

Gender Equity and Inclusivity Practices as Correlates to Learning Outcomes in Technical Vocational Livelihood- Home Economics Strand in the Division of Navotas and Malabon City: Basis for Proposed Localized Enrichment Program

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DOI: <https://doi.org/10.47772/IJRISS.2026.100800216>

Received: 13 August 2026; Accepted: 18 August 2026; Published: 31 August 2026

THE PROBLEM AND ITS BACKGROUND

Introduction

Education today is no longer limited to teaching academic content and technical skills. More importantly, it involves creating classrooms where every student feels respected, accepted, and encouraged to participate. Across the world, there is a growing recognition that gender equity and inclusivity are essential in achieving quality education. International frameworks, such as those promoted by United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Sustainable Development Goals (SDG 4 and SDG 5), highlight the need for learning environments that remove barriers caused by stereotypes, discrimination, and unequal opportunities.

In the Philippines, this commitment is clearly supported by the Department of Education through the Gender-Responsive Basic Education Policy, particularly DepEd Order No. 32, s. 2017. This policy emphasizes the integration of gender equality in all aspects of education. It aims to address both existing and emerging gender-related concerns, ensure the protection of learners from discrimination and abuse, and promote fairness and respect within schools. Through this policy, schools are encouraged to adopt teaching practices and learning environments that are inclusive and responsive to the needs of all learners.

However, despite these efforts, certain challenges still exist, especially in technical-vocational programs such as the Technical-Vocational Livelihood (TVL)–Home Economics (HE) strand. Traditional beliefs about gender roles continue to influence how students participate in class. For example, areas like cookery and caregiving are often seen as more suitable for female students, which may cause some male students to feel hesitant or less confident in fully engaging. These subtle biases, although sometimes unnoticed, can affect students' participation, self-confidence, and overall learning performance.

Promoting gender equity and inclusivity is important because these directly influence students' learning outcomes. When students are treated fairly and feel included, they are more likely to participate actively, express themselves confidently, and perform better in their studies. Inclusive classrooms help build a sense of belonging, which motivates learners to develop their skills and achieve their full potential. On the other hand, environments that allow bias or unequal treatment may limit students' engagement and academic growth.

Although several studies in the Philippines have explored gender-responsive education, most of them focus on general classroom settings or school-wide initiatives. There is still limited research that specifically examines the TVL–Home Economics strand at the senior high school level. Few studies have investigated how gender equity and inclusivity practices directly affect learning outcomes in a skills-based learning environment. This gap highlights the need for a more focused study in this area.

In response to this, the present study aims to examine the relationship between gender equity and inclusivity practices and student learning outcomes in the TVL–Home Economics strand in the Divisions of Navotas and

Malabon. It specifically investigates how teachers design their lessons, interact with students, and conduct skills-based assessments in ways that reflect fairness, respect, and inclusivity. Additionally, the study seeks to identify strengths and areas for improvement in the current practices of teachers.

The results of this study are expected to serve as a basis for developing intervention programs that will help improve teaching practices and promote more inclusive learning environments. Ultimately, this research emphasizes that every learner deserves equal opportunities to succeed, regardless of gender or background. This is especially important in the TVL–Home Economics strand, where students’ confidence, participation, and future career paths can be influenced by how inclusive their learning environment is.

THEORETICAL FRAMEWORK

In exploring the relationship between gender equity and inclusivity practices as correlates to learning outcomes in Technical-Vocational Livelihood (TVL) – Home Economics Strand, several theoretical frameworks provide a robust foundation for understanding this dynamic. Key theories include Inclusive Education Theory by UNESCO, and Constructivist Learning Theory by Bransford et al.

The Inclusive Education Theory by UNESCO (2020), this theory emphasizes that schools should be designed to meet the needs of all learners, regardless of gender, ability, or background. Inclusive education goes beyond simply placing students in the same classroom; it requires teachers to create learning environments where everyone can participate actively and equally. In relation to this study, the theory supports the variable gender equity and inclusivity practices, particularly in how teachers design lessons, interact with students, and assess learning. When teachers apply inclusive practices, they reduce gender bias and provide equal opportunities for all learners in TVL–HE, which is a skills-based strand often influenced by traditional gender roles.

Constructivist Learning Theory by Bransford et al. (2020), this theory explains that learning occurs when students actively construct knowledge through experience, participation, and collaboration. It highlights that learners perform better when they feel supported, respected, and encouraged to engage in learning activities. This theory is closely related to the variable learning outcomes in this study. In the context of TVL–HE, students demonstrate their understanding through hands-on tasks and performance-based assessments. When the learning environment is inclusive and free from bias, students become more confident and motivated, which leads to better performance and improved learning outcomes.

In addition to these theories, this study is supported by existing legal frameworks in Philippine education. Republic Act 9710, also known as the Magna Carta of Women, promotes equality and prohibits gender discrimination in all sectors, including education. Republic Act 10533, or the Enhanced Basic Education Act of 2013, highlights the importance of learner-centered and inclusive teaching approaches. Furthermore, DepEd Order No. 32, s. 2017 mandates the implementation of gender-responsive education, while DepEd Order No. 003, s. 2021 (GEDSI Policy) emphasizes the need to address diverse learner needs. These policies strengthen the study by providing a legal foundation for promoting fairness, inclusivity, and equal opportunities in the classroom.

Overall, the selected theories and legal bases are important because they clearly explain how gender-responsive and inclusive teaching practices can influence student learning outcomes. Inclusive Education Theory emphasizes the need for equitable learning environments, while Constructivist Learning Theory explains how these environments improve student engagement and performance. The supporting legal frameworks further validate the importance of implementing these practices in schools. Together, they provide a strong foundation for understanding the relationship between gender equity, inclusivity practices, and learning outcomes in the TVL–Home Economics strand.

CONCEPTUAL FRAMEWORK

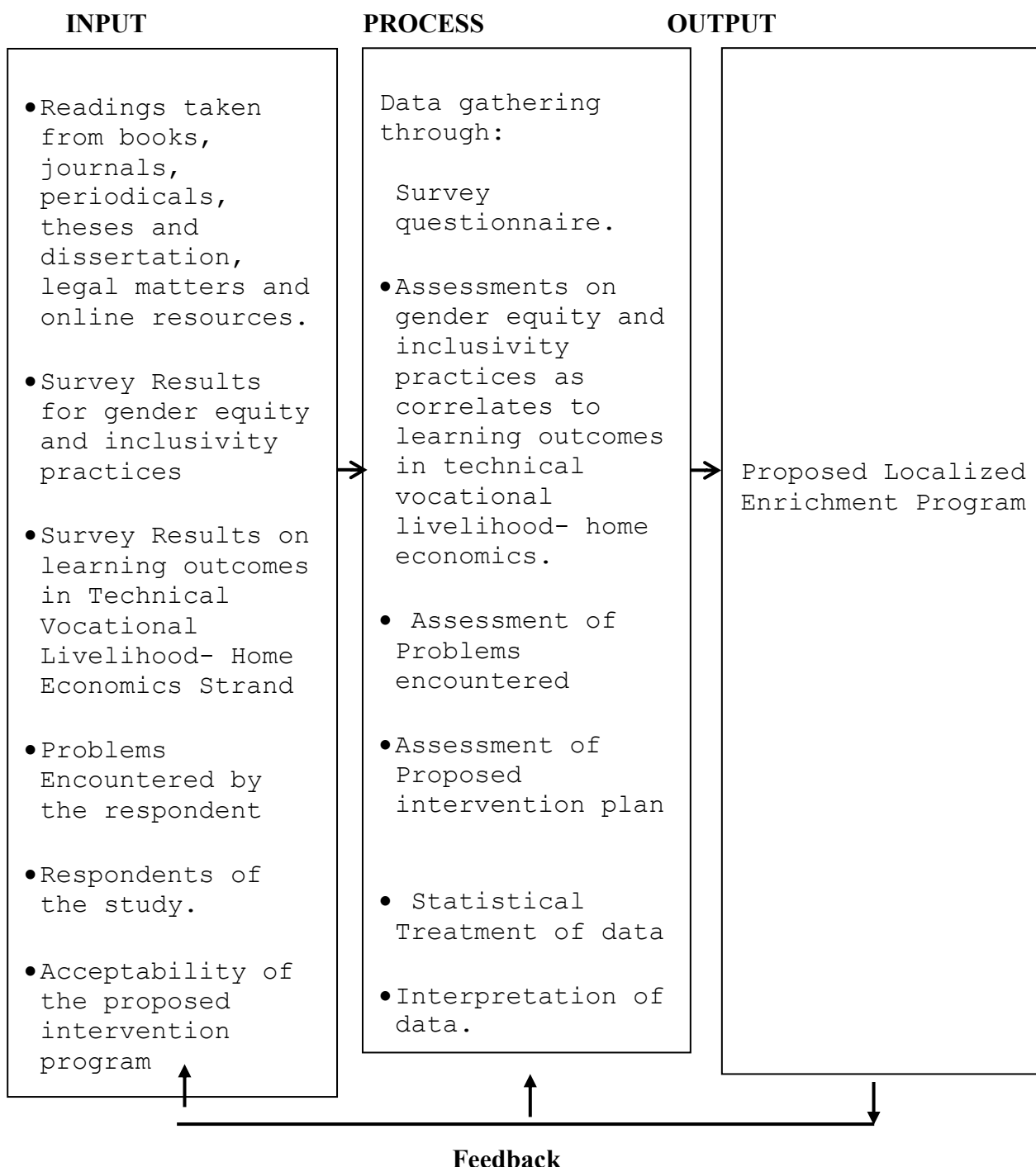
The conceptual paradigm utilized in this study as depicted in Figure 1 showing the relationship between input, process, and output.

The **Input** contains the reading materials taken from articles, books, journals/ periodical, theses/ dissertations, legal materials and other online sources, survey results of gender equity and inclusivity practices and learning outcomes, for the last two (2) years (2023-2024, 2024-2025), the problems encountered, and the acceptability of the intervention program and respondents of the study.

The **Process** compose of data gathering through survey questionnaire on the assessment of gender equity and inclusivity practices in the Division of Navotas in terms of Curriculum and Instructional Design; Classroom Practices and Learning Environment; Assessment and Feedback; Teacher Professional Practices; Policy and Support Structures; Assessment of the Problem Encountered; Assessment of the Acceptability of the purposed intervention program; Documentary Analysis; Statistical Treatment of Data; and Analysis and Interpretation of the study.

Finally, the **Output** of the study is the Proposed Localized Enrichment Program.

Figure 1: The Research Paradigm of the Study



Statement of the Problems

The study aimed to assess the Gender Equity and Inclusivity Practices as Correlates to Learning Outcomes in Navotas and Malabon City: Basis for an Intervention Program

Specifically, this would answer the following questions:

1. How do the school administrators, program coordinators, and teachers assess the gender equity and inclusivity practices in Technical Vocational Livelihood- Home Economics Strand in the Division of Navotas and Malabon City in terms of:
 - 1.1 Curriculum and Instructional Design;
 - 1.2 Classroom Practices and Learning Environment;
 - 1.3 Assessment and Feedback;
 - 1.4 Teacher Professional Practices; and
 - 1.5 Policy and Support Structures?
2. Is there a significant difference in the assessment of the three groups of respondents as to gender equity and inclusivity practices using the above-mentioned variables?
3. What are the learning outcomes in Technical Vocational Livelihood- Home Economics Strand for the last two (2) years?
4. Is there a significant relationship on the assessment of the three groups of respondents as to gender equity, inclusivity practices and learning outcomes?
5. What are the problems encountered relative to gender equity and inclusivity practices?
6. Based on the findings, what intervention program may be proposed?
7. How acceptable is the proposed intervention program?

Hypotheses

The study hypothesizes that:

1. There is no significant relationship between gender responsive lesson design and the learning outcomes of TVL–Home Economics students in the Divisions of Navotas and Malabon City
2. There is no significant relationship between inclusive classroom interactions and the learning outcomes of TVL–Home Economics students in the Divisions of Navotas and Malabon City.

Scope and Limitation of the Study

The study is limited to the following scope:

This study was focused on assessing the Gender Equity and Inclusivity Practices as Correlates to the Learning Outcomes in Technical Vocational Livelihood- Home Economics in the Division of Navotas and Malabon. The scope includes extensive analysis of gender equity and inclusivity practices in terms of Curriculum and Instructional Design, Classroom Practices and Learning Environment, Assessment and Feedback, Teacher Professional Practices and Policy and Support Structures. In addition, the study aims to identify the problems encountered by the respondents and to evaluate the acceptability of the intervention program.

The respondents of the study are composed of the selected nine (9) School Administrators, nine (9) Head Teachers of Public secondary school and two hundred thirty-seven (237) Teachers of Public secondary school.

The study was conducted in the five (5) selected public secondary school from Division of Navotas specifically, Kaunlaran High School located at Phase 1-A Brgy. Kaunlaran Navotas City, Navotas National High School located at M. Naval St. Brgy. Sipac-Almacen Navotas City, San Roque National High School located at Gobernador Pascual St. Brgy. San Roque Navotas City, Tangos National High School located at M. Naval St Brgy. Tangos Navotas City and San Rafael Village Technical Vocational High School located at Taliba St. Brgy. San

Rafael Village Navotas City. In addition, there are also four (4) selected public secondary school from Division of Malabon namely, Potrero National High School located at Dunwoody St. Brgy. Potrero Malabon City, Panghulo National High School located at Bautista St. corner Macanas St. Brgy. Panghulo Malabon City, Malabon TechVoc and Entrepreneurship Senior High School located at Don Tiangco St. Brgy Ibaba Malabon City and Malabon National High School located at M. Naval St Brgy Hulong-Duhat Malabon City.

The time frame of the study was from November 2025 to June 2026.

Significance of the Study

This study will be beneficial to the following:

Learners. The study will help create a more respectful, supportive, and fair learning environment where all students—regardless of gender—can participate confidently and perform better in skills-based activities.

Teachers. Findings will guide teachers in improving their lesson delivery, classroom interaction, and assessment practices to become more gender-responsive and inclusive, leading to better student outcomes.

Head Teachers. The results will provide insights into the strengths and gaps in current teaching practices, helping them design appropriate monitoring tools, coaching strategies, and capacity-building programs for TVL–HE teachers.

School Administrators. The study will support administrators in strengthening school policies and programs related to gender equity and inclusivity. It will also help them align school initiatives with DepEd’s Gender-Responsive Basic Education Policy.

Parents. This study will help parents understand how gender equity and inclusive practices in school affect their children’s confidence, participation, and learning outcomes. It will also encourage them to support fair and non-stereotypical attitudes at home, helping their children develop skills and succeed regardless of gender.

Future Researcher. This study will serve as a reference for future studies on gender equity, inclusivity, and technical-vocational education. It will provide baseline data and highlight areas that need further exploration within the TVL–HE context.

Definition of Terms

The following terms will define operationally and conceptually to provide a common frame of reference:

Assessment and feedback- refers to the strategies used by TVL–Home Economics teachers to measure students’ performance in both theoretical knowledge and practical skills, and to provide timely, fair, and constructive responses that guide learners toward improvement. It includes performance tasks, practical demonstrations, competency-based evaluations, rubrics, and written or verbal feedback that are presented in a gender-fair and inclusive manner.

Classroom practices and learning environment- refers to the strategies and actions used by teachers, as well as the classroom atmosphere, that influence how students participate and learn. According to Marzano (2020), it includes delivering lessons, managing behavior, and supporting learning. In this study, it refers to how teachers manage instruction, interact with students, and create a respectful, safe, fair, and gender-inclusive classroom that promotes equal participation and positive learning experiences.

Curriculum and instructional design- refers to the systematic planning, organization, and implementation of learning experiences to achieve educational goals. According to Ornstein and Hunkins (2018), curriculum design involves selecting, structuring, and sequencing content and learning experiences in a meaningful way.

Gender equity- refers to the practices of TVL–Home Economics teachers that ensure students of all genders are given fair treatment, equal learning opportunities, unbiased task assignments, and non-discriminatory support

during lessons, classroom activities, and skills-based assessments. It specifically examines how teachers prevent gender stereotyping, promote balanced participation, and create an environment where learners can perform confidently regardless of gender.

Home Economics- refers to the specialized strand under the Technical-Vocational-Livelihood (TVL) track in senior high school.

Inclusivity practices- refer to the actions of TVL–Home Economics teachers that promote equal participation, non-discrimination, and respectful learning interactions among students.

Intervention program- refers to the proposed set of gender-responsive and inclusive strategies recommended for TVL–Home Economics teachers in the Divisions of Navotas and Malabon.

Learning Outcomes- refer to the demonstrated competencies of TVL–Home Economics students in both theoretical lessons and practical, skills-based tasks.

Policy and support structures- refer to the existing DepEd directives, school guidelines, gender programs, and administrative support systems that help TVL–Home Economics teachers promote gender equity and inclusivity in their classrooms. This includes policies such as DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education and school-level initiatives that provide training, monitoring, resources, and safe learning spaces. The term focuses on how these mechanisms enable or influence teachers in creating fair, inclusive, and supportive environments for TVL–HE learners

Teacher professional practices- refer to the gender-responsive and inclusive behaviors demonstrated by TVL–Home Economics teachers in planning lessons, delivering instruction, managing the classroom, and conducting assessments.

Technical Vocational- Livelihood Track- refers to senior high school track designed to equip learners with practical skills, industry-relevant competencies, and work-ready qualifications for employment, entrepreneurship, or further technical training.

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

Gender-responsive technical-vocational teacher education (TVTEd) curriculum practices are often challenged by several underlying issues that limit the achievement of true gender equity. Among these are the presence of gender biases and stereotypes in learning materials and inconsistencies in institutional policies, which affect how inclusivity is implemented in schools. Teachers play a vital role in shaping learners' experiences in the classroom; however, they may unknowingly reinforce traditional gender roles, especially when they have limited awareness or training in gender-responsive teaching approaches. In addition, contradictions within the school system—such as differences in rules, available resources, and roles of stakeholders—create a gap between what policies intend and what is practiced in the classroom. These realities highlight the importance of strengthening teacher training, improving instructional materials, and ensuring that school policies are clearly aligned with inclusive practices. Similarly, the present study observed similar concerns, particularly in curriculum implementation, assessment practices, and classroom interactions, where gender stereotypes, learner hesitation, and unconscious bias continue to influence participation and performance in the TVL–Home Economics strand Alinea & Reyes (2023).

Additionally, Lopez et al. (2024) emphasize the critical importance of promoting gender equity in Philippine education to create learning environments where all students feel valued, respected, and empowered. Their article underscores the progress made under the Department of Education's Gender-Responsive Basic Education Policy, which aims to integrate gender-fair principles across curriculum delivery and classroom practices. The authors highlight several strategies essential to gender-responsive teaching, including the use of inclusive language, positive role models, collaborative learning activities, and classroom discussions that challenge

traditional gender stereotypes. These approaches cultivate student confidence, support diverse learner identities, and build a foundation for respect and equality in early schooling. This conceptual work is highly relevant to the present study because it offers practical insights into the mechanisms by which inclusivity can enhance engagement and performance—the very outcomes your research seeks to measure in TVL–Home Economics. It is also indicated that when teachers intentionally incorporate gender-sensitive strategies, students develop stronger self-esteem, improved peer relationships, and increased willingness to participate in tasks without fear of criticism or stereotype judgment. These behavioral shifts support the assumption in your study that gender-responsive lesson design can positively influence learning outcomes by minimizing stereotype-induced barriers, particularly in subjects like Home Economics that have historically been perceived as “gendered.” Furthermore, the authors point out that schools play an active role in either reinforcing or dismantling gender biases. It is relevant to the present study as it supports the idea that gender-inclusive classroom practices can improve student engagement and learning outcomes, particularly in the TVL–Home Economics strand. It reinforces the assumption that reducing gender bias in instruction can help students participate more freely and perform better, especially in subjects influenced by traditional gender roles.

Similarly, the Implementation of the Gender-Responsive Basic Education Policy, Galamgam et al. (2021) focusing on how secondary school teachers perceive and implement the Gender-Responsive Basic Education (GRBE) Policy within their respective schools. Their research revealed that while the policy is recognized and implemented to some degree, only two out of the five major areas of the GRBE policy were fully implemented—namely learner development *and* learning delivery. The remaining areas, which include learning environment, learning resources, *and* assessment, were found to be only moderately implemented. The authors emphasized that although schools acknowledge the guiding principles of gender responsiveness, actual implementation is uneven and still developing. This partial implementation suggests that gender-sensitive practices are more visible in areas involving direct classroom interaction, but less embedded in structural components such as school climate, resource allocation, and assessment design. The findings underscore a need for deeper institutional commitment, stronger capacity-building, and more consistent policy integration to fully uphold gender equity within Philippine schools. Republic Act 10533 — Enhanced Basic Education Act of 2013 mandates a learner-centered and inclusive curriculum under the K to 12 system. Its emphasis on adaptability to learner diversity supports the integration of gender-inclusive strategies within teaching, learning, and assessment processes in the TVL–HE strands. Republic Act 9710 — Magna Carta of Women (RA 9710) obligates the education sector to actively eliminate gender discrimination and promote equitable participation in all learning programs. This law aligns closely with your variables on gender-responsive lesson design and equity practices, especially in strands like Home Economics where gender norms are often strongly entrenched.

Likewise, The Department of Educations’ Gender-Responsive Basic Education Policy (DepEd Order No. 32 s. 2017) is a nationwide directive that requires all public and private schools to integrate gender equality, gender equity, gender sensitivity, non-discrimination, and human rights into every aspect of basic education. It is grounded in the 1987 Philippine Constitution, the Magna Carta of Women (RA 9710), the Enhanced Basic Education Act of 2013 (RA 10533), and various international human rights agreements like Universal Declaration of Human Rights (UDHR), mandating schools to ensure a safe, inclusive, and bias-free learning environment for all learners. The policy directs DepEd offices and schools to mainstream gender-responsive practices in curriculum, teaching strategies, school governance, staffing, and learning environments, ensuring learners are protected from discrimination, violence, harassment, and gender-based inequities. This DepEd order directly aligning with this study most especially on assessing of teachers’ practices in promoting gender equity and inclusivity. It also contributes to evaluating whether schools are meeting the expectations of this DepEd order and helps justify the development of an intervention program to strengthen policy implementation within the Division of Navotas and Malabon City.

Correspondingly, Cariaso (2025) of Philippine Star, reported a Joint Memorandum Circular on Gender-Responsive Education Tools marks a significant milestone in institutionalizing gender-responsive curriculum and instructional design across the Philippine education system. The circular mandates the nationwide use of gender-responsive assessment tools to evaluate all forms of learning resources—including printed texts, digital modules, audiovisual content, and online materials—to ensure that they are free from gender bias, stereotypes, and discriminatory portrayals.

This directive establishes a unified framework for curriculum developers, instructional designers, module writers, and resource evaluators to embed gender fairness into instructional materials and classroom content. This literature underscores that despite existing policies on gender equality, gender biases continue to manifest in curriculum content, teaching materials, instructional delivery, and assessment practices. These biases, as Philstar (2025) notes, contribute to unequal learning outcomes shaped by traditional gender expectations, which influence students' subject preferences, classroom participation, and perceived role identities. Such issues are especially pronounced in Technical-Vocational-Livelihood (TVL) programs, where societal norms have historically classified certain specializations as "male" or "female," thereby affecting student engagement and achievement. The relevance of this literature to the present study is substantial. First, the memorandum's call for bias-free materials directly supports the study's focus on gender-responsive lesson design as a necessary condition for equitable learning experiences. By requiring curriculum materials to use gender-fair language, balanced representation, and non-stereotypical depictions, the circular aligns with this research's assumption that gender-responsive design can positively influence learners' attitudes, motivation, and academic performance—particularly in Home Economics, a subject often stereotyped as feminine. In essence, the 2025 Joint Memorandum Circular provides strong conceptual justification for the inclusion of gender-responsive lesson design and inclusive instructional strategies as significant determinants of learner success, supporting the overall direction and significance of the present research in the Division of Navotas City.

Similarly, The Philippine Commission on Women (2025), in collaboration with DepEd, CHED, and TESDA, introduced the Gender-Responsive Assessment Tools for Evaluating Instructional Materials, marking a significant national initiative aimed at transforming curriculum and instructional content toward gender equity. This institutional publication highlights that many existing Philippine learning resources still reinforce outdated gender roles and often marginalize women and other underrepresented groups in both textual and visual representations. The assessment tools were developed to address these long-standing gaps by providing structured, standardized criteria for evaluating whether instructional materials promote equitable, inclusive, and empowering learning experiences across basic, higher, and technical-vocational education.

Likewise, Sicuan (2024) provides an in-depth discussion of how the Harmonized Gender and Development Guidelines (HGDG) influence classroom practices and contribute to the creation of gender-sensitive learning environments in Philippine schools. Through an analysis of teacher, student, and administrator experiences, the literature emphasizes that the implementation of HGDG significantly shapes how educators promote respect, gender balance, and equitable participation in classroom settings. The use of HGDG encourages teachers to consciously design interactions and routines that foster inclusivity, reduce gendered behaviors, and challenge traditional gender-role expectations inside the classroom. However, the study also identifies challenges such as limited teacher training, lack of resources, and the presence of traditional gender beliefs. It emphasizes that for gender-sensitive practices to be effective, schools must provide strong support, clear policies, and continuous monitoring. Such challenges underscore the idea that gender-sensitive classroom practices cannot thrive without a supportive learning environment and adequate teacher preparation.

On the other hand, Boncillo et al. (2025) conducted a systematic review on Home Economics and Livelihood Education (HELE) in the Philippine context, focusing on the challenges and enabling factors that influence effective and inclusive delivery of the subject. The review identified teacher capacity, availability and quality of instructional materials, and equity-oriented practices as key elements in ensuring that HELE instruction meets the diverse needs of learners. It emphasized that when teachers are adequately trained and supported, they are better able to implement inclusive strategies that address differences in learners' skills, interests, and backgrounds. It is directly related to the present study because it supports the assumption that inclusive instructional practices and gender-equitable teaching influence learning outcomes in TVL–Home Economics. The findings reinforce the importance of examining how teacher preparedness, equitable access to learning materials, and inclusive classroom practices correlate with students' academic performance. Moreover, the study provides a strong basis for developing an intervention program aimed at strengthening teacher capacity and promoting gender-responsive and inclusive practices to improve learning outcomes in the TVL–Home Economics strand.

Finally, Reyes et al. (2021) highlight the important role of Teacher Education Institutions (TEIs) in preparing teachers to become gender-responsive and inclusive educators. The study explains that gender biases are still

present in many aspects of education, including teaching practices and classroom environments, largely because teachers are not fully trained in gender-sensitive approaches. As a result, TEIs are encouraged to strengthen the integration of Gender and Development (GAD) principles in teacher preparation programs. The authors emphasize that teachers' professional practices play a key role in shaping students' learning experiences. When teachers apply gender-fair strategies—such as inclusive communication, balanced participation, and bias-free assessment—they help create classrooms that promote equality and respect. This shows that teacher competence is not only about subject knowledge but also about how they model fairness and inclusivity. This literature is relevant to the present study as it supports the idea that teachers' professional practices directly influence gender equity and inclusivity in the classroom. In the context of the TVL–Home Economics strand, where gender stereotypes are common, teachers play a crucial role in encouraging equal participation and breaking traditional gender roles. Thus, strengthening gender-responsive teaching practices can help improve both the learning environment and student outcomes.

Foreign Literature

The Gender-Responsive Pedagogy Framework of Chapin and Warne (2020) explains the importance of integrating gender awareness, gender equity, and inclusive teaching strategies into curriculum design, classroom environments, learning materials, assessments, and teacher training systems. The framework emphasizes that gender-responsive pedagogy is not only about acknowledging gender differences but also about transforming teaching practices so that students of all genders experience equitable participation, representation, and learning outcomes. The study includes real-world implementation examples from East African universities, demonstrating how faculty who received GRP training became more aware of biases, modified their materials, and applied gender-equitable classroom strategies—leading to more inclusive, participatory, and effective learning environments. This framework directly supports the theoretical foundation of this study because it explains how and why teaching methods must be redesigned to eliminate bias, create equitable participation, and integrate inclusive practices into technical or skills-based programs.

Likewise, UNESCO (2020) emphasizes that achieving quality education requires strong integration of gender equity and inclusive practices within classrooms. The report highlights that students' learning outcomes are greatly influenced by how teachers design lessons, interact with learners, and ensure fair participation. When classrooms promote equality and avoid gender stereotypes, students tend to become more confident, engaged, and motivated to learn. However, when bias is present, it can negatively affect learners' participation and performance. This literature supports the present study by showing that gender-responsive teaching is essential in improving learning outcomes. In the context of the TVL–Home Economics strand, where traditional gender roles are often evident, it reinforces the need to examine whether classroom practices provide equal opportunities for all students. It also shows that gender equity must be reflected not only in policies but in actual teaching practices. Overall, the report strengthens the study by providing a global perspective that links inclusive classroom practices to better student performance and supports the need for developing interventions to promote equity in learning environments.

Furthermore, Starr and Mitchell (2021) Gender-Responsive Pedagogy Guide emphasizes that teaching practices become more effective when educators intentionally recognize and respond to gender differences in learners' experiences. The guide highlights that gender-responsive pedagogy promotes fairness by reducing stereotypes, encouraging equal participation, and creating safe, respectful learning environments for all students. It stresses that when teachers are gender-aware in lesson planning, classroom interaction, and assessment, students become more confident, engaged, and motivated to learn. It is highly relevant to the present study because it supports the assumption that gender-responsive and inclusive instructional practices influence students' learning outcomes. In the TVL–Home Economics strand, where subjects are often shaped by traditional gender roles, the guide reinforces the need to examine how teaching strategies either support or limit learners' academic performance. The authors further argue that gender-responsive pedagogy should be applied in practical and skills-based learning settings, which aligns directly with the hands-on nature of TVL education. The guide provides a strong foundation for the development of an intervention program, as it demonstrates that improving teachers' gender awareness and inclusivity practices can positively affect learners' academic achievement. Thus, the study draws from this literature by assessing how gender equity and inclusivity practices correlate with learning outcomes and by using its principles as a basis for proposed instructional improvements.

In addition, United Nations Girls' Education Initiative (UNGEI, 2020) emphasizes that education systems must be intentionally designed to be gender-responsive to achieve equitable learning outcomes for all learners. UNGEI highlights that gender disparities in education are often reinforced by classroom practices, instructional materials, and teacher expectations rather than by students' abilities alone. The initiative advocates for learning environments that promote fairness, respect, and equal participation, regardless of gender. It is directly related to the present study because it supports the idea that gender equity and inclusivity practices influence students' learning outcomes. In the TVL–Home Economics strand, where traditional gender roles may shape how subjects are taught and how learners participate, the principles set forth by UNGEI reinforce to examine whether classroom practices provide equal learning opportunities. UNGEI's emphasis on gender-responsive instruction aligns with the study's focus on assessing how equitable and inclusive practices correlate with students' academic performance. It also stresses that improving gender equity in education requires practical classroom interventions, not merely policy statements. This perspective supports the purpose of the study in developing an intervention program grounded in gender equity and inclusivity. By aligning instructional practices with UNGEI's framework, the study aims to contribute to creating a more inclusive learning environment that promotes improved learning outcomes in the TVL–Home Economics strand.

However, World University Service of Canada (WUSC) Ghana (2025) focuses on transforming technical and vocational education and training by integrating gender-responsive pedagogy into teacher training systems nationwide. The intervention addresses persistent gender barriers—such as male-dominated TVET fields, gender-insensitive teaching practices, and the lack of female participation—by training TVET facilitators, principals, and teacher education institutions to apply gender-aware instructional techniques. Through a Training-of-Trainers (ToT) model, the program equips educators with the skills to adapt teaching methods, revise curricula, challenge gender stereotypes, and foster equitable learning environments for young women, especially those marginalized in urban areas. WUSC's work is directly aligned with this study because it demonstrates how targeted teacher training in gender-responsive methods can transform TVET learning environments, increase participation of marginalized learners, reduce gender bias, and enhance instructional effectiveness.

Also, International Labor Organization (ILO, 2020) Guide on Making TVET and Skills Development Inclusive for All emphasizes that inclusive technical and vocational education is essential for ensuring equitable learning opportunities and successful skill development for all learners, regardless of gender or background.

By promoting inclusive teaching strategies, learner-centered approaches, and continuous teacher training, the ILO underscores the importance of equity in achieving meaningful learning outcomes. It is also highly relevant to the present study because it supports the assumption that gender equity and inclusive instructional practices are strongly linked to learning outcomes in TVET settings. In the TVL–Home Economics strand, where students engage in hands-on and performance-based learning, the ILO guide reinforces the need for teaching practices that ensure equal participation, fair assessment, and supportive learning environments for all genders. The guide's focus on teacher capacity building and inclusive pedagogy aligns with the study's variables and strengthens the rationale for examining how these practices correlate with students' academic performance.

Moreover, the Organization for Economic Co-operation and Development (OECD, 2020) emphasizes that inclusive education is a key driver of improved learning outcomes and educational equity. The report explains that inclusive education goes beyond simply allowing access to schooling; it focuses on how teaching and learning processes are designed to accommodate learner diversity. Students learn more effectively when instructional practices recognize individual differences in gender, ability, learning pace, and background, and when classrooms foster a strong sense of belonging and respect. It is particularly relevant to the present study because it supports the assumption that inclusive instructional practices are closely linked to learning outcomes. In the TVL–Home Economics strand, learning involves both cognitive understanding and practical skill performance. If instructional practices are not inclusive—such as when participation is influenced by gender stereotypes or when teaching strategies fail to address diverse learning needs—students may struggle to perform effectively. It strengthens the argument that inclusive teaching practices are essential for ensuring that all learners are given equal opportunities to succeed academically and develop relevant skills.

On the other hand, the UNESCO (2022) Transforming Technical and Vocational Education and Training (TVET) for Successful and Just Transitions emphasizes that TVET systems must be inclusive, equitable, and

gender-responsive to produce meaningful learning outcomes and prepare learners for social and economic participation. It also explains that learning outcomes in vocational education are significantly influenced by how instruction is delivered—particularly in terms of learner engagement, participation, and assessment. Gender biases, stereotypes, and exclusionary practices are identified as barriers that can limit students' performance and confidence, especially in vocational fields that are traditionally associated with specific genders, such as home economics. This literature is directly relevant to the present study because it supports the assumption that gender equity and inclusivity practices are essential determinants of learning outcomes in TVET programs. In the context of the TVL–Home Economics strand, where practical skills, collaboration, and performance-based assessments are central, UNESCO (2022) reinforces the need for teaching practices that provide equal learning opportunities for all genders. The report highlights that inclusive and gender-responsive teaching enhances students' motivation, skill development, and academic achievement.

Likewise, Jobir (2024) conducted a systematic review examining the implementation of inclusive education in Technical and Vocational Education and Training (TVET) institutions. It highlights that inclusive education in TVET goes beyond physical access to training programs and instead centers on instructional strategies, classroom environments, and teacher preparedness that address learner diversity. According to Jobir, inclusive practices such as learner-centered instruction, differentiated teaching, and supportive assessment systems are essential in ensuring that all learners can successfully achieve expected competencies. A key finding of the review is that inclusive instructional practices are positively associated with improved learning outcomes in TVET institutions. It is noted that when teachers adopt inclusive strategies—such as accommodating different learning styles, encouraging participation of all learners, and providing individualized support—students demonstrate higher motivation, better skill acquisition, and stronger academic performance. Conversely, the absence of inclusive practices often results in disengagement, poor performance, and higher dropout rates, particularly among students who experience marginalization due to gender or background. This literature is relevant to the present study because it supports the assumption that inclusive instructional practices significantly influence learning outcomes in TVET programs such as the TVL–Home Economics strand. It also affirms the need to design an intervention program that strengthens gender-responsive and inclusive teaching practices to enhance students' academic performance.

Also, Ruhela & Agrahari (2024) conducted a comprehensive review of vocational education in special education, focusing on how inclusive practices can enhance learning experiences and outcomes for learners with diverse needs. The study emphasized that inclusive vocational education requires intentional instructional adjustments, teacher training, curriculum adaptation, and supportive learning environments to accommodate differences in learners' abilities, learning styles, and backgrounds. It highlighted that inclusive practices are essential not only for access but also for ensuring meaningful participation and skill development. The review further found that inclusive instructional practices positively influence learning outcomes by improving learner engagement, confidence, and competency development. When vocational education programs adopt learner-centered approaches, differentiated instruction, and supportive assessment methods, students are more capable of achieving both academic and practical competencies. It is also emphasized that inclusive environments reduce learning barriers and promote equitable opportunities for all learners, regardless of their individual differences. The findings also reinforce the importance of creating inclusive and supportive instructional environments to ensure that all learners can participate and perform effectively.

Moreover, The International Labor Organization (ILO, 2020) published the Guide on Making TVET and Skills Development Inclusive for All to provide a comprehensive framework for ensuring equity and inclusivity in Technical and Vocational Education and Training (TVET) systems. The guide emphasizes that inclusive TVET goes beyond access and participation, focusing on instructional practices, teacher preparedness, learning environments, and fair assessment that respond to learners' diverse needs, including gender differences. According to the ILO, inequities in TVET often arise from biased instructional approaches, lack of teacher training, and exclusionary learning conditions rather than learners' abilities. The guide further highlights that inclusive and gender-responsive teaching practices directly influence learning outcomes. When TVET institutions adopt inclusive strategies—such as learner-centered instruction, differentiated teaching, gender-sensitive classroom management, and accessible learning resources—students demonstrate improved engagement, confidence, skill acquisition, and academic performance. These inclusive approaches are

particularly important in skills-based programs, where active participation and hands-on learning are essential for achieving competencies.

Finally, Jobir (2024) conducted a systematic review on the implementation of inclusive education in Technical and Vocational Education and Training (TVET) institutions across various contexts. The study synthesized findings from multiple empirical research and highlighted that inclusive education in TVET extends beyond physical access and focuses largely on instructional practices, classroom environments, and teacher preparedness. The review emphasized that inclusive strategies such as differentiated instruction, learner-centered teaching, equitable participation, and supportive assessment practices contribute significantly to students' engagement and academic performance. The study further revealed that inclusive instructional practices are positively associated with improved learning outcomes in TVET institutions. It is noted that when teachers accommodate diverse learning needs and create supportive learning environments, students demonstrate better skill acquisition, higher motivation, and stronger academic achievement. Conversely, the absence of inclusive practices often results in disengagement, poor performance, and inequitable learning experiences, particularly among marginalized learners.

Local Studies

Castulo et al. (2026) examined how Gender Equity, Diversity, and Inclusivity (GEDI) are implemented in Philippine higher education and found that, although policies exist, their application in classrooms is often superficial. The study revealed that GEDI is sometimes included in course syllabi but lacks clear learning outcomes and consistent classroom practices. Implementation also varies across disciplines, with stronger integration in Education and Social Sciences compared to STEM fields. Other challenges identified include limited teacher training, lack of standard approaches, and weak enforcement of policies. These findings closely reflect the situation in basic and TVL education, where gender-responsive policies are present but not always fully practiced. In TVL–Home Economics, traditional gender roles still influence participation, with male students often less engaged due to societal expectations. This shows that, like higher education, gender inclusivity can remain more theoretical than actual in classroom settings. In conclusion, the authors emphasize that having policies alone is not enough. Effective implementation requires continuous teacher training, clear strategies, and strong monitoring systems. Their study supports the idea that bridging the gap between policy and practice is essential to ensure that gender equity and inclusivity truly improve student participation and learning outcomes.

Correspondingly, Tagaza and Manalansan (2025) conducted a study that explored the experiences and perspectives of educators and students regarding the teaching of gender and culture within Philippine education. Using semi-structured interviews and document analysis, their research revealed that while Gender and Development (GAD) principles are acknowledged in institutional policies and curricular documents, actual classroom integration remains inconsistent and largely superficial. Teachers reported a lack of institutional support, insufficient gender-responsive teaching resources, and limited training opportunities—factors that constrain their ability to meaningfully incorporate gender concepts into lesson delivery. Students, on the other hand, observed that discussions on gender and culture are often addressed only "in passing," limiting the development of deeper critical awareness. The study also uncovered cultural and religious resistance from learners, which further complicates the implementation of gender-inclusive education. Findings have implications for the present research, particularly in understanding why gender-responsive lesson design and inclusive instructional strategies may not always manifest effectively in classroom practice. Their identification of policy–practice gaps, resource limitations, and teacher preparedness issues directly parallel the challenges often observed in the TVL–Home Economics context, where gendered perceptions of subjects such as cookery, caregiving, or household management may lead to uneven participation and learner engagement. The study's emphasis on surface-level implementation mirrors the experiences of many TVL–HE teachers who, despite being aware of gender-fair guidelines, may unconsciously revert to traditional representations or classroom routines that reinforce stereotypes due to lack of supported training or structured school initiatives. Moreover, the presence of cultural resistance noted by the participants is especially relevant to your research context. In TVL–HE, existing cultural norms often frame Home Economics as “feminized,” discouraging male learners from active participation. This aligns with broader observations in local HE classrooms where gender stereotypes influence student engagement, motivation, and perceptions of skill relevance. Thus, the findings of Tagaza and

Manalansan reinforce the theoretical rationale of your study: that intentional, well-designed gender-responsive lessons and consciously inclusive instructional practices are necessary to counteract deep-seated cultural biases and ensure equitable learning experiences. It is concluded that while gender-responsive education policies are present, their impact in the classroom remains limited due to gaps in implementation, resources, and teacher preparation. The study shows that without strong institutional support, continuous training, and deliberate instructional design, gender concepts may remain superficial and fail to influence student learning meaningfully. This reinforces the need for intentional and well-supported gender-inclusive teaching practices, as emphasized in the present study, to ensure that all learners in the TVL–Home Economics strand can participate equally and benefit from an inclusive learning environment.

Likewise, Lomibao (2024) conducted a study examining how the Gender-Responsive Basic Education (GRBE) Policy is implemented in secondary public schools in Caloocan City. It assessed perceptions of the policy's implementation across curriculum, instruction, assessment, learning environments, and school operations. Statistical tools such as the mean, percentage, Kruskal–Wallis, and Mann–Whitney tests were used to analyze data, revealing significant variations in implementation based on gender, age, length of service, and position. The findings indicate that while GRBE implementation was generally perceived positively, challenges remain across multiple domains of school practice. For instance, the study reports the need for strengthening GAD orientation and training programs, improving school facilities that support inclusivity (child-minding or breastfeeding rooms), and enhancing teacher competencies for gender mainstreaming. These systemic challenges point to a gap between policy and actual classroom execution, emphasizing the need for organized, school-wide initiatives to translate GRBE principles into concrete instructional practices and learning conditions. The relevance of study provides empirical evidence on how gender-responsive frameworks influence classroom practices, learning environments, and assessment and feedback—all sub-variables in your investigation of gender equity and inclusivity in TVL–Home Economics. Overall, the GRBE policy is recognized and generally implemented in schools, its application remains uneven across different areas. The presence of varying levels of implementation and existing gaps in training, resources, and facilities shows that policy alone is not enough to ensure true gender responsiveness. The study highlights the need for continuous capacity-building, stronger institutional support, and coordinated school efforts. This supports the present study's emphasis on strengthening gender-equity and inclusivity practices to improve classroom implementation and student learning outcomes in the TVL–Home Economics strand.

Moreover, Siding & Ramos (2026) conducted a study examining teachers' levels of gender awareness in the Alilem District and how such awareness influences their capacity to implement gender-responsive professional practices in schools. Using a structured survey questionnaire, the researchers analyzed responses through frequency counts, percentages, weighted means, and significance testing, discovering that while teachers generally understood basic gender concepts, many were unfamiliar with technical aspects of Gender and Development (GAD) tools and policies. This gap resulted in uneven implementation of gender-responsive practices across classrooms and learning environments. A key contribution of the study is its identification of significant differences between GAD focal persons and non-focal teachers. GAD focal teachers demonstrated greater awareness of gender frameworks and were more capable of integrating gender-responsive strategies in their professional responsibilities. In contrast, many teachers lacked deeper knowledge about gender mainstreaming mandates and tools, which hindered their ability to create fully inclusive and equitable classroom experiences. These findings highlight that teacher professionalism is directly linked to ongoing gender sensitivity training, resource support, and administrative feedback. Furthermore, Siding and Ramos emphasized the need for a Gender Sensitivity Professional Development Program, concluding that continuous training is essential for strengthening teachers' competencies in gender equity. According to the authors, teachers' awareness—or lack thereof—does not only affect instructional strategies but also shapes broader school practices such as classroom management, learner engagement, and communication styles. In schools where teachers demonstrate strong gender awareness, classroom interactions are more inclusive, students feel more valued, and stereotypical gender expectations are challenged. Conversely, low awareness may cause teachers to unintentionally reinforce gender norms in lesson delivery, task distribution, or feedback. The study concluded that teachers' level of gender awareness plays a crucial role in the effective implementation of gender-responsive practices in schools. While basic awareness exists, gaps in deeper knowledge and limited access to training result in inconsistent classroom application. The study emphasizes that continuous professional development, institutional support, and access

to GAD resources are essential for strengthening teachers' competencies. This supports the present study's focus on improving teacher practices, as enhanced gender awareness can lead to more inclusive classroom interactions, better student engagement, and improved learning outcomes.

Additionally, Francisco (2024) explores how inclusive education principles are applied within the Technical-Vocational-Livelihood (TVL) strands in the Philippine senior high school system, particularly in relation to gender equality and diversity. The study discusses how inclusive education—rooted in equitable learning opportunities for all—must address persistent issues such as gendered career pathways, institutional biases, and socio-cultural barriers that influence who participate and succeeds in TVL programs. It highlights the importance of implementing evidence-based strategies to manage gender diversity effectively, such as teacher awareness of gender-sensitive practices, removing stereotypes in technical training, and promoting equitable access to learning experiences. The study emphasizes that creating an inclusive TVL environment is essential for preparing a diverse and competent workforce. It is relevant to the current study because it addresses gender equality within the TVL setting, highlights inclusive strategies that affect student learning and validates the importance of gender-responsive pedagogy. This study found that while inclusive education principles are recognized in TVL strands, challenges such as gender stereotypes, institutional biases, and socio-cultural barriers still influence student participation and success. The study also revealed that the use of gender-sensitive teaching strategies, increased teacher awareness, and the elimination of stereotypes in technical training can improve learner engagement and promote equal opportunities for all students. It is also concluded that creating an inclusive TVL environment is essential in preparing students for a diverse and competitive workforce. It highlights the need for consistent implementation of gender-responsive and inclusive practices in teaching. This supports the present study's focus on strengthening gender equity and inclusivity in TVL–Home Economics, as these practices can enhance student participation, reduce bias, and improve learning outcomes.

However, Fabella (2025) examines gender disparities, cultural norms, and social attitudes in the Philippines, focusing on poverty reduction programs, youth career autonomy, LGBTQIA+ inclusion, and implicit bias in leadership perceptions. The findings reveal systemic gender inequalities: women-headed households benefit less from social programs, daughters are perceived as having more autonomy than sons, and LGBTQIA+ individuals face partial acceptance yet limited inclusion. Moreover, strong implicit biases exist toward gay and transgender leaders. The work concludes that gender disparities in the Philippines are shaped by entrenched cultural beliefs and institutional practices, emphasizing the need for intentional, equity-centered reforms.

Also, Bitmal et al. (2024) examined the impact of training laboratory facilities on the practical performance of TVL–Home Economics students, emphasizing that an enabling and well-equipped learning environment is essential for effective skills development. The study found that adequate training laboratories, tools, and materials significantly enhance students' hands-on learning experiences by allowing them to practice skills in realistic and supportive settings. It stressed that practical performance improves when learners are given equal access to functional facilities that support active participation and experiential learning. It is related to the present study because it supports the assumption that inclusive instructional practices and enabling learning environments influence learning outcomes in the TVL–Home Economics strand. While the current study focuses on gender equity and inclusivity practices, Bitmal et al. (2024) complement this focus by showing that inclusivity must also be reflected in the learning environment to ensure fair and equal opportunities for all learners. Adequate facilities help minimize disparities in participation and performance that may arise from unequal access to learning resources. Overall, highlight that a supportive and well-equipped learning environment plays a vital role in improving students' practical performance in the TVL–Home Economics strand. The study shows that when learners have equal access to facilities, tools, and resources, they are more engaged and confident in developing their skills. This supports the idea that inclusivity is not only reflected in teaching practices but also in the learning environment. Creating fair and accessible conditions for all students helps ensure equal participation and contributes to better learning outcomes, which is a key focus of the present study.

Similarly, Alarcon et al. (2025) evaluated the implementation of the Technical-Vocational–Livelihood (TVL) curriculum and the learning environment in selected schools in Bukidnon, with particular attention to facilities, teacher support, and overall student experience. The study found that adequate instructional facilities and strong teacher support systems play a crucial role in enhancing students' satisfaction, engagement, and academic performance. It emphasized that when learners are provided with appropriate resources and guided by competent

and supportive teachers, they are more likely to achieve expected learning outcomes in vocational programs. It is directly related to the present study because it reinforces the assumption that learning outcomes in the TVL–Home Economics strand are influenced by inclusive instructional conditions and teacher support. While the current study focuses on gender equity and inclusivity practices, the findings of Alarcon et al. (2025) complement this focus by showing that inclusivity must also be reflected in the learning environment and instructional support systems. Adequate facilities and responsive teachers help minimize disparities in participation and performance that may arise from gender bias or unequal access to learning opportunities. The study concluded that that students' learning outcomes in the TVL strand are greatly influenced by both the learning environment and the support provided by teachers. The study highlights that when schools provide adequate facilities and teachers offer consistent guidance, students become more engaged and achieve better academic performance. This supports the idea that inclusivity should not only be seen in teaching strategies but also in the conditions surrounding learning. Ensuring equal access to resources and supportive instruction helps reduce gaps in participation and performance, reinforcing the importance of inclusive practices in the TVL–Home Economics strand.

Correspondingly, Dayanap et al. (2025) traced Home Economics TVL graduates who transitioned from Senior High School to a bachelor's degree program, focusing on how their SHS learning experiences influenced their preparedness and readiness for college education. The study found that students' exposure to practical skills training, instructional support, and learning environments during Senior High School significantly shaped their academic confidence, competence, and ability to adapt to higher education demands. The authors emphasized that meaningful SHS experiences contribute to stronger foundational skills and smoother transitions to tertiary education. It is greatly related to the present study because it reinforces the importance of learning outcomes as influenced by instructional practices in the TVL–Home Economics strand. While the current study examines gender equity and inclusivity practices as correlates of learning outcomes, Dayanap et al. (2025) support the idea that the quality of instructional experiences in SHS—including equitable and inclusive practices—has lasting effects on students' academic success. If learning environments during SHS are inclusive and responsive to learners' needs, students are more likely to develop the competencies necessary for future academic and career pathways

Also, Tejada (2025) examined how administrative support influences the integration of Gender and Development (GAD) practices in public secondary schools in Pangasinan II. The study focused on how three major support structures—human resources, financial resources, and school facilities—affect the degree to which gender-responsive initiatives are implemented in curriculum, teaching strategies, classroom environments, and student engagement. Findings from 385 teachers revealed strong positive correlations between administrative support and the successful integration of GAD principles in schools, demonstrating that administrative commitment is a central determinant of gender equity in education. A key insight from Tejada's work is that teachers cannot carry the responsibility of gender responsiveness alone. Effective implementation relies heavily on institutional structures, including sufficient staffing, allocation of funds for gender programs, facility enhancements, and access to GAD-related materials. Schools with stronger administrative backing exhibited more coherent gender-responsive practices—teachers received clearer guidelines, better resources, and more opportunities to collaborate on GAD initiatives. This aligns with broader observations that system-level support ensures consistency and sustainability of inclusive education practices.

Moreover, Ramel (2024) provided an in-depth discussion of the opportunities and pathways available under the Home Economics strand, emphasizing its role in equipping learners with employable skills, industry-relevant competencies, and recognized qualifications. The study highlighted that the Home Economics strand is designed to prepare students not only for immediate employment but also for further education and entrepreneurship. Ramel emphasized that effective delivery of Home Economics education depends on meaningful learning experiences, practical skill development, and supportive instructional environments. It is directly related to the present study because it supports the focus on learning outcomes as influenced by instructional practices in the TVL–Home Economics strand. While the current study examines gender equity and inclusivity practices as correlates of learning outcomes, Ramel (2024) reinforces the idea that students can only fully benefit from Home Economics education when instructional practices are inclusive and responsive to diverse learners.

Gender-equitable and inclusive teaching practices ensure that all students, regardless of gender, can participate meaningfully and develop the competencies needed for future pathways.

Lastly, Work Readiness of Technical-Vocational Livelihood – Home Economics Graduates, Cristobal (2021) explored the work readiness of graduates from the Technical-Vocational Livelihood–Home Economics (TVL–HE) strand, focusing on how well senior high school graduates were able to apply the knowledge and skills they learned once they entered the workplace. It examined work readiness across four key skill domains: communication skills, conceptual skills, numeracy skills, and maturity in handling job responsibilities. This literature is relevant to the study because it connects instructional practices to learner outcomes, reinforcing your research focus on how gender equity and inclusivity practices influence students’ performance and readiness. While De Guzman and Cristobal assessed work readiness after graduation, your study addresses the conditions and practices within the classroom that help shape these outcomes, making their findings a meaningful anchor for understanding the importance of equitable and inclusive HE instruction. The 1987 Philippine Constitution Article XIV, Section 1 mandates that the State shall protect and promote the right of all citizens to quality education, ensuring access without discrimination. This legal principle directly supports the study’s focus on promoting fair and equitable learning environments for TVL–HE students.

Foreign Studies

Ferm & Gustavsson (2021) study how female students in male-dominated vocational programs construct their vocational identities during workplace-based learning. The study focused on the strategies female learners use to adapt, belong, and succeed in learning environments shaped by traditional gender norms. It is found that gendered expectations in vocational settings influence students’ participation, confidence, and learning experiences. Female students often had to consciously negotiate their identities to cope with implicit biases and gender stereotypes present in workplace training environments. The study further revealed that gender inequity in vocational education affects learning outcomes indirectly by shaping students’ engagement, motivation, and sense of belonging. When learning environments are not gender-responsive, students may experience exclusion, reduced confidence, or limited participation, which can hinder skill development and academic performance. Conversely, more inclusive and equitable environments allow learners to focus on mastering competencies rather than managing gender-based barriers. It is related to the present study because it supports the assumption that gender equity and inclusivity practices are significantly associated with learning outcomes in vocational education. In the context of the TVL–Home Economics strand, gender stereotypes may also influence how learners participate in practical tasks, group work, and performance-based assessments. Ferm and Gustavsson’s (2021) findings reinforce the need to examine how gender-equitable and inclusive instructional practices create supportive learning environments that enable all learners—regardless of gender—to achieve positive learning outcomes. Overall, the gender norms in vocational education significantly influence how students participate, develop confidence, and achieve learning outcomes. The study shows that when learning environments are not inclusive, students may struggle with participation and skill development due to gender-related barriers. However, in more gender-responsive settings, learners can focus on their tasks and perform better. This supports the present study by emphasizing that equitable and inclusive classroom practices are essential in creating supportive learning environments where all students in the TVL–Home Economics strand can fully engage and succeed.

Similarly, Wignall et al. (2023) examined the role of Technical and Vocational Education and Training (TVET) in advancing gender equity and decent work, particularly for women in Sub-Saharan Africa. The study argued that while TVET programs often aim to “up-skill” women, they may still unintentionally reinforce gender norms and inequalities if instructional practices and institutional cultures remain gender-blind. It emphasized that gender-transformative and inclusive TVET approaches are necessary to address deep-rooted inequalities that affect learners’ participation, engagement, and learning experiences. The study highlighted that gender-responsive instructional practices and inclusive learning environments positively influence learners’ confidence, motivation, and academic performance. When TVET programs actively challenge stereotypes, ensure equitable participation, and provide supportive classroom and workplace learning conditions, students—especially women—are more likely to succeed academically and develop relevant skills. The authors emphasized that inclusive teaching practices contribute not only to employment outcomes but also to improved learning outcomes during training. It is related to the present study because it supports the assumption that gender equity

and inclusivity practices are significant correlates of learning outcomes in TVET programs. In the context of the TVL–Home Economics strand, traditional gender roles may likewise influence classroom interaction, task assignment, and student participation. Wignall et al. (2023) reinforce the need to examine how gender-equitable and inclusive instructional practices create learning environments where all students can fully engage and perform. The study found out that while TVET programs aim to support women’s skill development, gender inequalities persist when teaching practices and learning environments are not gender responsive. The study revealed that inclusive and gender-transformative approaches improve students’ confidence, motivation, participation, and academic performance. It also showed that when teachers challenge stereotypes and provide equal opportunities, learners are more engaged and better able to develop relevant skills. Overall, the study emphasizes that gender equity in TVET cannot be achieved through access alone but requires intentional and inclusive teaching practices. Creating supportive learning environments where all students are treated fairly leads to better engagement and improved learning outcomes. This supports the present study by highlighting the importance of gender-responsive and inclusive practices in the TVL–Home Economics strand to ensure that all learners can participate fully and succeed.

Additionally, Compen et al. (2025) examined good practices for differentiated instruction in vocational education, emphasizing that vocational classrooms are inherently diverse in terms of learners’ abilities, backgrounds, learning paces, and experiences. Their study highlights that differentiated instruction is an essential component of inclusive education, particularly in vocational settings where students are expected to achieve both academic understanding and practical skills. It stresses that differentiated instruction allows teachers to adapt content, learning processes, and assessment methods to better meet learners’ individual needs. The key finding of the study is that inclusive and differentiated instructional practices positively influence students’ learning outcomes, especially in hands-on and skills-based programs. It is found that when vocational teachers apply flexible teaching strategies—such as varied learning tasks, collaborative activities, and adaptive assessment—students demonstrate improved engagement, confidence, and skill mastery. These practices help reduce learning gaps and encourage all learners to participate actively, regardless of gender or prior experience. This literature is highly relevant to the present study because differentiated instruction is a core aspect of inclusive instructional practices, one of the central variables of the research. In the TVL–Home Economics strand, students differ widely in interests, skill levels, and learning readiness, often influenced by traditional gender expectations. The findings of Compen et al. (2025) support the assumption that inclusive and flexible teaching approaches help ensure that all learners can achieve expected competencies and perform effectively in both theoretical and practical activities.

Also, Umar & Haruna (2025) examined how gender-responsive open educational practices (OEP) and inclusive educational technology design contribute to empowering women in Technical and Vocational Education and Training (TVET). The study highlighted that when instructional practices and learning resources are intentionally designed to be gender-responsive and inclusive, female learners experience increased participation, confidence, and engagement in vocational programs. It emphasized that inequitable access to learning resources and non-inclusive instructional designs can negatively affect learners’ educational experiences and performance. The study further found that inclusive instructional environments, supported by accessible technologies and gender-responsive teaching strategies, lead to improved learning experiences and skill development. By ensuring that learning materials, teaching approaches, and delivery modes accommodate diverse learners’ needs, TVET institutions can reduce gender-based barriers and enhance students’ ability to achieve desired learning outcomes. Gender-responsive OEPs were shown to support equitable participation, collaboration, and knowledge acquisition among learners. Overall, it highlights the importance of designing learning materials and teaching practices that are both inclusive and gender-responsive in TVET programs. The study shows that when learners—especially women—are given equal access to resources and supported through inclusive technologies, they become more confident, engaged, and active in their learning. It also emphasizes that removing barriers in instructional design helps improve both participation and performance. This supports the present study by reinforcing that inclusive and gender-equitable practices are essential in creating learning environments where all students can succeed and achieve better learning outcomes.

Moreover, Ojenike & Badru (2025) examined gender inequalities in Technical and Vocational Education and Training (TVET) by analyzing patterns of participation, completion, and empowerment of women in vocational

programs. The study revealed that despite increased access to TVET, women continue to experience disparities due to limited participation opportunities, stereotypes, and unequal institutional support. The authors emphasized that deliberate policies and practices that promote gender equity are necessary to ensure meaningful participation and empowerment of female learners. The study further demonstrated that gender-equitable practices are associated with improved educational engagement and attainment, as increased female participation and completion rates were linked to better educational outcomes. When TVET institutions intentionally support women through inclusive policies, equitable access, and supportive instructional environments, learners show higher motivation and stronger academic performance. The findings highlight the importance of addressing structural and instructional barriers that affect women's learning experiences in TVET. It is concluded that access to TVET has improved, gender inequalities still affect women's full participation and success. The study shows that when schools provide equal opportunities, supportive environments, and inclusive policies, female learners become more engaged and perform better academically. It emphasizes that addressing both institutional and classroom barriers is essential to achieve true gender equity. This supports the present study by reinforcing the importance of creating inclusive and equitable learning conditions in the TVL–Home Economics strand to help all learners actively participate and achieve positive learning outcomes.

Additionally, Compen et al, (2025) examined good practices for differentiated instruction in vocational education, emphasizing that vocational classrooms are naturally diverse in terms of learners' abilities, learning pace, background, and prior experience. The study highlighted that differentiated instruction—through adapting content, teaching strategies, learning activities, and assessment—plays a crucial role in ensuring that all learners can engage meaningfully in vocational learning. It is found that when teachers intentionally tailor instruction to student needs, learners demonstrate higher engagement, confidence, and skill mastery. The study further emphasized that differentiated instruction is a core component of inclusive education, particularly in skills-based and performance-oriented programs. It is reported that inclusive practices such as flexible grouping, varied learning tasks, and responsive feedback lead to improved learning outcomes, including better academic understanding and practical competence. These practices help reduce learning gaps and ensure equitable participation among students with different learning needs. It is concluded that that differentiated instruction is essential in vocational education to address the diverse needs of learners. The study shows that when teachers adjust their teaching methods, activities, and assessments, students become more engaged, confident, and capable in performing skills. It also emphasizes that inclusive practices help ensure that all learners are given equal opportunities to participate and succeed. This supports the present study by reinforcing the importance of inclusive and responsive teaching strategies in the TVL–Home Economics strand to improve student participation and learning outcomes.

However, Deagon (2021) studied the use of explicit instruction in Home Economics education through the “I do, we do, you do” teaching model, emphasizing its role in connecting subject content with the underlying ideology and purpose of Home Economics. The study highlighted that explicit instruction helps learners understand not only *how* to perform tasks, but also *why* these skills are important in real-life and vocational contexts. By making learning objectives, processes, and expectations clear, students were able to engage more meaningfully with both theoretical concepts and practical tasks. The study further emphasized that clear, structured, and intentional instructional practices promote student confidence, engagement, and competence, which are key indicators of positive learning outcomes. Deagon (2021) argued that when instructional practices are transparent and inclusive, students from diverse backgrounds are better supported in understanding content, participating actively, and achieving expected competencies. This approach helps minimize confusion and uneven participation in skills-based learning environments. This study reinforces the idea that inclusive instruction—through clear guidance, equitable participation, and intentional lesson design—enables all learners, regardless of gender, to engage and perform effectively. In classrooms where explicit instruction is applied fairly and consistently, learners are less likely to be disadvantaged by implicit bias or unequal expectations.

On the other hand, Zhou & Gong (2025) explored gender differences in vocational education and training (VET) using insights from neuroscience, focusing on how cognitive, emotional, and social processes may influence learning experiences and outcomes among male and female learners. The study emphasized that differences in learning preferences, motivation, emotional regulation, and cognitive processing are shaped not only by biology but also by educational environments and gendered experiences. The authors argued that vocational education

systems must recognize these differences to design more responsive and effective instructional practices. The study further highlighted that when vocational instruction fails to accommodate diverse cognitive and emotional learning needs, gender disparities in engagement and performance may persist. Conversely, inclusive and gender-responsive instructional strategies—such as differentiated instruction, supportive classroom climates, and adaptive teaching approaches—can enhance learners’ engagement and skill development. By addressing gender-related differences through inclusive pedagogy, vocational education can improve overall learning outcomes for both male and female students. It also reinforces the importance of creating learning environments that are gender-equitable and inclusive, ensuring that all learners are supported in developing both theoretical knowledge and practical skills.

Lastly, The European Centre for the Development of Vocational Training (Cedefop, 2025) examined persistent gender gaps in vocational education and training (VET) across European contexts and emphasized that addressing these gaps is essential for achieving inclusive growth and improved learning outcomes. The report highlighted that gender disparities in VET are strongly influenced by stereotypes, unequal participation, gender-segregated fields of study, and non-inclusive institutional and instructional practices. These barriers affect learners’ engagement, confidence, and access to high-quality learning experiences. It is further stressed that gender-responsive and inclusive teaching practices, supportive learning environments, and equitable access to resources significantly enhance learners’ participation and performance. When vocational education systems intentionally promote gender equity—through inclusive curricula, fair instructional strategies, and guidance that challenges traditional gender roles—students are more likely to develop competencies, remain engaged in learning, and achieve better educational outcomes. Its findings reinforce the importance of examining how equitable and inclusive practices within TVET classrooms contribute to improved learning outcomes among learners. Overall, it highlights that gender gaps in vocational education continue to affect learners’ participation, confidence, and performance due to persistent stereotypes and unequal practices. The report shows that when schools intentionally promote gender equity through inclusive teaching, fair opportunities, and supportive learning environments, students are more engaged and able to achieve better outcomes. This supports the present study by emphasizing that creating gender-responsive and inclusive classroom practices is essential in improving participation, reducing bias, and enhancing learning outcomes in the TVL–Home Economics strand.

Synthesis

The reviewed literature and studies—both local and foreign—consistently highlight the importance of gender equity and inclusivity in improving learning outcomes, particularly in vocational education. Across different contexts, researchers agree that although various policies promoting gender equality are in place, their actual implementation in classrooms remains a challenge.

Local literature and studies, such as those by Galamgam et al. (2021), Lomibao (2024), Tagaza and Manalansan (2025), Sicuan (2024), and Siding and Ramos (2026), reveal that gender-responsive policies like the GRBE and GAD frameworks are acknowledged in Philippine schools. However, these are often implemented unevenly or at a superficial level. These studies highlight that teachers’ limited training, lack of resources, and insufficient institutional support hinder the effective integration of gender-inclusive practices. As a result, traditional gender norms continue to influence student participation and engagement, particularly in TVL–Home Economics, where subjects are often viewed as gendered.

Similarly, local empirical studies such as Cristobal (2021), Francisco (2024), Bitmal et al. (2024), and Alarcon et al. (2025) emphasize that learning outcomes in the TVL strand are strongly influenced by classroom practices, teacher support, and learning environments. These studies show that when inclusive and supportive conditions are present—such as equal access to facilities, differentiated instruction, and positive teacher guidance—students are more engaged, confident, and capable of achieving better academic and practical performance.

On the other hand, foreign literature and studies, including those by Wignall et al. (2023), Umar and Haruna (2025), Ojenike and Badru (2025), Compen et al. (2025), Cedefop (2025), and Ferm and Gustavsson (2021), highlight that gender inequalities in Technical and Vocational Education and Training (TVET) persist globally. These studies emphasize that stereotypes, gender-segregated fields, and non-inclusive teaching practices continue to affect learners’ confidence, motivation, and participation. However, they also confirm that gender-

responsive and inclusive practices—such as equitable instructional strategies, inclusive learning environments, and access to resources—lead to improved engagement, skill development, and learning outcomes. A common theme across both local and foreign studies is the gap between policy and practice. Castulo et al. (2026) strongly emphasize this issue, explaining that gender equity policies are often present only at a symbolic level and are not fully translated into measurable classroom practices. This gap is also evident in Philippine TVL contexts, where policies exist but actual implementation varies depending on teacher readiness, school support, and available resources.

Overall, the studies consistently indicate that gender equity and inclusivity are not only social concerns but are also directly linked to students' learning outcomes. Creating inclusive classrooms, strengthening teacher competencies, and ensuring fair access to opportunities are essential in addressing gender-related barriers.

In conclusion, the synthesis supports the present study by reinforcing that gender-responsive lesson design, inclusive instructional strategies, and supportive learning environments play a significant role in improving student participation and learning outcomes in the TVL–Home Economics strand. It highlights the need for more consistent, intentional, and well-supported implementation of gender equity practices to ensure that all learners—regardless of gender—can fully engage and succeed.

METHODOLOGY

Research Design

The study utilized the descriptive method as its research design to assess the Gender Equity and Inclusivity Practices as Correlates to Learning Outcomes in the Division of Navotas and Malabon City as Basis for Proposed Localized Enrichment Program.

Descriptive research design is a type of quantitative research that is used to determine the characteristics of a specific population or phenomenon. It is used to document, observe and describe in its natural setting without any control or manipulation of the gathered data. Among the different techniques employed in descriptive research, the survey method is the most used (Shinija, 2024)

This research design is considered highly appropriate and strategically aligned with the objectives of the study since it aimed to describe the relationship between Gender Equity and Inclusivity Practices as Correlates to Learning Outcomes in the Division of Navotas and Malabon City. By utilizing descriptive research design, the researcher can gather data from the respondents of different groups, namely; School Administrator, Program Coordinators and TVL- Home Economics Teachers In order to assess the Gender Equity and Inclusivity Practices as Correlates to Learning Outcomes, leading to the proposed intervention program in the Division of Navotas and Malabon City.

Population and Sampling

The study was participated a total of 205 respondents composed of two (2) School Administrators, five (5) Program Coordinators, and 198 Teachers from Public high schools who were asked to assess Gender Equity and Inclusivity Practices as Correlates to Learning Outcomes in the Division of Navotas and Malabon City: Basis for an Intervention Program.

In selecting the group of respondents, purposive sampling was used. Purposive sampling is a method where researchers select individuals or groups based on specific characteristics. It emphasizes the selection of research participants based on specific questions and purposes of the study, as well as available information about the participants of the study (Campbell et al., 2020)

Purposive sampling is appropriate for this study because the respondents are specifically selected based on their direct involvement in the TVL–Home Economics strand. This ensures that the data gathered come from individuals who have relevant knowledge and experience with gender equity and inclusivity practices. By

focusing on these participants, the study obtains more accurate and meaningful information aligned with its objectives.

Moreover, to determine the sample size of the population, the researcher used Slovin's Formula, and the preceding table shows the summary of the respondents of this study.

Table 1 Population and Sample

Respondent	N	n	%
School Administrators	9	2	0.98
Program Coordinators	9	5	2.44
Teachers	219	198	96.59
Total	237	205	100.00

Table 1 presents the respondents of the study, among 205 respondents, it is divided into three groups of respondents, such as: 198 or 96.59 percent are teachers, 5 or 2.44 percent are program coordinators, and 2 or 0.98 percent are school administrators.

The data reveal that most respondents are teachers, indicating that the study's findings are largely grounded in actual classroom practices of gender equity and inclusivity. This emphasizes the critical role of teachers in influencing students' learning outcomes through inclusive and gender-responsive instruction. However, the limited participation of school administrators and program coordinators suggests that the study provides less insight into policy and program-level support, highlighting the need for stronger institutional involvement in promoting gender-equitable education.

Table 2 Respondent by School

School	School Administrators			Program Coordinators			Teachers			Total		
	N	n	%	N	n	%	N	n	%	N	n	%
1. Kaunlaran High School	1	1	100	1		-	38	35	92	40	36	90
2. Navotas National High School	1	1	100	1	1	100	28	24	86	30	26	87
3. San Roque National High School	1	-	-	1	1	100	25	21	84	27	22	81
4. Tangos National High School	1	-	-	1	1	-	25	19	76	27	19	70
5. San Rafael Village Technical Vocational High School	1	-	-	1		-	28	22	79	30	23	77
6. Panghulo National High School	1	-	-	1	1	100	17	16	94	19	16	84
7. Potrero High School	1	-	-	1	1	100	26	20	77	28	21	75
8. Malabon National High School	1	-	-	1		-	30	26	87	32	27	84
9. Malabon TechVoc and Entrepreneurship Senior High School	1	-	-	1		-	20	15	75	22	15	68
Total	9	2	22	9	5	56	237	198	84	255	205	80

Table 2 shows the distribution of the population and sample across nine selected schools, covering school administrators, head teachers, and teachers. Out of 9 school administrators, only 2 participated, yielding a low response rate of 22%, while 5 out of 9 head teachers were included, representing 56%. In contrast, teacher

participation was substantially higher, with 198 out of 237 included in the sample, resulting in an 84% response rate. Overall, from a total population of 255 respondents, 205 were sampled, equivalent to an 80% participation rate. Among the schools, Kaunlaran High School recorded one of the highest overall participation rates at 90%, while Tangos National High School had the lowest at 70%.

The data show that teachers comprise most respondents across all participating schools, indicating that the study's findings are largely based on classroom-level experiences in implementing gender equity and inclusivity practices. This suggests that learning outcomes are strongly influenced by how teachers apply inclusive strategies in diverse school settings. However, the limited participation of school administrators and head teachers across schools implies that institutional and policy-level perspectives are less represented, highlighting the need for stronger leadership support to sustain and enhance gender-equitable practices.

Respondent of the Study

The School Administrators, Program Coordinators and Teachers were the respondents of the study in Public secondary school in the Division of Navotas and Malabon City.

The following tables present the demographic profile as of the respondent to age, sex, civil status, and educational attainment, and number of years in service.

Table 3 Respondent as to Age

Age (in years)	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
51 years old and above	1	50.00	1	20.00	11	5.56	13	6.34
46 – 50 years old	1	50.00	3	60.00	21	10.61	25	12.20
41 – 45 years old			1	20.00	15	7.58	16	7.80
36 – 40 years old					43	21.72	43	20.98
31 - 35 years old					49	24.75	49	23.90
26 – 30 years old					53	26.77	53	25.85
25 years old and below					6	3.03	6	2.93
Total	2	100.00	5	100.00	198	100.00	205	100.00

Table 3 portrays the distribution of respondents as to age such as: 53 or 25.85 percent are aged 26-30 years old, 49 or 23.90 percent are aged 31-35 years old, 43 or 20.98 percent are aged 36-40 years old, 25 or 12.20 percent are aged 46-50 years old, 16 or 7.80 percent are aged 41-45 years old, 13 or 6.34 percent are aged 51 years old and above, and 6 or 2.93 percent are aged 25 years old and below.

Meanwhile, Teacher's respondent 51 years old and above has 11 or 5.56 percent; 46- 50 years old has 21 or 10.61 percent; 41- 45 years old has 15 or 7.58 percent; 36- 40 years old has 43 or 21.72 percent; 31- 35 years old has 49 or 24.75; 26- 30 years old has 53 or 26.77 percent; 25 years old and below has 6 or 3.03 percent, respectively.

The Program Coordinators who are 51 years old and above has 1 or 20 percent; 46- 50 years old has 3 or 60 percent and 41- 45 years old has 1 or 20 percent, respectively.

Lastly, School Administrator who are 51 years old and above has 1 or 50 percent; and 46 –50 years old has 1 or 50 percent, respectively.

Majority of the respondent 26-20 years old, and the least are 25 years old and below, which account for both teacher respondents.

The data reveal that most respondents are within the 26–35 age range, indicating that the study is largely influenced by young to mid-career teachers. This suggests that the implementation of gender equity and inclusivity practices reflects contemporary and evolving teaching approaches, which may positively affect learning outcomes. However, the limited representation of older educators implies that the findings may be more reflective of modern perspectives rather than long-established practices, highlighting the importance of balancing innovation with experience in promoting inclusive education.

Table 4 Respondent as to Sex

Gender	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
Male			1	20.00	57	28.79	58	28.29
Female	2	100.00	4	80.00	141	71.21	147	71.71
Total	2	100.00	5	100.00	198	100.00	205	100.00

Table 3 shows the distribution of respondents as to gender such as: 147 or 71.71 percent are female, and 58 or 28.29 percent are male.

Teacher, who are female, has 141 or 71.21 percent while male has 57 or 28.79 percent.

Additionally, Program Coordinators who are female has 4 or 80 percent while male has 1 or 20 percent.

Moreover, School Administrators who are female has 2 or 100 percent.

Generally, there are 147 or 71.71 percent female respondents and 58 or 28.29 percent male respondents. The respondents as to sex implies that the majority are female wherein from teacher-respondents.

The data indicate that most respondents are female, suggesting that the study’s findings are largely influenced by the perspectives and practices of women educators. This highlights the significant role of female teachers in promoting gender equity and inclusivity in the classroom, which may positively affect students’ learning outcomes. However, the lower representation of male respondents suggests limited diversity in perspectives, emphasizing the need for greater involvement of all genders in fostering inclusive educational environments.

Table 5 Respondent as to Civil Status

Civil Status	School Administrators		Program Coordinators		Teachers		Total	
	F	%	f	%	f	%	f	%
Single	1	50.00			73	36.87	74	36.10
Married	1	50.00	5	100.00	122	61.62	128	62.44
Widow/ed					3	1.52	3	1.46
Total	2	100.00	5	100.00	198	100.00	205	100.00

As revealed in Table 5, School Administrators who are married has 1 or 50 percent; Single has 1 or 50 percent, respectively.

Meanwhile, Program Coordinator respondents who are married are 5 or 100 percent.

On the other hand, Teachers who are single has 73 or 36.87 percent; married has 122 or 61.62 percent; and widow/ed has 3 or 1.52 percent.

In summary, distribution of respondents as to civil status such as 128 or 62.44 percent are married, 74 or 36.10 percent are single, and 3 or 1.46 percent are widow/ed. The results of the respondents as to civil status implies that most of them are married whereas account to the group of teacher respondents, while least number are widow/ed from the group of teachers.

The data indicate that most respondents are married, suggesting that the study is largely influenced by educators who bring personal and family experiences into their teaching practices. This may contribute to a deeper sense of empathy, fairness, and responsibility in implementing gender equity and inclusivity, which can positively affect students' learning outcomes. Meanwhile, the presence of single respondents adds diversity in perspectives and approaches, reflecting a balance between experience and innovation in promoting inclusive education.

Table 6 Respondent as to Educational Attainment

Educational Attainment	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	1	50.00	1	20.00			2	0.98
Doctorate with earned units	1	50.00	2	40.00	5	2.53	8	3.90
Master's Degree			2	40.00	48	24.24	50	24.39
Masters with earned units					101	51.01	101	49.27
Bachelor's Degree					44	22.22	44	21.46
Total	2	100.00	5	100.00	198	100.00	205	100.00

As shown in Table 6, School Administrators with doctorate degree has 1 or 50 percent, while those who have doctorate with earned units has 1 or 50 percent, respectively.

On the other hand, Program Coordinators who has doctorate degree has 1 or 20 percent; doctorate with earned units has 2 or 40 percent; and master's degree has 2 or 40 percent respectively.

Lastly, Teachers who are doctorate with earned units has 5 or 2.53 percent; master's degree has 48 or 24.24 percent; master's with earned units has 101 or 51.01 percent; and bachelor's degree has 44 or 22.22 percent respectively.

In conclusion, the distribution of respondents as to educational attainment such as 101 or 49.27 percent are masters with earned units, 50 or 24.39 percent have master's degree, 44 or 21.46 percent have bachelor's degree, 8 or 3.90 percent are doctorate with earned units, and 2 or 0.98 percent have doctorate degree. The results indicate that majority of the respondents are with master's units while the least number have doctoral degree wherein considerably accounts to the group of Teachers.

The data reveal that most respondents have pursued or are currently pursuing graduate education, indicating a high level of professional development among teachers. This suggests that the implementation of gender equity and inclusivity practices is supported by a strong academic and theoretical foundation, which may positively influence learning outcomes. However, the presence of respondents with only a bachelor's degree highlights the need for continuous professional development to ensure consistent and effective application of inclusive practices across all educators.

Table 7 Respondent as to Years of Service

Numbers of Years in Service	School Administrators		Program Coordinators		Teachers		Total	
	f	%	f	%	f	%	f	%
26 – 30 years			1	20.00	9	4.55	10	4.88
21 – 25 years	2	100.00	3	60.00	13	6.57	18	8.78
16 – 20 years			1	20.00	36	18.18	37	18.05
11 – 15 years					83	41.92	83	40.49
6 – 10 years					48	24.24	48	23.41

1 – 5 years					9	4.55	9	4.39
Total	2	100.00	5	100.00	198	100.00	205	100.00

As Table 7 revealed, School Administrators with 21- 25 year in service has 2 or 100 percent.

Meanwhile, Program Administrators with 26- 30 years in service has 1 or 20 percent; 21- 25 years in service has 3 or 60 percent; and 16- 20 years in service has 1 or 20 percent, respectively.

On the other hand, Teachers with 26- 20 years in service has 9 or 4.55 percent; 21-25 years in service has 13 or 6.57 percent; 16- 20 years in service has 36 or 18.18 percent; 11-15 years in service has 83 or 41.92 percent; 6- 10 years in service has 48 or 24.24 percent; and 1- 5 years in service has 9 or 4.55 percent, respectively.

The data reveal that most respondents have 6 to 15 years of teaching experience, indicating that the study is largely influenced by mid-career educators. This suggests that the implementation of gender equity and inclusivity practices is carried out by teachers who possess both sufficient experience and openness to innovation, which may positively influence students' learning outcomes. However, the limited representation of novice and highly experienced teachers implies that the findings are more reflective of current and evolving classroom practices rather than beginner or long-established approaches.

Research Instrument

The study used the researcher-made questionnaire as the primary tools in gathering data.

The construction of the survey questionnaire followed a systematic process to ensure that it is aligned with the objectives of the study. Initially, the researcher identified and listed the senior high schools in the Divisions of Navotas and Malabon City that offer the Technical-Vocational Livelihood–Home Economics (TVL–HE) strand. This step ensured that the study focused only on relevant schools where the target variables are applicable. Prior to the development of the questionnaire, a documentary analysis was conducted to examine the learning outcomes of students in these schools for the past two years. The results of this analysis served as a basis in identifying key indicators and variables related to student performance, which were incorporated into the instrument.

The questionnaire was then developed based on the main variables of the study, particularly gender equity, inclusivity practices, and learning outcomes. The items were carefully organized into sections to reflect these variables. A Likert scale was used to measure the respondents' perceptions, allowing for a more structured and quantifiable analysis of responses.

Furthermore, the questionnaire underwent validation by experts to ensure its clarity, relevance, and alignment with the study objectives. Necessary revisions were made based on their recommendations to improve the quality and reliability of the instrument.

To ensure the validity of the survey questionnaire, experts from the field of higher education panel of experts validated the said research instruments. Suggestions and recommendations were incorporated to improve the questionnaires.

The survey questionnaire is composed of the following parts:

Part I. Demographic Profile of the Respondents. This was used to gather data on the three groups of respondents' demographic profile in terms of age, sex, civil status, educational attainment and year of service.

Part II. Assessment on the Gender Equity and Inclusivity Practices in Technical Vocational Livelihood–Home Economics in the Division of Navotas and Malabon City. This was utilized to collect in terms of Curriculum and Instructional Design, Classroom Practices and Learning Environment, Assessment and Feedback, Teacher Professional Practices, and Policy and Support Structures.

Part III. Assessment on the Problems Encountered Relative to Gender Equity and Inclusivity Practices.

This was utilized to collect data on the problems encountered by the respondent's relevance to the gender equity and inclusivity practices.

Part IV. Assessment on the Acceptability of the Proposed Intervention Program. This was employed to assess the acceptability of the proposed localized enrichment program.

Data Gathering Procedures

In gathering data, the following procedures were used:

1. Sought Permission and endorsement from the Adviser and Dean, and Superintendent of Schools Division and School heads in the Division of Navotas and Malabon.
2. Survey questionnaires were administered to the selected three groups of respondents.
3. The survey questionnaire were retrieved, sorted and tallied the data gathered in the survey questionnaires.
4. The data were statistically collated, computed, interpreted and analyzed with the assistance of Statistician and the Adviser.
5. The data were presented in tabular and textual form.

Statistical Treatment of Data

For descriptive treatment of data, the following statistical tool were utilized:

Percentage. It is the representation of a fraction or part of a whole, used to simplify comparison of data points. It is a way of expressing number as parts of a whole, making it easier to compare different data point (Smith, 2020). This was used to determine the frequency counts and percentage distribution of the respondents in terms of age sex, civil status, educational attainment and number of years in service.

Weighted Mean. It is a statistical measure to assigns the weights of the data point based on their significance and to provide a more accurate representation of the data set. (Ganti, 2024).

This was used to answer sub-problem nos. 1,5, and 7.

formula:

$$X = \frac{\sum fixi}{N}$$

where:

X = weighted mean

Fi – Frequency of responses

Xi - weight

N - Number of responses

Five-Point Likert Scale. This was used to allows the respondents to express the agreement rather than limiting the answer. It provides five response option, ranging from agreement to strong disagreement and including neutral option. (Mcledo, 2023) a Five-Point Likert Scale was applied in the assessment gender equity and inclusivity practices in the Division of Navotas and Malabon City. The scales of statistical values adopted in this study were as follows:

Assessment on the Gender Equity and Inclusivity Practices in Technical Vocational Livelihood- Home Economics in the Division of Navotas and Malabon City

Scale	Range		Verbal Interpretation	Symbol
5	4.20	5.00	Highly Practiced	HP
4	3.40	4.19	Practiced	P
3	2.60	3.39	Moderately Practiced	MP
2	1.80	2.59	Least Practiced	LP
1	1.00	1.79	Very Least Practiced	VLP

Assessment on the Learning Outcomes in the Technical Vocational Livelihood- Home Economics Strand (DO 055 s. 2006)

Scale	Range		Verbal Interpretation	Symbol
	90	100	Highly Proficient	HP
	75	89	Proficient	P
	50	74	Nearly Proficient	NLP
	25	49	Low Proficient	LP
	0	24	Not Proficient	NP

Assessment on the Problems Encountered Relative to Gender Equity and Inclusivity Practices.

Scale	Range		Verbal Interpretation	Symbol
5	4.20	5.00	Highly encountered	HE
4	3.40	4.19	Encountered	E
3	2.60	3.39	Moderately Encountered	ME
2	1.80	2.59	Least Encountered	LE
1	1.00	1.79	Very Least Encountered	VLE

Assessment on the Acceptability of the Proposed Intervention Program

Scale	Range		Verbal Interpretation	Symbol
5	4.20	5.00	Highly Acceptable	HA
4	3.40	4.19	Acceptable	A
3	2.60	3.39	Moderately Acceptable	MA
2	1.80	2.59	Least Acceptable	LA
1	1.00	1.79	Very Least Acceptable	VLA

Analysis of Variance (F test). A statistical test used to identify differences in group means between parametric dependent and independent variables. It analyzes differences between groups, evaluate policy interventions, and provide conclusion from the data collected. (Kumar, 2024) This was used to determine the hypotheses regarding the equality if three groups of respondents as to gender equity and inclusivity practices. This was used to answer sub-problem no. 2.

Formula:

$$F = \frac{MS_{between}}{MS_{within}}$$

Where:

MSbetween - Mean Square between columns

MSwithin - Mean Square within columns

The critical value at five percent (0.05) level of significance (alpha level) with respective degrees of freedom was used to set region of acceptance and rejection in the study.

t-test Formula. It is used to determine whether there was a statistically significant difference in the mean responses of two groups of respondents. The independent samples t-test is appropriate when comparing two independent groups using quantitative data obtained from a survey questionnaire and is commonly applied in descriptive and non-experimental research designs (Creswell, 2014; Field, 2018).

Formula:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where:

$\bar{X}_1$ - mean of Group 1

$\bar{X}_2$ - mean of Group 2

s_1^2 - variance of Group 1

s_2^2 - variance of Group 2

n_1 - number of respondents in Group 1

n_2 - number of respondents in Group 2

Pearson Correlation r. This is used for linear relationship between two continuous variables. It is measure of an association between variables, which strong tool to identify the relationship between gender equity and inclusivity practices and learning outcomes. This was used to answer sub-problem no.4 using the following:

Formula:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where:

r - correlation coefficient

x_i - values of the x variable in a sample

$\bar{x}$ - mean of the vales of the x-variable

y_i - vales of the y-variable in a sample

$\bar{y}$ - mean of the values of the y-variable

The critical t-value at five percent (0.05) level of significance (alpha level) with respective degrees of freedom was used to set region of acceptance and rejection in the study.

Presentation, Analysis, and Interpretation of Data

Sub-problem No. 1: How do the school administrators, program coordinators, and teachers assess the Gender Equity and Inclusivity Practices in Technical Vocational Livelihood – Home Economics Strand in the Division of Navotas and Malabon City in terms of:

Curriculum and Instructional Design

Table 8 Gender Equity and Inclusivity Practices as to Curriculum and Instructional Design

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Learning competencies promote equal participation of all genders in Home Economics skills.	5.00	HP	3.20	MP	2.80	MP	3.67	P	4
2. Lessons avoid reinforcing gender stereotypes in household and livelihood roles.	3.50	P	2.60	MP	3.17	MP	3.09	MP	10
3. Instructional content emphasizes diverse family structures and gender identities.	3.50	P	3.40	P	3.07	MP	3.32	MP	8
4. Examples used in lessons highlight both male and female success in HE-related fields.	5.00	HP	2.80	MP	2.95	MP	3.58	P	6
5. Learning activities encourage learners to explore non-traditional roles.	5.00	HP	3.40	P	3.68	P	4.03	P	1
6. Curriculum materials are reviewed for gender bias before classroom use.	5.00	HP	3.20	MP	3.03	MP	3.74	P	3
7. Lesson objectives support inclusivity and respect for diversity.	3.50	P	2.60	MP	3.88	P	3.33	MP	7
8. Learning tasks are designed to be accessible to all learners, regardless of gender.	3.50	P	3.20	MP	2.95	MP	3.22	MP	9
9. Lesson plans integrate gender-sensitive perspectives.	5.00	HP	2.80	MP	3.06	MP	3.62	P	5
10. Instructional design promotes equal learning opportunities for all students.	5.00	HP	3.20	MP	3.37	MP	3.86	P	2
Overall Weighted Mean	4.40	HP	3.04	MP	3.20	MP	3.55	P	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Practiced	HP
4	3.40-4.19	Practiced	P
3	2.60-3.39	Moderately Practiced	MP
2	1.80-2.59	Least Practiced	LP
1	1.00-1.79	Very Least Practiced	VLP

As presented in Table 6, the assessment of gender equity and inclusivity practices as to curriculum and instructional design is rated as Practiced with an overall weighted mean of 3.55. Six (6) items rated as Practiced, namely: learning activities encourage learners to explore non-traditional roles with a composite weighted mean of 4.03 as rank 1; instructional design promotes equal learning opportunities for all students with a composite

weighted mean of 3.86 as rank 2; curriculum materials are reviewed for gender bias before classroom use with a composite weighted mean of 3.74 as rank 3; learning competencies promote equal participation of all genders in Home Economics skills with a composite weighted mean of 3.67 as rank 4; lesson plans integrate gender-sensitive perspectives with a composite weighted mean of 3.62 as rank 5; and examples used in lessons highlight both male and female success in HE-related fields with a composite weighted mean of 3.58 as rank 6. Four (4) items rated as Moderately Practiced, such as: lesson objectives support inclusivity and respect for diversity with a composite weighted mean of 3.33 as rank 7; instructional content emphasizes diverse family structures and gender identities with a composite weighted mean of 3.32 as rank 8; learning tasks are designed to be accessible to all learners, regardless of gender with a composite weighted mean of 3.22 as rank 9; and lessons avoid reinforcing gender stereotypes in household and livelihood roles with a composite weighted mean of 3.09 as rank 10.

The overall weighted mean of 3.55, rated as Practiced, implies that gender equity and inclusivity practices in curriculum and instructional design are generally present. The strongest practices include encouraging non-traditional roles, promoting equal opportunities, and reviewing materials for gender bias.

The lower-rated items show that improvement is still needed in avoiding gender stereotypes, making learning tasks accessible to all learners, and including diverse family structures and gender identities. These areas should be given attention in teacher training, curriculum review, lesson planning, and classroom monitoring.

The ratings of the respondent groups also show a difference in perception. School administrators rated the practices as Highly Practiced, with a mean of 4.40, while teachers and program coordinators rated them as Practiced, with means of 3.20 and 3.04. This implies that administrators may view the practices as more implemented at the policy level, while teachers and coordinators may see more challenges in classroom application.

Overall, the result suggests that gender equity and inclusivity are being practiced, but they need to be strengthened in actual classroom instruction. The findings of the present study affirm that gender equity and inclusivity practices are being implemented in the teaching–learning process; however, their application remains uneven across different aspects of instruction. This result is consistent with the observations of Lopez et al. (2024) that gender-responsive curriculum design enhances student engagement and participation. The integration of gender-sensitive perspectives in lesson planning and the promotion of equal learning opportunities indicate progress toward inclusive education. However, the moderate ratings in certain areas confirm that gender inclusivity is still in a developmental stage, particularly in traditionally gendered subjects such as Home Economics.

Furthermore, the results highlight a discrepancy between policy and practice, as evidenced by the differing perceptions of administrators and classroom practitioners. While school administrators tend to view gender equity practices as highly implemented, teachers and program coordinators perceive them as moderately practiced. This gap reflects the broader concern emphasized in national policies such as DepEd Order No. 32, s. 2017, RA 10533, and RA 9710, wherein the successful translation of policy into practice remains a continuing challenge.

Classroom Practices and Learning Environment

Table 9 Gender Equity and Inclusivity Practices as to Classroom Practices and Learning Environment

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The teacher maintains a classroom atmosphere that respects all genders.	5.00	HP	3.80	P	3.71	P	4.17	P	6
2. Learners are encouraged to participate without gender-based expectations.	5.00	HP	3.80	P	3.97	P	4.26	HP	5

3. Classroom interactions promote mutual respect and inclusion.	5.00	HP	5.00	HP	4.44	HP	4.81	HP	1
4. The teacher addresses gender-biased language or behavior immediately.	3.50	P	3.20	MP	3.00	MP	3.23	MP	9
5. Seating and grouping arrangements avoid gender segregation.	5.00	HP	3.20	MP	2.85	MP	3.68	P	8
6. Classroom rules promote safety and inclusivity.	5.00	HP	5.00	HP	3.90	P	4.63	HP	2
7. Learners feel comfortable expressing themselves regardless of gender.	5.00	HP	4.40	HP	2.85	MP	4.08	P	7
8. Instruction encourages collaboration among diverse learners.	5.00	HP	5.00	HP	3.35	MP	4.45	HP	3
9. Classroom activities ensure equal access to tools and materials.	3.50	P	3.20	MP	2.73	MP	3.14	MP	10
10. The learning environment supports confidence and belonging for all learners.	5.00	HP	5.00	HP	3.24	MP	4.41	HP	4
Overall Weighted Mean	4.70	HP	4.16	P	3.40	P	4.09	P	

As manifested in Table 7, the assessment of gender equity and inclusivity practices as to classroom practices and learning environment is rated as Practiced with an overall weighted mean of 4.09. Five (5) items rated as Highly Practiced, these are: classroom interactions promote mutual respect and inclusion with a composite weighted mean of 4.81 as rank 1; classroom rules promote safety and inclusivity with a composite weighted mean of 4.63 as rank 2; instruction encourages collaboration among diverse learners with a composite weighted mean of 4.45 as rank 3; the learning environment supports confidence and belonging for all learners with a composite weighted mean of 4.41 as rank 4; and learners are encouraged to participate without gender-based expectations with a composite weighted mean of 4.26 as rank 5. Three (3) items rated as Practiced, namely: the teacher maintains a classroom atmosphere that respects all genders with a composite weighted mean of 4.17 as rank 6; learners feel comfortable expressing themselves regardless of gender with a composite weighted mean of 4.08 as rank 7; and seating and grouping arrangements avoid gender segregation with a composite weighted mean of 3.68 as rank 8. Two (2) items rated as Moderately Practiced, such as: the teacher addresses gender-biased language or behavior immediately with a composite weighted mean of 3.23 as rank 9; and classroom activities ensure equal access to tools and materials with a composite weighted mean of 3.14 as rank 10.

Overall, the result suggests that gender equity and inclusivity practiced, there is still a need to strengthen specific areas, particularly in addressing gender bias and ensuring equal access to learning resources, to create a more fully inclusive learning environment.

Generally, the results imply that the proposed intervention program should be practice-oriented, capacity-building, and classroom-focused, addressing both pedagogical skills and learning environment management.

The findings of this study are strongly supported by UNESCO (2020), which emphasizes that inclusive classroom practices—such as mutual respect, equitable participation, and safe learning environments—are essential in improving student engagement and learning outcomes. When these practices are consistently applied, learners are more motivated and confident to participate. Likewise, Sicuan (2024) supports the results by explaining that effective gender-sensitive classroom practices depend on teachers' awareness, training, and

available resources. The variation in some indicators may be attributed to gaps in teacher preparation and support systems, which affect the consistent implementation of inclusive practices.

Similarly, findings are further reinforced by the Gender Responsive Pedagogy Framework of Chapin & Warne (2020), which describes inclusive classrooms as those grounded in respect, collaboration, and a sense of psychological safety. The high ratings in the present study for collaborative learning and supportive classroom environments affirm this perspective, showing that such foundational elements are already in place. At the same time, the framework emphasizes that achieving true gender equity requires deliberate and sustained effort, especially in ensuring fairness in participation, task distribution, and access to resources. This aligns with the study's findings where certain indicators—particularly those requiring consistent monitoring and intentional planning—were only moderately practiced, pointing to the need for ongoing teacher development.

Moreover, insights from UNESCO (2022) further validate these results by emphasizing that inclusive learning environments are essential for achieving equitable outcomes, especially in technical and vocational settings where participation in hands-on activities is crucial. UNESCO noted that although many schools establish inclusive norms, challenges often arise in ensuring equal access to materials and in addressing subtle forms of gender bias during classroom interactions. These observations are evident in the present study, particularly in the lower ratings associated with equitable access to tools and resources. This suggests that structural and contextual factors, not just teacher attitudes, also influence the full realization of inclusivity.

Assessment and Feedback

Table 10 Gender Equity and Inclusivity Practices as to Assessment and Feedback

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Assessment tasks are free from gender bias.	2.00	LP	2.60	MP	2.98	MP	2.53	LP	10
2. Performance standards apply equally to all learners.	3.50	P	2.60	MP	2.90	MP	3.00	MP	8
3. Feedback focuses on skills and effort rather than gender expectations.	5.00	HP	3.20	MP	2.99	MP	3.73	P	5
4. Learners are assessed based on individual performance.	5.00	HP	4.40	P	2.98	MP	4.13	P	4
5. Assessment methods allow multiple ways to demonstrate learning.	3.50	P	3.20	MP	2.88	MP	3.19	MP	7
6. The teacher provides equitable feedback to all learners.	5.00	HP	5.00	HP	2.88	MP	4.29	HP	2
7. Rubrics are designed to be inclusive and fair.	3.50	P	2.60	MP	2.76	MP	2.95	MP	9
8. Assessment results are reviewed for possible gender disparities.	3.50	P	3.80	P	2.97	MP	3.42	P	6
9. Learners receive constructive feedback regardless of gender.	5.00	HP	4.40	HP	3.52	P	4.31	HP	3
10. Assessment practices support equal learning outcomes.	5.00	HP	5.00	HP	3.11	MP	4.37	HP	1
Overall Weighted Mean	4.10	P	3.68	P	3.00	MP	3.59	P	

As shown in Table 8, the assessment of gender equity and inclusivity practices as to assessment and feedback is rated as Practiced with an overall weighted mean of 3.59. Three (3) items rated as Highly Practiced, these are: assessment practices support equal learning outcomes with a composite weighted mean of 4.37 as rank 1; learners receive constructive feedback regardless of gender with a composite weighted mean of 4.31 as rank 2; and the teacher provides equitable feedback to all learners with a composite weighted mean of 4.29 as rank 3. Three (3) items rated as Practiced, namely: learners are assessed based on individual performance with a composite weighted mean of 4.13 as rank 4; feedback focuses on skills and effort rather than gender expectations with a composite weighted mean of 3.73 as rank 5; and assessment results are reviewed for possible gender disparities with a composite weighted mean of 3.42 as rank 6. Three (3) items rated as Moderately Practiced, such as: assessment methods allow multiple ways to demonstrate learning with a composite weighted mean of 3.19 as rank 7; performance standards apply equally to all learners with a composite weighted mean of 3.00 as rank 8; and rubrics are designed to be inclusive and fair with a composite weighted mean of 2.95 as rank 9. One (1) item rated as Least Practiced which is assessment tasks are free from gender bias with a composite weighted mean of 2.53 as rank 10.

The overall weighted mean of 3.59 rated as Practiced, implies that gender equity and inclusivity practices in assessment and feedback are generally practiced but it needs to be strengthened in actual classroom instruction.

The findings of this study are supported by Galamgam et al. (2021), who observed that gender-responsive efforts are more evident in classroom interactions than in assessment practices. This is reflected in the present results, where inclusive rubrics, equal standards, and varied assessment methods were only moderately practiced, suggesting that while fairness in assessment is recognized, it is not yet fully integrated into instructional systems.

Similarly, Lomibao (2024) also supports the findings of the present research because it showed that the implementation of gender-responsive practices in areas such as instruction, assessment, and learning environments was generally positive but not consistently practiced across schools. The moderate ratings obtained in several assessment and feedback indicators in the present study suggest that teachers are making efforts to apply gender-responsive assessment practices, but some aspects still need strengthening. It emphasized the need for continuous training, capacity-building, and institutional support to improve teachers' competencies in gender mainstreaming. This may explain why assessment practices related to eliminating gender bias and developing inclusive assessment tools have not yet reached a high level of implementation. The findings therefore highlight the importance of providing teachers with adequate support and training to ensure that assessment and feedback practices are fair, equitable, and inclusive for all learners.

Taken together, the reviewed literature strongly supports the study's conclusion that assessment and feedback practices in TVL–Home Economics strive for fairness and equity but remain inconsistently gender-responsive, particularly in assessment design and evaluation criteria.

Teacher Professional Practices

Table 11 Gender Equity and Inclusivity Practices as to Teacher Professional Practices

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The teacher demonstrates gender-sensitive behavior at all times.	5.00	HP	4.40	HP	3.09	MP	4.16	P	10
2. Teaching practices reflect respect for diversity and inclusion.	5.00	HP	5.00	HP	4.49	HP	4.83	HP	6
3. The teacher avoids reinforcing gender stereotypes in instruction.	5.00	HP	4.40	HP	4.59	HP	4.66	HP	7

4. Professional decisions are made without gender bias.	5.00	HP	5.00	HP	4.94	HP	4.98	HP	4.5
5. The teacher participates in gender and development (GAD) trainings.	5.00	HP	5.00	HP	4.95	HP	4.98	HP	4.5
6. Classroom management practices promote fairness and equity.	5.00	HP	5.00	HP	5.00	HP	5.00	HP	1.33
7. The teacher serves as a role model for inclusive behavior.	5.00	HP	5.00	HP	5.00	HP	5.00	HP	1.33
8. Instruction reflects awareness of learners' diverse identities.	5.00	HP	5.00	HP	3.06	MP	4.35	HP	8
9. The teacher responds appropriately to gender-related concerns.	5.00	HP	4.40	HP	4.02	P	4.47	HP	9
10. Professional practices support a safe and inclusive learning space.	5.00	HP	5.00	HP	5.00	HP	5.00	HP	1.33
Overall Weighted Mean	5.00	HP	4.82	HP	4.41	HP	4.74	HP	

As depicted in Table 9, the assessment of gender equity and inclusivity practices as to teachers' professional practices is rated as Highly Practiced with an overall weighted mean of 4.74. Nine (9) items rated as Highly Practiced, these are: classroom management practices promote fairness and equity; the teacher serves as a role model for inclusive behavior; and professional practices support a safe and inclusive learning space with a similar composite weighted mean of 5.00 as rank 1, 2, and 3; professional decisions are made without gender bias; and the teacher participates in gender and development (GAD) trainings with both the composite weighted mean of 4.98 as rank 4 and 5; teaching practices reflect respect for diversity and inclusion with a composite weighted mean of 4.83 as rank 6; the teacher avoids reinforcing gender stereotypes in instruction with a composite weighted mean of 4.66 as rank 7; instruction reflects awareness of learners' diverse identities with a composite weighted mean of 4.35 as rank 8; and the teacher responds appropriately to gender-related concerns with a composite weighted mean of 4.47 as rank 9. One (1) item rated as Practiced which is the teacher always demonstrates gender-sensitive behavior with a composite weighted mean of 4.16 as rank 10.

The overall weighted mean of 4.74 rated as Highly Practiced implies that gender equity and inclusivity practices in teacher professional practices are highly present. However, the variation in ratings across specific indicators implies that sustaining and deepening these practices remains necessary, thereby carrying important implications for the proposed intervention program.

Although most indicators were rated as Highly Practiced, relatively lower ratings on consistent gender-sensitive behavior and instructional awareness of learners' diverse identities, particularly from teachers themselves, indicate areas for further professional strengthening. This suggests that while teachers uphold inclusive values at a professional level, they may still encounter challenges in consistently applying gender sensitivity across all classroom situations or in fully responding to the complexity of learners' identities. As such, an intervention program should focus not on remediation but on enhancement and sustainability of best practices.

Furthermore, the consistently high ratings given by school administrators and program coordinators suggest strong institutional support and recognition of teachers' professional conduct. This implies that the intervention

program can leverage existing strengths by involving administrators in coaching, instructional supervision, and recognition systems that reinforce gender-responsive professional practices among teachers.

Overall, the results imply that the intervention program should be capacity-enhancing and enrichment-oriented, aimed at reinforcing reflective practice, sustaining inclusive professional behaviors, and ensuring that gender equity and inclusivity remain integral to teachers' professional identities.

The findings of this study are supported by Siding and Ramos (2026), who found that teachers with higher gender awareness tend to demonstrate stronger inclusive and equitable practices. Their study showed that participation in gender sensitivity training helps teachers respond more effectively to gender-related concerns and manage classrooms fairly. This aligns with the present results, where teachers reported high engagement in GAD training and demonstrated appropriate responses to gender issues, highlighting the value of continuous professional development.

Likewise, Reyes et al. (2021) further reinforce these results by stressing that teacher professionalism is central to gender mainstreaming in schools. They argued that fair decision-making, inclusive classroom management, and active participation in gender-related initiatives shape how learners understand equity. The high ratings in the present study for unbiased professional decisions and participation in GAD activities support this view.

Additionally, International perspectives also affirm these findings. Chapin and Warne (2020) highlighted that gender-responsive teaching is grounded in professional integrity, fairness, and reflective practice.

Policy and Support Structures

Table 12 Gender Equity and Inclusivity Practices as to Policy and Support Structures

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. School policies support gender equity in TVL–Home Economics programs.	5.00	HP	5.00	HP	3.38	MP	4.46	HP	2
2. GAD-related policies are implemented at the classroom level.	5.00	HP	5.00	HP	5.00	HP	5.00	HP	1
3. School administrators support inclusive teaching practices.	5.00	HP	5.00	HP	3.21	MP	4.40	HP	3
4. Reporting mechanisms for gender-related concerns are accessible.	3.50	P	3.20	MP	3.01	MP	3.24	MP	8.5
5. Teachers receive institutional support for inclusive instruction.	3.50	P	3.20	MP	2.99	MP	3.23	MP	10
6. School programs promote gender equality and learner protection.	5.00	HP	5.00	HP	3.01	MP	4.34	HP	5
7. Policies ensure equal access to facilities and learning resources.	5.00	HP	3.20	MP	2.96	MP	3.72	P	7
8. Stakeholders are informed about gender equity policies.	3.50	P	3.20	MP	3.01	MP	3.24	MP	8.5

9. School support systems address gender-based issues promptly.	5.00	HP	5.00	HP	3.07	MP	4.36	HP	4
10. Policy implementation strengthens inclusive learning environments.	5.00	HP	5.00	HP	2.90	MP	4.30	HP	6
Overall Weighted Mean	4.55	HP	4.28	HP	3.25	MP	4.03	P	

As displayed in Table 10, the assessment of gender equity and inclusivity practices as to policy and support structures is rated as Practiced with an overall weighted mean of 4.03. Six (6) items rated as Highly Practiced, such as: GAD-related policies are implemented at the classroom level with a composite weighted mean of 5.00 as rank 1; school policies support gender equity in TVL–Home Economics programs with a composite weighted mean of 4.46 as rank 2; school administrators support inclusive teaching practices with a composite weighted mean of 4.40 as rank 3; school support systems address gender-based issues promptly with a composite weighted mean of 4.36 as rank 4; school programs promote gender equality and learner protection with a composite weighted mean of 4.34 as rank 5; and policy implementation strengthens inclusive learning environments with a composite weighted mean of 4.30 as rank 6. One (1) item rated as Practiced which is policies ensure equal access to facilities and learning resources with a composite weighted mean of 3.72 as rank 7. Three (3) items rated as Moderately Practiced, these are: reporting mechanisms for gender-related concerns are accessible; and stakeholders are informed about gender equity policies with both the composite weighted mean of 3.24 as rank 8 and 9; and teachers receive institutional support for inclusive instruction with a composite weighted mean of 3.23 as rank 10.

The overall weighted mean of 4.03, rated as Practiced implies that gender equity and inclusivity practices in policy and support structures are generally practiced. While policies and institutional commitments toward gender equity are strongly evident at the administrative and program-coordination levels, the moderate ratings provided by teachers highlight gaps in policy dissemination, accessibility of support mechanisms, and practical implementation.

The highest-rated indicators, particularly the implementation of GAD-related policies at the classroom level, indicate that foundational gender-responsive frameworks are already embedded within school systems. This presents an opportunity for the intervention program to build upon existing policies, rather than introduce entirely new structures. The program may therefore focus on strengthening execution, monitoring, and sustainability of current gender equity initiatives within TVL–Home Economics.

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The discrepancy between administrators’ and teachers’ assessments further implies the necessity for an intervention that promotes shared understanding and collaboration among stakeholders. Thus, the intervention program may include structured dialogues, orientation sessions, and collaborative planning activities that involve school administrators, program coordinators, and teachers, ensuring that gender-responsive policies are clearly interpreted and effectively operationalized at the classroom level.

Overall, the results imply that the proposed intervention program should be system-strengthening rather than remedial, focusing on enhancing institutional support structures, improving communication and accessibility of policies, and empowering teachers to confidently implement gender-responsive practices.

The findings indicating that Gender Equity and Inclusivity Practices in terms of Policy and Support Structures are generally “Practiced,” with stronger implementation at the administrative level than at the classroom level, are strongly supported by both local and foreign related literature. These sources consistently emphasize that

while gender-responsive policies are well institutionalized, challenges often arise in their dissemination, accessibility, and translation into day-to-day classroom support.

The findings of the present study can be better understood considering existing policies and related research on gender-responsive education. DepEd Order No. 32, s. 2017 clearly mandates the integration of gender equity in all areas of schooling, including instruction and support systems. The high ratings for the implementation of GAD-related policies and administrative support in this study suggest that schools are generally aligned with this directive. However, the more moderate responses from teachers indicate that while policies are present, their consistent application in daily classroom practice still requires continuous guidance, monitoring, and professional development.

However, The Philippine Commission on Women (2025), introduced the Gender-Responsive Assessment Tools for Evaluating Instructional Materials to strengthen gender equity across educational institutions. This literature is closely related to policy and support structures because it demonstrates how national agencies provide schools with standardized tools, guidelines, and mechanisms to promote gender-responsive practices. These assessment tools serve as institutional support systems that help educators evaluate whether learning materials, classroom resources, and instructional practices are free from gender bias. The presence of such policies and support mechanisms enables schools to implement gender equity initiatives more effectively. Therefore, the findings on policy and support structures may reflect the extent to which schools utilize and benefit from these gender-responsive programs and resources.

Similarly, Tejada (2025) examined how administrative support influences the implementation of Gender and Development (GAD) practices in schools. The study found that adequate funding, resource allocation, facilities, and administrative commitment significantly contribute to the successful implementation of gender-responsive initiatives. This supports the policy and support structures dimension because it highlights that policies alone are insufficient without strong institutional support. Schools with effective support systems were able to provide teachers with the resources, training, and guidance necessary to implement gender-inclusive practices consistently. The study therefore reinforces the idea that administrative and organizational support plays a vital role in sustaining gender equity and inclusivity programs in schools.

Table 13 Summary on Gender Equity and Inclusivity Practices

Criteria	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Curriculum and Instructional Design	4.40	HP	3.04	MP	3.20	MP	3.55	P	5
2. Classroom Practices and Learning Environment	4.70	HP	4.16	HP	3.40	P	4.09	P	2
3. Assessment and Feedback	4.10	P	3.68	P	3.00	MP	3.59	P	4
4. Teacher Professional Practices	5.00	HP	4.82	HP	4.41	HP	4.74	HP	1
5. Policy and Support Structures	4.55	HP	4.28	HP	3.25	MP	4.03	P	3
Grand Mean	4.55	HP	4.00	P	3.45	P	4.00	P	

Table 11 summarizes the assessment of gender equity and inclusivity practices rated as Practiced with the grand mean of 4.00. One (1) item rated as Highly Practiced which is teacher professional practices with a composite weighted mean of 4.74 as rank 1. Four (4) items rated as Practiced, namely: classroom practices and learning environment with a composite weighted mean of 4.09 as rank 2; policy and support structures with a composite weighted mean of 4.03 as rank 3; assessment and feedback with a composite weighted mean of 3.59 as rank 4; and curriculum and instructional design with a composite weighted mean of 3.55 as rank 5.

The findings show that Gender Equity and Inclusivity Practices in the TVL–Home Economics strand are generally Practiced, with a grand mean of 4.00. This indicates that schools have established gender-responsive and inclusive practices, although their implementation varies across different areas.

The highest-rated criterion was Teacher Professional Practices, suggesting that teachers demonstrate strong commitment to promoting fairness, respect, and inclusivity in the classroom. This strength can be utilized to support improvements in other areas of implementation.

Meanwhile, Curriculum and Instructional Design and Assessment and Feedback received relatively lower ratings, indicating the need for further enhancement. These findings suggest that teachers may benefit from additional support in developing gender-responsive lesson plans, learning materials, and assessment tools that promote equity and inclusivity.

Differences in the ratings of school administrators, program coordinators, and teachers also suggest varying perceptions of the implementation of gender equity and inclusivity practices. This highlights the importance of strengthening collaboration and ensuring that policies and programs are consistently implemented at the classroom level.

Lastly, the rating for Policy and Support Structures indicates that while gender-responsive policies and programs are present, additional efforts may be needed to improve awareness, access to resources, and institutional support for teachers. Overall, the findings suggest the need for a targeted intervention program to strengthen gender equity and inclusivity practices across all areas of implementation.

Overall, the summary results imply that the intervention program should be integrative and system-oriented, addressing multiple domains simultaneously rather than focusing on a single aspect of practice. By reinforcing strengths in teacher professionalism, addressing gaps in curriculum and assessment, and enhancing policy support structures, the intervention program can promote a more coherent, consistent, and sustainable implementation of gender equity and inclusivity practices in the TVL–Home Economics strand.

The finding was supported through the ideas of Lopez et al. (2024), who emphasized that gender-responsive and inclusive practices help create learning environments where students feel respected, valued, and encouraged to participate. Their study highlighted that when schools promote fairness and inclusivity through classroom practices and instructional approaches, learners become more engaged and confident in their learning experiences.

Similarly, it is also supported by UNGEI (2020), which stressed that gender equity should be evident in all aspects of education, including teaching, learning, assessment, and school support systems. The generally positive ratings across the different dimensions suggest that efforts to promote gender inclusivity are already being implemented, although some areas still require improvement.

Also, the study of Francisco (2024), who found that inclusive and gender-sensitive practices contribute to greater learner participation and equal learning opportunities in TVL programs. This indicates that creating an inclusive environment can help students engage more actively and perform better academically.

Lastly, Castulo et al. (2026) found that while gender equity policies are present in educational institutions, their implementation is not always consistent across different areas. This supports the present findings, where some dimensions received higher ratings than others. The study suggests that continuous support, training, and monitoring are necessary to ensure that gender equity and inclusivity are fully integrated into all aspects of teaching and learning.

Overall, these literature and studies reinforce the finding that gender equity and inclusivity practices are already evident in schools, but continuous improvement is necessary to achieve more consistent and effective implementation across all areas.

Sub-problem No. 2. Is there a significant difference in the assessment of the three groups of respondents as to Gender Equity and Inclusivity Practices using the abovementioned variables?

Table 12 reveals that there is no statistically significant difference in the comparative assessment of gender equity and inclusivity practices among School Administrators, Program Coordinators, and Teachers.

Table 14 Comparative Assessment of Gender Equity and Inclusivity Practices

Areas of Concern		SS	MSS	df	F-value	Critical Value	Interpretation	Decision
1. Curriculum and Instructional Design	Bet. Grp. Within Grp.	1.108 7.337	0.554 0.272	227	2.03848	3.35	Not Significant	Failed to Reject Ho
1 Classroom Practices and Learning Environment	Bet. Grp. Within Grp.	0.848 12.498	0.424 0.463	227	0.91550	3.35	Not Significant	Failed to Reject Ho
2 Assessment and Feedback	Bet. Grp. Within Grp.	0.620 18.777	0.310 0.695	227	0.44565	3.35	Not Significant	Failed to Reject Ho
3 Teacher Professional Practices	Bet. Grp. Within Grp.	0.180 6.128	0.090 0.227	227	0.39698	3.35	Not Significant	Failed to Reject Ho
4 Policy and Support Structures	Bet. Grp. Within Grp.	0.935 16.061	0.468 0.595	2 27	0.78595	3.35	Not Significant	Failed to Reject Ho

Level of Significance: 0.05

Across all areas of concern—Curriculum and Instructional Design ($F = 2.03848$; $df = 2,27$; $CV = 3.35$), Classroom Practices and Learning Environment ($F = 0.91550$), Assessment and Feedback ($F = 0.44565$), Teacher Professional Practices ($F = 0.39698$), and Policy and Support Structures ($F = 0.78595$)—all computed F-values are lower than the corresponding critical value at the 0.05 level of significance. Consequently, the null hypothesis is consistently not rejected, indicating that the three groups have comparable assessments across all measured areas.

The comparative assessment reveals that there are no significant differences in the perceptions of school administrators, program coordinators, and teachers regarding gender equity and inclusivity practices across all areas of concern, namely: curriculum and instructional design; classroom practices and environment; assessment and feedback; teacher professional practices; and policy and support structures. The consistent failure to reject the null hypothesis across all domains implies that stakeholders share a common understanding and collective experience of how gender equity and inclusivity are implemented in the TVL–Home Economics strand.

This finding suggests that issues related to gender equity and inclusivity are systemic rather than role-specific, affecting all stakeholder groups in a similar manner. Consequently, the intervention program should be designed as a school-wide or division-wide initiative, rather than targeting a single group such as teachers or administrators alone. A unified intervention approach will be more effective in addressing common gaps and reinforcing shared strengths identified across all groups.

The absence of significant differences also implies strong alignment in perceptions, which may indicate readiness for collective action and collaboration. Therefore, the intervention program may adopt a collaborative and participatory structure, involving school administrators, program coordinators, and teachers in planning,

implementation, and evaluation processes. Such an approach can strengthen shared accountability and ensure that intervention strategies are grounded in common experiences and expectations.

Overall, the findings imply that the proposed intervention program should be comprehensive, integrative, and system-oriented, addressing shared challenges collectively while reinforcing strengths across all domains of gender equity and inclusivity. Such a unified intervention is more likely to result in sustainable improvements and consistent practices within the TVL–Home Economics strand.

The findings of this study are supported by Tagaza and Manalansan (2025) who found that educators and students generally recognized the presence of Gender and Development (GAD) principles in schools, although the extent of implementation varied. Their study highlighted that institutional policies create a shared awareness of gender-responsive practices among stakeholders. This supports the present result because the lack of significant differences among school administrators, program coordinators, and teachers suggests that they have a relatively common perception of gender equity and inclusivity practices within their schools.

Also, Alarcon et al. (2025) found that strong support systems, teacher guidance, and school resources contribute to a common learning environment that is experienced similarly by different stakeholders. Their findings suggest that when schools have clear structures and support mechanisms, perceptions regarding educational practices become more aligned. This relates to the present study because the respondents showed similar assessments across all areas of concern, resulting in no significant difference in their perceptions of gender equity and inclusivity practices.

Moreover, The International Labor Organization (ILO, 2020) stated that inclusive educational practices become more effective when supported by common policies, teacher training, and institutional guidelines. Such support mechanisms help ensure that educators and school leaders share similar expectations regarding gender-responsive practices. This relates to the present findings because the absence of significant differences among respondents indicates a common understanding of how gender equity and inclusivity are being implemented within the TVL–Home Economics strand.

Finally, the Organization for Economic Co-operation and Development, OECD (2020) emphasized that inclusive education is achieved when schools promote a shared commitment to equity, respect, and learner diversity across all levels of the educational system. When inclusive practices are embedded in school culture, stakeholders tend to develop similar views regarding their implementation. This supports the present finding that there was no significant difference in the perceptions of school administrators, program coordinators, and teachers. The result suggests that gender equity and inclusivity practices are generally understood and recognized in a similar manner by the different groups of respondents.

Sub-problem No. 3. What are the Learning Outcomes in Technical Vocational Livelihood – Home Economics Strand for the last two years?

Table 15 Learning Outcomes in Technical Vocational Livelihood – Home Economics Strand

Name of Schools	SY 2023-2024		SY 2024-2025		Overall		Rank
	Rating	VI	Rating	VI	Rating	VI	
1. Kaunlaran High School	81.82	P	86.62	P	84.22	P	3
2. Navotas National High School	81.20	P	80.74	P	80.97	P	5
3. San Roque National High School	80.11	P	80.57	P	80.34	P	7
4. Tangos National School	80.28	P	81.37	P	80.83	P	6
5. San Rafael Technical Vocational High School	85.93	P	87.40	P	86.67	P	1
6. Panghulo National High School	76.83	P	77.60	P	77.22	P	9

7. Potrero High School	78.77	P	78.94	P	78.86	P	8
8. Malabon National High School	82.84	P	82.88	P	82.86	P	4
9. Malabon City TechVoc and Entrep Senior High School	85.42	P	85.57	P	85.50	P	2
Overall	81.47	P	82.41	P	81.94	P	

Legend:

Scale	Proficiency Level	Symbol
90-100	Highly Proficient	HP
75-89	Proficient	P
50-74	Nearly Proficient	NP
25-49	Low Proficient	LP
0-24	Not Proficient	NP

Table 13 shows that the Learning Outcomes in the Technical Vocational Livelihood – Home Economics Strand for SY 2023–2024 and SY 2024–2025 are consistently within the Proficient (P) level across all nine schools, with an overall mean of 81.94, indicating satisfactory mastery of competencies. A slight improvement is observed from 81.47 in SY 2023–2024 to 82.41 in SY 2024–2025, suggesting gradual enhancement in student performance. In terms of ranking, San Rafael Technical Vocational High School emerged as the top-performing school (86.67), followed by Malabon City TechVoc and Entrep Senior High School (85.50) and Kaunlaran High School (84.22). Mid-level performers include Malabon National High School (82.86), Navotas National High School (80.97), Tangos National School (80.83), and San Roque National High School (80.34), while Potrero High School (78.86) and Panghulo National High School (77.22) ranked lowest, though still within the proficient range.

The findings indicate that students across the participating schools in the Divisions of Navotas and Malabon City consistently achieved a Proficient level of performance in the TVL–Home Economics strand over the last two school years. The slight improvement in the overall mean from School Year 2023–2024 to School Year 2024–2025 suggests that instructional delivery and learning support mechanisms are generally effective in enabling learners to meet expected competencies. However, the absence of schools attaining a Highly Proficient level also highlights opportunities for further enhancement of learning outcomes.

These results imply that while students are performing satisfactorily, there is untapped potential for higher achievement, particularly in schools that posted lower proficiency means close to the minimum threshold of the Proficient level. The variation in performance among schools suggests that learning outcomes may be influenced by differences in instructional practices, learning environments, assessment methods, and institutional support systems.

Furthermore, the consistent Proficient performance across schools implies readiness for targeted intervention programs aimed at elevating learning outcomes from proficiency to excellence. Such interventions may focus on enhancing inclusive instructional design, improving assessment practices, and strengthening classroom and institutional support systems that promote equitable participation and learner confidence.

Overall, the findings suggest that while the TVL–Home Economics strand is effectively supporting learners in achieving expected standards, a deliberate and structured intervention anchored on gender equity and inclusivity may help address performance gaps among schools and promote higher levels of achievement. These implications reinforce the necessity of using the learning outcomes as a basis for developing an intervention program that aims not only to sustain proficiency but also to advance learner performance toward higher levels of competence and mastery.

The findings was supported by Ramel (2024) who emphasized that the Home Economics strand equips learners with industry-relevant skills and competencies through meaningful learning experiences and supportive

instructional environments. The generally Passing ratings obtained by the schools, with an overall rating of 81.94, suggest that students are developing the competencies expected in the TVL–Home Economics strand. This indicates that the learning experiences provided by schools are helping students acquire the knowledge and skills necessary for academic and career success. The results support Ramel's view that effective instructional practices and supportive learning environments contribute to positive learning outcomes among Home Economics learners.

Additionally, Cristobal (2021) examined the work readiness of TVL–Home Economics graduates and found that students who gained strong academic and practical competencies during senior high school were better prepared for employment and future opportunities. The passing ratings reflected in the present study indicate that learners are acquiring the foundational competencies needed for further education, training, or employment. These findings support Cristobal's conclusion that positive learning outcomes in the TVL–HE strands contribute to learner readiness and skill development.

Also, Dayanap et al. (2025) found that students' learning experiences and instructional support during senior high school significantly influenced their academic confidence, competence, and preparedness for higher education. The overall passing performance of the schools suggests that students benefited from instructional experiences that enabled them to meet academic expectations. The findings imply that the quality of learning experiences in the TVL–Home Economics strand contributes positively to student achievement and readiness for future educational and career pathways.

Sub-problem No. 4. Is there a significant relationship on the assessment of the three groups of respondents as to Gender Equity and Inclusivity Practices and Learning Outcomes?

Table 16 Correlation Between Gender Equity and Inclusivity Practices and Learning Outcomes

Indicators	r-value	VI	df	t-value	Critical value	Int.	Decision
1. Curriculum and Instructional Design	0.63	SC	17	3.29061	1.740	Significant	Reject H_o
2. Classroom Practices and Learning Environment	0.62	SC	17	3.26331	1.740	Significant	Reject H_o
3. Assessment and Feedback	0.59	SC	17	3.19094	1.740	Significant	Reject H_o
4. Teacher Professional Practices	0.64	SC	17	3.30172	1.740	Significant	Reject H_o
5. Policy and Support Structures	0.62	SC	17	3.26545	1.740	Significant	Reject H_o

Legend:

Range	Verbal Interpretation	Symbol
1.0	Perfect Correlation	PC
0.71 – 0.99	Very Strong Correlation	VSC
0.51 - 0.70	Strong Correlation	SC
0.31 – 0.50	Moderate Correlation	MC
0.11 – 0.30	Weak Correlation	WC
0.0 – 0.10	Negligible Correlation	NC

Table 14 presents the correlation between gender equity and inclusivity practices and learning outcomes in terms of curriculum and instructional design, classroom practices and learning environment, assessment and feedback, teacher professional practices, and policy and support structures. The results show that all indicators obtained strong positive correlations, with r-values of 0.63 for curriculum and instructional design, 0.62 for classroom practices and learning environment, 0.59 for assessment and feedback, 0.64 for teacher professional practices,

and 0.62 for policy and support structures. Correspondingly, the computed t-values are 3.29061, 3.26331, 3.19094, 3.30172, and 3.26545, respectively. At 0.05 level of significance with $df = 17$ and a critical value of 1.740, all computed t-values exceed the critical value, indicating that all relationships are statistically significant. Thus, the null hypothesis is rejected for all indicators, confirming a significant strong relationship between gender equity and inclusivity practices and learning outcomes.

All domains of gender equity and inclusivity practices—curriculum and instructional design, classroom practices and learning environment, assessment and feedback, teacher professional practices, and policy and support structures—are significantly and positively correlated with learning outcomes in the TVL–Home Economics strand. The consistently strong correlations indicate that improvements in gender-responsive and inclusive practices are associated with higher levels of student performance. This has important implications for the proposed intervention program.

The results imply that gender equity and inclusivity are not merely supportive or supplementary practices but are critical contributing factors to students' academic and skills development. Since all domains demonstrated significant relationships with learning outcomes, an intervention program should adopt a holistic and multi-dimensional approach, rather than focusing on a single area of practice. Strengthening one domain alone may yield limited impact unless it is complemented by improvements in other areas.

The strongest correlation observed in teacher professional practices suggests that teachers play a central role in translating gender-responsive principles into improved learning outcomes. This implies that the intervention program should prioritize teacher-focused capacity-building, such as enhancing gender-responsive pedagogy, inclusive classroom management, and reflective professional practice, as these have substantial influence on student achievement.

Similarly, the significant correlations involving curriculum and instructional design and classroom practices and learning environment indicate that inclusive lesson planning and respectful, participatory learning settings directly support learner engagement and performance. This suggests the need for intervention components that assist teachers in embedding gender-sensitive perspectives into curriculum content, instructional strategies, and classroom interactions.

The significant relationship between assessment and feedback and learning outcomes further implies that fair, inclusive, and bias-free assessment practices can reinforce positive learning gains. Therefore, the intervention program should also address the development of gender-responsive assessment tools and feedback mechanisms that recognize diverse learner strengths and promote equal opportunities for success.

Finally, the strong correlation involving policy and support structures underscores the importance of institutional backing in sustaining effective instructional practices. This implies that the intervention program should be supported by administrative reinforcement, clear policy implementation, and accessible support mechanisms, ensuring that teachers are adequately guided and resourced in implementing inclusive practices.

The findings of this study are strongly supported by Alinea and Reyes (2023), who highlighted that gender equity and inclusivity directly shape students' learning experiences. Their work showed that when teaching practices, classroom environments, and assessment methods are gender-responsive, learners tend to participate more actively, feel more confident, and perform better. This aligns with the present study, where all domains—particularly teacher professional practices and curriculum design—were found to have significant relationships with learning outcomes, suggesting that inclusive teaching positively influences student achievement.

Similarly, the study of Wignall et al. (2023), found that gender-responsive instructional practices and inclusive learning environments positively influence learners' confidence, motivation, engagement, and academic performance. The authors emphasized that when educational programs actively challenge stereotypes and promote equitable participation, students become more involved in learning and achieve better outcomes. This supports the significant correlations found in the present study, indicating that curriculum design, classroom practices, assessment, teacher professional practices, and policy support all contribute to improved learning outcomes among TVL–Home Economics students.

Moreover, Cedefop (2025), emphasized gender-responsive and inclusive practices are important factors in improving learners' participation, engagement, and academic performance in vocational education. The report noted that when schools provide equitable opportunities, inclusive teaching strategies, and supportive learning environments, students are more likely to develop competencies and achieve positive educational outcomes. This is consistent with the present study, which found significant relationships between all dimensions of gender equity and inclusivity practices and learning outcomes. The strong correlations suggest that as gender-responsive and inclusive practices increase, student performance and achievement also tend to improve.

Sub-problem No. 5. What are the problems encountered relative to Gender Equity and Inclusivity Practices?

Table 17 Problems Encountered Relative to Gender and Inclusivity Practices

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Learning materials in TVL–Home Economics still reflect traditional gender roles in household and livelihood tasks.	3.00	ME	3.00	ME	2.90	ME	2.97	ME	6
2. Lesson designs provide limited opportunities for learners to explore non-traditional gender roles.	2.00	LE	2.00	LE	2.55	LE	2.18	LE	10
3. Gender-based expectations influence learner participation during practical activities.	5.00	HE	5.00	HE	4.91	HE	4.97	HE	3
4. Learners hesitate to engage in tasks perceived as inappropriate for their gender.	5.00	HE	5.00	HE	5.00	HE	5.00	HE	1.5
5. Performance expectations unintentionally differ based on learners' gender.	2.00	LE	2.00	LE	5.00	HE	3.00	ME	4.5
6. Feedback sometimes reinforces gender-based assumptions rather than individual competence.	2.00	LE	2.00	LE	5.00	HE	3.00	ME	4.5
7. Teachers have limited training on applying gender-responsive strategies in TVL–Home Economics.	2.00	LE	2.00	LE	4.74	HE	2.91	ME	7
8. Unconscious gender bias affects instructional decisions and classroom interactions.	5.00	HE	5.00	HE	5.00	HE	5.00	HE	1.5
9. Gender equity policies are not consistently translated into classroom-level practices.	2.00	LE	2.00	LE	2.61	ME	2.20	LE	9
10. Institutional support for addressing gender-related concerns remains limited or unclear.	3.00	ME	3.00	ME	2.40	LE	2.80	ME	8
Overall Weighted Mean	3.10	ME	3.10	ME	4.01	E	3.40	E	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HF
4	3.40-4.19	Encountered	F
3	2.60-3.39	Moderately Encountered	MF
2	1.80-2.59	Least Encountered	LF
1	1.00-1.79	Very Least Encountered	VLF

As indicated in Table 15, the assessment of problems encountered relative to gender equity and inclusivity practices rated as Encountered with an overall weighted mean of 3.40. Three (3) items rated as Highly Encountered, such as: learners hesitate to engage in tasks perceived as inappropriate for their gender; and unconscious gender bias affects instructional decisions and classroom interactions with both the composite weighted mean of 5.00 as rank 1 and 2; and gender-based expectations influence learner participation during practical activities with a composite weighted mean of 4.97 as rank 3. Five (5) items rated as Moderately Encountered, these are: performance expectations unintentionally differ based on learners' gender; and feedback sometimes reinforces gender-based assumptions rather than individual competence with both the composite weighted mean of 3.00 as rank 4 and 5; learning materials in TVL–Home Economics still reflect traditional gender roles in household and livelihood tasks with a composite weighted mean of 2.97 as rank 6; teachers have limited training on applying gender-responsive strategies in TVL–Home Economics with a composite weighted mean of 2.91 as rank 7; and institutional support for addressing gender-related concerns remains limited or unclear with a composite weighted mean of 2.80 as rank 8. Two (2) items rated as Least Encountered, namely: gender equity policies are not consistently translated into classroom-level practices with a composite weighted mean of 2.20 as rank 9; and lesson designs provide limited opportunities for learners to explore non-traditional gender roles with a composite weighted mean of 2.18 as rank 10.

The table presents the problems encountered relative to gender equity and inclusivity practices in the TVL–Home Economics strand as perceived by school administrators, program coordinators, and teachers. The results show an overall composite weighted mean of 3.40, interpreted as Encountered, indicating that challenges related to gender and inclusivity are present and experienced, though not uniformly across all indicators.

Among the identified problems, the most strongly encountered issues are those related to learner behavior and implicit bias. Learners hesitate to engage in tasks perceived as inappropriate for their gender and unconscious gender bias affecting instructional decisions and classroom interactions both obtained the highest composite weighted mean of 5.00, jointly ranking first. All respondent groups rated these problems as Highly Encountered, highlighting that entrenched gender norms significantly influence learner participation and teacher interactions in TVL–Home Economics. These findings indicate that cultural expectations and unconscious biases remain strong barriers to fully inclusive classroom practices.

Closely following these is gender-based expectations influencing learner participation during practical activities, which ranked third with a composite weighted mean of 4.97, also interpreted as Highly Encountered. This suggests that during hands-on and performance-based tasks—central to TVL–Home Economics—students' choices and engagement are still shaped by gendered perceptions of appropriateness.

Problems related to performance expectations and feedback were assessed as Moderately Encountered overall but showed notable variation among respondent groups. Indicators such as performance expectations unintentionally differing based on learners' gender and feedback reinforcing gender-based assumptions rather than individual competence each recorded a composite weighted mean of 3.00. These items were rated as Highly Encountered by teachers but Least Encountered by administrators and program coordinators, suggesting that such issues are more evident at the classroom level where assessment and feedback are directly delivered. This disparity implies a gap between institutional perceptions and actual classroom experiences.

The challenges identified in this study are strongly supported by existing literature, supported by Chapin and Warne (2020), who explained that gender-responsive pedagogy aims to address stereotypes, biases, and unequal participation in educational settings. They emphasized that learners' engagement and opportunities may be limited when traditional gender expectations influence classroom activities and interactions. This relates to the present findings where learners were perceived to hesitate in engaging in tasks considered inappropriate for their gender and where gender-based expectations influenced participation during practical activities. The results suggest that gender stereotypes continue to affect learners' experiences, making it necessary to strengthen gender-responsive teaching practices within the TVL–Home Economics strand.

Also, The World University Service of Canada (WUSC Ghana, 2025) highlighted that gender barriers in TVET programs often stem from gender-insensitive teaching practices, stereotypes, and limited teacher preparation in gender-responsive pedagogy. The report emphasized the importance of training educators to challenge traditional gender roles and create equitable learning environments. This supports the present findings, particularly the indicators showing limited teacher training on gender-responsive strategies and the presence of unconscious gender bias in instructional decisions and classroom interactions. These challenges indicate a need for continuous professional development to strengthen inclusive practices in TVL–Home Economics classrooms.

However, the study of Fabella (2025) found that gender inequalities in the Philippines continue to be influenced by cultural norms, stereotypes, and social attitudes. The study revealed that traditional beliefs still affect how individuals perceive gender roles and participation. This directly relates to the present findings where learners hesitate to participate in activities perceived as inappropriate for their gender and where gender-based expectations continue to influence classroom participation. The findings suggest that cultural beliefs remain a significant barrier to achieving full gender equity and inclusivity in learning environments.

Lastly, Ferm & Gustavsson (2021) noted that learners in vocational education frequently experience uncertainty when participating in tasks that challenge traditional gender roles. This affects their confidence, engagement, and skill development. Likewise, Wignall et al. (2023) argued that even well-designed TVET programs can unintentionally sustain gender inequalities if underlying biases in everyday teaching practices are not addressed.

Sub-problem No. 6. Based on the findings, what intervention program may be proposed?

The proposed Localized Enrichment Program was developed in response to the findings of the study, which revealed that although gender equity and inclusivity practices are generally implemented in the TVL–Home Economics strand, challenges such as gender stereotypes, learner hesitation, unconscious bias, and limited classroom application of gender-responsive strategies still exist. The study also found a significant relationship between gender equity and inclusivity practices and students' learning outcomes.

Therefore, the program aims to strengthen gender-responsive and inclusive practices among teachers and learners by providing targeted activities, training, and support that address the specific needs of the TVL–Home Economics strand in the Divisions of Navotas and Malabon City. Ultimately, it seeks to promote a more equitable and inclusive learning environment that enhances student participation, engagement, and learning outcomes regardless of gender.

The component features of intervention programs are the key result areas, objectives, program/activities, strategies, persons involved, time frame, budget/source of budget, and performance indicator.

The proposed intervention program is strongly grounded in both local and international literature on gender-responsive education. Alinea and Reyes (2023) emphasized that weaknesses in curriculum integration and instructional design remain key barriers to achieving gender equity, particularly in technical-vocational education. They noted that without clear guidance and training, teachers may unintentionally reinforce stereotypes. This supports the program's focus on reviewing curriculum content, improving lesson planning, and redesigning instruction to ensure inclusivity, especially in TVL–Home Economics where traditional roles are often deeply rooted. (See Appendix A.)

Sub-problem No. 7. How acceptable is the proposed intervention program?

Table 18 Acceptability of the Proposed Intervention Program

Indicators	School Administrators		Program Coordinators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The proposed intervention program offers a complete and accurate presentation of relevant facts.	5.00	HA	5.00	HA	4.88	HA	4.96	HA	5
2. It is practical and feasible for adoption and implementation in Technical-Vocational-Livelihood-Home Economics.	5.00	HA	5.00	HA	5.00	HA	5.00	HA	1.25
3. The program will benefit schools by identifying weaknesses in gender equity and inclusivity practices and learning outcomes in Technical-Vocational-Livelihood-Home Economics in the Division of Navotas and Malabon City.	5.00	HA	5.00	HA	5.00	HA	5.00	HA	1.25
4. It will provide guidance and support in developing and improving policy guidelines.	5.00	HA	5.00	HA	5.00	HA	5.00	HA	1.25
5. It offers thorough and useful knowledge, especially in carrying out corrective actions.	5.00	HA	5.00	HA	5.00	HA	5.00	HA	1.25
Overall Weighted Mean	5.00	HA	5.00	HA	4.98	HA	4.99	HA	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

As manifested in Table 16, the assessment of the acceptability of the proposed intervention plan rated as Highly Acceptable with an overall weighted mean of 4.99. All items rated as Highly Acceptable, such as: it is practical and feasible for adoption and implementation in Technical-Vocational Livelihood-Home Economics; the program will benefit schools by identifying weaknesses in gender equity and inclusivity practices and learning outcomes in Technical-Vocational-Livelihood-Home Economics in the Division of Navotas and Malabon City; it will provide guidance and support in developing and improving policy guidelines; and it offers thorough and useful knowledge, especially in carrying out corrective actions with a similar composite weighted mean of 5.00 as rank 1, 2, 3, and 4; and the proposed intervention program offers a complete and accurate presentation of relevant facts with a composite weighted mean of 4.96 as rank 5.

The high acceptability of the proposed intervention program, as evidenced by its overall composite weighted mean of 4.99 interpreted as Highly Acceptable, carries significant implications for its implementation, sustainability, and potential impact within the TVL–Home Economics strand. The unanimous positive evaluation by school administrators, program coordinators, and teachers indicates that the program is not only theoretically sound but also contextually relevant and operationally feasible.

The strong acceptability of the proposed intervention program is supported the study of Bitmal et al. (2024) who found that supportive educational interventions and learning conditions contribute to better student performance and engagement. The study highlighted the importance of providing schools with resources, guidance, and strategies that address identified needs and challenges. This supports the high acceptability of the proposed intervention program, as respondents believe it can provide useful knowledge, identify weaknesses, and support schools in enhancing gender equity, inclusivity practices, and learning outcomes.

Additionally, the International Labor Organization, ILO (2020), emphasized that strengthening teacher capacity, providing inclusive learning support, and developing responsive educational programs are necessary to achieve equitable learning outcomes in TVET. The guide noted that intervention programs should be practical, sustainable, and responsive to the needs of schools and learners. This supports the high acceptability rating of the proposed program, particularly on its practicality, usefulness, and ability to guide schools in implementing corrective actions and improving gender-responsive practices.

Lastly, Jobir (2024) found that intervention efforts focused on inclusive education, teacher preparedness, and supportive learning environments contribute to improved learner outcomes in TVET institutions. The study stressed that continuous development programs are necessary to strengthen inclusive practices.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Based on the study, the findings were hereby drawn:

On the assessment of the group of respondents on gender equity and inclusivity practices.

The assessment of the school administrators, program coordinators and teachers on gender equity and inclusivity practices was evident with the grand mean of 4.00\

On the comparison of assessment on Gender Equity and Inclusivity practices as Correlates to Learning Outcomes.

The comparative assessment of the three groups of respondents on job-embedded capacity-building programs in HRM-Related courses for teachers resulted in computed f-value: Curriculum and Instructional Design with 3.55; Classroom Practices and Learning Environment with 4.09; Assessment and Feedback with 3.59; Teacher Professional Practices with 4.74; and Policy and Support Structures with 4.03. All computed F-values are lower than the corresponding critical value at the 0.05 level of significance. Consequently, the null hypothesis is consistently not rejected, indicating that the three groups have comparable assessments across all measured areas.

On the assessment of Learning Outcomes in Technical Vocational Livelihood – Home Economics Strand.

The learning outcomes of Kaunlaran High School, Navotas National High School, San Roque National High School, Tangos National High School, San Rafael Technical and Vocational High School, Panghulo National High School, Potreto High School, Malabon National High School and Malabon City TechVoc and Entrep Senior High School were rated as Practiced with the grand mean of 81.94.

On the significant difference in the assessment of the three groups of respondents as to Gender Equity and Inclusivity Practices.

There was no significant difference in the assessments of school administrators, program coordinators, and teachers regarding gender equity and inclusivity practices in the TVL–Home Economics strand. This indicates that the three groups shared similar views on how these practices are implemented in their schools. The findings suggest a common understanding and recognition of gender-responsive and inclusive practices across different stakeholders, reflecting a consistent perception of their implementation in the Divisions of Navotas and Malabon City.

On the problems encountered by the respondents relative to problems encountered relative to Gender Equity and Inclusivity Practices?

The respondents rated the problems encountered relative to gender equity and inclusivity practices as encountered, with a grand mean of 3.40.

On the proposed Intervention Plan

An intervention program was proposed to provide programs and strategies to improve the gender equity and inclusivity practices as correlates to learning outcomes in the Division of Navotas and Malabon City.

On the acceptability of the Proposed Intervention Program

The proposed intervention program was found Highly Acceptable, as reflected in the grand mean of 4.99.

Conclusions

In the light of the findings, the following conclusions are hereby derived:

1. Among the domains assessed, teacher professional practices emerged as the strongest area, indicating that teachers demonstrate a high level of professionalism, fairness, and commitment to inclusive education. However, curriculum and instructional design, as well as assessment and feedback, were identified as areas needing further strengthening, suggesting that while inclusive intentions exist, consistent and explicit gender responsiveness has yet to be fully embedded in instructional planning and evaluation systems.
2. The learning outcomes of TVL–Home Economics students for the last two school years were found to be consistently at the Proficient level, reflecting satisfactory academic and skills performance. However, the absence of schools attaining a Highly Proficient level indicates the need for instructional enhancement and more targeted support to further elevate learner achievement.
3. A significant finding of the study is the strong and positive relationship between all domains of gender equity and inclusivity practices and learning outcomes. This confirms that gender-responsive curriculum design, inclusive classroom environments, fair assessment, strong teacher professionalism, and supportive institutional policies are critical contributors to improved student performance. These results affirm that gender equity and inclusivity are not merely policy ideals but essential educational practices that directly influence learning success.
4. The study also revealed that the most persistent challenges in implementing gender equity and inclusivity practices are behavioral and cultural in nature, particularly learner hesitation to engage in gender-atypical tasks, unconscious gender bias, and gender-based participation expectations. These challenges persist despite existing policies and underscore the need for interventions that address attitudes, beliefs, and classroom realities alongside structural reforms.
5. Lastly, the proposed intervention program was found to be highly acceptable to school administrators, program coordinators, and teachers. This high level of acceptability indicates strong stakeholder support, feasibility of implementation, and readiness for adoption. It further validates the relevance of the intervention program as a practical and sustainable response to the identified gaps in gender equity and inclusivity practices.

Recommendations

Based on the findings and conclusions presented, the following recommendations are drawn:

1. School administrators may formally adopt and implement the proposed intervention program as part of the school improvement plan. Emphasis should be placed on strengthening curriculum and instructional design, assessment and feedback systems, and classroom-level translation of gender equity policies. Administrators may also enhance monitoring and evaluation mechanisms to ensure consistent and sustained implementation of gender-responsive practices.
2. Teachers are encouraged to continuously enhance their competencies in gender-responsive pedagogy, particularly in lesson planning, classroom management, assessment, and feedback. Teachers may actively engage in Gender and Development (GAD) trainings, reflective practices, and professional learning communities to address unconscious bias, reduce gender-based expectations, and promote equal participation among learners.
3. Program coordinators may strengthen their role in bridging policy in learning outcomes and classroom practice by providing clear guidelines, instructional support materials, and regular coaching for teachers. They may also facilitate mechanisms for addressing gender-related concerns and promote stakeholder awareness of gender equity and inclusivity initiatives within the school community.
4. Program supervisor may review and revise TVL–Home Economics learning materials, competencies, and assessment tools to ensure that they are free from gender bias and reflective of inclusive values. Assessment rubrics and performance standards should emphasize individual competence, skills, and effort rather than gender-based expectations.
5. School administrator may implement learner-focused programs that address gender stereotypes, learner hesitation, and cultural norms affecting participation in TVL–Home Economics activities. Promoting open dialogue, mentorship, and awareness campaigns can help learners develop confidence to engage in both traditional and non-traditional roles.
6. Implementation of the Intervention Plan should be monitored through a rigorous evaluation system to measure its actual impact on student’s performance
7. Future studies may explore experimental or longitudinal research designs to measure the long-term impact of gender-responsive interventions on learning outcomes. Researchers may also examine other TVL strands or expand the scope to include learners’ perspectives and qualitative analyses of classroom experiences.

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