



PERCEIVED EFFECTIVENESS OF GENDER AND DEVELOPMENT (GAD) PROGRAM OF SCHOOLS IN THE DIVISION OF CAGAYAN DE ORO CITY

Lumban, Roy H.
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DEPARTMENT OF EDUCATION CAGAYAN DE ORO CITY

i

**PERCEIVED EFFECTIVENESS OF GENDER AND DEVELOPMENT (GAD)
PROGRAM OF SCHOOLS IN THE DIVISION OF
CAGAYAN DE ORO CITY**

A Basic Education Research Fund Study

Presented to the Regional Research Committee (RRC) of the
Department of Education 10



By

Roy H. Lumban
Division GAD Coordinator

October 2023



DEPARTMENT OF EDUCATION CAGAYAN DE ORO CITY

ii

BASIC EDUCATION RESEARCH PROPOSAL APPROVAL SHEET

This is to certify that the research proposal entitled "*Percieved Effectiveness of Gender and Development (GAD) Program of Schools in the Division of Cagayan de Oro City*" submitted by Roy H. Lumban, EPS-II/ Division GAD Coordinator, has been reviewed and approved by the Schools Division Research Committee.

The proposal was evaluated based on its significance, research design, methodology, and ethical considerations. The committee members found the proposal to be well-structured, feasible, and ethically sound.

****Approval Decision****

- ☒ The research proposal is approved.
☐ The research proposal is approved with minor revisions
☐ The research proposal is not approved. Reasons for non-approval are enclosed.

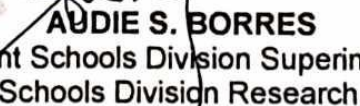
If approved, the research proposal is now authorized to proceed to the next stage of the research process, which may include data collection, analysis, and reporting. The principal investigator is expected to adhere to all ethical guidelines, legal requirements, and any additional recommendations provided by the committee.

Approved in fulfillment of the requirements for the Basic Education Research by the following Schools Division Research Committee (SDRC):


JOEL D. POTANE
Division Research Coordinator


DERROLD MARL S. AVES
Senior Education Program Specialist


ROSALIO R. VITORILLO
Chief, SGOD


AUDIE S. BORRES
Assistant Schools Division Superintendent
Chairman, Schools Division Research Committee


ROY ANGELO E. GAZO
Schools Division Superintendent/
Consultant

**BASIC EDUCATION COMPLETED RESEARCH APPROVAL SHEET**

This is to certify that the final research report entitled "*Perceived Effectiveness of Gender and Development (GAD) Program of Schools in the Division of Cagayan de Oro City*" submitted by Roy H. Lumban, EPS-III/ Division GAD Coordinator, has been reviewed and approved by the Schools Division Research Committee.

The final research report was evaluated based on its quality, contribution to the field, presentation, and adherence to the prescribed format and guidelines. The committee members found the report to be of high quality, substantial in its contribution, and in compliance with the prescribed standards.

****Approval Decision****

- ☒ The final research report is approved.
☐ The final research report is approved with minor revisions.
☐ The final research report is not approved. Reasons for non-approval are enclosed

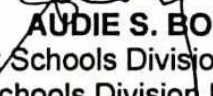
If approved, the final research report is now officially accepted and considered a valuable contribution to the Department of Education. The principal investigator is commended for their dedication and commitment to the research process.

Approved in fulfillment of the requirements for the Basic Education Research by the following Schools Division Research Committee (SDRC):


JOEL B. POTANE
Division Research Coordinator


DERROL D MARL S. AVES
Senior Education Program Specialist


ROSALIO R. VITORILLO
Chief, SGOD


AUDIE S. BORRES
Assistant Schools Division Superintendent
Chairman, Schools Division Research Committee


ROY ANGELO E. GAZO
Schools Division Superintendent/
Consultant



CERTIFICATE OF ORIGINALITY

I hereby declare that this BERF study is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another author nor material to which a substantial extent has been accepted for award of any other degree/diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text. I also declare that the intellectual content of this BERF study is the product of my work.

ROY H. LUMBAN
EPS-II/Division GAD Coordinator



DEPARTMENT OF EDUCATION CAGAYAN DE ORO CITY

v

**Perceived level of effectiveness of Gender and Development (GAD)
program of schools in the Division of
Cagayan de Oro City**

Roy H. Lumban
Education Program Specialist/Division GAD Coordinator
roy.lumban@deped.gov.ph

Abstract

This paper investigated the perceived level of effectiveness of Gender and Development (GAD) program of schools in the Division of Cagayan de Oro City. This study was conducted among three hundred fifty-six (356) teacher participants in the Division of Cagayan de Oro City for the school year 2022-2023. To gather relevant data, the researcher made use of survey questionnaire, face to face interview, focus group discussion (FGD), and participatory assessment tools. As revealed, the results showed that the level of effectiveness of Gender and Development (GAD) program based on availability of resources, internal stakeholders' support, external stakeholders' support; and education awareness were all interpreted as moderate. This implies that the level of implementation in these areas are moderately implemented in school settings. The utilization of the mandated 5% budget for the GAD program in addressing the gender through projects and activities were moderately implemented. The challenges being faced in the implementation of the program is the lack of funding and lack of support by the internal and external stakeholders. The data also revealed that the respondent's demographic profile on age, sex and length of service is not statistically significant towards the level of implementation on effectiveness of GAD Program in terms of available resources, internal stakeholders, external stakeholders and education awareness.

Keywords: gender equality, gender and development



TABLE OF CONTENTS

	Page
Title Page	i
Proposal Approval Sheet	ii
Research Approval Sheet	iii
Certificate of Originality	iv
Abstract	v
Contents	vi
Acknowledgment	vii
List of Tables	viii
I. Context and Rationale	1
II. Review of Literature	4
III. Research Questions	11
IV. Scope and Limitation	12
V. Research Methods	13
VIa. Sampling	13
VIb. Data Collection	13
VIc. Ethical Issues	14
VId. Data Analysis	15
VI. Results and Discussion	16
VII. Summary of Findings	42
VIII. Conclusion	44
IX. Recommendations	45
X. Reflection	47
XI. Action Plan	48
XII. References	50
XIII. Financial Report	32
Annexes	
I. Research Instruments Used in the Study	
II. Sample of Consent Form Used in the Study	
III. Cost Estimates	
IV. Timetable/Gantt Chart	
V. Plans for Dissemination/Advocacy	
VI. Reliability of test Results	
VII. Correlation Test Result	
VIII. Permission to use the survey questionnaire	



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Most of all, the researcher is greatly indebted to all the respondents who participated and give their valuable time that lead towards the completion of this study.

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LIST OF TABLES

	Page
Table 1. Distribution of Respondents	13
Table 2. Demographic profile variables of the respondents under study	16
Table 3. Status of Gender and Development (GAD) Program.	17
Table 4. Level of Effectiveness of GAD Program Based on Availability of Resources	20
Table 5. Level of Effectiveness of GAD Program Based on. Internal Stakeholders support	23
Table 6. Level of Effectiveness of GAD Program Based on External Stakeholders support	26
Table 7. Level of Effectiveness of GAD Program Based on. Education Awareness	29
Table 8. Initiatives of public/private organizations in support on the implementation of GAD program	32
Table 9. The challenges encountered by the teachers and administrators in the implementation of the program	34
Table 10. The information education campaign may be proposed to increase the awareness of the academic community in gender development	37
Table 11. Difference on the level of effectiveness of GAD program when grouped according to age	39
Table 12. Difference on the level of effectiveness of GAD program. when grouped according to sex	40
Table 13. Difference on the level of effectiveness of GAD program. when grouped according to length of service	41

**I. INTRODUCTION AND RATIONALE**

In accordance with its Gender and Development (GAD) mandate as outlined in the 1987 Philippine Constitution Republic Act (RA) No. 9710 or the Magna Carta for Women (MCW), RA 10533 or the Enhance Basic Education Act of 2013, and the Universal Declaration of Human Rights (UDHR), the Department of Education (DepEd) released the Gender-Responsive Basic Education Policy. In order to provide for the governance of basic education, DepEd has committed through this policy to include the concepts of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights.

Commission on Human Rights (2022) give emphasis The Department of Education (DepEd) emphasizes in a number of policy issuances that the learner, particularly the child, is at the center of Filipino basic education. The Rights-Based Education (RBE) Framework for Philippine Basic Education was recently implemented, and this has brought to light the obligation of schools, learning centers, and offices to uphold and actively promote the full range of children's rights. The framework makes it apparent that a child's right to an education includes more than simply access; it also includes the caliber of instruction they get and their welfare in their learning environments. The objective of the gender-responsive policy on basic education is to "enable DepEd to discourse the emerging sexuality-related issues, the department must ensure gender-mainstreaming in the basic education to promote non-discrimination and equality in the workplace where children are free from all forms of violence, bullying and abuse in relation to gender issues.



Kollmayer et al. (2020) emphasized that there are evidence have shown that teachers need to be gender-sensitive in order to support both men and women's knowledge and growth selections, mentor students in discovering who they are and connecting with others, and assist them in increasing self-assurance, safety, recognition, and social provision. Meanwhile, it is widely acknowledged that teachers' assertiveness and means of teaching have a substantial influence on students' drive and enactment, they are essential starting ideas for improving gender equal opportunity in education. Teachers must also confront their own biases against gender if they want to promote both boys and girls equally in coeducational settings. In order to motivate all students, regardless of gender, they must be educated about instructional methods and gender inequities in education. (Guerrero & Guerrero (2023).

The main objective of gender responsiveness is to raise general awareness of, and understanding of, gender inequality. The process of raising awareness promotes the exchange of ideas, deepens intercultural understanding, and develops the capacities and competencies necessary for societal transformation. To promote a broader understanding of gender equality as a fundamental social objective, promoting gender awareness requires sharing accurate and understandable information. (European Institute for Gender Equality, 2023).

Ang (2022), made mentioned that among 146 countries, Philippines ranked 19th on gender inequality in 2022. Report showed that the country dropped from the 17th to 19th spot in the overall ranking. The Philippines still leads Asia in gender parity despite dropping two positions in the World Economic



Forum's Global Gender Gap Report. This indicates that there is still a 21.7% gender gap to close gender inequality in the Philippines. However, despite being the best performer in Asia in terms of gender equality, it could not be denied that gender stereotypes still prevails in our country. If you are a woman in our society, you will frequently experience bias, problems, struggles, and prejudice (Carlos, 2022).

In DO 27, s. 2013 on Guidelines and Procedure on the Establishment or DepEd Gender and Development (GAD) Focal Point System (GFPS) one of the functions of GAD Focal/Point Persons is to assess the programs and projects for gender sensitivity, using the Harmonized GAD Guidelines for Programs and Projects. School GAD coordinators played a significant role in streamlining Gender Equality, Disability and Social Inclusion (GEDSI) into various plans and programs that focuses on addressing problems brought about by sexual harassment, violence and substance abuse, gender segregation and stereotyping in schools and offices. Thus, the school GAD coordinators must have high level of awareness on national orders and other related laws, integrating GAD plan to program and plans, awareness on gender issue and gender roles in order to perform their duties and responsibilities efficiently and effectively.

The Council of Europe (2022) emphasized the significance of gender and development awareness. This is done to address the violence and gender concerns. We can all learn to think about and analyze our own behaviors, but nobody can ever truly "step outside" of the shared and traditional processes that figure our individualities, opinions, and discernments. As our perspectives on ourselves and Gender consciousness ought to be seen as a manner because



people are not static sexual beings but instead undergo change throughout time and in different contexts. This is the very reason why this study is undertaken, that is to regulate the effectiveness of the enactment of the Gender and Development (GAD) in the Division of Cagayan de Oro City.

II. LITERATURE REVIEW

Some literatures and studies related to Gender and Development (GAD) are hereby presented.

Gender and Development Program

The Republic Act No. 9710 also known as the Magna Carta of Women explains the Gender and Development Program (GAD) as the improvement viewpoint and progression that is hands-on and enabling, justifiable, ecological, able from cruelty, respecting civil liberties, reassuring of self-rule and the actualization of human capacities, It advocates for gender equality as a essential goal that should be replicated in expansion decisions and asserts that women are dynamic contributors. GAD concentrations on gender mainstreaming, which is a strategy to guarantee that both men and women benefit equally from the creation, implementation, monitoring, and evaluation of policies, programs, and initiatives in all spheres of society, including the political, civic, and economic ones.

As stipulated in DO 27, s. 2013 on the procedure and guidelines on Instituting DepEd Gender and Development (GAD) Focal Point System (GFPS) at the National, Regional, Division and School Levels. Below are the responsibilities of the GAD focal point person: the leadership in the mainstreaming of gender issues in policies, plans, programs, projects, and



activities (PPAs); the evaluation of the gender-responsiveness of systems, structures, policies, procedures, and programs based on priority thrusts, needs, and concerns of DepEd for its stakeholders, particularly students, teachers, and employees; determine the gender sensitivity of plans and schemes by means of Synchronized GAD Guiding principle for Projects and programs; urge the creation or amendment of laws to advance women's rights and children's safety; take the initiative to evaluate and update sex-disaggregated data for the GAD database, which will be used as the foundation for performance for planning on gender responsive; implement advocacy efforts, such as creation of informational, educational, and communicational resources, to promote awareness of and support for GAD; in order to determine PPAs under the GAD Plan, identify gender issues resulting from gender analysis and audit; prepare GAD plans, budgets, and accomplishment reports, and ensure that they are sent to the CO's GAD Focal Point Person in a timely manner. make ensuring that the GAD Plan and PPAs are applied excellently and proficiently and that the GAD money is used wisely; advocate recognizing exceptional institutional GAD programs and actions with honors, rewards, and other incentives, such as performance-based bonuses (PBBs); enterprise with all Department GAD Focal Point Persons, the National Economic and Development Authority (NEDA), Philippine Commission on Women (PCW), GAD-non-governmental organizations (NGOs), the Department of Budget and Management (DBM), and other partners; and k. combine all offices' and units' efforts in the GAD.

**Availability of Resources**

A distinct GAD fund for PPA support, as an integrated part of significant programs and projects (PPAs), or as a matching part fund for projects financed by Official Development Assistance (ODA) are all possible ways to cost or allocate money for GAD plans. It is acknowledged that the GAD Budget is publicly available and is made up of 5% of the entire agency budget. The annual GAD Budget is determined by the authorized projects, programs, and activities (Llego, 2019).

DepEd Order No. 63, s. 2012 on the guidelines on the utilization of GAD Budget and other requirements serve as a reference to all GAD Program implementers of DepEd. The gender issue that a program or activity addresses is the main factor in deciding what can be indicted to the GAD Budget. The costs may be charged to the GAD Budget if the gender issue is obvious. The succeeding are things which can be indicted to the GAD Budget: a.) Approved PPAs comprised in the PCW-endorsed DepEd GAD Plan with comprehensive financial outlay necessities b.) Capability Development on GAD c.) Undertakings associated to the formation of empowering mechanisms that support GAD efforts of agencies, e.g. VAW Desks and the GAD Focal Point System. d.) The wages of agency staff who are employed full-time to develop, administer, and manage GAD PAPs while adhering to the guidelines for hiring and creating positions. Those who were given additional GAD assignments and are already regular workers are exempt from this regulation. According to government accounting rules and regulations, compensatory time off may be used to compensate for overtime work performed when completing GAD PAPs. e.) Agendas to address



women's strategic and practical needs, as long as they have been beforehand the DepEd Central Office and the Philippine Commission on Women (PCW) and are clearly reflected in the annual GAD Plan and Budget f.) Consultation workshops to gather input for GAD Plan and other GAD mechanisms and processes g.) Specialized fees and stipends of external GAD specialists for trainings and linked undertakings h.) Advance printing, and distribution of in-house materials for women's issues.

Internal and External Stakeholders Support

Sumadsad and Tuazon (2016) suggested that there should be more emphasis placed on comprehensive community awareness inside the institution. Considering that it has the potential to promote deeper understanding of gender and development scholarly conversations and may actively participate in regional and national seminars, and trainings for gender equality. The GAD programs should be strengthened and community involvement should be given priority, with the cooperation of relevant agencies. Print and non-print forms can both be used to spread information more widely. Additionally, engagement by student organizations in GAD events and classroom discussions could promote school community awareness. The synchronized Gender and Development Guiding principle for project development, application, monitoring and Evaluation should be applied earnestly.

Correa-Fernandes et al. (2015) recommends that one of the solutions to the problem of gender inequality is education. Teachers have a significant impact on learning environments because they may convey to students of all genders that they are capable of succeeding in the classroom. Institutions that are



unbiased to both boys and girls must be established by policymakers and government representatives in order to achieve gender equality. All social groups' needs and expectations must be taken into consideration when developing the educational program. Teachers must receive training in handling gender-related issues and applying the curriculum impartially. The school community must be alert to the advancement of gender equality, take part in it, and oppose any actions or policies that endanger the growth of the community as a whole. Moreover, studies also revealed that differentiated gender-based instruction impacts the child's learning. Teachers must use diverse teaching approaches that provides the learning needs of every learners (Hernandez & Cudiamat, 2018).

Gender disparity (i.e., the probability of acquiring funds wanted by others through personal efforts) is a result of the dominance structures that emerge from social competition in combination with present-focused strategies that are geared to high-risk circumstances. While stature hierarchies succeed in a society that is viable but also ordered and liable, gender democratic norms start to take hold as people start using more future-focused reproduction techniques. The current perspective offers creative explanations for a range of phenomena, including sex differences, socio-sexuality, and sexism, as well as cross-cultural variance in matrimonial systems and traditional practices. (Zhu & Chang, 2019).

One of the most crucial elements in the growth of individuals and society is education. One of the social limitations that prevents many people from pursuing their educational goals is gender stereotypes. Gender stereotypes are generalizations made about the behaviors and actions of people reliant on their gender. Stereotypes simplify labelling and cognitive process simplification in daily



life. People are therefore expected to act in a manner that is appropriate for their gender. Because of societal standards, gender bias occasionally prevents people from attaining their objectives (Pm & Jayaraman, 2019)

From the study steered by Perigo et al.(2020) shows that the inadequacy of the required facilities and resources to successfully implement the program, the failure to use the bottom-up approach to GAD policy-making and implementation, and the lack of well-trained support staff to help GAD focal persons can be attributed to a lack of management support and operational needs, which are the frequent issues preventing the program's implementation.

Education Awareness

According to UNESCO (2022), the 17 Ecological Expansion Areas of the 2030 Agenda for Sustainable Development will not be fully achieved until all forms of gender-based discrimination are eradicated. Our message is unequivocal: in order for women and men to be considered equal citizens, they must have equal access to prospects, capabilities, choices, power, and knowledge. Giving all women, and men the knowledge, attitudes, and skills to overcome gender discrepancies is essential to creating a justifiable future for all.

The Commission on Human Rights (2022) lauds the Gender-Responsive Basic Education Policy, or DepEd Order No 32, s.2017, has just been reiterated by DepEd and is being strictly implemented as a result, according to the Memorandum from the Bureau of the Undersecretary for Field Operations and Governance No. 2022-02-0153. This follows a string of incidences that have been recorded in schools where both teachers and students have experienced



discrimination and exclusion established on their gender individualities and expressions. The goal of the Gender-Responsive Basic Education Policy is to provide the DepEd with all the resources needed to implement gender-mainstreaming in education in order to discourse persistent issues concerning gender and sexuality-related concerns in basic education, to progress the protection of children from all practices of gender-related abuse, corruption, violence, and bullying, and to spread gender fairness and non-discrimination in the workstation and within the DepEd institution.

Brussino and McBrien (2022) affirms that even though there has been progress in the knowledge men and women does not have to be bound by traditional roles, gender stereotypes persist in education and other sectors. Children and teenagers are affected by gender norms at a young age, and peer, teacher, school, and parental factors all have an impact on how students internalize their gender identities. Action at the primary and secondary levels is equally as crucial as becoming involved in pre-primary education in order to combat gender stereotypes and advance gender equality.

It's important to use formative research to unpack difficult perceptions like "gender fairness" or "gender labels" and identify the most pertinent ones that may be connected to the community. Communication campaign also directly contributed to raise social awareness in advocacy of Gender Equality. This makes sure that the school community not only continues to debate the most pertinent gender labels that have control on them, but also takes tangible steps to identify and deal with the places where stereotypes are reinforced in homes, schools, and workstations. (Serafica & Begzsuren, 2019).



The effectiveness implementation of GAD program depends on how we manage the available resources, educational awareness, support coming from internal and external stakeholders and vigor to accept the challenges come across in the enactment of the program.

III. RESEARCH QUESTIONS

This study anticipates to find answers to the following questions:

1. What is the profile of the respondents in terms of:

1.1. age;

1.2. sex; and

1.3 length of service in DepEd?

2. What is the status of the program be described in terms of:

2.1. GAD Focal Point Persons;

2.2. functionality of focal point persons;

2.3. GAD related activities;

2.4. budgetary support and allocation; and

2.5. monitoring and evaluation?

3. What is the perceived level of effectiveness of the program be measured based on:

3.1 availability of resources;

3.2 internal stakeholders' support;

3.3 external stakeholders' support; and

3.4 education awareness?



4. What are the initiatives of other stakeholders in support of the implementation of GAD program?

5. What are the challenges encountered by the teachers and administrators in the implementation of the program?

6. What information education campaign may be proposed to increase the awareness of the academic community in gender development?

7. Is there a significant difference on the level of effectiveness of GAD program when grouped according to demographic profile?

IV. SCOPE AND LIMITATION

This research focused on the effectiveness of Gender and Development (GAD) Program among Schools in the Division of Cagayan de Oro City for School Year 2022-2023. This paper conducted an in-depth analysis at the Division level by integrating quantitative and qualitative information to be obtained in a primary field survey. Personal backgrounds of respondents are limited to the size of the family and time management. In data gathering, time is considered one of the limitations of the study because it requires ample time to collect accurate and credible data.

V. RESEARCH METHODS

a. SAMPLING

This study is conducted among three hundred fifty six (356) of which the sample size is calculated using Cochran formula. The respondents are four thousand five hundred one (4,501) from the Elementary and



secondary public school teachers in the Division of Cagayan de Oro City for the School Year 2022-2023 using proportionate stratified random sampling.

Table 1
Distribution of Respondents

School	Total Population	Sample Size
Central	249	39
East I	584	45
East II	630	34
North I	286	23
North II	324	40
South	670	39
South West I	360	19
South West II	290	24
West I	517	58
West II	840	35
Total	4501	356

b. DATA COLLECTION

Survey. Primary data collection is done using structured interview and online survey questions to teacher's respondents on the effectiveness of Gender and Development (GAD) program. This study used an adopted research instrument from Calora (2020) on the effectiveness of Gender and Development (GAD) program. This study also adheres validation and reliability test. These questionnaires were reviewed and gone through a process of reliability test with a Cronbach's alpha coefficient of 0.947 and validity test conducted to another group of sample.

In-depth case studies. In-depth studies through Key Informant Interviews (KIIs) and Focus Group Discussion (FGD) were steered in the



study site to generate information and insights. The participants for the FGD was randomly selected and composed of eight (8) teacher's and eight (8) school heads as respondents. Four (4) of which are from the elementary and four (4) from the secondary school heads and teachers.

Research Instrument. The researcher used a descriptive survey questionnaire and the descriptive interpretation scale used as scoring procedure were adopted from the research study on the effectiveness of Gender and Development by Edgar Allan R. Calora. The research instruments prepared by the author were already checked and validated and has followed the standard criteria to ensure its validity.

c. ETHICAL ISSUES

Before gathering the data, a letter of request is sent to the Schools Division Superintendent of Cagayan de Oro City, asking permission to allow the researcher to conduct the study and administer the survey questionnaires to the respondents. The researcher also submitted letter for approval to the school principal as well as giving of inform consent forms to the respondents.

d. PLAN FOR DATA ANALYSIS

The study used a quantitative and qualitative descriptive methods of research. It involves the aspect of the interpretation of meaning or significance of what is described. This method of research applied an systematized form of scientific inquiry to gather information on perceived



effectiveness of the implementation of (GAD) program in the Division of Cagayan de Oro City. To determine the profile of the respondents and status of the program, frequency and percentage was used. To regulate the level of effectiveness of GAD program, initiatives of stakeholders in support of the program, challenges encountered in the implementation and education campaign to increase awareness of the program; mean and standard deviation were utilized. On the other hand to determine the significant difference on the level of effectiveness of the program when grouped to profile Pearson Product Moment Correlation Statistical method was used. The researcher also conducted focus group discussion and interview with the respondents.

**VI. RESULTS AND DISCUSSION**

This section shows the data with their corresponding analysis, and interpretations of the data by examining each problem in determining the effectiveness of the implementation of the Gender and Development (GAD) in the Division of Cagayan de Oro City.

Problem No. 1. What is the profile of the respondents in terms of:**1.1. age;****1.2. sex; and****1.3 length of service in DepEd?****Table 2. Demographic profile variables of the respondents under study**

VARIABLES	FREQUENCY	PERCENTAGE (%)
<u>Age</u>		
21-30	131	36.80
31-40	155	43.54
41-50	38	10.67
51 and above	32	8.99
Total	356	100
<u>Sex</u>		
Male	68	19.10
Female	288	80.90
Total	356	100
<u>Length of Service in DepEd</u>		
1-10	170	47.75
11-20	82	23.03
21-30	76	21.35
31 and above	28	7.87
Total	356	100

Table 2 shows the demographic profile of the respondents in terms of age, sex and civil status. The data showed that age 31-40 got the highest percentage of 43.54% while 51 and above got the lowest percentage of 8.99%. This implies most of the respondents are aged 31-40. This means that these are productive years of DepEd service.



In terms of sex of the respondents, a total of 288 or 80.90% were females and 68 or 19.10% were males. This implies that majority of the respondents are females. This means that more women prefer to work in the teaching profession.

The data present that one hundred seventy (170) or 47.75% of the respondents have the highest length of service in DepED teaching while 31 years and above have twenty (28) or 7.87 have the lowest percentage in terms of length in service. This means that the length of service in a job relates to the levels of job satisfaction of employees.

Problem No. 2. What is the status of the program be described in terms of:

- 2.1. GAD Focal Point Persons;**
- 2.2. Functionality of Focal Point Persons;**
- 2.3. GAD Related Activities;**
- 2.4. Budgetary Support and Allocation; and**
- 2.5. Monitoring and Evaluation?**

Table 3. Status of Gender and Development (GAD) Program

VARIABLES	FREQUENCY (f)	PERCENTAGE (%)
<u>GAD Focal Point Person</u>		
School Head	356	100.00%
GAD Coordinator	0	0
GAD Facilitator	0	0
Total	356	100
<u>Functionality of GAD Focal Point Person</u>		
*Attend GAD seminars regularly funded by MOOE and canteen	73	20.51
*Facilitates GAD seminars regularly funded by MOOE and canteen	52	14.60
* Helps formulate GAD related policies in school	109	30.62
* Regularly update records in GAD related issues in school	34	9.55
* Reports GAD related activities to the district/division level	88	24.72
Total	356	100
<u>GAD Related Activities</u>		
GAD seminar during vacation funded by MOOE	137	38.48
GAD seminar for Parents and Pupils/Students	65	18.26
GAD seminar for teaching and non-teaching personnel	154	43.26
Total	356	100

**Budgetary Support and Allocation**

Below 10,000.00	10	2.81
10,001.00-20,000.00	67	18.82
20,001.00-30,000.00	16	4.50
30,001.00-40,000.00	5	1.40
40,001.00 and above	258	72.47
Total	356	100.00

Monitoring and Evaluation Division

* Focal Point Person/s conduct/s seminar regularly	153	42.98
* Division Office Focal Point Person/s monitor/s implementation of GAD related activities regularly in schools	34	9.55
* School Head conduct/s GAD seminar regularly in his/her school	49	13.76
* School Head regularly send report/s about GAD accomplishment activities in his/her school to the immediate district/division level.	120	33.71
Total	356	100

GAD Focal Point Person. In terms of GAD Focal Point Person of the respondents, a total of 356 or 100% are GAD Coordinators. This implies that the school empowered all School Head/School Administrators as the GAD Focal Point Person of the school. This means that they are in charge to lead the gender mainstreaming in plans, plans, activities, programs and policies, plans and programs projects and activities as well as in the evaluation of how gender-responsive systems, structures, policies, procedures and programs are based on DepEd's priority thrusts, needs, and concerns for its stakeholders, especially students, teachers, and staff;

Functionality of GAD Focal Point Person. The data present that one hundred nine (109) or 30.62% of the GAD Focal Point Person helps formulate GAD related policies in school while thirty-four (34) or 9.55 have the lowest percentage in terms of frequently bring up-to-date records in GAD related issues in school. This means that GAD Focal point Person is already capacitated by their functions and responsibilities as to the formulation of policies that are channeled by the requirements of this DepEd Order. On the other hand, updating regularly of records in GAD related issues in school are areas need much attention.



GAD Related Activities. The data reveal that one hundred fifty-four (154) or 43.26% of the GAD seminar were conducted for teaching and non-teaching personnel while sixty-five (65) or 18.26% have the lowest percentage in terms of conducting GAD seminar for Parents and Pupils/Students. This implies that teaching and non-teaching personnel are already capacitated through GAD trainings and seminar that were conducted. On the other hand, conducting GAD seminar for Parents and Pupils/Students need to be reinforce awareness on sensitivity in addressing gender inequality, gender discrimination, gender stereotyping, and gender equality.

Budgetary Support and Allocation. The data show that two hundred fifty-eight (258) or 72.47% have forty thousand and one cent (40,001.00) and above budgetary support for GAD allocation while ten (10) or 2.81% of the school has below ten thousand (10,000.00) budgetary support for GAD allocation. This implies that majority of the schools have (40,001.00) and above budgetary support for GAD allocation which means that GAD related activities are attainable since funds are available to support the programs and activities.

Monitoring and Evaluation Division. The data present that one hundred fifty-three (153) or 42.98% of the Focal Point Person/s conduct/s GAD seminar regularly got the highest weighted mean while thirty-four (34) or 9.55% of the Division Office Focal Point Person/s monitor/s implementation of GAD related activities regularly in schools got the lowest weighted mean. This implies that conducting GAD seminar regularly capacitates teaching and non-teaching personnel in enhancing their abilities on gender sensitivity training, gender analysis, gender-responsive and other updates on GAD related policies, laws, and policies. On the other hand, there is a need to strengthen the implementation and monitoring conducted by the Division Office Focal Point Person.



Problem No. 3. What is the perceived level of effectiveness of the program be measured based on:

3.1 Availability of Resources;

3.2 Internal Stakeholders' Support;

3.3 External Stakeholders' Support; and

3.4 Education awareness?

Table 4. Level of Effectiveness of GAD Program Based on Availability of Resources

Availability of Resources	Mean	SD	Interpretation
1. There is always an allocated budget for the GAD program	3.04	0.75	Moderate
2. The AIP of the school is well directed according to the 5% allocated GAD budget.	2.81	0.76	Moderate
3. Teachers are well informed about any GAD related budgeting and planning.	3.01	0.75	Moderate
4. The school canteen is always allocating budget for additional GAD related activities	2.97	0.87	Moderate
5. There are no delays in the budget release	2.85	0.80	Moderate
Mean	2.93	0.62	Moderate

Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 4 presented the level of effectiveness of GAD program based on availability of resources. The table revealed an over-all weighted mean of 2.93 interpreted as moderate. This data implies that the respondents perceived to have moderate in the level of effectiveness of the program with regards to availability of resources. This explains how allocation of funds affects in implementation of the GAD program activities in school.

As shown in the table above, this statement **there is always an allocated budget for the GAD program** got the highest mean of 3.04 (SD=0.75)



interpreted as moderate. This implies that the allocation of GAD budget perceived as moderate in relation to its effectiveness of the implementation of GAD program. This means that allocation of GAD program and activities is necessary to achieve in order to ensure the implementation of priority programs and projects that were being identified.

What can be charged to the GAD Budget is mostly determined by the gender issue that the program or activity is addressing. The costs may be charged to the GAD Budget if the problem of gender is obvious. This is anchored on the DepEd Order No. 63, s. 2012 on the guidelines on the utilization of GAD Budget and other requirements serve as a reference to all GAD Program implementers of DepEd.

Furthermore, the statement **The AIP of the school is well directed according to the 5% allocated GAD budget** got the lowest mean of 2.81 (SD=0.75) interpreted as moderate. This implies that the respondents perceived moderate effectiveness on schools with regards to allocation of GAD budget based on the Annual Improvement Plan (AIP). This means that the school must utilized the allocation fully in order to deliver the GAD programs and activities to ensure proper implementation of the program.

The allocation of funds for GAD plans can take several forms: a separate GAD fund for PPA support; an integrated portion of major programs and projects (PPAs); or a counterpart fund from official development assistance (ODA) for projects supported by ODA. It is acknowledged that the GAD Budget is publicly available and is made up of 5% of the entire agency budget. The annual GAD



Budget is determined by the authorized issue-based programs, projects, and activities (Llego, 2019).

From the focused group discussion conducted by select school administrators and school GAD coordinators on what are the things needed to improve on the availability of resources especially on how the 5% allocated GAD budget is consumed. From their responses, to make sure that the AIP is well directed according to the 5% allocated GAD budget. Some of the respondents suggested that the school must ***come up with GAD annual development plan that aligns with the 5% allocated budget*** (SHR1, SHR5 & SHR7). While others recommended to ***conduct regular meeting to discuss on how to improve the availability of resources*** (SHR2 and SHR4). Moreover, others claimed that they did ***outsourcing and linkaging of resources to support GAD activities*** (SHR3, SHR6 & SHR8).

On the other hand, school GAD coordinators responded ***to craft GAD annual development plan that aligns with the 5% allocated budget*** (GCR5 & GCR8). Others conducted ***outsourcing and linkaging with various stakeholders in the community*** (GCR2, GCR3 & GCR6) while others responded to ***engage in collaboration with all the stakeholders in the community in relation to GAD resources*** (GCR1, GCR4 & GCR7).

The enthusiastic involvement of all stakeholders is among the key elements of successful learning. Shareholders played an integral part of a specific school or the entire educational system. They are contributing towards the school's success, as they can have a positive impact that leads to attainment as they collaborate, share their ideas, goals, and plans. They are also



accountable for ensuring that the learning objectives are met by actively participating in educational activities, initiatives, and programs. Stakeholders must experience genuine gratitude for their contributions to the success of the school.

Table 5. Level of Effectiveness of GAD Program Based on Internal Stakeholders support

Internal Stakeholders Support	Mean	SD	Interpretation
1. The school head has taken advanced priority on GAD programs and activities	3.08	0.68	Moderate
2. Teachers are facilitating GAD projects.	3.09	0.69	Moderate
3. Parents are helping the implementation of GAD related activities in the school.	2.98	0.70	Moderate
4. Non – teaching personnel are aware of the GAD programs	3.12	0.66	Moderate
5. The school has established up to date GAD projects.	3.19	0.70	Moderate
Mean	3.09	0.56	Moderate

L Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 5 displays an overall mean rating for respondents' level of effectiveness of GAD program based on internal stakeholders support which is 3.09 (SD=0.58) described as moderate. This implies that the respondents have moderately sees the effectiveness of GAD program based on internal stakeholder's support. This means that GAD program implementation is moderately effective in strengthening community involvement and cooperation of other agencies.

Sumadsad and Tuazon (2016) suggested that there should be more emphasis placed on comprehensive community awareness inside the institution.



The GAD programs should be strengthened and community involvement should be given priority, with the cooperation of relevant agencies.

The table shows that among all the indicators **the school has established up to date GAD projects** got the highest mean of 3.19 (SD = 0.65). This means that having an established up to date GAD projects perceived as moderately effective in the implementation of the program. This implies that the GAD projects must provide an essential opportunity for schools to enrich current school programs by bringing gender and equality awareness to all regardless to age, sexual orientation, gender, religion and ethnicity.

Correa-Fernandes et al. (2015) recommends that one of the solutions to the problem of gender inequality is education. Teachers have a significant impact on learning environments because they may convey to students of all genders that they are capable of succeeding in the classroom. Teachers must receive training in handling gender-related issues and applying the curriculum fairly.

Moreover, **parents are helping the implementation of GAD related activities in the school** got the lowest mean of 2.98 (SD=0.70) described as moderate. This means that parents are moderately support the enactment of GAD linked activities in school. This implies that the school must established a strong bond of support by encouraging all parents as stakeholders in the community to actively support all GAD related activities in school.

From the focused group discussion conducted by the school heads and school GAD coordinators on what are the things needed to improve on internal stakeholders specially on parents supporting the execution of GAD-related tasks in the educational setting. From their responses, majority of the respondents



agreed to have ***active engagement and involvement of parents of GAD related activities in the school*** (SHR1, SHR3, SHR5, SHR7, & SHR8). In order for the parents to support the program. The school can ***discuss during GPTA and HRPTA meetings about GAD and also with the programs and activities to raise social responsibility and awareness in school*** (SHR2, SHR4, & SHR6)

On the other hand, majority of the school GAD coordinators responded to ***encourage active engagement and involvement of parents*** (GCR1, GCR3, GCR5, GCR7, & GCR8). While some of the respondent suggested that the school must ***strengthen the awareness of GAD and its programs and activities*** to all parents' stakeholders (GCR2, GCR4 & GCR6).

Communication with various stakeholders in the community to get involve help raise social awareness and responsibility of Gender Equality. This guarantees that the school community not only continues to discuss the gender stereotypes that most directly affect them, but also takes proactive steps to identify and rectify the instances in which stereotypes are still present in homes, workplaces, and schools (Serafica & Begzsuren, 2019)

Sumadsad and Tuazon (2016) suggested that there should be more emphasis placed on comprehensive community awareness inside the institution. Considering that it has the potential to promote deeper understanding of gender and development scholarly conversations and may actively participate in regional and national seminars, and trainings for gender equality. The GAD programs should be strengthened and community involvement should be given priority, with the cooperation of relevant agencies. Print and non-print forms can both be used



to spread information more widely. Additionally, engagement by student organizations in GAD events and classroom discussions could promote school community awareness. The Gender and Development Guidelines that are "Harmonized" for the Development, Implementation, Monitoring, and Assessment of Projects" ought to be

executed with seriousness

Table 6. Level of Effectiveness of GAD Program Based on External Stakeholders support

External Stakeholders support	Mean	SD	Interpretation
1. LGU's are responsive to the GAD projects of the school.	2.99	0.70	Moderate
2. Private organizations pour supports to the GAD projects in the school..	2.87	0.69	Moderate
3. Establishments are fully supportive of the GAD projects in school.	2.88	0.72	Moderate
4. Private and public organizations are giving support to the GAD projects of the school	2.90	0.68	Moderate
5. Effective and efficient use of indigenous materials in making GAD responsiveness are given by outside stakeholders.	2.88	0.69	Moderate
Mean	2.91	0.63	Moderate

Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 6 presents the respondents' overall evaluation of the GAD program's efficacy based on support from external stakeholders with a mean score of 2.91 (SD=0.63). This score is considered moderate. This indicates that respondents' opinions about the GAD program's efficacy, as measured by the support of external stakeholders, are modest. This suggests that community members support the Gender and Development program in school activities to a reasonable extent.



The table reveals further that among all the indicators described as moderate this statement, **LGU's are responsive to the GAD projects of the school** got the highest mean of 2.99 (SD=0.70, this means LGU participation have moderate participation with regards to GAD projects in school. This implies encouraging active participation of the LGU have impact in supporting the school GAD programs and projects.

The LGU, as one of the community's stakeholders, contributes significantly to the success of the GAD program's execution. In light of this, more focus should be on the school community's complete awareness, as they are best positioned to promote a wider understanding of gender and improvement through in-depth hypothetical deliberations. This may call for the active participation of a variety of stakeholders in local and national campaigns for gender equality (Sumadsad and Tuazon, 2016).

Furthermore, the **private organizations pour supports to the GAD projects in the school** got the lowest mean of 2.87 (SD=0.69) described as moderate. This means that the willingness of the private organizations have moderate support to the GAD programs and projects in school. This implies that establishing and ensuring institutional support from private organizations brings gender equality as support accountability.

Private organization are to be acknowledged for the support of the GAD-related programs and other related mechanisms in their school. That is why consultations within the various stakeholders in the community must be further enhanced to get them involved in the development of school where the interests



of the students and the needs of the community are considered (De Torres, 2021).

From the focused group discussion conducted by the school heads and GAD coordinators on the things needed to improve on external stakeholders to make the Gender and Development program effective specifically on LGU's responsive to the school GAD projects in school. The school must connect with the LGU by ***sending letter of communication to support program*** (SHR1, SHR4, & SHR7). Others suggested to ***strengthen its linkages by engaging the LGU to support the GAD projects in school*** (SHR2, SHR3, SHR5, & SHR6)

On the other hand, majority of the school GAD coordinators responded to ***foster strong collaboration and connection through linkages with the LGU*** (GCR1, GCR2, GCR6 and GCR8). In addition, some of the respondent suggested that the school must have ***active involvement of LGU*** (GCR3, and GCR5) while some of them ***sends letter of communication to LGU's*** to support the program (GCR4 and GCR7).

The GAD programs should be reinforced, and community involvement should be given priority, with the assistance of other relevant agencies. The provision of possibilities for collaboration that will further increase public knowledge of GAD, as well as the creation of networks and connections among stakeholders working on gender issues. The viability of the GAD program has to be guaranteed, and the government must completely assist GAD-initiated efforts. (Sumadsad and Tuazon, 2016)

**Table 7. Level of Effectiveness of GAD Program Based on Education Awareness**

Education Awareness	Mean	SD	Interpretation
1 Teaching and non-teaching personnel are fully aware of GAD programs.	3.17	0.66	Moderate
2. Updated guidelines by the DepEd are fully disseminated to all stakeholders.	3.11	0.65	Moderate
3. School curricula are updated aligned with GAD programs.	3.14	0.63	Moderate
4. Teaching styles and approaches are relatively jive along with GAD friendly modes	3.20	0.62	Moderate
5. Community/ies is/are aware of the projects and programs of GAD.	3.06	0.66	Moderate
Mean	3.14	0.58	Moderate

Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 7 displays the level of effectiveness of GAD program based on education awareness with the mean of 3.14 (SD=0.58) described as moderate. This means that respondents have moderate remarks on education awareness with GAD program. This implies that the school personnel must be fully aware of the updated guidelines that aligned with the GAD programs.

The table shows that among all the indicators **teaching styles and approaches are relatively jive along with GAD friendly modes** got the highest mean of 3.20 (SD = 0.62) described as moderate. This means that the teacher respondents incorporate GAD program in their lessons along with their teaching styles and approaches. This implies that education awareness provides an essential opportunity for schools to enrich GAD programs by bringing the learners into the educational process.



Hernandez and Cudiamat (2017) emphasized that learning is impacted by gender-based differentiated instruction. Other subject areas should definitely incorporate gender-based differentiated instruction. For each student's unique learning style and learning needs, teachers must employ a variety of teaching techniques. Teachers also must be sensitive of the various factors that influence students' academic performance of the students. Moreover, teachers have a significant impact on learning environments because they may convey to students of all genders that they are capable of succeeding in the classroom (Correa-Fernandes et al., 2015)

Furthermore, the statement **community/ies is/are aware of the projects and programs of GAD** got the lowest mean of 3.06 (SD=0.66) described as moderate. This means that the communities is moderately aware of the projects and programs GAD. This implies that the school must have a strong partnership in building community awareness of the projects and programs of GAD.

The school communities together with the stakeholders are willing to provide support in the different initiated projects and programs in school. They just need proper venues and opportunities to help and provide resources to their respective schools. Constant communication among the key stakeholders all throughout the process is all we need. It is deemed important to advocate and communicate to the stakeholders the situation, context, and performance of the school (Nicdao and Ancho, 2019)

From the focused group discussion conducted by the school heads and GAD coordinators on the things needed to improve on education awareness to make the Gender and Development program effective specifically awareness of



school community of the projects and programs of GAD in school. Some of the respondents agreed that the school must ***discuss the projects and programs of GAD during GPTA and HRPTA meetings*** (SHR1, SHR3, SHR5, SHR7, & SHR8). In addition, respondents also suggested to present these programs and ***projects during State of the School Address (SOSA)*** so that the school community are aware of the projects and programs of GAD in school (R2, R4, and R6).

On the other hand, majority of the school GAD coordinators responded that in order to improve on education awareness is to discuss the Gender and Development program ***during GPTA and HRPTA meeting*** (GCR3, GCR4, GCR6, GCR7 and GCR8). In addition, some of the respondent suggested that the school must ***present this program during the conduct SOSA*** to raise awareness (GCR1, GCR2 and GCR5).

The support given to GAD is essential to the program's viability. Using the events provided by different community and school stakeholders, a system for holding conferences with all staff members—teaching and non-teaching—and students ought to be set up. To increase interest and awareness of GAD initiatives and activities among the relevant stakeholders, monthly meetings are encouraged. (Sumadsad and Tuazon 2016)



Problem no. 4. What are the initiatives, challenges and information campaign to increase awareness in support of the implementation of GAD program?

Table 8. Initiatives of public/private organizations in support on the implementation of GAD program

Initiative of GAD Program	Mean	SD	Interpretation
1 Attend/Join GAD related seminar/ workshop in schools facilitated by DepEd..	3.18	0.70	Moderate
2. Initiate and conduct their own GAD related programs in schools	3.16	0.68	Moderate
3. Donate any kind of tools/facility/ies to schools in response to the GAD program.	2.92	0.74	Moderate
4 Conducts/Facilitates GAD related activities outside the school	2.97	0.73	Moderate
5. Promote/s GAD related activities for parents with low socio-economic to transform them in a more self-reliant way/s.	3.03	0.75	Moderate
Mean	3.05	0.64	Moderate

Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 8 displays the initiatives, campaign to increase awareness in support of the implementation of GAD program with the mean of 3.05 (SD=0.64) described as moderate. This indicates that respondents' opinions are moderate regarding the campaigns, obstacles, and informational efforts to raise awareness of the GAD program's implementation. This suggests that schools increased their efforts to start program implementation initiatives by participating in GAD workshops, holding GAD-related events and programs inside their buildings, and promoting GAD-related activities.

The table shows that among all the indicators **Attend/Join GAD related seminar/ workshop in schools facilitated by DepEd** got the highest mean of 3.18 (SD = 0.70) described as moderate. This means that the teacher/GAD focal



point person have attended seminar and workshop on GAD. This implies that teacher respondents have perceived moderately effective with regards to attending GAD related seminar/ workshop in schools facilitated by DepEd.

European Institute for Gender Equality (2023). Made mentioned that the gender-equality training equips the participants with the necessary knowledge, abilities, and values to support the fruitful enactment of the gender-mainstreaming approach in their field, organization, and their respective institution.

Furthermore, the statement **donates any kind of tools/facility/ies to schools in response to the GAD program** got the lowest mean of 2.92 (SD=0.74) described as moderate. This means that the stakeholders moderately responded to donate any kind of tools/facilities in response to the GAD program. This implies that the school must encourage the school communities to share tools in response to create awareness of the GAD programs.

Perigo et al. (2020) revealed that the inadequacy of the required facilities and resources to successfully implement the program, the failure to use the bottom-up approach to GAD policy-making and implementation, and the lack of well-trained support staff to help GAD focal persons can be attributed to a lack of management support and operational needs, which are the frequent issues preventing the program's implementation.

From the focused group discussion conducted by the school heads and GAD coordinators on the things needed to be done in order to increase the level of awareness in information campaign to support of the implementation of GAD program specifically on donating any kind of tools/facility/ies to schools in



response to the GAD program. The school administrators as well as the GAD coordinators come up with the same response and that is to ***send letter asking for donations to support the program during the conduct of Brigada Eskwela***

Stakeholder involvement in education is essential for school operations in general. Stakeholders must work together effectively to develop learning environments by connecting and collaborating. A successful partnership requires open and honest communication about the needs of the school as each stakeholder participates in the decision-making process (Alomes, 2020)

Problem no. 5. What are the challenges encountered by the teachers and administrators in the implementation of the program?

Table 9. The challenges encountered by the teachers and administrators in the implementation of the program

Challenges encountered of GAD Program	Mean	SD	Interpretation
1 Insufficient funding.	2.87	0.72	Moderate
2. Postponement of GAD related activities.	2.66	0.72	Moderate
3. Inconsistent GAD projects in the school..	2.64	0.72	Moderate
4 Overlapping of other activities.	2.80	0.77	Moderate
5. Lack or no support from internal and external stakeholders	2.68	0.77	Moderate
Mean	2.73	0.60	Moderate

Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 9 shows the challenges encountered by the teachers and administrators in the implementation of the program with the mean of 2.73 (SD=0.60) described as moderate. This means that respondents have moderate



remarks on how the administrators responded the challenges in the operation of the GAD program. This implies that the administrators and teachers must strengthened in addressing the challenges in the execution of the GAD program.

The table shows that among all the indicators **insufficient funding** got the highest mean of 2.87 (SD = 0.72) described as moderate. This means that the schools had moderate concerns with regards to insufficient funding of GAD program. This implies that the schools considers that there is still a need to provide a more sufficient funding in the implementation of the program.

DepEd Order No. 63, s. 2012 on the guidelines on the utilization of GAD Budget and other requirements serve as a reference to all GAD Program implementers of DepEd. The gender issue that a program or activity addresses is the main factor in deciding what can be charged to the GAD Budget. The General Appropriations Act (GAA) served as the means by which the Gender and Development (GAD) budget policy was able to offer real financing to assist the implementation of initiatives and programs dedicated to women's empowerment and gender advocacy. Under the parameters of this policy, all government departments and agencies shall allocate at least five percent (5%) of their yearly budgets to initiatives, programs, and activities linked to gender. (Philippine Commission on Women, 2021).

On the other hand, the statement **inconsistent GAD projects in the school** got the lowest mean of 2.64 (SD=0.72) described as moderate. The results imply that the teachers are moderately challenged in terms of inconsistent GAD projects in school. This also means that the schools had a moderate inconsistency in the implementation of GAD program and projects in their



respective school. This implies that the school must create programs and projects that are consistent to GAD related activities inside the school.

To make GAD projects consistent and aligns to the Annual Improvement Plan (AIP) a GAD Plan and Budget should be made, In order to address gender issues and concerns in their different sectors and constituents, government agencies and departments have carefully established a series of programs, projects, and activities with associated budgets (Philippine Commission on Women, 2021).

From the focused group discussion conducted by the school heads and GAD coordinators on what are challenges encountered by the teachers and administrators in the implementation of GAD projects in the school. The school administrators as well as the GAD coordinators bring up same sentiments on the reasons of inconsistency of GAD projects is due to ***the lack of support by the external and internal stakeholders.***

According to the study done by Valdez (2023), the implementation of the GAD program in schools was moderately challenge. Results have shown, that there was a significant connection between the implementation and the difficulties being experienced. The study also suggested that respondents were positive with the action taken from the challenges being encountered. Thus, it suggested that the best way to achieve a gender-responsive educational climate was to create programs and projects that is timely and relevant to the school needs.



Problem no. 6. What information education campaign may be proposed to increase the awareness of the academic community in gender development?

Table 10. The information education campaign may be proposed to increase the awareness of the academic community in gender development

Information campaign to increase awareness	Mean	SD	Interpretation
1 Include GAD programs in the priority of tackled projects in schools.	3.14	0.60	Moderate
2. Include GAD programs in the priority of tackled projects in LGU's.	3.13	0.60	Moderate
3. Conduct of sponsored GAD related activities in the school.	3.16	0.61	Moderate
4 Policy making updates on GAD projects be utilized by all stakeholders.	3.12	0.59	Moderate
5. Invitation of well-known speakers to talk about GAD issues in schools and communities	3.21	0.65	Moderate
Mean	3.15	0.55	Moderate

Legend:

Scale	Range	Descriptive Interpretation
4	3.26-4.0	High (H)
3	2.51-3.25	Moderate (M)
2	1.76-2.50	Low (L)
1	1.00-1.75	Not effective at all (N)

Table 10 illustrates the information education campaign that may be suggested to raise the academic community's understanding of gender development with a moderate overall weighted mean of 3.15 (SD=0.55). This indicates that respondents had a mediocre opinion of the information education campaign's success in raising awareness of gender development. This implies that the administrators and teachers must reinforce the campaign of GAD projects and programs in schools to address the issues in the school community.

The table shows that among all the indicators **invitation of well-known speakers to talk about GAD issues in schools and communities** got the highest mean of 3.21 (SD = 0.65) described as moderate. This means that the schools must initiate in inviting well-known speakers to discuss the GAD issues in school which is timely and relevant to the needs of the school community.



Engagement of stakeholders makes it easier to proactively take into account the demands of the organization, which can strengthen the bonds and confidence. The goal of prioritizing and identifying stakeholders is to choose the finest methods for effective communication that will turn them into our partners and human resources (Sedmark, 2021)

On the other hand, the statement **policy making updates on GAD projects be utilized by all stakeholders** got the lowest mean of 3.12 (SD=0.59) described as moderate. This means that the schools exhibit moderate in making policy updates on GAD projects to be utilized by all stakeholders. This implies that the school must be updated at all times towards GAD program and projects to encourage stakeholder's engagements in school.

Engaging stakeholders in a meaningful way helps increase regulatory compliance. Engaging with shareholders allows them to question, consider, test, revise policy, understand the school needs and improve trust and confidence within the school community (OECD Regulatory Policy Outlook, 2021)

From the focused group discussion conducted by the school heads and GAD coordinators on what information education campaign may be proposed to increase the awareness in GAD specifically on policy making updates on GAD projects be utilized by all stakeholders. The school administrators as well as the GAD coordinators shared same answers that in order to make GAD policy be updated, all school community stakeholders (SGC, GPTA and other stakeholders) must have active ***involvement and engagement of the program.***

The stakeholder's responsibility must be discussed and mutually agreed upon from the very beginning. For a Gender and Development Program be



implemented successfully, you need their cooperation and engagement. To enable stakeholder's involvement, you must set up structures or processes that encourage participatory approaches. The interaction with external stakeholders might be a chance to discuss gender equality and make an impact on the school community by exchanging of information and ideas (European Institute for Gender Equality, 2023).

Problem no. 7. Is there a significant difference on the level of effectiveness of GAD program when grouped according to demographic profile?

Table 11. Difference on the level of effectiveness of GAD program when grouped according to age

Variables		\bar{x}	SD	F-Value	P-Value	Decision	Interpretation
Age	21-30	2.97	0.59	0.77	0.51	Accept Ho	Not Significant
	31-40	3.06	0.48				
	41-50	3.01	0.54				
	51 above						

Legend: $\alpha = 0.05$ level of significance

Table 11 shows the relationship on the level of effectiveness of GAD Program when grouped according to age. It reveals that the respondent's age obtained the f-value of 0.77 with a p-value of 0.51 which is not **significant** to the level of effectiveness of GAD implementation plan. This means that the level of implementation does not have significant difference when grouped according to age. Therefore, the hypothesis is accepted. This means that the age does not mean to yield a high level of effectiveness in the implementation of the GAD program. This implies that the level of effectiveness of GAD implementation in terms of the available resources, internal, external and education awareness has nothing to do with the respondent's profile according to age.



Chung et., al (2015) demonstrated in their research that there was no meaningful relationship between the age of employees and their capacity for work. Additionally, there was no significant association found between work ability and age or years of service, although there was a favorable correlation between work ability and cognitive function. In addition, being in the service for a longer period of time as school head or school GAD coordinator does not guarantee a quality work ability in their respective stations.

Table 12. Difference on the level of effectiveness of GAD program when grouped according to sex

Variables		\bar{x}	SD	F-Value	P-Value	Decision	Interpretation
Age	Male	3.03	0.56	0.04	0.85	Accept Ho	Not Significant
	Female	3.01	0.53				

Legend: $\alpha = 0.05$ level of significance

Table 12 shows the relationship on the level of effectiveness of GAD Program when grouped according to sex. The data shows that the respondent's sex obtained the f-value of 0.04 with a p-value of 0.85 which is not **significant** to the level of effectiveness of GAD implementation plan. This means that the level of implementation does not have significant difference when grouped according to sex. Therefore, the hypothesis is accepted. This means that sex does not mean to yield a high level of effectiveness in the implementation of the GAD program. This implies that the level of effectiveness of GAD implementation in terms of the available resources, internal, external and education awareness has nothing to do with the respondent's profile according to sex. Furthermore, the results suggest that an employee's gender may have a substantial impact on their job performance, with opportunity being the largest predictor of job performance



for females and ability being the most significant predictor for males. (Edgar, Blaker & Everett, 2021)

Table 13. Difference on the level of effectiveness of GAD program when grouped according to length of service

Variables		\bar{x}	SD	F-Value	P-Value	Decision	Interpretation
Age	1-10	2.98	0.59	0.51	0.67	Accept H_0	Not Significant
	11-20	3.06	0.48				
	21-30	3.03	0.54				
	31 above	3.08	0.55				

Legend: $\alpha = 0.05$ level of significance

Table 13 shows the relationship on the level of effectiveness of GAD Program when grouped according to length of service. The data shows that the respondent's sex obtained the f-value of 0.51 with a p-value of 0.67 which is not **significant** to the level of effectiveness of GAD implementation plan. This means that the level of implementation does not have significant difference when grouped according to length of service. Therefore, the hypothesis is accepted. This means that length of service does not mean to yield a high level of effectiveness in the implementation of the GAD program. This implies that the level of effectiveness of GAD implementation in terms of the available resources, internal, external and education awareness has nothing to do with the respondent's profile according to the length of service.

The employee's tenure and performance are favorably correlated. Their job performance improved as they stayed longer at their respective organizations. Because they had been with the company longer and knew the work better than newly hired staff, long-term employees were able to perform better. They also held more responsible roles, which improved their performance, and they were more devoted and dedicated to the institution (Janardhanan & Raghavan 2018).

**VII. SUMMARY OF FINDINGS**

This research examined on perceived level of effectiveness of Gender and Development (GAD) program of schools in the Division of Cagayan de Oro City.. This study serves as a basis in providing methods/strategies for recommendation to strengthen the policy guidelines in the implementation of the effectiveness of Gender and Development (GAD). The researchers made use of triangulation methods involving survey questionnaire, face to face interview, focus group discussion (FGD), and participatory assessment tools. Online google form questionnaires were used as instruments of data collection. This study was conducted among three hundred fifty-six (356) teacher participants in the Division of Cagayan de Oro City for the school year 2022-2023.

The data showed that age 31-40 got the highest percentage of 43.54% while 51 and above got the lowest percentage of 8.99%. This implies most of the respondents are aged 31-40. In terms of sex of the respondents, a total of 288 or 80.90% were females and 68 or 19.10% were males. This implies that majority of the respondents are females. The data also reveals that one hundred seventy (170) or 47.75% of the respondents have the highest length of service in DepED teaching while 31 years and above have twenty (28) or 7.87 have the lowest percentage in terms of length in service. A total of 356 or 100% are GAD Focal Point Person. The data presents that one hundred nine (109) or 30.62% of the GAD Focal Point Person helps formulate GAD related policies in school while thirty-four (34) or 9.55 have the lowest percentage in terms of regularly update records in GAD related issues in school. The data reveals that one hundred fifty-



four (154) or 43.26% of the GAD seminar were conducted for teaching and non-teaching personnel while sixty-five (65) or 18.26% have the lowest percentage in terms of conducting GAD seminar for Parents and Pupils/Students. The data shows that two hundred fifty-eight (258) or 72.47% have forty thousand and one cent (40,001.00) and above budgetary support for GAD allocation while ten (10) or 2.81% of the school has below ten thousand (10,000.00) budgetary support for GAD allocation.

For monitoring and evaluation, the data presents that one hundred fifty-three (153) or 42.98% of the Focal Point Person/s conduct/s GAD seminar regularly got the highest weighted mean while thirty-four (34) or 9.55% of the Division Office Focal Point Person/s monitor/s implementation of GAD related activities regularly in schools got the lowest weighted mean.

The perceived level of effectiveness of Gender and Development (GAD) program based on availability of resources, internal stakeholders' support, external stakeholders' support; and education awareness were all interpreted as moderate. The utilization of the mandated 5% budget for the GAD program in addressing the gender through projects and activities were moderately implemented. The challenges were being faced in the implementation of the program is the lack of support by the internal and external stakeholders.

It also revealed that the respondent's profile like age, sex and length of service is not statistically significant towards the level of effectiveness of GAD Program in terms of available resources, internal stakeholders, external stakeholders and education awareness. The data reveals that the respondent's



age obtained the f-value of 0.77 with a p-value of 0.51, meanwhile for sex obtained the f-value of 0.04 with a p-value of 0.85 and the f-value of 0.51 with a p-value of 0.67 for length of service which is not significant to the level of effectiveness of GAD implementation plan. This means that the level of implementation does not have significant difference when grouped according to age, sex and length of service. Therefore, the hypothesis is accepted.

VIII. CONCLUSION

The perceived level of effectiveness of Gender and Development (GAD) program based on availability of resources, internal stakeholders' support, external stakeholders' support; and education awareness were all interpreted as moderate. This means that the level of implementation in these areas is moderately implemented in school settings. This explains how allocation of funds affects in implementation of the GAD program activities in school. Strengthening community involvement and cooperation of other agencies must be capacitated. The schools must heighten in initiating initiatives in the implementation of the program by joining GAD workshops, conduct GAD related programs and activities in schools and promotes GAD related activities. This study also concludes that the challenges were being faced in the implementation of the program are the insufficient funding, lack of support by the internal and external stakeholders.

It also revealed that the respondent's profile like age, sex and length of service is not statistically significant towards the level of effectiveness of GAD Program in terms of available resources, internal stakeholders, external



stakeholders and education awareness. This means that age, sex and length of service does not mean to yield a high level of effectiveness in the implementation in terms of the available resources, internal, external and education awareness.

IX. RECOMMENDATIONS

From the findings and conclusions of the study, the following recommendations are offered in the Division of Cagayan de Oro City.

1. Capacitate through trainings all DepEd CDO Focal Point System members and school heads to improve their proficiencies in the operation of GAD PAPs and warrant full utilization of the mandated 5% budget from the General Appropriations Act.
2. Conducts training and workshops for teachers help them to become more gender sensitive in handling gender-related issues and applying the curriculum fairly.
3. Review the current guidelines in order to address the gender imbalances that exist today and make sure that institutional programs and projects are gender-responsive.
4. Client-focused GAD activities should also be undertaken in the making of their GAD annual Plan.
5. To improve the implementation of GAD program, building strong partnership with the various stakeholder is strengthen.
6. To raise the level of awareness and involvement of stakeholders. It is necessary to set up monthly meetings with the relevant stakeholders to discuss GAD initiatives, activities, and challenges.



7. The DepEd must formulate a Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation.
8. The findings of this study would serve as basis for future researchers to conduct research in line with the implementation of GAD program.

**X. REFLECTIONS**

My whole journey writing this paper is quiet challenging and fulfilling simply because conducting research is very close to my heart. Being designated at the Division Office as Division GAD Coordinator holds great challenge and responsibility. As newly assigned Division GAD coordinator, I have to accept the challenge and positively made great significance with the task given to me.

The research titled "*Percieved Effectiveness of Gender and Development (GAD) Program of Schools in the Division of Cagayan de Oro City*" made me decide to conduct this study because I want to find how effective is the implementation of GAD program in both elementary and secondary schools in terms of available resources, educational awareness, support coming from internal and external stakeholders and vigor to accept the challenges and initiatives encountered in the implementation of the program.

Along the way, I learned that conducting research carries more love, perseverance and patience to finish what you have started. I have faced a lot of disappointments, difficult times and challenges which made me become more optimistic and courageous enough to face real challenges in life. I have realized that paying attention to every detail of resources in the literature could make significant sources to enrich your study. My research journey has also enhanced my reading skills, increase my curiosity and boost my love for reading. Completing this research study was so fulfilling for my part, because I have made another milestone and opens another learning opportunities in my research journey.

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