

Integration of the Gender-Fair Education in the Grade 9 Curriculum

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ABSTRACT

The study aimed to establish the level of gender-fair education integration in the different SSsP Schools in the Philippines, as perceived and experienced by the Subject Area Coordinators, Grade 9 teachers, and Grade 9 students. Through descriptive-survey and purposive sampling, 392 respondents participated in the study, mostly female. A checklist consisting of three parts was used to draw out responses of four variables.

In the level of integration, the study showed that the schools were excellently incorporating into the instructional plan, materials, classroom activities, and assessment tools. However, the focus group discussions and interviews disclosed that the respondents showed little knowledge, awareness, experience, and skills regarding its integration. The study revealed that the seven schools had minimal inclusion of gender-fair concepts, principles, values, and issues in the instructional plan, materials, classroom activities, and assessment tools. Furthermore, findings indicated no significant difference in the respondents' perceptions regarding the level of integration. The respondents cited difficulties and challenges in its integration. Suggestions like inclusion of gender sensitivity orientations and seminars, and gender sensitivity training and workshops surmised.

Responses to the four questions was the basis for the final problem in order to provide an improved curriculum guide for Grade 9 with gender-fair integration including a Five-Day Gender-Fair Training Program; production of gender-fair instructional materials; introduction of classroom activities in crafting

assessment tools and sample lesson plans with gender-fair integration. The results showed that the administrators and stakeholders be guided in appropriate ways in handling the workforce of the institution towards the effective integration of gender-fair education in all areas of the school.

Keywords: *Gender-fair education, gender concepts, instructional plan, instructional materials, classroom activities, assessment tools*

Introduction

Education is the most powerful way to change the world. It is therefore imperative to keep up and be abreast with new developments in education. The new face of education in the current time is that of a global village. The learners, to be at par with the global arena, are challenged to be prepared in responding to global demands (Tupaz, 2016). Hence, the educative process has to be continuously enhanced to produce globally competitive learners—the outcomes of education. Among the many issues that every educator has to face and deal with are gender equality and gender-fair education. These two issues have long been recognized as concerns that have to be looked into and addressed accordingly (Gonzaga, 2014). Educational institutions—one of the agents of socialization—many times reinforce the gender role and stereotypes learned at home. The school system plays a crucial role in this regard. Non-sexist education must be instilled. An educational system that recognizes gender equality will have a tremendous impact on the full development of the children (Plan Framework, 1995).

Concepts, principles, values, and issues related to gender equity and gender justice disseminated through a wide range of educational classroom activities, instructional materials, instructional plans, and assessment

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tools for all of those concerned will help in creating a world wherein women and men, girls and boys may live fuller and abundant lives. Such a process may involve considerable human resources, finances, and many types and levels of education, in accord with varied objectives and activities. The goal is to achieve autonomy and self-determination, to broaden understanding of self and others, to end violence and oppression, and to respect differences and the rights of all human beings for recognition (Anderson, 2000). The educator is faced with the challenge of designing effective curriculum guides for gender-fair education.

Literature Review

Education is a fundamental human right and is thus essential for the exercise of all other human rights (UNDHR, 2009). The Philippines signed the Millennium Declaration that included the promotion of gender equality as its third goal. Likewise, the Philippines supports the ASEAN (Association of South East Asian Nations) Socio-Cultural Community Blueprint 2012. It envisions an inclusive ASEAN that works in achieving gender equality and eliminating all forms of discrimination and addressing the intersectionality of women's discrimination. It aims to protect and empower women, children, youth, the elderly, persons with a disability, ethnic minority groups, and other vulnerable and marginalized groups (DepEd Order No. 32, s. 2017). Under international and national laws, the Philippines is committed to integrating gender equality into the principles, goals, and processes of the country's education. Education has to be complete, adequate, integrated, and relevant to the call of the times and to the kind of life that Filipinos have. The importance of quality education is the concern of everyone.

Gender equality requires everyone to respect human rights and establish a set of ethical demands necessary for all people—men and women alike—to live a full life. Achieving gender equality entails developing the freedom

of all individuals, irrespective of gender to choose, actions, aspirations, and attributes that they have reason to value. Gender equality is a fundamental human right and a jumpstart for social justice and economic necessity (UNESCO, 2016). Gender education plays a major role in creating school environments that are free of gender bias and in encouraging women and men, girls and boys to reach their highest potentials in work and abilities. Under the Implementing Rules and Regulations of RA No. 10533, the Department of Education is mandated to ensure that the basic education curriculum is gender and culture-sensitive (Rule 11, Section 10.2). This study also strongly supports the Gender-Responsive Basic Education of the Department of Education, whose aim is to holistically develop Filipinos who have access to quality, culture-based basic education in a learner-friendly, safe, and nurturing environment (DepEd Updates, 2013) and commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights in the provision and governance of basic education (DepEd Order No. 32, s. 2017).

The Philippines has laws prohibiting sexual discrimination in school and in the workplace such as the Anti-Sexual Harassment Act (RA No. 7877), Committee on Decorum and Investigation (CODI) to address sexual issues (CHED Memo No. 01, s. 2015) and the Anti-Violence against Women and their Children (RA No. 9262).

Research Questions

This study assessed the level of integration of gender-fair education (GFE) and the difficulties encountered by Grade 9 teachers and Subject Area Coordinators of the different Holy Spirit Schools in the Philippines in their integration of gender concepts, gender principles, gender values, and gender issues into the instructional plan (IP), instructional materials (IM), classroom activities (CA), and assessment tools (AT) in order to craft an improved Grade 9 curriculum, gender-fair

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education training program and sample lesson plans based on the findings.

The study aimed to answer the following questions:

1. What is the gender and age profile of the following respondents?

- 1.1 Subject Area Coordinators
- 1.2 Grade 9 Teachers
- 1.3 Grade 9 Students

2. What is the level of integration of gender-fair education in Grade 9 with regard to gender concepts, gender principles, gender values, and gender issues along with the following, as perceived by the respondents?

- 2.1 Instructional Plan
- 2.2 Instructional Materials
- 2.3 Classroom Activities
- 2.4 Assessment Tools

3. Is there a significant difference in the perceptions of the respondents regarding the level of integration of gender-fair education along with the following?

- 3.1 Instructional Plan
- 3.2 Instructional Materials
- 3.3 Classroom Activities
- 3.4 Assessment Tools

4. What difficulties were encountered by the Grade 9 teachers in integrating gender concepts, gender principles, gender values, and gender issues into the following, as perceived by the teachers themselves?

- 4.1 Instructional Plan
- 4.2 Instructional Materials
- 4.3 Classroom Activities
- 4.4 Assessment Tools

5. What difficulties were encountered by the Grade 9 teachers in integrating gender concepts, gender principles, gender values, and gender issues into the following, as perceived by the Subject Area Coordinators?

- 5.1 Instructional Plan
- 5.2 Instructional Materials
- 5.3 Classroom Activities
- 5.4 Assessment Tools

6. What improvements can be made to the instructional plan, instructional materials, classroom activities, and assessment tools in the Grade 9 curriculum based on the findings of the study?

Methodology

This chapter presents the methodology used in this study. It also describes and discusses the different variables, the respondents of the study, the instruments administered in data gathering, the research design and procedure, and the techniques applied as part of data processing.

Research Design

The study employed the descriptive survey research method of using the quantitative and qualitative design because of some follow-through questions in the interview and triangulations through FGD. This method was deemed appropriate since the primary focus was to determine the current level of integration of gender-fair education and the difficulties encountered in the integration. This methodology involved the exposition of materials that were analyzed.

After a review and analysis of the relevant international and national documents and other related materials, a survey questionnaire was constructed and administered to the respondents. When all the needed information from the respondents were in, the researcher proceeded to determining the level of the integration of the gender concepts, gender principles, gender values, and gender issues in the instructional plan, instructional materials, classroom activities, and assessment tools.

Sampling

The respondents of the study were the Subject Area Coordinators (SAC), Grade 9 teachers, and a number of Grade 9 students of the different Holy Spirit Schools in the Philippines. This study was conducted in the seven (7) Holy Spirit Schools owned and managed by the Mission Congregation Sisters Servants of the Holy Spirit (SSpS), an international congregation of religious women, whose apostolates include education.

Fifty-three Grade 9 teacher-respondents and 43 Subject Area Coordinators in the seven schools covered in this study were respondents.

The study deemed it sufficient to get 30% of the total number of Grade 9 students from each institution covered in the study, totaling 296 Grade 9 student-respondents. The purposive sampling technique was used to obtain the needed sample for the student-respondents.

The 392 respondents were requested to answer the survey questionnaire on the level of integration of gender-fair education in terms of gender concepts, principles, values, and issues. A maximum of 12 respondents from each set of respondents was randomly identified and chosen for the semi-structured interviews and focus group discussion (FGD). The interview and FGD were done for triangulation purposes.

Research Instruments

The study used a pilot tested self-structured survey questionnaire to draw answers from the Subject Area Coordinators, Grade 9 teachers, and Grade 9 student-respondents. The main research instrument was the questionnaire with three major sections. To validate the answers of the respondents, qualitative data in the form of informal interviews, semi-structured interviews, and focus group discussions were conducted. With the process, the following were undertaken:

Validation of Survey Questionnaire

To ensure the validity and reliability of the self-made instruments, validation procedures and reliability tests were undertaken. Three persons were tapped for their expertise: face validity, content validity and construct validity. The experts were given copies of the instrument. Based on their suggestions, the instrument was revised. For face validity, the instrument was shown to the respondents. A content expert was requested to check the kinds of questions listed in each item. Double-barreled questions were revised; other conditions in making a good instrument were noted. In the different items, the stem statements were added and some terms and options were simplified. Factor analysis was

used to validate constructs. After implementing the suggestions given by the experts, copies of the instruments were reproduced, ready for pilot testing.

Pilot Testing of Survey Questionnaire

Since not all reliable instruments are valid, they have to be subjected to tests of reliability and validity. In this study, steps were put in place that the instruments ascertained what they were supposed to measure. The responses from the pilot testing were subjected to item analysis. Revisions on the questionnaire were then made. Some items were retained; others were revised; others were discarded. A stem statement for all the areas was added.

Before the study was undertaken, and to ensure a more credible and objective undertaking, the researcher conducted a pilot survey in two Society of the Divine Word (SVD)-owned schools, with permission from the Directors and the Principals of the two schools. These schools were chosen since the SSP Sisters are part of their staff. The first dry-run was done in Liceo del Verbo Divino (LVD), Tacloban City. Three Subject Area Coordinators, 3 Grade 9 teachers and 5 Grade 9 student-respondents were randomly chosen. The second pilot testing was done at the University of San Carlos South Campus Basic Education Department (USC-SC BED), Cebu City. Eight Subject Area Coordinators, 15 Grade 9 teachers and 35 Grade 9 student-respondents participated in the pilot testing of the survey questionnaire. In all, the instrument was pilot tested among 69 respondents in the two schools mentioned earlier. Those who were included in the pilot testing were no longer involved in the final survey. The questionnaire was finalized after considering the comments and suggestions that were given. A total of 160 items were asked of the Subject Area Coordinators, Grade 9 teachers and Grade 9 student-respondents. In doing so, the researcher was able to establish internal validity of the survey questionnaire. All the questions yielded positive results. This indicated that the survey

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questionnaire was a good, valid, and credible instrument. Cronbach's Alpha Reliability Coefficient was used to analyze the reliability of the instrument.

A reliability test was performed too in order to measure the internal consistency or homogeneity of the items and how well they measured a single construct. One way of calculating an internal consistency is through a coefficient alpha. This measure is expected to be over 0.7 before concluding that the test is internally consistent.

Categories	Reliability	Description
1. Level of Integration	0.853	Fairly High Reliability
a. Instructional Plan	0.955	Very High Reliability
b. Instructional Materials	0.948	High Reliability
c. Classroom Activities	0.961	Very High Reliability
d. Assessment Tools		
Overall	0.985	Very High Reliability
2. Difficulties Encountered in the Integration	0.932	High Reliability
a. Instructional Plan	0.963	Very High Reliability
b. Instructional Materials	0.889	Fairly High Reliability
c. Classroom Activities	0.953	Very High Reliability
d. Assessment Tools		
Overall	0.979	Very High Reliability

Legend:	Mean	Interpretation
	0.95 – 0.99	Very High Reliability
	0.90 – 0.94	High Reliability
	0.80 – 0.89	Fairly High Reliability
	0.70 – 0.79	Rather Low Reliability
	Below 0.70	Low Reliability

In determining the reliability of the survey questionnaire for the Subject Area Coordinators, Grade 9 teachers, and Grade 9 student-respondents, the researcher made use of Cronbach Alpha Reliability Coefficient as the statistical tool. The results revealed Very High, High and Fairly High results in all of the areas considered for assessment. The over-all result of 0.985 for the level of integration and 0.979 for the difficulties encountered in the integration were interpreted as Very High reliability. This would mean that the instrument achieved internal consistency of responses across all conditions given for each category or aspect of assessment: its reliability is established as measured using the Cronbach's Alpha Reliability Coefficient.

Actual Survey

The actual survey commenced after obtaining permits from the SSpS Provincial Leaders of the Rosary and the Trinity Provinces, including the SSpS Schools Superintendent, School Directors, and School Principals. A letter seeking approval and obtaining the schedule for the conduct of the interview and the FGD was also sent. After securing approval, assistance was requested from the heads of the school in identifying the respondents.

The researcher conducted an orientation among the respondents on how to accomplish the questionnaire. The survey was first conducted with the Subject Area Coordinators and Grade 9 teachers. In order not to put pressure on the respondents during their assessment, the researcher informed the respondents that the instruments would be retrieved at the end of the day or the following day.

The researcher distributed the questionnaire to the intended student-respondents, randomly chosen by the teacher gathered in one venue. The researcher facilitated the proceedings. The students were given thirty (30) minutes to finish answering the questionnaire.

For triangulation purposes, a face-to-face interview, semi-structured interview and FGD with the identified respondents were conducted to validate the responses when all survey questionnaires were retrieved. In this stage, the selection of the representative-respondents was based on the endorsement of the principals in each school and their willingness and availability to attend and participate in the discussion.

From the three groups of respondents, one semi-structured interview and focus group discussion in every school was conducted. For each session, all proceedings were audio-recorded for transcription purposes, which served as basis for analysis and interpretation of responses. An informal interview was conducted by the researcher among a few randomly selected respondents. After the triangulation process was completed, the researcher proceeded to the interpretation of data.

Survey Questionnaire for Subject Area Coordinators, Grade 9 Teachers and Students were based on various references such as books, researches and other sources. They served as guide and/or benchmark. The researcher used the Likert's scale with five numerical ratings ranging from the highest to the lowest.

Data Analysis

The researcher applied the following specific analysis of each research instrument and procedure.

- Frequency and Percentage were used to determine the profile of the respondents according to their age and sex.
- Kruskal-Wallis Test and Wilcoxon Rank-Sum Test were employed for testing the differences between the mean ranks of the perception of the respondents in the level of integration of gender concepts, gender principles, gender values, and gender issues in the instructional plan, instructional

materials, classroom activities, and assessment tools.

Ethical Consideration

In the conduct of this study, ethical considerations were taken into account. Standard procedures were followed in the gathering of data up to its collection and analysis. It was made sure that the confidentiality and anonymity of these data and responses provided by the respondents were maintained in the course of making this study.

Results and Discussion

Profile of the Subject Area Coordinators (SAC), Grade 9 Teachers and Selected Grade 9 Student-Respondents:

Table 1 presents the profile of the respondents from the seven Holy Spirit Schools in the Philippines in terms of their ages and sex. The data gathered revealed that of the Grade 9 student-respondents, 296 or 100% belong to the 14 to 17 ages comprising one-third of the country's population. Forty Three Subject Area Coordinators belong to the 18 - 25 age brackets. On the other hand, there were 27 Grade 9 teachers within the age interval of 18-25.

The data revealed that there are 34 female (79.07%) Subject Area Coordinators and 9 male Subject Area Coordinators (20.93%). Similarly, there were more female Grade 9 teachers than the males: 33 (62.26%) and 20, (37.74%) respectively. Lastly, there were more female student-respondents at 216 or 72.97% than their male counterparts at 80 or 27.19%. The data show that the teaching profession is dominated by women. Blanco (2017) believed that the relatively big number of female teachers allows women to impart knowledge to students, not only academic topics but gender-related issues as well.

Table 1
Profile of the Respondents on Age and Sex

Categories	Subject Area Coordinators (n=43)		Teachers (n=53)		Students (n=296)	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Age						
14-17	0	0	0	0	296	100%
18-25		4.65%				
26-35	2		27	50.94%	0	0
36-50		16.28%		30.19%		
Above 50	7	60.47%	16	9.43%	0	0
		18.60%		9.43%		
	26		5		0	0
	8		5		0	0
Sex						
Female	34	79.07%	33	62.26%	216	72.97%
		20.93%		37.74%		27.03%
Male	9		20		80	

Level of Integration of Gender-Fair Education (GFE) in Grade 9 with regard to Gender Concepts, Gender Principles, Gender Values, and Gender Issues in the Instructional Plan (IP), Instructional Materials (IM), Classroom Activities (CA), and Assessment Tools (AT) as Perceived by the respondents.

Instructional plan (IP)

The data show excellent integration of gender-fair education in the Grade 9 teachers' instructional plan. The Subject Area Coordinators believed that they have excellently done the integration of gender-fair education in their instructional plan as well. Thus the figures show that the totality of the integration of gender concepts, principles, values, and issues in the instructional plan by the Grade 9 teachers and the Subject Area Coordinators was excellent.

However, the answers yielded from the interview and the FGD proved contradictory since the majority expressed their difficulty in integrating the gender concepts, gender principles, gender values, and gender issues in the lesson. They admitted that they have limited knowledge or they lack knowledge on global issues, gender equality, and gender-fairness. Based on the survey there is an inconsistency between the result of the survey and the interview and FGD. Because of this, the researcher sees the need to propose a gender-

fair training program for the Subject Area Coordinators, teachers, and administrators, for them to journey together.

Instructional materials (IM)

The figures show that the Grade 9 teachers were excellently integrating gender-fair education in their instructional materials. The Subject Area Coordinators they too believed that they were excellently doing the integration of gender-fair education. However, in the interview and during the focus group discussions the respondents shared a different thing. One need or concern they felt is attending gender-sensitive training and in-service training on gender-fair education for teachers. They also expressed that they are helped in spotting gender stereotypes in various instructional materials. Gender training was among the felt need by the whole school community as it will provide adequate knowledge regarding major factors for the development of intervention aimed to change awareness, knowledge, skills, and behavior in relation to gender.

Classroom activities (CA)

The Grade 9 student-respondents believed that Grade 9 teachers were able to integrate gender-fair education in their classroom activities. Moreover, the claim of the Grade 9 teachers that they have integrated gender-fair education across classroom activities was supported by the Subject Area Coordinators who claimed that the Grade 9 teachers' level of integration of gender-fair education was excellent. In terms of the instructional materials, the total result of the responses of the Grade 9 student-respondents, Grade 9 teachers and the Subject Area Coordinators were 4.66 for gender concepts, 4.79 for gender principles, 4.54 for gender values and 4.38 for gender issues which were also categorized as excellent in the integration. Although the findings implied that the teachers were excellently doing the integration yet in the focus group discussion they realized that they still need enough knowledge on gender

concepts, gender principles, gender values, and gender issues. This situation of insufficiency of gender knowledge and gender sensitivity support Storey's (2006) contention that majority of the teachers seem to be unaware of their gender biases which are due to their lack of gender-fair knowledge, and that, in school, they continue and perpetuate gender inequalities in various classroom activities.

Assessment tools (AT)

With regards to assessment tools, the result for the Grade 9 student-respondents was 4.51 for gender concepts, 4.59 for gender principles, 4.14 for gender values, and 4.25 for gender issues; for the Grade 9 teachers were 4.72 for gender concepts, 4.69 for gender principles, 4.68 for gender values and, 4.62 for gender issues and for the Subject Area Coordinators were 4.61 (gender concepts), 4.72 (gender principles), 4.67 (gender values), and 4.46 (gender issues). The three groups of respondents yielded excellent integration in terms of gender concepts, gender principles, gender values, and gender issues in the assessment tools. Studies also show that effective classroom assessment has a greater impact on student achievement than any other type of assessment. In the study of Willingham et. al. (1997) on the test performance of women and men, much attention was given in recent years. Because of this increased interest, there is a great deal to review this new information with two objectives in mind namely, to clarify patterns of gender difference and similarity in test performance and related achievements, and to see what implications these findings might have for fair assessment and, as a corollary, examine the assessment process as a possible source of gender differences.

The difference in the Perceptions of the Respondents of the Level of Integration of Gender-Fair Education (GFE) in the Instructional Plan (IP), Instructional Materials (IM), Classroom Activities (CA), and Assessment Tools (AT) are as follows:

Instructional plan. The results imply that the teachers and Subject Area Coordinators agree as to the level of integration of gender concepts, gender principles, and gender values in the instructional plan. However, the two groups of respondents do not agree on the level of integration of gender issues in the instructional plan. To foster gender equality and gender equity, the school environment ought to start adapting gender equality and gender equity policies to set directions for administrators, other school officials, teachers, curriculum planners, students, parents, and other school stakeholders. Despite various initiatives in school, gender issues and gaps in education continue to be a reality and therefore must be addressed accordingly (Gonzaga, 2014).

Instructional materials. The results imply that the teachers and Subject Area Coordinators agree as to the level of integration of gender concepts, and gender principles in the instructional materials. However, the two groups of respondents do not agree on the level of integration of gender values, and gender issues in the instructional materials. In the interview and focus group discussions with the respondents, the fear surfaced especially introducing gender equality in the classroom knowing that growing up in a patriarchal society is somewhat difficult to talk openly about gender sensitivity. They recommended that there should be seminars or training for teachers in basic education to equip them to deliver the tenets of gender-fair education in a non-threatening way.

Classroom activities. The results imply that the teachers, Subject Area Coordinators, and the students agree as to the level of integration of gender concepts, gender principles, gender values, and gender issues in classroom activities. As pointed out, there is equality in the learning process as believed by the teachers, Subject Area Coordinators, and the students. This means to say that the students (that is girls and boys) receive equitable treatment and attention and have equal opportunities to learn. The students were

exposed to teaching methods, classroom activities and instructional materials that are more or less free of stereotypes and gender bias (USAID, 2008).

Assessment tools. The results imply that the teachers, Subject Area Coordinators, and the students agree as to the level of integration of gender concepts, gender principles, and gender values in the assessment tools. However, the three groups of respondents do not agree on the level of integration of gender issues in the assessment tools.

In the assessments, the Subject Area Coordinators believed that teachers included an assortment of question types when developing tests, examination, or assessment questions to respond to the diversity in students' learning styles. Secondly, various question types (multiple choice, essay, short answer, etc.) and weigh the test items to ensure that students with different learning styles have equal opportunities to succeed. Lastly, the teachers and the Subject Area Coordinators were believed to have a periodic review of existing tests, examinations, and assessments to determine whether the samples, and language used are free of gender issues like gender biases, and gender stereotypes (Ayo, 2013).

Difficulties Encountered by the Grade 9 Teachers and Subject Area Coordinators in Integrating Gender Concepts, Gender Principles, Gender Values, and Gender Issues in the Instructional Plan (IP), Instructional Materials (IM), Classroom Activities (CA), and Assessment Tools (AT) are as follows:

Instructional plan. Generally, the Grade 9 teachers and Subject Area Coordinators believed that integrating gender concepts in the instructional plan was not so difficult (NSD). The Subject Area Coordinators seemed to find difficulty integrating gender principles in the instructional plan whereas for the Grade 9 teachers they felt that they did not find gender principles difficult to integrate into the instructional plan. Though the Grade 9 teachers perceived that they are into the

integration of the gender concept, gender principles, gender values, and gender issues there is a need to provide gender sensitivity orientation (GSO), and gender sensitivity training (GST) to the Grade 9 teachers to answer their somewhat difficult due to insufficient knowledge and understanding of gender-fair education.

Instructional materials. On the part of the Subject Area Coordinators, they also believed that integrating the gender principles, gender values, gender issues, and gender concepts in the instructional materials were not so difficult (NSD). It can be concluded, therefore, that for them they did not find gender-fair education difficult to be integrated into the instructional materials except on two (2) gender concepts on the insufficient knowledge on how to integrate gender concepts (2.49) and the lack of skills in integrating them in the instructional materials (2.50).

Classroom activities. The findings in this item, the Grade 9 teachers and the Subject Area Coordinators were consistent. The lack of knowledge and the lack of skills need to be given attention to since these were the felt needs. However, there is one item in the gender principle that the Grade 9 teachers perceived as somehow difficult (SD) to integrate into classroom activities; the gender principle that asked for a commitment to learning and practicing equitable teaching to improve the needs and welfare of both sexes. There is a need, therefore, to look into the gender principles in order to blend them into different classroom activities. This might be that they themselves have little knowledge on the different gender concepts and have limited opportunity to undergo gender sensitivity seminars and training that is why they find it somewhat difficult to do the integration; the gender principle that asked for commitment to learning and practicing equitable teaching to improve the needs and welfare of both sexes. Classroom performance of the teacher can largely affect the learning outcomes of the students; as such gender-fair training and seminars are what they need to make them

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committed to help improve the needs and welfare of the students.

Assessment tools. The respondents felt that items under assessment tools were not so difficult (NSD) to be integrated. However, for the Grade 9 teachers, there was one (1) item under gender concepts that was somehow difficult (SD) to integrate into the assessment tools; it was on the lack of skills and techniques that they find hard to be able to do the integration. The Grade 9 teachers perceived that they were doing what is being asked to do the integration of the gender-fair education, however; the lack of the needed skills and technology in integrating the gender concepts in their assessment tools is one concern that needs to be looked into.

On the other hand, there were two (2) items that the Subject Area Coordinators found somehow difficult (SD) to integrate into the assessment tools. One item under gender concepts is the lack of skills in integrating the gender concepts and the other item is under gender issues which are gender biases remain, and are still embedded in the learning media, curricula, and instructional methods. This implies that there is a need for a gender sensitivity orientation and training for the Subject Area Coordinators and Grade 9 teachers.

During the focus group discussions and interview it was reiterated and suggested that they are provided with different gender training, seminars, and activities in order to intensify the gender-fair integration across all the different subjects. There is a need for the increased awareness of the integration of gender concepts, gender principles, gender values, and gender issues not only in the assessment tools but also in the instructional plans, instructional materials, and classroom activities.

Conclusion

The results of the survey enabled the researcher to arrive at the following significant findings and conclusions:

1. Majority of the respondents were females and their ages mostly clustered at the bracket of 14 to 25.
2. The respondents quantitatively manifested excellent integration of gender concepts, gender principles, gender values, and gender issues in the instructional plan, instructional materials, classroom activities, and assessment tools. However, in the interview and focus group discussions, the respondents expressed that they lack the knowledge and skills of gender-fair integration.
3. There is no significant difference in the perceptions of the respondents of the level of integration of gender-fair education in the instructional plan, instructional materials, classroom activities, and assessment tools conveys that there is no congruency of the respondents' perception.
4. Significant difficulties were encountered by the respondents in integrating the gender concepts, gender principles, gender values, and gender issues in the instructional plan, instructional materials, classroom activities, and assessment tools. The focus group discussions and interview reveal that the respondents' needs are to undergo gender orientations, seminars, workshops, training and capacity building sessions.
5. The derived findings call for a proposed training design for teachers and Subject Area Coordinators that would equip them with the necessary gender knowledge, gender understanding, and skills for gender-fair integration in their daily lesson plans.

Recommendations

After the review of the analysis, interpretation of data and in light of the findings of this study the researcher recommends the following:

1. The school has to revisit its instructional plans, instructional materials, classroom activities, and assessment tools to assess if gender-fair education has been given due consideration based on the result of the study making such materials gender responsive and gender-sensitive which is believed to be the initial step for gender-fair education.
2. The school administration should initiate the provision of learning opportunities like orientations, seminars, trainings, workshops, capacity building sessions, and gender development for the Subject Area Coordinators and teachers to equip them with gender concepts, gender principles, gender values, and skills, which are needed in ensuring a gender-fair school programme and curriculum.
3. The conduct of seminar-workshops and trainings on gender-related concepts, innovative and critical thinking strategies, and the use of online web and multimedia facilities should be included in the faculty development program to improve teachers' competence in the integration of gender-fair concepts, gender principles, gender values, and gender issues, and to increase the capacity at all levels ensuring that gender-fair education is integrated into the instructional plan, instructional materials, classroom activities, and assessment tools.
4. The Subject Area Coordinators and teachers are encouraged to make an assessment of their instructional plan, instructional materials, classroom activities, and assessment tools as to the suitability and effectiveness of the subject matter, teaching strategies and methodologies essential in the realization of a gender-fair education.
5. The school should provide gender-responsive activities to the students like fora, symposia, monthly activities, and celebrations that would enhance their gender awareness and gender sensitivity.
6. The school should purchase adequate instructional materials both print and non-print such as books and audio materials which could be of great help to the Subject Area Coordinators, teachers and students on raising their awareness and consciousness on gender knowledge and gender sensitivity.
7. The school should identify a focal point and create women's desk to ensure success in the integration of gender-fair education in school and incorporate clear policies, provisions, objectives, and strategies for the integration of gender-fair education.
8. Finally, related studies in relation to the integration of gender-fair education in all basic education are encouraged.

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