Integration of Gender and Development in the Teaching and Learning Process of Public Secondary School Teachers in Binalonan, Pangasinan

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Abstract

This study examined the extent of integration of Gender and Development (GAD) in the teaching and learning process of public secondary school teachers in Binalonan, Pangasinan, during School Year 2025–2026. It also determined the relationship between teachers' profile variables and the extent of GAD integration, compared teachers' and school heads' perceptions, and developed a proposed capacity-building program. The study employed a quantitative-descriptive cross-sectional survey design, with a developmental component. Respondents consisted of 158 teachers selected from a population of 262 using Slovin's formula and all six school heads of the public secondary schools in the municipality. Data were gathered through survey questionnaires covering learners' development, learning delivery, learning environment, learning resources, and assessment. Teachers rated the extent of GAD integration at an overall mean of 4.00, interpreted as Great Extent, while school heads gave an overall mean of 2.97, interpreted as Moderate Extent. The computed chi-square values for educational attainment, teaching experience, and relevant GAD-related trainings were 6.32, 5.71, and 5.99, respectively; the thesis reported these relationships as significant. A significant difference between the perceptions of teachers and school heads was also reported ($p = 0.00$, as presented in the source thesis). A five-day capacity-building program was proposed to strengthen GAD integration across the five domains. The findings indicate a need to strengthen professional learning, instructional support, and school-level monitoring of gender-responsive teaching practices.

Keywords: gender and development, GAD integration, teaching and learning process, public secondary school teachers, capacity building

Introduction

Gender and Development (GAD) is a framework that promotes gender equality and the empowerment of all people by examining and addressing inequalities embedded in social structures, policies, institutions, and everyday practices. In education, GAD integration involves creating learning experiences, environments, resources, and assessment practices that recognize diverse needs, prevent gender stereotyping, and provide equitable opportunities for participation and achievement.

Schools play an important role in translating gender-equality principles into classroom practice. Teachers influence the examples used in lessons, classroom interactions, allocation of learning opportunities, selection of instructional materials, and assessment procedures.

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The integration of GAD therefore requires more than awareness of gender-related policies; it calls for consistent application in the different dimensions of teaching and learning.

The study focused on public secondary school teachers in Binalonan, Pangasinan. Specifically, it examined teachers' profile in terms of highest educational attainment, length of teaching experience, and number of relevant trainings attended; assessed the extent of GAD integration in five domains; determined the relationship between profile variables and GAD integration; and compared teachers' perceptions with those of their school heads. It also sought to develop a proposed capacity-building program based on the findings.

The study is significant because differences between teachers' self-assessments and school heads' assessments may point to areas where shared expectations, technical assistance, and monitoring can be improved. A clearer understanding of these areas can help schools strengthen gender-responsive teaching and learning practices.

Methodology

Research Design

The study used a quantitative-descriptive cross-sectional survey design to describe teachers' profile and determine the extent of GAD integration in the teaching and learning process as perceived by teachers and school heads. It also included a developmental component through the formulation of a proposed capacity-building program.

Research Setting and Participants

The study was conducted in public secondary schools in Binalonan, Pangasinan, during School Year 2025–2026. The teacher population consisted of 262. A sample of 158 teachers was determined using Slovin's formula with a 5% margin of error. All six school heads were included as respondents.

Public Secondary School	Teacher Population	Sample
Juan G. Macaraeg National High School	149	90
San Felipe National High School	24	14
Sta. Maria National High School	28	17
Sumabnit National High School	16	10
Batasan National High School	16	10
Bugayong Integrated School	29	17
Total	262	158

Research Instrument

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Data was gathered using survey questionnaires for teachers and school heads. The instrument assessed GAD integration in five domains: learners' development, learning delivery, learning environment, learning resources, and assessment. The source thesis describes the instrument as adapted from Doydoy and Lomarda (2025). The questionnaire used a five-point Likert scale. Further details on validation and reliability should be supplied from the original research records before journal submission.

Data Collection Procedure

Permission was sought from the Schools Division Superintendent of Pangasinan II, and coordination was undertaken with the school heads. The questionnaires were personally administered and retrieved after three weeks. Participation was voluntary, and respondents were informed of the purpose of the study and the confidentiality of their responses.

Data Analysis

Frequency counts and percentages were used to describe respondents' profiles. Weighted means were used to determine the perceived extent of GAD integration. Chi-square analysis was used to examine relationships between profile variables and GAD integration, while a t-test was reported for the comparison of teachers' and school heads' perceptions. The source thesis reports the statistical results summarized below. Exact test statistics, degrees of freedom, confidence intervals, and assumptions should be verified against the original statistical output.

Results

Profile of Teachers

In terms of educational attainment, 69 teachers (44%) held a bachelor's degree, 42 (27%) had completed master's academic requirements, 36 (23%) held a master's degree, seven (4%) had completed doctoral academic requirements, and four (2%) held a doctorate. Overall, 71% had not completed a graduate degree.

Highest Educational Attainment	Frequency	Percentage
Bachelor's degree	69	44%
Completed MA academic requirements	42	27%
Master's degree	36	23%
Completed doctoral academic requirements	7	4%
Doctorate	4	2%
Total	158	100%

Regarding teaching experience, 17 teachers (11%) had one to five years of service, 37 (23%) had six to ten years, 42 (27%) had 11 to 15 years, 38 (24%) had 16 to 20 years, and 24 (15%) had more than 20 years of experience. Thus, 66% had more than ten years of teaching experience.

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Length of Teaching Experience	Frequency	Percentage
1–5 years	17	11%
6–10 years	37	23%
11–15 years	42	27%
16–20 years	38	24%
More than 20 years	24	15%
Total	158	100%

For GAD-related training attended during the previous five years, 98 teachers (62%) had attended not more than three training courses, while 60 (38%) had attended more than three. No respondent selected the option indicating no relevant training.

Number of Relevant GAD Trainings	Frequency	Percentage
No training	0	0%
Not more than three trainings	98	62%
More than three trainings	60	38%
Total	158	100%

Extent of GAD Integration in the Teaching and Learning Process

Teachers generally rated their GAD integration practices at a Great Extent, with an overall mean of 4.00. School heads rated the same practices at a Moderate Extent, with an overall mean of 2.97. The pattern was consistent across all five domains.

Domain	Teachers' Mean	School Heads' Mean
Learners' development	4.02	2.98
Learning delivery	3.98	2.87
Learning environment	4.02	3.03
Learning resources	3.99	2.97
Assessment	4.00	3.00
Overall Mean	4.00	2.97

The highest teacher ratings were recorded for learners' development and learning environment (both 4.02), while the lowest was learning delivery (3.98). Among school heads, learning environment received the highest mean (3.03), while learning delivery received the lowest (2.87).

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Relationship Between Profile Variables and GAD Integration

The thesis reported significant relationships between each of the three teacher profile variables and the extent of GAD integration. The reported computed chi-square values were 6.32 for educational attainment, 5.71 for teaching experience, and 5.99 for the number of relevant trainings attended.

Profile Variable	Computed χ^2	Decision Reported in Thesis
Highest educational attainment	6.32	Significant relationship
Length of teaching experience	5.71	Significant relationship
Number of relevant GAD trainings	5.99	Significant relationship

The original thesis presents a critical value of 3.84. The degrees of freedom and complete contingency tables were not available in the summarized results used for this article; these details should be checked against the original statistical computations before publication.

Difference Between Teachers' and School Heads' Perceptions

The thesis reported a significant difference between teachers' and school heads' perceptions of the extent of GAD integration, with a reported p-value of 0.00. Because a p-value should not be reported as exactly zero, the value should be checked in the original statistical output and presented using the appropriate exact value or threshold (for example, $p < .001$, if supported by the output). The test statistic, degrees of freedom, and test assumptions should also be added.

Proposed Capacity-Building Program

Based on the findings, a five-day capacity-building program was proposed to enhance teachers' integration of GAD in the teaching and learning process. The program is organized around the five assessed domains: learners' development, learning delivery, learning environment, learning resources, and assessment. The detailed schedule, session objectives, resource persons, and evaluation measures should be inserted from the approved program in the thesis if the journal requires the full intervention design.

Discussion

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The profile results show that most teacher-respondents had substantial teaching experience, while a majority had not completed a graduate degree. Although all respondents reported attending at least one relevant GAD training during the previous five years, most had attended not more than three. This pattern suggests that schools may need to provide continuing, practice-oriented professional development rather than relying only on occasional seminars.

The difference between teachers' self-ratings and school heads' ratings is a central finding. Teachers perceived that they integrated GAD to a great extent, whereas school heads assessed the extent as moderate. This gap may reflect differences in the criteria used to judge classroom practice, the visibility of GAD strategies during observation, or the need for clearer shared indicators. These are possible interpretations and should be examined through follow-up classroom observations or qualitative inquiry.

The reported significant relationships between teachers' profile variables and GAD integration suggest that educational attainment, teaching experience, and relevant training may be associated with differences in reported practice. However, the strength and direction of these relationships cannot be determined from the reported chi-square values alone. The complete contingency tables, degrees of freedom, and effect-size measures should be included to support a fuller interpretation.

The proposed capacity-building program responds to the need to strengthen GAD integration across the five domains. To maximize its usefulness, the program should include practical lesson-planning activities, analysis and revision of learning resources, inclusive classroom strategies, gender-responsive assessment, and mechanisms for coaching and monitoring.

Conclusion

The study found that public secondary school teachers in Binalonan, Pangasinan perceived their integration of GAD in the teaching and learning process to be at a great extent, while school heads perceived it to be at a moderate extent. The thesis also reported significant relationships between teachers' educational attainment, teaching experience, and relevant GAD-related training and the extent of GAD integration, as well as a significant difference between the perceptions of teachers and school heads. A five-day capacity-building program was proposed to strengthen GAD-responsive practices across the five domains. Continued professional development, shared performance indicators, and supportive instructional monitoring are recommended to improve the consistency of GAD integration.

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