



Awareness to Action: Development of Learning Materials for GAD Advocacy

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Abstract

This study presents the analysis and interpretation of data on the level of awareness of school GAD focal persons from the Schools Division Offices (SDOs) of Parañaque City, Muntinlupa City, and Las Piñas City regarding the characteristics of gender sensitivity. It employed a descriptive research design and a structured questionnaire to collect data from 100 respondents. The data were analyzed using statistical tools such as mean, ANOVA, and Spearman rho correlation. The findings revealed that the respondents demonstrated a moderate to high level of awareness, with an overall mean of 3.48. The highest-rated characteristics were Acknowledging Gender Equality (3.60) and Education and Advocacy (3.59), indicating a strong recognition of inclusivity and sustained awareness of gender-related issues. However, Challenging Gender-Based Violence and Discrimination received the lowest rating (3.17), suggesting a further need for improvement. Results of the ANOVA and correlation tests showed no significant difference or relationship between the level of awareness and demographic factors, implying that awareness is consistent across all divisions. Overall, the study concludes that while GAD initiatives are effective, continuous education, advocacy, and integration of gender sensitivity concepts in lesson planning remain essential to sustain and strengthen gender equality awareness and practice among teachers.

Keywords: Awareness; Gender Sensitivity; Advocacy; GAD Focal Persons; Gender and Development

1. Introduction

Resistance addressing gender sensitivity remains a problem due to cultural, religious, or institutional traditions. People may feel that gender equality threatens established norms thereby leading to pushback against gender-inclusive policies such as but not limited to recognition of non-binary identities and use of gender-neutral language, both written and spoken. Wiggins-Romesburg and Githens (2018) asserted that refusing to implement changes insofar as gender matters are concerned includes the non-allocation of resources for the implementation of the change, irregular enforcement of policies, incompetent implementation of rules and regulations, and sabotaging the change process.

Another instance where gender-related matters are deliberately shunned is the non-immediate response to change and also the poor recognition of the ability of new associates by their superiors because of prejudice or bias. Given these situations, it can be inferred that they fall under the term “backlashing”. To elucidate, Flood, Dragiewicz, and Pease (2020) define backlash as any response that seeks to reverse or undermine gender equality gains, or to maintain the status quo of gender power relations. This resistance can be seen in various forms, including political opposition, media campaigns, social movements, or institutional practices. Thus, backlashing does not refer to belligerent attitudes but also to the of feminist arguments that procure resistance that aims to preserve the status quo and power structures in gender roles.

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In a phenomenal but somehow considered infamous work, Eagly (1987)'s work entitled, "*Sex Differences in Social Behavior: A Social-Role Interpretation*", he posited that gender roles are socially constructed based on historical divisions of labor. This is known as the Social Role Theory. According to the same, societal expectations dictate that men and women occupy specific roles, reinforcing traditional power structures. As a result, when gender sensitive policies are introduced, resistance may arise because individuals perceive these changes as a direct challenge to established norms. Such resistance is often fueled by a belief that altering gender roles disrupts the existing social order, leading to inequalities or imbalances in perceived rights and privileges.

Today, given the instantaneous changes brought by globalization and modernization, it is compelling to have a clear notion regarding gender identity and expressions. These concepts refer to the understanding and recognition of how individuals experience and express their gender, which may or may not align with societal expectations or biological sex. Consequently in recent years, the number of adolescents seeking support with gender dysphoria; that is, distress resulting from the incongruence between assigned and experienced gender, has significantly grown (Gender Identity Development Service [GIDS], 2021a).

As aptly pointed out by Amirkhanyan, Krawczyk, and Wilamowski (2021) and Fisher, and Naidoo (2016) that the persistent gender inequalities that currently exist across the developed and developing world are receiving increasing attention from economists, policymakers, and the general public's simplified approach to measuring national gender inequality. In line with these, Economic studies have indicated that women's education and entry into the workforce contribute to social and economic well-being while their exclusion from the labor market and managerial positions has an impact on overall labor productivity and income per capita (Maceira 2017. Minasyan, Zenker, Klasen, and Vollmer 2019).

To avoid these debilitating actuations and destructive situations, Heidari, Babor, De Castro, Tort, & Curno (2016) suggested that gender must also be considered in the development of empathy. Generally, sex refers to a set of biological attributes in humans and animals, while gender refers to the socially constructed roles, behaviors, and identities of females, males, and gender-diverse people. Despite the philological differences between sex and gender, one thing remains and that is must be recognized in a non-discriminatory manner (Yarnell, Neff, Davidson, & Mullarkey, 2019).

On the other hand, (Verge, 2021) incorporated the study of gender in educational institutions. She propounded that promoting gender-inclusive environments by transforming the gender-blind higher education curriculum is a crucial step in successfully integrating gender mainstreaming into diverse policy areas. This initiative unveils the organizational structures and institutional settings that shape the micro-political strategies employed by feminist strategic alliances, resulting in significant policy changes. Additionally, the discussion delves into the possibility of transferring these effective strategies to different contexts.

According to Rosa and Clavero (2022), universities have significant influence, not only within the academic sphere but also in society at large. Implementing best practices involves recognizing the transformative power of education and research and leveraging universities as key players in championing gender equality, diversity, and inclusion. By integrating these principles into higher education institutions.

Corollary, Garcia-Moreno & Pallitto (2018) stated that the role of educational programs in raising awareness about gender-based violence (GBV). The findings suggest that educational initiatives that focus on the causes and consequences of GBV, as well as promoting gender equality, significantly contribute to changing societal attitudes toward gender roles and violence.

Another worth-citing study insofar as gender in relation to compliment responses is concerned is the study made by Morales and Gomez (2025). They found out that there is no significant difference that is evident between and among the students-respondents regarding the use of compliment responses by medical and nonmedical university students. Hence, gender or sex does reveal a strong relation on how tertiary students employ compliment their peers regardless of orientation or sex.

Moreover, Linos & Linos (2020) concludes that media shape different institutions in a society thereby affecting how people perceive gender-related matters and how they make constructs out them. The study concludes that media representations and awareness campaigns play a crucial role in changing public attitudes and reducing the stigma surrounding Gender-based Violence. Media plays a significant role in shaping public perceptions of gender roles and in either reinforcing or challenging traditional stereotypes. Raising awareness about gender-based violence and its connection to gender inequalities is key to shifting societal attitudes and behaviors.

Given all the studies and literature cited above concerning gender, there seems *prima facie* evidence that gap exists with regard to the subject matter of Gender and Development (GAD) in secondary schools. There has been a less attention made in studying gender and development in that particular level in educational institution. Accordingly, there is a compelling reason for this study to be conducted so as to fill the gap in the body of knowledge with respect to gender awareness in particular.

Specifically, this research aims to;

- Assess the level of awareness of GAD focal persons of Muntinlupa City, Paranaque City, and Las Pinas City (henceforth MUNTIPARLAS) on gender sensitivity; and
- Develop learning materials that cater Gender and Development awareness

2. Methodology

One hundred (100) participants took part in the study. All of whom were from the cities of Muntinlupa, Paranaque and Las Pinas. Specifically, 24 participants were from Muntinlupa, 46 in Paranaque, and 30 in Las Pinas. This study employed a descriptive research design and a structured questionnaire. The questionnaires were given to the respondents via Google form. After collecting the necessary responses, the same underwent to a rigorous scrutiny by three experts in the field of sociology. Deliberations ensued. Agreements through a majority affirmation were required to validate the data. Subsequently, to further ensure accuracy and validity statistical tools such as ANOVA and Spearman rho correlation were utilized to analyzed the data.

3. Results and Discussion

Table 1 Demographic profile of the respondents in terms of sex

Sex	Frequency	Percent
Male	23	23.0
Female	77	77.0
Total	100	100.0

The data reveal that the majority of the respondents were female, comprising 77.0% of the total sample. In contrast, only 23.0% were male. This indicates that females significantly outnumbered males among the respondents, suggesting a female-dominated representation in the study population.

Table 2 Demographic profile of the respondents in terms of age

Age	Frequency	Percent
21-30 years old	8	8.0
31-40 years old	24	24.0
41-50 years old	36	36.0
51-60 years old and above	32	32.0
Total	100	100.0

The table shows that the largest proportion of respondents (36.0%) belonged to the age group of 41–50 years old, followed by those aged 51–60 years old and above (32.0%). Meanwhile, 24.0% were between 31–40 years old, and only 8.0% were within the 21–30 age group. This distribution indicates that the respondents are predominantly in the middle-aged bracket, with fewer younger participants represented in the study. The data indicate that most respondents belong to the middle-aged group, suggesting that their awareness of gender sensitivity may stem from greater experience and exposure to gender-related programs. The limited participation of younger respondents highlights the need to strengthen gender sensitivity initiatives among the youth to ensure continuous and widespread awareness across generations.

Table 3 Demographic profile of the respondents in terms of educational attainment

Educational Attainment	Frequency	Percent
Bachelor's Degree	8	8.0
MA Units	37	37.0
Master's Degree	24	24.0
PhD Units	10	10.0
Doctorate Degree	21	21.0
Total	100	100.0

The data indicate that the majority of respondents (37.0%) had earned units in a Master's program, while 24.0% had completed a Master's degree. Meanwhile, Republic of the Philippines Department of Education NATIONAL CAPITAL REGION 18 21.0% held a Doctorate degree, and 10.0% had acquired PhD units. Only 8.0% of the respondents reported holding a Bachelor's degree as their highest educational attainment. This suggests that the respondents are generally highly educated, with a significant proportion possessing postgraduate qualifications. Their advanced education may contribute to a more informed, open-minded, and inclusive perspective toward gender-related issues, promoting equitable practices in their professional and social interactions.

3.1. Level of Awareness on the Characteristics of Gender Sensitivity

Table 4 Level of awareness on the characteristics of gender sensitivity in terms of gender identity and expression

Gender Identity and Expression	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I know that gender is not limited to a binary (male or female) but exists on a spectrum.	3.63	3.61	3.65	3.63	FA
I know that gender identity includes asking for, using, and respecting preferred pronouns.	3.63	3.57	3.55	3.58	FA
I know that gender expression does not make assumptions about someone's gender based on these outward expressions.	3.59	3.39	3.58	3.52	FA
I know that the harmful effects of rigid gender roles and stereotypes are a crucial component of gender awareness.	3.59	3.39	3.52	3.50	FA
Overall Assessment	3.61	3.49	3.57	3.56	FA

Legend: 1.00 – 1.49 Not Aware (NA); 2.50 – 3.49 Slightly Aware (SA); 1.50 – 2.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The findings indicate that respondents from all three SDOs demonstrated a high level of awareness of gender sensitivity in terms of gender identity and expression. The overall mean score of 3.56 was verbally interpreted as Fully Aware.

Among the four indicators, the highest mean (3.63) was recorded for the statement recognizing that gender exists on a spectrum beyond the binary concept of male and female. This was closely followed by awareness of the importance of respecting preferred pronouns (3.58). On the other hand, the lowest mean scores were obtained for recognizing the implications of gender expression (3.52) and understanding the harmful effects of rigid gender roles and stereotypes (3.50), though these still fell within the Fully Aware range.

Overall, the results emphasize that the three SDOs have effectively promoted gender sensitivity, but continuous education and advocacy remain essential to sustain and deepen this awareness.

Table 5 Level of awareness on the characteristics of gender sensitivity in terms of acknowledging gender equality

Acknowledging Gender Equality	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I know that gender has an equal opportunity to receive quality education at all levels.	3.76	3.65	3.81	3.74	FA
I know that gender equality in the workplace is the narrowing or elimination of the gender pay gap.	3.61	3.52	3.58	3.57	FA
I know the significant presence of gender-diverse individuals in leadership roles.	3.67	3.65	3.55	3.62	FA
I know legal protections and policies in place that prohibit gender discrimination and promote equal opportunities.	3.48	3.48	3.45	3.47	A
Overall Assessment	3.63	3.58	3.60	3.60	FA

Legend: 1.00 – 1.49 Not Aware (NA); 1.50 – 2.49 Slightly Aware (SA); 3.50 – 3.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The data reveal that respondents from the three Schools Division Offices (SDOs)—Parañaque, Muntinlupa, and Las Piñas—demonstrated a high level of awareness in acknowledging gender equality. The overall mean score of 3.60 was verbally interpreted as Fully Aware (FA). Among the indicators, the highest mean score of 3.74 was obtained for the statement “I know that gender has an equal opportunity to receive quality education at all levels,” showing that respondents strongly recognize the importance of equal access to education regardless of gender.

This was followed by the statement “I know the significant presence of gender-diverse individuals in leadership roles” with a mean of 3.62, indicating that respondents are aware of the need for inclusivity in leadership positions. Meanwhile, the statement “I know legal protections and policies in place that prohibit gender discrimination and promote equal opportunities” received the lowest mean of 3.47, which is still within the Aware category, suggesting that while respondents recognize existing laws, their understanding of specific policies could be further strengthened. Across divisions, SDO Parañaque obtained the highest overall mean (3.63), followed by SDO Las Piñas (3.60) and SDO Muntinlupa (3.58), all indicating a consistent level of full awareness among respondents.

It can be concluded that the respondents from the three SDOs exhibit a high level of awareness in acknowledging gender equality. They are generally fully aware of the importance of providing equal opportunities for all genders in education, the workplace, and leadership, as well as of the presence of anti-discrimination policies. However, there remains a room for improvement in deepening their knowledge of specific legal frameworks and institutional mechanisms that safeguard gender equality.

Table 6 Level of awareness on the characteristics of gender sensitivity in terms of empathy and respect for diverse gender experiences

Empathy and Respect for Diverse Gender Experiences	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I know that respecting diverse gender identities involves acknowledging and validating someone's gender identity or expression.	3.74	3.43	3.68	3.62	FA
I understand and empathize with others' gender experiences.	3.70	3.39	3.74	3.61	FA
I empathize with individuals who recognize and challenge the rigid expectations and stereotypes associated with gender.	3.63	3.30	3.65	3.53	FA
I respect the individual's needs based on their gender identity, including the challenges faced by marginalized gender groups.	3.57	3.30	3.71	3.53	FA
Overall Assessment	3.66	3.36	3.69	3.57	FA

Legend: 1.00 – 1.49 Not Aware (NA); 1.50 – 2.49 Slightly Aware (SA); 3.50 – 3.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

Among the three divisions, respondents from Las Piñas City obtained the highest mean score of 3.69, followed closely by Parañaque City with a mean of 3.66. Meanwhile, Muntinlupa City recorded a relatively lower mean of 3.36, though still verbally interpreted as Fully Aware. This suggests that while awareness is high, there is still room for improvement in fostering deeper empathy and understanding of marginalized gender experiences. It can be concluded that the respondents from the three SDOs exhibit a high level of awareness regarding empathy and respect for diverse gender experiences, as reflected by the overall mean of 3.57 interpreted as Fully Aware. This finding indicates that educators and personnel within the three divisions generally recognize the value of empathy, inclusivity, and respect in promoting gender sensitivity.

Table 7 Level of awareness on the characteristics of gender sensitivity in terms of understanding gender stereotypes

Understanding Gender Stereotypes	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I understand gender stereotypes of behaviors are ascribed to men and women in forms of media.	3.46	3.17	3.48	3.37	A
I understand gender stereotypes as recognizing how biases can shape professional and educational environments.	3.54	3.43	3.42	3.47	A
I understand that gender stereotypes often critically reflect on societal expectations and norms.	3.54	3.43	3.42	3.47	A
I understand gender stereotypes to broader systems of power and inequality.	3.46	3.35	3.39	3.40	A
Overall Assessment	3.50	3.35	3.43	3.43	A

Legend: 1.00 – 1.49 Not Aware (NA); 1.50 – 2.49 Slightly Aware (SA); 3.50 – 3.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The data reveal that the respondents of the three SDOs demonstrated an aware level of understanding of gender stereotypes, with an overall mean of 3.43. Among the indicators, the highest mean (3.47) was observed in recognizing how gender stereotypes shape professional and educational environments, as well as how they reflect societal expectations and norms. Parañaque respondents showed the highest overall awareness (3.50), followed by Las Piñas (3.43) and Muntinlupa (3.35).

Table 8 Level of awareness on the characteristics of gender sensitivity in terms of inclusive language and behavior

Inclusive Language and Behavior	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I use gender-neutral and non-binary terms that avoid assuming or reinforcing traditional gender roles.	3.48	3.17	3.42	3.36	A
I respect and recognition of diverse identities and experiences.	3.57	3.35	3.61	3.51	FA
I actively listen and empathy in communication making others feel heard and respected.	3.59	3.43	3.68	3.57	FA
I am committed and support inclusive behavior in actions, policies, and practices ensuring an individual's identity is respected and included in all aspects of life.	3.61	3.43	3.68	3.57	FA
Overall Assessment	3.56	3.35	3.60	3.50	FA

Legend: 1.00 – 1.49 Not Aware (NA); 1.50 – 2.49 Slightly Aware (SA); 3.50 – 3.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The data reveal that respondents from the three SDOs—Parañaque, Muntinlupa, and Las Piñas—generally exhibit a high level of awareness of gender sensitivity in terms of inclusive language and behavior, with an overall mean of 3.50, interpreted as Fully Aware (FA). SDO Las Piñas obtained the highest mean (3.60, FA), showing strong commitment to inclusivity and respect for diverse identities. SDO Parañaque followed closely (3.56, FA), reflecting consistent use of

gender-neutral terms and inclusive communication. Meanwhile, SDO Muntinlupa (3.35, A) indicated moderate awareness, suggesting room for enhancement through further training and reinforcement of inclusive practices.

Table 9 Level of awareness on the characteristics of gender sensitivity in terms of challenging gender-based violence and discrimination

Challenging Gender-Based Violence and Discrimination	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I know the scope of the issue and identify high-risk populations or areas requiring intervention.	3.35	3.00	3.19	3.18	A
I know access to support services for survivors of GBV, such as shelters, counseling, legal support, and medical care.	3.15	3.00	3.13	3.09	A
I understand the legal and policy framework for deterring GBV and holding perpetrators accountable.	3.30	3.04	3.13	3.16	A
I am aware that public attitudes and social norms influence both the prevalence of GBV and the willingness of individuals to speak out, seek help, or challenge harmful behavior.	3.37	3.04	3.39	3.27	A
Overall Assessment	3.29	3.02	3.21	3.17	A

Legend: 1.00 – 1.49 Not Aware (NA); 1.50 – 2.49 Slightly Aware (SA); 3.50 – 3.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The results show that respondents from the three SDOs—Parañaque, Muntinlupa, and Las Piñas—are generally aware of the characteristics of gender sensitivity in terms of challenging gender-based violence (GBV) and discrimination, with an overall mean of 3.17 interpreted as Aware. Among the three divisions, Parañaque (3.29) obtained the highest mean, followed by Las Piñas (3.21), while Muntinlupa (3.02) had the lowest. Respondents demonstrated awareness of the importance of identifying high-risk populations, understanding the legal and policy framework, and recognizing how social norms and public attitudes affect GBV prevalence and response.

Table 10 Level of awareness on the characteristics of gender sensitivity in terms of education and advocacy

Education and Advocacy	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I understand the importance of feedback forms that assess participants' knowledge before and after the campaign or training.	3.65	3.52	3.68	3.62	FA
I change my behavior and increase the advocacy of participation and adoption of new practices for gender sensitivity.	3.67	3.39	3.58	3.55	FA
I am motivated and engage in participation in educational programs, workshops, campaigns, and events of GAD.	3.63	3.52	3.71	3.62	FA
I encourage a goal of advocacy is often to create structural or systemic change.	3.63	3.43	3.65	3.57	FA
Overall Assessment	3.65	3.47	3.65	3.59	FA

Legend: 1.00 – 1.49 Not Aware (NA); 1.50 – 2.49 Slightly Aware (SA); 3.50 – 3.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The findings reveal that respondents from the three SDOs—Parañaque, Muntinlupa, and Las Piñas—demonstrated a fully aware level of understanding regarding education and advocacy as a characteristic of gender sensitivity, with an overall mean of 3.59. Among the three, Parañaque and Las Piñas both recorded higher awareness levels (3.65), while Muntinlupa showed a slightly lower but still fully aware rating (3.47). Respondents generally recognized the importance of participating in gender sensitivity programs, using feedback tools for assessment, promoting behavioral change, and supporting systemic advocacy efforts.

Table 11 Level of awareness on the characteristics of gender sensitivity in terms of promoting gender-inclusive environments

Promoting Gender-Inclusive Environments	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I understand gender-balanced representation across all levels, from leadership roles to entry-level positions, with equal participation in decision-making processes.	3.54	3.39	3.48	3.47	A
I actively support gender inclusivity help to dismantle systemic barriers, promote fairness, and create a safe and welcoming environment for all genders.	3.63	3.48	3.65	3.58	FA
I support gender diversity and awareness for employees or members to express their gender identity freely.	3.63	3.43	3.71	3.59	FA
I support gender bias in recruitment and ensure that individuals are judged based on their skills and qualifications, not their gender.	3.59	3.48	3.61	3.56	FA
Overall Assessment	3.60	3.45	3.61	3.55	FA

Legend: 1.00 – 1.49 Not Aware (NA); 2.50 – 3.49 Slightly Aware (SA); 1.50 – 2.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The findings reveal that respondents from Parañaque, Muntinlupa, and Las Piñas SDOs demonstrated a high level of awareness in promoting gender-inclusive environments, with an overall mean of 3.55, verbally interpreted as Fully Aware. Among the indicators, the highest mean (3.59) was observed in supporting gender diversity and awareness that allow individuals to express their gender identity freely. This suggests that the respondents recognize the importance of inclusivity and equal participation regardless of gender.

Table 12 Level of awareness on the characteristics of gender sensitivity in terms of empowerment and agency

Empowerment and Agency	P'que	M'lupa	L'Piñas	Over-all Mean	VI
	Mean	Mean	Mean		
I support gender sensitivity that individuals or groups are actively involved in shaping policies, laws, and social norms, and they have a voice in shaping their community or society.	3.63	3.43	3.58	3.55	FA
I believe gender sensitivity that access to and control over resources that enable them to make informed choices and act independently	3.54	3.30	3.48	3.44	A
I can influence the environment and achieve goals through their actions.	3.54	3.30	3.48	3.44	A
I can make decisions that affect one's own life, and the environment is a core indicator of agency.	3.52	3.26	3.48	3.42	A
Overall Assessment	3.56	3.33	3.51	3.46	A

Legend: 1.00 – 1.49 Not Aware (NA); 2.50 – 3.49 Slightly Aware (SA); 1.50 – 2.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The respondents from the three SDOs—Parañaque, Muntinlupa, and Las Piñas—demonstrated varying levels of awareness regarding empowerment and agency as characteristics of gender sensitivity. Parañaque (3.56) and Las Piñas (3.51) respondents were fully aware, indicating a strong understanding that empowerment involves active participation in decision-making, access to resources, and the ability to influence societal norms. Muntinlupa respondents (3.33), on the other hand, were slightly aware, suggesting the need for more initiatives to enhance awareness and practice of gender empowerment in their community. The overall mean of 3.46 indicates that, in general, respondents are slightly aware but approaching full awareness of empowerment and agency in gender sensitivity.

Table 13 Summary Level of awareness of 3 SDOs on the Characteristics of Gender Sensitivity

Characteristics of Gender Sensitivity	P'que	M'lupa	L'pinas	Over all Mean	
	Mean	Mean	Mean		
Gender Identity and Expression	3.61	3.49	3.57	3.56	FA
Acknowledging Gender Equality	3.63	3.58	3.60	3.60	FA
Empathy and Respect for Diverse Gender Experiences.	3.66	3.36	3.69	3.57	FA
Understanding Gender Stereotypes	3.50	3.35	3.43	3.43	A
Intersectionality	3.47	3.26	3.33	3.35	A
Inclusive Language and Behavior	3.56	3.35	3.60	3.50	FA
Challenging Gender-Based Violence and Discrimination	3.29	3.02	3.21	3.17	A
Education and Advocacy	3.65	3.47	3.65	3.59	FA
Promoting Gender-Inclusive Environments	3.60	3.45	3.61	3.55	FA
Empowerment and Agency	3.56	3.33	3.51	3.46	A
Over All Mean	3.55	3.37	3.52	3.48	A

Legend: 1.00 – 1.49 Not Aware (NA); 2.50 – 3.49 Slightly Aware (SA); 1.50 – 2.49 Aware (A); 3.50 – 4.00 Fully Aware (FA)

The overall mean of 3.48 indicates that respondents from the three SDOs are Fairly Aware of the characteristics of gender sensitivity. Respondents from Parañaque (3.55) showed the highest level of awareness, followed by Las Piñas (3.52), and Muntinlupa (3.37).

In summation, the three SDOs demonstrate a fair level of gender sensitivity awareness, particularly in recognizing equality, inclusivity, and empowerment. However, more focused interventions and advocacy programs are recommended to strengthen awareness and action against gender-based violence and discrimination, and to deepen understanding of intersectionality and gender stereotypes.

3.2. Difference in the level of awareness of the respondents when grouped according to Division they belong

Table 14 One-Way ANOVA on the test of difference in the level of awareness of the respondents when grouped according to the Division they belong

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	0.466	2	0.233	0.654	0.522
Within Groups	34.581	97	0.357		
Total	35.047	99			

Table 14 presents the results of a one-way analysis of variance (ANOVA) conducted to determine whether there is a significant difference in the respondents' level of awareness of the characteristics of gender sensitivity when grouped according to the Division they belong. The analysis revealed that there was no significant difference in the level of awareness across the three divisions, $F(2, 97)=0.65$, $p=0.522$. The obtained significance value ($p>.05$) indicates that the respondents' awareness levels were statistically similar regardless of their division. This suggests that the Division to which the respondents belong does not influence their level of awareness. In other words, awareness appears to be consistently comparable among the groups.

3.3. Relationship between the level of awareness of the respondents and their Profile

Table 15 Spearman rho on the test of relationship between the level of awareness of the respondents and their profile

	Profile	(r)	Strength	df	(p)	Decision	Interpretation
Level of Awareness on GAD	Gender	0.047	Weak	100	0.642	Accept Ho	Not Significant
	Age	0.020	Weak	100	0.842	Accept Ho	Not Significant
	Educational Attainment	0.126	Weak	100	0.212	Accept Ho	Not Significant
	SDO Office	0.005	Weak	100	.0961	Accept Ho	Not Significant

Table 15 presents the results of the Spearman rho correlation test conducted to examine the relationship between the respondents' level of awareness on Gender and Development (GAD) and their profile variables (gender, age, educational attainment, and SDO office). The findings revealed that there was no significant relationship between level of awareness and gender, $r = .047$, $p = .642$; age, $r = .020$, $p = .842$; educational attainment, $r = .126$, $p = .212$; and SDO office, $r = .005$, $p = .961$. All correlation coefficients were weak, and the obtained p -values were greater than .05, leading to the acceptance of the null hypothesis in all cases. This indicates that the respondents' level of awareness on GAD is not influenced by their demographic or organizational profile. Regardless of their gender, age, educational attainment, or SDO office, their awareness levels remain statistically comparable.

4. Conclusion

In conclusion, the findings indicate that the respondents from the three Schools Division Offices exhibit a commendable level of awareness and understanding of gender sensitivity and its various characteristics. While certain aspects such as acknowledging gender equality and promoting education and advocacy scored the highest, areas like challenging gender-based violence and discrimination still require further emphasis. The absence of significant differences across divisions and the lack of correlation between awareness and demographic profiles suggest that gender sensitivity awareness is consistently upheld regardless of age, gender, educational attainment, or organizational affiliation. These results underscore the effectiveness of existing GAD initiatives while highlighting the continued need for sustained training, advocacy, and policy reinforcement to further strengthen gender sensitivity awareness across all sectors.

Consequently, it is recommended to highlight the importance of further strengthening GAD education and advocacy to deepen understanding and practical application across all groups. Developing lesson plans that integrate the characteristics of gender sensitivity is essential. It bridges theory and practice, reinforces GAD advocacy in education, and nurtures a culture of equality and respect in schools.

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