

From Concept to Reality: An Assessment of Gender and Development Awareness and Perception Levels as Basis for Gad Extension Programs

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ABSTRACT

This study investigates the awareness and perceptions of teachers in the Schools Division of Bataan, specifically within the Dinalupihan West District Elementary Schools, concerning Gender and Development (GAD). To address the lack of appropriate survey instruments, the researcher created and validated a new scale aimed at effectively measuring these aspects. The questionnaire comprises two sections: one with 67 items dedicated to awareness and another with 60 items focusing on perceptions. The validation process included a comprehensive literature review and expert feedback, yielding a high item relevance rating (I-CVI=0.958), indicating that the questions are well-accepted. Additionally, the scale-level content validity index (S-CVI/SU=0.90) showed that 115 out of 127 items were regarded as relevant by experts. Reliability analysis of data from 75 respondents resulted in a Cronbach's Alpha of .943, reflecting excellent consistency. Analysis of responses from 228 teachers revealed a significant need to enhance GAD awareness programs, especially in areas like Gender Analysis, GAD laws, and foundational concepts. The findings highlight the importance of improving teachers' understanding of GAD tools, laws, mandates, and issues related to gender bias and marginalization. Furthermore, there is a pressing need to bolster the initiatives of the Department of Education in the Dinalupihan West District, ensuring that both administrators and staff gain a deeper grasp of critical gender-related topics. This effort seeks to create a more inclusive and informed educational landscape for all stakeholders involved.

Keywords: Awareness, Gender bias, Marginalization, Perception, Critical gender-related topics

INTRODUCTION

The primary objective that global society has set for itself by 2030 is education (UNESCO, 2019). In the United Nations (UN) 2030 Agenda for Sustainable Development, the world pledged to leave no one behind. The international community pledged to fulfill SDG 4 – “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”—as part of the agenda. SDG target 4.5 also calls for the elimination of gender disparities in education, and SDG 5 calls for the achievement of gender equality and the empowerment of all women and girls. (UNESCO.2020).

At the landmark Transforming Education Summit convened by the UN Secretary-General in September 2022, the international education community highlighted the need for gender transformative education. Using education to attain more gender equality in society, rather than just providing access to education for everyone, is why this strategy is essential. Gender-transformative educational programming involves a variety of components, including curriculum development and teacher training in pedagogies that empower students to challenge harmful gender stereotypes and advance gender equality in the classroom, with their families, and in their communities. Learning settings where girls and boys may prepare for a financially independent existence and contribute to a more stable and equitable society can be created through gender-sensitive educational methods and institutions. (UNESCO 2023).

In the Philippines, on June 29, 2017, the Department of Education (DepEd) issued DepEd Order No. 32, s. 2017 otherwise known as Gender-Responsive Basic Education Policy. The issuance is in line with its Gender and

Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others. As stated in the order, DepEd commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights, in the provision and governance of basic education which is in line with the DepEd's mandate to ensure access to basic equality education for all. Among its provision is the continuous improvement of its support systems at all levels of governance. (DepEd, 2023).

So, through the General Appropriations Act (GAA) in 1995, that directs all government departments and agencies to allocate a minimum of five percent (5%) of their total annual budgets for gender programs, projects and activities, (Philippine Commission on Women, 2023), DepEd has been capacitating its learners, teachers, and non-teaching personnel and other stakeholders in the promotion of gender equality and non-discrimination.

Training teachers on gender-transformative pedagogy not only helps in achieving gender equality but also enhances inclusivity in the classroom by ensuring that the diverse needs of students are met. This includes lesbian, gay, bisexual, transgender, and gender diverse, intersex, queer and questioning (LGBTIQ) students. (UNESDOC, 2023)

So, with almost three decades of conducting GAD training by the various agencies and institutions, the researchers now want to explore the level of awareness and perception of people in the government agencies particularly of the teachers of DepEd Bataan, Dinalupihan West District Elementary Schools. But with the lack of specific survey instruments to measure the level of awareness and perception, hence the need to also develop and validate a scale to measure the level of awareness and perception on Gender and Development.

The results of this study would help provide a more dependable data collection and generate more valid and reliable evidence on the awareness and perceptions about Gender and Development, thus providing a strong basis in crafting extension programs.

Research Objectives

Part 1 Development and Validation of the Questionnaire

1. To develop and validate an instrument with demonstrated evidence of validity and reliability to measure the level of awareness and perceptions on Gender and Development.

Part 2 Implementation/ Use of the Questionnaire to Determine the Level of Awareness and Perceptions on Gender and Development

1. To describe the respondents as to the following profile:

- 1.1. sex;
- 1.2. age;
- 1.3. civil status;
- 1.4. religious affiliation;
- 1.5. highest educational attainment;
- 1.6. years in service;
- 1.7. position/ designation, and

- 1.8. membership in GFPS.
2. To determine awareness of the respondents in terms of the following:
 - 2.1 Basic GAD Concepts;
 - 2.2 Gender Role Socialization;
 - 2.3 Gender Bias and Marginalization;
 - 2.4 Gender Analysis and GAD Tools; and
 - 2.5 GAD Laws and Mandates.
3. To determine perception of the respondents in terms of the following:
 - 3.1 Basic GAD Concepts;
 - 3.2 Gender Role Socialization;
 - 3.3 Gender Bias and Marginalization;
 - 3.4 Gender Analysis and GAD Tools; and
 - 3.5 GAD Laws and Mandates.
4. To determine the significant difference in the awareness and perception of the respondents considering their profile.
5. To obtain input for extension initiatives based on the study's findings.

Project Description

This study used the Descriptive Survey Research design which included the elementary school teachers, school heads and principals of Dinalupihan West District who have undergone GAD training and seminars.

The data were collected using a questionnaire relevant to the variables of the study. The researcher utilized the developed survey questionnaire which were floated through google sheet platform and printed sheets giving the respondents to choose which would be convenient for them to access.

Conceptual/Theoretical Framework Of The Study

This study is anchored on The Standpoint Theory, Social Identity Theory and Symbolic Interactionism Theory.

A viewpoint or an attitude towards the particular issue from their own perspective is called Standpoint. Standpoint theory concerns the various levels of people's perceptions. The most influential factor that regulates a perception is through experience. Tradition and culture also shape up a person's perception to a certain degree. One of the basic factors for altering perceptions is the socio-economic status in society. The geographical locations, the socio-economic position in society, the kind of job a person is at, the basic gender differences all cater to the difference in perspectives. (<https://www.communicationtheory.org/>, 2023)

Henri Tajfel defines Social Identity as a person's sense of who they are based on their group membership(s). Tajfel (1979) proposed that the groups (e.g. social class, family, football team etc.) which people belonged to were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world. He proposed that stereotyping (i.e. putting people into groups and categories) is based on a normal cognitive process: the tendency to group things together. (Mcleod, PhD, 2023)

Symbolic Interactionism by George Herbert Mead is based specifically on communication. Although not developed specifically for use in understanding gender development, it has particular applicability here. Because gender is learned through communication in cultural contexts, communication is vital for the transformation of such messages. When young girls are told to “sit up straight like a lady” or boys are told “gentlemen open doors for others,” girls and boys learn how to be gendered (as masculine and feminine) through the words (symbols) told to them by others (interaction). (Paynton, Hahn, & with Humboldt State University Students, 2021)

These theories are pertinent to the present study since these serve as the basis for pointing out how the level of awareness and perceptions on certain concepts and issues are developed.

Conceptual Framework of the Study

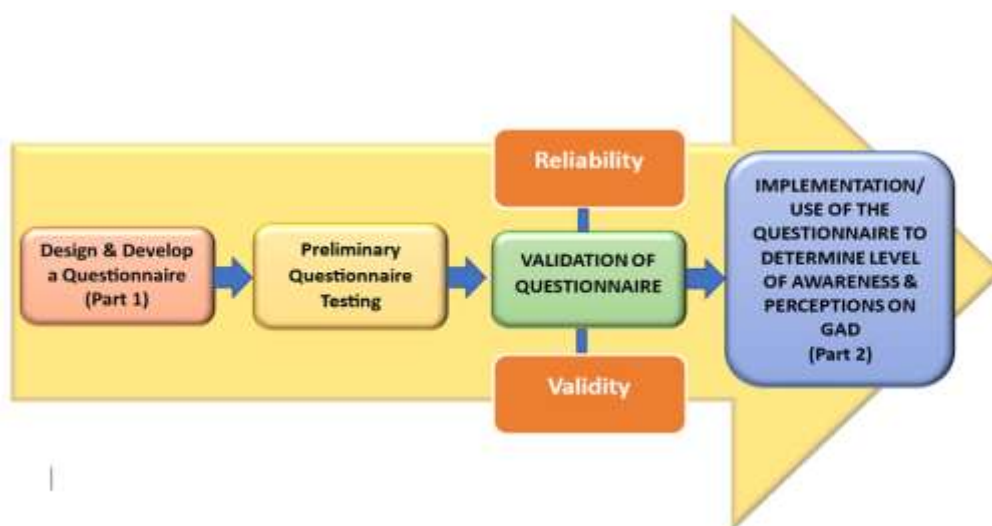


Figure 1. Questionnaire design and development, validation, and implementation

The research framework shows the sequence of the study where it began with the designing and development of questionnaire followed by the preliminary questionnaire testing subsequently by validation of questionnaire to test the reliability and validity of the questionnaire and the last is the implementation where the developed survey questionnaire was used to measure the level of awareness and perceptions on Gender and Development.

Data gathered through the Survey Questionnaire were used in crafting GAD Extension Programs for DepEd Dinalupihan West Elementary Schools.

METHODOLOGY

The study utilized quantitative research methodology which is a systematic investigation of phenomena through the collection of quantifiable data and the application of statistical techniques. This type of research primarily focusses on the analysis of numerical data, and inferential statistics are employed to draw conclusions that can be generalized to a larger population (Fleetwood, 2023).

Specifically, it employed descriptive research design, which is regarded as an exploratory research technique that allows researchers to thoroughly and accurately characterize a population, set of circumstances, or phenomenon. Descriptive research frequently advances conceptual understanding and offers answers to pressing problems (Dovetail Editorial Team, 2023).

Furthermore, descriptive research design enables the study to define the characteristics of the respondents, measure the data trends, conduct comparisons, and validate the existing conditions of the phenomenon.

The study used stratified sampling design. Stratified random sampling is a method of selecting a sample in which

researchers first divide a population into smaller subgroups, or strata, based on shared characteristics of the members and then randomly select among each stratum to form the final sample.(Simkus, 2023)

Considering that GAD training and seminars are mandated activities of every government agency, this included the elementary school teachers of Dinalupihan West District who have undergone GAD training and seminars. After the total number of populations has been taken, the researcher used a sampling calculator, Raosoft to determine the sample size.

The data were collected using a questionnaire relevant to the variables of the study. The researcher utilized a survey questionnaire through google sheet platform and printed sheets that gave respondents the chance to choose which would be convenient for them to access.

For Part 1 of the study, experts were invited to validate the questionnaire and the elementary school teachers of DepEd Dinalupihan East District who have undergone GAD training and seminars were invited for preliminary questionnaire testing. For face validation of the questionnaire, the study used the Cohen's Kappa Index, for content validation, the Lawshe's Method was used and for the construct validity, factor analysis was employed.

For Part 2, the respondents were the elementary school teachers, school heads and principals of DepEd Dinalupihan West District who have undergone GAD training and seminars.

To describe the profile of the respondents, frequency count and percentage were used. On describing the level of awareness and perception of the respondents, mean and standard deviation were utilized.

To determine the degree of differences in the responses of the respondents, ANOVA and Mann-Whitney U-Test were utilized.

The researcher conducted this study with ethical considerations and data privacy in mind. All respondents were asked if they would be willing to participate, and all collected data was handled with the utmost confidentiality and used exclusively for the study's purpose.

Presentation, Analysis, And Interpretation Of Quantitative Data

This part deals with the presentation, analysis, and interpretation of data relevant to the study, "From Concept to Reality: An Assessment of Gender and Development Awareness and Perception Levels as Basis for GAD Extension Programs". This also involves discussions relating the results to the findings of other research on the same subject as well as the implication of the findings.

For a clear and comprehensive presentation of findings, this is subdivided into two (2) parts, Part 1 presents the validity and reliability of the developed instrument to measure the level of awareness and perceptions on Gender and Development. Part 2 presents the quantitative analysis of the collected data using the validated instrument which measures the level of awareness and perceptions of the respondents on Gender and Development.

Part 1. Validity and Reliability of the Developed Questionnaire

Table 1 presents the validity index of the developed questionnaire which will be administered to measure the level of awareness and perceptions of the respondents on Gender and Development.

Table 1. Validity Index

Number of Items	Number of Experts	S-CVI	S-CVI/SU
127	3	0.958	0.900

S-CVI, scale-level content validity index.

S-CVI/UA, scale-level content validity index, universal agreement calculation method.

The researcher sought the help and assistance of experts in the validation of his questionnaire. The researcher consulted three (3) experts in the field of Gender and Development. The experts were asked to rate each item in the questionnaire totaling 127. Sixty seven (67) items cover the awareness on basic GAD concepts; sex and gender roles; gender bias and marginalization; gender analysis and GAD tools; and GAD laws, mandates, and circulars. The other 60 items cover the perception on gender concepts; sex and gender roles; gender bias and marginalization; gender analysis and GAD Tools; and GAD laws and mandates.

Each of the 127 items were rated by the experts as highly relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1), and was computed for the average item-level content validity (mean I-CVI=.958) and the scale-level content validity index, universal agreement calculation method (S-CVI/UA=.900) as suggested by (Polit & Beck, 2006).

The mean I-CVI or the average proportion indicates that the proportion of items given a rating of quite/very relevant by the raters is acceptable since many writers have indicated that a mean I-CVI of .80 or higher is acceptable as presented in the study of Polit & Beck.

Similarly, the S-CVI/UA indicates that there were 115 items out of 127 or about 90% of the items were rated relevant across experts making the questionnaire acceptable. Further improvement and revisions of the 12 items due to low correlation were incorporated based on the experts' suggestions and comments.

Moreso, to test the reliability of the instrument, pilot testing was conducted. The questionnaire was piloted to 75 public school teachers whose demographic profile is similar with the targeted respondents. The data collected were treated for reliability index (Cronbach's Alpha) and was found reliable as a measure to determine the awareness and perception of the Public School Teachers towards GAD with the overall reliability index of .943 which indicates excellent internal consistency in measuring the targeted public school teachers' awareness and perceptions on Gender and Development.

Table 2. Reliability Statistics

Number of Items	Number of Cases	Alpha	Interpretation
127	75	0.943	Excellent

Cronbach's Alpha >0.90 Excellent; >0.80 Good; >0.70 Acceptable; >0.60 Questionable; >0.50 Poor

Evidently, the validity and reliability index suggests that the developed questionnaire can consistently and accurately measure the Public-School Teachers' Level of Awareness and Perceptions on Gender and Development, and the revisions and improvements incorporated into the questionnaire led to the improvement of the teacher respondents comprehension of the indicators and the overall reliability of the questionnaire.

Part2. Presentation of the Quantitative Analysis

Profile of the Respondents

From the total of 228 respondents who have participated in the study, 200 or 87.72% of them are female, while 28 or 12.28% are male.

As to the age, 63 or 27.63% ages between 38 to 45 years old, 49 or 21.49% ages between 46 to 53 years old, 43 or 18.86% ages between 22 to 29 years old, while 42 or 18.42% ages 30 years old to 37 years old, and 31 or 13.60% ages 54 years old and above.

Moreso, there are 167 or 73.25% among the respondents who are married, 43 or 18.86% are single, 11 or 4.82% are widowed, while 4 or 1.76% are separated, and 3 or 1.32% are common law partners.

In terms of religious affiliation, 163 or 71.49% of the respondents are affiliated to Roman Catholic, 23 or 10.09%

are Born Again Christians, 18 or 7.89% are affiliated to Iglesia ni Cristo, 8 or 3.51% are under the Baptist Church, 8 or 3.51% are with the Methodist Church, 2 or 0.88% are Jehova's Witness, and 2 or 0.88% are Seventh Day Adventist, and there are 4 or 1.75% who did not specify their religious affiliation.

As to the highest educational attainment of the respondents, data reveals that 181 or 79.39% of the respondents have Bachelor's Degree, 28 or 12.28% acquired Masteral Degree, 12 or 5.26% have their units in Doctoral, while 5 or 2.19% have finished a Doctorate Degree, and 2 or 0.88% did not declare their highest educational attainment.

On the years in service, 59 or 25.88% have at least 21 years, 57 or 25% of the respondents have at least 6 to 10 years in their experience, 51 or 22.37% have at most 5 years, while 39 or 17.11% have 11 to 15 years in their experience, and 22 or 9.65% have 16 to 20 years in their experience.

In terms of position or designation, data reveals that 88 or 38.60% are Teacher I, 77 or 33.77% are Teacher III, 28 or 12.28% are Teacher II, while 23 or 10.09% are Master Teachers, and 12 or 5.26% are School Administrators.

As to the membership on GAD Focal Point System, data shows that 141 or 61.84% of the respondents are non-members, while 87 or 38.16% confirmed that they are members of the GFPS.

In this study, these profiles were included because of the numerous literature and research pointing out that the gender equality gaps do really exist in these demographic profiles.

Global Education Monitoring Report (2023) disclosed that globally, women are over-represented in the teaching force. As the UNESCO-International Task Force on Teachers for Education 2030 World Teachers Day 2023 factsheet notes, teaching at lower levels of education is often considered a women's profession due to cultural norms and gender bias regarding the responsibility of the education and care of children.(UNESCO. News, 2023)

The respondents' religious affiliation may shed light on how they come to understand and perceive gender and development. For many people, religion is a significant socialization tool. In addition to maintaining gender norms, many religious institutions also help to reinforce them through socialization(rothschildsintrotosociology, 2023). Gender issues and religion are intertwined in countries across the globe. SDG 5 cannot be achieved without considering the gender-religion intersection.(Le Roux & Khalf-Elledge)

Respondents' Level of Awareness

The result of the analysis indicates that the respondents' overall level of awareness in terms of Gender and Development (Mean=2.77, SD=0.21) is moderate, and among the GAD factors, the highest mean is on Gender Bias and Marginalization (Mean=2.90, SD=0.28) which is described as moderate level of awareness, followed by Sex Roles and Gender Roles (Mean=2.84, SD=0.19), Basic GAD Concepts (Mean=2.83, SD=0.17), GAD Laws, Mandates and Circulars (Mean=2.74, SD=0.36), and lastly, the Gender Analysis and GAD Tools (Mean=2.55, SD=0.57).

The findings show that there is a need to strengthen GAD awareness programs, in Gender Analysis and GAD tools, GAD Laws, Mandates and Circulars, and Basic GAD Concepts, Sex Roles and Gender Roles, and Gender Bias and Marginalization.

The facts and knowledge required to incorporate a gender viewpoint into initiatives, programs, and policies are provided by gender analysis. Gender analysis establishes the distinctions between and among men and women with regard to their respective roles in society and the allocation of opportunities, resources, limitations, and power within a particular setting. This serves as a foundation for gender mainstreaming. Gender analyses facilitate the creation of solutions that target gender disparities and cater to the distinct needs of men and women (European Institute for Gender Equality, 2023).

Respondents' Perception

On the perception of the respondents, the result of the analysis suggests that respondents have a moderate

understanding of Gender and Development (Mean=2.60, SD=0.39), and among the GAD factors, the highest mean is on GAD Laws, and Mandates (Mean=2.89, SD=0.49), followed by Gender Concepts (Mean=2.57, SD=0.59). On the other hand, data reveals that respondents have slight understanding in terms of Sex Roles and Gender Roles (Mean=2.44, SD=0.55), Gender Bias and Marginalization (Mean=2.33, SD=0.61), and Gender Analysis and GAD Tools (Mean=2.21, SD=0.32).

The findings strengthen the result of the analysis on the level of awareness of the respondents on GAD. Data suggests the need to reinforce programs and activities of the Department of Education, specifically the Dinalupihan West District of the Schools Division of Bataan on the areas of Sex Roles and Gender Roles, Gender Bias and Marginalization, and Gender Analysis and GAD Tools.

Gender roles and sex roles are sometimes used synonymously to refer to a set of attitudes, behaviors, feelings, and perceptions that are typically associated more with one sex than the other (Levesque, 2014). Gender Bias and Marginalization on the other hand, is one of the reason why an individual or a group of individual to be excluded from full participation to a specific social, economic, and political spheres that are otherwise available and should be accessible to the general public (Orstavik, 2023). While Gender Analysis and GAD Tools will probably help the institution to understand and appreciate the differences and needs of men and women leading to the promotion of equal opportunities and participation (European Institute for Gender Equality, 2023).

Comparison of Awareness and Perception based on Profile

The result of the analysis using Mann Whitney U-test indicates that there is not enough evidence to claim that there exists a significant difference in the level of awareness of the respondents. This is further confirmed by the overall responses of the respondents ($U=2522.00$, $p=0.49$) when they are grouped according to sex, since the p-values are greater than the alpha of .05, thus, failing to reject the null hypothesis.

Similarly, the result of the analysis reveals that there is not enough evidence to claim that there exists a significant difference in the level of perception of the respondents in terms of sex. This is further confirmed by the overall responses of the respondents ($U=2688.50$, $p=0.73$).

Further, considering the age group of the respondents, data reveal that there exists a significant difference in the awareness of the respondents in terms of Gender Bias and Marginalization ($F=2.57$, $p=0.04$) considering the age group of the respondents, since the p-value is statistically lesser than the alpha of .05, thus rejecting the null hypothesis. Further investigation by conducting a Post Hoc analysis using the Tukey test, resulted in finding the differences when the responses of the age group 46 to 51 years old (Mean=2.97, SD=0.09), which is considered higher than the responses of the other age groups.

Similarly, in terms of the perception of the respondents, the result suggests that there is not enough evidence to conclude that there is a significant difference in terms of Sex Roles and Gender Roles ($F=2.14$, $p=0.08$), Gender Analysis and GAD Tools ($F=0.46$, $p=0.77$), and GAD Laws, Mandates, and Circular ($F=0.34$, $p=0.85$). when they are grouped according to age.

However, there exist a significant difference in the level of perception of the respondents in terms of GAD Concepts ($F=6.16$, $p=0.001$), and Gender Bias and Marginalization ($F=2.48$, $p=0.04$). This is further confirmed by the overall responses of the respondents ($F=2.06$, $p=0.02$). The post comparison test, resulted in finding the differences when the responses of the age group 58 years old and above (Mean=2.79, SD=0.39), which is considered higher than the responses of the other age groups.

Considering the civil status of the respondents, the results of the analysis indicates that there is a significant difference in the level of awareness of the respondents in terms of Gender Bias and Marginalization ($F=3.05$, $p=0.02$). However, there is not enough evidence to conclude that there exist a significant difference in the as confirmed by the overall responses of the respondents ($F=0.46$, $p=0.76$).

Moreover, there is not enough evidence to conclude that there exist a significant difference in the level of perception of the respondents in terms of overall responses of the respondents ($F=1.19$, $p=0.32$).

When respondents were grouped in terms of religious affiliation, data reveal that there exist a significant difference in the level of awareness of the respondents in terms of Basic GAD Concepts ($F=4.11$, $p=0.001$), as can be gleaned from the p-value which is lesser than the alpha of .05. The Post Hoc analysis reveals that the awareness of the group of Seventh Day Adventist (Mean=2.33, SD=0.09) is lower than the rest of the other groups. However, there is not enough evidence to conclude that there exist a significant difference in all other variables which was further confirmed by the overall responses of the respondents ($F=1.42$, $p=0.20$).

The findings of the analysis indicates that there exist a significant difference in the level of perceptions of the respondents in terms of Gender Analysis and GAD Tools ($F=2.30$, $p=0.03$), as can be gleaned from the p-value which is lesser than the alpha of .05. The Post Hoc analysis reveals that the awareness of the group Jehova's Witness (Mean=2.30, SD=0.71) is lower than the rest of the other groups. Nevertheless, a significant difference does not exists in in all other variables as confirmed by the overall F-value of 0.49, significant at 0.84 considering the religious affiliation of the respondents.

Further, significant difference is not found in the level of awareness of the respondents as provided by F-value of 0.60, significant at 0.66 when respondents are grouped according to the highest educational attainment. Similarly, data also reveal, that there is not enough evidence to conclude that there exist a significant difference in the level of perceptions of the respondents as shown on the F-value of 1.48, significant at 0.21.

Considering the years of experience of the respondents, the result of the analysis shows that there exist a significant difference in the awareness of the respondents in terms of Gender Analysis and GAD Tools ($F=3.45$, $p=0.01$), and GAD Laws, Mandates, and Circular ($F=3.51$, $p=0.01$).

Similarly, the overall responses of the respondents ($F=2.96$, $p=0.02$) indicate significant difference as provided by the p-value, which is less than the alpha of .05, thus rejecting the null hypothesis. The post Hoc Analysis indicates that the difference is found when the group of respondents with 16 to 20 years of experience (Mean=2.85, SD=0.13) is higher than the rest of the groups. However, it was found that there is not enough evidence to conclude that there exist a significant difference in the level of perceptions of the respondents in terms of the other variables

When grouped according years in service, a significant difference is found in the perceptions of the respondents in terms of GAD Concepts ($F=3.00$, $p=0.02$), as provided by the p-value which is lesser than the alpha of .05, thus rejecting the null hypothesis. The post Hoc Analysis indicates that the difference is found when the group of respondents with at most 5 years of experience (Mean=2.42, SD=0.51) is lower than the rest of the groups. However, that there is not enough evidence to conclude that there exist a significant difference in the level of perceptions of the respondents in terms of Sex Roles and Gender Roles ($F=0.59$, $p=0.67$), Gender Bias and Marginalization ($F=0.97$, $p=0.42$), Gender Analysis and GAD Tools ($F=1.01$, $p=0.40$), and GAD Laws, Mandates, and Circular ($F=0.49$, $p=0.75$).

A significant difference in the awareness of the respondents in terms of Sex Roles and Gender Roles ($F=2.55$, $p=0.04$), when grouped according to position/designation, was found. The post Hoc Analysis indicates that the difference is found when the group of respondents in Teacher I position (Mean=2.86, SD=0.13) is higher than the rest of the groups. However, there is not enough evidence to conclude that there exist a significant difference in the level of perceptions of the respondents in terms of GAD Concepts ($F=1.24$, $p=0.30$), Gender Bias and Marginalization ($F=1.03$, $p=0.46$), Gender Analysis and GAD Tools ($F=1.63$, $p=0.17$), and GAD Laws, Mandates, and Circular ($F=1.54$, $p=0.19$).

The result of the analysis indicates that there is not enough evidence to conclude that there exist a significant difference in the level of perceptions of the respondents as confirmed by the overall responses of the respondents with the F-value of 0.50, significant at 0.73 considering the position and designation of the respondents. Similarly, there is not enough evidence to claim that there exists a significant difference in the level of awareness of the respondents when they are grouped according to position/designation.

The result of the analysis using Mann Whitney U-test indicates that there is not enough evidence to claim a significant difference in the level of perception of the respondents when they are grouped according to

membership to GFPS as provided by the overall responses of the respondents ($U=5453.00$, $p=0.16$), since the p -values are greater than the alpha of .05, thus, failing to reject the null hypothesis.

SUMMARY AND CONCLUSION

Summary

1. The questionnaire was developed into two major parts, one with 67 items which measure awareness and another 60 items measuring the perceptions of the respondents. Questionnaire validation was performed through literature review, and validation of experts resulting in the average proportion of items rating of very relevant which indicates that the items are highly acceptable.
2. On validity index, universal agreement calculation method indicates that 115 out of 127 items were rated relevant across experts making the questionnaire acceptable. For reliability index (Cronbach's Alpha), it was considered excellent.
3. Of the 228 respondents, 200 are female, while 28 are male.
4. As to the age, 63 among the respondents belongs to ages between 38 to 45 years old, 49 ages between 46 to 53 years old, 43 ages between 22 to 29 years old, while 42 ages 30 years old to 37 years old, and 31 ages 54 years old and above. As to civil status, 167 of the respondents are married, 43 are single, 11 are widowed, while 4 are separated, and 3 are common law partners. Concerning religious affiliations, 163 of the respondents are Roman Catholic, 23 are Born Again Christians, 18 are affiliated to Iglesia ni Cristo, 8 are under the Baptist Church, 8 are with the Methodist Church, 2 are Jehova's Witness, and 2 are Seventh Day Adventist, and there are 4 who did not specify their religious affiliation. With regard to the highest educational attainment of the respondents, 181 of the respondents have bachelor's degree, 28 acquired Masteral Degree, 12 have their units in Doctoral, while 5 have finished a Doctorate Degree, and 2 did not declare their highest educational attainment. On the years in service, 59 have at least 21 years, 57 have at least 6 to 10 years in their experience, 51 have at most 5 years, while 39 have 11 to 15 years in their experience, and 22 have 16 to 20 years in their experience. In terms of position or designation, 88 are Teacher I, 77 Teacher III, 28 are Teachers II, while 23 are Master Teachers, and 12 are School Administrators. As to the membership in GAD Focal Point System, 141 of the respondents are non-members, while 87 confirmed that they are members of the GFPS.
5. Respondents' overall level of awareness in terms of Gender and Development is moderate, and among the GAD factors, the highest mean is on Gender Bias and Marginalization which is described as moderate level of awareness, followed by Sex Roles and Gender Roles, Basic GAD Concepts, GAD Laws, Mandates and Circulars, and lastly, the Gender Analysis and GAD Tools.
6. On the perception on Gender and Development, respondents on average have a moderate understanding of Gender and Development and among the GAD factors, the highest mean is on GAD Laws, and Mandates followed by Gender Concepts. On the other hand, respondents have slight understanding in terms of Sex Roles and Gender Roles, Gender Bias and Marginalization, and Gender Analysis and GAD Tools. The findings strengthen the result of the analysis on the level of awareness of the respondents on GAD.
7. Significant difference is evident in the level of awareness of the respondents in terms of years in service, however there is not enough evidence to claim that there exists a significant difference in terms of sex, age, civil status, religious affiliation, highest educational attainment, position, and membership in the GFPS.
8. There is no sufficient evidence to assert that there is a significant difference in terms of sex, civil status, religious affiliation, highest educational attainment, years in service, position, and membership in the GFPS, but there is a significant difference in the respondents' perceptions in terms of age.
9. The findings of the analysis indicate that there is a need to reinforce and strengthen programs, projects and activities of the Department of Education, specifically the Dinalupihan West District of the Schools Division of Bataan on the areas of Sex Roles and Gender Roles, Gender Bias and Marginalization, and Gender Analysis and GAD Tools.

CONCLUSION

The developed questionnaire, which was validated by experts have an average proportion indicating that items

are very relevant and highly acceptable. Moreover, the overall reliability index (Cronbach's Alpha) is considered excellent, thus, the developed tool is reliable to measure the level of awareness and perception on Gender and Development.

Using the said tool, the results emphasize the necessity of bolstering and fortifying the Department of Education's programs, projects, and activities, particularly in the Dinalupihan West District of the Schools Division of Bataan, regarding Sex Roles and Gender Roles, Gender Bias and Marginalization, and Gender Analysis and GAD Tools. It was revealed that the respondents' Level of Awareness was moderate, while their Level of Perception was deemed as "understand slightly."

RECOMMENDATIONS

Considering the findings of the current study, the following recommendations have been provided for the BPSU faculty extensionists, DepEd West District teachers, school heads and principals and future researchers:

BPSU faculty extensionists

1. BPSU faculty extensionists may consider using the data provided in this research to craft extension proposals that may help specifically address the needs highlighted in this study. Research-based extension programs may aid in planning long-term assistance to communities in need.

DepEd West District teachers, school heads and principals

1. DepEd West District teachers, school heads and principals may consider the results of this study in planning for their various GAD PPAs that they may include in their Annual Improvement Plan and GAD Plan and Budget. They may also request BPSU Extension Office, BPSU Gender Focal Point System and Commission on Human Rights Education (GFPS-CHRE) office for technical assistance which the said offices are willing to provide.

Future Researchers

1. It is highly recommended that further research be done into which different variables may be explored to further assess the level of awareness and perception of duty bearers of gender and development.

2. To provide a more comprehensive exploration of the teachers' awareness and perceptions on Gender and Development, it is also recommended that future researchers may employ qualitative or mixed method research design to enable triangulation of data that may generate actionable findings and may ultimately contribute to strengthening DepEd's gender-responsive education initiatives.

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