International Journal of Sustainable and Integrated Studies
Volume 1, Issue 4 | ISSN: 3155-6361
DOI: https://doi.org/10.65339/ijsis.V1.I4.262

Gender and Development (GAD) Mainstreaming Efforts and Implementation Challenges of Masbate National Comprehensive High School: Basis for an Enhanced GAD Action Plan

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Publication history:
Received: October 5, 2026 Accepted: November 4, 2026
Revised: November 2, 2026 Published: November 5, 2026
International Journal of Sustainable and Integrated Studies, Vol. 1, No. 4, pp. 104–115, November 2026.

Abstract

This study assessed Gender and Development (GAD) mainstreaming efforts and implementation challenges at Masbate National Comprehensive High School (MNCHS) as a basis for developing an Enhanced GAD Action Plan. Anchored on the Institutional Gender Analysis Framework, Street-Level Bureaucracy Theory, and Context, Input, Process, Product (CIPP) Evaluation Model, the study employed a quantitative descriptive–comparative research design. Thirty-five teacher-respondents were selected through purposive sampling and surveyed using a researcher-made, expert-validated structured questionnaire covering demographic characteristics, seven GAD mainstreaming dimensions, and implementation challenges. Data were analyzed using frequency counts, percentages, weighted means, ranking, and one-way analysis of variance (ANOVA). Results revealed that all seven GAD mainstreaming dimensions were Highly Implemented, with composite means ranging from 3.48 to 3.65. Gender-responsive teaching and learning practices obtained the highest composite mean (3.65), while monitoring, evaluation, and sustainability recorded the lowest (3.48). Respondents' assessments differed significantly across demographic and professional profile groups ($F = 6.18$, $p = 0.000005$), although the analysis did not identify the specific categories responsible for these differences. Implementation challenges obtained a composite mean of 3.62, with limited financial resources and insufficient training opportunities receiving the highest ratings (3.71 each). Despite strong implementation, gaps remained in resource allocation, program integration, professional development, and accomplishment reporting. The study recommends improved financial management, targeted capacity building, systematic curriculum integration, enhanced data management, and strengthened protection mechanisms. The findings align with Sustainable Development Goals 5 (Gender Equality), 4 (Quality Education), and 16 (Peace, Justice, and Strong Institutions). The proposed Enhanced GAD Action Plan may support educational, sociocultural, and institutional sustainability by promoting inclusive practices, accountable governance, efficient resource management, and continuous program improvement.

Keywords: Capacity Building, Gender and Development Mainstreaming, Gender Equality, Gender-Responsive Budgeting, Gender-Responsive Education, Implementation Challenges, Institutional Accountability, Monitoring and Evaluation, Sustainable Development Goals

1. Introduction

Gender and Development (GAD) mainstreaming is an institutional strategy for promoting gender equality through policies, resource allocation, organizational practices, and accountability mechanisms. In public education, its implementation requires gender-responsive planning and budgeting, inclusive teaching practices, safe learning environments, personnel capacity building, and systematic monitoring. Although Philippine legislation mandates the integration of gender perspectives into public institutions, operational, financial, technical, and sociocultural challenges continue to affect implementation. This study, titled "Gender and Development (GAD) Mainstreaming Efforts and Implementation Challenges of Masbate National Comprehensive High School: Basis for an Enhanced GAD Action Plan," assesses school-level GAD mainstreaming across seven operational dimensions, examines differences in teachers' assessments according to their demographic and professional profiles, and identifies implementation challenges. The findings are intended to provide an empirical basis for developing an Enhanced GAD Action Plan that strengthens gender-responsive educational governance, institutional accountability, and sustainable school practices.

Gender mainstreaming integrates gender equality considerations into institutional policies, programs, resource allocation, and administrative decisions. International frameworks emphasize the responsibility of public institutions to address systemic gender disparities through coordinated governance, implementation mechanisms, and sustained progress toward gender equality (UN Women & United Nations Department of Economic and Social Affairs, 2023, 2024). Gender-Responsive Budgeting (GRB) supports these objectives by linking gender equality commitments with public expenditure and development outcomes (OECD, 2023). In the Philippines, Republic Act No. 9710, or the Magna Carta of Women (MCW), provides the legal foundation for GAD mainstreaming and requires government institutions to allocate at least 5% of their annual budgets to GAD-related programs and activities. The Philippine Commission on Women, Department of Budget and Management, and National Economic and Development Authority (2022) further established revised guidelines for preparing annual GAD Plans and Budgets and GAD Accomplishment Reports, strengthening the integration of gender-responsive planning, resource allocation, and institutional accountability. The Philippine Commission on Women provides institutional guidance for GAD planning, monitoring, and reporting (Philippine Commission on Women, 2025a, 2025b), while the Department of Education (2017) establishes the Gender-Responsive Basic Education Policy to guide the integration of gender equality principles into basic education. Complementary institutional policies address gender-based harassment and health inequalities (CHED, 2022; DOH, 2024). Despite these mandates, gender mainstreaming remains constrained by patriarchal norms, limited technical competence, personnel turnover, and bureaucratic resistance (UN Women & United Nations Department of Economic and Social Affairs, 2026; Alcantara & Soriano, 2023). Differences in school personnel's knowledge, attitudes, and operational readiness further influence the implementation of GAD initiatives (Abalos & Tolentino, 2023). These conditions demonstrate that regulatory compliance does not necessarily translate into sustained gender-responsive practices. At Masbate National Comprehensive High School (MNCHS), effective GAD mainstreaming involves integrating gender equality into school governance, classroom instruction, resource management, institutional safety, and protection mechanisms. Assessing these interconnected dimensions is necessary to determine the extent of implementation, identify operational challenges, and develop a context-responsive Enhanced GAD Action Plan.

International literature identifies institutional governance, gender-responsive budgeting, organizational competence, and accountability as essential components of gender mainstreaming. OECD (2025), World Bank (2024), and UN Women & United Nations Department of Economic and Social Affairs (2025) emphasized that institutional commitments may weaken when gender equality objectives become routine administrative requirements. The OECD (2025) highlighted the importance of leadership accountability, integrated organizational systems, and systematic monitoring in strengthening institutional governance. Institutional culture also influences implementation. UNESCO (2024), UN Women & United Nations Department of Economic and Social Affairs (2026), and UN Women & United Nations Department of Economic and Social Affairs (2024) identified bureaucratic practices, patriarchal structures, and sociocultural resistance as barriers to institutional transformation. These findings indicate that gender-responsive policies require changes in organizational behavior alongside formal compliance. Gender-responsive budgeting provides the financial foundation for implementing institutional commitments. OECD (2023) and the World Bank (2023) emphasized the importance of technical competence, expenditure tracking, and financial accountability, while OECD (2023) cautioned that gender budget allocations may remain symbolic without effective leadership and evaluation. UNESCO (2023) emphasized the importance of equitable access to educational technologies and inclusive learning opportunities, while UNESCO (2025) highlighted the need for continuous professional development and institutional accountability in promoting gender-responsive education. Philippine literature reinforces these findings. Philippine Commission on Women (2024), UN Women & United Nations Department of Economic and Social Affairs (2024), OECD (2025), and Philippine Commission on Women (2025) identified organizational culture, workplace inequalities, institutional leadership, and administrative constraints as factors affecting GAD implementation. The National Economic and Development Authority (NEDA), in collaboration with the Philippine Commission on Women (PCW) and the Official Development Assistance–Gender and Development (ODA-GAD) Network, developed the Harmonized

Gender and Development Guidelines (HGDG), which provide standardized tools for integrating gender considerations into project development, implementation, monitoring, and evaluation (National Economic and Development Authority et al., 2016), while the Philippine Commission on Women (Philippine Commission on Women, 2025) and Philippine Commission on Women (Philippine Commission on Women, 2025) established evaluation frameworks and indicators for monitoring gender mainstreaming. Institutional mechanisms are further supported by Philippine Commission on Women (2025) guidelines on the Gender and Development Focal Point System (GFPS), the Philippine Commission on Women (2023b) guidelines on the preparation and online submission of GAD Plans and Budgets, which strengthen institutional planning, documentation, and financial accountability, and Philippine Commission on Women (2025) requirements for digital accomplishment reporting. The Philippine Commission on Women (2026a) further introduced guidelines on the responsible use of artificial intelligence in preparing GAD Plans and Budgets and GAD Accomplishment Reports, highlighting the importance of accountability, data protection, and responsible technology use in gender-responsive institutional reporting. Furthermore, the Philippine Commission on Women (2026b) issued updated guidelines for the preparation and online submission of Fiscal Year 2027 GAD Plans and Budgets, reinforcing systematic planning, documentation, and institutional compliance with gender-responsive budgeting requirements. However, the Philippine Institute for Development Studies (PIDS, 2023) highlighted the importance of strengthening sex-disaggregated data systems for development planning, while the OECD (2025) emphasized institutional capacity, governance, and accountability in public administration. Empirical studies likewise demonstrate the distinction between policy adoption and implementation. World Bank (2024), OECD (2025), World Bank (2024), and Chappell and Waylen (2023) found that formal policies require organizational transformation and supportive institutional practices. UN Women & United Nations Department of Economic and Social Affairs (2026) and UNESCO (2025) emphasized leadership support and the authority of gender focal personnel, while OECD (2023) emphasized the importance of integrating gender equality objectives into financial management and gender-responsive budgeting practices. Implementation challenges extend beyond administrative structures. The World Bank (2025) highlighted the importance of examining legal and institutional conditions affecting women's economic opportunities, demonstrating the relevance of supportive frameworks in addressing persistent gender inequalities. The World Bank (2026) also provided comparative data on legal frameworks and institutional conditions affecting women's economic opportunities, underscoring the importance of monitoring formal equality commitments alongside their implementation. The World Bank (2024a, 2024b), UN Women and the United Nations Department of Economic and Social Affairs (2026), Appiah et al. (2025), and Chappell and Waylen (2023) examined legal, institutional, and sociocultural factors affecting progress toward gender equality. OECD (2025), OECD (2023), and World Bank (2024) further emphasized systematic monitoring, fiscal accountability, and evaluation of actual policy implementation. In Philippine basic education, Lim and Canonizado (2026), Caparas and Yango (2025), UNESCO (2024), and Valdez (2023) reported that policy awareness and administrative compliance do not always result in consistent classroom integration, professional development, or resource utilization. Mangigin and Mancao (2025), Lomibao and Del Rosario (2023), and Bulosan and Pascual (2023) identified the importance of culturally responsive implementation and addressing discrepancies between policy requirements and school practices. Institutional capacity and financial accountability remain significant concerns. Philippine Commission on Women (2025), Aquino and Beltran (2025), and OECD (2025) emphasized the effects of leadership, personnel turnover, and technical competence on program continuity. Quizon and Garcia (2023), Castillo and Ramos (2024), and Bautista and Fernandez (2024) highlighted difficulties in fiscal attribution, compliance-oriented implementation, and data management. Collectively, these studies establish that effective GAD mainstreaming depends on coordinated governance, adequate resources, gender-responsive teaching, institutional capacity, sociocultural awareness, and continuous evaluation. These themes provide the empirical foundation for assessing the multidimensional implementation of GAD initiatives at MNCHS.

Globally, gender mainstreaming has developed into a governance strategy requiring the integration of gender perspectives into institutional planning, public expenditure, leadership, and accountability. International experience demonstrates that formal gender equality commitments must be supported by administrative competence and sustained organizational transformation. Nationally, the Philippines has established legal and institutional mechanisms for implementing GAD across government agencies and public educational institutions. These mechanisms include mandatory budget allocations, gender-responsive policies, institutional focal point systems, monitoring frameworks, and reporting procedures. Nevertheless, implementation remains affected by differences in organizational capacity, financial management, and institutional commitment. Locally, the study is situated at Masbate National Comprehensive High School in Masbate City, Province of Masbate, within the Bicol Region. Masbate comprises the major islands of Masbate, Ticao, and Burias and serves communities with diverse geographic and sociolinguistic characteristics. MNCHS, established in 1917 as Masbate High School and nationalized in 1977, is a long-standing public secondary institution serving learners from Masbate City and surrounding communities. The geographic context of the province and the school's location within Masbate City establish the institutional setting of the investigation (Wikipedia_Masbate12). As a major public secondary school, MNCHS is responsible for implementing gender-responsive policies within its educational and administrative operations. Its GAD initiatives encompass planning and budgeting, policies and programs, personnel awareness, classroom instruction, school safety, gender-based violence prevention and response, and monitoring and

evaluation. Examining these dimensions through teachers' assessments provides a school-specific understanding of GAD implementation and its operational challenges.

The study is anchored on three complementary frameworks: the Institutional Gender Analysis Framework, Street-Level Bureaucracy Theory, and the Context, Input, Process, Product (CIPP) Evaluation Model. The Institutional Gender Analysis Framework by Rao and Kelleher (1998, 2005) explains that sustainable gender equality requires changes in formal policies, resource distribution, individual awareness, and informal organizational culture. Applied to MNCHS, this framework supports examining how gender-responsive policies, budgeting, teaching practices, institutional mechanisms, and school culture contribute to GAD mainstreaming. Street-Level Bureaucracy Theory by Lipsky (1980, 2010) emphasizes that policy implementation is shaped by the decisions and practices of frontline personnel operating under resource limitations, competing responsibilities, and institutional constraints. In the school context, this theory explains how teachers and administrators translate GAD mandates into everyday practices and how technical limitations, personnel turnover, and sociocultural resistance may affect implementation. The CIPP Evaluation Model by Stufflebeam (1971, 2003) provides a systematic basis for assessing institutional context, available inputs, implementation processes, and program outcomes. Its application supports identifying existing GAD practices, institutional resources, operational challenges, and areas requiring improvement. These frameworks are integrated through the study's Input–Process–Output (IPO) conceptual approach. Inputs comprise teachers' demographic and professional characteristics, their assessments of GAD mainstreaming efforts, and identified implementation challenges. The process involves collecting and statistically analyzing survey responses to describe implementation levels and examine differences across respondent groups. The intended output is an Enhanced GAD Action Plan based on the identified institutional needs and assessment findings. Together, these frameworks explain how institutional structures, frontline practices, and systematic evaluation influence gender mainstreaming and guide evidence-based school improvement.

Existing literature extensively addresses gender equality policies, gender-responsive budgeting, institutional mechanisms, and public-sector compliance. However, many investigations focus on individual implementation components or broader government institutions rather than comprehensively evaluating school-level GAD mainstreaming. Although Philippine studies have examined GAD awareness, administrative compliance, classroom practices, resource management, and institutional barriers, limited empirical evidence addresses these dimensions collectively within a large public secondary school. Moreover, insufficient attention has been given to differences in teachers' assessments according to demographic and professional characteristics and how these differences relate to institutional implementation challenges. This study addresses these gaps by evaluating seven dimensions of GAD mainstreaming at MNCHS: GAD planning and budgeting; gender-responsive policies and programs; capacity building and awareness; gender-responsive learning and teaching practices; gender-responsive school environment; prevention and response to gender-based violence; and monitoring, evaluation, and sustainability of GAD initiatives. Specifically, the investigation examines teachers' profiles in terms of age, sex, highest educational attainment, length of service, and designation or position; determines the extent of GAD mainstreaming; assesses significant differences in evaluations across respondent groups; and identifies implementation challenges. The study is limited to teachers' perceptions and experiences and does not include other stakeholder groups or a formal financial audit. By addressing these research concerns, the study seeks to provide an empirical foundation for an Enhanced GAD Action Plan that responds to identified gaps in policy implementation, institutional capacity, resource management, gender-responsive educational practices, and program sustainability.

The study is directly aligned with SDG 5 (Gender Equality) through its assessment of institutional policies and practices intended to reduce gender disparities, promote equitable opportunities, and strengthen mechanisms for preventing and responding to gender-based violence. Its examination of GAD planning, budgeting, capacity building, and accountability supports the integration of gender equality into school governance. The study also contributes to SDG 4 (Quality Education) by examining gender-responsive learning and teaching practices, inclusive instructional approaches, and safe educational environments. Strengthening these areas can support equitable educational experiences and reduce gender-related barriers within public secondary education. Additionally, SDG 16 (Peace, Justice, and Strong Institutions) is relevant to the study's emphasis on transparent resource management, institutional accountability, policy implementation, and mechanisms for addressing gender-based violence. Assessing monitoring systems and implementation challenges can provide evidence for improving school governance and institutional responsiveness. These SDG connections reflect the study's focus on gender equality, educational inclusion, and institutional effectiveness. Its proposed Enhanced GAD Action Plan is intended to translate identified school-level needs into practical improvements consistent with these development priorities.

The study contributes to multidisciplinary sustainability primarily through educational, sociocultural, socioeconomic, community, and institutional dimensions. Its significance lies in examining how gender-responsive policies and practices can become sustained components of public secondary school operations. In

terms of educational sustainability, the study identifies areas for improving gender-responsive pedagogy, instructional materials, teacher competence, and inclusive learning environments. Strengthening these practices can support equitable educational opportunities and the continued integration of gender awareness into teaching and learning. For sociocultural and community sustainability, the study addresses gender stereotypes, discriminatory practices, and institutional responses to gender-based violence. Its findings may help strengthen school practices that promote respect, inclusion, and safer educational spaces for learners and personnel. Regarding socioeconomic sustainability, the investigation considers the importance of gender-responsive resource allocation and equitable access to institutional programs. Evaluating GAD planning and budgeting can help identify opportunities for improving the use of available resources in addressing gender-related needs. The study also supports policy, governance, and institutional sustainability by examining administrative accountability, personnel capacity, monitoring systems, and program continuity. Its findings may assist school administrators, GFPS members, teachers, and education policymakers in strengthening implementation procedures, addressing operational constraints, and improving institutional responsiveness. Ultimately, the proposed Enhanced GAD Action Plan serves as the intended practical contribution of the research. By integrating evidence from teachers' assessments and identified implementation challenges, the study seeks to support continuous improvement in gender-responsive governance and educational practices at Masbate National Comprehensive High School, contributing to a more inclusive, accountable, and sustainable public education environment.

2. Material and methods

2.1 Research Design

The study utilized a quantitative descriptive–comparative research design to examine GAD mainstreaming efforts and implementation challenges at MNCHS. The descriptive component assessed respondents' demographic profiles, the extent of GAD implementation, and the challenges encountered in school-level implementation. The comparative component examined significant differences in respondents' assessments when grouped according to their demographic and professional characteristics. According to Creswell and Creswell (2018), quantitative descriptive research systematically examines existing conditions and perceptions, while comparative research identifies differences among respondent groups. Similarly, Ary et al. (2019) emphasized the suitability of descriptive–comparative designs for examining educational and social variables without manipulation. This design enabled the systematic evaluation of GAD planning and budgeting, gender-responsive policies and programs, capacity building and awareness, gender-responsive learning and teaching practices, gender-responsive school environment, prevention and response to gender-based violence, and monitoring, evaluation, and sustainability of GAD initiatives. It also facilitated the identification of operational, technical, institutional, and sociocultural challenges affecting implementation.

2.2 Locale of the Study

The study was conducted at Masbate National Comprehensive High School, a public secondary educational institution located in Masbate City, Province of Masbate, Philippines. The school serves learners from Masbate City and surrounding communities and implements GAD-related policies and programs within its administrative and instructional operations. The institution was selected as the research setting because its school-level GAD implementation encompasses policy development, budgeting, instructional practices, personnel capacity building, school safety, and institutional monitoring. These operational responsibilities provided the context for assessing the extent of GAD mainstreaming and the challenges encountered by school personnel.

2.3 Respondents of the Study

The respondents comprised 35 selected public secondary school teachers from Masbate National Comprehensive High School. They included academic implementers, subject area coordinators, department heads, and members of the Gender and Development Focal Point System (GFPS) who were directly involved in GAD-related planning, curriculum integration, student services, and administrative activities. The respondents' profiles were examined in terms of age, sex, highest educational attainment, length of service, and designation or position. Their professional experiences and involvement in school operations provided the basis for assessing GAD mainstreaming efforts and identifying implementation challenges.

2.4 Sample and Sampling Procedure

The study employed purposive sampling, a non-probability technique in which participants are intentionally selected according to characteristics relevant to the research objectives. According to Creswell and Creswell (2018), purposive sampling is appropriate for educational and evaluative studies requiring information from individuals with direct knowledge and experience of the phenomenon being investigated. Likewise, Etikan et al. (2016) emphasized its usefulness in selecting knowledgeable participants capable of providing relevant information. The sample consisted of 35 respondents who met the established selection criteria. Participants were required to be currently employed as full-time teaching personnel or academic administrators at MNCHS, have at least one year of continuous institutional service, and demonstrate direct involvement in curriculum development,

student services, GFPS activities, or GAD budget implementation. These criteria ensured that respondents possessed relevant experience with the school's GAD programs and administrative practices.

2.5 Research Instrument

The study utilized a researcher-made structured survey questionnaire developed from the research objectives, related literature, institutional evaluation frameworks, and existing guidelines of the Department of Education (DepEd) and Philippine Commission on Women (PCW). The instrument consisted of three parts covering respondents' demographic profiles, the extent of GAD mainstreaming efforts, and implementation challenges. The first part gathered information on age, sex, highest educational attainment, length of service, and designation or position. The second assessed seven dimensions of GAD mainstreaming: planning and budgeting; gender-responsive policies and programs; capacity building and awareness; gender-responsive learning and teaching practices; gender-responsive school environment; prevention and response to gender-based violence; and monitoring, evaluation, and sustainability of GAD initiatives. The third examined operational, administrative, and capacity-related challenges affecting implementation. A four-point Likert scale was used to measure responses, with ratings of 4 for Highly Implemented, 3 for Implemented, 2 for Moderately Implemented, and 1 for Not Implemented. Responses were quantified through weighted means and corresponding verbal interpretations. Before administration, the questionnaire underwent content validation by experts in education, social work, and research methodology. Their recommendations were incorporated to improve the clarity, relevance, organization, and alignment of the items with the study objectives.

2.6 Data Gathering Procedure

Data collection followed a systematic process involving research approval, instrument development and validation, administrative authorization, questionnaire administration, and data processing. Initially, the researcher submitted a research capsule containing the proposed title, research questions, theoretical background, methodology, respondents, and sampling plan to the research adviser. The proposal was revised according to the adviser's recommendations before approval. Following approval, the researcher developed the questionnaire and submitted it for expert validation. Revisions were incorporated to ensure the clarity, relevance, and appropriateness of the instrument. A formal permission letter endorsed by the research adviser was subsequently submitted to the Office of the Schools Division Superintendent to secure authorization for data collection. Upon approval, the researcher personally coordinated with the school administration and administered the validated questionnaires to the selected respondents. Instructions were provided to ensure proper understanding, and sufficient time was allotted for completion. All accomplished questionnaires were retrieved on the same day, achieving a 100% retrieval rate. The collected responses were encoded, organized, and statistically analyzed with the assistance of an expert statistician. The results were interpreted to identify the extent of GAD mainstreaming, implementation challenges, and significant differences across respondent groups. The findings informed the study's conclusions, recommendations, and proposed Enhanced GAD Action Plan.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency count, percentage distribution, weighted mean, ranking, and One-Way Analysis of Variance (ANOVA). Frequency counts and percentages described respondents' demographic characteristics, including age, sex, highest educational attainment, length of service, and designation or position. Percentages were calculated by dividing the frequency of each category by the total number of respondents and multiplying by 100. Weighted means were computed to determine the extent of GAD mainstreaming efforts across the seven operational dimensions and assess the level of implementation challenges. The computation considered the frequency of each response and its corresponding numerical weight. The resulting values were interpreted using the study's established rating scale, while ranking was used to identify the relative standing of the assessed indicators and implementation challenges. One-Way Analysis of Variance (ANOVA) was employed to determine whether significant differences existed in respondents' assessments of GAD mainstreaming efforts when grouped according to their demographic and professional characteristics. The analysis was conducted at the 0.05 level of significance. The statistical findings provided the quantitative basis for evaluating institutional implementation, identifying areas requiring improvement, and formulating the proposed Enhanced GAD Action Plan.

3. Results and Discussion

3.1 Demographic and Professional Profile of Teacher-Respondents

3.1.1 Age Distribution of Teacher-Respondents

Among the 35 respondents, 15 (42.86%) were aged 31–40 years, 8 (22.86%) were aged 41–50 years, 7 (20.00%) were aged 21–30 years, and 5 (14.29%) were aged 51 years and above. No respondents were aged 20 years or below. The largest proportion therefore belonged to the 31–40 age group. The findings indicate that the respondents were predominantly mid-career educators, with younger and older teachers also represented. This composition provides perspectives from different career stages and levels of professional experience. The result

supports UNESCO (2025), who identified mid-career teachers as a substantial segment of the Philippine public school teaching workforce, contributing to institutional continuity and school-level initiatives.

3.1.2 Sex Distribution of Teacher-Respondents

Of the 35 respondents, 20 (57.14%) were female and 15 (42.86%) were male, indicating a higher proportion of female teachers while maintaining representation from both sexes. This distribution reflects the predominance of women in the teaching profession and their involvement in school programs and institutional practices. The finding is consistent with UNESCO (2025) and UNESCO (2026), which documented the higher representation of female teachers in Philippine basic and secondary education.

3.1.3 Educational Attainment of Teacher-Respondents

Regarding educational attainment, 13 respondents (37.14%) were bachelor's degree graduates, 11 (31.43%) had earned master's degree units, 10 (28.57%) held master's degrees, and 1 (2.86%) had doctoral units. None held a doctoral degree. Thus, 22 respondents (62.86%) had pursued or completed graduate-level education. The findings demonstrate considerable participation in postgraduate education among the respondents, reflecting professional development efforts relevant to educational management and policy implementation. This aligns with UNESCO (2025), who observed that public secondary school teachers pursue advanced studies to meet professional development and career progression requirements under the Philippine Professional Standards for Teachers.

3.1.4 Length of Teaching Service

In terms of length of service, 15 respondents (42.86%) had served for 6–10 years, 10 (28.57%) for 0–5 years, 5 (14.29%) for 11–15 years, and another 5 (14.29%) for 16 years or more. Teachers with 6–10 years of service constituted the largest group. The findings indicate that most respondents had accumulated several years of teaching experience, while the sample included both newer and longer-serving educators. This is consistent with OECD (2025), who emphasized that teachers with 6–10 years of service contribute substantially to instructional operations and school committees, including the Gender and Development Focal Point System (GFPS).

3.1.5 Designation and Position of Teacher-Respondents

The respondents comprised 13 Junior High School Teachers (37.14%), 12 Senior High School Teachers (34.29%), 5 Master Teachers I–IV (14.29%), 3 Department Heads or Subject Area Coordinators (8.57%), and 2 GFPS Focal Persons or Committee Members (5.71%). Junior and Senior High School Teachers collectively accounted for 71.43% of the respondents. This distribution indicates that classroom teachers constituted the majority of participants, while personnel with instructional leadership and GAD coordination responsibilities were also represented. The finding corresponds with UNESCO (2025), who emphasized that classroom teachers are primary implementers of school policies, while Master Teachers and Coordinators provide instructional guidance and program management.

3.2 Extent of Gender and Development Mainstreaming Efforts at MNCHS

The assessment covered seven dimensions of GAD mainstreaming: planning and budgeting, gender-responsive policies and programs, capacity building and awareness, teaching and learning practices, school environment, prevention and response to gender-based violence, and monitoring, evaluation, and sustainability. All seven dimensions were rated Highly Implemented, with composite means ranging from 3.48 to 3.65.

3.2.1 GAD Planning and Budgeting

GAD planning and budgeting obtained a composite mean of 3.53, interpreted as Highly Implemented. Documentation of planned GAD activities and corresponding targets received the highest weighted mean of 3.69. Stakeholder involvement, identification of gender-related concerns, and support for GAD activities were also positively assessed. However, resource allocation for approved GAD-related activities received the lowest mean of 3.26, interpreted as Implemented. The findings indicate that formal GAD planning and documentation are more evident than the allocation of resources for approved activities. Although the school demonstrates strong planning practices, resource allocation remains an area requiring improvement. This supports Philippine Commission on Women (2025), who found that Philippine public schools generally comply with GAD planning requirements but experience operational difficulties in fund disbursement and resource allocation under applicable gender-responsive planning and budgeting requirements and the Department of Education's Gender-Responsive Basic Education Policy (Department of Education, 2017).

3.2.2 Gender-Responsive Policies and Programs

Gender-responsive policies and programs obtained a composite mean of 3.53, interpreted as Highly Implemented. Implementing gender equality policies, providing equal participation opportunities, and addressing reported gender-related concerns each received the highest mean of 3.66. Incorporating GAD principles into relevant school programs and activities received the lowest mean of 3.26, interpreted as Implemented. These results suggest that the school demonstrates strong policy adoption, equitable participation, and mechanisms for addressing gender-related concerns, but the integration of GAD principles into routine school activities is

comparatively less developed. This finding is consistent with UNESCO (2025), who reported that secondary schools effectively establish gender equality policies and grievance procedures but encounter difficulties embedding GAD principles into regular departmental and academic operations.

3.2.3 GAD Capacity Building and Awareness

GAD capacity building and awareness recorded a composite mean of 3.55, interpreted as Highly Implemented. Discussing GAD concepts during appropriate school activities obtained the highest mean of 3.74. Providing opportunities for personnel to enhance their understanding of gender-responsive practices received the lowest mean of 3.28, although it remained Highly Implemented. The findings indicate that GAD awareness is actively promoted through school activities, orientations, and information dissemination, while opportunities for specialized personnel development are relatively less evident. This corresponds with UNESCO (2025), who noted that public schools commonly integrate GAD discussions into existing activities but encounter constraints in providing continuous specialized training because of teaching responsibilities and limited training budgets.

3.2.4 Gender-Responsive Teaching and Learning Practices

Gender-responsive teaching and learning practices obtained the highest composite mean among the seven dimensions at 3.65, interpreted as Highly Implemented. Providing equal classroom participation opportunities regardless of sex received the highest mean of 3.74. Addressing gender-related biases, using inclusive language, and applying fair classroom management practices also received favorable assessments. Encouraging learners to respect individual differences obtained the lowest mean of 3.57, although still Highly Implemented. These findings indicate that gender-responsive practices are strongly integrated into classroom instruction, particularly through equal participation, respectful communication, and avoidance of gender stereotypes. However, developing learners' respect for individual differences remains comparatively less evident. These findings are consistent with the principles of gender equality, gender equity, gender sensitivity, and non-discrimination established under the Gender-Responsive Basic Education Policy (Department of Education, 2017). They also align with the broader emphasis on gender-responsive educational practices discussed by UNESCO (2024).

3.2.5 Gender-Responsive School Environment

The gender-responsive school environment obtained a composite mean of 3.55, interpreted as Highly Implemented. Maintaining an environment that promotes respect regardless of sex received the highest mean of 3.71. Equal participation opportunities and respectful interactions among learners and personnel also received favorable assessments. Addressing gender-based discrimination and using gender-responsive language in school communications obtained the lowest means of 3.37. The findings indicate that the school promotes a generally respectful, safe, and inclusive environment, although responding to discrimination and consistently applying gender-responsive communication require further attention. This is consistent with UNESCO (2024), who observed that public schools establish supportive environments but continue to face challenges in standardizing gender-sensitive language and addressing subtle discriminatory practices.

3.2.6 Prevention and Response to Gender-Based Violence

Prevention and response to gender-based violence obtained a composite mean of 3.54, interpreted as Highly Implemented. Referring reported gender-related incidents to appropriate school personnel or mechanisms received the highest mean of 3.69. Informing personnel and learners about relevant policies and reporting procedures also received favorable ratings. Observing confidentiality when handling gender-related complaints obtained the lowest mean of 3.31, although it remained Highly Implemented. The findings suggest that referral procedures and institutional response mechanisms are established, while confidentiality in handling complaints is comparatively less evident. Strengthening confidentiality practices may improve trust in school protection mechanisms. This is consistent with the World Bank (2024), which identified established referral pathways in Philippine public schools alongside difficulties maintaining confidentiality within closely connected school communities and shared administrative environments.

3.2.7 Monitoring, Evaluation, and Sustainability of GAD Initiatives

Monitoring, evaluation, and sustainability of GAD initiatives obtained a composite mean of 3.48, interpreted as Highly Implemented, but ranked lowest among the seven dimensions. Using monitoring and evaluation results to improve succeeding GAD activities received the highest mean of 3.69, while reporting GAD-related accomplishments through appropriate school mechanisms obtained the lowest mean of 3.17, interpreted as Implemented. The findings indicate that the school utilizes evaluation results to improve GAD activities, but formal accomplishment reporting remains comparatively less developed. Strengthening reporting procedures may improve institutional accountability, documentation, and program continuity. This finding is consistent with Philippine Commission on Women (2025), who observed that basic education institutions frequently use internal evaluations to improve programs but encounter difficulties completing formal accomplishment reports because of administrative workloads.

3.3 Significant Differences in GAD Mainstreaming Assessments According to Respondent Profiles

The Analysis of Variance (ANOVA) revealed a statistically significant difference in respondents' assessments of GAD mainstreaming efforts when grouped according to their profiles. The computed F-value was 6.18, exceeding the critical F-value of 2.14, with 6 and 231 degrees of freedom. The p-value of 0.000005 was below the 0.05 significance level. Consequently, the null hypothesis of no significant difference was rejected. The findings indicate that assessments of GAD mainstreaming efforts differed significantly across the groups included in the analysis. This suggests that respondents' demographic or professional characteristics may be associated with differences in their perceptions of GAD implementation. The result emphasizes the importance of considering variations in teacher assessments when evaluating institutional GAD programs. However, the reported analysis does not identify which specific profile categories account for the differences.

3.4 Challenges Encountered in Implementing GAD Mainstreaming Efforts

The implementation challenges obtained a composite mean of 3.62, interpreted as Strongly Agree, indicating that respondents strongly acknowledged the presence of challenges affecting GAD mainstreaming. Limited financial resources and insufficient training or capacity-building opportunities received the highest weighted means of 3.71 each. These were followed by difficulties integrating GAD into existing school programs and limited stakeholder participation, both with means of 3.69. Limited stakeholder awareness, availability of gender-responsive learning materials, and institutional support each obtained 3.63. Difficulties sustaining GAD initiatives received 3.60, while monitoring and documentation challenges obtained 3.57. Limited time for GAD-related activities received the lowest mean of 3.34, although it remained within the Strongly Agree category. The findings indicate that financial limitations and inadequate capacity-building opportunities are the most strongly perceived implementation challenges, despite the high ratings across all seven GAD mainstreaming dimensions. Difficulties in program integration, stakeholder participation, institutional support, documentation, and long-term sustainability further demonstrate the operational constraints encountered by the school. These results indicate that highly rated GAD implementation practices coexist with substantial challenges, particularly in resource availability and professional development. Addressing these identified concerns provides the empirical direction for strengthening GAD implementation through the proposed Enhanced GAD Action Plan.

4. Conclusion & Recommendations

The study concludes that Gender and Development (GAD) mainstreaming efforts at Masbate National Comprehensive High School are Highly Implemented across all seven operational dimensions, with gender-responsive teaching and learning practices demonstrating the strongest implementation. The teacher-respondents were predominantly female, mid-career educators with substantial teaching experience and continuing professional development. Significant differences were found in their assessments of GAD mainstreaming when grouped according to demographic and professional profiles. Despite strong institutional compliance, implementation gaps persist in resource allocation, integration of GAD principles into departmental programs, continuous capacity building, and accomplishment reporting. Limited financial resources and insufficient training opportunities emerged as the most critical challenges, alongside administrative workloads, technical limitations, and data management constraints that affect the long-term institutionalization of gender-responsive practices.

The study recommends strengthening GAD implementation through improved financial management, targeted professional development, systematic curriculum integration, enhanced data management, and reinforced protection mechanisms. School administrators and finance personnel should streamline the processing and disbursement of the mandated GAD budget to support approved activities. The Gender and Development Focal Point System (GFPS) and School In-Service Training (INSET) Committee should provide role-specific training on gender-responsive pedagogy and fiscal attribution using the Harmonized Gender and Development Guidelines (HGDG). Department Heads and Subject Area Coordinators should integrate GAD principles into lesson plans, instructional materials, and co-curricular programs through regular supervision and resource evaluation. The school should also establish a secure centralized database for sex-disaggregated information, GAD accomplishments, and incident documentation to strengthen monitoring and reporting. Furthermore, the Guidance Office, Child Protection Committee, and GFPS should improve gender-based violence reporting and referral procedures while ensuring confidentiality through secured reporting channels and private counseling facilities.

The study was limited to 35 selected teacher-respondents from Masbate National Comprehensive High School and relied on their perceptions and experiences gathered through a structured questionnaire. It examined GAD mainstreaming efforts, implementation challenges, and differences in assessments according to selected demographic and professional characteristics. The investigation did not include school heads, non-teaching personnel, learners, parents, or other stakeholders, and no formal financial audit of GAD budget allocations was conducted. Consequently, the findings are specific to the institutional context of Masbate National Comprehensive High School and may not be generalized to other schools or educational institutions.

5. Compliance with ethical standards

The study followed an established research process involving proposal review and approval by the research adviser, expert validation of the research instrument, and formal authorization for data collection from the Office of the Schools Division Superintendent. Following authorization, the researcher coordinated with the administration of Masbate National Comprehensive High School and administered the validated questionnaires to 35 purposively selected teacher-respondents. Participants were provided with instructions and sufficient time to complete the questionnaires. The collected data were subsequently organized and analyzed in accordance with the study's research objectives.

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