

Effectiveness of Gender and Development Program

Edgar Allan R. Calora, PhD

Department of Education, Schools Division of City of Meycauayan, Meycauayan City, Bulacan, Philippines
edgarallan.calora@deped.gov.ph

Abstract: *This study aimed to determine the effectiveness of gender and development program be evaluated based on the guidelines as inputs in the promotion of gender equality in schools in Pandayan Elementary School, Pandayan, Meycauayan City, Bulacan. The respondents were twenty six (26) Elementary Grade Teachers of Pandayan Elementary School and ten (10) representatives of different external stakeholders of the school. The Elementary Grade Teachers as well as the representative of different external stakeholders of the school were chosen purposively for the purpose of the study as they are the most relevant stakeholder in the implementation of the program. The findings suggest that there is a GAD awareness among the teaching personnel, pupils and parents wherein the curricula of the school is updated. However, there is a low level of awareness from the non-teaching personnel. In terms of initiatives, the respondents also felt that there is a low level of initiative from both the internal and external stakeholders but they attend GAD related seminars because it is required.*

Keywords—gender, development, program

1. INTRODUCTION

Most of the times, gender-biased in most simple things may not be catchy on the eyes of the policy makers. They will say it is not a priority for the time being. But the framework of United Nations Educational, Scientific and Cultural Organization (UNESCO) on gender equality is based on four dimensions namely: equality of access, equality in the learning process, equality in educational outcomes and equality of external results. A gender responsive education is one that brings gender equality to, within and through education (UNGEI and UNICEF, 2009). Equality to education is measured by access. Oftentimes, indicators include enrolment rates, survival rates, completion rates, absenteeism and the like.

The school is a catalyst for change. As such, making change work should start in our schools. Gender responsive teaching pedagogy is considered to be one which is safe, healthy, inclusive and conducive to learning. The teacher serves as the most important agent to make change happen. Hence, one of the responsibilities of the teachers is to have gender lenses for teaching and learning.

Addressing relevant issues in the imbalances of treatments in the four corners of the classroom is a high stake for any school head. As the saying goes, an ounce of prevention is better than a pound of cure. Before school children start in their days in school, their parents should have already given the right track they need, their rights, their beliefs. Should these needed vital inculcations are not meet early, their sensitiveness towards gender perspectives are at risk, leaving them unaware of the situation. Like no others, teachers themselves use gender-biased terminologies in teaching as well as curriculum guide adaptations on masculinity preferences.

Stereotyping in gender perspectives significantly still clings in majority of the Philippine setting, especially in the rural areas. It is often believed that boys are better at physical

exercise than girls and that these are better at 'home' activities including sewing and cooking. This belief prevails in many cultures around the world and is not bound to one culture only. Addressing the imminent problems when the children begin their schooling years may prove to be high stake given the direct influence at home. If the stigma clings in the innocent ears of the child, particularly among females, it may destroy their confidence and even their entire future.

Gender-bias still proliferates in the country today which starts at home. Females became the highly susceptible towards gender-biased situations. There is no doubt about this situation because parents alone in families with low socioeconomic status have great extent of under developed characteristics on the part of females, especially if the mother is being dominated by the father. Hence, males can always dominate the opposite sex. A growing number of countries continue traditions, policies and practices that favor sons over daughters (Selecting Boys Over Girls Is A Trend In More And More Countries, 2015). This situation can pave the way for inconsistent treatment in any worst case scenarios.

As the school eventually the second home of all children, so with the accountability to build the necessary measures to counter what is not correct they have experienced at home. Teachers serve as “loco parentis” to each learner. So, necessary care and concern even to the deepest part of their lives must be addressed. School heads should become aware to the overall needs of the learners in the school. Providing necessary measures to illicit tangible programs by school heads among gender-biased situations whether it happens in their homes or in school should be addressed to solve the all-around track of their problems. When principals actively lead in the changing of school conditions as they relate to governance structure, school culture, school-wide policies about retention, adherence to the curriculum, and working conditions for teachers, variations in student achievement may occur (Leithwood, Seashore, Anderson, & Wahlstrom, 2004). Principals recognize that economic inequalities pose a threat to the social, political, and economic health and well-being of a diverse nation, and in response, they are compelled

to exercise their authority to act as agents for change to create the conditions required for student success.

Equality within education is measured by how girls and boys get equal treatments and opportunities while in school. Indicators for this may include, teacher gender attitudes, gender awareness in textbooks, curriculum and teacher training, gender discrimination in the schools, gender based school violence among others. Equality through education can be evaluated using girls and boys performances in examinations both in the local and international level, gender differentials in teaching or male and female employment across all levels (Subrahmanian 2005).

In the Department of Education, access has been most achieved and there seemed to be no way of meeting the other 2 equally critical dimensions to achieve gender equality because Gender and Development (GAD) activities do not seem to match the mandate of the Department. The number of gender based school violence continues to grow especially in the Muslim and remote areas. Further, there are textbooks that contain gender stereotypes on women and men adhering to the idealized masculinity.

The Department's mission statement has to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-friendly, gender-sensitive, safe, and motivating environment, teachers facilitate learning and constantly nurture every learner, and administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

A study conducted at Ewha Womans University, Seoul, South Korea entitled "Assessing Gender and Development Practices in the Philippine Basic Education", it was found out that the Department of Education in the Philippines needs to review, reassess, evaluate and redirect its gender mainstreaming efforts because it does not penetrate the school level where it really matters. It was further found out that most efforts are focused on the organizations rather than clients. Thus it suggested that in the absence of a national gender education framework, regions, divisions or schools should have the will to develop programs aimed at addressing the school gender issues and concerns like the increase of teenage pregnancy among high schoolers.

The Department should focus on achieving equality within education or maybe through education by making the DepEd gender and development focal point system (GFPS) in all office levels not only operational and functional but productive as well. This could be done by sheering away with the repetitive training on laws on women and focus on the what's and how's of a gender responsive teaching and learning process. Additionally, a 5% budget allocation on Gender and Development funding from MOOE (Maintenance and Other Operating Expenses) has been provided to all public schools in the country (DepEd Order No. 63, s. 2012).

In this study, the researcher have evaluated the effectiveness of gender and development program in the

promotion of gender equality in Pandayan Elementary in the division of Meycauayan City so that in turn, it can help improve further outcomes for both the eradication of gender inequalities in any facet of the school setting as well as helping administrators to provide more focus in improving the policies and school guidelines towards achieving gender-biased free curriculum.

2. LITERATURE REVIEW

The purpose of this study was to evaluate the practices of principals in the public schools from the elementary to the senior and vocational high schools in the Division of Meycauayan City. The review of literature provides an examination of public schools regarding their implementation of the gender and development program mandated by the education department through the DepEd Order no. 63 series of 2012 which tries to eradicate gender related issues hovering through the educational system. Furthermore, as stipulated in the DepEd Order Number 63, S. 2012, "The GAD Focal Point System members or central and field GAD coordinators shall take the lead in the preparation of the GPB; monitor the implementation and the results of the PPAs and submission of accomplishment reports to schools division/city superintendents (SDSs) or regional directors (RDs), copy furnished the Staff Development Division-Human Resource Development Service (SDD-HRDS) which is the GAD Coordinating Unit of the Central Office (CO)".

Girls' and boys' learning and interaction with each other, and the teacher, are influenced by ways of teaching, the content of the curriculum, and relations within the classroom. The slogan "Education For All (EFA)" means enrolling and retaining all girls and boys in school. It is also about ensuring that girls and women of all ages develop their potential through education and are able to ensure their full and equal participation in building a better world. For many girls, gender inequality is a feature both of their lives and of their experience of education. Gender equality in teaching, is a central component of a good-quality education. To increase equality of access to education, and to sustain progress towards Education For ALL, it is necessary to develop teaching methods, new ways of learning, and curricula that enable girls and boys to participate in learning as equals. The culture of a school and its practices outside of formal lessons, for example, in play grounds or during meal times, also affect how girls and boys learn. So gender equality needs to be a central part of the development of the school curriculum and ways of teaching. Children will want to come to school and will enjoy the experience of learning if schools implement good-quality gender-equality curricula, and ways of teaching. Governments have a responsibility to develop gender-equitable education policies for children's learning, as well as for their long-term well-being.

Philippine Commission on Women defined Gender and Development as the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination and actualization of human potentials (Gender and Development, 2018) Achieving women development

requires the considerations of various aspects. Education is considered to be an important factor of development but it must be tailored to the needs of the target group. In developing countries one of the main barriers to women development is early marriage, which prevents further education, physical growth and power of decision; thus leads to more disparities between men and women. The interpretation of religious beliefs is another factor that legitimates inequalities; organizations have to understand its meaning and find ways to implement development programs in faith-based environments. They also have to advocate change in institutions that sustain disparities for the creation of unbiased policies. Development agencies have been using different theories and methods to eradicate gender disparities, but whatever area of focus organizations have, in order to create good programs and implement them successfully, they must find specific indicators to assess the needs and evaluate programs by involving all the actors; staff members and the community for whom the program will be designed for.

3. RESEARCH QUESTIONS

The general problem of the study was: How may the effectiveness of gender and development program be evaluated based on the guidelines as inputs in the promotion of gender equality in schools in Pandayan Elementary School, Pandayan, Meycauayan City, Bulacan?

Specifically, it sought to answer the following questions:

1. How may the status of the program be described in terms of:
 - 1.1 Focal Point Persons?
 - 1.2 Functionality of Focal Point Persons?
 - 1.3 GAD Related Activities?
 - 1.4 Budgetary Support and Allocation?
 - 1.5 Monitoring and Evaluation?
2. How may the level of effectiveness of the program be measured based on:
 - 2.1 Availability of Resources?
 - 2.2 Internal Stakeholders' Support?
 - 2.3 External Stakeholders' Support?
 - 2.4 Education awareness?
3. What are the initiatives of public/private organizations in support of the implementation of GAD program?
4. What are the challenges encountered by the teachers and administrators in the implementation of the program?
5. What information education campaign may be proposed to increase the awareness of the academic community in gender development?

4. SCOPE AND LIMITATION

The study on the effectiveness of gender and development program in the promotion of gender equality in schools in the division of Meycauayan City, Bulacan was conducted in the school year 2018 – 2019. Research was conducted through survey. The respondents were twenty six (26) Elementary Grade Teachers of Pandayan Elementary School and ten (10) representatives of different external stakeholders of the school. The Elementary Grade Teachers as well as the representative of different external stakeholders of the school were chosen purposively for the purpose of the study as they are the most relevant stakeholder in the implementation of the program. The representatives of different external stakeholders of the school meanwhile were selected as respondents through stratified probability sampling wherein they came from different sectors in the locale of Pandayan, Meycauayan City, Bulacan.

5. RESEARCH METHODOLOGY

Type of Research

The descriptive research method was utilized in this study. This method of research utilized an organized form of scientific investigation to gather information about the current status of the GAD program in schools in terms of: 1.1 Focal Point Persons, 1.2 Functionality of Focal Point Persons, 1.3 GAD Related Activities, 1.4 Budgetary Support and Allocation, and 1.5 Monitoring and Evaluation; 2. level of effectiveness of the program be measured based on: 2.1 Availability of Resources, 2.2 Internal Stakeholders Support, 2.3 External Stakeholders Support, and 2.4 Education awareness; 3. the initiatives of public/private organizations in support on the implementation of GAD program; 4. the challenges encountered by the teachers and administrators in the implementation of the program; and 5. the information education campaign proposed to increase the awareness of the academic community in gender development.

It is useful in obtaining the prevailing status or condition of the problem which were essential in understanding the past and the future. Furthermore, the method was used to evaluate the effectiveness of gender and development program based on the guidelines as inputs in the promotion of gender equality in schools in the division of Meycauayan City, Bulacan.

Respondents

The respondents were twenty six (26) Elementary Grade Teachers of Pandayan Elementary School and four (4) representatives of different external stakeholders of the school. The Elementary Grade Teachers as well as the representative of different external stakeholders of the school were chosen purposively for the purpose of the study as they are the most relevant stakeholder in the implementation of the program. The representatives of different external stakeholders of the school meanwhile were selected as respondents through stratified probability sampling wherein

they came from different sectors in the locale of Pandayan, Meycauayan City, Bulacan.

Sampling Method

The purposive sampling technique was utilized in getting the respondents in the study

Sources of Data

The data came from the answers taken from the respondents through the floated survey questionnaires. It was personally administered and retrieved by the researcher. The researcher also consulted on journals, magazines, books and other forms of publications with due coordination with the experts in the study.

Instrument/s

The researcher used a devised survey questionnaire to gather pertinent data in the study. The questionnaire prepared was specifically for the purpose of the study. It has followed the standard criteria and procedure on constructing a devised questionnaire. To ensure its validity, dry run or testing to non-participants was conducted before using to actual respondents. Survey questionnaires was prepared by the researcher thru reading books, journals and published articles by known researchers who conducted a study related to the program evaluation guidelines of the Gender and Development issued by the education department. It has contained five parts, namely: Part I deals with the status of the program be described in terms of: 1.1 Focal Point Persons, 1.2 Functionality of Focal Point Persons, 1.3 GAD Related Activities, 1.4 Budgetary Support and Allocation, and 1.5 Monitoring and Evaluation; Part II will deal with 2. level of effectiveness of the program be measured based on: 2.1 Availability of Resources, 2.2 Internal Stakeholders Support, 2.3 External Stakeholders Support, and 2.4 Education awareness; Part III deals with the initiatives of public/private organizations in support on the implementation of GAD program; Part IV will deal with the challenges encountered by the teachers and administrators in the implementation of the program; and Part V deals with the information education campaign proposed to increase the awareness of the academic community in gender development. The questionnaires were initially floated to the non-respondent teachers and answered it. After retrieving, the researcher was helped by the peer experts to revise it, ambiguous statements in the questionnaires were be revised. The peer research experts were consulted for further comments and suggestions on the final form of the questionnaire. After approval of the questionnaire, copies were printed for the floating to the respondents.

Data Collection Procedure

The researcher had sought permission from the City Schools Division Office through a letter to the Superintendent that allowed him to conduct the study in Pandayan Elementary School in the Division of Meycauayan City, Bulacan. Upon approval of the Superintendent, the researcher has floated himself the devised questionnaires. Soon after

notifying the concerned teachers, they were given the questionnaires. The researcher retrieved all completed questionnaires.

Data from the questionnaires were tallied, encoded and analysed.

Data Analysis

Statistical tools were used to interpret all the data. These statistical tools include the Frequency and Percentage. Frequency was used in the study to determine the number of responses of respondents on the profile for organizing and classifying the data into a desired form. After the frequency has obtained, percentage was made in order to identify the status or position to further describe the details of the data. Likewise, the standard deviation was used to measure the variability of the given data to measure its spread or dispersion.

To evaluate the effectiveness of gender and development program based on the guidelines as inputs in the promotion of gender equality in Pandayan Elementary School in the division of Meycauayan City, Bulacan, the legend below was used:

Scale	Numeric Value	Descriptive
4	3.41 – 4.00	High (H)
3	2.61 – 3.40	Moderate (M)
2	1.81 – 2.60	Low (L)
1	1.00 – 1.80	Not Effective At All (N)

Table 1.1 Frequency and Percentage Distribution of the Status of the program

be described in terms of **Focal Point Persons**
(N = 30)

Focal Point Persons	Frequency	Percentage
School Head	0	0
GAD Coordinator	30	100
GAD Activities Facilitator	0	0
Total	30	100

The table shows the frequency and percentage distribution of the status of the program be described in terms of Focal Point Persons. Accordingly, Pandayan Elementary School has a designated GAD Coordinator as the focal point person who is greatly aware of by all the respondents in the study.

In this sense, relevant to the DepEd Order Number 63, S. 2012, which presents the GUIDELINES ON THE PREPARATION OF GENDER AND DEVELOPMENT (GAD) PLANS, UTILIZATION OF GAD BUDGETS AND SUBMISSION OF ACCOMPLISHMENT REPORTS, the school is compliant with this said order wherein there is a focal point person that actively handle the GAD Programs and Activities inside and outside the school.

Table 1.2 Frequency and Percentage Distribution of the Status of the program

be described in terms of **Functionality of Focal Point Persons**

(N = 30)

Functionality of Focal Point Persons	Frequency	Percentage
Attend GAD seminars regularly funded by MOOE and canteen	28	93
Facilitates GAD seminars regularly funded by MOOE and canteen in schools	20	67
Helps formulate GAD related policies in school	15	50
Regularly update records in GAD related issues in school	15	50
Reports GAD related activities to the district/division level	15	50

The table shows the frequency and percentage distribution of the status of the program be described in terms of functionality of focal point persons. “Attend GAD seminars regularly funded by MOOE and canteen” got the highest frequency with 28 (93%) while “Helps formulate GAD related policies in school”, “Regularly update records in GAD related issues in school”, and “Reports GAD related activities to the district/division level” got the lowest frequency with 15 (50%) of the respondents.

This implies that the school has attended seminars regularly through the allocated budget from its MOOE (Maintenance and Other Operating Expenses) which is stipulated in the DepEd Order Number 63, S. 2012, otherwise known as the GUIDELINES ON THE PREPARATION OF GENDER AND DEVELOPMENT (GAD) PLANS, UTILIZATION OF GAD BUDGETS AND SUBMISSION OF ACCOMPLISHMENT REPORTS. Due to lack of awareness, the school has a minimal participation in terms of the formulation of policies as well as updates of records of related activities in the school.

Table 1.3 Frequency and Percentage Distribution of the Status of the program

be described in terms of **GAD Related Activities**

(N = 30)

GAD Related Activities	Frequency	Percentage
GAD seminar during vacation funded by MOOE	30	100
GAD seminar for Parents and Pupils/Students	25	83
GAD seminar for teaching and non-teaching personnel	20	67

The table shows the frequency and percentage distribution of the status of the program be described in terms of GAD related activities. “GAD seminar during vacation funded by MOOE” got the highest frequency with 30 (100%) while “GAD seminar for teaching and non-teaching personnel” got the lowest frequency with 20 (67%). The table further shows that only 83% of the respondents were involved in GAD seminar for parents and pupils and 67% of them were involved in GAD seminar for teaching and non-teaching personnel. This might be due to the lack of knowledge and involvement of teachers on the said seminars.

Relative to the GAD Implementation Guidelines and Policies in DepEd Order Number 63, S. 2012, all teachers in the school are constantly attending GAD seminars even during vacation which is funded by the school’s MOOE. Consequently, since 2015, the schools division of Meycauayan City has an annual implementation of GAD related seminars to all teachers in the division.

Table 1.4 Frequency and Percentage Distribution of the Status of the program be described in terms of **Budgetary Support and Allocation**

(N = 30)

Budgetary Support and Allocation	Frequency	Percentage
below 10,000.00	5	17
10,001.00 – 20,000.00	3	10
20,001.00 – 30,000.00	20	67
30,001.00 – 40,000.00	2	6
40,001.00 and above	0	0
Total	30	100

The table shows the frequency and percentage distribution of the status of the program be described in terms of budgetary support and allocation. The “20,001.00 – 30,000.00” allocation got the highest frequency with 20 (67%) while “40,001.00 and above” got the lowest frequency with 0 (0%). The other respondents who answered the other budgetary brackets imply that they have no idea of the amount of the budgetary allocation for the school. Meanwhile, still majority of the respondents know about the budgetary allocation of GAD projects.

Table 1.5

Frequency and Percentage Distribution of the Status of the program be described in terms of **Monitoring and Evaluation**

(N = 30)

Monitoring and Evaluation	Frequency	Percentage
Division Office Focal Point Person/s conduct/s	2	6

seminar regularly.		
Division Office Focal Point Person/s monitor/s implementation of GAD related activities regularly in schools.	2	6
School Head conduct/s GAD seminar regularly in his/her school.	30	100
School Head regularly send report/s about GAD accomplishment activity/ies in his/her school to the immediate district/division level.	30	100

The table shows that “School Head conduct/s GAD seminar regularly in his/her school” and “School Head regularly send report/s about GAD accomplishment activity/ies in his/her school to the immediate district/division level” got the highest frequency with 30 (100%) while both the “Division Office Focal Point Person/s conduct/s seminar regularly” and “Division Office Focal Point Person/s monitor/s implementation of GAD related activities regularly in schools” obtained the lowest frequency of 2 (6%).

This means that the respondents believe that GAD related activities are mainly school-based and monitored by the school head and only 6% feel that the activities are monitored by the division.

Table 2.1 Level of effectiveness of the program be measured based on **Availability of Resources**

Indicators	Mean	SD	Descriptive Interpretation
1. There is always an allocated budget for the GAD program.	3.54	0.85	High
2. The AIP of the school is well directed according to the 5% allocated GAD budget.	3.80	1.07	High
3. Teachers are well informed about any GAD related budgeting and planning.	3.80	0.67	High
4. The school canteen is always allocating budget for additional GAD related activities.	3.50	0.77	High
5. There are no delays in the budget release.	3.20	0.87	Moderate
Overall Weighted Mean	3.57	0.85	High

The table shows that indicators 2 and 3, “The AIP of the school is well directed according to the 5% allocated GAD budget” and “Teachers are well informed about any GAD related budgeting and planning”, got the highest mean with

3.80 a piece with 1.07 and 0.67 SD, respectively, while indicator 5 “There are no delays in the budget release” got the lowest mean at 3.20 with 0.87 SD. Meanwhile, the overall weighted mean is at 3.57 which is still at High.

The table results imply that the respondents believe that there is an effective allocation of GAD funds and that there is a problem in the promptness of release of the budget. All items obtained a verbal interpretation of high except for the last one which obtained a moderate level.

Table 2.2 Level of effectiveness of the program be measured based on **Internal Stakeholders Support**

Indicators	Mean	SD	Descriptive Interpretation
1. The school head has taken advanced priority on GAD programs and activities.	3.74	0.45	High
2. Teachers are facilitating GAD projects.	3.20	1.07	Moderate
3. Parents are helping the implementation of GAD related activities in the school.	2.80	0.37	Moderate
4. Non – teaching personnel are aware of the GAD programs.	1.90	0.57	Low
5. The school has established up to date GAD projects.	2.70	0.77	Moderate
Overall Weighted Mean	2.87	0.65	Moderate

The table shows that indicator 1 “The school head has taken advanced priority on GAD programs and activities” obtained the highest mean at 3.74 with 0.45 SD while indicator 4 “Non – teaching personnel are aware of the GAD programs” got the lowest mean at 1.90 with 0.57 SD. As a whole, it was described as moderately effective based on the overall weighted mean at 2.87 with 0.65 SD.

The results mean that the respondents highly believed that the school head is effective in terms of taking advanced priority on GAD programs and activities. Further, they believed that teachers are moderately effective in facilitating GAD projects and parents are helping the implementation of GAD related activities and that the school has an up to date GAD projects. On the other hand, the respondents believed that non-teaching personnel are not very much aware of GAD programs for it obtained the lowest mean of 1.90 with a verbal interpretation of “Low”.

Table 2.3 Level of effectiveness of the program be measured based on **External Stakeholders Support**

Indicators	Mean	SD	Descriptive Interpretation
1. LGU’s are responsive to the GAD projects of the	1.84	0.35	Low

school.			
2. Private organizations pour supports to the GAD projects in the school.	1.87	0.37	Low
3. Establishments are fully supportive of the GAD projects in school.	1.88	0.47	Low
4. Private and public organizations are giving support to the GAD projects of the school.	2.50	0.77	Low
5. Effective and efficient use of indigenous materials in making GAD responsiveness are given by outside stakeholders.	1.90	0.47	Low
Overall Weighted Mean	2.00	0.49	Low

The table reflects that indicator 4 “Private and public organizations are giving support to the GAD projects of the school” gained the highest mean at 2.50 with 0.77 while indicator 1 “LGU’s are responsive to the GAD projects of the school” got the lowest mean at 1.84 with 0.35 SD. The support of external stakeholders in GAD program shows a low level of effectiveness as shown by the overall weighted mean at 2.00 with 0.49 SD.

It implies that there are still room for improvements in terms of partnerships of the school and its outside stakeholders and that the respondents feel that at present there is lack of support coming from external stakeholders both private and local government units.

Table 2.4 Level of effectiveness of the program be measured based on **Education awareness**

Indicators	Mean	SD	Descriptive Interpretation
1. Teaching and non-teaching personnel are fully aware of GAD programs.	2.74	0.55	Moderate
2. Updated guidelines by the DepEd are fully disseminated to all stakeholders.	2.20	0.67	Low
3. School curricula are updated aligned with GAD programs.	2.80	0.47	Moderate
4. Teaching styles and approaches are relatively jive along with GAD friendly modes.	3.30	0.87	Moderate
5. Community/ies is/are aware of the projects and programs of GAD.	2.20	0.47	Low
Overall Weighted Mean	2.65	0.61	Moderate

The table shows that the highest mean at 3.30 with 0.87 SD is obtained by indicator 4 “Teaching styles and approaches are relatively jive along with GAD friendly modes” while the lowest is at 2.20 with 0.67 and 0.47 SD,

respectively, for the indicators 2 and 5 “Updated guidelines by the DepEd are fully disseminated to all stakeholders” and “Community/ies is/are aware of the projects and programs of GAD”.

This means that the respondents believed that the teaching and non-teaching personnel, together with the school curricula are moderately updated with GAD policies and regulations. Hence, quite contrary to what Sadker (1994) said that boys and girls sit in the same classroom, read the same textbooks, listen to the same teachers, but they receive very different educations wherein the school curricula has improved to address this issue. On the other hand the indicators 2 and 5 obtained a “Low” verbal interpretation which reflects that the respondents feel that the guidelines are not fully disseminated by DepEd to all stakeholders and that the community is not fully aware of GAD projects and programs. However, the overall mean is 2.65 with descriptive interpretation of “Moderate” which means that the teachers feel that there is a moderate education awareness in the school and in the community.

Table 3. The initiatives of public/private organizations in support on the implementation of GAD program

Indicators	Mean	SD	Descriptive Interpretation
1. Attend/Join GAD related seminar/workshop in schools facilitated by DepEd.	3.24	0.35	Moderate
2. Initiate and conduct their own GAD related programs in schools.	1.90	0.27	Low
3. Donate any kind of tools/facility/ies to schools in response to the GAD program.	2.30	0.67	Low
4. Conducts/Facilitates GAD related activities outside the school.	1.90	0.77	Low
5. Promote/s GAD related activities for parents with low socio-economic to transform them in a more self-reliant way/s.	2.40	0.57	Low
Overall Weighted Mean	2.35	0.53	Low

The table shows that indicator 1 “Attend/Join GAD related seminar/workshop in schools facilitated by DepEd” gained the highest mean at 3.24 with 0.35 SD while indicators 2 and 4 “Initiate and conduct their own GAD related programs in schools and Conducts/Facilitates GAD related activities outside the school” got the lowest mean at 1.90 with 0.27 and 0.57 SD, respectively. The overall weighted mean reflects low level of effectiveness at 2.35 mean with 0.53 SD.

The results mean that the respondents think that there is a “Low” level of initiative from public and private organization in supporting the implementation of GAD program in the

school and in the community. This is also proven by the overall weighted mean of 2.35 with 0.53 SD, with descriptive interpretation of “Low”.

Table 4. The challenges encountered by the teachers and administrators in the implementation of the program

Indicators	Mean	SD	Descriptive Interpretation
1. Insufficient funding.	2.74	0.55	Moderate
2. Postponement of GAD related activities.	3.30	0.37	Moderate
3. Inconsistent GAD projects in the school.	1.85	0.37	Low
4. Overlapping of other activities.	3.90	0.27	High
5. Lack or no support from internal and external stakeholders.	3.50	0.57	High
Overall Weighted Mean	3.06	0.43	Moderate

The table clearly shows that the highest mean at 3.90 with 0.27 SD is obtained by indicator 4 “Overlapping of other activities” while the lowest mean at 1.85 with 0.37 SD is obtained by indicator 3 “Inconsistent GAD projects in the school”. Overall weighted mean reflects moderate level of effectiveness based on the 3.06 mean with 0.43 SD.

The results imply that the teachers are highly challenged in terms of overlapping activities and lack or no support from internal and external stakeholders. Moreover, they are moderately challenged by insufficient funding and postponement of GAD related activities. Lastly, they found inconsistent GAD projects in school also challenging in “Low” degree. Overall, the respondents are moderately challenged by the 5 indicators above.

Table 5. The information education campaign may be proposed to increase the awareness of the academic community in gender development

Indicators	Mean	SD	Descriptive Interpretation
1. Include GAD programs in the priority of tackled projects in schools.	3.74	0.45	High
2. Include GAD programs in the priority of tackled projects in LGU’s.	3.90	0.47	High
3. Conduct of sponsored GAD related activities in the school.	3.85	0.27	High
4. Policy making updates on GAD projects be utilized by all stakeholders.	3.90	0.47	High
5. Invitation of well – known speakers to talk about GAD issues in schools and communities.	3.90	0.47	High
Overall Weighted Mean	3.86	0.43	High

The table shows that the highest mean at 3.90 with 0.47 SD include indicators 2, 4, and 5 “Include GAD programs in the priority of tackled projects in LGU’s, Policy making updates on GAD projects be utilized by all stakeholders, and Invitation of well – known speakers to talk about GAD issues in schools and communities” while the lowest mean at 3.74 with 0.45 SD includes indicator 1 “Include GAD programs in the priority of tackled projects in schools”.

The respondents believed that there is really a lack of awareness campaign inside and outside the school relating to GAD programs and activities. The respondents highly believed that GAD programs should be included in the priority of tackled projects in school and in LGUs; that there is a need to conduct sponsored GAD related activities in the school; that Policy on GAD projects should be updated; and that invitation of well – known speakers to talk about GAD issues in schools and communities should be made.

6. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After a careful scrutiny of the findings, the researcher arrived at the following conclusions:

The respondents felt that there is a proper allocation of GAD fund but there is a delay in its release. In terms of support, the respondents believed that there is a high support coming from the school head, moderate support from the teachers and low support from external stakeholders. In terms of monitoring, the respondents believed they are highly monitored by the school head and that they are not monitored by the division.

The findings further lead up to the conclusion that there is a GAD awareness among the teaching personnel, pupils and parents wherein the curricula of the school is updated. However, there is a low level of awareness from the non-teaching personnel. In terms of initiatives, the respondents also felt that there is a low level of initiative from both the internal and external stakeholders but they attend GAD related seminars because it is required.

Lastly, the respondents believed that there should be more education campaign on GAD related programs inside and outside the school.

Recommendations

Based from the given conclusions, the researcher gives the following recommendations.

A more comprehensive and intensive GAD program campaign should be made not only within the school level but also extending to the community as well. The researcher believes that if the external stakeholders which includes the local government units and the private institutions will be fully aware of GAD objectives and rationale, their initiatives and support follow.

The researcher also feels that not all teachers are fully aware of all the projects and activities of GAD despite the fact that they attend seminars. Hence, more workshops should

be given to both teaching and non-teaching personnel, students and parents as well aside from the existing ones.

REFERENCES

- [1] Akpakwu, O.S. (2003). Recruiting and retaining teachers in rural schools in Nigeria: Implications for educational management and policy. *The Nigeria Academic Forum: A Multidisciplinary Journal*, 6 (3), 153 — 156.
- [2] Akpakwu, O.S. (2005). Constraints and challenges of the girl-child education in Nigeria in the 21st century. *Multidisciplinary Journal of Research and Development*, 4 (3) 36—42.
- [3] Akpakwu, O.S. (2009). Gender inequity in schools. *Benue Journal of Gender Studies*, 1, 167-172
- [4] Amott, M. (2004). “Gender equality and opportunities in the classroom: Thinking about citizenship, pedagogy and the rights of children”, Beyond Access Seminar 2.
- [5] Burns, K. (2004). Uganda: Harriet Nambubiru Talks to Kim Burns. In Equals, Issue 6, June 2004.
- [6] Campbell, C., Nair, Y., & Maimane, S. (2006). AIDS Stigma, Sexual Moralities and the Policing of Women and Youth in South Africa. *Feminist Review*, (83), 132–138.
- [7] DepEd Order Number 63, S. 2012 – GUIDELINES ON THE PREPARATION OF GENDER AND DEVELOPMENT (GAD) PLANS, UTILIZATION OF GAD BUDGETS AND SUBMISSION OF ACCOMPLISHMENT REPORTS
- [8] Eyben, R. (2008). Research for Development - Pathways Brief 1. Conceptualising Policy Practices in Researching Pathways of Women’s Empowerment. (Pathways Working Paper 1) (p. 82). Brighton: Institute of Development Studies.
- [9] Gough, B. & Peace, P. (2000) Reconstructing gender in the 1990s: men as victims, *Gender & Education*, 12(3), 385-399.
- [10] Johnson, H. & Aikman, S. (2005). “Discussion paper on Liberia Education Programme. Oxford Ofam GB
- [11] Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender equity training and teaching behaviour. *Journal of Instructional Psychology* 27 (3), 173-178.
- [12] Omvig, C. (2005). Teacher/student classroom interaction in vocational education. Kentucky: University of Kentucky.
- [13] Stanworth, M. (2003). Gender and schooling. London: Hutchinson.
- [14] Weiner, G. (2004). Learning from Feminism: Education, pedagogy and practice”, Beyond Access2.hup.IIKI.Joe.ac.Uk/schools//Gender Educ//Dev//Gaby%20paper.pdf