

MODULE ANALYSIS IN GENDER AND DEVELOPMENT RESPONSIVENESS OF PUBLIC SCHOOLS IN BINALONAN, PANGASINAN: BASIS FOR A CAPACITY-BUILDING PROGRAM

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ABSTRACT

This study examined the level of gender and development (GAD) responsiveness of instructional modules, the seriousness of challenges encountered in their implementation, the relationship between respondents' profile variables and GAD responsiveness, and the differences in perceptions between teachers and GAD coordinators. Using a quantitative research design, the study revealed a significant perceptual gap: teachers consistently rated their modules as highly responsive across content, language, access, and participation, and developmental impact, whereas GAD coordinators assessed them as only somewhat responsive to not responsive at all. This indicates differing standards of evaluation, with teachers emphasizing inclusivity practices and coordinators focusing on deeper gender mainstreaming criteria. In terms of implementation challenges, teachers perceived them as moderately serious, citing issues such as ensuring balanced gender representation, using consistently inclusive language, addressing diverse learner contexts, and integrating gender equality into meaningful applications. In contrast, coordinators rated these challenges as slightly serious. Analysis of relationships between profile variables and GAD responsiveness showed that age, gender, marital status, educational attainment, position, and income had no significant influence; however, years of experience as a module writer and attendance in GAD-related trainings were found to significantly enhance module responsiveness. Furthermore, a significant difference in perceptions between the two groups was established across all dimensions, reinforcing the need for unified assessment standards. Based on these findings, a capacity-building program was proposed to strengthen teachers' competencies in gender-responsive module development, improve inclusive instructional design, and align evaluation frameworks through collaborative reviews, mentoring, and targeted professional development. The program aims to bridge perceptual gaps and promote more meaningful, transformative integration of gender and development principles in instructional materials.

Keywords: *Gender and Development (GAD) responsiveness; instructional modules; capacity-building program; inclusive education; teacher professional development*

INTRODUCTION

Gender and Development (GAD) mainstreaming in Philippine education is anchored in constitutional principles of equality and reinforced by key policies such as the Magna Carta of Women (RA 9710). These mandates require schools to eliminate gender bias in curricula and ensure inclusive, equitable learning environments. The Department of Education, through DepEd Order No. 32, s. 2017, further operationalizes these principles by emphasizing gender-responsive curricula, materials, and teaching practices. As a result, schools are tasked with ensuring that instructional modules reflect gender fairness through balanced representation, inclusive language, and non-stereotypical portrayals.

The relevance of evaluating learning modules became more pronounced during the COVID-19 pandemic, when self-learning modules (SLMs) became the primary instructional resource. Studies have revealed persistent gender biases in these materials, such as unequal representation and stereotypical roles, highlighting the need for systematic review mechanisms. International frameworks, particularly from UNESCO, support this direction by promoting gender-transformative education that actively challenges stereotypes. In response, the Philippine

Commission on Women, in collaboration with DepEd and other agencies, introduced standardized assessment tools through Joint Memorandum Circular 2025-03 to guide the evaluation of instructional materials.

In the context of public high schools in Binalonan, Pangasinan, schools face the dual challenge of improving learning outcomes while ensuring alignment with GAD policies. Although policies and tools are available, effective implementation depends on school-level capacities, including teacher training, use of evaluation tools, and consistent review processes. The continued use of localized and contextualized modules further underscores the need for careful assessment to prevent the reinforcement of gender biases embedded in cultural and community narratives.

Despite strong policy support, gaps remain in localized research, particularly in assessing the GAD responsiveness of modules, understanding the effectiveness of school-level review processes, and linking gender-responsive materials to learner outcomes. There is also a need to ensure consistency across both print and digital learning resources. Addressing these gaps, this study aims to provide evidence-based insights that will support capacity-building initiatives and strengthen the development of inclusive, gender-responsive instructional materials in Binalonan's public schools.

Statement of the Problem

This study analyzed the developed modules on their gender and development responsiveness in public high schools in Binalonan, Pangasinan. Specifically, the following specific problems were answered:

1. What is the extent of gender and development responsiveness of modules developed by teachers as perceived by themselves and the GAD coordinators in terms of:
 - a. Content Responsiveness;
 - b. Language Inclusivity;
 - c. Access and Participation; and
 - d. Development Impact?
2. What is the level of seriousness of the challenges encountered in the gender and development responsiveness of the developed modules in public high schools in
 - a. Binalonan, Pangasinan, in terms of:
 - b. Content Responsiveness;
 - c. Language Inclusivity;
 - d. Access and Participation; and
 - e. Development Impact?
3. Is there a significant relationship between the extent gender and development responsiveness of modules developed by teachers and their profile variables?
4. Is there a significant difference on the gender and development responsiveness of modules developed by teachers as perceived by themselves and the GAD coordinators?
5. What capacity-building program for module writers can be proposed based on the results of the study?

Review of Related Literatures

The reviewed studies collectively emphasize that Gender and Development (GAD) in education is strongly anchored in both national and international frameworks that promote gender equality and inclusivity. In the Philippine context, laws and policies such as the Magna Carta of Women and the Gender-Responsive Basic Education Policy mandate the integration of gender perspectives in curriculum, instruction, and school governance. These policies highlight the importance of gender-sensitive instructional materials, inclusive language, and equitable participation in learning. However, despite strong policy support, studies consistently reveal a gap between policy and practice, particularly due to limited teacher training, insufficient instructional resources, and the persistence of gender stereotypes in learning modules (Department of Education [DepEd], 2017; National Economic and Development Authority [NEDA], 2023; Philippine Commission on Women [PCW], 2016).

Globally, gender-responsive education is recognized as a key driver of social equity and sustainable development. International frameworks, such as the Sustainable Development Goals and UNESCO's gender equality strategies, advocate for inclusive curricula, equitable access, and the elimination of gender-based disparities in education systems. Empirical evidence from various countries shows that while progress has been made, challenges such as cultural norms, unequal resource distribution, and inadequate teacher preparation continue to hinder full implementation. Studies further highlight that instructional materials often reinforce gender bias through stereotypical portrayals, underscoring the need for systematic content review and teacher capacity-building programs to ensure inclusivity and balanced representation (UNESCO, 2017; UNICEF, 2019; World Bank, 2020).

A significant body of literature points to instructional materials as critical tools in shaping learners' perceptions of gender roles. Studies reveal that many modules and textbooks still depict men in dominant, professional roles and women in subordinate or domestic positions, thereby reinforcing traditional stereotypes. Content responsiveness, therefore, requires integrating gender equality themes across subjects, ensuring balanced representation, and eliminating biased language. Research also demonstrates that inclusive and gender-responsive materials enhance learners' motivation, participation, and self-esteem, while biased content perpetuates inequality and limits learners' aspirations (Charlesworth & Banaji, 2019; Delos Reyes & Nolasco, 2020; UNESCO, 2019).

Language inclusivity and equitable participation are also highlighted as essential components of gender-responsive education. Studies affirm that the use of gender-fair language fosters respect, belongingness, and active engagement among learners, while exclusionary language contributes to marginalization. Similarly, access to education must go beyond enrollment and ensure meaningful participation in classroom activities. However, gender disparities persist due to stereotypes, cultural expectations, and lack of inclusive materials, particularly in fields such as STEM and caregiving. Addressing these issues requires intentional integration of inclusive language and gender-sensitive activities in instructional modules (American Psychological Association [APA], 2021; Bernardo & Mendoza, 2019; Unterhalter, 2017).

The literature further underscores the vital role of teachers in gender mainstreaming. As primary implementers of the curriculum, teachers are responsible for developing and delivering gender-responsive modules, promoting inclusive classroom environments, and challenging stereotypes. However, studies reveal that many teachers face difficulties due to limited training, heavy workloads, and lack of institutional support. Consequently, capacity-building programs are identified as essential interventions to enhance teachers' competencies in gender-sensitive pedagogy and module development. Effective professional development programs, particularly those that are sustained and collaborative, have been shown to improve instructional practices and ensure alignment between policy and classroom implementation (Darling-Hammond et al., 2017; Dela Cruz, 2020; UNESCO, 2019).

Empirical studies in both local and international contexts further validate these findings. Research indicates that although awareness of gender-responsive education is generally high among educators, its implementation in instructional materials remains moderate and inconsistent. Content analyses of modules reveal persistent gender biases, including stereotyping, marginalization, and limited representation of diverse gender identities. Additionally, some studies highlight that gender responsiveness in modules is often superficial, lacking deeper integration of issues such as power relations and social inequalities. These findings demonstrate that awareness alone is insufficient and must be supported by systematic training, resource provision, and monitoring mechanisms to ensure meaningful application (Aguilar-Delavin, 2022; Delavina, 2020; Domogen, 2022; Lomibao, 2024; Villegas et al., 2025).

Furthermore, studies highlight that public school heads are increasingly expected to integrate gender and development

Overall, the reviewed studies converge on the conclusion that while significant progress has been made in institutionalizing GAD in education, substantial gaps remain in its practical implementation, particularly in instructional modules. Persistent gender biases, limited teacher preparedness, and contextual challenges hinder the realization of truly inclusive education. Thus, there is a critical need for comprehensive capacity-building programs that equip teachers with the knowledge, skills, and resources to develop gender-responsive modules. These insights provide a strong foundation for the present study, which seeks to assess the GAD responsiveness of modules in public schools in Binalonan, Pangasinan, and propose a capacity-building program to bridge the gap between policy and practice.

Theoretical Framework

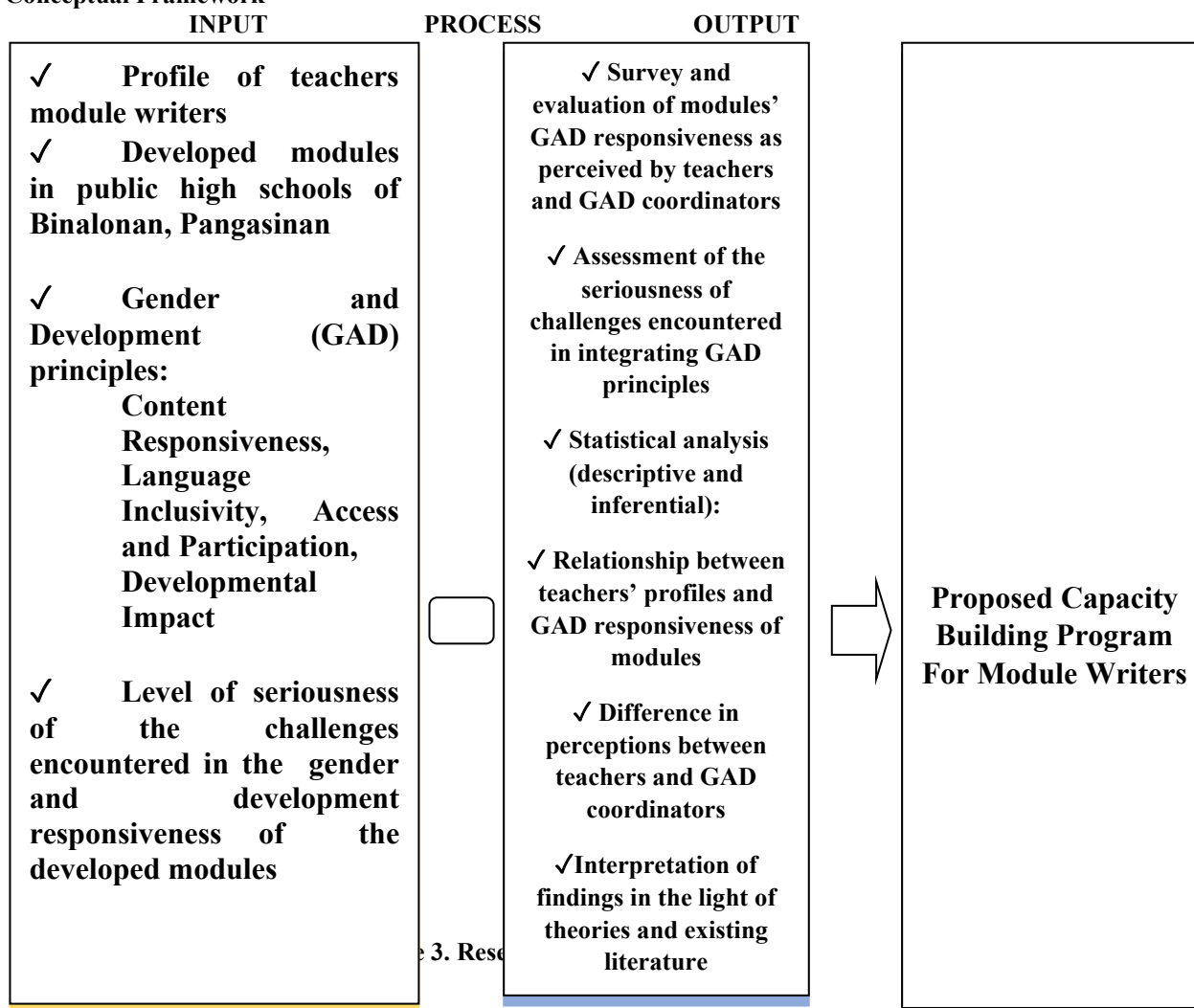
The study is grounded in a set of complementary theories that explain how instructional modules can influence gender perceptions, inclusivity, and equality in education. At its core, Gender Schema Theory explains that learners develop ideas about gender roles based on what they see and experience; thus, modules that contain stereotypes may reinforce bias, while inclusive content can reshape more equitable perspectives. Similarly, Social Learning Theory emphasizes that students learn through observation and modeling, meaning that the language, images, and examples in modules serve as powerful influences on how learners perceive gender roles and behaviors.

The framework is further supported by Feminist Pedagogy, which highlights the role of education in promoting equality, critical awareness, and empowerment. It encourages the creation of instructional materials that are

inclusive, participatory, and free from discrimination. Alongside this, the Gender Mainstreaming Framework provides a policy-driven perspective, stressing the integration of gender equality principles into all educational materials and practices. This ensures that modules contribute to broader institutional goals of fairness, inclusivity, and equal opportunity.

Finally, Critical Pedagogy reinforces the transformative role of education by encouraging learners to critically examine and challenge social inequalities, including gender biases. It positions modules not just as sources of knowledge, but as tools for developing critical thinking and social awareness. Taken together, these theories provide a comprehensive foundation for evaluating module responsiveness in terms of content, language, access, and developmental impact, while also supporting the need for a capacity-building program that equips teachers to design gender-responsive instructional materials.

Conceptual Framework



This study is guided by the Input–Process–Output (IPO) model which illustrates how the analysis of gender and development (GAD) responsiveness of modules in public high schools in Binalonan, Pangasinan is structured.

Input refers to the data and variables that provide the basis of the study. These include the profile of teachers and module writers in terms of age, gender, civil status, highest educational attainment, bachelor's degree, position, number of years as module writer, number of seminars or training attended, and average family monthly income. Another input consists of the developed modules to be evaluated in terms of content responsiveness, language inclusivity, access and participation, and developmental impact.

Process involves the systematic procedures undertaken to analyze the inputs. This includes the assessment of the GAD responsiveness of the modules as perceived by teachers and GAD coordinators, the evaluation of the level of seriousness of challenges encountered in module development, and the statistical treatment of data to determine the relationship between GAD responsiveness and the profile variables of teachers, as well as the difference in perceptions between teachers and GAD coordinators.

Output is the proposed capacity-building program for module writers. The program will be anchored on the findings of the study and will serve as an intervention to enhance teachers' competencies in developing gender-responsive modules. By strengthening content responsiveness, language inclusivity, access and participation, and developmental impact, the capacity-building program aims to institutionalize gender mainstreaming in instructional material development at the secondary level.

Through this IPO framework, the study ensures a structured approach where inputs are analyzed through defined processes, leading to a practical output that directly addresses the identified gaps and challenges in gender-responsive module development.

METHODOLOGY

The study utilized a descriptive-correlational research design to examine the gender and development (GAD) responsiveness of instructional modules in public high schools in Binalonan, Pangasinan. This approach enabled the researcher to describe the current level of responsiveness in terms of content, language inclusivity, access and participation, and developmental impact, while also determining the relationships between teachers' profile variables and their perceptions of GAD responsiveness. It further allowed the comparison of perceptions between teacher-module writers and GAD coordinators, providing a basis for data-driven recommendations for a capacity-building program.

The respondents consisted of 140 participants, including 104 teacher-module writers and 36 GAD coordinators, selected through purposive sampling. These individuals were chosen due to their direct involvement in module development and GAD implementation, ensuring that the data reflected both instructional and policy perspectives. All participants were drawn exclusively from public secondary schools in Binalonan, Pangasinan, thereby focusing the study within a specific educational context.

Data were collected using a researcher-made questionnaire that underwent expert validation. Prior to data gathering, necessary permissions were secured from the Schools Division Office and school heads. The instrument was then administered to the respondents, and the collected data were organized and analyzed using appropriate statistical tools. Ethical standards were strictly observed, including voluntary participation, informed consent, confidentiality, and the securing of ethical clearance to ensure the protection and welfare of participants.

For data analysis, frequency counts and percentages were used to describe respondents' profiles. The level of GAD responsiveness and the seriousness of challenges encountered were measured using percentages and average weighted mean, with corresponding descriptive interpretations based on established scales. Inferential statistics were also employed, including Spearman correlation and Chi-square test to determine relationships between variables, and an independent samples t-test to identify significant differences in perceptions between teacher-module writers and GAD coordinators. These statistical methods ensured a comprehensive and accurate interpretation of the data.

RESULTS AND DISCUSSION

Gender and Development Responsiveness Of Modules Developed By Teachers As Perceived By Themselves And The Gad Coordinators

This section presents the results of the analysis on the gender and development (GAD) responsiveness of learning modules developed by teachers in public high schools in Binalonan, Pangasinan, as assessed by both the teachers themselves and the designated GAD coordinators. The discussion focuses on key dimensions of responsiveness, namely content responsiveness, language inclusivity, access and participation, and developmental impact. Examining both self-assessment and institutional perspectives provides a more comprehensive understanding of how effectively gender-sensitive principles are integrated into instructional materials and highlights areas that may require further enhancement through targeted capacity-building initiatives.

Table 1

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Content Responsiveness

A. Content		VHR		HR		MR		SR		NR	
<u>Responsiveness</u>		<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>
1. Modules avoid gender stereotyping in narratives, examples, and scenarios.	Teacher	56	53.8	43	41.3	5	4.8	0	0.0	0	0.0
	GAD	1	2.8	1	2.8	1	2.8	13	36.1	20	55.6
	Coordinator										
2. Both male and female figures are represented in diverse social, cultural, and professional roles.	Teacher	66	63.5	36	34.6	2	1.9	0	0.0	0	0.0
	GAD	2	5.6	0	0.0	0	0.0	14	38.9	20	55.6
	Coordinator										
3. Equal recognition of contributions of men and women in history, science, and community.	Teacher	74	71.2	29	27.9	1	1.0	0	0.0	0	0.0
	GAD	1	2.8	1	2.8	1	2.8	11	30.6	22	61.1
	Coordinator										
4. Content includes gender-related issues (e.g., gender equality, women's rights, inclusive participation).	Teacher	73	70.2	30	28.8	1	1.0	0	0.0	0	0.0
	GAD	1	2.8	1	2.8	1	2.8	9	25.0	24	66.7
	Coordinator										
5. Visuals, illustrations, and case studies show balanced representation of genders.	Teacher	67	64.4	35	33.7	2	1.9	0	0.0	0	0.0
	GAD	2	5.6	0	0.0	0	0.0	13	36.1	21	58.3
	Coordinator										
Mean	Teacher	4.63 – Very Highly Responsive									
	GAD	1.57 – Somewhat Responsive									
	Coordinator										

Note: Highest frequencies are in bold face

1.00-1.50 Not Responsive (NR)

1.51-2.50 Somewhat Responsive (SR)

2.51-3.50 Moderately Responsive (MR)

3.51-4.50 Highly Responsive (HR)

4.51-5.00 Very Highly Responsive (VHR)

The findings reveal a significant disparity between teachers' and GAD coordinators' assessments of the gender responsiveness of instructional modules. Teachers rated the modules as Very Highly Responsive (mean = 4.63), indicating strong confidence that their materials promote gender fairness through the avoidance of stereotypes, balanced representation, inclusion of gender-related issues, and equitable recognition of contributions. At the indicator level, most teachers consistently selected the highest ratings, suggesting that they perceive their modules as aligned with inclusive and gender-fair principles. However, these self-assessments may reflect limited familiarity with formal gender analysis frameworks or an assumption that neutrality already equates to responsiveness.

In contrast, GAD coordinators rated the same modules as only Somewhat Responsive (mean = 1.57), with many indicators falling under Not Responsive or Somewhat Responsive. Their evaluations suggest that, although the modules may appear neutral or inclusive on the surface, they lack deeper integration of gender perspectives, critical examination of inequalities, and systematic application of GAD principles. This indicates that true gender responsiveness requires more than the absence of bias; it demands intentional and explicit inclusion of gender analysis and representation.

Overall, the results highlight a clear perception gap between module developers and evaluators, underscoring the need for capacity-building initiatives. Strengthening teachers' competencies in gender-responsive material development, establishing shared evaluation standards, and promoting collaborative review processes between teachers and GAD coordinators are essential. Addressing these gaps will help ensure that instructional materials move beyond surface-level inclusivity toward genuinely promoting gender equality and supporting broader Gender and Development objectives.

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Language and Inclusivity

Table 2

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Language and Inclusivity

B. Language and Inclusivity	VHR		HR		MR		SR		NR	
	F	%	F	%	F	%	F	%	F	%
1. Use of gender- Teacher sensitive and bias-free terms GAD (avoiding "he" Coordinator as default).	58	55.8	41	39.4	5	4.8	0	0.0	0 19	0.0
	1	2.8	1	2.8	2	5.6	13	36.1		52.8
2. Avoidance of Teacher derogatory or GAD gender- Coordinator insensitive expressions.	62	59.6	39	37.5	3	2.9	0	0.0	0 18	0.0
	1	2.8	0	0.0	3	8.3	14	38.9		50.0

3. Language portrays both men and women as equally capable of academic and social success.	Teacher	67	64.4	33	31.7	4	3.8	0	0.0	0	21	0.0
	GAD	1	2.8	0	0.0	1	2.8	13	36.1			58.3
	Coordinator											
4. Inclusive terminology reflects diversity (e.g., “learners” instead of “boys and girls” only).	Teacher	69	66.3	31	29.8	4	3.8	0	0.0	0	22	0.0
	GAD	1	2.8	0	0.0	1	2.8	12	33.3			61.1
	Coordinator											
5. Instructions encourage participation without reinforcing traditional gender roles.	Teacher	65	62.5	35	33.7	4	3.8	0	0.0	0	21	0.0
	GAD	1	2.8	0	0.0	0	0.0	14	38.9			58.3
	Coordinator											
Mean	Teacher	4.58 – Very Highly Responsive										
	GAD	1.57 – Somewhat Responsive										
	Coordinator											

Note: Highest frequencies are in bold face

1.00-1.50 Not Responsive (NR)

1.51-2.50 Somewhat Responsive (SR)

2.51-3.50 Moderately Responsive (MR)

3.51-4.50 Highly Responsive (HR)

4.51-5.00 Very Highly Responsive (VHR)

The findings of the study reveal a significant discrepancy between teachers’ self-assessments and the evaluations of GAD coordinators regarding the gender and development (GAD) responsiveness of instructional modules. Teachers rated their materials as Very Highly Responsive, demonstrating strong confidence that their language is inclusive, gender-sensitive, and free from bias. They reported consistent use of equitable representations, inclusive terminology, and non-stereotypical instructional approaches. However, GAD coordinators provided a contrasting assessment, rating the same materials as only Somewhat Responsive, indicating that the modules fall short of established gender-mainstreaming standards. This divergence highlights a clear perception gap between classroom practitioners and policy-oriented evaluators.

At the indicator level, teachers believed that their modules effectively promote gender fairness by avoiding discriminatory language, presenting both men and women as equally capable, and encouraging inclusive participation. In contrast, GAD coordinators observed that many modules still exhibit subtle forms of bias, such as implicit gender stereotypes, limited acknowledgment of diverse gender identities, and insufficiently inclusive language structures. These findings suggest that while overt discrimination may be avoided, deeper and more nuanced aspects of gender responsiveness are not consistently addressed.

Overall, the results underscore the need to bridge the gap between teachers’ perceptions and institutional standards through structured capacity-building initiatives. Strengthening teachers’ competencies in identifying and addressing implicit bias, applying gender-fair language, and aligning instructional materials with GAD policies is essential. A comprehensive capacity-building program can help ensure that modules genuinely reflect inclusivity and equity, thereby enhancing the effectiveness of gender-responsive education in public schools.

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Access and Participation

Table 3

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Access and Participation

C. Access and Participation		VHR		HR		MR		SR		NR	
		<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>
1. Activities are designed to encourage participation of both male and female learners.	Teacher	81	77.9	21	20.2	2	1.9	0	0.0	0	0.0
	GAD	1	2.8	0	0.0	0	0.0	12	33.3	23	63.9
	Coordinator										
2. Examples do not limit opportunities to gendered roles (e.g., science for boys, arts for girls).	Teacher	69	66.3	33	31.7	2	1.9	0	0.0	0	0.0
	GAD	1	2.8	0	0.0	2	5.6	13	36.1	20	55.6
	Coordinator										
3. Equal access to module resources is promoted regardless of gender.	Teacher	75	72.1	26	25.0	3	2.9	0	0.0	0	0.0
	GAD	1	2.8	0	0.0	0	0.0	13	36.1	22	61.1
	Coordinator										
4. Module tasks recognize the different contexts of learners (household roles, community roles).	Teacher	68	65.4	30	28.8	6	5.8	0	0.0	0	0.0
	GAD	1	2.8	0	0.0	1	2.8	12	33.3	22	61.1
	Coordinator										
5. Encouragement for learners to pursue nontraditional career paths across genders.	Teacher	71	68.3	30	28.8	3	2.9	0	0.0	0	0.0
	GAD	1	2.8	0	0.0	0	0.0	14	38.9	21	58.3
	Coordinator										
Mean	Teacher	4.67 – Very Highly Responsive									
	GAD	1.50 – Not Responsive									
	Coordinator										

Note: Highest frequencies are in bold face

1.00-1.50 Not Responsive (NR)

1.51-2.50 Somewhat Responsive (SR)

2.51-3.50 Moderately Responsive (MR)

3.51-4.50 Highly Responsive (HR)

4.51-5.00 Very Highly Responsive (VHR)

The results of the study reveal a significant discrepancy between teachers' self-assessments and the evaluations of GAD coordinators regarding the gender responsiveness of instructional modules in terms of

access and participation. Teachers rated their modules as Very Highly Responsive (mean = 4.67), indicating strong confidence that their materials promote equal participation, provide equitable access to resources, recognize diverse learner contexts, and encourage non-traditional gender roles. At the indicator level, most teachers consistently reported very high responsiveness across all dimensions, suggesting that they perceive their instructional practices as inclusive and supportive of gender equality.

In contrast, GAD coordinators assessed the same modules as Not Responsive (mean = 1.50), highlighting substantial gaps in gender responsiveness when evaluated using formal gender analysis and policy-based standards. Their ratings suggest that the modules lack explicit strategies to address gender-based barriers, ensure equitable participation, and reflect diverse learner realities. This indicates that while the modules may appear neutral, they may not effectively challenge traditional gender norms or promote substantive equity in practice.

Overall, the findings underscore a critical gap between perceived and actual gender responsiveness, emphasizing the need for clearer standards, alignment with GAD frameworks, and targeted capacity-building initiatives. Strengthening teachers' competencies through training, mentoring, and systematic evaluation can help bridge this gap and ensure that instructional modules genuinely support inclusive, equitable, and gender-responsive education.

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Development Impact

Table 4

Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators in Terms of Development Impact

D. Development <u>Impact</u>	VHR		HR		MR		SR		NR	
	F	%	F	%	F	%	F	%	F	%
1. Modules promote values of Teacher respect, equality, and inclusion.	77	74.0	24	23.1	3	2.9	0	0.0	0	25 0.0
GAD Coordinator	1	2.8	0	0.0	0	0.0	10	27.8		69.4
2. Learners are encouraged to Teacher critically analyze gender issues.	77	74.0	23	22.1	4	3.8	0	0.0	0	22 0.0
GAD Coordinator	1	2.8	0	0.0	1	2.8	12	33.3		61.1
3. Gender equality concepts are integrated in reallife applications (e.g., community, workplace).	80	76.9	20	19.2	4	3.8	0	0.0	0	22 0.0
Teacher GAD Coordinator	1	2.8	0	0.0	0	0.0	13	36.1		61.1

4.	Learning activities promote cooperation between male and female learners.	Teacher	77	74.0	24	23.1	3	2.9	0	0.0	0	23	0.0
		GAD	1	2.8	0	0.0	0	0.0	12	33.3			63.9
		Coordinator											
5.	Modules develop awareness of gender-related social issues (e.g., violence, discrimination, equality in work).	Teacher	77	74.0	24	23.1	3	2.9	0	0.0	0	23	0.0
		GAD	1	2.8	0	0.0	1	2.8	11	30.6			63.9
		Coordinator											
Mean					Teacher 4.71 – Very Highly Responsive								
					GAD 1.46 – Not Responsive								
					Coordinator								

Note: Highest frequencies are in bold face

1.00-1.50 Not Responsive (NR)

1.51-2.50 Somewhat Responsive (SR)

2.51-3.50 Moderately Responsive (MR)

3.51-4.50 Highly Responsive (HR)

4.51-5.00 Very Highly Responsive (VHR)

The findings reveal a strong divergence in perceptions between teachers and GAD coordinators regarding the developmental impact of instructional modules. Teachers consistently rated all indicators at the highest level, indicating that the modules are Very Highly Responsive in promoting gender equality, inclusion, and social awareness. A substantial proportion of teachers affirmed that the modules foster respect, encourage critical analysis of gender issues, integrate real-life applications, promote cooperation among learners, and raise awareness of societal concerns such as discrimination and violence. These results suggest that teachers perceive their instructional materials as not only academically effective but also transformative in shaping learners' values and social consciousness.

In contrast, GAD coordinators provided a more critical assessment, with most indicators rated as Not Responsive or Somewhat Responsive. This suggests that while gender-related concepts may be present in the modules, they are not sufficiently explicit, sustained, or contextually grounded to produce meaningful developmental outcomes. The discrepancy highlights that teachers may equate inclusion of gender-related content with effectiveness, whereas GAD coordinators evaluate responsiveness based on deeper alignment with gender frameworks, critical engagement, and the ability to challenge social norms and inequalities.

Overall, the results underscore a significant gap between perceived and actual gender responsiveness of instructional materials. This gap points to the need for clearer standards, shared understanding of developmental impact, and targeted capacity-building initiatives. Strengthening teachers' competencies in integrating gender issues into real-life contexts, promoting critical inquiry, and designing transformative learning activities is essential to enhance the effectiveness of modules and achieve Gender and Development objectives in public schools.

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Content Responsiveness

Table 5

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Content Responsiveness n=140

A. Content		VHS		HS		MS		SS		NS	
<u>Responsiveness</u>		<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>
1. Presence of gender stereotypes in examples, narratives, and illustrations in the modules.	Teacher	3	2.9	44	42.3	36	34.6	0 15	0.0 41.7	21	20.2
	GAD	2	5.6	2	5.6	7	19.4			10	27.8
	Coordinator										
2. Limited or unequal representation of male and female figures across different roles.	Teacher	8	7.7	39	37.5	34	32.7	0 14	0.0 38.9	23	22.1
	GAD	1	2.8	3	8.3	7	19.4			11	30.6
	Coordinator										
3. Lack of integration of gender-related themes and issues in the subject content.	Teacher	6	5.8	44	42.3	35	33.7	0 14	0.0 38.9	19	18.3
	GAD	2	5.6	1	2.8	9	25.0			10	27.8
	Coordinator										
4. Insufficient inclusion of contributions of both men and women in history, science, and society.	Teacher	5	4.8	50	48.1	29	27.9	0 13	0.0 36.1	20	19.2
	GAD	2	5.6	2	5.6	10	27.8			9	25.0
	Coordinator										
5. Failure of modules to encourage critical thinking about gender roles and equality.	Teacher	6	5.8	44	42.3	31	29.8	0 15	0.0 41.7	23	22.1
	GAD	2	5.6	2	5.6	7	19.4			10	27.8
	Coordinator										
Mean	Teacher	3.13 – Moderately Serious									
	GAD	2.21 – Slightly Serious									
	Coordinator										

Note: Highest frequencies are in bold face

1.00-1.50 Not Serious (NS)

1.51-2.50 Slightly Serious (SS)

2.51-3.50 Moderately Serious (MS)

3.51-4.50 Highly Serious (VHS)

4.51-5.00 Very Highly Serious (VHS)

The findings reveal a noticeable divergence between teachers and GAD coordinators in their perceptions of the seriousness of challenges related to the content responsiveness of modules. Overall, teachers rated the challenges as Moderately Serious, indicating that issues such as gender stereotypes, unequal representation of males and females, and limited integration of gender themes are evident in module development and use, though still manageable within classroom practice. In contrast, GAD coordinators rated these concerns as Slightly Serious, suggesting that from an institutional compliance and policy perspective, content-related issues are viewed as less pressing compared to other dimensions of gender mainstreaming. This difference reflects contrasting roles and lenses of evaluation, where teachers are more exposed to day-to-day instructional realities, while coordinators assess alignment with broader GAD standards.

At the item level, teachers consistently identified several concerns as highly to moderately serious, particularly the persistence of gender stereotypes in examples and illustrations, the unequal representation of men and women in various roles, and the weak integration of gender-related themes in subject matter. These findings indicate that

teachers are increasingly aware of subtle but persistent biases in instructional materials that may reinforce traditional gender norms. Conversely, GAD coordinators generally rated these same issues as slightly serious or not serious, possibly reflecting their view that existing modules already meet minimum GAD requirements or that other dimensions of gender responsiveness take priority.

A similar pattern emerged in relation to the development of critical thinking on gender roles and equality. Teachers considered this a more serious challenge, noting difficulties in embedding higher-order, reflective discussions of gender issues within lessons. Meanwhile, GAD coordinators viewed it as less critical. This gap underscores the need for clearer instructional guidance and stronger pedagogical support to help teachers move beyond surface-level inclusion of gender concepts toward more transformative and analytical engagement.

Overall, the results suggest that while content responsiveness is not perceived as highly problematic at the institutional level, it remains a significant practical challenge for teachers. The disparity in perceptions highlights the need for a shared framework for evaluating gender responsiveness in instructional materials, alongside targeted capacity-building initiatives. Strengthening teacher training, improving collaborative module review processes, and providing concrete exemplars for integrating gender-sensitive and critical perspectives can help bridge this gap and enhance the overall quality of GAD-responsive modules in public schools.

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Language and Inclusivity

Table 6

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Language and Inclusivity n=140

B. Language and				VHS		HS		MS		SS		NS		
<u>Inclusivity</u>				<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	
1. Use of gender-biased terms that favor one gender over another.	Teacher			6	5.8	43	41.3	32	30.8	0	16	0.0	23	22.1
	GAD			3	8.3	0	0.0	8	22.2		44.4		9	25.0
	Coordinator													
2. Absence of genderfair language in module and instructions discussions.	Teacher			6	5.8	39	37.5	38	36.5	0	17	0.0	21	20.2
	GAD			3	8.3	0	0.0	6	16.7		47.2		10	27.8
	Coordinator													
3. Use of pronouns or examples that reinforce male dominance as the norm.	Teacher			8	7.7	42	40.4	37	35.6	0	15	0.0	17	16.3
	GAD			3	8.3	0	0.0	9	25.0		41.7		9	25.0
	Coordinator													
4. Lack of inclusive terminology that recognizes diversity among learners.	Teacher			8	7.7	40	38.5	33	31.7	0	0.0		23	22.1
	GAD			1	2.8	2	5.6	12	33.3	11	30.6		10	27.8
	Coordinator													

5. Instructions and examples that indirectly discourage equal participation of all genders.	Teacher	8	7.7	44	42.3	31	29.8	0	12	0.0	21	20.2
	GAD	3	8.3	0	0.0	9	25.0		33.3		12	33.3
	Coordinator											
Mean	Teacher	3.13 – Moderately Serious										
	GAD	2.21 – Slightly Serious										
	Coordinator											

Note: Highest frequencies are in bold face

1.00-1.50 Not Serious (NS)

1.51-2.50 Slightly Serious (SS)

2.51-3.50 Moderately Serious (MS)

3.51-4.50 Highly Serious (SS)

4.51-5.00 Very Highly Serious (VHS)

The findings of the study reveal a clear perceptual gap between teachers and GAD coordinators regarding the seriousness of language and inclusivity issues in instructional modules. Teachers assessed these concerns as Moderately Serious ($M = 3.13$), indicating that gender-biased terms, lack of gender-fair language, and the use of examples reinforcing traditional gender norms are still evident in learning materials and require attention. In contrast, GAD coordinators rated these issues as Slightly Serious ($M = 2.21$), suggesting that from a policy compliance and institutional perspective, such concerns are viewed as less critical. This divergence highlights how frontline implementers (teachers) experience the practical challenges of inclusive language more directly than coordinators, who tend to evaluate materials based on formal standards and compliance indicators (Delos Reyes & Nolasco, 2020; UNESCO, 2020).

At the indicator level, teachers consistently identified persistent issues such as the use of gender-biased terminology, the absence of gender-fair language, and examples that reinforce male dominance as moderately to highly serious concerns. These findings suggest that teachers struggle to consistently integrate inclusive language in module development and instructional delivery. Related studies confirm that gender bias in educational materials often appears in subtle linguistic patterns, including male-default pronouns and stereotypical role representations, which continue to shape learners' perceptions of gender roles (Moser & Tomlinson, 2019; Bernardo & Mendoza, 2019). Meanwhile, GAD coordinators generally rated these same indicators as less serious, implying perceived adequacy of existing guidelines despite evidence of implicit bias in instructional content.

Overall, the results indicate that while GAD coordinators perceive language inclusivity issues as relatively manageable, teachers experience them as ongoing instructional challenges. This discrepancy underscores the need for clearer, standardized guidelines on gender-fair and inclusive language, as well as strengthened capacity-building programs for teachers in module development. Literature emphasizes that effective integration of gender responsiveness requires sustained professional development and explicit modeling of inclusive pedagogies to address both overt and subtle forms of bias in educational materials (Darling-Hammond et al., 2017; UNESCO, 2020; Mori, 2024).

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Access and Participation

Table 7

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Access and Participation n=140

C. Access and Participation	VHS		HS		MS		SS		NS	
	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>	<u>F</u>	<u>%</u>

1. Unequal opportunities for male and female learners to participate in module activities.	Teacher	10	9.6	40	38.5	30	28.8	0	13	0.0	24	23.1
	GAD	4	11.1	2	5.6	4	11.1			36.1	13	36.1
	Coordinator											
2. Activities designed in ways that favor traditional gender roles.	Teacher	8	7.7	41	39.4	30	28.8	0	16	0.0	25	24.0
	GAD	4	11.1	3	8.3	4	11.1			44.4	9	25.0
	Coordinator											
3. Lack of consideration of learners' diverse backgrounds and responsibilities (e.g., household duties, community roles).	Teacher	5	4.8	45	43.3	31	29.8	0	15	0.0	23	22.1
	GAD	3	8.3	4	11.1	4	11.1			41.7	10	27.8
	Coordinator											
4. Limited encouragement for learners to pursue non-traditional careers (e.g., girls in STEM, boys in caregiving).	Teacher	9	8.7	43	41.3	30	28.8	0	17	0.0	22	21.2
	GAD	2	5.6	4	11.1	5	13.9			47.2	8	22.2
	Coordinator											
5. Lack of gendersensitive accommodations for learners with special needs or marginalized identities.	Teacher	9	8.7	46	44.2	27	26.0	0	16	0.0	22	21.2
	GAD	2	5.6	3	8.3	6	16.7			44.4	9	25.0
	Coordinator											
Mean	Teacher			3.13 – Moderately Serious								
	GAD			2.28 – Slightly Serious								
	Coordinator											

Note: Highest frequencies are in bold face

1.00-1.50 Not Serious (NS)

2.51-3.50 Moderately Serious (MS)

4.51-5.00 Very Highly Serious (VHS)

1.51-2.50 Slightly Serious (SS)

3.51-4.50 Highly Serious (SS)

The findings of the study reveal a notable perceptual gap between teachers and GAD coordinators regarding the seriousness of access and participation challenges in gender and development (GAD)-responsive modules. Teachers rated these challenges as moderately serious ($M = 3.13$), highlighting persistent issues such as unequal learner participation, gender-biased activities, limited contextual sensitivity, and insufficient inclusive accommodations in actual classroom implementation. In contrast, GAD coordinators perceived these concerns as slightly serious ($M = 2.28$), suggesting that at the policy and compliance level, these issues are considered less critical or more adequately addressed. This divergence underscores the difference between classroom-based experiences and institutional-level evaluations, where teachers directly observe implementation gaps while coordinators assess alignment with formal gender policies (Delos Reyes & Nolasco, 2020; UNESCO, 2020).

At the indicator level, teachers emphasized recurring challenges such as the lack of gender-sensitive accommodations for diverse learners, reinforcement of traditional gender roles in module activities, and limited opportunities for learners to engage in non-traditional gendered tasks. They also pointed to the failure of some modules to account for learners' varied social responsibilities and contexts, which affects equitable participation. These findings align with research emphasizing that gender responsiveness in education requires more than content neutrality; it demands intentional instructional design that addresses structural and contextual inequities affecting learner engagement (Unterhalter, 2017; UNESCO, 2020). Meanwhile, GAD coordinators generally rated these same indicators as only slightly serious, implying that perceived compliance with standards may not fully capture classroom realities where participation inequities persist.

Overall, the results suggest that while GAD coordinators view existing modules as largely compliant with gender responsiveness standards, teachers experience practical difficulties in ensuring equitable access and participation during actual implementation. This discrepancy highlights the need to strengthen alignment between policy evaluation and classroom practice. It also underscores the importance of targeted capacity-building programs that enhance teachers' competencies in designing inclusive, context-responsive, and gender-equitable learning activities. Empirical studies support that sustained professional development and collaborative curriculum review significantly improve educators' ability to implement inclusive pedagogies and reduce participation gaps among learners (Darling-Hammond et al., 2017; Mori, 2024).

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Developmental Impact

Table 8

Level of Seriousness of the Challenges Encountered in the Gender and Development Responsiveness of the Developed Modules in Public High Schools in Binalonan, Pangasinan in Terms of Developmental Impact n=140

D. Developmental <u>Impact</u>			VHS		HS		MS		SS		NS		
			F	%	F	%	F	%	F	%	F	%	
1. Limited promotion of respect, fairness, and equality through the module content.	Teacher		8	7.7	49	47.1	27	26.0	0	14	0.0	20	19.2
	GAD		3	8.3	0	0.0	7	19.4	38.9			12	33.3
	Coordinator												
2. Weak integration of discussions that raise learners' awareness of gender issues in society.	Teacher		8	7.7	41	39.4	32	30.8	0	14	0.0	23	22.1
	GAD		3	8.3	1	2.8	9	25.0	38.9			9	25.0
	Coordinator												
3. Activities that fail to foster cooperation and collaboration among learners of different genders.	Teacher		7	6.7	44	42.3	31	29.8	0	15	0.0	22	21.2
	GAD		3	8.3	1	2.8	8	22.2	41.7			9	25.0
	Coordinator												

4. Minimal opportunities for learners to apply gender equality principles in real-life contexts.	Teacher	7	6.7	44	42.3	32	30.8	0 16	0.0	21	20.2
	GAD	3	8.3	1	2.8	7	19.4		44.4	9	25.0
	Coordinator										
5. Lack of emphasis on nondiscrimination and inclusivity as core values in learning materials.	Teacher	7	6.7	43	41.3	33	31.7	0 16	0.0	21	20.2
	GAD	2	5.6	3	8.3	6	16.7		44.4	9	25.0
	Coordinator										
Mean	Teacher	3.16 – Moderately Serious									
	GAD	2.24 – Slightly Serious									
	Coordinator										

Note: Highest frequencies are in bold face

1.00-1.50 Not Serious (NS)

1.51-2.50 Slightly Serious (SS)

2.51-3.50 Moderately Serious (MS)

3.51-4.50 Highly Serious (SS)

4.51-5.00 Very Highly Serious (VHS)

The findings of the study on Gender and Development (GAD) responsiveness of modules in public schools in Binalonan, Pangasinan reveal a notable divergence in perceptions between teachers and GAD coordinators regarding the developmental impact of instructional materials. Teachers rated the challenges as moderately serious ($M = 3.16$), indicating observable difficulties in embedding values such as equality, fairness, cooperation, and non-discrimination into actual classroom practice. In contrast, GAD coordinators perceived these issues as only slightly serious ($M = 2.24$), reflecting a more compliance-oriented evaluation of the modules. This difference suggests that teachers, being directly engaged in classroom implementation, are more sensitive to the practical limitations of instructional materials in shaping learner attitudes and behaviors, while coordinators tend to assess modules based on policy alignment and formal standards (Delos Reyes & Nolasco, 2020; UNESCO, 2020).

At the indicator level, teachers consistently identified several developmental concerns as moderately to highly serious, particularly the limited promotion of respect and equality, weak integration of gender awareness discussions, and insufficient opportunities for learners to apply gender equality principles in real-life situations. They also highlighted gaps in fostering cooperation among learners of different genders and the inadequate emphasis on inclusivity as a lived value rather than a theoretical concept. These findings suggest that while gender-related content may be present in the modules, its translation into meaningful, reflective, and transformative learning experiences remains limited. Literature emphasizes that gender-responsive education requires intentional pedagogical strategies that promote critical reflection and active engagement rather than mere content inclusion (Unterhalter, 2017; Mori, 2024).

Overall, the results imply that developmental responsiveness remains a critical area for improvement in module design and implementation. The disparity between teachers' and coordinators' assessments highlights the need for a more unified evaluation framework that bridges policy expectations with classroom realities. Strengthening teachers' capacity through targeted professional development, mentoring, and collaborative module review is essential to ensure that gender and development principles are not only stated but effectively internalized by learners. Studies consistently affirm that sustained capacity-building efforts enhance educators' ability to deliver transformative, equity-focused instruction that fosters inclusive and socially responsible learning environments (Darling-Hammond et al., 2017; UNESCO, 2020).

Significant Relationship between the Gender and Development Responsiveness of Modules Developed by Teachers and their Profile Variables

Table 9

Relationship between the Gender and Development Responsiveness of Modules Developed by Teachers and Their Profile Variables

Profile Variables	Gender and Development Responsiveness of Modules Developed by Teachers						Overall Mean
	Content		Language	Access and	Development		
Age rpb-0.042 0.005 0.058 0.070 0.026 Sig. 0.673 0.960 0.560 0.481 0.797							
Gender	rpb	0.003	0.106	0.084	0.069	0.072	Highest T _b 0.081 0.027
	Sig.	0.973	0.291	0.403	0.488	0.469	
Marital Status	rpb	-0.104	0.010	0.062	0.072	0.013	
	Sig.	0.296	0.921	0.533	0.471	0.895	
Educational Attainment	0.013	0.090	0.089				
	Sig.	0.412	0.785	0.892	0.361	0.370	
Bachelor's Degree	r _{pb}	-0.012	0.062	0.024	0.076	0.042	
	Sig.	0.900	0.530	0.810	0.444	0.673	
						-0.109	
Number of							
Seminars or	T _b	.244*	0.187	.218*	.248*	.224*	
Training	Sig.	0.012	0.057	0.026	0.011	0.022	
Attended							
Average	T _b	0.084	0.111	0.187	0.148	0.119	
Family	Sig.	0.399	0.261	0.057	0.133	0.230	
Monthly							
Position	T _b Sig.	-0.133	-0.126	-0.048	0.007		
		0.178	0.203	0.630	0.945	0.271	
Number of							
Years as	T _b	.218*	.227*	.269**	.246*	.271**	
Module	Sig.	0.026	0.021	0.006	0.012	0.005	
Writer							
Income							

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

The results of the study reveal that most teachers' personal and demographic characteristics do not have a significant relationship with the Gender and Development (GAD) responsiveness of the modules they developed.

Variables such as age, gender, civil status, educational attainment, bachelor's degree, position, and average family income were found to have no significant correlation with the four dimensions of GAD responsiveness—content, language and inclusivity, access and participation, and development impact—as well as with the overall mean ($p > .05$). This implies that GAD responsiveness in instructional materials is not inherently influenced by teachers' demographic or socioeconomic profiles, but rather depends on other enabling factors such as institutional support and professional preparation. Similar findings in related literature suggest that inclusive and gender-responsive pedagogical practices are more effectively shaped through structured training and policy-driven frameworks than by personal attributes alone (Delos Reyes & Nolasco, 2020; UNESCO, 2020).

In contrast, professional development-related variables showed significant relationships with GAD responsiveness. Specifically, the number of years as a module writer was significantly correlated with all dimensions of GAD responsiveness and the overall mean ($r = .218$ to $.271$, $p < .05$), indicating that more experienced module writers tend to produce more gender-responsive instructional materials. Likewise, the number of seminars and trainings attended was also significantly associated with most GAD dimensions and overall responsiveness ($r = .218$ to $.248$, $p < .05$), highlighting the positive influence of continuous professional development. These findings align with evidence that sustained training and experience enhance educators' capacity to integrate inclusive and gender-fair practices in curriculum materials (Darling-Hammond et al., 2017; Mori, 2024; Villegas et al., 2025). Overall, the results underscore that GAD responsiveness is primarily strengthened through experience and targeted capacity-building rather than demographic characteristics, supporting the need for institutionalized training programs and mentoring systems for module writers.

Significant Difference on the Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the Gad Coordinators

Table 10

Difference on the Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators

Gender and Development Responsiveness	Teacher	GAD	Multivariate Test			Univariate Test	
	Module Writers	Coordinators					
	Mean	Mean	Pillai's Trace	Fc	Sig.	Fc	Sig.
Content Responsiveness	4.63	Very Highly Responsive				708.46	0.00
						* 0 ss	
Language and Inclusivity	4.58	Very Highly Responsive	0.869	224.12	0.00	690.35	0.00
						* 0	
Access and Participation	4.67	Very Highly Responsive				851.32	0.00
						* 0	
Development Impact	4.71	Very Highly Responsive				848.04	0.00
						* 0	

*Significant

The analysis of the gender and development (GAD) responsiveness of instructional modules in public high schools in Binalonan, Pangasinan revealed a statistically significant difference between the perceptions of teacher-module writers and GAD coordinators. Multivariate results confirmed a strong overall divergence (Pillai's Trace = 0.869, $F_c = 224.12$, $p < .001$), indicating that teachers' self-evaluations differ substantially from institutional assessments across all dimensions of GAD responsiveness. This suggests that teachers generally perceive their modules as highly aligned with gender-responsive principles, while GAD coordinators apply more stringent evaluative standards, reflecting a recurring gap between self-assessment and external review in curriculum implementation contexts (Delos Reyes & Nolasco, 2020; UNESCO, 2020).

At the dimensional level, significant differences emerged in content responsiveness ($F_c = 708.46$, $p < .001$), language and inclusivity ($F_c = 690.35$, $p < .001$), access and participation ($F_c = 851.32$, $p < .001$), and developmental impact ($F_c = 848.04$, $p < .001$). While teachers consistently rated their modules as very highly responsive, GAD coordinators identified gaps particularly in ensuring equitable participation opportunities and translating gender concepts into transformative learning outcomes. These findings suggest that inclusivity may be largely perceived at a surface level, with deeper structural and pedagogical integration of gender equality still needing strengthening, consistent with literature emphasizing the need for critical and transformative approaches in gender-responsive education (Bernardo & Mendoza, 2019; Unterhalter, 2017; UNESCO, 2020). The observed discrepancies highlight the need for harmonized evaluation standards and sustained capacity-building to bridge perception gaps and strengthen authentic GAD integration in instructional materials (Darling-Hammond et al., 2017; Mori, 2024).

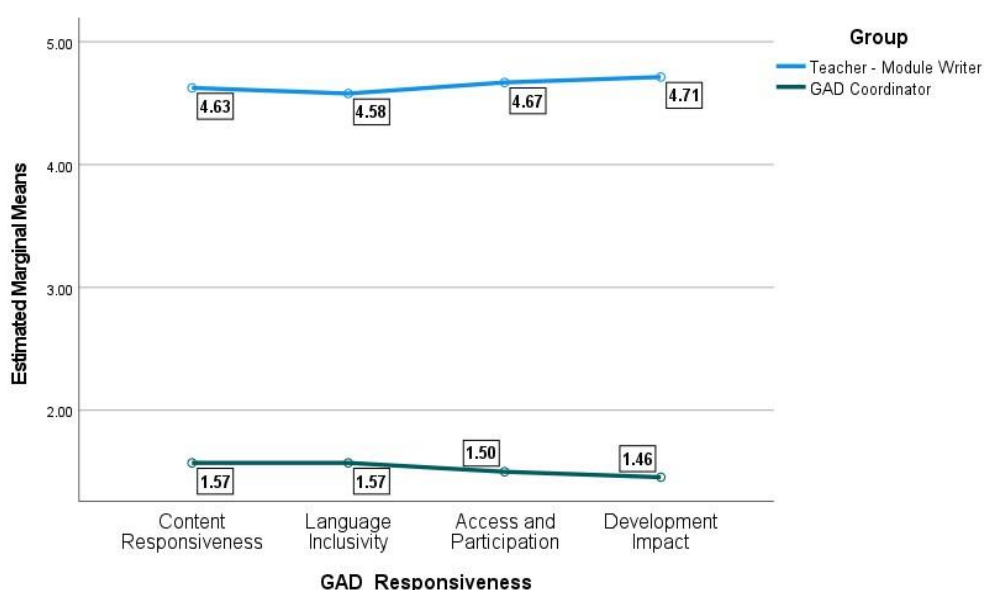


Figure 2. Profile Plot Describing the Difference on the Gender and Development Responsiveness of Modules Developed by Teachers as Perceived by Themselves and the GAD Coordinators

The results of the study reveal a pronounced and consistent discrepancy between the perceptions of teacher-module writers and GAD coordinators regarding the gender and development (GAD) responsiveness of instructional modules. Overall, teachers rated their modules as Very Highly Responsive across all dimensions, with mean scores ranging from 4.58 to 4.71, while GAD coordinators provided significantly lower ratings ranging from 1.46 to 1.57, interpreted as Somewhat to Not Responsive. This sharp divergence suggests that teachers view their materials as strongly aligned with gender-responsive principles, whereas GAD coordinators apply more rigorous, standards-based criteria in their evaluation. Similar mismatches between self-assessment and external evaluation have been observed in inclusive education and gender mainstreaming studies, where educators often overestimate compliance compared to institutional benchmarks (Delos Reyes & Nolasco, 2020; UNESCO, 2020).

At the dimensional level, teachers consistently rated all aspects highly, with Development Impact receiving the highest mean ($M = 4.71$), followed by Access and Participation ($M = 4.67$), Content Responsiveness ($M = 4.63$), and Language and Inclusivity ($M = 4.58$). In contrast, GAD coordinators rated these same dimensions much

lower, particularly in Development Impact ($M = 1.46$), indicating perceived weaknesses in translating gender equality into transformative learning outcomes. The widest gaps were observed in Access and Participation and Development Impact, suggesting that while teachers believe their modules foster inclusivity and equality, coordinators identify limited evidence of deep integration of gender-responsive pedagogy. This aligns with research indicating that instructional materials often reflect surface-level inclusivity rather than substantive integration of gender equality principles into learning design and outcomes (Bernardo & Mendoza, 2019; Unterhalter, 2017). Overall, the findings highlight a systemic perceptual gap that underscores the need for standardized evaluation tools and targeted capacity-building programs to align teacher-developed modules with institutional GAD standards and transformative educational goals (Darling-Hammond et al., 2017; UNESCO, 2020).

CAPACITY-BUILDING PROGRAM FOR MODULE WRITERS

I. Introduction

The proposed capacity-building program responds to the findings of the study on Gender and Development (GAD) responsiveness of instructional modules in public secondary schools in Binalonan, Pangasinan. Results revealed a significant discrepancy between teacher-module writers, who generally rated their outputs as very highly responsive, and GAD coordinators, who assessed them as only somewhat to not responsive. Statistical analysis further confirmed significant differences in key dimensions such as content responsiveness, language and inclusivity, access and participation, and development impact. These findings indicate a clear gap in understanding and application of GAD standards between implementers and evaluators.

The study also showed that demographic factors were not significantly related to GAD responsiveness, while professional experience and attendance in GAD-related trainings were positively associated with improved module quality. This suggests that competence in gender-responsive module writing is developed through sustained practice and targeted professional development. Additionally, both teachers and coordinators identified moderately serious challenges, particularly in ensuring meaningful inclusivity and developmental impact. In response, the proposed Project GAD-EMPOWER is designed to address these gaps through structured training, harmonized standards, collaborative evaluation, and continuous mentoring to improve the quality and responsiveness of instructional materials.

II. General Objective

To enhance the gender and development (GAD) responsiveness of instructional modules in public high schools in Binalonan, Pangasinan through systematic professional development, collaborative evaluation, and institutional alignment.

III. Specific Objectives

- a. To strengthen teachers' competencies in integrating gender-responsive content, language, access, and developmental outcomes into learning modules.
- b. To harmonize evaluation standards between teacher-module writers and GAD coordinators through common rubrics and joint reviews.
- c. To reduce moderately serious challenges in content responsiveness, inclusivity, access and participation, and development impact.
- d. To institutionalize mentoring and peer coaching for novice and experienced module writers.
- e. To establish a sustainable monitoring and evaluation system for continuous improvement of GAD-responsive materials.

IV. Action Plan

Key Findings from the Study	Strategies / Activities	Objectives Addressed	Key Performance Indicators (KPIs)	Persons Involved	Timeframe	Source of Funds / Budget
1. Significant difference between teachers' and GAD coordinators' perceptions	Joint orientation on GAD standards and shared evaluation rubrics	1, 2	Common rubric developed and adopted by all schools	School Heads, GAD Coordinators, Teachers	Month 1	School MOOE, GAD Fund
2. Training significantly improves GAD responsiveness	Conduct GAD-responsive module writing workshops (content, language, access, impact)	1, 3	90% of participants complete training; pre/post-test gains	Trainers, Teachers, GAD Focal Persons	Months 2-3	GAD Fund, LGU support
3. Years of module-writing experience correlate with higher responsiveness	Mentoring program pairing senior and novice module writers	4	At least 80% of novice writers mentored	Senior Teachers, Mentors	Months 3-6	School MOOE
4. Moderately serious challenges in Development Impact	Workshop on embedding gender equality in real-life applications and values education	1, 3	Revised modules reflect transformative learning outcomes	Curriculum Heads, Teachers	Month 4	GAD Fund

Key Findings from the Study	Strategies / Activities	Objectives Addressed	Key Performance Indicators (KPIs)	Persons Involved	Timeframe	Source of Funds / Budget
5. Access and participation rated with notable gaps	Training on inclusive pedagogy and diverse learner contexts	1, 3	Increased inclusion indicators in module checklists	Teachers, GAD Coordinators	Month 5	GAD Fund
6. Need for consistent monitoring	Quarterly module review and feedback sessions	2, 5	Quarterly reports submitted; improvement trends observed	School Heads, QA Team	Quarterly	School MOOE
7. Lack of unified evaluation	Creation of a GAD Module Review Committee	2, 5	Committee established and operational	School Heads, GAD Coordinators	Month 2	School MOOE
8. Training attendance linked to responsiveness	Annual GAD certification for module writers	1, 4	At least 75% of teachers certified	Division Office, Trainers	Annually	GAD Fund
9. Need for sustainability	Integration of GAD review in AP and SIP	5	GAD indicators embedded in plans	School Heads, Planning Team	Month 6	School MOOE

Monitoring and Evaluation

Monitoring and evaluation will be implemented through a systematic and evidence-based approach. A baseline assessment using a standardized GAD responsiveness rubric will be conducted to determine the initial status of instructional modules. Quarterly evaluations will be carried out by a GAD Module Review Committee composed of school leaders, coordinators, and teacher representatives. These evaluations will focus on improvements in content, language inclusivity, access, participation, and developmental impact.

Teacher progress will be measured through pre- and post-training assessments, while mentoring logs will document ongoing professional growth. Key performance indicators, such as the proportion of modules meeting GAD standards and the reduction of identified challenges, will be continuously tracked. Results will be consolidated into quarterly reports and used as basis for feedback and program refinement, ensuring continuous improvement and accountability.

VI. Sustainability Plan

The sustainability plan ensures the long-term institutionalization of the capacity-building program. GAD-responsive module development will be embedded in school planning documents such as the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), with corresponding budget support from the GAD Fund and Maintenance and Other Operating Expenses (MOOE). A pool of trained GAD mentors will be established to sustain internal capacity-building and peer coaching activities.

Regular refresher trainings and recognition of exemplary GAD-responsive modules will be implemented to reinforce commitment and motivation among teachers. Additionally, the standardized GAD rubric and review mechanisms will be integrated into routine quality assurance processes. Partnerships with education stakeholders such as the Division Office, local government units, and higher education institutions will further strengthen technical support and resource sharing. Through institutional integration and multi-sectoral collaboration, the program is designed to remain sustainable, adaptive, and responsive to evolving gender and development needs in education.

SUMMARY

The findings on the gender and development (GAD) responsiveness of modules reveal a clear discrepancy between teachers and GAD coordinators. Teachers generally assessed their modules as very highly responsive across content, language, access and participation, and developmental impact, reflecting their strong belief that they integrate inclusive language, avoid gender stereotypes, and promote equitable learning opportunities. In contrast, GAD coordinators rated the same modules only as somewhat responsive to not responsive, indicating a more critical evaluation based on standardized gender mainstreaming criteria. This difference suggests a perceptual gap, where teachers tend to focus on visible inclusivity practices, while coordinators emphasize deeper, more transformative gender responsiveness standards.

In terms of the seriousness of challenges encountered, teachers considered the difficulties in implementing GAD-responsive modules to be moderately serious, while GAD coordinators viewed them as only slightly serious. Teachers reported challenges such as ensuring balanced gender representation, consistently using inclusive language, addressing diverse learner needs, and integrating gender equality into real-life learning contexts. These findings highlight that teachers experience practical constraints in operationalizing gender concepts in instructional materials, whereas coordinators may perceive these issues as less critical from a policy compliance perspective. This reflects an implementation gap between classroom realities and institutional expectations.

Regarding the relationship between GAD responsiveness and profile variables, the study found that most personal and professional characteristics—including age, gender, marital status, educational attainment, position, and income—had no significant influence on module responsiveness. However, two variables showed significant positive relationships: the number of years as a module writer and the number of relevant seminars or trainings attended. This indicates that experience in module development and continuous professional development play a crucial role in enhancing the quality of gender-responsive instructional materials, more so than demographic factors.

The study also revealed a significant difference in perceptions between teachers and GAD coordinators across all dimensions of module responsiveness. Teachers consistently rated their outputs as highly responsive, while coordinators provided significantly lower evaluations. This divergence implies a lack of shared understanding or unified standards in assessing GAD responsiveness. Teachers may interpret responsiveness in terms of basic inclusivity, whereas coordinators apply broader gender mainstreaming frameworks and outcome-based criteria. The findings underscore the need for clearer assessment tools and stronger collaboration to align perceptions and evaluation practices.

Finally, based on these results, a capacity-building program was proposed to address identified gaps and challenges. The program focuses on strengthening teachers' competencies in developing gender-responsive content, using inclusive language, ensuring equitable participation, and integrating transformative gender perspectives into learning materials. It also aims to harmonize evaluation practices through shared rubrics, collaborative module reviews, mentoring for less experienced writers, and continuous professional development through training and workshops. Overall, the proposed initiative seeks to bridge perceptual gaps, enhance instructional quality, and institutionalize more meaningful and transformative gender and development integration in public school modules.

CONCLUSIONS

From the preceding findings, the following conclusions are drawn:

1. The teacher-module writers in public high schools in Binalonan, Pangasinan are predominantly professionally qualified educators with graduate-level exposure; however, most have limited experience in module development and minimal specialized training, indicating a need for systematic capacity-building to strengthen technical competence in instructional material design.
2. Modules developed by teachers are perceived by the teachers themselves as very highly gender and development responsive, while GAD coordinators rate the same materials only as somewhat to not responsive, demonstrating a clear disparity between self-assessment and institutional evaluation of gender-responsive instructional practices.
3. Teachers encounter moderately serious challenges in ensuring content responsiveness, inclusive language, equitable access, and developmental impact, whereas GAD coordinators view these challenges as only slightly serious, indicating that operational difficulties in implementing gender-responsive principles are more pronounced at the classroom and material development level.
4. Gender and development responsiveness of modules is not significantly influenced by teachers' demographic characteristics or academic qualifications but is significantly associated with years of experience in module writing and participation in relevant training, confirming that professional exposure and continuous learning are key determinants of gender-responsive instructional quality.
5. There exists a statistically significant difference between teachers' and GAD coordinators' perceptions of the gender and development responsiveness of instructional modules, confirming a misalignment in evaluative standards and highlighting the need for unified criteria, collaborative review mechanisms, and strengthened institutional guidance in gender-responsive education.
6. A structured capacity-building program focusing on targeted training, mentoring, collaborative evaluation, and standardized assessment is essential to address identified gaps, enhance teachers' competencies in gender-responsive module development, and ensure that instructional materials consistently achieve inclusive, equitable, and transformative educational outcomes.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

1. Professional development initiatives may be prioritized for teachers with limited module-writing experience. Structured training on instructional design and gender-responsive education, coupled with mentoring by experienced module writers, could enhance technical competence and support consistent quality in learning materials across public high schools.
2. Joint review sessions between teachers and GAD coordinators may be institutionalized to align understanding of gender responsiveness. The use of standardized evaluation rubrics and shared criteria could promote consistency in assessing content, language, access, and developmental impact of instructional modules.
3. Focused interventions may be introduced to address moderately serious challenges in content development, inclusivity, access, and developmental impact. Targeted workshops, practical exemplars, and guided revision of existing modules could help translate gender principles into effective classroom-level instructional practices.
4. Capacity-building activities may be anchored on continuous training and hands-on module development experience rather than demographic characteristics. Opportunities for advanced seminars, coaching, and collaborative writing tasks could further strengthen teachers' competence in integrating gender and development principles into instructional materials.
5. Collaborative mechanisms such as joint evaluation panels, feedback dialogues, and common assessment tools may be adopted to minimize perceptual gaps. Strengthening coordination between teachers and GAD coordinators could enhance mutual understanding and ensure alignment between classroom practices and institutional standards.
6. The proposed program may be adopted as part of school-based professional development, integrating regular training, mentoring, and monitoring components. Sustained institutional support and periodic assessment could ensure that gender responsive practices become embedded in instructional module development processes.

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