

Public Elementary School's Compliance to Gender-Responsive Basic Education (Grbe) Policy in Marilao South District

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Abstract: *This research study is focused on assessing the public elementary schools' compliance to Gender-Responsive Basic Education (GRBE) policy in Marilao South District in terms of learner's development, curriculum standards, learning delivery, learning environment, learning resources, and assessment in order to contribute to the literature involving participant reflections. Also, the researcher identified if there is a significant difference between the assessments of the two groups of respondents on the extent of public elementary schools' compliance to Gender-Responsive Basic Education (GRBE) policy. Likewise, the researcher identified the challenges encountered by the participants with regard to the implementation of the policy. Moreover, proposed recommendations were enumerated by the participants. In order to gain an understanding of the study, a quantitative research approach was used in the study. The researcher employed descriptive research design and correlation research design in assessing the public elementary schools' compliance to Gender-Responsive Basic Education (GRBE) policy. To gather the data, the researcher conducted a survey questionnaire among the nine (9) elementary schools in Marilao South District, Schools Division Office - Bulacan. Specifically, there are nine (9) GAD coordinators or school heads, and forty-five (45) teachers who served as respondents for the administration of the survey questionnaire. Using the purposive sampling method, the respondents were selected to answer the distributed survey questionnaires. The findings of the study were presented in several parts, based on the problems stated in the first chapter. The findings of the study showed that the Teachers and GAD coordinators/school heads perceived that their schools meet all the aforementioned variables in compliance with gender responsiveness. Also, the study resulted that there is a significant difference between the two groups in terms of learners' development, curriculum standards, learning delivery, learning environment, learning resources; and assessment. Based on the findings of the study, it is recommended that schools should have seminars, trainings, and workshops to both teachers and administrators toward the good practices and lesson exemplars upon the implementation of Gender-Responsive Basic Education (GRBE) Policy.*

Keywords— gender-responsive basic education, compliance, learners' development, curriculum standards, learning delivery, learning environment, learning Resources, assessment UC

1. INTRODUCTION

Quality education for all is a fundamental human right, a protection mechanism, and a catalyst for personal and social development. Gender education is one of the key factors to identify the success of quality education. It is believed that compliance on this matter will determine if all male and female learners have equal access to quality, relevant, and protective education opportunities. However, a gender-responsive education system is crucial to ensure male and female learners of all ages have access to quality, relevant, and protective educational opportunities. Gender responsiveness means addressing the different needs of the students inside the school. The school may modify its culture, policies, and practices inside the school to meet the standards. Based on the Guidance for Developing Gender-Responsive Education Sector Plans (2017), gender-responsive refers to the school programs or school policy in dealing with the gender norms, roles, and relations and avoiding harmful effects of gender inequality.

The 2000 Education for All (EFA) Framework for Action states that "gender-based discrimination remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, Education for All cannot be achieved" (Dakar, 2000). Fifteen years later, although the context has changed, attention to gender issues remains a key component of the global agenda.

Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles but are empowered equally in and through education. In spite of great progress since 2000, gender-related barriers continue to combine with other socioeconomic barriers to prevent girls and boys (and women and men) from accessing and benefiting from quality education and learning opportunities.

Gender-Responsive Education has been given much attention nowadays due to rapid changes in the education landscape and social norms. There has been a spate of interest in the conduct of study focusing on gender-responsive education due to its inclusion in the educational system in many countries. The majority of these studies focused on all areas in the teaching and learning processes that address the needs of males and females. One of the common findings in

different research emphasized that schools as a second home to students should incorporate gender-responsiveness through their teaching and learning processes, curriculum standards, learning environment, and learning activities.

Hence, these findings provide the basis for the conduct of this study in the light of the foregoing situations confronting the Department of Education officials, school heads, Gender and Development coordinators, teachers, parents, and students. The researcher was prompted to conduct a study that primarily aimed to assess public elementary schools' compliance with Gender-Responsive Basic Education (GRBE) policy in Marilao South District.

This study is anchored on the DepEd Order No. 32, s. 2017 entitled Gender-Responsive Basic Education (GRBE) Policy in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others.

This policy seeks to enable the DepEd to undertake gender-mainstreaming in education to address both enduring and emerging gender and sexuality-related issues in basic education, to promote the protection of children from all forms of gender-related violence, abuse, exploitation, discrimination, and bullying, and to promote gender equality and non-discrimination in the workplace and within the DepEd. This policy shall be applied to all officials and employees of the DepEd, officials, and employees of private elementary, junior, and senior high schools, and learners of public and private elementary, junior, and senior high schools, and of learning centers for Special Education and Alternative Learning System (ALS) and laboratory schools of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs).

2. RELATED WORKS

In a crisis, girls are disproportionately excluded and disadvantaged in education in many countries. While in some, boys underperform and drop out at higher rates than girls. Kahamba, et.al (2017) study about the awareness and practice of gender-responsive pedagogy in the higher learning institutions in Tanzania. According to them, it is one of the existing problems of the schools in the country because teachers are conditioned by male-dominating values in their communities. The result shows that teachers have partial awareness of gender-sensitive teaching practices. Unfortunately, the findings reveal that teachers have low gender-sensitive teaching practices. Based on the study written by Uworwabayeho, et al. (2017), there are gender-related barriers that may lead to gender discrimination. They enumerated five and these are social norms of the students, where traditional power structures dictate that girls and

women have less power than boys and men, and children have less power than parents; Low capacity of schools to provide learning support services for girls and boys falling behind academically; Teachers who are not equipped with the awareness, knowledge, and skills required to teach in a gender-responsive manner, and who may not even be aware of their own gender bias. Also, lack of understanding of the gender barriers facing boys' retention in school, since most of the work on gender and education focuses on girls; Lastly, inadequate engagement with boys and men to promote positive masculinities in and out of school. A gender-responsive environment establishes room for an individual, teachers may think of effective teaching strategies to inculcate gender responsiveness to students. They must be sensitive in giving examples of situations in life that would make the students feel that they are discriminated.

For more than 15 years, international agreements have emphasized the importance of gender equality in education. Much of the focus has been on gender parity – an equal proportion of girls and boys accessing education – and many countries have made impressive progress in meeting these goals (WorldBank, 2012).

In Thailand, girls' enrollment now exceeds boys' enrollment at the secondary and tertiary levels. However, gender equality in education encompasses more than access. Levtoy's (2014) studies about the overview of important steps for assessing gender issues in the educational system, emphasizes the need for rigorous interventions that measure a broad range of outcomes, provides recommendations for policy and programming, and highlights tools and resources. This is the result of many cases experienced by the students; the structure and content of schooling- textbooks, curricular choices, sex distribution of teachers and administrators, teacher attitudes and behaviors reflect discriminatory and harmful social norms about the appropriate roles and opportunities for boys and girls.

There were issues and concerns regarding the compliance of schools in the gender-based curriculum. Gender inequality in curricula exposes indications that learners are not given equal treatment in the standards of curricula. There are two types of curricula: formal and informal. Formal curricula are introduced by a government or an educational institution. Moreover, they are defined as sets of objectives, content, resources, and assessment. Informal curricula, also defined as hidden or unofficial, refer to attitudes, values, beliefs, assumptions, behaviors, and undeclared agendas underlying the learning process. These are formulated by individuals, families, societies, religions, cultures, and traditions. One concern raised is in the study of Santos (2016), gender equality issues came from stereotyping of boys and girls. One common issue is when both genders are compared into their physical exercises, boys are better than physical practices, and girls are enough to stay at home.

Lewis (2014) said that curriculum language and objectives should be gender-biased. The power of words can also promote gender equality to learners. The language can

communicate the status of being a male and female, likewise the characteristics such as superior and inferior.

Noorton and Tookey (2004) raised another factor in promoting gender equality in school; instructional materials should be checked also. Textbooks before traditionally show masculinity and femininity which inculcate to the mind of the learners the gender order. Kostas (2019) studies that female characters in textbooks of primary education portrayed mainly as mothers and housewives whilst male characters were identified as breadwinners. Additionally, teachers often use materials, including texts, images, or examples that reinforce stereotyped roles. Typical examples given include roles of the father (reading the newspaper) and the mother (serving dinner); the doctor (male) and the nurse (female); playing ball (boy) and combing doll's hair (girl). By doing this, teachers are also promoting gender bias which favors girls as well. Likewise, bullying and noise-making for boys and politeness and gentleness for girls. Gender bias does not only favor males over females; it can also go the other way around. They are both negative when considering a healthy relationship between the teacher and the learner.

Mlama, Dioum, et al. (n.d) said that gender-responsive pedagogy calls all teachers to keep all fair approaches on gender in lesson planning, teaching, classroom management, and performance evaluation. They mentioned that activities such as role plays, group discussions, case studies, skits, demonstrations, and study tours should inherit gender-responsive compliance. The researchers also remind the arrangement of the classroom, specifically the desks facing the teacher. They suggest that teachers should make a different arrangement like breaking the class into a smaller group so everyone could participate.

In the Philippines, many schools both public and private are implementing the Gender and Development (GAD) policy, this is evident in their school attributes such as curriculum, school policies, lesson planning, and teaching strategies. In the study entitled, "Gender Socialization in Philippine Child-Friendly Schools", cases regarding the gender inequality in the different local schools were raised. One is at Bulhao Elementary School, in Labo, Camarines Norte where only girls have chairs inside the classroom. According to the principal, it is the main problem of the school because the facilities are not enough to implement the policy. They have an overpopulated number of students. Three teachers from Merriam College did a field study on their vicinity, the findings result in the understanding of gender equality was inadequate for both administrators and teachers. They mentioned that before the Gender and Development policy was implemented there were tasks given separately to boys and girls. For example, the girls are tasked to sweep the floor.

Moreover, the study of Hernandez and Cudiamat (2018) stated that school is the main source of gender issues. Based on the result of their study, it is recommended that gender-based instruction should be used in all subject areas. It greatly affects the academic performance of the students. According to Lualhati (2019), the learning environment of the students

could be considered as a gender-responsive classroom if there's a gender-sensitive teacher. The result of the study shows that the teachers are able to promote gender equality by integrating the issues through the delivery of their subject matter, organization of the learning experience, teaching approaches, and selection of learning evaluation. The schools need to address the issues regarding gender because there's a large amount of emergence of marginalization, subordination, stereotyping of roles, personal and structural violence that may have a continuous profound impact on our daily lives.

It can be gleaned from the different findings of both local and international studies that teachers should consider responding to gender equality in terms of pedagogy, lesson planning, teaching, and learning materials, language used, classroom set-ups and interaction, and assessment. Teachers must also be engaged in trainings and seminars in honing their skills on how to incorporate gender-related issues into their lessons. The studies suggest that they must involve in participating in seminars and trainings regarding the issues. These matter because the education system should initiate promoting gender equity, equality, and eliminate gender biases and discrimination. In fact, learners should feel that governments and schools are their partners in keeping a safe place to learn despite gender-sensitive issues. Learning institutions should promote gender equity and equality in all components such as enrolment and attendance processes, completion, learning outcomes, learning environment and culture, learning and instructional materials. Likewise, teachers should be aware of teaching methods, facilitation, and classroom management that are gender-responsive.

Statement of the Problem

In this study, the guidelines stipulated in DepED Order No. 32, s. 2017 is used as a basis to assess the extent of public elementary schools' compliance with Gender-Responsive Basic Education (GRBE) policy in Marilao South District. This research purports to answer the following research questions:

1. What is the assessment of teachers and GAD coordinators/school heads on the extent of compliance of their schools with the DepEd GRBE policy in terms of Learners' Development; Curriculum Standards; Learning Delivery; Learning Environment; Learning Resources; and Assessment?
2. Is there a significant difference between the assessments of the two groups of respondents on the extent of compliance of their schools with the GRBE policy in terms of the aforementioned variables?
3. What challenges are encountered by the two groups of respondents with regard to compliance with the aforementioned policy?

The researcher determined the extent of public elementary schools' compliance to Gender-Responsive Basic Education (GRBE) policy in Marilao South District., Schools Division of Bulacan with the DepEd Gender-Responsive Basic Education (GRBE) policy. Specifically, the study

underscored the assessment of teachers and GAD coordinators/school heads on the gender-responsive compliance of their schools in terms of learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

The researcher also tested the significant difference between the assessments of teachers and GAD coordinators/school heads on the extent of gender-responsive compliance of their schools in terms of the aforementioned variables.

3. METHODOLOGY

The researcher utilized quantitative research employing the descriptive research design. Quantitative research is an approach "used to explain a phenomenon and quantify the extent of an issue, situation, or reality" (Trinidad, 2018, p.123). This type of research uses statistics to generalize a finding, describe the extent of something, and test the relationship between and among variables. This quantitative research approach was used since the main objective of the study is to assess public elementary schools' compliance with Gender-Responsive Basic Education (GRBE) Policy in Marilao South District based on the assessment of teachers and GAD coordinators/school heads. On the other hand, descriptive research targets to accurately and systematically describe a population, situation, or phenomenon (McCombes, 2019). This research design is a suitable option when the research aimed to identify characteristics, frequencies, trends, and categories. It was utilized because it attempted to assess the public elementary schools' compliance to Gender-Responsive Basic Education (GRBE) Policy in Marilao South District in terms of learners' development; curriculum standards; learning delivery, learning environment; learning resources; and assessment.

The correlation research design was also used in the study. Taiwo and Faw (2012) explained that correlation is used when you attempt to see the link, degree of association, or relationship. This research design was used since the researcher also sought to test whether there is a statistically significant difference between the assessments of teachers and GAD coordinators/school heads on the extent of compliance of public elementary schools in Marilao South District with the GRBE Policy in terms of learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment.

The researcher concentrated among nine (9) GAD coordinators or school heads and forty-five (45) teachers who served as respondents for the administration of the survey questionnaire. These respondents were purposively selected by the researcher. In doing so, a purposive sampling technique was used. According to Trinidad (2018), purposive sampling is choosing the subset from a larger population. This sampling technique was used since the researcher looked for respondents who qualified based on the criteria set such as school assignment, position, experience, and training in gender and development.

The researcher constructed a survey questionnaire for gathering the necessary data for the study. The survey questionnaire was made since the researcher aimed to assess the public elementary schools' compliance with Gender-Responsive Basic Education (GRBE) Policy in Marilao South District with the DepEd Gender-Responsive Basic Education (GRBE) Policy. This survey questionnaire consists of three (3) parts namely respondent's personal information, respondent's assessment, and checklist questions section. As a research instrument to be used for the quantitative part of this study, this survey questionnaire was made using the four-point Likert scale. Hence, all the parts of the mentioned research instruments were highly scrutinized and checked by the adviser of the researcher. Their comments and recommendations were taken into consideration for the improvement of these data-gathering tools. Aside from the adviser, the researcher also sought the help of three (3) experts, one (1) gender and development focal person, one (1) English teacher, and one (1) research teacher. These experts validated or checked the constructed survey questionnaire as to content, language, and format to establish the characteristic of an effective research instrument which is validity. Certifications on validation were given to the researcher as proof that the research instruments underwent validation of these experts. Their comments and suggestions were incorporated in the finalization of the instruments.

To answer the problems identified in the study, the data were presented on tables and were quantitatively treated. Hence, to provide accurate analysis and interpretation of quantitative data gathered, the researcher utilized different statistics such as frequency count, weighted mean, and independent samples t-test.

The research ensures conformity with research ethics. There was no harm or benefit that the respondents will get upon participation in the survey. The researchers declared potential benefits including but not limited to compliance to requirements of the course and potential publication of the research findings. The respondents were assured of anonymity since the names and other personal details were not asked in the survey. The profile sought from the respondents shall only be used for the analysis and interpretation of the study. Moreover, the respondents were informed that the survey is not obligatory and they can withdraw at any time if they feel they do not want to continue answering the online survey.

4. RESULTS AND DISCUSSION

Assessment of teachers and GAD coordinators/school heads on the extent of compliance of their schools with the DepEd GRBE policy in terms of Learners' Development; Curriculum Standards; Learning Delivery; Learning Environment; Learning Resources; and Assessment

The teachers and GAD coordinators/school heads both perceived that their school complies with all the items in the identified factors of the GRBE policy, but it is noticeable that

the respondents from GAD coordinators/school heads have the highest level of agreement in all factors.

The teachers and GAD coordinators/school heads perceive that their school meets the mentioned factors in terms of learners' development in compliance to gender responsiveness. But it is significant to note that the highest level of agreement of both the teachers and GAD coordinators/school heads is on the item of providing equal opportunities for both males and females in curricular, co-curricular, and extra-curricular activities. (i.e. academic honors, leadership in school or class organizations and journalistic endeavors, sports program etc.). Learners' Development refers to how the teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, physical areas and designs, and implements developmentally appropriate and challenging learning experiences.

Although both the teachers and GAD coordinators/school heads highly perceived that their schools implement career guidance and counseling programs and activities to look after the learners' physical and mental well-being in a balanced way (i.e. symposium, retreat/recollection), the level of the agreement provides the lowest mean. According to Mananzan (2015), the implementation of gender-responsive curricular programs could help prevent all forms of gender-based discrimination to learners' development. Ayo (2013) suggested that gender-fair practices suggest the need for a structured integration of gender practices not only as the situation favors based on the reactions of the learners during discussion and/or class interactions, but as long as the subject matter deems it appropriate. Furthermore, school heads should monitor the implementation of a learner-centered gender-based program. All throughout its implementation, the employees of schools shall be guided with continuous trainings and seminars on how to integrate gender responsiveness to students.

The highest level of agreement of the teachers and GAD coordinators/school heads pertains to adhering to the contextualization of gender awareness in the curriculum. (i.e. discussion of gender equality, human rights, sexuality, reproductive health education, peace education, environmental studies, and child protection.). The lowest rating of the respondents is on the item developing and managing the training and development program such as seminars and workshops in the institutionalization of gender-responsive teaching, learning plans, guides, processes, activities, mechanisms, and measures.

The results echo how the public elementary schools in Marilao South District comply with the GRBE policy in terms of curriculum standards. Curriculum standards refer to a body of knowledge and set of competencies that form the basis for quality education. According to Tantengco and Maramag (2016), the K-12 Basic Education Reform tries to respond in integrating gender principles and concepts in the teaching-learning process by providing curriculum content that recognizes women's significance in the society as the product

of historical and cultural processes. Tantengco and Maramag (2016) added that the principals should maintain the school as an agent of social transformation by creating curricula that provide learning experiences that will harness social criticism and action towards contemporary issues in the country.

Both the teachers and GAD coordinators/school heads consider the highest rating on incorporating gender responsiveness and sensitivity in class routines (i.e. seat plan, groupings, greetings, prayer). However, it is noticeable that the GAD coordinators/school head also gave a high level of agreement on the item that refers to helping promote gender equality and sensitivity through giving equally intensive and constructive feedback to male and female learners in the lesson delivery. Learning delivery refers to the effective conveyance of concepts learned in a class. The lowest level of agreement of the respondents pertains to the item of implementing innovative teaching and learning approaches by utilizing gender-responsive techniques in evaluating the lessons (i.e. think-pair-share, jigsaw, etc.).

It is worthy to note the study of Reyes (2012) mentioned that the concept and principles of teaching strategies are useful in developing a gender-fair education curriculum. Also, Tantengco (2016) gauged that a gender-fair curriculum in Social Studies is a vital instrument in achieving equality, development, and peace.

Learning resources are the needed equipment and physical plant for the schools to be conducive for teaching and learning. It can be seen that both the teachers and GAD coordinators/school heads strongly agree that their school monitors the visual aids, powerpoints, and other classroom-based learning materials to promote gender concepts, values, and gender-fair language in compliance with GRBE policy. The lowest rating of the respondents pertains to developing modules and other teacher-made learning materials to have an inclusion of gender and development key concepts and core messages in the utilization or enhancement of learning resources.

As recommended by Nyevero and Memory (2014), all textbooks and educational materials must be exposed to the rigor of gender analysis before teachers are recommended for use in any educational activity. They recommend the need for continual discussion between the school heads and teachers on how gender stereotypes and biases can be removed totally from all teaching and learning materials.

The highest rating of both the teachers and GAD coordinators/school heads in the Learning Environment pertains to ensuring that school personnel are properly oriented and trained on gender equality, sexuality, reproductive health education, human rights, peace education, and child protection. The item on strengthening and sustaining the capacity of teachers by equipping them with technical competence in providing appropriate interventions and immediate referral in handling cases of violence, abuse, discrimination, exploitation, and bullying also got the same highest rating of agreement. On the other hand, the lowest rating of the respondents refers to promoting the institutionalization of a gender-responsive learning

environment through learning plans, guides, processes, activities, and mechanisms and measures.

The learning environment refers to the atmosphere of the school for conducive teaching and learning. Reyes (2012) added that the school as the second agent of socialization is equally important in shaping the minds of individuals. The teacher must take note of the gendered construction of reality in teaching and the learning environment. Tantengco (2016) assessed that gender biases in the learning environment were manifested in the learning environment, curriculum, and instructional processes.

Significant Difference on the Assessments of the Teachers and GAD Coordinators/School Heads on the Compliance of Their Schools with the DepEd GRBE policy

	Respondents	N	Mean	SD	Computed Value	Critical T-Value	Decision	Interpretation
Assessment	Teachers	45	3.49	0.08	-4.412	0.002	Reject H0	Significant
	GAD Coordinators or School Heads	9	3.86	0.24				
	Level of significance= 0.05							

The table shows the significant difference between the Teachers and GAD Coordinators/School Heads on the extent of compliance of their Schools with the DepEd GRBE Policy. Moreover, the assessment between teachers and GAD Coordinators got a Mean of 3.49 and 3.86; and a standard deviation of 0.08 and 0.24, respectively. This infers that the two groups differ in their perceptions since the computed value of -4.412 and critical t-value is 0.002 at 0.05 level of significance and with the degree of freedom of 8.400. Thus, the null hypothesis (H0) is rejected.

These data manifest that there is a significant difference between the perceptions of the two groups of respondents, the teachers and the GAD coordinators/school heads on the compliance of their school with regard to GRBE Policy. This finding is supported by Barcebal's study (2018) which found out that the schools in Norala Districts have a high integration of Gender-Responsive Basic Education (GRBE) Policy in terms of curriculum standards, learning delivery, and learning resources.

Teachers' and GAD Coordinators/School Heads Assessment Towards Challenges Encountered in the Compliance of their Schools with the DepEd GRBE policy

Indicator	Heads			
	F	Rank	F	Rank
1. Lack of school support toward achieving gender-responsive inclusive education	7	8	0	10
2. Lack of student participation in the gender-responsive activities that affect equitable outcomes in the learning process	11	6.5	2	7.5
3. Deficiency in monitoring teaching methodologies and assessments to maintain gender-responsive instructional delivery and services	15	3	2	7.5
4. Non-existence of gender-responsive learning resources that include GAD key concepts and core messages	4	8	4	3.5
5. Inadequate seminars, trainings, and workshops to capacitate teachers on gender-responsiveness	22	1	4	3.5
6. Absence of stakeholders' support and involvement in the promotion and process of gender-responsive school activities	16	3.5	3	8.5
7. Incompliance of teaching and non-teaching personnel to the gender-responsive protocols in school	3	10	1	9
8. Lack of technical assistance to fully implement gender responsiveness in school	16	3.5	3	8.5
9. Poor coordination of school programs, projects, and activities to advocate gender-responsiveness	11	6.5	3	8.5
10. Lack of school periodic review, consultations with stakeholders, documentation, and promotion of good practices to continuously enhance GRBE policy implementation	18	2	3	8.5

It can be seen in the table that the top indicator among teachers pertains to inadequate seminars, trainings, and workshops to capacitate teachers on gender-responsiveness, got the highest which infers that teachers believe that they should be given more training when it comes to gender-responsiveness. While the high response of GAD coordinators/school heads to various indicators pertains to the indicators (1) lack of technical assistance to fully implement gender responsiveness in school; and (2) lack of school periodic reviews, consultations with stakeholders, documentation, and promotion of good practices to continuously enhance GRBE policy implementation.

Tangtenco and Maramag (2016) inferred that teachers serve as an agent of social transformation and should be given seminars, workshops, and trainings to provide gender-responsive learning experiences that will harness social criticism and action towards contemporary issues in the country. According to Kahamba, Massawe, and Kira (2017), there are three indicators that principals should monitor among their schools: (1) Leadership skills and tasks formerly given to male students were checked at present by female assertiveness; (2) Private and public school teachers and students differed in their perceptions on the learning environment; and (3) Gender-fair curriculum in all subjects is a vital instrument in achieving equality, development, and peace.

5. CONCLUSIONS AND RECOMMENDATIONS

The findings of the study show that the two groups of respondents assessed their school as High compliant in all six domains as evidenced by the teacher-respondents' overall weighted mean which is 3.49 described as High while GAD Coordinators/School Heads got an overall weighted mean of 3.86 with the descriptive value of High. But it is significant to note that the factor Learning Environment provides the lowest mean. This infers that the two groups differ in their perceptions since the computed value of -4.412 and critical t-value is 0.002 with a decision of Reject null hypothesis (H0) interpreted as "Significant". This finding is supported by Barcebal's study (2018) which found out that the schools in Norala Districts have a high integration of Gender-

Responsive Basic Education (GRBE) Policy in terms of curriculum standards, learning delivery, and learning resources. Moreover, the findings of the study revealed that the top indicator in the challenges encountered in compliance with the GRBE policy among teachers are inadequate seminars, trainings, and workshops to capacitate teachers on gender-responsiveness got the highest which infers that teachers believe that they should be given more training when it comes to gender-responsiveness, while the high response of GAD coordinators/school heads to various indicators suggests that to them, there should be ongoing efforts to implement a gender-responsive learning environment.

Based on the findings of the study, the researcher concludes that the teachers and GAD coordinators/school heads perceived that their schools meet the mentioned factors in terms of Learners' Development; Curriculum Standards; Learning Delivery; Learning Environment; Learning Resources; and Assessment. The top indicator, inadequate seminars, trainings, and workshops to capacitate teachers on gender responsiveness got the highest, which infers that teachers and GAD coordinators/school heads believe that they should be given more training when it comes to gender-responsiveness despite the current efforts of Gender-Responsive Basic Education (GRBE) Policy implementation in their schools. As this is the recurring problem upon the implementation of Gender-Responsive Basic Education (GRBE) Policy in schools in Marilao, Bulacan; this study recommends that schools should have seminars, trainings, and workshops to both teachers and administrators toward the good practices and lesson exemplars upon the implementation of Gender-Responsive Basic Education (GRBE) Policy.

In the light of the findings and conclusions from this research, this study presents an outline in which the curriculum can mainstream gender into all aspects of its work and improve its capacity to assist the school's stakeholders. These are the strategies for the curriculum implementers: (1) establish measurable and realistic medium-term goals for gender mainstreaming in the curriculum; (2) achieve institution-wide commitment and support for implementation for GRBE; and (3) create a framework that enables faculty and staff to mainstream gender into their work.

For future researchers, this study recommends testing the significant relationship or difference between the efficiency and the implementation of the Gender-Responsive Basic Education (GRBE) Policy to student performance; Investigate the efficacy of the teacher's lesson to gender responsiveness through triangulation; and Correlate the relationship between teacher competency and implementation of the Gender-Responsive Basic Education (GRBE) Policy.

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