 4-point Likert scale (from 4 = Very Satisfactory to 1 = Very Poor) was used to rate their practices. To ensure the clarity and appropriateness of the survey statements, the



researcher sought face validation from a language specialist. The questionnaire was further validated by a GAD focal person, a social work head, a Child Protection Coordinator, and a sociologist, who also provided feedback through interviews. Approval of the study was obtained from the research adviser and committee panelists. A preliminary test was conducted with a sample of 15 teachers to check the accuracy and consistency of the instrument. Cronbach's Alpha Cronbach measures the instrument's reliability and stability.

Results showed that the survey tool had "Good" reliability" and "validity for the variables of Learner's Development Learner's curriculum Standards, Learning Delivery, Learning Environment, Learning Resources, and Assessment, with Learning Delivery rated as "Excellent." After "finalizing" the instrument, the researcher obtained clearance from RIKDO and began data collection, ensuring participants and participants' information letters and consent forms were provided to all respondents, clearly explaining the study's objectives and potential risks. The informed consent process helped clarify the purpose of the research and emphasize the voluntary nature of participation.

Data Collection

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RESULTS AND DISCUSSION

The respondents assessed their integration of gender and development principles as "Very Satisfactory," with an average score of 3.56. The highest ranking, 3.70, was awarded to the "incorporation of the policy of 'No Child Left Behind' with gender and development concepts," demonstrating strict adherence to the Department of Education's inclusion policy, which assures equal



opportunity for all learners, regardless of gender. This demonstrates teachers' commitment to providing a safe and equitable learning environment.

On the other hand, the "inclusion of GAD-related observances and celebrations in the school calendar" received the lowest rating of 3.30, which is also categorized as "Very Satisfactory." This indicates that teachers assigned less importance to GAD-related celebrations, which is also consistent with Duma's (2022) study, where all gender perspectives that were not included in policies and programs tended to be neglected. However, some respondents noted that including Gender and Development into the curriculum is very important in supporting development of equality, equity, and inclusivity; a participant stated, "My view of including GAD in the curriculum of Basic Education is that it encourages a gender equality stance and enhances learners' academic performance." To support this, one respondent stated poignantly, "The inclusion of GAD in the curriculum of Basic Education will help promote gender equality and better prepare students to engage actively in contributing towards building a more inclusive society."

Respondents rated their ability to integrate Gender and Development into curriculum standards at "Very Satisfactory" with an average rating of 3.53. The item scored the highest item was "discussing any changes to strategies recommended in the curriculum guide/teacher's guide with colleagues and/or immediate supervisors," which had a rating of 3.91. In addition, Habib et al. (2020) discuss implications of digital platforms in education and how these technologies can change the way we teach, while also increasing opportunities to collaborate with colleagues. The authors noted that using technology increased opportunities for teachers to collaborate and embraced a culture of reforming teaching practices. One respondent stated, "That professional development could be provided to teachers to increase their understanding of GAD concepts, teaching methods, and inclusive educational practices to increase the effectiveness of teaching strategies to incorporate GAD concepts in Social Studies areas." Another stated, "It should use a mix of methods and resources and professional development to improve teaching strategies when incorporating GAD concepts." It can be gleaned from these that teachers subject themselves to critiquing and professional development to cater to gender diversity in classes, as teachers can only teach the correct concepts when equipped with the correct tools. The "modification of some of the strategies suggested in the curriculum guide for it to become localized with the gender situation of the school's community" has the lowest rating of 3.42 or "Very Satisfactory."

The respondents rated their practices in integrating Gender and Development into learning delivery as "Very Satisfactory," with an overall mean of 3.58. The highest-rated item, with a score of 3.91, was "giving equal reinforcement to students," while the lowest-rated item, at 3.51, was "designing gender-responsive models of instruction for basic education appropriate for all types of learners." According to Ramdani, Jufri, Gunawan, Fahrurrozi, and Yustiqvar (2021), gender inequality is hindered by a lack of political will, insufficient financing, weak institutional capacity, and limited resources.

As per the qualitative responses, the theme that emerged when asked how they enhance teaching strategies in integrating GAD is "Ensuring the appropriateness of learning materials to integrate GAD in the curriculum better." One respondent mentioned, "I enhance teaching strategies integrating GAD concepts by ensuring educational materials are used to show gender in equal measure." These show the implications of a learner-centered environment on the development of the learners.

Regarding integrating Gender and Development into the learning environment, the Teacher's perspective was rated as "Very Satisfactory," having an overall mean of 3.55. The "strict prohibition of any kind of bullying and discrimination due to individual differences" has the highest rating with



3.67 or "Very Satisfactory" while "undergoing adequate and responsive capacity-building activities in dealing with children in conflict with the law (CICL) and children at risk" has the lowest rating with 3.38 or "Very Satisfactory" which adhere to the respondents' statement that "Integrating GAD in the curriculum of Basic Education is a crucial step toward fostering inclusivity, promoting gender equality, and breaking down traditional stereotypes." The respondent continues, "It can contribute to developing well-rounded individuals who appreciate diversity."

The respondents perceived their integration practices in integrating Gender and Development into learning resources as "Very Satisfactory," having an overall mean of 3.37. The "ensuring to make oneself well-trained in producing gender-responsive instructional materials" has the highest rating with 3.56 or "Very Satisfactory." The "conduct research on integrating Gender and Development concepts with the instructional materials adequately" has the lowest rating, with only 3.15, and the rating is "Satisfactory." Tarrayo (2023) asserts that scholarly investigations in teacher education in the Philippines predominantly center around curriculum and students' academic performance. Similarly, respondents expressed their perceptions regarding the importance of learning materials in pursuing gender equality. According to a respondent, "The challenges encountered in integrating GAD in teaching are resistance to change, lack of teacher training, limited resources, cultural sensitivity, institutional barriers, time constraints, evaluation and assessment challenges, and societal expectations." Without appropriate materials, the essence of the GAD Program will not be adequately cascaded. Also, "Gender equality and inclusive learning settings" encounter several issues/challenges when integrating GAD into the classroom. These difficulties include resistance to change, lack of awareness and understanding, and limited resources."

The respondents perceived their integration practices in terms of integrating Gender and Development as to assessment as "Very Satisfactory," having an overall mean of 3.51. The "Gender-fair language and representation is a criterion for learning evaluation" has the highest rating with 3.59 or "Very Satisfactory" while "undergoing GAD orientation for writing test-items to ensure educational assessments are compliant with Gender-responsive Basic Education Policy (GRBE) in terms of contents and procedures" has the lowest rating with only 3.35 or "Very Satisfactory." An example of this is the practice of one of the respondents. As per his response, "I use problem-based learning. Teachers must delight in gender equality and accept their tendency to please the Teacher while appropriately channeling their desire to please during discussions, lessons, or unis." In contrast, a respondent mentioned, "I conduct boys and girl's competitions in Math. Pupils enjoyed their one, and humility and respect were observed after each game." A respondent also mentioned that "Steer divides sporting activities into boys and girls, sectioning them as well as mixing up the setting arrangements in the classroom." From this, the strategy of teachers in assessment depends on the diversity of learners they have. A subsequent examination revealed that educators must demonstrate discernible partiality in assessing the precision of pupils' resolutions (Canilao, 2020). The teachers' practices regarding integrating Gender and Development in teaching regarding learner development, learning environment, and learning resources, when grouped according to position, vary significantly. The computed F-values of 2.732, 2.500, and 5.466, respectively, are significant at a 5% level. Thus, the null hypothesis was rejected. There were significant variations in teachers' practices for integrating Gender and Development (GAD) into teaching across several areas, including learner development, learning delivery, learning environment, learning resources, and assessment, based on the number of GAD seminars and training sessions they had attended. The computed F-values of 3.511, 4.234, 3.508, 3.038, and 5.311 were all significant at the 5% alpha level, leading to the rejection of the null hypothesis.



Qualitative data revealed critical themes related to teachers' perceptions and practices. The theme of "Promotion of Gender Equality, Equity, and Inclusivity" emerged when discussing their perceptions of integrating GAD into the curriculum. In terms of challenges, respondents highlighted the "Insufficiency of Support" and the need to "Eradicate Fear of Change." Finally, regarding improvements to instructional approaches, the theme of "Ensuring the Appropriateness of Learning Materials to Better Integrate GAD in the Curriculum" was emphasized by teachers as a critical strategy for enhancing GAD integration.

CONCLUSION

The data gathered shows that the typical respondent is a married middle-aged female. She is a teacher without any graduate degree, has been in the Department for six to ten years, and has attended at least three training courses related to GAD. The respondents perceived their GAD integrative teaching practices regarding learners' development, curriculum standards, Learning Delivery, Learning Environment, Learning Resources, and Assessment as "Very Satisfactory. The data gathered shows that the typical respondent is a married middle-aged female. She is a teacher without any graduate degree, has been in the Department for six to ten years, and has attended at least three training courses related to GAD. The respondents perceived their GAD integrative teaching practices regarding learners' development, curriculum standards, Learning Delivery, Learning Environment, Learning Resources, and Assessment as "Very Satisfactory.

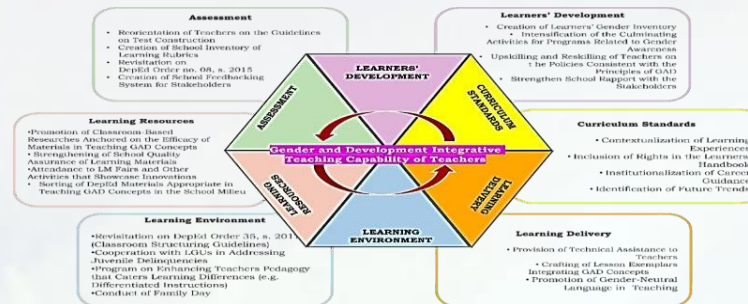
The researcher concluded that there are significant variations in teachers' practices regarding integrating Gender and Development in teaching. These variations were observed regarding learners' development, learning environment, learning resources, and assessment when grouped according to position, number of GAD seminars and training attended, gender, age, civil status, highest educational attainment, and length of service. There is also a noticeable difference in instructors' ability to include Gender and Development in their education when profile features classify the teacher-respondents. The outcomes of this study stress the importance of implementing Gender and Development (GAD) principles into educational frameworks to improve gender equality and build more inclusive learning environments. Teachers have demonstrated noteworthy differences in practices influenced by GAD seminars and trainings, which indicates the important need for localized professional learning measures that address the different levels of awareness and understanding of GAD principles. Schools can support teachers and students when educational policies and practices are customized to suit the demographics and professional differences. The study also highlights the highly significant need for a gender responsive curriculum, various instructional techniques and careful design of learning materials as major strategies to effectively implementing the GAD agenda.

The data further suggests that clarifying and supporting educational policies related to actions using gender principles, equitable resourcing and ongoing review of GAD findings are key in sustaining GAD implementation. Yet there were also barriers detected in the study, such as inadequate institutional support and resistance to change, limiting the thorough implementation of GAD systems into teaching practice. In light of these barriers, the role of professional development and formal institutional support for GAD also is crucial. These challenges will need to be addressed if gender bias is to be diminished, the environment is to be more inclusive, and learning environments are to be more emergent and richer experiences. Overall, this study maintains that when GAD principals are used to integrate learning, the principles result not only to better gender equality and inclusiveness but also

helps construct a more equitable and prosperous educational system that benefits both students and teachers.

TRANSLATIONAL RESEARCH

Gender and Development Institutionalization Framework



From the data collected, the researcher developed a framework that will enhance integrating Gender and Development (GAD) in education. The principal findings of the study indicate that creating a supportive environment that includes both gender and learner development enhances the delivery of gender-responsive training. This framework identifies six primary areas of incorporating GAD into ongoing pedagogy. For example, linking GAD concepts to curriculum objectives and lessons; utilizing gender-neutral terminology and gender-examples in the classroom; invoking and maintaining an environment that is conforming to GAD principles by utilizing gender-equal materials. Also, schools should select reading materials, videos, and case studies that demonstrate a variety of gender, cultural, and social diversity. In addition, schools should critique learning materials for any gender bias when it is evident and a quality assurance to combat this. Engaging students in activities that promote reading is another important area. As part of preparation, teachers need guidance to develop gender-sensitive and reliable forms of assessment. Finally, as a part of community development, teachers need to engage students in activities that promote equal engagement in the classroom - regardless of gender. Activities like Family Day facilitate this type of engagement. The revisions being undertaken to DepEd Order No. 08, s. 2015 should support teachers as they utilize strategies for effective assessment. Teachers should also implement gender sensitive school activities, such as a Gender-Based Violence Awareness and Prevention Program. In the aspect of learning delivery, teachers must receive adequate training to respond to gender issues in the classroom, and ensure that all learners are respected. The framework suggests that teachers receive training to be trained in GAD, supplemented by their active role as stakeholders, and thereby contribute to its presentation. Educators will collaborate with administrators, experienced teachers, and their peers as they work in tandem with practical support and through previous best practices. Curriculum development is also a strong part of the framework as they work to revise existing courses' definitions to represent current advancements and to cultivate a caring and inclusive environment. Overall, the framework provides a comprehensive means of implementing GAD in the Riched related learning, as well as creating an inclusive, supportive learning, gender sensitive learning environment. In this way, the framework emphasizes the work for building teacher capacity and emphasizes new procedures for effectively reframing affords to support gender equity and equality in education. Its implications are valuable for educational attainment toward a more equitable and inclusive education.



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