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## Research Article

### Challenges in Gender Mainstreaming in the Department of Education: Basis for Proposed Intervention Program for Secondary Teachers in the Division of Zambales

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#### ABSTRACT

The study aimed to determine the challenges in gender mainstreaming in the Department of Education. The study made use of descriptive research design with the aid of questionnaires the main instrument in gathering the data. Descriptive and inferential statistics were used for data analysis. The study revealed that a typical respondent was in their middle adulthood aged thirty-one to forty, majority were female, most have rendered zero to four years in service, more than half of the public secondary teachers are Teacher I, and most of the public secondary teachers attended three to five numbers of relevant training on gender mainstreaming. The public secondary teachers identified that the security, health and other student services was moderately serious problem while facilities, administration, instruction and curriculum was not a problem. There was a statistically significant difference on the problems encountered by the public secondary teachers on the gender mainstreaming implementation in terms of administration and curriculum when grouped according to age and number of relevant training attended on gender mainstreaming. There was a statistically significant difference on the problems encountered by the public secondary teachers on the gender mainstreaming implementation in terms of instruction when grouped according to number of relevant training attended on gender mainstreaming. There was a significant difference on the problems encountered by the public secondary teachers on the gender mainstreaming implementation in terms of facilities when grouped according to sex, length of service and number of relevant training attended on gender mainstreaming. There was a significant difference on the problems encountered by the public secondary teachers on the gender mainstreaming implementation in terms of security, health and other student services when grouped according to sex and num-

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ber of relevant training attended on gender mainstreaming. The proposed intervention program addresses the gender mainstreaming implementation for public secondary teachers in the Division of Zambales

**Keywords:** *challenges, gender mainstreaming, Department of Education, intervention program, secondary teachers*

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## Introduction

The Department of Education's mission statement states to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-friendly, gender-sensitive, safe, and motivating environment, teachers facilitate learning and constantly nurture every learner and administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.

It is a very clear note that included in the learning environment is the promotion of a gender-sensitive atmosphere. This implies that all learning institution should take into consideration that gender and development is an aim to achieve not just an activity to play on. It was noted that many government agencies displayed a very low of awareness and understanding of gender and development. Schools, in particular, this means that most likely, it is in school where most of the gender issues originated. However, school authorities still find means to address gender inequalities but it was a fact that almost all of them failed. The target is to make education at all level gender-responsive because it could bring gender equality too, within, and through education.

Gender mainstreaming in basic education has received limited attention to date, however, especially in development agencies at the level of operations (i.e., field offices in partnership with the community, school, and classroom). Gender analysis in education - especially at the level of operations for development agencies - could be enhanced through the use of robust education and gender (EDGE) analysis frameworks that integrate dimensions of educational quality and attainment with equality and empowerment (Miske, Meagher, & DeJaeghere, 2010).

Gender mainstreaming in education should take into consideration the indicators which contribute to the development of gender-responsive Projects, Programs and Activities (PPAs). Policies must be stated and expressed clearly. People engaged in Gender and Development (GAD) must be knowledgeable enough to properly conduct gender equal programs. There must be a clear understanding of the systems, roles, information, and resources. Therefore, all programs, activities, and projects must always benefit boys/men and girls/ women equally (GEMS-CL, 2017).

A gender-responsive organizational culture community itself to advancing gender equality which is the ultimate goal of gender mainstreaming.

As a strategy to promote gender equality, gender mainstreaming has received considerable attention worldwide. The language of gender mainstreaming has been quickly adopted (True and Mintrom, 2001), which is why, in the beginning, many hopes were pinned on this strategy. Scholars have shown that gender mainstreaming has triggered organizational and procedural changes within state bureaucracies, non-governmental organizations, and international organizations. Gender equality units have been established, new policy tools have been introduced, and new procedures have been created. But feminist scholars also have shown that all these changes notwithstanding, gender mainstreaming has not proven to be successful in achieving gender equality (cf. True and Parisi, 2013). More than 15 years after the adoption of the Beijing Platform for Action, there are serious problems in translating the commitment into action. This is, as many scholars argue, not only a result of institutional and political resistance to substantially changing gender relations, but also a matter of conceptual clarity (Caglar, 2013).

In view of this, the researcher has decided to conduct a study on the problems encountered affecting the gender mainstreaming and serve as a basis to develop an intervention program to address gender mainstreaming of public secondary school teachers in the Division of Zambales. The findings obtained in the conduct of the study will also suffice recommendation on how the public secondary teachers strengthen gender mainstreaming.

This study aimed to determine the challenges in gender mainstreaming in the Department of Education (DepEd). Hence, an intervention program was developed to address the challenges in gender mainstreaming.

Specifically, it sought to answer the following questions:

1. What are the profile of the public secondary school teachers in the DepEd as to:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Length of service;
  - 1.4 Academic rank/ Position; and
  - 1.5 Number of relevant training attended on gender mainstreaming?
2. How serious are the challenges in gender mainstreaming in the Department of Education as to:
  - 2.1 Administration;
  - 2.2 Curriculum;
  - 2.3 Instruction;
  - 2.4 Facilities; and
  - 2.5 Security, Health and other Student Services?
3. Is there a significant difference in the challenges in gender mainstreaming in the Department of Education when group according to profile variables?
4. What intervention program can be developed to address the challenges in gender mainstreaming for Public Secondary School Teachers in the Division of Zambales?

## Methods

### Research Design

The study made use of descriptive research design with the aid of questionnaires the main instrument in gathering the data. The descriptive method does not merely accept the gathering of data and tabulation of results but also

includes interpretation, and evaluation of what has been described in the questionnaire without analyzing relationships among variables.

### Respondents and Sampling

The target populations of the study were the teachers from the public secondary schools in the Division of Zambales. There are one thousand four hundred and seventy-five (1475) public secondary school teachers in the Division of Zambales who have been identified as respondents for the study on giving responses about gender mainstreaming. This is based using the Slovin's formula with 5% margin of error, in obtaining the size of sample per school. Thus, four hundred (400) respondents was the study.

The study was conducted in all public secondary schools in the Division of Zambales. It consists of thirteen (13) districts such as Subic District, Castillejos District, San Marcelino District, San Antonio District, San Narciso District, San Felipe District, Cabangan District, Botolan District, Iba District, Palauig District, Masinloc District, Candelaria District and Sta. Cruz District.

### Instruments

The questionnaire was the main instrument used in gathering data in this study. The researcher constructed a self-made questionnaire based on related literature and studies from books, referred journals and Teachers Training Manual entitled Gender Equality Movement in Schools of Central Luzon.

The first part of the questionnaire includes the profile of the teacher-respondents such as their age, sex, length of service, academic rank/position and number of relevant trainings attended related to gender mainstreaming.

Part 2 of the questionnaire deals with the list of indicators to assess if there are problems that may be encountered by the Public Secondary School Teachers in its implementation are as follows: administration, curriculum, instruction, facilities and security, health and other student services.

To test the validity, the researcher conducted a pilot-testing of the instruments to 20 public secondary teachers from New Taugtog National High School and was not took part in

the study. During the pilot-testing, the researcher recorded observations to understand the questions which was used as basis for the improvement of the questionnaire.

All noted discrepancy and corrections was integrated in the finalization of the survey instrument.

**Data Collection and Analysis**

After the final drafting of the questionnaire, the researcher sought permission from the Division Schools Superintendent endorsed by the District Supervisors regarding the conduct of this study and the administration of the survey instrument to the teachers-respondents was sought by the researcher. The researcher administered the distribution of instrument to

the teachers in the different districts of the Division of Zambales. The researcher explained the objectives of the study and instructed the respondents to answer all items. After a two weeks, the questionnaires were retrieved by the researcher for tabulation, analysis and interpretation of data.

Descriptive and inferential statistics was employed such as frequency and percentage, weighted mean, and analysis of variance.

The following qualitative description including the Likert Scale was adopted to quantify the respondents’ responses on each indicator.

To interpret the seriousness of the problems encountered affecting the gender mainstreaming, the following scale was used:

*Table 1. Scale in Interpreting the Seriousness of the Challenges by the Public Secondary School Teachers on Gender Mainstreaming Implementation*

Numerical Value	Point Scale	Descriptive Equivalent
4	3.25 – 4.00	Very Serious Problem
3	2.50 – 3.24	Serious Problem
2	1.75 – 2.49	Moderately Serious Problem
1	1.00-1.74	Not a Problem

**Result and Discussion**

**Profile of the Respondents**

The frequency, percentage and mean distribution of the respondents’ profile variables is presented in Table 2.

For age profile, out of four hundred (400) respondents, there is only 1 or 0.25% from age group of 61 years old and above; 39 or 9.785% are from 51 – 60 years old; 93 or 23.25% are from 41 - 50 years old; 140 or 35.00% are from 31 – 40 years old and 127 or 31.75% are from

21 – 30 years old. The computed mean age of the respondents was 36.51 or 37 years old. The data shows that majority of the respondents are from age or 31 – 40 years old. This signifies that they are on their middle adulthood life stage.

For sex profile, out of four hundred (400) respondents, there were 138 or 34.50% male and 262 or 65.50% female. The data clearly indicates that majority of the respondents are female.

*Table 2. Frequency and Percentage Distribution of the Respondents*

Profile Variables	f	%	
Age Mean = 36.51	61 years old & above	1	0.25
	51-60 years old	39	9.75
	41 -50 years old	93	23.25
	31 - 40 years old	140	35.00
	21-30 years old	127	31.75
Sex	Male	138	34.50
	Female	262	65.50

Profile Variables	f	%
Length of Service Mean = 10.38	35 & above	3 0.75
	30 - 34	10 2.50
	25 - 29	19 4.75
	20 - 24	47 11.75
	15 - 19	35 8.75
	10 - 14	54 13.50
	5 - 9	91 22.75
Academic Rank/Position	0 - 4	141 35.25
	Master Teacher 2	5 1.25
	Master Teacher 1	15 3.75
	Teacher 3	79 19.75
	Teacher 2	82 20.50
Number of relevant training attended on gender mainstreaming Mean = 4.20	Teacher 1	219 54.75
	9 & above	49 12.25
	6 - 8	58 14.50
	3 - 5	164 41.00
	0 - 2	129 32.25
<b>Total</b>	<b>400</b>	<b>100.00</b>

For length of service profile, out of four hundred (400) respondents, 3 or 0.75% had served 35 years & above; 10 or 2.50% had served 30 – 34 years; 19 or 4.75% had served 25 – 29 years; 47 or 11.75% had served 20 – 24 years; 35 or 8.75% had served 15 – 19 years; 54 or 13.50% had served 10 – 14 years; 91 or 22.75% had served 5 – 9 years and 141 or 35.25% had served 0 – 4 years. The computed mean for length of service is 10.35 years.

For academic rank/ position profile, 5 or 1.25% are Master Teacher 2; 15 or 3.75% are

Master Teacher 1; 79 or 19.75% are Teacher 3; 82 or 20.50% are Teacher 2 and 219 or 54.75% are Teacher 1. This imply that Teacher 1 is the entry level position in teaching.

For number of relevant pieces of training attended on gender mainstreaming, 49 or 12.25% attended a training from 9 & above; 58 or 14.50% attended 6 – 8 trainings; 164 or 41.00% attended 3 – 5 trainings and 129 or 32.25% attended 0 – 2 trainings. The computed mean for number of relevant pieces of training attended on gender mainstreaming is 4.20.

**Challenges Encountered in Gender Mainstreaming by the Secondary Teachers in the Department of Education**

Table 3. Summary of Mean Rating on the Challenges Encountered in Gender Mainstreaming by the Secondary Teachers in the DepEd

Gender Mainstreaming Indicators	Overall Weighted Mean	Descriptive Equivalent	Rank
Administration	1.73	Not a Problem	3
Curriculum	1.62	Not a Problem	5
Instruction	1.64	Not a Problem	4
Facilities	1.73	Not a Problem	2
Security, Health and Other Student Services	1.85	Moderately Serious Problem	1
<b>Average Weighted Mean</b>	<b>1.72</b>	<b>Not a Problem</b>	

As gleaned from the table above, security, health and other student services identified by the public secondary teachers as Moderately Serious Problem with an overall weighted mean of 1.85. However, the curriculum identified the respondents as Not a Problem with an overall weighted mean of 1.62. The average weighted mean computed was 1.72 with descriptive equivalent of Not a Problem.

School health, security, and safety manpower in our public schools is grossly inadequate. At the DepEd, the school nurse to student ratio they are following is 1: 5,000 and the allocation of the school nurse items is not by school, but by school division which means by province or by city. With this kind of policy, many schools have no school nurses on duty to take charge of the many school health and nutrition activities that riddle the school calendar every year (Philippine Institute for Development Studies, 2018).

**Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Administration**

The test of difference on the challenges encountered by the secondary teachers in gender mainstreaming in the DepEd in terms of

administration when grouped according to profile variables is presented in Table 4.

There was a significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of administration when according to age (Sig=0.01) and number of relevant training attended on gender mainstreaming (Sig = 0.04) wherein the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected.

On the other hand, no significant difference on the challenges encountered by the secondary education in gender mainstreaming in the Department of Education in terms of administration when grouped according to sex (Sig = 0.45), length of service (Sig = 0.09) and academic rank/ position (Sig = 0.17), the sig. computed value are all greater than 0.05 alpha level of significance. Therefore, null hypothesis is accepted.

The results clearly revealed that the respondents have differences of dissimilarity of discernment toward gender mainstreaming implementation in terms of administration when group according to age and number of relevant training attended on gender mainstreaming.

Table 4. Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Administration

Source of Variations		df	F	Sig.	Decision/ Interpretation
Age	Between Groups	4	3.55	0.01	Reject Ho Significant
	Within Groups	395			
	Total	399			
Sex	Between Groups	1	0.57	0.45	Accept Ho Not Significant
	Within Groups	398			
	Total	399			
Length of Service	Between Groups	7	1.76	0.09	Accept Ho Not Significant
	Within Groups	392			
	Total	399			
Academic Rank/Position	Between Groups	4	1.62	0.17	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Number of relevant training attended on gender mainstreaming	Between Groups	3	2.83	0.04	Reject Ho Significant
	Within Groups	396			
	Total	399			

**Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Curriculum**

The test of difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of curriculum when grouped according to profile variables is presented in Table 5.

The significant difference on challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education

in terms of curriculum when grouped according to profile variables is shown in Table 10.

There was a significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of curriculum when according to age (Sig=0.00) and number of relevant training attended on gender mainstreaming (Sig = 0.01), as shown the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected.

*Table 5. Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Curriculum*

	Source of Variations	Df	F	Sig.	Decision/ Interpretation
Age	Between Groups	4	4.25	0.00	Reject Ho Significant
	Within Groups	395			
	Total	399			
Sex	Between Groups	1	1.79	0.18	Accept Ho Not Significant
	Within Groups	398			
	Total	399			
Length of Service	Between Groups	7	1.35	0.23	Accept Ho Not Significant
	Within Groups	392			
	Total	399			
Academic Rank/ Position	Between Groups	4	1.99	0.09	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Number of relevant training attended on gender mainstreaming	Between Groups	3	3.63	0.01	Reject Ho Significant
	Within Groups	396			
	Total	399			

Moreover, no significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of curriculum when grouped according to sex (Sig = 0.18), length of service (Sig = 0.23) and academic rank/ position (Sig = 0.09), the sig. computed value are all greater than 0.05 alpha level of significance. Therefore, null hypothesis is accepted.

**Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Instruction**

The test of difference on the challenges encountered by the secondary teachers in gender mainstreaming in the DepEd in terms of instruction when grouped according to profile variables is presented in Table 6.

Table 6. Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Instruction

Source of Variations	Df	F	Sig.	Decision/ Interpretation	
Age	Between Groups	4	0.29	0.89	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Sex	Between Groups	1	0.88	0.35	Accept Ho Not Significant
	Within Groups	398			
	Total	399			
Length of Service	Between Groups	7	1.71	0.10	Accept Ho Not Significant
	Within Groups	392			
	Total	399			
Academic Rank/ Position	Between Groups	4	2.10	0.08	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Number of relevant training attended on gender mainstreaming	Between Groups	3	3.93	0.01	Reject Ho Significant
	Within Groups	396			
	Total	399			

There was a significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of instruction when according to number of relevant training attended on gender mainstreaming (Sig = 0.01), as shown the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected.

Furthermore, no significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of instruction when grouped according to age (Sig=0.89), sex (Sig = 0.35), length of service (Sig = 0.10) and academic rank/ position (Sig = 0.08), the sig. computed value are all greater than 0.05 alpha level of significance. Therefore, null hypothesis is accepted.

This imply that the secondary teachers apply what they have learned in gender mainstreaming trainings.

A thorough understanding of the level of gender awareness and gender sensitivity in education systems is a prerequisite to positive action. UNESCO supported national training workshops in Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan on a set of six tools to conduct gender assessments of curriculum, textbooks, teacher training materials and teaching practices (UNESCO Bangkok, 2017). According to European Institute for Gender

Equality (2019), gender-equality training is an important component of the gender-mainstreaming strategy, and is recognized as such by several international and European normative instruments on gender equality.

To facilitate gender-responsive instruction, curricula and textbooks should be free from gender-bias and promote equality in gender relations. How the students perceive themselves and how they project their role in society in shaped to some extent by what they experience at school, including by how they are represented in textbooks (UNESCO, 2014).

The awareness-raising, training, counseling or coaching being provided must be based on the needs and previous experience of the management and project staff on gender issues (European Standards on Gender Mainstreaming, 2014).

The gender organizational assessment should provide the organization with information on the areas where action is most needed, and guide the implementation of processes and procedures to support gender mainstreaming, such as the establishment of ‘a gender structure (e.g. gender focal point, gender working group), a gender strategy, an engendered monitoring and evaluation system, engendered reporting, gender training, technical training of women, key performance indicators for staff on gender mainstreaming and an



engendered communication strategy. (European Institute for Gender Equality, 2016).

**Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Facilities**

The test of difference on the challenges encountered by the secondary teachers in gender mainstreaming in the DepEd in terms of curriculum when grouped according to profile variables is presented in Table 7.

Table 7. Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Facilities

	Source of Variations	Df	F	Sig.	Decision/ Interpretation
Age	Between Groups	4	1.55	0.19	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Sex	Between Groups	1	4.54	0.03	Reject Ho Significant
	Within Groups	398			
	Total	399			
Length of Service	Between Groups	7	2.52	0.02	Reject Ho Significant
	Within Groups	392			
	Total	399			
Academic Rank/ Position	Between Groups	4	0.61	0.66	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Number of relevant training attended on gender mainstreaming	Between Groups	3	3.46	0.02	Reject Ho Significant
	Within Groups	396			
	Total	399			

There was a significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of facilities when according to sex (Sig = 0.03), length of service (Sig = 0.02) and number of relevant training attended on gender mainstreaming (Sig = 0.02), as shown the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected.

Furthermore, no significant difference on the challenges encountered by the secondary teachers in gender mainstreaming in the Department of Education in terms of facilities when grouped according to age (Sig=0.19), and academic rank/ position (Sig = 0.66), the sig. computed value are all greater than 0.05 alpha level of significance. Therefore, null hypothesis is accepted.

Among 145 countries with data, primary school access to basic sanitation facilities was below 50% in 28 countries, 17 of them in sub-Saharan Africa. Only limited data are available on whether girls have separate facilities, let

alone whether the facilities are functional or well maintained (UNESCO, 2017).

**Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Security, Health and other Student Services**

There was a significant difference on the challenges encountered in gender mainstreaming in the Department of Education in terms of security, health and other student services when according to sex (Sig=0.01) and number of relevant training attended on gender mainstreaming (Sig = 0.03), as shown the significant value is less than 0.05 alpha level of significant. Therefore, null hypothesis is rejected.

Moreover, no significant difference on the challenges encountered in gender mainstreaming in the Department of Education in terms of security, health and other student services when grouped according to age (Sig = 0.06), length of service (Sig = 0.20) and academic rank/ position (Sig = 0.72), the sig. computed

value are all greater than 0.05 alpha level of significance. Therefore, null hypothesis is accepted.

UNESCO (2017) reported the boys and girls must feel welcome in a safe and secure learning environment. Governments, schools, teachers and students all have a part to play in ensuring that schools are free of violence and discrimination and provide a gender-sensitive, good-

quality. To achieve this, governments can develop non-discriminatory curricula, facilitate teacher education and make sure sanitation facilities are adequate. Schools are responsible for addressing school-related violence and providing comprehensive health education. Teachers should follow professional norms regarding appropriate disciplinary practices and provide unbiased instruction and students must behave in a non-violent, inclusive way.

Table 8. *Test of Difference on the Challenges by the Secondary Teachers in Gender Mainstreaming in the DepEd when Grouped According to Profile Variables as to Security, Health and other Student Services*

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Age	Between Groups	4	2.31	0.06	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Sex	Between Groups	1	6.37	0.01	Reject Ho Significant
	Within Groups	398			
	Total	399			
Length of Service	Between Groups	7	1.40	0.20	Accept Ho Not Significant
	Within Groups	392			
	Total	399			
Academic Rank/ Position	Between Groups	4	0.52	0.72	Accept Ho Not Significant
	Within Groups	395			
	Total	399			
Number of relevant training attended on gender mainstreaming	Between Groups	3	2.78	0.04	Reject Ho Significant
	Within Groups	396			
	Total	399			

Dumol (2017) discussed that the Department of Education (DepEd) in full support to the mandates, and provisions of RA 7192 has embarked on “Gender Awareness and Development (GAD) training programs to all its teachers and personnel purposely to eradicate the gender discrimination which remains the largest obstacle to educational achievement and the realization of the vision of Education for All (EFA). Thus, in its goals –the institutional organization goals and the learner’s goals, redirections were made and were focused on envisioning a gender fair curriculum towards a gender-fair society. Specifically, the DepEd

institutional organization goals aim is to ensure the promotion and protection of the dignity and self-worth of both sexes by integrating and/or infusing core messages and related values on a gender-fair education in the curricula across the three levels of education. The DepEd learners’ goals are likewise geared to foster a sense of personal growth and dignity, and respect for the abilities and right of all people of all races, and ethnic backgrounds of both sexes; and develop awareness of the gender biases and stereotyping that have been culturally perpetuated in order to be able to rectify these.

### **Proposed Intervention Program on Gender Mainstreaming**

The proposed Intervention Program on Gender Mainstreaming for Secondary Teachers in the Division of Zambales addresses the identified moderately serious challenges as to administration, instruction, facilities, security, health and other student services indicators.

#### **Rationale of the Intervention Program.**

Gender mainstreaming in education is the process of assessing the implications for girls and boys/women and men of any planned action, including legislation, policies or programs, at all levels of the education system. It is a strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of education policies programs so that girls and boys/women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality in education (GEMS CL Module 1, 2017).

According to the DepEd Order No. 32, series 2017 re: Gender-Responsive Basic Education Policy states the Department of Education (DepEd) issues the enclosed Gender-Responsive Basic Education Policy. Through this policy, the 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. This is in line with the DepEd's mandate to ensure access to quality basic education for all.

**Description of the Intervention.** The proposed intervention on gender mainstreaming for the Secondary Teachers aims to address the problems occurred in the findings of the study. This developed intervention program may be adopted by the schools in the Division of Zambales suited to their specific needs. Furthermore, the program can be implemented at a desired schedule by the Principals or School Heads.

**Activities.** The intervention program was developed consisting of different activities to meet the target aspect in terms of linkages to the community to promote gender equality, establishing and strengthening networks with local government units and other agencies in the implementation of GAD Projects Programs and Activities, gender sensitivity training for newly hired teachers, accessibility of clean drinking water, well-maintained and adequate number of functional sex-separate comfort rooms, access to sports and recreation facilities, availability of medical doctors, availability of dental doctors and availability of registered guidance counsellors. The identified target aspect are based on the moderately serious problems reflected on the findings in administration, instruction, facilities and security, health and other student services on the present gender mainstreaming of the secondary teachers in the Division of Zambales.

**Procedures.** A thirty (30) days intervention program was designed to implement the different proposed activities and to meet the expected outcomes.

The proposed intervention program is same to the findings of Pulmano (2016) academic institutions play a vital role in addressing gender disparity in the country. As Fraser argues, the socio-economic and cultural injustices always need to be considered. Academic institutions have to shed off the more traditional stance usually taken that tends to exclude women's participation. They should offer institutional support to women academics and other male colleagues in their efforts to promote gender equality and women's human rights if we are to integrate gender equality as an essential element in development strategies. Education is one of the main factors contributing to women's [empowerment](#), as highlighted in the "Gender Equality and Development Report 2012" ([World Bank, 2011](#)).

Table 9. Proposed Intervention Program in Gender Mainstreaming for Secondary Teachers in the Division of Zambales

Target Aspect	Activities	Objectives	Persons Involved	Strategies	Timeline	Outcome
Linkages to the community to promote gender equality.	Seminar on Gender Awareness	To conduct a community extension or outreach program to the Barangay Officials and Residents with the discussion of gender issues, gender roles, reproductive health and mandates and related laws.	Principal or School head Teachers Barangay Officials Residents Resource Person	Development of information education and communication (IEC) materials on gender roles, issues, reproductive health and violence against women and children	3 days	Promoted Gender Equality and enhanced gender awareness.
Establishing and strengthening networks with local government units and other agencies in the implementation of GAD Projects Programs and Activities.	Seminar-Workshop on Gender and Development Planning: A Collaborative Approach	To involve and engage the stakeholders in GAD PPAs planning, formulation, designing, implementation and evaluation	Principal or School Head Teachers Barangay Officials Residents DepEd Personnel Representative from LGU, PNP, Business Sectors Resource Person	Production of handbook on planning and implementation of GAD PPAs.	3 days	Established and strengthen the networks with local government units and other agencies in the implementation of GAD Projects Programs and Activities
Gender sensitivity training for newly hired teachers	Training on Gender Sensitivity for New Teachers	To discuss the gender differences, issues, and inequalities to the newly hired teachers	Principal or School Head Teachers DepEd Personnel Resource Person	Production of handbook consisting of school policies, curriculum and PPAs of the school	1 day	Gender- sensitive Public Secondary Teachers
Accessibility of clean drinking water.	Conduct a meeting on the DO NO. 10, S. 2016 – Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (Wins) Program	To implement the DepEd Order 10, Series 2016 for the promotion of correct hygiene and sanitation practices among school children and a clean environment in and around schools to keep learners safe and healthy.	DepEd Personnel Principal or School Head Teachers PTCA Officers	Provision of faucet with potable water.	15 days	Accessed of clean drinking water.

Target Aspect	Activities	Objectives	Persons Involved	Strategies	Timeline	Outcome
Well-maintained and adequate number of functional sex-separate comfort rooms.	Conduct a meeting on the DO NO. 10, S. 2016 – Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (Wins) Program	To implement the DepEd Order 10, Series 2016 for the promotion of correct hygiene and sanitation practices among school children and a clean environment in and around schools to keep learners safe and healthy	DepEd Personnel Principal or School Head Teachers PTCA Officers	Production of pamphlet with gender fair language and non-stereotype images which contains the proper hygiene and sanitation practices among school children and a clean environment in and around schools to keep learners safe and healthy.	1 days	Well-maintained and adequate number of functional sex-separate comfort rooms.
Access to sports and recreation facilities	Conduct a meeting with the stakeholders.	To have an access to sports and recreation facilities of the Barangay.	DepEd Personnel Principal or School Head Teachers	Conduct of annual school intramural meet or Sports Fest Competition	1 day	Accessed to sports and recreation facilities
Availability of medical doctors	Conduct a School Visit on a Regular Basis	To check and monitor the health status of the students	DepEd Physician Principal or School Head Teachers Parents	Development of IEC material on Reproductive Health.	1 day (every Month)	Checked and monitored the health status of the students
Availability of dental doctors.	Conduct a School Visit on a Regular Basis and Happy Smile for Healthy Students”: Seminar-Workshop on Promoting Oral Health in Public Secondary Schools in celebration of National Dental Health	To check and monitor the health status of the students and to promote and educate the students on oral health habits and personal hygiene in collaboration with the Zambales Dental Association.	DepEd Dentist Principal or School Head Teachers Parents	Celebration of National Dental Health and distribution of IEC on oral health habits.	1 day (every Month)  1 day (on February)	Checked and monitored the oral health status of the students  developed oral health habits and personal hygiene
Availability of registered guidance counselors.	Principals or School Heads designate a Guidance Counselor/ Career Advocates	To reduce the problems in the non-availability of Registered Guidance Counselor	Principals or School Heads Guidance Counselor/ Career Advocate Designate Resource Speaker	Distribution of handbook with gender fair language on guidance trends and strategies; and promote positive approach in the development of the students well-being and career pathing.	2 day	Designated Guidance Counselor/ Career Advocates Equipped with skills on Guidance Program facilitation; increased the awareness of the participants on Career Guidance trends and strategies

## Conclusion

Based on the summary of the investigations conducted, the researcher has concluded that a typical respondent is aged 31- 40, female, teaching below 4 years, Teacher 1 and has attended 3-5 numbers of relevant trainings on gender mainstreaming. The secondary teachers identified that the Security, Health and Other Student Services was Moderately Serious Problem while facilities, administration, instruction and curriculum was Not a Problem. There was a significant difference on the challenges encountered in gender mainstreaming in the Department of Education in terms of administration and curriculum when grouped according to age and number of relevant training attended on gender mainstreaming. There was a significant difference on the challenges encountered in gender mainstreaming in the Department of Education in terms of instruction when grouped according to number of relevant training attended on gender mainstreaming. There was a significant difference on the challenges encountered in gender mainstreaming in the Department of Education in terms of facilities when grouped according to sex, length of service and number of relevant training attended on gender mainstreaming. There was a significant difference on the challenges encountered in gender mainstreaming in the Department of Education in terms of security, health and other student services when grouped according to sex and number of relevant training attended on gender mainstreaming. The proposed intervention program on gender mainstreaming for secondary teachers addresses the identified moderately serious problems as to administration, instruction, facilities, security, health and other student services indicators.

In light of the findings and conclusions, the following are hereby recommended the administration may establish and strengthen the networks to the stakeholders such as the parents, barangay officials, local government units, government agencies and private organization personnel in planning and implementation of GAD Projects Programs and Activities and promoting gender equality through their active participation in the extension programs and school activities. The Department of Education

Division of Zambales may conduct gender sensitivity training seminar and trainings for newly hired teachers to enhance gender awareness and to become gender responsive public secondary teachers. The Principal or School Head may implement the DepEd Order No. 10, series 2016- Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene in Schools (WINS) Program. In terms of accessibility to sports and recreation facilities for the students, the School Head Principal may coordinate with the Barangay Officials to utilize the covered court and other facilities. Due to the limited numbers of medical and dentals doctors, the Department of Education Division of Zambales may schedule their visits to the secondary public schools at least once a month. The Department of Education Division of Zambales may hire registered guidance counselors or may designate Guidance Advocates to have a remedy on the problem in the limited number of qualified guidance counselors. The intervention program on mainstreaming may present to the officials of the Department of Education Division of Zambales for the implementation to address the existing challenges encountered by the secondary teachers.

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