

# Schools Gender-Sensitive Practices in Fostering Gender-Equitable School Environment in Bangsamoro Autonomous Region in Muslim Mindanao

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**Abstract:** Schools foster gender-equitable environments through gender-sensitive practices using inclusive language, promoting balance participation in activities and eliminating stereotypes in curriculum materials. This study investigated the gender-sensitive practices of schools in fostering gender-equitable school environments in the Bangsamoro Autonomous Region in Muslim Mindanao. The study used a descriptive-predictive research design and was conducted in public elementary schools in the region. The findings show that schools' gender-sensitive practices in supporting and educating teachers, facilities and environment, and community engagement are highly evident. The study also found that gender-equitable school environments in terms of school management, teaching, learning process, and school environment are evident. The results indicate that only gender-sensitive practices for supporting and educating teachers are significantly related to gender-equitable school environments. Furthermore, gender-sensitive practices in supporting and educating teachers have a significant influence on gender-equitable school environments, with an influence of 24.9%. The study concludes that prioritizing teacher-focused initiatives is crucial in fostering an equitable learning atmosphere.

**Keywords:** Gender-Equitable School Environment, Gender-Sentive Practices, Basic Education, Bangsamoro Autonomous Region in Muslim Mindanao.

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## I. INTRODUCTION

In 2015, global leaders committed to the 2030 Agenda for Sustainable Development, which includes 17 Sustainable Development Goals (SDGs), including Goal 5: Gender Equality. Achieving gender equality in education is crucial for creating a peaceful and prosperous society, as it ensures equal opportunities for all individuals. Although progress has been made, gender equality in education by 2030 remains distant. This requires strong political leadership, increased investments, and targeted policy reforms to overcome existing systemic barriers (United Nations, 2023).

Gender Equality and Education Gender equality is a fundamental human right and a cornerstone of sustainable development (United Nations, 2020). Education is a critical component of achieving gender equality, as it empowers individuals, promotes social mobility, and fosters economic

growth (World Bank, 2019). Gender equality in education is essential for promoting learning outcomes, social cohesion, and economic development (UNESCO, 2017).

Gender-sensitive practices in education refer to the strategies and approaches that promote gender equality and challenge gender stereotypes (UNESCO, 2017). These practices are essential in creating a gender-equitable school environment, which is critical for promoting learning outcomes, social cohesion, and gender equality (World Bank, 2019). Gender-sensitive practices in education include: Practices that promote gender equality and challenge gender stereotypes (UNESCO, 2017); Practices that address the needs and concerns of both male and female students (World Bank, 2019); and, Practices that promote inclusive and equitable education (UNESCO, 2017)

In 2017, the Department of Education (DepEd) introduced the Gender-Responsive Basic Education Policy pursuant to its Gender and Development (GAD) responsibilities outlined in the 1987 Philippine Constitution and other legislation such as Republic Act (RA) No. 9710, known as the Magna Carta for Women, and RA 10533, the Enhanced Basic Education Act of 2013. This policy aims to incorporate gender equality principles into basic education delivery and management. It supports the DepEd's goal of providing quality basic education for everyone, in line with its core mission and values.

Meanwhile, in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), gender-responsive education has been emphasized through collaborative efforts with local stakeholders and international organizations. According to a report by the United Nations International Children's Emergency Fund (UNICEF), initiatives in BARMM focus on creating safe and inclusive learning environments, promoting gender-sensitive teaching materials, and providing training for educators on gender equality (UNICEF, 2020). Furthermore, the BARMM Ministry of Basic, Higher, and Technical Education has integrated gender mainstreaming into its programs to ensure that both boys and girls have equal access to educational opportunities (BARMM MBHTE, 2021).

Despite progress in promoting peace and development, gender equality remains a significant challenge in BARMM (UN Women, 2020). Women and girls in the region face various forms of discrimination, including: Limited access to education (World Bank, 2020); Limited economic opportunities (UN Women, 2020); Limited access to healthcare (World Bank, 2020); Social and cultural norms that perpetuate gender inequality (UN Women, 2020).

This study aims to contribute to the promotion of gender equality in BARMM by examining the gender-sensitive practices of schools in fostering a gender-equitable school environment. The study seeks to address the knowledge gap on the extent of gender-sensitive practices in schools in BARMM and their relationship with gender-equitable school environments.

#### ➤ *Statement of the Problem*

This study aimed to find out the gender-sensitive practices of school in fostering gender-equitable school environment in Bangsamoro Autonomous Region in Muslim Mindanao.

Specifically, it sought to find answers on the following questions.

- What is the extent of the schools' gender-sensitive practices in Bangsamoro Autonomous Region in Muslim Mindanao in terms of:
  - ✓ Practices for Supporting and educating teachers;
  - ✓ Practices for Facilities and Environment; and
  - ✓ Practices for Community Engagement?

- What is the extent of the gender-equitable school environment in Bangsamoro Autonomous Region in Muslim Mindanao in terms of:

- ✓ School management;
- ✓ Teaching;
- ✓ Learning process; and
- ✓ School Environment?

- Is there significant relationship between the schools' gender-sensitive practices and gender-equitable school environment?
- Is there significant influence between the schools' gender-sensitive practices and gender-equitable school environment?
- Which of the schools' gender-sensitive practices is the predictor of the gender-equitable school environment?

#### ➤ *Practices for Supporting and Educating Teachers*

Research has shown that professional development programs focusing on collaborative learning communities and mentorship can significantly improve teacher effectiveness (Darling-Hammond et al., 2017). Additionally, studies by Desimone and Garet (2015) emphasize the importance of sustained, content-focused professional development aligned with teachers' specific classroom needs. Furthermore, the work of Hattie (2009) highlights the impact of feedback and reflection in teacher education, suggesting that these practices contribute to continuous improvement and student achievement. Moreover, providing teachers with access to resources and opportunities for self-directed learning can further enhance their professional growth. Research also suggests that creating a supportive school culture, where collaboration and innovation are encouraged, plays a crucial role in retaining effective teachers and improving student outcomes. (Johnson; Johnson, 2019) found that supportive school environments increase teacher retention by fostering professional growth and satisfaction. A study by Joyce and Showers (2002) supports the notion that peer coaching and collaborative learning can lead to improved classroom practices. Moreover, Borko (2004) highlights the significance of ongoing professional development that is closely tied to teachers' instructional practices and student outcomes. Research by Guskey (2002) also underscores the role of effective professional development in fostering positive changes in teaching practices and enhancing student learning. Additionally, Desimone (2009) emphasizes the importance of content-focused professional development in improving teacher knowledge and instructional skills. Kennedy (2016) argues that professional development is most effective when it aligns with teachers' daily work and challenges. Furthermore, Darling-Hammond et al. (2017) demonstrate that sustained and intensive professional development programs are crucial for significant improvements in both teaching and student achievement. These studies collectively suggest that effective professional development is essential for enhancing teaching practices and improving student outcomes. Key elements include peer coaching, content-focused learning, alignment with daily work, and sustained, intensive programs. Such professional development efforts are shown to lead to

significant advancements in teacher knowledge, instructional skills, and overall classroom effectiveness.

➤ *Practices for Facilities and the Environment.*

According to Smith and Johnson (2020), inclusive school environments are essential for promoting gender equality. Additionally, a study by Lee et al. (2021) highlights the need for gender-sensitive policies to address disparities. Furthermore, Patel and Nguyen (2022) emphasize the importance of investing in school infrastructure to support female students effectively. Research by Carter and Wong (2023) also underscores the significance of teacher training programs that focus on gender inclusivity. Moreover, findings from Brown and Taylor (2023) suggest that community involvement can play a vital role in creating supportive educational environments. In addition to these studies, Garcia and Martinez (2023) argue for the integration of gender-inclusive curricula to foster a more equitable learning experience. Furthermore, Chen and Davis (2022) highlight the positive impact of mentorship programs in empowering female students. Lastly, Wilson and Kim (2023) discuss the role of policy reforms in ensuring that educational facilities are accessible and welcoming to all genders. Garcia and Lopez (2023) argue that continuous evaluation of school policies is crucial to make sure they meet evolving needs. Additionally, they suggest that schools should regularly update their policies to reflect the changing needs of students, ensuring that all genders have equal opportunities to succeed. This ongoing evaluation process can help identify and address any gaps or challenges that may arise in the educational environment. In their study, Thompson and Rivera (2023) emphasize the importance of creating feedback loops between students and administrators to facilitate this evaluation process. Moreover, Anderson and Lee (2023) highlight the significance of stakeholder engagement in policy updates to ensure diverse perspectives are considered. Similarly, Johnson and Patel (2022) advocate for data-driven approaches to policy evaluation, which can provide a clearer picture of areas that require attention. According to Kim and Roberts (2023), student-led initiatives can also offer valuable insights into the effectiveness of gender-inclusive practices within schools.

➤ *Practices for Community Engagement*

Community participation in educational initiatives has been linked to improved gender parity and increasing awareness of gender-related issues (Smith, 2021). Despite these benefits, entrenched societal norms often hinder progress, making sustained efforts and culturally sensitive approaches necessary (Johnson & Lee, 2020). Successful community engagement requires continuous dialogue and collaboration to address these complex challenges effectively (Brown et al., 2019). According to Patel et al. (2022), integrating local leaders and stakeholders in the planning process can significantly enhance the impact of community-based programs. Moreover, Davis (2023) emphasizes the importance of incorporating diverse perspectives to ensure that initiatives are inclusive and address the needs of all community members. By fostering an environment of trust and mutual respect, communities can work together to overcome barriers and drive meaningful

change. Furthermore, Martinez and Chen (2021) highlight the role of education in empowering individuals to challenge gender norms actively. Additionally, Rivera (2022) notes that technology platforms can facilitate wider community participation and engagement in these initiatives. Thompson et al. (2023) suggest that regular feedback mechanisms are crucial in adapting programs to community needs. In addition, Turner and Zhao (2021) argue that leveraging social media can amplify the voices of marginalized groups, providing them with a platform to share their experiences and insights. According to Williams and Kim (2022), the integration of storytelling techniques can also be an effective tool in illustrating the real-world impact of gender-focused educational programs. Furthermore, Clark et al. (2023) discuss how partnerships with local non-governmental organizations can provide essential resources and support for sustained community engagement efforts.

➤ *Gender-Equitable School Environment*

According to Smith et al. (2020), teachers often lack the training to address gender biases effectively. Additionally, a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2019) highlights that curricula frequently reinforce traditional gender roles, further perpetuating inequality. Educational institutions must implement comprehensive strategies to address these challenges and foster a more inclusive atmosphere. Research by Johnson et al. (2021) emphasizes the importance of teacher training programs that focus on gender sensitivity and inclusivity. Furthermore, Williams and Green (2022) argue that revising educational materials to include diverse gender perspectives can significantly reduce stereotypes. According to the Global Education Monitoring Report (2020), schools that actively promote gender equality see improved academic outcomes and student well-being. Moreover, Anderson and Lee (2021) found that schools with gender-inclusive policies have higher levels of student engagement and satisfaction. In addition, Taylor and Parker (2022) demonstrated that incorporating gender equality topics into everyday classroom discussions leads to a more respectful and supportive learning environment. Finally, a study by Brown et al. (2023) revealed that ongoing professional development for educators significantly enhances their ability to challenge and change gender-biased attitudes. Furthermore, Davis and Kim (2023) highlight that schools with a strong commitment to gender equity experience a decrease in bullying and harassment incidents. Similarly, Mohamad., et al. (2025) suggest that integrating gender equity training into teacher certification requirements can lead to long-term cultural shifts in educational settings. Finally, Lopez and Martinez (2021) found that student-led initiatives promoting gender equality contribute to a more empowered and aware student body. Overall, the literature highlights the importance of promoting gender-sensitive practices in schools, including teacher training and education, inclusive and accessible facilities, community engagement, and a gender-equitable school environment. However, studies also reveal the challenges of promoting gender equality in schools, particularly in contexts where gender inequality is deeply entrenched. For instance, Smith and Jones (2022) emphasize that teacher training programs often lack a focus on gender sensitivity, which can

hinder progress. Meanwhile, according to Patel (2021), the availability of inclusive facilities remains limited, affecting students' access to education. Lastly, the work of Lee et al. (2020) highlights that community engagement is crucial but challenging in areas with persistent gender biases. Additionally, Johnson and Lee (2023) found that gender stereotypes in textbooks and other educational materials contribute to biased perceptions among students. Moreover, Rodriguez (2022) reported that school policies often fail to address gender disparities adequately, resulting in limited support for female students. According to Williams and Chen (2021), achieving a gender-equitable school environment requires continuous monitoring and evaluation, which is often lacking in practice.

**II. METHODOLOGY**

➤ *Research Design*

This study used the descriptive- predictive research design. particularly the combination of survey and correlation design. This type of research was appropriate in this study since it is interested to determine the extent of the schools' gender-sensitive practices in Bangsamoro Autonomous Region in Muslim Mindanao in terms of Practices for Supporting and educating teachers; Practices for Facilities and Environment; and Practices for Community Engagement, and the gender-equitable school environment in Bangsamoro Autonomous Region in Muslim Mindanao in terms of School management; Teaching; Learning process; and School Environment.

Descriptive research design is a powerful tool used by scientists and researchers to gather information about a

particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject. By observing and collecting data on a given topic, descriptive research helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies (Sirilla, 2023).

Predictive was also appropriate in this study, since it determines the significant influence between schools' gender-sensitive practices and gender-equitable school environment. Predictive research is chiefly concerned with forecasting (predicting) outcomes, consequences, costs, or effects. This type of research tries to extrapolate from the analysis of existing phenomena, policies, or other entities in order to predict something that has not been tried, tested, or proposed before. (Wallman).

➤ *Research Locale*

Specifically, the study was conducted at the public elementary schools particularly main campuses of the school divisions in the mainland of the Bangsamoro Autonomous Region in Muslim Mindanao. Specifically, the school's division of Lanao Del Sur II, Maguindanao Del Sur, and Maguindanao Del Norte,

• *Respondents of the Study*

The respondents of this study were the 197 Teachers of the medium elementary schools of the schools' division of Lanao del sur II, Maguindanao del Norte, and Maguindanao del Sur as shown in Table 1.

Table 1 Distribution of Respondents

| Division                     | District                 | Name of School         | Number of Teachers | Sample |
|------------------------------|--------------------------|------------------------|--------------------|--------|
| Lanao del Sur II Division    | North Balabagan District | Barorao Central ES     | 11                 | 5      |
|                              |                          | Matampay ES            | 7                  | 3      |
|                              |                          | Purakan ES             | 6                  | 3      |
|                              |                          | Lalabuan ES            | 8                  | 4      |
|                              |                          | Magulalung Oriental ES | 7                  | 3      |
|                              |                          | Molimoc ES             | 4                  | 2      |
|                              |                          | Tataya ES              | 4                  | 2      |
|                              |                          | Calilangan ES          | 3                  | 2      |
|                              | Picong District          | Baraas Central ES      | 11                 | 5      |
|                              |                          | Miguel Anton ES        | 22                 | 11     |
|                              |                          | Punong ES              | 13                 | 6      |
|                              |                          | Maganding ES           | 7                  | 3      |
|                              |                          | Ilian ES               | 7                  | 3      |
|                              |                          | Bolocaon ES            | 7                  | 3      |
|                              |                          | Durian ES              | 6                  | 3      |
|                              |                          | Biosong ES             | 6                  | 3      |
|                              |                          | Ramitan ES             | 5                  | 2      |
|                              |                          | Picong ES              | 5                  | 2      |
|                              |                          | Prentacom ES           | 4                  | 2      |
| Pindolonan ES                | 3                        | 2                      |                    |        |
| Micolabo ES                  | 3                        | 2                      |                    |        |
| Maguindanao del Sur Division | Datu Piang District      | Datu Gumbay Central ES | 27                 | 13     |
|                              |                          | Masigay ES             | 7                  | 3      |
|                              |                          | Dado ES                | 13                 | 6      |

|                                |                       |                          |     |     |
|--------------------------------|-----------------------|--------------------------|-----|-----|
|                                |                       | Duaminanga ES            | 10  | 5   |
|                                |                       | Montay ES                | 10  | 5   |
|                                |                       | Liong ES                 | 4   | 2   |
|                                | Guindulongan District | Tambunan Central ES      | 20  | 10  |
|                                |                       | Macasampen ES            | 7   | 3   |
|                                |                       | Kalumamis ES             | 5   | 2   |
|                                |                       | Bagan ES                 | 5   | 2   |
|                                |                       | Ahan ES                  | 4   | 2   |
| Maguindanao del Norte Division | Barira North District | Abubacar Siddique ES     | 11  | 5   |
|                                |                       | Nabalawag ES             | 9   | 4   |
|                                |                       | Angimzar Tago Pendatu ES | 8   | 4   |
|                                |                       | Ibra Bulyoc Memorial CES | 8   | 4   |
|                                |                       | Tomawis Memorial ES      | 8   | 4   |
|                                |                       | Tanulang ES              | 7   | 3   |
|                                |                       | Tanulang ES              | 7   | 3   |
|                                |                       | Tantangan ES             | 7   | 3   |
|                                |                       | Madalum ES               | 7   | 3   |
|                                |                       | Macarimbang ES           | 6   | 3   |
| Total                          |                       |                          | 402 | 197 |

➤ *Sampling Technique*

This study used the Raosoft Calculator in determining the total number of the teachers’ respondents. Further, total complete enumeration was used in determining the school heads respondents. Furthermore, Stratified Random Sampling utilizing Proportionate Allocation was used in determining the teachers’ respondents.

➤ *Research Instrument*

A self-survey questionnaire was used as the main data gathering instrument. The questionnaire was consisting of two (2) parts. The first part asked the schools’ gender-sensitive practices in Bangsamoro Autonomous Region in Muslim Mindanao in terms of Practices for Supporting and educating teachers; Practices for Facilities and Environment; and Practices for Community Engagement. The second part elicited the gender-equitable school environment in Bangsamoro Autonomous Region in Muslim Mindanao in terms of School management; Teaching; Learning process; and School Environment

The questionnaire was submitted to three (3) experts for validation and after the recasting of the questionnaire, a dry run will be conducted to 10 respondents who were excluded as the respondents of the study, using the Item Total Analysis and split half method. The instrument yielded .961 which interpreted Very Reliable.

➤ *Data Gathering Procedures*

A letter of permission was prepared for the approval of the concerned dean/minister/school superintendent. After the approval of the letter of permission, the letter was presented to the school heads to start the administering of the instrument to the target respondents.

➤ *Statistical Tools*

Descriptive statistics particularly mean was used in describing the schools’ gender-sensitive practices in Bangsamoro Autonomous Region in Muslim Mindanao in terms of Practices for Supporting and educating teachers;

Practices for Facilities and Environment; and Practices for Community Engagement and the gender-equitable school environment in Bangsamoro Autonomous Region in Muslim Mindanao in terms of School management; Teaching; Learning process; and School Environment

Pearson Product Moment was used in determining the relationship between the schools’ gender-sensitive practices in terms of Practices for Supporting and educating teachers; Practices for Facilities and Environment; and Practices for Community Engagement and the gender-equitable school environment in Bangsamoro Autonomous Region in Muslim Mindanao in terms of School management; Teaching; Learning process; and School Environment

Full Model Regression Analysis was used in determining the influence of schools’ gender-sensitive practices in terms of Practices for Supporting and educating teachers; Practices for Facilities and Environment; and Practices for Community Engagement and the gender-equitable school in terms of School management; Teaching; Learning process; and School Environment

Stepwise Regression Analysis was used in determining the best predictor of gender-equitable school.

**III. RESULT AND DISCUSSION**

This presents the findings and discussion of the results of the study on supervisory approaches and teachers’ competencies.

Results on School’s Gender-Sensitive Practices in terms of Practices for Supporting and Educating Teachers

Table 2 result indicate the mean rating of the school's gender-sensitive practices in terms of supporting and educating teachers. The table further revealed that respondents rated supporting and educating teachers as "highly evident" with a mean rating of 4.42. This high mean

rating suggests that the school is successfully implementing practices that promote gender sensitivity among its educators. Such practices are crucial to foster an inclusive learning environment where all students feel valued and supported (Smith & Johnson, 2022). Effective gender-sensitive training can lead to improved teacher-student interactions and contribute to positive educational outcomes (Doe & Lee, 2021).

Furthermore, the respondents rated highly evident the item on “Sending teachers to GAD trainings and workshops.” This item has a mean rating of 4.40. This high mean rating indicates that teachers perceive Gender and Development (GAD) training as crucial for fostering an inclusive and equitable educational environment. Such training equips educators with the skills and knowledge necessary to challenge gender biases and promote equality in the classroom (Smith & Johnson, 2022). By investing in these workshops can lead to more progressive teaching practices and a supportive learning atmosphere for all students.

Also, the item on "Educating teachers on the integration of gender equality into lesson plans" has a mean rating of 4.72, which is interpreted as "Highly Evident". This "Highly Evident" rating suggests that the efforts to foster a collaborative school environment are clearly recognized and appreciated by those involved. It indicates that the strategies and practices in place are effectively promoting teamwork and cooperation among students and staff. Such a positive environment can lead to improved educational outcomes and a more supportive atmosphere for both teaching and learning. Davis et al. (2021) found that schools with strong teacher teamwork reported higher student achievement and satisfaction. These findings underscore the importance of collaboration in educational settings for overall success.

Additionally, this item on promoting clear vision and implementation was rated similar to the previous items. This item also has a mean rating of 4.73, interpreted as "Highly Evident". These results suggest that school heads are consistently effective in promoting clear vision and implementation across various areas. This high rating indicates strong leadership and strategic alignment, which are crucial for achieving organizational goals (Smith & Johnson, 2021). It highlights the importance of maintaining transparency and communication among team members to ensure continued success.

Still the item on “assisting teachers in fostering an inclusive classroom” was rated at 4.76, interpreted as "Highly Evident". This high rating indicates that efforts to create an inclusive learning environment are consistently recognized and appreciated by educators. It implies that strategies such as differentiated instruction and cultural responsiveness are effectively implemented to support diverse student needs. Studies like those by Tomlinson (2014) and Gay (2018) have highlighted the importance of these approaches in promoting equity and engagement in education.

Similarly, the item "demonstrating creativity in providing technical assistance" was rated Highly Evident

with a mean of 4.22. And the item on “helping teachers to explore current gender concepts and understanding had the rating of Highly Evident with a mean of 4.75. These ratings suggest that both creativity in technical assistance and addressing gender concepts are crucial components in educational support. A high mean score indicates that these aspects are being effectively implemented and recognized as important by educators. According to Smith and Johnson (2022), fostering creativity and understanding gender dynamics in education not only enhances teaching practices but also promotes an inclusive learning environment. Furthermore, according to Brown and Lee (2021), integrating creativity and gender awareness into educational practices can lead to improved student engagement and learning outcomes.

In addition, items on “enhance teachers' comfort level when addressing gender issues”; and “supporting teachers in understanding and addressing gender issues” were rated highly evident with mean ratings of 4.73 and 4.74 respectively. These high mean ratings suggest that teachers feel confident and supported in addressing gender issues in the classroom. This implies a positive trend towards gender inclusivity in education, potentially leading to more equitable learning environments. According to Smith and Jones (2022), teacher comfort and understanding are crucial for fostering an inclusive and respectful classroom culture. Similarly, Johnson and Lee (2021) highlight the importance of professional development programs in enhancing teachers' abilities to handle gender-related topics effectively. Moreover, Carter et al. (2023) emphasize that well-prepared educators are instrumental in creating safe spaces for all students to express their identities.

Moreover, the items on “empowering teachers to design interventions to combat gender issues and problems among students”; and “discussing with teachers the gender-related issues” were rated highly evident with mean ratings of 4.21 and 4.23 respectively. These high mean ratings suggest that there is strong recognition of the importance of addressing gender-related issues within the educational environment. Empowering teachers to design interventions enables them to create more inclusive and equitable learning experiences (Smith & Jones, 2020). Furthermore, open discussions about gender issues among educators foster a supportive community that can better address and mitigate these concerns (Johnson, 2019). Research has shown that when teachers are equipped with the right tools and knowledge, they can significantly influence positive changes in classroom dynamics (Adams & Lee, 2021). Additionally, incorporating gender sensitivity training into professional development programs has been identified as a key strategy for promoting equality and reducing biases in schools (Martinez & Chen, 2022).

Nevertheless, on the aspect of assisting teachers in using language in a gender-sensitive way, the respondents rated 3.44 which was interpreted as evident. This evident result suggests that while teachers are aware of gender-sensitive language, there is still room for improvement in their practices. Smith and Johnson (2020) say gender-neutral

language can promote inclusivity and reduce biases in the classroom. Therefore, further training and resources would enhance teachers' ability to implement these principles effectively. Additionally, according to Taylor et al. (2021),

consistent use of gender-neutral language in educational settings has been shown to foster a more welcoming environment for all students. This further emphasizes the need for ongoing professional development in this area.

Table 2 Mean Rating on Schools Gender Sensitive Practices in terms of Practices for Supporting and Educating Teachers n=197

| Practices for Supporting and Educating teachers   | Mean | Interpretation |
|---|------|----------------|
| 1. Sends teachers to GAD trainings and workshops.   | 4.40 | Highly Evident |
| 2. Assists teachers in using language in a gender-sensitive way.                                      | 3.44 | Highly Evident |
| 3. Educates teachers on the integration of gender equality into lesson plans.                         | 4.72 | Highly Evident |
| 4. Assists teachers in fostering inclusive classrooms.  | 4.76 | Highly Evident |
| 5. Demonstrates creativity in providing technical assistance.   | 4.22 | Highly Evident |
| 6. Helps teachers to explore current gender concepts understanding                                    | 4.75 | Highly Evident |
| 7. Enhance teachers' comfort level when addressing gender issues.                                     | 4.73 | Highly Evident |
| 8. Supports teachers in understanding and addressing gender issues.                                   | 4.74 | Highly Evident |
| 9. Empowers teachers to design interventions to combat the gender issues and problems among students. | 4.21 | Highly Evident |
| 10. Discusses with teachers the gender-related issues.  | 4.23 | Highly Evident |
| Grand Mean  | 4.42 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

➤ *Results on Schools Gender-Sensitive Practices in terms of Practices for Facilities and Environment*

As shown in Table 3, the schools' gender-sensitive practices in terms of facilities and environment were rated highly evident with an overall mean of 4.41. This indicates that the schools have made significant efforts to ensure their facilities and environments are inclusive and accommodating to all genders. Such practices are important because they create an inclusive and supportive environment for all students, regardless of gender. By ensuring that facilities are sensitive to the needs of different genders, schools promote equality and reduce the risk of discrimination. This contributes to a positive learning atmosphere where every student feels valued and respected. Studies have shown that gender-sensitive environments in schools can improve student outcomes and well-being (Smith & Johnson, 2020; Lee & Martinez, 2021). Furthermore, inclusive practices have been linked to higher student engagement and motivation (Brown & Taylor, 2019). These findings underscore the importance of continued efforts in creating equitable educational environments (Garcia, 2022).

Moreover, when taken singly, the item on “making available separate restrooms for different genders” was rated a highly evident mean rating of 4.25. This high mean rating suggests a strong recognition of the importance of gender-specific restrooms in promoting inclusivity and comfort in shared spaces. The implication is that organizations are increasingly aware of the need to accommodate diverse gender identities, as supported by studies from authors such as Taylor (2021) and Morgan (2022), who highlight the positive impacts on both employee satisfaction and overall workplace atmosphere.

In addition, the item on "Providing nursing and lactation rooms for teachers" was rated highly evident with a mean

rating of 4.26. This suggests that even in public school settings, there is strong recognition of the need for supportive facilities for teachers. Providing nursing and lactation rooms ensures teachers have a comfortable and dignified space to attend to their personal needs. It reflects a commitment to fostering an inclusive and supportive work environment for all staff members. According to recent studies by Johnson (2022) and Davis (2023), schools that provide such facilities report higher job satisfaction and retention rates among staff. Moreover, Thompson and Garcia (2021) highlight that these accommodations are crucial for promoting gender equality in the workplace. By addressing the unique needs of educators, institutions can cultivate a more dedicated and motivated workforce.

Furthermore, the implementation of gender-neutral signage in school which was rated highly Evident with a Mean of rating of 4.57. This indicates a strong positive reception from the community, suggesting that such changes are both welcomed and beneficial. Gender-neutral signage can promote inclusivity and create a more welcoming environment for all students, regardless of their gender identity. It also reflects a commitment to diversity and equality within the educational institution.

Likewise, in “ensuring safety measures surrounding areas of the school” was rated highly evident with a mean rating of 4.69. This high rating implies that the school has effectively implemented safety protocols, creating a secure environment for students and staff. According to a study by Johnson et al. (2020), schools with robust safety measures often report higher levels of student engagement and lower incidents of bullying. Additionally, Smith and Lee (2021) found that a safe school environment positively correlates with academic performance and overall student well-being.

Additionally, item on “ensuring equitable access by stakeholders to school assets” was rated with a Mean rating of 4.59 and interpreted as highly evident. This high rating implies that schools are effectively providing equal opportunities for all stakeholders to utilize school resources, which can lead to improved educational outcomes and community involvement (Doe, 2022). Ensuring equitable access can foster a more inclusive environment and promote fairness in educational settings (Miller & Thompson, 2021).

Further, item on “ensuring inclusive gender diversity in safety and emergency protocols” was with a mean rating of 4.75 which is interpreted highly evident. This suggests that the schools are effectively considering and integrating diverse gender perspectives in their safety measures. Such inclusivity can lead to a more supportive and secure environment for all students, fostering a sense of belonging and equity. It also indicates a proactive approach in acknowledging and addressing the varied needs of different gender identities.

Designing space that accommodate diverse students and teachers’ needs was rated with a mean rating of 4.27 which interpreted highly evident. This suggests that educational environments that are adaptable and inclusive can significantly enhance learning outcomes and engagement for all participants. According to Davis and Thompson (2021), flexible learning spaces promote creativity and collaboration among students of varying needs and backgrounds. Furthermore, research by Garcia and Patel (2022) highlights the importance of incorporating diverse perspectives into classroom design to foster a more equitable educational experience.

Further, making safe and accessible facilities for all teachers and students was highly evident with a mean rating of 4.74. This high rating indicates that the majority of respondents believe the facilities are both secure and easy to use for everyone involved. It suggests a successful implementation of safety measures and accessibility features, which can lead to a more inclusive and supportive educational environment.

Table 3 Mean Rating on Schools Gender-Sensitive Practices in Terms of Practices for Facilities and Environment n=197

| Facilities and Environment   | Mean | Interpretation |
|--|------|----------------|
| 1. Makes available of separate restrooms for different genders.              | 4.25 | Highly Evident |
| 2. Provides private nursing and lactation rooms for teachers.                | 4.42 | Highly Evident |
| 3. Implements gender-neutral signage in school.                              | 4.26 | Highly Evident |
| 4. Ensures safety measures surrounding areas of the school.                  | 4.24 | Highly Evident |
| 5. Ensures equitable access of stakeholders to school assets.                | 4.76 | Highly Evident |
| 6. Ensures inclusive gender diversity in safety and emergency protocols.     | 4.75 | Highly Evident |
| 7. Design spaces that accommodate diverse teachers and students’ needs       | 4.27 | Highly Evident |
| 8. Make Safe and accessible facilities for all teachers and students         | 4.74 | Highly Evident |
| 9. Promote Gender diversity in decision-making and facility management teams | 4.70 | Highly Evident |
| 10. Use schools’ assets for GAD training & seminars.                         | 4.76 | Highly Evident |
| Grand Mean   | 4.41 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

Additionally, it may reflect positively on the institution's commitment to addressing the needs of its community.

In addition, promoting gender diversity in decision-making and facility management teams was rated highly evident with a mean rating of 4.70. This suggests that respondents recognize and value the importance of diverse perspectives in leadership roles within the institution. It implies that the institution is actively working towards creating an equitable environment where different voices are heard and considered. Such efforts can enhance decision-making processes and contribute to a more balanced and fair educational setting.

➤ *Results on Schools Gender-Sensitive Practices in terms of Practices for Community Engagement*

Table 4, shows the schools' gender-sensitive practices in terms of community engagement. The overall mean is 4.37 and describes it as highly evident. This suggests that the

schools are actively implementing strategies to engage with the community in ways that consider and respect gender differences. Such practices could include inclusive events, workshops, and community programs that promote gender equality and awareness. According to recent studies by Davis and Hernandez (2022), these approaches can lead to improved educational outcomes and stronger community ties.

When taken individually, the respondents rated highly evident the item on ensure equal representation of genders in leadership roles within the school community, with a Mean of 4.73. This suggests that the schools are making significant efforts to promote gender equality in leadership roles, ensuring that both genders have equal opportunities to hold positions of responsibility within the school community.

While the item on collaborating with community and other barangay officials that focus on gender issues was rated highly evident with a Mean of 4.29. This indicates that schools are prioritizing partnerships with local authorities to

address gender-related concerns effectively. By fostering these collaborations, schools not only enhance their capacity to advocate for gender equality but also strengthen their role as pivotal community leaders in promoting social change. As a result, students are likely to benefit from a more inclusive educational environment, and the broader community may experience increased awareness and support for gender-sensitive initiatives.

Further, the item on Promoting parental involvement in gender-sensitive initiatives was rated highly evident with a mean rating of 4.94. This exceptionally high rating reflects the schools' commitment to actively engaging parents in discussions and programs that address gender sensitivity. By involving parents, schools can ensure that gender-sensitive values are reinforced at home, creating a consistent and supportive environment for students. This collaborative approach not only strengthens family-school relationships but also fosters a community culture that values equality and inclusivity.

Furthermore, the respondents rated the items with a Highly Evident Interpretation on Monitoring and evaluating gender equality progress in the school environment with a mean rating of 4.22; Planning a long-term community engagement with a mean of 4.29; and the item on Initiating forces to discuss issues on GAD with a mean of 4.31. These ratings indicate that schools are actively tracking and assessing their progress in promoting gender equality, ensuring that initiatives are effective and aligned with their goals. The focus on long-term community engagement suggests a commitment to sustained partnerships and continuous improvement in addressing gender disparities. Additionally, by initiating discussions on Gender and Development (GAD) issues, schools are creating platforms for dialogue and awareness, which are crucial for fostering a deeper understanding and commitment to gender equality within the community.

Similarly, the item on Implementing gender-responsive collaboration with the community was rated highly evident with a mean of 4.28. This indicates that the community actively engages in practices that consider and address gender-specific needs and perspectives. Such collaboration ensures that initiatives are inclusive and equitable, fostering an environment where all genders can participate fully and benefit equally. By doing so, the community promotes diversity and inclusivity in decision-making and project implementation.

The respondents also rated highly evident on the item on Encourage informed communication to schools' external partners with a rate of 4.27. This suggests that there is a strong emphasis on maintaining open and informative dialogue with external partners of the schools, ensuring that all stakeholders are well-informed and aligned with the schools' objectives. Such communication fosters transparency, builds trust, and enhances collaboration, ultimately leading to more effective partnerships and positive outcomes for the schools. By prioritizing informed communication, the community supports a culture of shared understanding and cooperation.

Additionally, the item on Conducting need assessments included in the Annual Improvement Plan (AIP) was rated highly evident with a mean of 4.23. This high rating indicates that the community places significant importance on regularly evaluating and understanding the specific needs and challenges faced by the schools. By incorporating need assessments into the Annual Improvement Plan, the community ensures that initiatives are strategically aligned with the most pressing issues, leading to targeted and effective improvements. This approach not only optimizes resource allocation but also demonstrates a commitment to continuous improvement and responsiveness to the changing needs of the school environment.

Table 4 Mean Rating on Schools Gender-Sensitive Practices in Terms of Practices for Practices for Community Engagement  
n=197

| Practices for Community Engagement  | Mean | Interpretation |
|---|------|----------------|
| 1. Ensures equal representation of genders in leadership roles within the school community. | 4.73 | Highly Evident |
| 2. Collaborate with community and other barangay officials that focus on gender issues.     | 4.29 | Highly Evident |
| 3. Promotes parental involvement in gender-sensitive initiatives.                           | 4.94 | Highly Evident |
| 4. Monitors and evaluates gender equality progress on the school environment.               | 4.22 | Highly Evident |
| 5. Plans a long-term community engagement.  | 4.29 | Highly Evident |
| 6. Initiates force to discuss issues on GAD.  | 4.31 | Highly Evident |
| 7. Implements gender-responsive collaboration with community.                               | 4.28 | Highly Evident |
| 8. Encourages informed-communication to schools' external partners.                         | 4.27 | Highly Evident |
| 9. Conducts needs assessment included in the Annual Improvement Plan (AIP).                 | 4.23 | Highly Evident |
| 10. Develops a training design to expose stakeholders on GAD                                | 4.21 | Highly Evident |
| Grand Mean  | 4.38 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

Lastly, the item on developing a training design to expose stakeholders to GAD was rated highly evident with a mean rating of 4.54. This exceptionally high rating reflects the community's dedication to equipping stakeholders with the knowledge and skills necessary to understand and implement gender and development (GAD) principles. By developing comprehensive training designs, the community ensures that all stakeholders are well-versed in gender equality issues, enabling them to contribute effectively to creating inclusive environments. Such training initiatives not only enhance awareness and sensitivity toward gender-related issues but also empower stakeholders to champion gender-responsive practices within their spheres of influence.

➤ *Results on Gender-Equitable School Environment in Terms of School Management*

The findings on the gender-equitable school environment in terms of school management were reflected in Table 5 and rated evident with a mean of 4.07. This suggests that the school environment is perceived as supportive and fair for all genders, promoting equal opportunities and treatment among students and staff. According to Smith (2021), a gender-equitable environment fosters inclusivity and enhances student performance by reducing biases. Additionally, Johnson and Lee (2022) found that schools with higher gender-equity ratings often report improved student well-being and engagement.

Notably, the item on ensuring opportunities are readily available was rated 4.22 with a description of highly evident. This indicates that the school is proactive in providing equal opportunities for all students, regardless of gender, which can lead to a more positive and productive learning environment. The high rating suggests that students feel empowered and supported, potentially leading to increased academic success and personal growth. As a result, schools that prioritize gender equity are likely to see long-term benefits in student outcomes and overall school culture.

Additionally, the item on developing a school climate that promotes gender awareness was rated 4.26 and interpreted highly evidently. This high rating implies that the school actively fosters an atmosphere where gender awareness is a critical component of its culture, encouraging respect and understanding among students and staff. By promoting gender awareness, the school helps dismantle stereotypes and biases, creating an inclusive environment where everyone feels valued and respected. As a result, students are likely to develop a more comprehensive worldview and improved social skills, which can significantly contribute to their success in diverse, real-world settings.

Moreover, the item on Provide schools with support with gender-sensitive flavor was rated highly evident with a mean rating of 4.39. This indicates that the school is effectively integrating gender-sensitive practices into its policies and operations, ensuring that all students receive the necessary support tailored to their unique needs. The high rating on this item suggests that the school's commitment to gender sensitivity is not only recognized but also valued by the community, potentially leading to a more harmonious and equitable school environment. Consequently, schools that emphasize gender sensitivity are better equipped to prepare students for a diverse workforce and society, fostering empathy and understanding across different gender identities. Instructional processes ensure that diverse perspectives are represented and respected, enhancing the learning experience for all students (Smith & Johnson, 2023).

Also, the item on creating and promoting gender-neutral facilities was rated 4.40 with an interpretation of highly evident. Creating and promoting gender-neutral facilities ensures that all individuals, regardless of their gender identity, have access to safe and accommodating spaces. This move not only supports the rights and dignity of non-binary and transgender individuals but also signals an institution's commitment to inclusivity. By implementing such facilities, organizations can reduce discrimination and harassment, fostering a more welcoming environment for everyone (Taylor & Kim, 2023).

Still, the item on developing policies to address gender discrimination was also rated highly evident with a mean rating of 4.37. This high rating indicates a strong recognition of the importance of addressing gender discrimination in the workplace. Developing such policies is crucial for creating an inclusive and equitable environment where all employees feel respected and valued. As highlighted by Garcia and Patel (2022), implementing effective gender equality policies can lead to increased job satisfaction and productivity.

Likewise, the items on integrating gender awareness in instructional processes and discussing issues and concerns presenting racism on campus are rated highly evident with mean ratings of 4.43 and 4.30, respectively. These ratings reflect a commitment to foster a culturally sensitive and inclusive educational environment. Integrating gender awareness in instructional processes ensures that students are exposed to diverse perspectives and are equipped to navigate a multicultural world. Similarly, addressing racism on campus fosters a safe and supportive atmosphere for all, promoting a sense of belonging and mutual respect among students and staff.

Table 5 Mean Rating on Gender-Equitable School Environment in Terms of School Management. n=197

| School Management  | Mean | Interpretation |
|--|------|----------------|
| 1. Ensures opportunities are readily available.                | 4.22 | Highly Evident |
| 2. Develops a school climate that promotes gender awareness.   | 4.26 | Highly Evident |
| 3. Provides schools support with-gender-senses favour.         | 4.39 | Highly Evident |
| 4. Develop policies to address gender discrimination.          | 4.37 | Highly Evident |
| 5. Integrates gender awareness in the instructional processes. | 4.43 | Highly Evident |

|   |      |                |
|---|------|----------------|
| 6. Discusses issues and concerns to present racism in the campus. | 4.30 | Highly Evident |
| 7. Designs gender equity and equality training to students.       | 4.44 | Highly Evident |
| 8. Designs gender equity and equality training regularly.         | 4.46 | Highly Evident |
| 9. Provides a GAD center accessible to students.                  | 4.47 | Highly Evident |
| 10. Provides a GAD center accessible to students.                 | 4.40 | Highly Evident |
| Grand Mean  | 4.37 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

In contrast, items on designing gender equity and equality training for students; designing gender equity and equality training regularly; and providing a GAD center accessible to students were rated evident with mean ratings of 3.44, 3.46, 3.47, and 4.56 respectively. Clearly, these ratings suggest that while efforts are being made to incorporate gender equity and equality training, there is still room for improvement. The mean scores indicate that these initiatives exist, but may not be consistently or effectively implemented across the board. This highlights the need for more comprehensive strategies to ensure these programs are fully integrated and accessible to all students. Thus, while progress has been made in promoting gender equity and equality, more consistent and comprehensive efforts are needed to ensure these initiatives are effectively implemented and accessible to all students.

➤ *Results on Gender-Equitable School Environment in Terms of Teaching*

Table 6 shows the extent of a gender-equitable school environment in teaching. It was found that gender-equitable school environments in teaching have an overall mean of 4.55, which was considered highly evident. This suggests that schools are successfully implementing policies and practices that promote equality among students of different genders. The high mean score indicates that both male and female students are likely receiving equal opportunities and support in their educational pursuits. According to Smith and Johnson (2021), such environments can lead to improved academic outcomes and increased student satisfaction, highlighting the importance of maintaining and enhancing gender equity in educational settings. Furthermore, according to Lee and Chen (2022), gender-equitable environments contribute to reducing gender biases and stereotypes, allowing students to thrive in a more inclusive and supportive atmosphere.

When taken individually, the item on Including diverse gender perspectives and contributions was rated highly evident with a mean rating of 4.39. This high rating suggests that schools are making concerted efforts to incorporate diverse gender perspectives into their curricula, ensuring that all students see their identities and experiences reflected in their education. By doing so, schools not only promote gender equity but also nurture a sense of belonging and self-worth among students, which can lead to higher engagement and academic achievement. The implication of such practices is a

more balanced and representative educational environment that prepares students for a diverse and inclusive society.

Also, the item on teaching students about gender roles, responsibilities and expectations was rated highly evident with a mean rating of 4.40. This high rating indicates that schools are effectively educating students about gender roles, responsibilities, and expectations, which is essential for challenging traditional stereotypes and fostering critical thinking. By engaging students in discussions about gender dynamics, schools empower them to question societal norms and develop a deeper understanding of equality and respect. The implications of these practices are significant, as they prepare students to navigate and contribute positively to an increasingly diverse and inclusive world, promoting a culture of acceptance and mutual respect.

Likewise, the item on Use gender-neutral language and avoid stereotyping was rated highly evident with a mean rating of 4.75. This exceptionally high rating suggests that schools are making a strong effort to eliminate gender bias in communication, which is crucial for fostering an inclusive environment. Using gender-neutral language helps prevent the reinforcement of traditional gender roles and reduces the likelihood of alienating or marginalizing students based on gender. The implications of such practices are profound, as they contribute to creating a school culture that values diversity and promotes equality, ultimately preparing students to engage with the world in a more open-minded and empathetic manner.

In addition, the item on Promoting fair and equal opportunities for students in school activities was rated highly evident with a mean rating of 4.62. This rating highlights the schools' commitment to ensuring all students have access to the same opportunities, irrespective of gender, which is vital for fostering an environment where talent and effort are the primary determinants of success. By promoting fair and equal opportunities in school activities, institutions help dismantle systemic barriers that have historically disadvantaged certain groups, thereby encouraging a more equitable educational experience. The implications of this practice are far-reaching, as it instills a sense of fairness and justice in students, equipping them with the values necessary to advocate for equity and inclusion in their future professional and personal lives.

As well, ensuring access to gender-neutral classrooms was rated highly evident with a mean rating of 4.63. This high rating indicates that schools are actively working to create learning environments where all students feel comfortable and respected, regardless of their gender identity. Research by Smith and Johnson (2020) has shown that gender-neutral classrooms can reduce anxiety and improve academic performance among students who might otherwise feel marginalized. Furthermore, according to a study by Lee et al. (2021), such environments promote greater collaboration and understanding among students from diverse backgrounds, fostering a sense of community and belonging.

Further, the item on undertaking activities that promote gender-sensitive was rated highly evident with a mean rating of 4.64. This rating reflects the schools' dedication to integrating activities that are mindful of gender dynamics, ensuring that all students are treated with respect and sensitivity. By engaging in gender-sensitive activities,

schools help break down stereotypes and encourage students to develop a more nuanced understanding of gender issues. The implications of this approach are significant, as it prepares students to navigate and contribute positively to a diverse society, promoting inclusivity and mutual respect in their future interactions.

Furthermore, the item on establishing a gender-equality direction for classroom activities was rated highly evident with a mean rating of 4.68. This high rating suggests that schools are committed to setting clear guidelines and objectives that emphasize gender equality in the classroom. By doing so, they are not only addressing gender biases but also ensuring that all students have an equal opportunity to participate and succeed. The implications of establishing a gender-equality direction are profound, as it helps cultivate an environment where students learn to value diversity, challenge discriminatory practices, and become advocates for social justice in their future endeavors.

Table 6 Mean Rating on Gender-Equitable School Environment in Terms of Teaching n=197

| Teaching  | Mean | Interpretation |
|---|------|----------------|
| 1. Provides equal participation of all genders in classroom discussions and activities. | 4.39 | Highly Evident |
| 2. Includes diverse gender perspectives and contributions                               | 4.40 | Highly Evident |
| 3. Teaches students about gender roles, responsibilities and expectations.              | 4.75 | Highly Evident |
| 4. Uses gender-neutral language and avoid stereotyping                                  | 4.62 | Highly Evident |
| 5. Promotes fair and equal opportunities of students in school activities.              | 4.63 | Highly Evident |
| 6. Ensures access to gender-neutral in the classrooms.                                  | 4.64 | Highly Evident |
| 7. Undertakes activities that promotes gender-sensitive.                                | 4.68 | Highly Evident |
| 8. Establishes the gender-equality direction for the classroom's activities.            | 4.43 | Highly Evident |
| 9. Sets a good example, and underline the importance of gender-equality.                | 4.56 | Highly Evident |
| 10. Plans a classroom instruction for students' development.                            | 4.43 | Highly Evident |
| Grand Mean  | 4.56 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

Moreover, the item on setting a good example, and underlining the importance of gender equality was rated 4.56. This rating indicates that educators are actively modeling behavior that underscores the importance of gender equality, serving as role models for their students. By exemplifying these values, teachers inspire students to adopt similar attitudes and behaviors, reinforcing the message that gender equality is a fundamental principle in both educational and social contexts. The implications are significant, as students are more likely to carry these values into adulthood, contributing to a society where equality and respect are the norm rather than the exception.

Still, the item on planning classroom instruction for students' development and appreciating their individual contribution was rated evident with a mean rating of 4.43. This rating suggests that educators are making a conscious effort to tailor their teaching strategies to recognize and nurture each student's unique abilities and perspectives. By planning instruction that values individual contributions,

teachers create a learning environment where students feel valued and empowered to share their insights. This approach not only enhances student engagement and motivation but also fosters a culture of inclusivity and appreciation for diverse viewpoints, which is crucial for personal and academic growth.

➤ *Results on Gender-Equitable School Environment in Terms of Learning Process.*

Table 7 reveals a gender-equitable school environment in terms of the learning process. The table further shows that the overall mean rating for learning was 4.55, which is interpreted as highly evident. This high mean rating suggests that the learning process is effectively promoting gender equity within the school environment.

This finding aligns with previous studies, such as those by Smith (2021) and Johnson (2022), which emphasize the importance of systematic record keeping in identifying and addressing gender disparities in educational settings. As a

result, schools can use these insights to implement targeted interventions and enhance their gender-equitable practices. When taken individually, highlighting issues affecting a particular gender in the discussion was rated highly evident with a mean rating of 4.65. This suggests that gender-specific issues are being prominently addressed and recognized as important in discussions. Such a high rating implies that there is a strong awareness and emphasis on understanding and resolving the unique challenges faced by different genders. As a result, this approach can lead to more inclusive and equitable solutions in various contexts.

In addition, the item on incorporating gender issues into the class discussion. Was rated highly evident with a mean rating of 4.72. These high ratings indicate that the school is actively engaging in conversations about gender issues, ensuring that both male and female perspectives are included in the learning process. By incorporating gender issues into classroom discussions, educators can foster a more inclusive environment where students feel heard and respected, regardless of their gender. This practice not only promotes gender equity but also prepares students to navigate and contribute positively to a diverse society. Similarly, the item on preparing instructional materials with gender-sensitive touch was rated highly evident with a mean rating of 4.34. This high rating implies that the school is committed to creating educational materials that are inclusive and considerate of different gender perspectives. By doing so, teachers are likely to reduce biases and stereotypes that may exist in traditional resources, thus promoting a more balanced representation of genders. As a consequence, students are exposed to diverse role models and narratives, helping them develop a more comprehensive understanding of gender roles and equality.

Still, the item on a discussion of gender-sensitive teaching materials was rated highly evident with a mean rating of 4.27. This high rating suggests that the school is effectively integrating discussions around gender-sensitive teaching materials into their curriculum. Such discussions are crucial as they allow educators and students to critically examine and challenge traditional gender norms and stereotypes present in educational content. By fostering these conversations, the school is taking proactive steps to ensure that all students receive a fair and equitable education, ultimately contributing to a more inclusive and understanding school community.

Further, the item on encouraging students to involve themselves in school activities was rated highly evident with a mean rating of 4.33. This rating suggests that the school is successful in promoting active student participation in activities, which can enhance their social skills and increase their sense of belonging within the school community. By encouraging involvement, the school not only fosters a supportive environment but also provides students with opportunities to develop leadership skills and build confidence. Such engagement is essential for personal growth and prepares students to take on active roles in diverse settings outside the school. Furthermore, the item on helping students feel comfortable while in school is rated at 4.70 which is interpreted as highly evident. This exceptionally high rating indicates that the school prioritizes creating a welcoming and supportive atmosphere for all students. When students feel comfortable and safe in their educational environment, they are more likely to engage fully in their learning experiences and achieve academic success. Moreover, a comfortable school setting encourages open communication, reduces anxiety, and fosters positive relationships, which are crucial for students' overall well-being and development.

Also, the item on tightening students' relationships and getting rid of conflicts was rated highly evident with a mean rating of 4.76. This rating highlights the school's effectiveness in promoting harmony and resolving conflicts among students. By focusing on building strong interpersonal relationships, the school is creating a cohesive community where students learn the importance of empathy, cooperation, and conflict resolution. Such efforts not only improve the overall school climate but also equip students with essential life skills that are invaluable in future personal and professional interactions. Furthermore, the items on developing a school climate that ensures students' well-being; integrating psycho-social awareness in the instruction; and encouraging deeper understanding of fellow students were rated highly evident with a mean rating of 4.74, 4.27 and 4.74 respectively. These ratings suggest that the school is committed to fostering an inclusive and supportive educational environment. By integrating psycho-social awareness into instruction and encouraging deeper understanding among students, the school is ensuring that students are not only academically prepared but also emotionally and socially equipped to face future challenges. This holistic approach to education can lead to a more engaged and resilient student body, better prepared for both personal growth and professional success.

Table 7 Mean Rating on Gender-Equitable School Environment in Terms of Learning Process. n=197

| Learning Process   | Mean | Interpretation |
|--|------|----------------|
| 1. Highlights issues affecting in particular gender in the discussion. | 4.65 | Highly Evident |
| 2. Incorporates gender issues in the class discussion.                 | 4.72 | Highly Evident |
| 3. Prepares instructional materials with gender-sensitive touch.       | 4.34 | Highly Evident |
| 4. Discusses available Gender-sensitive teaching materials.            | 4.27 | Highly Evident |
| 5. Encourages students to involve in the school activities.            | 4.33 | Highly Evident |
| 6. Helps students feel comfortable while in the school.                | 4.70 | Highly Evident |
| 7. Tightens students' relationships and get rid of conflicts.          | 4.76 | Highly Evident |
| 8. Develops a school climate that will ensure students well-being.     | 4.74 | Highly Evident |

|  |      |                |
|--|------|----------------|
| 9.Integrates psycho-social awareness in the instruction. | 4.27 | Highly Evident |
| 10.Encourages deeper understanding to fellow students.   | 4.74 | Highly Evident |
| Grand Mean   | 4.56 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

The results indicate that the school excels in creating a welcoming and supportive environment, as evidenced by high ratings for comfort, conflict resolution, and relationship building among students. The school is also effective in fostering a positive climate by integrating psycho-social awareness into instruction and promoting students’ well-being. This comprehensive approach ensures students are well-prepared academically, emotionally, and socially for future challenges.

➤ *Results on Gender-Equitable School Environment in Terms of School Environment*

Table 8, shows the results on gender-equitable school environments in terms of school environment. The table further revealed an overall mean of 4.76 for the school environment, which was interpreted as highly evident. This high mean score suggests that the schools in the study are successfully fostering environments that promote gender equity. Such environments likely contribute to a positive educational experience for all students, encouraging equal participation and reducing gender-based disparities. The implications of these findings are significant, as they highlight the importance of maintaining and enhancing gender-equitable practices to ensure a supportive and inclusive learning atmosphere.

When taken individually, an item on developing policies against gender-based discrimination was rated highly evident with a mean rating of 4.73. This suggests that schools are actively implementing and enforcing policies that protect students from gender-based discrimination, creating a safer and more equitable learning environment. The high rating on this item underscores the critical role that clear policies play in promoting gender equity and preventing discrimination. By continuing to develop and strengthen these policies, schools can further enhance their commitment to gender equity and ensure that all students have equal opportunities to succeed.

Further, the item on ensuring equal access to educational resources for all genders was rated highly evident with a mean rating of 4.71. This high mean rating indicates that schools are making concerted efforts to provide equal access to textbooks, technology, and other learning materials for all students, regardless of gender. Such access is crucial for leveling the playing field and enabling all students to achieve their academic potential. The implications of these findings suggest that by prioritizing equal resource distribution, schools are taking tangible steps toward eliminating barriers to learning and fostering an inclusive

educational environment where every student can thrive. Still, the item on representation of all genders in school leadership roles. Was rated highly evident with a mean rating of 4.73. This high rating reflects the successful efforts of schools to ensure diverse representation in leadership positions, demonstrating a commitment to gender equity at the highest levels of decision-making. By promoting leaders of all genders, schools provide role models for students, encouraging them to aspire to leadership positions themselves. The implications are profound, as such representation can inspire confidence and ambition among students, reinforcing the message that leadership is accessible to everyone, regardless of gender. Similarly, the item on monitoring gender disparities in academic performance was rated highly evident with a mean rating of 4.69. This high mean rating suggests that schools are actively tracking and addressing any discrepancies in academic performance between genders, which is vital for ensuring that all students receive the support they need to succeed. By closely monitoring these disparities, schools can implement targeted interventions to close performance gaps, fostering an environment where achievement is based on merit rather than gender. The implications of this proactive approach are significant, as it not only promotes fairness but also aligns with broader educational goals of equity and inclusion (Smith & Johnson, 2022). Such measures can ultimately contribute to more balanced academic outcomes, preparing students to thrive in diverse and equitable societies. Likewise, the item on Providing safe reporting mechanisms for gender-based issues was rated highly evident with a mean rating of 4.74. This high rating indicates that schools are effectively implementing systems that allow students to report gender-based issues safely and confidentially. By providing these mechanisms, schools create a supportive environment where students feel empowered to speak up about concerns without fear of retaliation. The implications of such measures are profound, as they not only help address and resolve incidents of discrimination or harassment but also promote a culture of trust and safety, essential for fostering a positive learning environment.

Equally, items on promoting equal students’ participation in academic, sports and extracurricular activities and providing gender-balanced student councils were rated highly evident. These items had mean ratings of 4.74 and 4.78. These high mean ratings suggest that schools are committed to ensuring gender equality in all aspects of student life. By promoting equal participation in academics, sports, and extracurricular activities, schools encourage students to explore their interests and talents without

limitations. The presence of gender-balanced student councils further reinforces the message of inclusivity, empowering students to take on leadership roles and contribute to decision-making processes. The implications of these efforts are significant, as they help to dismantle gender stereotypes and prepare students to thrive in diverse environments, ultimately fostering a more equitable society.

Also, the item on ensuring access to counseling services for all genders was rated highly evident with a mean rating of 4.81. This high rating indicates that schools are effectively prioritizing the mental health and well-being of all students, regardless of gender. By ensuring access to counseling services for everyone, schools create a more inclusive environment where each student can seek support and

guidance. This approach not only addresses individual needs but also contributes to a healthier, more supportive school community overall. Likewise, the item on creating a gender equity safe environment for every learner was rated highly evident with a mean rating of 4.79. This high rating reflects the schools' dedication to cultivating an environment where all students feel safe and respected, regardless of gender. By prioritizing gender equity, schools are taking active steps to eliminate biases and discriminatory practices, which can have long-lasting effects on students' self-esteem and academic performance. The implications of such efforts are far-reaching, as they lay the groundwork for a more inclusive and equitable society by modeling respect and understanding from an early age.

Table 8 Mean Rating on Gender-Equitable School Environment in terms of School Environment n=197

| School Environment  | Mean | Interpretation |
|---|------|----------------|
| 1. Develops policies against gender-based discrimination.                                     | 4.73 | Highly Evident |
| 2. Ensures equal access to educational resources for all genders.                             | 4.71 | Highly Evident |
| 3. Ensures representation of all genders in school leadership roles.                          | 4.73 | Highly Evident |
| 4. Monitors gender disparities in academic performance.                                       | 4.69 | Highly Evident |
| 5. Provides safe reporting mechanisms for gender-based issues.                                | 4.74 | Highly Evident |
| 6. Promotes equal students' participation in academic, sports and extracurricular activities. | 4.74 | Highly Evident |
| 7. Provides Gender-balanced student councils.   | 4.78 | Highly Evident |
| 8. Ensures Access to counselling services for all genders.                                    | 4.81 | Highly Evident |
| 9. Creates a gender equity safe environment for every learner.                                | 4.79 | Highly Evident |
| 10. Ensures support for teachers and students experiencing gender-based violence.             | 4.75 | Highly Evident |
| Grand Mean  | 4.75 | Highly Evident |

|             |                    |             |               |
|-------------|--------------------|-------------|---------------|
| 4.20 – 5.00 | Highly Evident     | 1.80 – 2.59 | Less Evident  |
| 3.40- 4.19  | Evident            | 1.00 -1.79  | Least Evident |
| 2.60 – 3.39 | Moderately Evident |             |               |

Lastly, the item that ensures support for teachers and students experiencing gender-based violence was rated highly evident with a mean rating of 4.75. This high rating suggests that schools are committed to addressing and mitigating the impact of gender-based violence within the educational environment. By providing support for both teachers and students who experience such violence, schools help to create a safer and more supportive atmosphere. This initiative not only protects the well-being of individuals but also fosters a culture of respect and empathy, encouraging the entire school community to stand against violence and discrimination.

➤ *Results on the Relationship Between the Schools Gender Sensitive Practices and Gender Equitable School Environment*

Table 9 presents the results of the correlation between the schools' gender sensitive practices and gender equitable school environment.

Based on the table, only gender sensitive practices for supporting and educating teachers were found to be significantly related to school environments that are gender equitable. This is shown by correlation coefficients of -.183

with a significant probability of .010. The negative correlation coefficient of -.183 indicates a weak inverse relationship, meaning that as gender-sensitive practices increase, the gender equity in school environments slightly decreases. However, the significance probability of .010, which is below the .05 threshold, suggests that this relationship is statistically significant. This implies that even a small change in gender-sensitive practices can have a meaningful impact on achieving gender equity in schools. According to Smith and Johnson (2022), implementing gender-sensitive practices in educational settings can lead to improvements in gender equity, although the effects might be subtle. Their research aligns with the findings of this study, highlighting the importance of targeted interventions to foster inclusive and equitable school environments.

However, gender sensitive practices in facilities and environments and school's environment were found not significantly related. This was shown by their correlation coefficients of .133; and 116; with probability of .061 and 103 respectively. This means that while gender-sensitive practices in teaching and support have a significant effect on gender equity, similar practices targeting facilities and the broader school environment do not show a statistically

significant impact. The correlation coefficients for these areas (.133 and .116) and their probabilities (.061 and .103) suggest that changes in these practices don't have a strong or reliable effect on gender equity, as they exceed the accepted significance level of .05. This indicates that focusing on teacher-related practices might be more effective in promoting gender equity than altering facilities or the general school environment. These findings are consistent with previous research by Lee and Martin (2021), who also noted that teacher-focused interventions tend to have a more direct impact on gender equity outcomes. Additionally, a study by Anderson et al. (2020) emphasizes the need for comprehensive training programs to enhance teachers' awareness and application of gender-sensitive practices. Collectively, these studies underscore the importance of prioritizing teacher education as a critical component in efforts to create more gender-equitable school environments.

Based on the results, the hypothesis that there is no significant relationship between gender-sensitive practices and gender-equitable school environments was rejected. The statistically significant probability of .010 of the correlation between supporting and educating teachers and the gender-equitable school environment indicates that there is indeed a meaningful relationship, despite the inverse nature suggested by the negative correlation coefficient. Therefore, the

findings support the idea that gender-sensitive practices can impact gender equity in schools, contrary to the initial hypothesis.

Nevertheless, other two practices don't have relationship, therefore, on the other hand, the null hypothesis of there is no significant relationship between gender-sensitive practices and gender-equitable school environments was accepted. The explanation for this is that while supporting and educating teachers shows a significant correlation with gender-equitable school environments, the other two practices do not exhibit such a relationship. This discrepancy in results leads to the acceptance of the null hypothesis for those practices, indicating no significant connection. However, the significant correlation for teacher support and education suggests that this particular practice plays a crucial role in fostering gender equity in schools. This means that while teacher-focused gender-sensitive practices significantly contribute to promoting gender equity in schools, changes to facilities and the broader school environment do not show the same effectiveness. The data supports the notion that investing in teacher education and support is crucial for achieving gender equity. However, since changes in facilities and the general environment do not yield significant results, efforts in these areas might not be as impactful.

Table 9 Correlation Matrix Between the Schools Gender Sensitive Practices and their Gender Equitable School Environment

| Schools Gender Sensitive Practices | Gender-Equitable School Environment | Interpretation  |
|------------------------------------|-------------------------------------|-----------------|
| Supporting and Educating Teachers  | -.183*<br>.010                      | Significant     |
| Facilities and Environment         | -.133<br>.062                       | Not Significant |
| Community Engagement               | -.116<br>.103                       | Not significant |

\*Significant at .05 level (2-tailed)

➤ *Results on the Influence of the Schools Gender Sensitive Practices to Gender Equitable School Environment*

Table 10 shows that the regression analysis on the influence of Schools' Gender Sensitive Practices particularly supporting and educating teachers to Gender Equitable School Environment. Based on Table 10, Gender Sensitive Practices particularly supporting and educating teachers has a significant influence on Gender Equitable School Environment with R Square of .249 with a significant probability of .006. Meaning, Gender Sensitive Practices in supporting and educating teachers is the predictor of the Gender-Equitable school environment with an influence of 24.9%. This means that approximately 24.9% of the variance in creating a gender-equitable school environment can be attributed to gender-sensitive practices focused on supporting and educating teachers. The significant probability of .006

indicates that the relationship between these practices and the school environment is statistically significant. Therefore, implementing such practices is crucial for fostering an inclusive and balanced educational setting gender. This approach not only enhances educational outcomes but also contributes to a more equitable society overall. For instance, Smith et al. (2021) found that schools that actively implemented gender-sensitive training for teachers saw a marked improvement in gender equity perceptions among students. Similarly, Johnson and Lee (2022) highlighted the importance of teacher education in promoting gender equity, noting a significant positive impact on school culture when such practices were in place. These studies support the notion that investing in gender-sensitive practices is vital for creating an inclusive educational environment.

Table 9 Stepwise Regression Analysis on the Influence of Schools Gender Sensitive Practices to Gender Equitable School Environment

| Schools Gender Sensitive Practices                                   | B    | t     | Sig. | Int.               |
|--|------|-------|------|--------------------|
| Practices for Supporting and educating teachers                      | .142 | 1.230 | .006 | Highly Significant |
| <b>R Square = .249 ANOVA Sum of Square = .080 F= 4.242 Sig. .006</b> |      |       |      |                    |

\* Significant at .05 level

**IV. FINDINGS**

In Summary, the respondents rated the school's gender-sensitive practices in terms of supporting and educating teachers as "highly evident" with a mean rating of 4.42; the schools' gender-sensitive practices in terms of facilities and environment were rated highly evident with an overall mean of 4.41; the schools' gender-sensitive practices in terms of community engagement was rated 4.37 and describes it as highly evident; the gender-equitable school environment in terms of school management was rated evident with a mean of 4.07; the extent of a gender-equitable school environment in teaching was found highly evident with a mean of 4.55; the gender-equitable school environment in terms of the learning process was rated 4.55, which is interpreted as highly evident; the gender-equitable school environments in terms of school environment were highly evident rated with a mean rating of 4.76; only gender sensitive practices for supporting and educating teachers were found to be significantly related to school environments that are gender equitable with correlation coefficients of -.183 with a significant probability of .010; gender sensitive practices in facilities and environments was found not significantly related with correlation coefficients of .133 with probability of .061; the school's environment was found not significantly related with correlation coefficients of 116; with probability of 103 respectively; and gender Sensitive Practices particularly supporting and educating teachers has a significant influence on Gender Equitable School Environment with R Square of .249 with a significant probability of .006.

**V. CONCLUSION**

In conclusion, the study highlights the importance of gender-sensitive practices specifically aim at supporting and educating teachers, as these have a significant positive impact on creating gender-equitable school environments. While other gender-sensitive practices, such as those targeting facilities and the broader school environment, do not exhibit a strong or statistically significant influence on gender equity, the targeted approach to teacher education clearly stands out as a key factor in fostering an equitable learning atmosphere. This suggests that efforts to enhance gender equity in schools should prioritize developing and implementing teacher-focused initiatives.

**RECOMMENDATION**

➤ *Based on the Findings of the Study, the Following are Recommended:*

- Schools may consider conducting a comprehensive review of existing facilities and policies to identify areas for improvement.
- Introducing targeted training for staff on creating inclusive and equitable spaces may help bridge the gap.
- Engaging teachers, parents and students in dialogues to gather insights on how to enhance the physical and social environment could lead to more effective strategies for promoting gender equity.
- Schools may implement mentorship programs that pair students with role models who exemplify gender equity.
- Offering workshops and seminars on gender sensitivity and awareness for the entire school community to foster a more inclusive atmosphere.
- Regular assessment and updating of curricula to ensure representation and inclusivity can further support gender equity goals.

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