



GENDER AND DEVELOPMENT AND INCLUSIVE LEARNING PRACTICES OF THE DEPARTMENT OF EDUCATION – BAYOMBONG DISTRICTS: BASIS FOR ORGANIZATION DEVELOPMENT INTERVENTION

LILIA C. HERMOSURA

<https://orcid.org/0000-0002-5781-3665>

liliahermosura@gmail.com

Department of Education – Schools Division of Nueva Vizcaya
Bayombong Central School Sped Center Bayombong 1 District
Nueva Vizcaya, Philippines

ABSTRACT

Gender and development issues and inclusive education are related to child protection, and these are very prevalent today as the Department of Education recognizes that there may be instances of violence at school due to the challenging situations faced by teachers and other officials inside and outside the school. Teachers face many overlapping obligations and obstacles to children's safety, inclusive environments, and gender and development issues, which creates many difficulties in their daily planning. The teacher's innate strength in dealing with a situation in the broad sense of child protection, as well as its incorporation into learning activities, has several considerations such as gender and development and inclusive education. With that, the researcher assessed the implementation of Gender and Development and Inclusive Learning Practices in the Department of Education in the Bayombong Districts as a basis for Organization Development Intervention. The descriptive research method was used, with a survey questionnaire used to collect data from 26 school heads and 153 teachers from the Bayombong Districts. Frequency and percentage, weighted mean, correlational procedure (f-test) and test of variance (t-test) were employed to analyze the data statistically. Findings revealed that gender and development, as well as inclusive learning practices, were sometimes implemented. When respondents are grouped according to their demographic profile, there is a significant difference in their perception, which is also significantly correlated with the level of implementation in learning practices. As a result, the proposed organization development intervention is expected to address the respondents' problems and challenges in implementing gender and development and inclusive learning practices in the teaching-learning process.

Keywords: Gender and Development, Inclusive Learning Practices, Capacity Building Programs, Curriculum and Instructions, Teaching Strategies and Assessment

INTRODUCTION

The mantra of protecting children by all means is a hypothetical meaning and a socially focused concept that involves the understanding of child risk discourses, vulnerability, security and methods used to protect children to allow them to develop safely and with optimum care in their natural environment.

The above assertion is parallel to DepEd Order No. 40, s. 2012, otherwise known as “Child Protection Policy,” that guarantees that best interests of the child are of utmost importance to all decisions and acts affecting children that provide special safeguards against all forms of violence and exploitation and treatment that are appropriate for their well-being. Department of Education reiterates a policy of zero tolerance for child



neglect, exploitation, intimidation, harassment and other types of abuse.

As per DepEd Order No. 32, s. 2017 Gender and Development (GAD) undertakes to incorporate the values of gender equality, gender justice, gender sensitivity and non-discrimination in ensuring access to quality basic education for all; while inclusion is viewed as a strategy for addressing and responding to the diverse needs of all learners by increasing participation in learning, culture, and society, and decreasing exclusion from and within education. It requires improvements and changes in content, methods, frameworks and techniques, with a shared goal that includes all children of the acceptable age range and a belief that it is the duty of the normal system to educate all children. (DepEd Order No. 72, s. 2009).

The researcher's current workplace offers special education, and she has found that not all teachers are well-trained in gender and development, and that they are not using inclusive teaching learning strategies.

For nearly 20 years of public-school teaching, the researcher has noticed that teachers have different responses to the Department of Education's policy, and mostly embraced it as another responsibility, an extra burden and additional workload. These make teaching more daunting. This attitude is very troubling, particularly when it comes to children's rights and safety inside and outside the school premises, which affects the learner's efficiency. The day-to-day encounter and interaction of teachers with their students has a great effect on the lives and academic success of the learners. Teaching – learning activities, if not adequately measured, would only turn pointless and incomprehensible to attain its objectives. Often, the teachers' understanding of DepEd's policies and guidelines make their teaching work challenging. Reports are routinely sent without adequate documentation and accurate details. It is with the utmost desire of the researcher to conduct this study, to evaluate the implementation of Gender and Development and Inclusive Education Learning Practices in the Bayombong District which will be resulted to an Organization Development Intervention.

As per DepEd Order No. 32, s. 2017 Gender and Development strives to incorporate the values of gender equality, gender justice, gender sensitivity, and non-discrimination in ensuring access to quality basic education for all; whereas inclusion is viewed as a means of addressing and reacting to the diversity of needs of all learners by increasing involvement in learning, culture, and society, and reducing exclusion within and from educational institutions

The Department of Education issued in 2012 the Child Protection Policy aims to provide special protection against all forms of abuse and exploitation and care that is necessary for the well-being of children, taking into account the primary rights and duties of parents, guardians, and teachers.. DepEd therefore reiterates a policy of zero tolerance for all acts of child abuse, exploitation, violence, discrimination, harassment and other forms of abuse. The policies serve as the guiding point within the school to avoid abusive acts that may harm children. The policy also serves as the basis for whatever programs and activities are needed to perform. (DO No. 40, s. 2012)

It was emphasized that inclusive education follows the concept of welcoming children regardless of race, age, form, color, capacity or disability with encouragement from school staff, parents and the community; and that child protection will be integrated to each discussion that will have a great impact on teacher's teaching strategy as it is included in the program and curriculum. (DepEd Order No. 32, s. 2017).

OBJECTIVES OF THE STUDY

The study aimed to assess the implementation of Gender and Development and Inclusive Learning Practices in the Department of Education in the Bayombong Districts as a basis for Organization Development Intervention.

In accordance, it sought to attain the following specific objectives: 1) To know the demographic profile of the respondents of Bayombong I and II District in terms of: age, gender, civil status, and ethnicity, and highest educational attainment, length of service, item position, performance rating, and type of school, family income, and number of dependent. 2) To

identify the significant differences in the perceived gender and development and inclusive education learning practices of the respondents when they are grouped according to their selected demographic profile. 3) To evaluate the respondent's assessment on gender and development and inclusive capacity building programs, learning practices, curriculum & instruction, teaching strategies, and assessment. 4) To know if there is significant correlation between the dimensions of gender and development and inclusive education learning practices. 5) To enumerate the problems and challenges encountered by the respondents in the implementation of gender and development and inclusive education learning. 6) To present the proposed Organization Development Intervention.

METHODOLOGY

The descriptive - inferential research design was used in this study; descriptive research design is a scientific method that includes observing and explaining the actions of a topic that helps draw a preliminary map, blue print and a scheme, preparing or organizing a strategy, it may allow some guidelines and procedures to undertake genuine and appropriate research with a professional standard following the rational and systematic in collecting data, measurement and analysis of data gathered (Peniel, 2016). Inferential statistics aim to extract findings from a sample and generalize them to a population, whereas descriptive analytics aim to do the opposite. Inferential analysis is concerned with drawing conclusions or inferences about a big population based on a sample of that dataset (Frost, 2020). This describes the best way to analyze and explain the essence of the situation as it has existed since the study period and to decide the relevant details required to address the query. It described the significant differences of the gender and development inclusive education learning practices and the demographic profile of the respondents. The descriptive-inferential research design was used to explain current practice and to make decisions and also to establish theories.

Preliminary data for this study were generated by research conducted in various libraries, reading

materials, online sources and books to obtain sufficient information. Permission from the Schools Division Supervisor in the Bayombong District and the Public Elementary School Principal were obtained to distribute and retrieve survey questionnaires. This research followed DepEd Memorandum No. 130 s. 2019 Conduct of Research Activities Related to the Review of Philippine K to 12 Basic Education Curriculum and DepEd Order No. 16 s. 2017 DepEd Research Management Guidelines pursuant to the existing guidelines of the Department of Education regarding the conduct of research projects in schools. It was assumed that the observance of health protocols being implemented by the Department of Health (DOH) and the Inter-Agency Task Force (IATF) were strictly followed.

Consultation from the experts, such as SPED Inclusive Education Program Supervisor, Schools District Supervisor, Child Protection Policy (CPP) Coordinator and Gender and Development (GAD) Coordinator were considered to provide prior knowledge on the proposed Organization Development Intervention for the continuous implementation of the program.

Since there is a pandemic and limited face to face and social distancing is significantly important, the reason the researcher applied and maximized the use of modern technology in conducting the focus group discussions via google meet and zoom meeting in gathering data and problems and issues encountered throughout the duration of the study are all examples of methodologies that may be considered in this research design. The data collected were treated, analyzed and validated and was provided a recommendation for the proposed Organization Development Intervention for Gender and Development Inclusive Education Learning Practices in the Bayombong Districts. The statistical methods used for data analysis are as follows; Frequency and Percentage, Weighted Mean, T-test, F-test, Pearson – r.

The respondents to the study were made up of one hundred fifty-three (153) public elementary school teachers or 26 elementary schools; 12 elementary schools from Bayombong 1 and 14 elementary schools from Bayombong 2 and twenty-six (26) primary school heads in the Bayombong districts. The researcher used the



entire population of school heads and fifty percent of the population in selecting the teacher respondents. It is a mechanism by which the choice of participants (or other units of analysis) is based on their ready availability; and was based on the preference of the researcher, Frey (2018).

RESULTS AND DISCUSSION

1. The demographic profile of the teacher and administrator respondents

Table 1
Demographic Profiles of Respondents: Frequency and Percentage Distribution According to Gender

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 43 | 24.16 |
| Female | 135 | 75.84 |
| Total | 178 | 100 |

Table 1 presents the frequency and percentage distribution of the respondent's gender in the Bayombong District, there are 43 male respondents or 24.16 percent and 135 female respondents or 75.84 percent. Data affirmed that school heads and teachers in the parlance of education particularly in Bayombong are dominated by females. Anderson (2001), implies that women are more likely to be teachers because of their sense of parenthood than men, who are more likely to be manual and skillful.

2. The significant differences in the perceived gender and development and inclusive education learning practices of the respondents when they are grouped according to their selected demographic profile

Table 2 exhibits summary of mean differences of the respondents' perception on gender and development and inclusive education learning practices when grouped according to demographic profile. The data revealed that Age of the respondents has degrees of freedom of 2 and

175 with computed F-test 1.22 and critical value 3.05 statistical inference Not significant.

Table 2
Summary of mean differences of the respondents' perception on gender and development and inclusive education learning practices when grouped according to selected demographic profile

| Variable | Degrees of Freedom | Computed Value | Critical Value | Statistical Inference |
|--------------------------------|--------------------|----------------|----------------|-----------------------|
| Age | 2 and 175 | ** 1.22 | 3.05 | Not Significant |
| Gender | 64 | * 1.25 | 1.99 | Not Significant |
| Civil Status | 3 and 174 | ** 2.83 | 2.66 | Significant |
| Ethnicity | 12 and 165 | ** 1.15 | 1.81 | Not Significant |
| Highest Educational Attainment | 4 and 173 | ** 4.20 | 2.42 | Significant |
| Length of Service | 2 and 175 | ** 4.45 | 3.05 | Significant |
| Item Position | 10 and 167 | ** 5.81 | 1.89 | Significant |
| Performance Rating | 2 and 175 | ** 4.04 | 3.05 | Significant |
| Type of School | 2 and 175 | ** 0.42 | 3.05 | Not Significant |
| Monthly Income | 2 and 175 | ** 6.31 | 3.05 | Significant |
| Number of Dependents | 4 and 173 | ** 1.40 | 2.42 | Not Significant |

It is followed by Gender with 64 degrees of freedom, 1.25 computed t-test value and critical value of 1.99 Not Significant; next is Civil Status with 3 and 174 degrees of freedom, computed f-test value of 2.83 and 2.66 critical value respectively Significant; for Ethnicity there is a degrees of freedom of 12 and 165 computed f-test value 1.15 and 1.81 critical value and Not Significant; the Highest Educational Attainment resulted to degrees of freedom of 4 and 173 and computed f-test value of 4.20 with 2.42 critical value or Significant; Length of Service with degrees of freedom 2 and 175 and computed f-test value 4.45 resulted to 3.05 critical value or Significant; for the Item Position; it has 10 and 167 degrees of freedom and computed f-test 5.81 with critical value 1.89 or Significant; for the Performance Rating there is a 2 and 175 degrees of freedom and computed f-test value of 4.04 with 3.05 critical value or a statistical interference Significant; the



Type of School resulted 2 and 175 degrees of freedom and 0.42 computed f-test with 3.05 critical value or Not Significant; Monthly Income has 2 and 175 degrees of freedom and 6.31 computed f-test with 3.05 critical value or Significant; the last one is the Number of Dependents with degrees of freedom 4 and 173 and computed f-test value of 1.40 and critical value of 2.42 resulted to statistical interference Not Significant. The result imply that assessment of gender and development and inclusive education learning practices do not vary in terms of the age of the respondents which means that regardless of age, their assessment are of the same degree or level. To the degree of effectively achieving work will eventually lead to skills and create additional knowledge, teaching and learning will be important concerns for aging workers.

3. The respondent’s assessment on gender and development and inclusive capacity building programs, learning practices, curriculum & instruction, teaching strategies, and assessment

Table 3
Respondents’ Assessment on Gender and Development Inclusive Education Learning Practices

| Gender and Development Inclusive Education Learning Practices | Weighted Mean | Qualitative Description |
|--|----------------------|--------------------------------|
| Capacity Building Programs | 2.7 | Sometimes Implemented |
| Learning Practices | 2.83 | Sometimes Implemented |
| Curriculum and Instructions | 2.79 | Sometimes Implemented |
| Teaching Strategies | 2.8 | Sometimes Implemented |
| Assessment | 2.79 | Sometimes Implemented |
| Overall Mean | 2.78 | Sometimes Implemented |

Table 3 shows the respondents' assessments of the level of implementation of Gender and Development Inclusive Learning Practices in terms of capacity buildings, learning practices, curriculum and instructions, teaching

strategies, and assessment. As assessed by the respondents the overall mean resulted to 2.78 described as Sometimes Implemented. The assessment of the respondents for the capacity building resulted to 2.7 weighted mean or Sometimes Implemented; followed Learning Practices yielded a weighted mean of 2.83 with a qualitative description of Sometimes Implemented. The assessment for Curriculum and Instruction given to Sometimes Implemented qualitative description resulted in a weighted mean of 2.79. The assessment for Teaching Strategies generated a weighted mean of 2.80 with a qualitative description of Sometimes Implemented; and the assessment resulted to a weighted mean of 2.79 with a qualitative description of Sometimes Implemented. The implementation of gender and development inclusive learning practices in terms of Programs and Activities provided teachers, students, and even parents with a broader perspective on the execution of the prescribed activities related to gender development inclusive learning environment as stipulated in the Department of Education' memorandum and orders. The various programs and activities provided an approach that aims to mainline gender equality and competence into development, while acknowledging that development activities may have an impact on all learners within the school learning environment, and thus emphasizing the need to use appropriate gender planning to ensure that the resulting activities are gender sensitive and effective. Further, Jare (2015) mentioned that school programs and activities reflect underlying social expectations of authority and gender roles. Gender expectations can normalize the negative consequences of male and female behavior during activity execution and practice within the learning environment. Observing how students perform activities at home and at school teaches children that gender issues are natural and piques their interest. Gender issues necessitate a strict program that will assist both students and teachers in dealing with cases and incidents that may occur.

4. The significant correlation between the dimensions of gender and development and inclusive education learning practices



4.1. In terms of Capacity Building Programs

Table 4

Summary of Correlation between capacity building programs and other dimensions of gender and development and inclusive education learning practices

| Variables Correlated | Correlation Coefficient | p-Value | Remarks |
|--|-------------------------|---------|-------------|
| Capacity Building Programs and Learning Practices | 0.833 | 0 | Significant |
| Capacity Building Programs and Curriculum Instructions | 0.84 | 0 | Significant |
| Capacity Building Programs and Teaching Strategies | 0.795 | 0 | Significant |
| Capacity Building Programs and Assessment | 0.778 | 0 | Significant |

Table 4 displays the summary correlation between the capacity building programs and other dimensions of gender and development inclusive learning practices. For the Capacity Building and Learning Practices the correlation coefficient of 0.833 resulted to P-value of 0.000 or Significant; followed by the Capacity Building and Curriculum and Instructions with 0.840 correlation coefficient and 0.000 P-value also Significant; next is the Capacity Building and Teaching Strategies with 0.795 correlation coefficient and 0.000 P-value or Significant; the last one is the correlation between Capacity Building and Assessment resulted to 0.778 or 0.000 P-value remarks as Significant. Based on the summary correlation, the null hypothesis is accepted with its significant remarks. Supported by the study conducted by Bustos (2015), where it argues that strategies for transforming and capacitating teachers' practices, which are heavily influenced by their attitudes, beliefs, and values, should be included in teacher preparation for inclusive education.

4.2. in terms of Learning Practices

Table 5 indicates the correlation between learning practices and other dimensions of gender and development and inclusive education learning practices. Specifically, computed values resulted as to analysis of relationship between learning practices and other dimensions of gender and development and inclusive education learning

practices along curriculum instruction with $r=0.921$ ($p=0.000$), teaching strategies $r=0.909$ ($p=0.000$) and assessment $r=0.844$, ($p=0.000$).

Table 5

Summary of Correlation between learning practices and other dimensions of gender and development and inclusive education learning practices

| Variables Correlated | Correlation Coefficient | p-Value | Remarks |
|--|-------------------------|---------|-------------|
| Capacity Building Programs and Learning Practices | 0.833 | 0 | Significant |
| Capacity Building Programs and Curriculum Instructions | 0.84 | 0 | Significant |
| Capacity Building Programs and Teaching Strategies | 0.795 | 0 | Significant |
| Capacity Building Programs and Assessment | 0.778 | 0 | Significant |

It could be noted that all computed p-values for all above stated components are less than the set level of significant of 0.05 which means that the null hypothesis along these areas are rejected correspondingly. This further means that the respondents' gender and development and inclusive education learning practices along curriculum instructions, teaching strategies and assessment are significantly related with learning practices.

4.3. in terms of Curriculum Instructions

Table 6

Summary of Correlation between curriculum instructions and other dimensions of gender and development and inclusive education learning practices

| Variables Correlated | Correlation Coefficient | p-Value | Remarks |
|---|-------------------------|---------|-------------|
| Curriculum Instructions and Teaching Strategies | 0.902 | 0 | Significant |
| Curriculum Instructions and Assessment | 0.876 | 0 | Significant |

As illustrated in Table 6, the respondents' level of curriculum instructions is significantly correlated with gender and development and inclusive education learning practices along



teaching strategies $r= 0.902$ ($p=0.000$) and assessment $r=0.876$ ($p=0.000$). It could also be noted that all computed p-values for all above stated components are less than the set level of significance of 0.05 which means that the null hypotheses along these areas are rejected correspondingly. This could further mean that curriculum instructions go hand in hand with teaching strategies and assessment of the teachers. As curriculum instructions improve teaching strategies and assessment also improves. Regalado (2017) posited out that overcrowded curricula can impede or delay the development of lifelong learning skills because subject coverage appears to take precedence over in-depth learning. Curriculum is at the heart of educational efforts, from which the discipline draws a wide range of ideas about the dynamic, interconnected, and interactive phenomena it entails. At the end of the day, each educational system is judged based on its curriculum or curricula.

4.4. in terms of Teaching Strategies

Table 7
Summary of Correlation between teaching strategies and gender and development and inclusive education learning practices along assessment.

| Variables Correlated | Correlation Coefficient | p-Value | Remarks |
|------------------------------------|-------------------------|---------|-------------|
| Teaching Strategies and Assessment | 0.906 | 0 | Significant |

It is evident in Table 7 that analysis yielded significant results when teaching strategies correlated with gender and development inclusive education learning practices along assessment. The statement is supported by the computed r-value of 0.906 and p-value of 0.000 which is less than the set level of significance of 0.05. The null hypothesis then is rejected. To further strengthen teachers' strategies for implementing gender and development inclusive learning practices; they must be equipped with various gender-based learning practices trainings, seminars, and workshops. Department of Education (2012) stated that the teachers will receive extensive training and

content in order to incorporate an enhanced basic educational program, which improves and integrates safety, gender and development policies in children and includes gender training in the program and activities of schools. Further, Lualhati (2019) mentioned that a classroom that responds to gender needs a teacher that responds to gender. This means that teachers are educated to develop more techniques that will focus on gender challenges and reject gender roles in their practice. In addition, the national education sectors felt it was important to formulate curricula, programs, projects and learning activities to correct and revise the minds of young people in order to achieve equal opportunities and progress in the human race and to ensure that each student in the classroom had an adequate evaluation.

5. The problems and challenges encountered by the respondents in the implementation of gender and development and inclusive education learning

The following are the problems and challenges encountered by the respondents in the implementation of gender and development inclusive learning practices.

1. Students with distinct needs are placed in regular classrooms with other students.
2. Teachers' experience difficulty to manage a mixed-gender class, and a scarcity of teacher training and seminars on gender and development.
3. Lack of parental and community engagement and active participation in gender inclusive school activities.
4. It is also a burden for teachers who bestow so much time in the classroom preparing gender inclusive learning materials for all students.
5. Inadequate learning materials and equipment for implementing various activities for a gender inclusive learning environment.
6. Having a barrier to infrastructure such as water, sanitation, health, schools, and other facilities as part of the learning process adds to teachers' workload in providing a more inclusive and gender free school learning facility.

CONCLUSIONS

In the light of the findings of the study, the following conclusions were drawn:

1. The demographic profile of the Bayombong District School Heads and Teacher respondents can influence the level of implementation in achieving gender and development goals and objectives, as well as inclusive learning practices.
2. The evaluations of the school principals and teachers on Gender and Development and Inclusive Learning Practices both resulted in qualitative descriptions Sometimes Implemented, it demonstrated support for gender equality and development and inclusive education for all.
3. School heads and teachers' age, gender, ethnicity, length of service, type of school; do not vary in terms of their assessment on GAD inclusive education learning practices. Varying level of assessments of GAD inclusive learning practices were observed in terms of school heads and teachers' civil status, performance rating, educational assessment, and position.
4. There is a significant relationship between the assessment of school heads and teachers in the dimensions of gender and development and inclusive education to learning practices Thus, it should be considered to establish more interventions in the attainment of a well-implemented gender and development and inclusive learning practices in the teaching-learning process for addressing the diversity of learner's needs.
5. Respondents' problems and challenges will be given special attention, as well as solutions and interventions.
6. The proposed Organization Development Intervention, which emphasized the Key Result Areas of Learning Practices, Teaching Strategies, Assessment, Curriculum and Instructions, and Capacity Building, promotes a policy program anchored to DO No. 32 s. 2017 – Gender

Responsive Basic Education Policy, which integrates the gender and development principles of equality, equity, sensitivity, and non-discrimination and Inclusive Education (DO No. 72 s. 2009).

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following are strongly recommended:

1. A proportion of students per classroom is recommended to be allocated to regular students, atypical students, and school learning facilities. Teachers should be up to date on 21st century teaching pedagogy and be able to use a variation of learning approaches and assessment tools for gender and development to meet the varied needs of learners.
2. School heads and Teachers should be trained in gender and development mainstreaming, and stakeholders should be encouraged to support and participate in the promotion of gender and development.
3. Teachers may conduct a thorough assessment and evaluation based on their students' gender needs, and then provide an intervention to learners anchored in Gender Responsive Basic Education Policy and Inclusive Education that will elicit the impediments to the full execution of gender and development and inclusive learning practices in the classroom.
4. Improvement of the school facility to meet the gender needs of students and to maximize both human and material resources should be considered so that the achievement of gender and development goals and objectives, as well as inclusive learning practices, is not hampered.
5. Instructional supervision, coaching and mentoring, focus group discussions, learning action cells, and technical assistance should be provided to school heads and teachers to strengthen the professional learning community of teachers in the development and application of gender and development policy, goals and objectives for gender and

development execution, and inclusive learning.

- The proposed Organization Development Intervention training design may be considered and recommended for faculty and staff development program for the districts of Bayombong.

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AUTHOR'S PROFILE



Dr. Lilia C. Hermosura, graduated with the degree of Doctor of Philosophy major in Organization Development and Planning in Nueva Vizcaya State University, Philippines. She is currently a Master Teacher II at Bayombong Central School, Sped Center, Philippines.

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