

RELATIONSHIP BETWEEN GENDER AWARENESS AND ITS MAINSTREAM IMPLEMENTATION

CRISTINE F. LAVIN

cristinefrancia24@gmail.com

Laguna State Polytechnic University, Philippines

ABSTRACT

This descriptive study aims to determine the relationship between gender awareness and mainstream implementation. Specifically sought to identify the level of level of gender awareness, extent of teacher's mainstream implementation and significant relationship between gender awareness and mainstream implementation.

Based on the data gathered the following were the significant findings of the investigation. Finding shows that the level of gender awareness in terms of gender equality, gender equity, gender sensitivity, non-discrimination practices, gender empowerment and human rights are very high which can imply that school promotes gender equality among the learners and allow their voices to be heard. Then, extent of teachers mainstream implementation in terms of learners' development, curriculum standard, learning delivery, learning environment and learning resources also appears to be very high which infers that school have a good implementation of gender awareness among their school organization. Lastly, findings reveal that gender awareness have a significant relationship on the mainstream implementation, which can also infer that school awareness, improving good characters among teachers and students will affect the mainstream of the gender awareness development.

Based on the foregoing findings, the following conclusion was drawn. The study shows that gender awareness and mainstream implementation has a significant relationship. Thus, the researcher therefore concludes that the research hypotheses stating that "There is no significant. Relationship between gender awareness and mainstream implementation is rejected.

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested for the school to continue what they have started and focus more on developing gender awareness among the students and people in organizations which they recognize the significance of each gender in the environment and society.
2. It is recommended for school administration to provide more activities, seminars that can cater the development of gender equality and equity. Specifically, implement regulatory measures and spending programs so that students will be more involve in a gender nurturing activity.
3. It is recommended for teachers to engage the learners in a more conducive and appropriate learning environment which help them become more sensitive in terms of gender. Teachers should ensure any educational materials used show genders in equal measure.
4. Lastly, it is suggested for school system to encourage other stakeholders to extend their involvement with the community to help school in nurturing the students about gender awareness. It can be through various ways such as allowing the students to participate in activities that foster gender equality such as campaign, seminars, and trainings.

Keywords:

Curriculum Standards, Gender Awareness, Gender Empowerment, Gender Equity, Gender Equality, Gender Sensitivity, Human Rights, Learners Development, Learning Delivery, Learning Environment, Learning Resources, Mainstream Implementation, Non-Discrimination Practices.

INTRODUCTION

In today's generation, gender role and activities has been highlighted on the society and have been a headline for so many reasons. There are some issues arising regarding the role of gender and its empowerment. Moreover, discussions around gender often become heated and are likely to raise political issues where there are strong disagreements, often based on different ideological, religious or other firmly held beliefs. Facilitating such discussions is challenging, and involves being acute aware of our own attitudes and beliefs and understanding how to support other to discuss these issues in a meaningful way.

School and other educational institutions became one of the mediums of delivering the information regarding the promotion of gender equality and anti-discrimination.

The Department of Education (Dep-ed) issued the Gender Responsive Basic Education Policy or GRBP (DO. 23, S 2017) in line with its Gender and Development (GAD) mandate. Through this policy, the Department of Education (Dep-ed) 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. The Gender Basic Education Policy seeks to enable the Department of Education to undertake gender mainstreaming in education to address both enduring and emerging gender and sexuality related issues in basic education. The policy also aims to promote gender equality in the workplace.

Gender related practices should effectively implemented on the school and basic education help students promote equality to broaden their perspectives about the differences of every individual.

The researcher wanted to further the study, the relationship between gender awareness and its mainstream implementation provided by the Department of Education as part of the institution's advocacy to promote gender fair education. In addition, to identify the problems encountered in the implementation and what common plan can be propose to enhance the gender responsive basic education policy.

This also sought to determine the Relationship between Gender Awareness and Its Mainstream Implementation. Specifically sought to answer the following questions;

1. What is the level of gender awareness in terms of;
 - 1.1 Gender Equality;
 - 1.2 Gender Equity;
 - 1.3 Gender Sensitivity;
 - 1.4 Non-Discrimination Practices;
 - 1.5 Gender Empowerment; and
 - 1.6 Human Rights?
2. What is the extent of teachers mainstream implementation in terms of;
 - 2.1 Learners Development;
 - 2.2 Curriculum Standard;
 - 2.3 Learning Delivery;
 - 2.4 Learning Environment; and
 - 2.5 Learning Resources?
3. Is there a significant relationship between gender awareness and its mainstream implementation?

REVIEW OF RELATED LITERATURE

One of the necessary variables considered in this study is learners development.

With strong international support for investments in educating girls coupled with compelling empirical evidence of its payoffs, substantial progress in achieving gender parity in terms of access to education has become a reality. In fact, a ubiquitous female schooling advantage now exists throughout the developing world with girls' participation in schooling exceeding that of boys (Grant & Behrman, 2020).

Though Grant and Behrman (2020) do acknowledge an unequivocal female schooling advantage across the six developing regions comprising 38 countries in their study, they also note that there is, little doubt that gender bias remains. As they acknowledge, equality in participation does not necessarily translate into equality in outcomes. This is due to differences in how girls are treated relative to boys within schools as well as the types of schools that girls attend. Grant and Behrman's (2020) conclusion is extremely salient given persistent and systemic discrimination against women and girls, particularly in developing country settings (United Nations Children's Fund, 2016).

Another variable found significant in this research is curriculum standard.

Learning in the 21st century requires integration of learning with the daily life processes. One of the alternatives is to integrate several fields into STEM learning (Science, Technology, Engineering, and Mathematics). STEM requires students to apply a systematic and critical assessment of complex problems with an emphasis on theoretical knowledge from the subject to practical problems, ingenuity, logical reasoning and practical intelligence (Mutakinati, Anwari, & Yoshisuke, 2018).

Learning environment is also used as a significant variable.

There are severe work environment issues in the public sector affecting possibilities to attract, recruit and retain staff and thus also delivering services of high quality (SKL, 2019). It can be argued that learning in, at, from and for work is essential for the experience of work and also for the possibility to deliver high quality services.

Also, the researcher used learning resources as a relevant variable to consider in this research.

The systems and mechanisms installed in the organization and the funds allocated for GAD activities are considered the enabling mechanisms (PCW, 2014). In accordance with Republic Act (RA), 7192 and the Philippine Plan for Gender-Responsive Development (PPGD), 1995-2025, the cost of implementing the GAD Plan shall be at least five percent (5%) of the agency's total budget appropriation (General Appropriation Act, 2000 as cited in Commission on Audit, (2022). This is in line with the proposition that the success of any gender mainstreaming efforts depends largely on the resources allocated and the mechanisms, which are institutionalized to implement it (PCW, 2014).

Another indicator found significant in this research is gender awareness

A school plays a significant role in developing the people's minds, and educating each individual about the norms of society and the standards on how each person should act and behave. It also contributes to how individuals look upon themselves (Bowles & Gintis, 2019). Thus, gender identity is being molded in the teaching-learning process the school provides. If there is an unequal footing in defining and shaping such identity, it will result in gender bias.

Gender equality is also used as a variable in this research.

There is a significant body of evidence demonstrating that addressing inequalities in girls' education is an effective strategy for breaking the cycle of intergenerational poverty and for lifting girls and their families out of positions of marginalization ([GES, 2018](#)). As such, there has been a growing interest in and efforts at addressing gender related barriers in the education system. One major setback related to girls' access to education involves issues around girls' school enrolment (entry), survival and completion ([MoE, 2018](#)). In some communities and homes, girls tend to be engaged in extra house chores which sometimes impact on the time available for them to do education-related tasks.

Also, gender equity is used as a necessary variable.

Gender equality and equity requires an approach that ensures girls and boys, women and men are not just gaining access to and complete education cycles but are empowered equally in and through education (Education 2030 Agenda in UNESCO, 2021).

On this note, education is considered a pathway towards achieving gender equity. Also, the positive effects of education in the promotion of gender equality and empowerment of women include improved maternal health, reduced infant mortality and fertility rates, increased prevention against HIV and AIDs, improved wages and jobs for women, produced healthier and empowered women, challenged stereotypes, and protected girls from harmful practices (Jha & Shah, 2015).

Likewise, an important variable used in this research is gender sensitivity.

The Gender-Sensitive University explores the prevailing forces that pose obstacles to driving a gender-sensitive university, which include the emergence of far-right movements that seek to subvert advances towards gender equality and managerialism that promotes creeping corporatism. Mitchell O'Connor, M. (2019), demonstrates that awareness of gender equality and gender sensitivity are essential for pulling contemporary academia back from the brink. New forms of leadership are fundamental to reforming the institutions. The concept of a gender-sensitive university requires re-envisioning academia to meet these challenges, as does a different engagement of men and a shift towards fluidity in how gender is formulated and performed. Academia can only be truly gender sensitive if, learning from the past, it can avoid repeating the same mistakes and addressing existing and new biases.

Non-discrimination practices in school is also considered as a relevant variable in this study.

Teachers, the backbone of instructional practices, are also born into societies shaped by gender roles and thus also become carriers of the values and cultural codes of their own societies. Teachers may not openly discriminate between the two sexes in their classrooms but their expectations, instructional and discipline methods are directly related to their gender-biased attitudes and behaviors (Streitmatter, 2014). In other words, the differences in teacher behaviors towards girls and boys, the interaction styles they use with them, and the roles and responsibilities they give them are generally determined by a patriarchal worldview that preserves the hierarchical structure between the sexes.

Moreover, gender empowerment is also used as a significant variable.

King E. M. & Hill M. A. (Ed.) (2013), believed that educated women are more confident. They can argue and can form their opinions and make their own decision. After getting higher education woman become more useful citizen. They start realizing things and become aware about their rights. She consciously starts feeling about her right and if someone tries to overrule her rights, she raises her voice. Education has major contribution in reducing the dependency of women.

Lastly, human rights of students is also used as a variable in this research.

George, E. (2016), states that gender discrimination denies many girls' equal access to education. Girls in South Asia, West Asia, sub-Saharan Africa, and the Arab States will require particular attention if the international development community's goal of ensuring education for all children is to be reached by 2015; the gender gap between girls and boys with access to education is greatest in these regions. Often, traditional customs and practices relegate girls to subordinate status such that cultural preferences for boys or family economic constraints may direct parents to favor education for their sons but not for their daughters. Appropriately, the international development community has urged countries to commit to advancing access to education for women and girls as a weapon to combat the attitudes and practices that perpetuate discrimination and inequality. Nevertheless, discrimination against girls based on gender continues to perpetuate the education gap between boys and girls. While much attention has been given to the discriminatory barriers that block girls' access to school, less attention has been paid to the obstacle's girls confront at school including sexual harassment and violence.

METHODOLOGY

In this study, the descriptive method of research was used to gather data about the 'Relationship between Gender Awareness and Its Mainstream Implementation.

The design was utilized because according to Mc Combes (2019), descriptive research design aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. The independent variable: that consists of gender awareness in terms of gender equality, gender equity, gender sensitivity, non-discrimination practices, gender empowerment and human rights associated with the dependent variable consist of its mainstream implementation in terms of learner's development, curriculum standard, learning delivery, learning environment and learning resources.

RESULT AND DISCUSSION

Gender Awareness

Table 1. Level of Gender Awareness in terms of Gender Equality

STATEMENTS	MEAN	SD	REMARKS
<i>Give the same importance on the roles men and women play in the classroom.</i>	4.74	0.52	Always
<i>Promote equal valuing of the similarities and the differences of men and women in class activities.</i>	4.79	0.44	Always
<i>Foster women and men being full partners in the classroom, home, community and society.</i>	4.73	0.52	Always
<i>Provide access to rights or opportunities unaffected by gender in the teaching and learning process.</i>	4.76	0.46	Always
<i>Promote that all genders have equal rights, responsibilities and opportunities.</i>	4.75	0.48	Always

Weighted Mean	4.75
SD	0.49
Verbal Interpretation	Very High

Table 1 describe gender awareness in terms of gender equality. Respondents *always observe* that promotion of equal valuing of similarities and differences in men and women in class activities ($M=4.79$, $SD=0.44$). Teaching and learning process provide access to right or opportunities unaffected by gender ($M=4.76$, $SD=0.46$). On the other hand students *always observe* that opportunity of men and women to be partners in the classroom, home, community and society is consider ($M=4.73$, $SD=0.53$).

The weighted mean of 4.75 indicates that the level of gender awareness in terms of gender equality is imposed the responsibilities and opportunities for learners is consider.

Table 2. Level of Gender Awareness in terms of Gender Equity

STATEMENTS	MEAN	SD	REMARKS
<i>Foster fairness of treatment for women and men according to their individual needs in the classroom.</i>	4.74	0.52	Always
<i>Include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities within and outside the classroom.</i>	4.68	0.51	Always
<i>Distribute responsibilities between women and men and all gender in all classroom and school activities.</i>	4.72	0.49	Always
<i>Promote practices and establishment of conditions enabling women to achieve full equality with men.</i>	4.72	0.52	Always
<i>Allocate resources, activities, and decision making fairly to all genders without any discrimination on the basis of gender.</i>	4.72	0.49	Always
Weighted Mean		4.71	
SD		0.51	
Verbal Interpretation		Very High	

Table 2 describe gender awareness in terms of gender equity. Respondents always observe that fairness of treatment for women and men according to their needs in the classroom ($M=4.74$, $SD=0.52$). Distribute responsibilities between women and men and all gender in all classroom and school activities. Promote practices and establishment of conditions enabling women to achieve full equality with men. And allocate resources, activities, and decision making fairly to all genders without any discrimination on the basis of gender. ($M=4.72$, $SD=0.49$, 0.52). On the other hand, equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities within and outside the classroom” ($M=4.68$, $SD=0.51$).

The weighted mean of 4.71 indicate that the level gender awareness in terms of gender equity is *Very High*. This means in school gender equity is imposed, rights to have equal treatment, distribution of responsibilities and decision-making.

Table 3. Level of Gender Awareness in terms of Gender Sensitivity

STATEMENTS	MEAN	SD	REMARKS
<i>Use appropriate language when conversating with a different gender.</i>	4.71	0.52	Always

<i>Recognize the significance of each gender in the environment and society.</i>	4.69	0.50	Always
<i>Show sensitivity while talking with different gender and treat people of equal importance and dignity.</i>	4.74	0.50	Always
<i>Recognize gender roles and identify the privileges of each gender.</i>	4.81	0.43	Always
<i>Promote awareness to help facilitate the exchange of ideas, improve mutual understanding and develop competencies and skills necessary for social change among different gender.</i>	4.72	0.52	Always
Weighted Mean		4.73	
SD		0.50	
Verbal Interpretation		Very High	

Table 3 describe gender awareness in terms of Gender Sensitivity. Respondents *always observe* that Recognize gender roles and identify the privileges of each gender ($M=4.81$, $SD=0.43$). Show sensitivity while talking with different gender and treat people of equal importance and dignity ($M=4.74$, $SD=0.50$). On the other hand, respondents *always observe* that Recognize the significance of each gender in the environment and society ($M=4.69$, $SD=0.50$).

The weighted mean of 4.73 indicate that the level of gender awareness in terms of gender sensitivity is *Very High*. This mean that in school gender sensitivity recognize gender role, treat people with equal importance and dignity.

Table 4 describe gender awareness in terms of Non-Discrimination Practices. Respondents *always observe* that Create and encourage a safe work and learning environment ($M=4.79$, $SD=0.44$). Set clear rules regarding how people should be treated ($M=4.78$, $SD=0.46$). On the other hand respondents *always observe*, that activities that allow the learners to showcase their talents and abilities with respect to their gender ($M=4.70$, $SD=0.50$).

The weighted mean of 4.75 indicate that the level of gender awareness in terms of non-discrimination is *Very High*. This mean that in school non-discrimination is created to and encourage safe work, set clear rules on how people should be treated.

Table 4. Level of Gender Awareness in terms of Non-discrimination Practices

STATEMENTS	MEAN	SD	REMARKS
<i>Create and encourage a safe work and learning environment.</i>	4.79	0.44	Always
<i>Encourage students to collaborate with their classmates of a different gender.</i>	4.77	0.47	Always
<i>Create activities that allow the learners to showcase their talents and abilities with respect to their gender.</i>	4.70	0.50	Always
<i>Set clear rules regarding how people should be treated.</i>	4.78	0.46	Always
<i>Create an all-inclusive culture for all learners.</i>	4.74	0.51	Always
Weighted Mean		4.75	
SD		0.48	
Verbal Interpretation		Very High	

Table 5 describe gender awareness in terms of Gender Empowerment. Respondents *always observe* encourage productivity among different gender (M=4.77, SD=0.46). Give different opportunities and choices to everyone” with a mean score (M=4.72, SD=0.51). On the other hand, respondents *always observe* self-confidence of everyone and encourage them to go out of their comfort zone and Let the learners act as they want as long as they still show respect to other people (M=4.70, SD=0.51, 0.49).

The weighted mean of 4.72 indicate that the level of gender awareness in terms of gender empowerment is *Very High*. This mean that in school gender empowerment encourage different gender, give opportunities to everyone, and promote gender empowerment in different gender.

Table 5. Level of Gender Awareness in terms of Gender Empowerment

STATEMENTS	MEAN	SD	REMARKS
<i>Boost the self-confidence of everyone and encourage them to go out of their comfort zone.</i>	4.70	0.51	Always
<i>Give different opportunities and choices to everyone.</i>	4.72	0.51	Always
<i>Let the learners act as they want as long as they still show respect to other people.</i>	4.70	0.49	Always
<i>Promote gender empowerment among the different gender.</i>	4.71	0.50	Always
<i>Encourage productivity among different gender.</i>	4.77	0.46	Always
Weighted Mean		4.72	
SD		0.49	
Verbal Interpretation		Very High	

Table 6. Level of Gender Awareness in terms of Human Rights

STATEMENTS	Mean	SD	REmarks
<i>Promote principles that underpin all societies with a rule of law and democracy in the classroom.</i>	4.67	0.53	Always
<i>Foster basic rights and freedoms that belong to every person.</i>	4.67	0.51	Always
<i>Apply freedom and basic rights regardless of one's principles and benefits.</i>	4.73	0.51	Always
<i>Promote freedom of opinion and expression.</i>	4.68	0.58	Always
<i>Set moral and legal guidelines that promote and protect recognition of students' values.</i>	4.75	0.48	Always
Weighted Mean	4.70		
SD	0.52		
Verbal Interpretation	Very High		

Table 6 describe gender awareness in terms of Human Rights. Respondents *always observe* Set moral and legal guidelines that promote and protect recognition of students' values (M=4.75, SD=0.48).

Apply freedom and basic rights regardless of one's principles and benefits” (M=4.73, SD=0.51). On the other hand, respondents *always observe* Principles that underpin all societies with a rule of law and

democracy in the classroom and “Foster basic rights and freedoms that belong to every person (M=4.67, SD=0.53, 0.51).

The weighted mean of 4.70 indicate that the level of gender awareness in terms of human rights is *Very High*. This mean that in school human rights, promote freedom of expression, promote principles with a rule of law and democracy.

Teachers Mainstream Implementation

Table 7. Extent of Teachers Mainstream Implementation in terms of Learners Development

STATEMENTS	Mean	SD	REmarks
Integrate gender perspective into the preparation, design, and implementation of activities.	4.64	0.56	Always
Implement regulatory measures and spending programs.	4.49	0.83	Always
Promote equal opportunities in leadership.	4.67	0.59	Always
Monitor and assess gender activities.	4.54	0.74	Always
Promote equality between women and men and combat discrimination.	4.69	0.52	Always
Weighted Mean	4.60		
SD	0.66		
Verbal Interpretation	Very High		

Table 7 describe extent of teacher’s mainstream implementation in terms of Learners Development. Respondents *always observe* Promote equality between women and men and combat discrimination (M=4.69, SD=0.52). Promote equal opportunities in leadership (M=4.67, SD=0.59) On the other hand, respondents *always observe* that Implement regulatory measures and spending programs (M=4.49, SD=0.83).

The weighted mean of 4.60 indicate that the level of extent of teacher’s mainstream implementation in terms of Learners Development. is *Very High*. This mean that in school learners development, promote equality between women and men, give equal opportunities in leadership,

Table 8. Extent of Teachers Mainstream Implementation in terms of Curriculum Standards

STATEMENTS	MEAN	SD	REMARKS
Uses neutral language in every instruction and description.	4.73	0.48	Always
Provide corporate training around bias.	4.50	0.78	Always
Give equal opportunity and fairness to every employee and learner.	4.72	0.49	Always
Get feedback and respect the various opinion of everyone.	4.71	0.52	Always
Promote gender equality to increase individual productivity.	4.75	0.48	Always
Weighted Mean		4.68	
SD		0.57	
Verbal Interpretation		Very High	

Table 8 describe extent of teacher's mainstream implementation in terms of Curriculum Standards. Respondents *always observe* Promote gender equality to increase individual (M=4.75, SD=0.48). Uses neutral language in every instruction and description (M=4.73, SD=0.48). On the other hand, respondents always observe Provide corporate training around bias (M=4.50, SD=0.78).

The weighted mean of 4.60 indicate that the level of extent of teacher's mainstream implementation in terms of Curriculum Standards is *Very High*. This mean that in school learners development, promote equality between women and men, give equal opportunities in leadership.

Table 9. Extent of Teachers Mainstream Implementation in terms of Learning Delivery

STATEMENTS	MEAN	SD	REMARKS
<i>Focus on diversity during the implementation of programs and activities.</i>	4.68	0.56	Always
<i>Build a gender-inclusive work environment.</i>	4.62	0.55	Always
<i>Offer flexible and supportive benefits for everyone.</i>	4.63	0.56	Always
<i>Create a diversity and inclusion training program.</i>	4.49	0.79	Always
<i>Ensures that all gender will be given an opportunity to talk and share their experiences.</i>	4.70	0.55	Always
Weighted Mean		4.62	
SD		0.61	
Verbal Interpretation		Very High	

Table 9 describe the extent of teacher's mainstream implementation in terms of Learning Delivery. Respondents *always observe* Ensures that all gender will be given an opportunity to talk and share their experiences (M=4.70, SD=0.55). Focus on diversity during the implementation of programs and activities (M=4.68, SD=0.56). On the other hand, respondents always observe Create a diversity and inclusion training program (M=4.49, SD=0.79).

The weighted mean of 4.62 indicate that the level of extent of teacher's mainstream implementation in terms of Learning Delivery is *Very High*. This mean that in school learning diversity, give opportunity to all gender to talk and share their experiences, and implementation of programs and activities.

Table 10. Extent of Teachers Mainstream Implementation in terms of Learning Environment

STATEMENTS	MEAN	SD	REMARKS
Help in promoting gender equality in the workplace.	4.69	0.56	Always
Ensure any educational materials used show genders in equal measure.	4.63	0.58	Always
Make sure that establishments promote inclusivity.	4.65	0.56	Always

Explore gender concepts and roles from different communities.	4.69	0.54	Always
Ensures that every facility is accessible for all the genders.	4.65	0.58	Always
Weighted Mean		4.66	
SD		0.56	
Verbal Interpretation		Very High	

Table 10 describe the extent of teacher's mainstream implementation in terms of Learning Environment. Respondents *always observe* Help in promoting gender equality in the workplace and Explore gender concepts and roles from different communities ($M=4.69$, $SD=0.56$, 0.54). Make sure that establishments promote inclusivity and Ensures that every facility is accessible for all the genders ($M=4.65$, $SD=0.56$, 0.58). On the other hand, respondents *always observe* Ensure any educational materials used show genders in equal measure ($M=4.63$, $SD=0.58$).

The weighted mean of 4.66 indicate that the level of extent of teacher's mainstream implementation in terms of Learning Environment is *Very High*. This mean that in school learning environment, promote equality in the workplace, facilities are accessible for all gender.

Table 11 describe the extent of teacher's mainstream implementation in terms of Learning Resources. Respondents *always observe* Give equal opportunity to use different learning resources ($M=4.77$, $SD=0.46$). Provide challenging and engaging learning activities for all genders that do not offend students ($M=4.75$, $SD=0.44$). On the other hand, respondent *always observe* Use different learning resources that support the needs of all genders ($M=4.67$, $SD=0.58$).

Table 11. Extent of Teachers Mainstream Implementation in terms of Learning Resources

STATEMENTS	MEAN	SD	REMARKS
<i>Provide challenging and engaging learning activities for all genders that do not offend students.</i>	4.75	0.44	Always
<i>Use different learning resources that support the needs of all genders.</i>	4.67	0.58	Always
<i>Ensures that all learning materials are accessible to all genders.</i>	4.70	0.49	Always
<i>Encourage and develop students' skills with their gender preferences.</i>	4.74	0.50	Always
<i>Give equal opportunity to use different learning resources.</i>	4.77	0.46	Always
Weighted Mean		4.72	
SD		0.50	
Verbal Interpretation		Very High	

The weighted mean of 4.72 indicate that the level of extent of teacher's mainstream implementation in terms of Learning Resources is *Very High*. This mean that in school learning resources, give opportunity to use different learning resources, provide challenging and engaging activities, and develop students skills disregards with their gender preferences.

Table 12. Significant Relationship between the Gender Awareness and Its Mainstream Implementation

Gender Awareness	Mainstream Implementation	r value	Degree of Correlation	Analysis
Gender Equality	<i>Learners Development</i>	0.641	Strong Relationship	Significant
	<i>Curriculum Standard</i>	0.6626	Strong Relationship	Significant
	<i>Learning Delivery</i>	0.6289	Strong Relationship	Significant
	<i>Learning Environment</i>	0.6674	Strong Relationship	Significant
	<i>Learning Resources</i>	0.5395	Moderate Relationship	Significant
Gender Equity	<i>Learners Development</i>	0.6629	Strong Relationship	Significant
	<i>Curriculum Standard</i>	0.7653	Strong Relationship	Significant
	<i>Learning Delivery</i>	0.6062	Strong Relationship	Significant
	<i>Learning Environment</i>	0.8346	Very Strong Relationship	Significant
	<i>Learning Resources</i>	0.6427	Strong Relationship	Significant
Gender Sensitivity	<i>Learners Development</i>	0.7149	Strong Relationship	Significant
	<i>Curriculum Standard</i>	0.7014	Strong Relationship	Significant
	<i>Learning Delivery</i>	0.635	Strong Relationship	Significant
	<i>Learning Environment</i>	0.7243	Strong Relationship	Significant
	<i>Learning Resources</i>	0.606	Strong Relationship	Significant
Non-Discrimination Practices	<i>Learners Development</i>	0.723	Strong Relationship	Significant
	<i>Curriculum Standard</i>	0.7709	Strong Relationship	Significant
	<i>Learning Delivery</i>	0.6806	Strong Relationship	Significant
	<i>Learning Environment</i>	0.7689	Strong Relationship	Significant
	<i>Learning Resources</i>	0.6672	Strong Relationship	Significant
Gender Empowerment	<i>Learners Development</i>	0.7351	Strong Relationship	Significant
	<i>Curriculum Standard</i>	0.7905	Strong Relationship	Significant
	<i>Learning Delivery</i>	0.6893	Strong Relationship	Significant
	<i>Learning Environment</i>	0.7459	Strong Relationship	Significant
	<i>Learning Resources</i>	0.6761	Strong Relationship	Significant
Human Rights	<i>Learners Development</i>	0.7215	Strong Relationship	Significant
	<i>Curriculum Standard</i>	0.8034	Very Strong Relationship	Significant
	<i>Learning Delivery</i>	0.6676	Strong Relationship	Significant
	<i>Learning Environment</i>	0.8025	Very Strong Relationship	Significant
	<i>Learning Resources</i>	0.6948	Strong Relationship	Significant

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 12 presents the significant relationship between gender awareness and mainstream implementation. The *Gender Equality*, *Gender Equity*, *Gender Sensitivity*, *Non-Discrimination Practices*, *Gender Empowerment* and *Human Rights* of the Gender awareness was observed to have a significant

relationship to the mainstream implementation. This is based on the computed r values obtained from the tests with moderate to very strong relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

In the realization of the efforts to have a gender-responsive education, the promotion of gender mainstreaming strategy should be an integral part of the policies, planning and programming of the schools. As explained by the UNESCO and Bangkok Office Asia and Pacific Regional Bureau for Education (2015), gender mainstreaming is a holistic strategy to ensure that all individuals' concerns and experiences are considered and integrated into the design, implementation, monitoring and evaluation of education policies and programs to ensure gender equality. Thus, gender mainstreaming is an action towards gender-responsive policy making, planning and programming.

CONCLUSION

Based on the foregoing findings, the following conclusion was drawn.

The study shows that gender awareness and mainstream implementation has a significant relationship. Thus, the researcher therefore concludes that the research hypotheses stating that "There is no significant. Relationship between gender awareness and mainstream implementation is rejected.

RECOMMENDATIONS

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested for the school to continue what they have started and focus more on developing gender awareness among the students and people in organizations which they recognize the significance of each gender in the environment and society.
2. It is recommended for school administration to provide more activities, seminars that can cater the development of gender equality and equity. Specifically, implement regulatory measures and spending programs so that students will be more involve in a gender nurturing activity.
3. It is recommended for teachers to engage the learners in a more conducive and appropriate learning environment which help them become more sensitive in terms of gender. Teachers should ensure any educational materials used show genders in equal measure.
4. Lastly, it is suggested for school system to encourage other stakeholders to extend their involvement with the community to help school in nurturing the students about gender awareness. It can be through various ways such as allowing the students to participate in activities that foster gender equality such as campaign, seminars, and trainings.

ACKNOWLEDGEMENTS

The success of this humble piece of work would not have been possible without the help and guidance, encouragement and support of the following to whom the researcher would like to extend her heartfelt gratification and appreciation.

Our **HEAVENLY FATHER AND HIS SON JESUS CHRIST**, for eternal presence and blessing upon her the countless provision of wisdom, knowledge, strength and enlightenment throughout this study;

DR. MA. VICTORIA A. CABIGAN, her thesis adviser, for her unending courage to finish this work and for the guidance and encouragement to finish this research;

HER CO-TEACHERS in PGMNHS, for sharing their time and knowledge in answering the questionnaire, especially to the **Araling Panlipunan Department** and her Department head, **Mrs. Lorelyn C. Miñon** for being supportive at all times. **Ms. Laarni M. Cruz** Master Teacher II and **Mr. Odon A. Sulla** Master Teacher I, for validating the researcher's questionnaire. **Mrs. Nermil B. Quezada** and **Mr. Dennis S. Bonifacio** for helping the researcher to construct her thesis title;

FRIENDS, who are always there to give unending support and word of wisdom to motivate us, thanks for the cherished time spent together;

MR. ARNULFO LL. FRANCIA (+) and **MRS. LIRIO O. FRANCIA**, the researcher's parents, who gave her unconditional love, support and encouragement to make this course happen.

Most specially, her treasured family **Erminio A. Lavin**, her husband for the advice, support, love and encourage the researcher to pursue the study, and to her daughter **Sophia Pauline F. Lavin** whom this hardship is for.

The word "thank you" is not enough to express the researcher's deep appreciation.

C.F.L.

REFERENCES

- Bowles, S., & Gintis, H. (2019). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. Haymarket Books.
- George, E. (2016). *Failing the Future: Development Objectives, Human Rights Obligations and Gender Violence in Schools*.
- GES (2018). *The Gender Handbook for Teaching Practice Mentors: A Guide for Implementing Gender Responsive Pedagogy, Policies and Practices during Teaching Practice*. Accra: GES.
- Grant, M. J., & Behrman, J. R. (2020). Gender gaps in educational attainment in less developed countries. *Population and Development Review*, 36(1), 71-89.
- Jha, A, & Shah, M. (2015). Leveraging education as a tool to achieve gender equality – strategies and signposts. <https://blogs.lse.ac.uk>.
- King E. M. & Hill M. A. (Ed.) (2013), *Women's Education in Developing countries: Barriers, Benefits and Policies*, published for the World Bank. London: The John Hopkins University Press
- Mitchell O'Connor, M. (2019) Speech at close of IUA Seminar on Ireland's Place in a new European University System, 29 January 2019, Dublin.
- Mutakinati, L., Anwari, I., & Yoshisuke, K. (2018). Analysis of Students' Critical Thinking Skill of Middle School Through Stem Education Project-Based Learning. *Jurnal Pendidikan IPA Indonesia*, 7(1), 54–65. <https://doi.org/10.15294/jpii.v7i1.10495>

MoE (2018). Education Strategic Plan 208-2030. Accra: MoE.

Philippine Commission on Women [PCW]. (2014). Gender mainstreaming. <https://pcw.gov.ph>.

SKL (2019), “Arbetsmiljön i kommuner och regioner”, available at: <https://webbutik.skr.se> (accessed 13 August 2020).

Streitmatter, J. (2014). Tow ard gender equity in the classroom: Everyday teachers’ beliefs and practices. New York: State University.

UNESCO. (2021). Education and gender equality. <https://en.unesco.org>.