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GENDER SENSITIVE STRATEGIES IN TEACHING FILIPINO GRADE 11 TECHVOC

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ABSTRACT

This study aims to investigate how gender and development are included into Filipino teaching practices in Grade 11 TechVoc in Maasin City's Grade 11 and the DepEd's Southern Leyte Division. Both qualitative and quantitative analysis techniques were applied to the design. The participants in this study are Senior High School teachers who teach Filipino Grade 11 in Technical Vocational Schools: Pintuyan Vocational High School, Liloan Vocational High School, Villa Jacinta Vocational School. Thirty-two (32) lesson plan of Filipino Grade 11 in four Technical Vocational Schools are the source of data from first to fourth marks in the year 2019-2020. The Harmonized Gender and Development Guidelines (HAGADAGA) serve as the foundation for assessing the lesson plan. Based on the results of the analysis, the strategies used by teachers in teaching are KWL, independent discussion, round table discussion, reading activities, graph organizer/diagram, group presentation/activity, comparison contrast, poster making, essay writing, reporting , paper pen test, building a blog, presenting one's own point of view, word association analysis, journal writing, picture analysis, creating a synthesis and creating one's own text. There are three (3) gender sensitive strategies. This includes the class discussion, open discussion, and strategic group work. It also includes the written assignments, particularly the paper-pen test. The group work strategy has the highest gender sensitivity score. The free conversation is the second-highest level, and the paper-pen test is the third. Based on the results of the study, most of the strategies used by the gender sensitive teachers in the teaching of Filipino Grade 11 TechVoc are strategies focused on collaborative work or collaborative learning strategies. In the analysis of gender-sensitive teaching strategies, one of the most important factors in implementing the Deped Order 32 s. 2017 is the teachers' adequate knowledge of Gender and Development. In response to the dearth of activities that promote gender and development, the researchers suggested creating a practical book that will direct students in carrying out such activities. Additionally, in order to achieve the goal of Gender and Development in every school, particularly TechVoc, the inclusion of Gender and Development will be strictly integrated into the DepEd curriculum.

KEY WORDS: *free discussion; gender sensitive; group activity; HAGADAGA; paper-pen test*

1.0 RATIONALE

One of the topics that is popular in society, if not more so than in the present generation, is gender equality. The equality of one person's perspective of the other, or as it is known in English, mental health, is one of the positive effects of gender equality. Because they won't face issues in society down the road, it improves people's ability to think. If this is successful, they will also contribute to the development of the nation because most people have positive outlooks on life and possess greater personal skill (Caparroso, 2018).

Assigned to the Department of Education agency that issued the law DepEd Order 32 s. 2017 in response to the request for gender equality, which includes the Gender-Responsive Basic Education Policy, which outlines how to integrate human rights, gender sensitivity, gender equity, and an equal perspective on gender into basic education in line with the DepEd's education for all mandate. Coniglio (2016) found that if the classroom or the school as a whole can create and sustain a "conductive learning atmosphere" or a pleasant environment, then kids will learn in productive ways. When students feel and experience safety and well-being, they learn.

Ensuring that students appreciate and acknowledge their rights and potential in all settings, including school, which they view as their second home, is fundamental to their sense of security. Therefore, the directive and support of Deped Secretary Dr. Leonor Magtulis Briones to further develop and deepen Gender and Development programs through the usage, monitoring, learning, and enjoyment of GAD lessons, activities, and programs validated Coniglio's (2016) assertion. Since gender and development are a component of the entire curriculum, GAD coordinators are assigned to each school and division to make sure that gender sensitivity is prioritized or applied to every instruction. To make sure that there is integration or gender-sensitive activities incorporated in the classroom, the GAD supervisors, administrators, and coordinators will make the necessary corrections.

Gender-sensitive processes are those that take into account each person's capacity to have a consistent perspective on their own talents. When a teacher assigns work that demonstrates the same level of competence to all of their students, regardless of gender, that instructor can be considered gender sensitive. One of the

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current problems with offering activities to primary, high school, and college students is gender sensitivity. Teachers are constantly reminded that their prepared activities ought to take gender equality into consideration. According to Villaluna (2017), women today are seen differently. People's perceptions of women appear to have evolved over time. It appears that women do not have the right to lead, make money, or do other things if we look back at the past. Men are the only ones who receive attention and gain access to society's luxuries. Since there are numerous groups dedicated to the welfare of women and even LGBTQ individuals, there have been numerous cries for equal rights for people of all genders from all over the world.

In 2011, Jinggoy Estrada, a senator, held the position of chairman of the Congressional Oversight Committee on Labor and Employment (COCLE). The Philippine Constitution ensures that men and women have equal opportunities for employment and a means of subsistence. Congress enacted the Magna Carta for Women in 2009 and ratified the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) as additional evidence of this. Laws that will abolish discrimination against women in the workplace permanently must be strengthened.

Women and LGBTQ individuals demanded that the government look into gender equality. The expression of equal rights, obligations, and opportunities for men and women is known as gender equality. It should be emphasized that the Philippine Commission on Women was informed of each institution's commitment to equality and that everyone in society should be afforded an equal voice in matters of power, freedom from violence, human rights, and personal autonomy. It only clarifies that the traits, passions, and skills of men and women differ. It implies that while men and women have different abilities, they nonetheless have the right to recognize and value one another's abilities.

The chief of education, particularly in Southern Leyte province, often reminded the instructors on GAD integration and the importance of providing tasks with consideration for both genders. As a result, the teachers' approaches to integration and carefully assigning assignments to pupils without bias varied.

The instructor plays a crucial part in carrying out DepEd's assignments in the classroom. Every educator has an obligation to care for the well-being of their students. For this reason, the researchers were urged to investigate or examine the gender sensitivity of the strategies employed by Filipino Senior High School teachers, particularly with regard to Grade 11. One of the current concerns in HEIs and DepEd is gender and development.

The way a teacher teaches has a big impact on how each student develops their attitude. It's been argued that teachers have a significant social responsibility. According to Marbella and Discaya (2020), teachers are viewed as moderate participants and arbiters in the academic sector in the Philippines. It is our responsibility as the ones who shape the students' lives to ensure that their knowledge grows and that they are steered in the correct direction.

The substantial funding allotted to each school for GAD teaching and learning activities is one of the factors that inspired academics to examine or identify the degree of gender sensitivity in the strategies employed by Filipino teachers, particularly those who teach in Senior High School. It was noted that, in less than a year, there was only one GAD-related event that coincided with the celebrations of Women's Month and Guidance Week. This study is very important to the creation of techniques, particularly in education, to achieve the GAD aim.

As a result of the analysis, the researchers created a strategy for teaching Filipino that incorporates GAD. This way, even if there aren't many activities in the school, the students can still learn about the value of equality because GAD is already ingrained in the strategies. It is the researchers' aim that both students and teachers of Grade 11 will find value in this study.

This study aims to investigate how gender and development are included into Filipino teaching practices in Grade 11 TechVoc. Determine the methods instructors employ to teach Filipino in Grade 11 TechVoc, ascertain the gender-sensitive methods they employ, and evaluate the degree of gender sensitivity in the methods they employed.

2.0 THEORETICAL/CONCEPTUAL FRAMEWORK

Karl Marx's Social Conflict Theory (2003) serves as the foundation for this study. According to Karl Marx's Social Conflict Theory (2003), miscommunications arise because society is inherently competitive. Karl Marx (2003) used social conflict theory to analyze the differences between the sexes. It goes on to explain that there is constant conflict in society. The unequal empowerment distribution between men and women is the source of tensions and arguments. According to Karl Marx (2003), human misunderstanding arises when people's beliefs do not align.

According to social conflict theory, it is only natural for males to think they are stronger or better than women and for women to think they are equally good. Because of the tradition that the Filipino people adopted during the Spanish era, which held that men are stronger than women, men sometimes find it difficult to accept that they are just as capable as women. The social conflict theory is comparable to Jeannotte's (2008) assertion in his book integrating across social groups, which emphasizes the idea of social integration. In this case, social integration is defined as equal inclusion in minority group situations within mainstream societies with respect to language, culture, and other factors.

Regardless of the society to which an individual belongs, that is. Increasing social integration makes people feel more included in society, regardless of their financial situation, cultural background, or other characteristics, which contributes to

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tranquility and peace. In addition to Karl Marx's (2003) perspective on the social conflict theory, which holds that everyone in society has their own beliefs, worldviews, and guiding principles, as well as diverse backgrounds, cultures, and life experiences, it is normal for there to be conflict or misunderstandings between the sexes. And this is the extent of the notion of social conflict. Furthermore, it is crucial to bridge the gaps in society's acknowledgement of women's and men's equal rights by tying this theory to the study of gender sensitivity and gender development.

Additionally, because to research on gender development and gender sensitivity, it is now possible to identify and grant equal rights to different genders in all spheres of society, thereby preserving the peace and order for the whole population. Appreciating equality between the sexes is one of the things that every establishment emphasizes in the educational activities.

According to Fabes and Hanish (2019), in order to prevent and end what is referred to as superiority, pupils should comprehend gender identity and gender expression. According to Fabes and Hanish (2019), a town's development strategy can be effectively created by combining the forces of men, women, and LGBTQ persons. It implies that a place can achieve its goals by uniting and recognizing the equal potential of both genders.

The researchers has not come across any claims in the numerous studies they have perused on social media and in libraries claiming LGBTQ individuals or guys in general are to blame for the Philippines' progress. As a result, all genders play a significant role in society and are encouraged to participate in all events as well as academic ones.

It is simply suggested that Karl Marx's (2003) perspective centers on the notion that disparities in income lead to conflict and strain between various social groups. All in all, this theory seeks to highlight the fact that societal factors as well as individual differences in ability lead to disparities among citizens. Therefore, the focus of this study was on the ways teachers use to assign gender-sensitive work in the classroom and any findings that emerge from the analysis to create instructional materials that incorporate gender-sensitive teaching strategies.

3.0 METHODS

The integration of GAD in the activities of the Filipino subject was analyzed in this study using both quantitative and qualitative methods. A level of the strategies used in teaching Filipino was obtained through the use of quantitative research, which is a formal, unbiased (objective), systematic process. Qualitative analysis was also employed to determine whether gender-sensitive strategies were used in the teaching of Filipino.

Vocational High Schools from Southern Leyte Province, where the participants in this study. The province of Southern Leyte is one of the largest provinces in Leyte in fact it composed of two divisions. The Southern Leyte Division and the Maasin City Division. The Maasin Vocational High School, situated in the city of Maasin, is the only Technical Vocational School in the Maasin City Division. Three Technical Vocational Schools are from Southern Leyte Division: Villa Jacinta Vocational High School, which is situated in the town of Macrohon, Liloan Vocational School, located in Liloan, and Pintuyan Vocational High School, which is located in the town of Pintuyan.

Both of the three specified vocational schools are sizable establishments. All of the aforementioned technical vocational institutions are regarded as "performing schools" by the public due to their track record of producing talented and productive students. As evidence, all of the Southern Leyte province's vocational schools are used as assessment centers by the TESDA Provincial Office for vocational short-term courses like Dressmaking, Electrical Installation Management (EIM), Bread & Pastry Production (BPP), Food & Beverage Services (FBS), and Electronics at Computer Hardware Services (CHS) in order to obtain the National Certificate (NC) of TESDA.

Teachers of Filipino in Grade 11 at Technical Vocational Schools in the province of Southern Leyte who are Senior High School Teachers are the participants in this study. In all, four teachers are taking part in this research. The research participants possesses adequate teaching abilities and has been teaching Filipino 11 for five years.
The study's data came from four Technical Vocational Schools' Filipino Grade 11 textbooks. The researchers asked the teachers for data from the first to the fourth marks of the 2019–2020 school year. The researchers requested two homework assignments for each mark. Eight (8) lessons covering grades one through four were given by each teacher. The thirty-two (32) textbooks that were examined in total.

After being granted access to the thesis committees and supervisors in both divisions, the researchers approached each Filipino instructor teaching Grade 11 one by one to request permission to use their copy in their classes. In order to encourage teachers to share their work, the researchers guaranteed that the lesson plan they were provided would uphold the so-called privacy act, meaning that no one would be able to identify who owned it. The researcher begged the Maasin City Division's GAD coordinators to serve as the textbook evaluators as soon as she received the textbooks.

The criteria prepared by the researchers is the basis for evaluating the lessons if the strategies used are gender sensitive. The Harmonized Gender and Development Guidelines (2016), often known by the acronym HAGADAGA and the GAD learning toolkit, were the source of revisions for the standard indicator. The GAD coordinators from Southern Leyte Division, Maasin City Division, and SLSU-Tomas Oppus coordinator initially verified the created indicators with the researchers. The researchers compiled the findings following the evaluators' analysis of the lessons. Before responding to the researchers goal, first researchers listed the specific tactics or strategies that the

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teachers had employed. Second, techniques that were responsive to gender were examined. Third, the researchers first conducted open-coding in order to determine the degree of gender sensitivity in the strategies. This led to the researchers compiling the tactics and using statistics to create a theme analysis. The researchers instantly produced a lesson plan with activities and gender-sensitive strategies after applying statistics. The researchers requested permission from the teacher to include the gender-sensitive practices that were discovered in the curriculum that was examined into the curriculum. The developed lessons plan or output of this study, researchers asked to a Master Teacher (MT) in Maasin City Division to assess the generated or developed lessons.

4.0 RESULTS AND DISCUSSION

Strategies Used by Teachers in Teaching Filipino Grade 11 TechVoc

Based on the analysis of thirty-two (32) lesson plans from four TechVoc schools revealed that Grade 11 teachers employed twenty different strategies. These techniques include KWL, reading activities, group presentations and activities, independent discussions, round tables, graph organizers and diagrams, essay writing, reporting, paper pen tests, blog building, presenting one's own perspective, word association analysis, journal writing, picture analysis, developing a sentence, and creating o developing one's own text. The KWL, individual conversation, round table discussion, reading exercises, and graph are some of these strategies. Teachers employ the free discussion technique the most. Four Technical Vocational schools employed this strategies, as Table 1 illustrates. Four schools employ the same group work approach. Additionally, four schools are observed to be using the text reading approach. Other approaches are employed in certain educational institutions but not in others. This is clearly presented in Table 1.

Table 1: Strategies Used by Teachers in Teaching Filipino Grade 11

Teaching Strategies	Maasin Vocational High School	Villa Jacinta Vocational High School	Liloan Vocational High School	Pintuyan Vocational High School
Group work / groupings	6	4	3	1
Group presentation	1	0	1	1
Group reporting	1	0	1	1
Research activities	2	0	0	1
Free discussion/class discussion	5	6	7	6
Round table discussion	0	1	1	1
Reading				
Reading sample essay	1	1	1	0
Reading the text	1	1	1	1
Writing				
Composition Writing	1	0	1	0
Journal writing	2	0	1	0
Essay writing	1	0	0	1
Paper-pen test	0	3	3	1
Song writing	0	0	0	1
Poster making	0	0	0	1
Developing/creating a blog	0	0	1	1
Video generation and display	0	1	1	0
Personal opinion or view	0	0	1	1
KWL chart	1	1	1	0
Picture analysis	1	1	0	0
Venn diagram	0	0	0	1

If we look at the table, it appears that more strategies focus on collaborative tasks than individual strategies. Examples of collaborative strategies include group presentation, group reporting, and group work. The aforementioned collaborative strategies are the activities or strategies used by teachers in teaching Filipino Grade 11 TechVoc to arouse the interest and interest of students and above all to cultivate the skills of each student.

This data only demonstrates that teachers in the four schools are trying to make their students learn; it also demonstrates the several strategies and exercises that teachers have employed to

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garner attention and accentuate their students' areas of weakness. It simply implies that educators are always pushing the boundaries of what constitutes a good learning experience for their students.

This outcome also served as a reminder that the teacher's primary objective is to effectively convey all of the knowledge that will be taught to the students. For this reason, teaching strategies are very helpful in serving as a bridge so that the students may comprehend the material that they wish to share. This demonstrates how DepEd educators are influencing each student's understanding, especially in the Grade 11 Technical Vocational School of Southern Leyte and Maasin City Division. As a result, teaching presents a great task and a great deal of responsibility. Because they have such big responsibilities to do, all teachers should be considered heroes.

Gender Sensitive Strategies in Teaching Filipino Grade 11 TechVoc

Regardless of gender, everyone wants to be treated equally in society and, most importantly, in the classroom. Every student has the best sentiments when he or she is embraced by his or her professors and peers, regardless of their background, beliefs, or physical disabilities. It is important to highlight that, of the 20 strategies employed by the teachers in the Filipino Grade 11 TechVoc, only three (3) of the leading strategies are gender sensitive. This is the strategic group work/groupings, independent discussion/class discussion and written work especially the paper-pen test. This finding demonstrated that only a small percentage of the tactics employed by the teachers across the four schools demonstrate gender sensitivity.

Table 2: Gender Sensitive Teaching Strategies of Filipino Grade 11

Teaching Strategies	Frequency of users	Percent	Average Gender Sensitivity Score
Group work / groupings	**14**	**16.9**	**11.50**
Group presentation	3	3.6	9.67
Group reporting	3	3.6	12.00
Research activities	3	3.6	12.33
Free discussion/class discussion	**24**	**28.9**	**12.42**
Round table discussion	3	3.6	14.00
Reading			
Reading sample essay	3	3.6	12.33
Reading the text	4	4.8	9.25
Writing			
Composition Writing	2	2.4	10.00
Journal writing	3	3.6	10.67
Essay writing	2	2.4	13.00
Paper-pen test	**7**	**8.4**	**9.57**
Song writing	1	1.2	13.00
Poster making	1	1.2	7.00
Developing/creating a blog	1	1.2	9.00
Video generation and display	2	2.4	6.00
Personal opinion or view	2	2.4	14.00
KWL chart	2	2.4	6.00
Picture analysis	2	2.4	7.00
Venn diagram	1	1.2	3.00
Total	**83**	**100.0**	

This indicates that teachers employ gender-biased strategies. According to the researchers interview with the teachers handling Grade 11 Filipino subject, several of them admitted that when they employs the graph organizer/diagram technique, it is sometimes unavoidable that the boys will be assigned because they think they are superior than the girls. Since women are better at explaining things than males are, the woman is given the task of presenting or reporting on their work. This statement manifestly views the skills of the two genders differently and is judgmental. A teacher also mentioned that since female students are dependable speakers, it is natural that women will be expected to take the lead when it comes to blogging, voicing one's own opinion, and reporting. Compared to men, women and gays are more creative. The instructor said outright that men lack inventiveness.

One finding from this study is that, due to the lack of gender-sensitive strategies, teachers disregard the abilities of LGBTQ individuals as well as men and women. This outcome just confirms that DepEd Order 32 s. 2017 was issued correctly that includes the Gender-Responsive Basic Education Policy, which prioritizes each student's abilities equally. The researcher came to the realization that these teachers' practices would continue if this regulation had not been put into effect. Sometimes the researcher

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uses techniques that are more advantageous to male or female pupils based on their ability. This suggests that activities appealing to people of both genders will be a part of the tactics employed. As a result, educators will keep looking into or identifying strategies and exercises that engage students of both genders.

Level of Gender Sensitivity in Strategies Used

The degree to which 32 lessons from the four (4) Technical Vocational Schools of Southern Leyte and Maasin City Division were examined for gender-sensitive techniques is shown in Table 3. The result in the level of gender sensitivity in the strategies used by the teachers in the four schools indicates, face a significant challenge, as evidenced by the results of the gender sensitivity of the tactics employed by the instructors. Because the results show that the DepEd Order 32 s. 2017 was not executed very well. will see the abolition of prejudice and the inclusion of human rights and gender equality, sensitivity, and equity in basic education.

It is the responsibility of all educators to achieve a gender-sensitive learning environment. For this reason, there has been a strong emphasis on gender sensitivity training and awareness initiatives, particularly in teacher education institutes. This outcome is connected to the analysis by Enoc and Gagani (2019), which found that gender equality—the idea that both sexes should be valued equally—was not applied to both. Therefore, regardless of gender, Enoc and Gagani (2019) recommended that all teachers remember to treat each student fairly and equitably.

Table 3: Level of Gender Sensitive Strategies Used

Teaching Strategies	Frequency of users	Percent	Average Gender Sensitivity Score	Description
Group work / groupings	**14**	**16.9**	**11.50**	**Low number of users, High Gender Sensitivity score**
Group presentation	3	3.6	9.67	Low number of users, Moderate Gender Sensitivity score
Group reporting	3	3.6	12.00	Low number of users, High Gender Sensitivity score
Research activities	3	3.6	12.33	Low number of users, High Gender Sensitivity score
Free discussion/class discussion	**24**	**28.9**	**12.42**	**Moderate number of users, High Gender Sensitivity score**
Round table discussion	3	3.6	14.00	Low number of users, High Gender Sensitivity score
Reading				
Reading sample essay	3	3.6	12.33	Low number of users, High Gender Sensitivity score
Reading the text	4	4.8	9.25	Low number of users, High Gender Sensitivity score
Writing				
Composition Writing	2	2.4	10.00	Low number of users, Moderate Gender Sensitivity score
Journal writing	**3**	**3.6**	**10.67**	Low number of users, High Gender Sensitivity score
Essay writing	2	2.4	13.00	Low number of users, High Gender Sensitivity score
Paper-pen test	**7**	**8.4**	**9.57**	**Low number of users, Moderate Gender Sensitivity score**

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Song writing	1	1.2	13.00	Low number of users, High Gender Sensitivity score
Poster making	1	1.2	7.00	Low number of users, Moderate Gender Sensitivity score
Developing/creating a blog	1	1.2	9.00	Low number of users, Moderate Gender Sensitivity score
Video generation and display	2	2.4	6.00	Low number of users, Moderate Gender Sensitivity score
Personal opinion or view	2	2.4	14.00	Low number of users, High Gender Sensitivity score
KWL chart	2	2.4	6.00	Low number of users, Moderate Gender Sensitivity score
Picture analysis	2	2.4	7.00	Low number of users, Moderate Gender Sensitivity score
Venn diagram	1	1.2	3.00	Low number of users, Low Gender Sensitivity score
Total	**83**	**100.0**		

Number of Users			**Gender Sensitivity Score**		
High	:	*51 and above number of users*	**High**	:	*11-15*
Moderate	:	*21 to 50*	**Moderate**	:	*6-10*
Low	:	*1 to 20*	**Low**	:	*1-5*

The study's findings suggest that education can be a useful instrument in realizing the goals of the government. However, the principal players in charge of carrying out education's core purpose are instructors. This implies that educators serve as ambassadors for all policies put into place, particularly those pertaining to equitable and fair rights. There are three primary strategies that have a high degree of gender sensitivity among all the strategies used to teach Filipino in Grade 11 TechVoc. These include group work or groups, free discussion or class discussion, paper-pen test or written test.

The number of teachers or users of group reporting, group presentations, and research activities is the same, but the degrees of gender sensitivity vary. The gender sensitivity score for research activities is the greatest at 12.33%. Group reporting comes in second with a gender sensitivity score of 12.000%, and group presentations come in last with a gender sensitivity score of just 9.67%.

In the second group of teaching strategies, the group of free discussion or class discussion, it is divided into two groups; the oral and reading. The free discussion or class discussion technique suggests that although it has a moderate user base, it nevertheless has a high gender sensitivity rate. Just a small percentage of the teachers in the round table discussion employed this tactic, but 14.00% of them shown a high degree of gender awareness. Essay writing ranks second in terms of writing strategies used, with a low usage rate of 13% and a strong gender sensitivity. Despite having few users, essay reading comes in third place with a gender sensitivity of 12.22%. While journal writing is fourth among low users, its gender sensitivity is 10.67%. Despite the low number of method users, journal writing and text reading nonetheless achieved 10.00% and 9.25%, respectively.

The third strategy, which is also based on the table, is the paper-pen test, which has a modest gender sensitivity percentage of 9.57% despite having a small user base. The following techniques fall under this category: creating posters, songs, blogs, films, KWL charts, picture analyses, venn diagrams, and presenting one's own opinions. Both songwriting and sharing a personal viewpoint are relatively uncommon tactics, but they both have a high gender sensitivity rate. Additional teaching strategies that have a low user base but fall into the moderate gender sensitivity percentage category include picture analysis (7%) and video display (6%), poster development strategies (7%), blog development (9%), and picture analysis (7%). Out of all the techniques utilized in the teaching of Filipino Grade 11 TechVoc in the Maasin City and Southern Leyte Division, the venn diagram strategy has the fewest users and the lowest gender sensitivity (only 3%) of any other strategy.

5.0 CONCLUSION AND RECOMMENDATION

Based on the study's findings, teachers who are sensitive to gender issues when instructing Filipino students in Grade 11 TechVoc typically employ strategies that focused on collaborative

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work or collaborative learning. In the analysis of the gender sensitive strategies that are included in the Filipino TechVoc lessons in Grade 11 in Southern Leyte Maasin City Division, the teachers' sufficient knowledge about Gender and Development is a big factor to implement the Deped Order 32 s. 2017. In response to the dearth of activities that support gender and development, it is advised that students have a activity book that will guide them in carrying out these activities. Gender and development will also be strictly included in the DepEd curriculum in order to continue expanding and achieving the goal of GAD in every school, especially in TechVoc.

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