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GENDER-RESPONSIVE LEARNING ENVIRONMENT (GRLE) FOR GENDER EQUALITY OF G10 LEARNERS IN PEDRO GUEVARA MEMORIAL NATIONAL HIGH SCHOOL

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ABSTRACT

This action research entitled "Gender-Responsive Learning Environment (GRLE) for Gender Equality of G10 Learners in Pedro Guevara Memorial National High School" is primarily focused on The importance of building Gender-Responsive Learning Environments (GRLEs) to create gender equality among Grade 10 learners in an educational environment aspiring for fairness and inclusion. Gender disparities in education have long been a problem, and the researcher presents an explanation of the idea, relevance, and possible influence of GRLEs on students' experiences. Gender-responsive learning settings identify and address the distinct demands and obstacles that various gender learners may confront. The researcher underlines the need of gender-responsive techniques in breaking down existing obstacles and ensuring that all Grade 10 learners, regardless of gender, have equal learning and personal development opportunities.

Gender-Responsive Basic Education Policy "seeks to enable the DepEd to undertake the integration of gender in education to tackle both enduring and that emerged gender and sexuality-related problems facing basic education, to promote the protection young learners from any type of gender-related violence, abuse, exploitation, bias, and bullying, and to encourage a culture of equality and non-discrimination in the workplace and across the DepEd."

Creating a gender-responsive learning environment is especially crucial for Grade 10 learners, who are at a vital point in their growth and identity-building. By promoting gender equality and challenging gender stereotypes in this age range, we may help students develop a more inclusive and open-minded view of gender problems, which can favorably affect their attitudes and actions in the future

KEYWORDS: *gender-reponsive learning environemnt; identity-building; gender and development; comprehensive sexuality education*

1.0 INTRODUCTION

Gender equality in schools refers to ensuring that all students, regardless of their gender identification, have equal access to opportunities, resources, and support to achieve academically and socially. Regrettably, gender-based discrimination, harassment, and violence persist in many educational settings, impeding students' learning and development, particularly those who identify as women or gender minorities. This issue impacts not just individual learners but also has broader societal ramifications, such as maintaining gender stereotypes and inequities.

The Department of Education (DepEd) issued DepEd Order No. 32, s. 2017 or the Gender-Responsive Basic Education Policy in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child (CRC) among others.

The Department of Education (DepEd) emphasizes in various policy documents that the learner, particularly the child, is at the heart of Philippine basic education. The recently adopted Rights-Based Education (RBE) Framework for Philippine Basic Education emphasizes the responsibility of schools, learning centers, and offices to respect, protect, fulfill, and actively promote the whole range of children's

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rights. The RBE Framework underlines that the right to education encompasses more than only access, but also the quality of education received by children and their well-being in their learning contexts.

Encouraging gender equality in schools is critical to creating a safe, inclusive, and empowering learning environment for all children. Schools can help kids reach their full potential by offering fair opportunities and resources. Furthermore, supporting gender equality in schools may help question and dismantle negative gender stereotypes and prejudices, resulting in a more fair and just society.

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DepEd Order No. 31, s. 2018 Policy Guidelines on Comprehensive Sexuality Education (CSE) Implementation, which aims to promote a consistent understanding of CSE fundamental ideas and themes, as well as to guarantee unambiguous CSE protocol implementation.

Reaching out to persons who are marginalized because of their gender and sexuality is critical for CSE initiatives to succeed. According to the UNFPA Evaluation of Comprehensive Sexuality Education Programmes (2015), "aspects of gender and power should be woven into the finalized curriculum, teaching content, teaching methods (participatory, positive, non-judgmental), the classroom environment, school policies, and school ethics." From a gender perspective, research typically aims to identify the prevalence and experience of gendered practices, rights violations, and gender attitudes - but it is also about understanding inequality, vulnerability, and who has the greatest needs in each setting, which is critical, especially for reaching marginalized girls.

Creating a gender-responsive learning environment is especially crucial for Grade 10 learners, who are at a vital point in their growth and identity-building. By promoting gender equality and challenging gender stereotypes in this age range, we may help students develop a more inclusive and open-minded view of gender problems, which can favorably affect their attitudes and actions in the future.

2.0 METHODOLOGY

2.1 Research Design

The study utilized the descriptive-correlational research design was purposive and selective sampling used in this study. Purposive sampling is a sampling approach used by qualitative researchers to find individuals who can provide in-depth and extensive information on the topic under study. It is very subjective and defined by the qualitative researcher who generates the qualifying criteria that each participant must meet to be selected for the research study, which is forty-two (42) Grade 10 learners.

The researcher produced informed consent from the chosen participants and informs them about the goal of the study, methods, potential benefits, and any dangers involved. The researcher will make certain that participation is entirely voluntary and private.

2.2 Research Locale

The study was carried out in effective strategies and practices for promoting gender equality in schools and building a gender-responsive learning environment specifically for Grade 10 learners at Pedro Guevara Memorial National High School, School Year 2023-2024

2.3 Research Participants

This research study is limited only to the Gender-Responsive Learning Environment for Gender Equality of G10 Learners in Pedro Guevara Memorial National High School in Santa Cruz, Laguna, School Year 2023-2024.

2.4 Research Instrument

This study include both purposive and selective sampling techniques. Purposive sampling is a sampling technique used by qualitative researchers to identify individuals who can give in-depth and comprehensive information on the issue under investigation. It is very subjective and determined by the qualitative researcher, who creates the qualifying criteria for each participant to be chosen for the research study, which includes forty-two (42) Grade 10 students.

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2.5 Data Gathering Procedure

The researcher gathered the responses through Microsoft Forms, and the responses of the respondents at its utmost confidentiality in response to the mandate of the Data Privacy Act. The researcher used the margin of error and confidence level sampling technique and also, make a self–made questionnaire, provided that it will be checked by the statistician's validation and reliability testing.

Frequency Distribution – this is the accumulation of the frequencies of the responses of the respondents from the Grade 10 learners and their parents particularly in their socio-demographic profiling.

Formula: Where: % = Percent f = Frequency N = Number of cases

Weighted Mean – this statistical method will be used for the Grade 10 learners' knowledge in promoting gender equality in schools as mentioned from the above gathering of sources of data and information. The descriptive indices will be the measuring remarks in evaluating the learners' awareness of the importance of gender equality.

Descriptive Index for Learners' Understanding of Promoting Gender Equality in Schools	
5 = 4.21 – 5.00	Very Knowledgeable
4 = 3.41 – 4.20	Knowledgeable
3 = 2.61 – 3.40	Moderately Knowledgeable
2 = 1.81 – 2.60	Slightly Knowledgeable
1 = 1.00 – 1.80	Least Knowledgeable

Descriptive Index for Learners' Awareness of the Importance of Gender Equality	
5 = 4.21 – 5.00	Highly Engaged
4 = 3.41 – 4.20	Engaged
3 = 2.61 – 3.40	Moderately Engaged
2 = 1.81 – 2.60	Slightly Engaged
1 = 1.00 – 1.80	Less Engaged

Pearson R – it is used to determine if there is a significant relationship between two interval or ration types of data. In testing the hypothesis for significant relationship, a 0.05 level of alpha was set. The actual significance was shown with degrees of freedom and its critical value is set for comparison and for decision rules. If the statistical value is significant, the null hypothesis is rejected; otherwise, it will be accepted.

In symbols,

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$

Multiple Correlation Coefficients – under the Pearson R Correlations will also to determine the correlation of at least 2 interval or ratio types of variables, namely the learners' knowledge in promoting gender equality and learners' awareness of the importance of gender equality.

2.6 Ethical Considerations

This research study followed ethical guidelines. Ethical considerations and problems that may arise as a result of the study's execution. The researcher provided potential participants with clear and complete information about the study, allowing them to make free and informed choices. Informed consent forms are written in plain language and address any potential risks or discomfort. The researcher used strict data protection methods and concealed data wherever feasible. Identifiable data will be stored securely, and only authorized persons will have access to it. Throughout the study process, the researcher acknowledged any potential conflicts of interest and implemented measures to prevent bias. Using double-blind research designs can help reduce bias during data collection and analysis. Before commencing the trial, the researcher completed a thorough risk assessment to reduce any potential damage to participants. Participants' well-being was assessed throughout the trial, and there was a clear strategy.

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3.0 RESULTS AND DISCUSSION

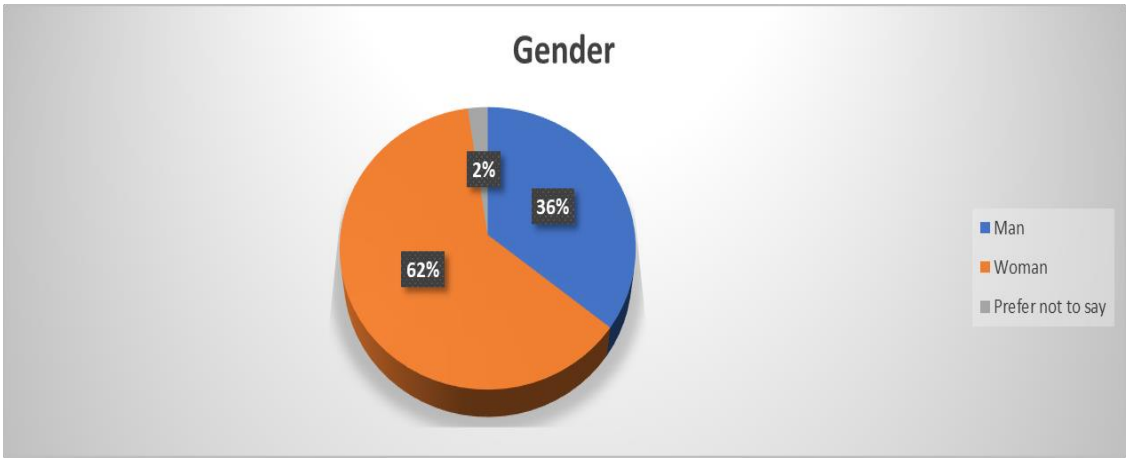
Summary of Findings

1. **What is the profile of the learners in terms of:**

1.1 Gender;

Gender	f	Percentage
Man	15	35.71%
Woman	26	61.90%
Prefer not to say	1	2.38%
Total	42	100.00%

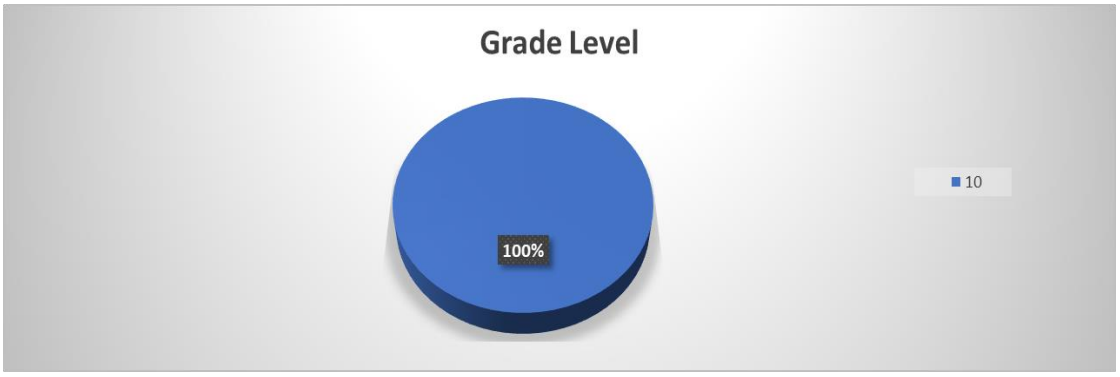
Table 1.1 showed that 15 or 37.71% profile of the learners in terms of gender as man. This is followed by woman with 26 or 61.90%. Finally, 1 or 2.38% answered prefer not to say. This indicates that the majority of the profile of the learners in terms of gender were women.



1.2 Grade Level;

Grade Level	f	Percentage
Grade 10	42	100.00%
Total	42	100.00%

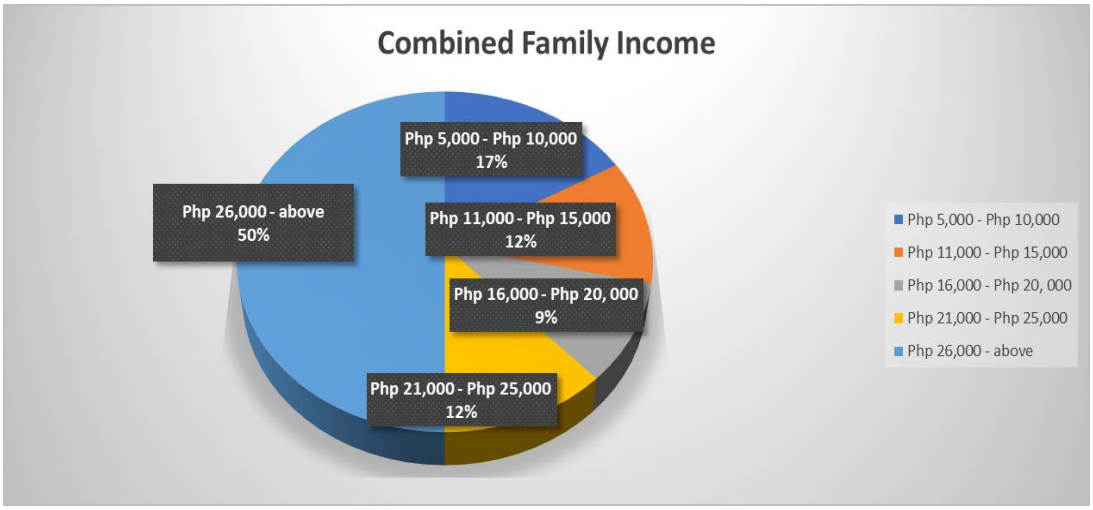
Table 1.2 showed that the grade level profile for 42 students, or 100.00%, was Grade 10.



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1.3 Combined Family Income; and

Combined Family Income	f	Percentage
Php 5,000 - Php 10,000	7	16.67%
Php 11,000 - Php 15,000	5	11.90%
Php 16,000 - Php 20, 000	4	9.52%
Php 21,000 - Php 25,000	5	11.90%
Php 26,000 - above	21	50.00%
Total	42	100.00%



According to Table 1.3, 7 or 16.67% of combined family income ranged from Php 5,000 to Php 10,000. This was followed by 5 or 11.90% of those having a family income in the range of Php 11,000 - Php 15,000. Following that is 4 or 9.52% of total income for families ranging from Php 16,000 to Php 20,000. Then comes 5 or 11.90% of the total family income between Php 21,000 and Php 25,000. Finally, or 50.00%, of the combined household income varied from Php 26,000 to and above.

1.4 Religion?

Religion	f	Percentage
Roman Catholic	26	61.90%
Iglesia Filipina Independiente (IFI)	6	14.29%
Iglesia ni Cristo	4	9.52%
Jehova's Witness	1	2.38%
Jesus Christ of the Latter-Day Saints	0	0.00%
Others	5	11.90%
Total	42	100.00%

2. What is the level of the learners' knowledge in promoting gender equality in schools in terms of:
   2.1 understanding of basic concepts and terminology related to gender equality;
   2.2 knowledge of the historical and cultural context of gender inequality and discrimination;
   2.3 familiarity with laws, policies, and practices related to gender equality in schools;
   2.4 awareness of the importance of gender equality in achieving broader social justice goals; and
   2.5 understanding of the role of media, culture, and social norms in perpetuating gender stereotypes and biases;

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Dimensions	Mean	SD	Verbal Interpretation
1. Understanding of basic concepts and terminology related to gender equality;	4.52	0.55	Very Knowledgeable
2. Knowledge of the historical and cultural context of gender inequality and discrimination;	3.83	0.99	Knowledgeable
3. Familiarity with laws, policies, and practices related to gender equality in schools;	3.55	1.02	Knowledgeable
4. Awareness of the importance of gender equality in achieving broader social justice goals; and	4.36	0.93	Very Knowledgeable
5. Understanding of the role of media, culture, and social norms in perpetuating gender stereotypes and biases;	4.29	0.89	Very Knowledgeable
Overall Mean	**4.11**	**0.88**	**Knowledgeable**

Legend

Range Interval	Verbal Interpretation
5 = 4.21 – 5.00	Very Knowledgeable
4 = 3.41 – 4.20	Knowledgeable
3 = 2.61 – 3.40	Moderately Knowledgeable
2 = 1.81 – 2.60	Slightly Knowledgeable
1 = 1.00 – 1.80	Least Knowledgeable

3. How to assess the level of the learners' awareness of the importance of gender equality?

Questions	Mean	SD	Verbal Interpretation
1. How often do you participate in activities or initiatives that promote gender equality in your school?	3.17	1.17	Moderately Engaged
2. Do you actively seek out opportunities to learn more about gender equality and how to promote it in your school?	3.83	1.17	Engaged
3. Have you collaborated with other students or groups to promote gender equality in your school?	2.90	1.21	Moderately Engaged
4. Have you used social media or other online platforms to raise awareness about gender equality in your school or community?	3.55	1.43	Engaged
Overall Mean	**3.36**	**1.25**	**Moderately Engaged**

Legend

Range Interval	Verbal Interpretation
5 = 4.21 – 5.00	Highly Engaged
4 = 3.41 – 4.20	Engaged
3 = 2.61 – 3.40	Moderately Engaged
2 = 1.81 – 2.60	Slightly Engaged
1 = 1.00 – 1.80	Less Engaged

4. Is there a significant relationship between learners' knowledge in promoting gender equality in school and awareness of the importance of gender equality?

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	Mean	SD	r-value	Interpretation	p-value
Learners' knowledge in promoting gender equality	4.11	0.88	0.8101	Strong positive correlation	<0.00001
Learners' awareness of the importance of gender equality	3.36	1.25			

$p < .05$

4.0 CONCLUSION

Creating a gender-responsive learning environment for G10 learners is critical for fostering gender equality in education. An environment like this should try to meet the unique demands and obstacles that students of all genders confront. Here is an action plan that may be offered to attain this goal:

a. Raise Awareness. Educate teachers, school officials, and learners on the benefits of a gender-responsive learning environment for gender equality and overall academic achievement.
b. Diversified Role Models: Conduct training-seminars and invite speakers so that students may meet with different role models, including successful school alumni of all genders, in order to motivate them and break down gender stereotypes.
c. Insure Safe Spaces. Create safe spaces in the school where learners may openly discuss gender-related concerns, ask questions, and seek help if required.
d. Encourage Active Participation. Ensure that all learners, regardless of their gender, have equal access to class discussions, extracurricular activities, and leadership roles; and
e. Gathered Data Collection and Monitoring. Continuously collect and analyze data on academic performance, attendance, and participation of students by gender. Use this data to identify and address any disparities.

5.0 ACKNOWLEDGMENT

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