EVALUATION OF THE GENDER AND DEVELOPMENT INITIATIVES AT SAN JUAN ELEMENTARY SCHOOL ANNEX

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ABSTRACT

The researcher explores into the evaluation of Gender and Development (GAD) initiatives at San Juan Elementary School Annex, focusing on key dimensions such as readiness of resources, GAD associated activities, stakeholders' support, responsiveness of the school community, and challenges encountered. The study involves a purposive selection of eight (8) teachers, three (3) non-teaching personnel, and thirty-nine (39) community representatives as respondents. The primary inquiry revolves around assessing the effectiveness of GAD initiatives during the academic year 2023-2024, with a particular emphasis on discerning any significant differences in evaluation based on respondents' profiles. Utilizing ANOVA, the gathered data underwent rigorous statistical analysis to determine these distinctions. The findings reveal that there were no statistically significant differences observed between or within groups concerning the evaluation of GAD implementation across the various dimensions considered with the exemptions on challenges in type of respondents indicating that there is significant difference. This indicates an overall acceptance of the null hypothesis, suggesting consistency in the perception of GAD initiatives regardless of respondents' profiles. While the null hypothesis was majority accepted, signifying no significant differences in evaluation based on respondents' profiles, it is imperative to recognize that continuous improvement is essential for sustained impact. The recommendations outlined offer actionable steps to further enhance the effectiveness of GAD initiatives, ensuring that they remain responsive to the evolving needs of the school community. The researcher provides several recommendations to enhance the effectiveness of GAD initiatives at San Juan Elementary Annex. 1. It is recommended to further optimize resource allocation processes by implementing mechanisms for prompt disbursement of funds. 2. It is recommended to further innovative approaches to reach and empower parents from low socio-economic backgrounds can amplify the impact of efforts towards promoting gender equality and sensitivity within the school community. 3. It is recommended to foster ongoing communication and collaboration among teachers, LGUs, parents, and private organizations, through regular meetings, workshops, and forums aimed at sharing best practices, addressing challenges, and identifying opportunities for synergy. 4. It is recommended to further enhance communication channels to ensure alignment with DepEd guidelines, leveraging existing strengths in stakeholder understanding and advocacy, to further amplify the effectiveness of Gender and Development (GAD) initiatives within the school community. 5. It is recommended to further develop a comprehensive resource mobilization strategy aimed at securing additional financial support for GAD initiatives. Lastly, a Strategic Plan called ""Empower San Juan Annex: Accelerating Community Development Through GAD Initiatives and IP-Sibol Kami Naman Program" is proposed to aims to address socio-economic challenges and empower community members through targeted interventions and strategic collaborations.

Keywords: Gender and Development (GAD), Community Empowerment, Stakeholder Collaboration, Resource Optimization.

1. INTRODUCTION

San Juan Elementary School Annex is a Gender and Development (GAD) advocate school that pioneers in advancing gender equality and gender mainstreaming efforts among students and the tribal community of Sitio Maporac, New San Juan, Cabangan, Zambales through its initiatives. Alongside other two (2) tribal barangays of Cabangan namely Barangay Cadmang and Sapang Bato, Sitio Maporac experienced an elevated percentage in the number of undergraduates based on the data gathered from the (CTNA) Community Needs Training Assessment profile of the respondents conducted during the Fiscal Year 2022 an assessment in partnership with President Ramon Magsaysay State University Botolan Campus, College of Teacher Education (PRMSU BC, CTE). The data showed 12.5% of elementary undergraduate, 53.1% elementary graduate, 96.9% high school undergraduate, and a 100% college undergraduates. This high rate of undergraduates resulted in the soaring poverty rate in the area contributing to the cycle of out-of-the-school-youth compared to other tribal communities in the municipality. These persons who are not going to regular schools often engage in activities that result in lifelong problems. According to the research conducted by Thoreson (2017), he found out that kids are subjected to bullying, harassment, and prejudice since knowledge and resources are absent. Furthermore, the implications were reiterated by Hernandez and Mapilot (2021), that one of the contributing factors that lead children to leave school permanently is the presence of a hazardous environment. Early Child marriage and teenage pregnancy are very prevalent in the tribal community. According to Manalang (2023), the rise in violence against women was attributable to the increase in the number of early child marriages and pregnancies. Lacking the necessary knowledge on basic rights and risks, this results in abuse and biases to the women or young mothers that directly affect their children's developmental growth from infancy. Despite to the reality that in this modern day national laws has gender-sensitive rules and policies, these laws and policies are not implemented or enforced in any way by our government.

In the Philippines, subtle gender biases might escape the attention of policymakers, who may deem them non-priority matters. Nevertheless, the United Nations Educational, Scientific and Cultural Organization (UNESCO) underscores gender equality across four dimensions: equality of access, equality of the learning process, equality of the educational outcomes, and equality of external results (Subrahmanian n.d. as cited by Calora, 2023). As per the findings of the 2015 National Baseline Survey on Violence Against Children, 14% of children faced harsh disciplinary actions in the Philippine school system, and 80% of Filipino adolescents were exposed to violent acts. Based on the research conducted by Calora (2020), a gender-responsive education seeks to attain equality within, to, and through education, focusing on metrics such as enrollment rates, survival rates, completion rates, and absenteeism. Acknowledging schools as agents of change, the emphasis lies on adopting gender-responsive teaching pedagogy to create safe, healthy, inclusive, and conducive learning environments and community for the learners. San Juan Elementary School Annex aims to uphold this vision to be the agent of change for our tribal community, provide solutions, and eliminate these gender biases.

Inside the four walls of the classroom, teachers bear the responsibility of incorporating gender perspectives into their teaching and learning approaches. Addressing imbalances in classroom treatment is crucial, with school heads acting as frontline advocates. Emphasizing

prevention over correction, parents are urged to instill the right values early to prevent compromising children's sensitivity to gender perspectives. To effectively underscore (UNESCO) gender equality across four dimensions: access, the learning process, educational outcomes, and external results, San Juan Elementary School Annex through its teachers and school head signed a tripartite memorandum of agreement between President Ramon Magsaysay State University, Botolan Campus, College of Teacher Education, and Barangay New San Juan Council with the tribal Chieftain of Sitio Maporac as witness. The agreement was entitled Gender Fair Education Towards a VAWC Free Community with Literacy and Numeracy. This partnership aimed to uphold the four dimensions of gender and equality by (UNESCO). This tripartite initiative accomplished the following efforts; 1. Community Based Capacity Building on Anti Sexual Harassment; 2. Community Based and Chool Based Seminar on Anti Child Labor; 3. Community and School Based capacity building on Anti-Violence Against Women and Their Children Act of 2004 (Republic Act No. 9262); 4. Community and School Based Efforts on Combating Early Child Pregnancy; 5. School and Community Based Training on RA 11313 Bawal Bastos Law; 6. School and Community Seminar on Anti-Rape Law; 7. Dialogue on Anti Child Marriage; 8. A Study on Post-Partum Practices of IP Mothers; 9. Project RISE (Livelihood Program); 10. School and Community Based Gender Sensitivity Training; and 11. Community Numeracy and Literacy Training Program.

Through the works of de Silva de Alwis (2023), indigenous people especially women have been a target of stereotyping and has remained dominant, particularly in rural Philippine settings, perpetuating beliefs about gender-based abilities. Early intervention during children's schooling years becomes vital, as negative stereotypes can impact confidence and future prospects. Gender bias often originates at home, with females being more susceptible, especially in families with low socioeconomic status. The school, as a second home, holds the accountability to counter incorrect experiences, with teachers acting as surrogate parents. In many regions of the world, the unequal access to education that men and women enjoy is a severe issue. The disparity in educational attainment between the sexes may be attributed to a number of interlocking causes (Manalang, 2023). According to the written works of Siegfred, (2019), the common causes that contribute to this gender disparity include characteristics such as poverty, spatial isolation, domestic abuse, handicaps, a lack of buildings, and even belonging to indigenous communities. Based on the published work of Li et.al (2023), principals can address gender bias and improve student achievement by actively leading changes in policies, working conditions, governance structures, and school environments. Therefore, equality within education is measured by ensuring girls and boys receive equal treatment and opportunities. Indicators include teacher attitudes, gender awareness in textbooks, curriculum and teacher training, and addressing gender-based school violence. The published journal of Calora (2020) emphasized that evaluating equality through education involves assessing performance in examinations at local and international levels and examining gender differentials in teaching and employment.

The Department of Education has been a notable success, but attaining the other two equally vital dimensions for gender equality appears challenging, as Gender and Development (GAD) activities appear misaligned with the Department's mandate (Calora, 2020). From the journal published by Perrin et al. (2019), the escalation of gender-based school violence, particularly in indigenous people and remote areas, remains a concern. Primarily, certain textbooks perpetuate gender stereotypes, particularly regarding idealized masculinity. The Department's mission, encapsulated in its commitment to safeguard and advance the right to quality, equitable,

culture-based, and complete basic education for every Filipino, emphasizes a child-friendly, gender-sensitive, safe, and motivating learning environment. However, a study conducted at Ewha Womans University, Seoul, South Korea, titled Assessing Gender and Development Practices in the Philippine Basic Education, suggests that the Department needs to reassess and redirect its gender mainstreaming efforts, focusing more on the school level where it is most impactful. The study emphasizes that efforts should prioritize clients over organizations, and calls for regional, divisional, or school-level programs to address gender issues, such as the rise in teenage pregnancy among high schoolers.

To enhance gender equality within education, the Department should concentrate on making the DepEd Gender and Development Focal Point System (GFPS) not only operational and functional but also productive (Calora, 2020). This entails shifting from repetitive training on women's laws to focusing on the "what's" and "how's" of a gender-responsive teaching and learning process. Furthermore, a 5% budget allocation for Gender and Development funding from Maintenance and Other Operating Expenses (MOOE) has been mandated for all public schools in the country as stipulated in DepEd Order No. 63, s. 2012. According to the published works of Zayas et al., 2013 the assertion that gender equality is an inherent human entitlement, and an essential element of sustainable development is underscored by the Department of Education (DepEd), which has implemented the Gender and Development (GAD) Program to combat gender-based discrimination and foster equal opportunities in the educational system. This study endeavors to comprehensively examine the impact of the GAD Program on advancing gender equality in education while acknowledging the pivotal role of education in this pursuit.

Moreover, Gender and Development is an ongoing initiative that necessitates persistent endeavors to challenge societal gender norms, advocate for gender equality, and establish inclusive educational environments. This framework serves as a vital tool for comprehending and addressing the intricacies of gender-related issues, aiming for a more equitable and just society. According to the journal authored by Manalang (2023), the GAD Program, operational within the Department of Education, employs a multifaceted strategy involving policy development, curriculum integration, capacity building, and the establishment of gender-responsive learning environments. In adherence to Department of Education Order no. 32, series of 2017, titled Gender-Responsive Basic Education Policy, the department explicitly commits to integrating the principles of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights into the provision and governance of basic education. The inclusion of these principles in education policies and practices by the GAD Program is designed to eradicate gender biases, empower girls and women, and challenge societal norms that perpetuate gender inequality. The citation remains integral to acknowledging the source (Department of Education Order no. 32, series of 2017).

In this study, the researcher evaluated the implementation of the Gender and Development Initiative during the School Year 2023-2024 of San Juan Elementary School Annex in the Schools Division of Zambales. The goal of this research is to provide vital data for the school to further improve its policies, guidelines and propose a comprehensive strategic action plan in promoting and achieving a gender-biased free learning environment for all.

2. STATEMENT OF THE PROBLEM

This study aimed to evaluate the implementation of Gender and Development Initiative at San Juan Elementary School Annex during School Year 2023-2024. Specifically, it sought answer to the following research problems.

Specifically, it sought to answer the following questions:

1. How may the respondents be described in terms of profile variables?
2. How do the respondents evaluate the implementation of GAD initiative to:
2.1. Readiness of Resources;
2.2. GAD associated Activities;
2.3. Stakeholder's Support;
2.4. Responsiveness of School Community? and
2.5. Challenges the respondents encounter in the implementation of GAD initiatives?
3. What strategic plan can be proposed to further improve the implementation of GAD initiatives?

3. METHODS AND MATERIALS

The study utilized a descriptive research methodology to evaluate the implementation of the Gender and Development Initiative at San Juan Elementary School Annex during School Year 2023-2024. This approach involved a structured scientific inquiry aimed at collecting information on various aspects, including: 1. How may the respondents be described in terms of profile variables 2. How do the respondents evaluate the implementation of GAD Initiative with respect to: 2.1 Readiness of Resources; 2.2 GAD Associated Activities; 2.3 Stakeholder's Support; 2.4 Responsiveness of School Community? and 2.5 Challenges that Respondents Encountered during the implementation of GAD Initiative? and 3. What strategic plan can be proposed to further improve the implementation of GAD Program?

This methodology will be instrumental in comprehending both historical perspectives and future implications, and it will serve as a means to evaluate the GAD initiative and programs anticipated efficacy based on established guidelines, contributing valuable insights for promoting gender equality in schools within the Cabangan District and the Schools Division of Zambales in the future.

The respondents were eight (8) Teachers of San Juan Elementary School Annex, three (3) Non-teaching personnel, and thirty-nine (39) community representatives of different external stakeholders of the school. The teachers as well, non-teaching personnel, and the representatives of different external stakeholders of the school were chosen purposively for the study as they were the most relevant stakeholders in the implementation of the initiative. The representatives of different external stakeholders of the school are selected as respondents through stratified probability sampling wherein they come from different sectors in the locale of New San Juan, Cabangan, Zambales.

The researcher devised a survey questionnaire. The survey questionnaires are prepared by the researcher through reading books, journals, and published articles by known researchers who have conducted a study related to the program evaluation guidelines of the Gender and Development issued by the Department of Education.

The instrument was validated by a statistician from President Ramon Magsaysay State University – Botolan Campus, Botolan, Zambales through Cronbach's alpha test and yielded a numerical result of 0.767, indicating acceptable internal consistency among the scale items.

The research questionnaire was validated and approved by the designated school research team. The researcher explained and gave informed consent to each participant before the conduct of the study. The participants are ensured that the information would be used with utmost confidentiality and within the purpose of the study only.

4. RESULTS AND DISCUSSIONS

Table 1.

Evaluation of the respondents in the implementation of Gender and Development Initiative in terms of Readiness of Resources

No	Indicator	Weighted Mean	Qualitative Description	Rank
1	The school has allocated an ample budget for carrying out GAD initiatives	3.76	Strongly Agree	3
2	The school effectively distributes financial resources for GAD initiatives in accordance with the DepEd guidelines.	3.68	Strongly Agree	4
3	The school communicates with both teaching and non-teaching staff regarding planning and budgeting of GAD	3.84	Strongly Agree	1
4	The school engages in strategic planning to allocate extra funds for GAD initiatives, such as outsourcing.	3.78	Strongly Agree	2
5	The school promptly disburses the budget and other resources for GAD activities.	3.58	Strongly Agree	5
	Mean	**3.73**	**Strongly Agree**	

The evaluation of respondents regarding the implementation of the Gender and Development (GAD) Initiative, specifically focusing on the Readiness of Resources, reveals a strong positive perception overall, with an overall weighted mean of 3.73, indicating a high level of satisfaction.

1. The school effectively communicates with both teaching and non-teaching staff regarding planning and budgeting for GAD initiatives, ranking highest among indicators with a weighted mean of 3.84. 2. Strategic planning to allocate extra funds for GAD initiatives, such as outsourcing, received a high rating with a weighted mean of 3.78. 3. The school has allocated an ample budget for carrying out GAD initiatives, indicating a strong agreement among respondents with a weighted mean of 3.76. 4. Effective distribution of financial resources for GAD initiatives in accordance with DepEd guidelines received a weighted mean of 3.68. 5. Prompt disbursement of the budget and other resources for GAD activities received a slightly lower rating with a weighted mean of 3.58, but still indicates a strong level of agreement.

Respondents perceive that the management of GFPS of San Juan Elementary School Annex of resources for GAD initiatives came out positively, with effective communication and strategic planning highlighted as strengths.

These results are agreed by research conducted by Zuma (2023), which shows that stakeholders favor well-defined strategies and open lines of communication when it comes to GAD

resource management. The overall efficacy and success of GAD programs within the school community are influenced by these aspects.

Table 2.
Evaluation of the respondents in the implementation of Gender and Development Initiative in terms in terms of GAD Associated Activities

No	Indicator	Weighted Mean	Qualitative Description	Rank
1	The school organizes GAD workshops for teachers on a regular basis throughout the year.	3.92	Strongly Agree	1
2	The school offers workshops on gender and equality for pupils.	3.80	Strongly Agree	3
3	The school invites parents and other stakeholders to participate in diverse capacity-building activities that enhance their understanding of gender sensitivity.	3.82	Strongly Agree	2
4	The school incorporates subjects related to the promotion of gender and equality into its curriculum.	3.78	Strongly Agree	4
5	The school promotes GAD related activities for parents with low socio-economic to transform them in more self-reliant way/s.	3.70	Strongly Agree	5
	Mean	**3.80**	**Strongly Agree**	

It is shown in the table that the evaluation of the respondents on the implementation of GAD initiatives in terms of GAD Associated Activities obtained an overall weighted mean of 3.80 and has a qualitative description interpreted as High.

1. The school organizes GAD workshops for teachers on a regular basis throughout the year, ranking highest among indicators with a weighted mean of 3.92.
2. Workshops on gender and equality for pupils are also well-received, with a high rating of 3.80.
3. The school actively engages parents and other stakeholders in diverse capacity-building activities to enhance their understanding of gender sensitivity, demonstrating a strong agreement with a weighted mean of 3.82. 4. Integration of subjects related to the promotion of gender equality into the curriculum is positively perceived, receiving a weighted mean of 3.78. 5. Promotion of GAD-related activities for parents with low socio-economic status to enhance self-reliance is acknowledged, albeit with a slightly lower rating of 3.70.

Respondents perceive the school's efforts in organizing GAD workshops for teachers and involving parents and stakeholders positively, with room for further enhancement in curriculum integration and targeted activities for parents with low socio-economic backgrounds.

The published research journal of Moreno (2023), shows that although efforts are appreciated, there is a need for a more thorough incorporation of GAD principles into the curriculum. Furthermore, respondents generally agree that it is crucial to modify activities to

specifically target the needs of parents from low socioeconomic backgrounds, suggesting a chance for more focused and inclusive approaches in GAD-related projects.

Table 3.
Evaluation of the respondents in the implementation of Gender and Development Initiative in terms of
Stakeholders Support

No	Indicator	Weighted Mean	Qualitative Description	Rank
1	The LGUs actively support the school's GAD projects.	3.72	Strongly Agree	3
2	Parents are assisting in carrying out GAD-related activities in the school.	3.68	Strongly Agree	4
3	Private organizations provide assistance to the GAD projects in the school.	3.66	Strongly Agree	5
4	The school has implemented current GAD projects that involve stakeholders.	3.78	Strongly Agree	2
5	Teachers are overseeing GAD initiatives.	3.82	Strongly Agree	1
	Mean	**3.73**	**Strongly Agree**	

The evaluation of respondents regarding the implementation of Gender and Development (GAD) initiatives, focusing on Stakeholders Support, reflects a strong positive perception overall, with an overall weighted mean of 3.73, indicating a high level of satisfaction.

1. Teachers are actively overseeing GAD initiatives, ranking highest among indicators with a weighted mean of 3.82. 2. The school has implemented current GAD projects involving stakeholders, demonstrating strong agreement with a weighted mean of 3.78. 3. Local Government Units (LGUs) actively support the school's GAD projects, receiving a positive rating with a weighted mean of 3.72. 4. Parents are actively assisting in carrying out GAD-related activities in the school, demonstrating a positive perception with a weighted mean of 3.68. 5. Private organizations provide assistance to GAD projects in the school, although with a slightly lower rating of 3.66.

Respondents perceive teachers' oversight of GAD initiatives positively, along with the school's implementation of projects involving stakeholders. While support from LGUs and parental involvement are acknowledged, there may be opportunities for further engagement with private organizations and parents in GAD-related activities.

According to the published paper of Geges (2023), emphasizes the value of parental involvement in GAD-related activities as well as the recognition of support from Local Government Units (LGUs). Nonetheless, there are significant chances to continue collaborating on these projects with parents and commercial organizations. Her research indicates that although these sectors now provide support, there is still need for further cooperation and involvement in GAD initiatives and programs.

Table 4.

Evaluation of the respondents in the implementation of Gender and Development Initiative in terms in terms of Responsiveness of School Community

No	Indicator	Weighted Mean	Qualitative Description	Rank
1	The school staff is thoroughly informed about the Gender and Development program.	3.64	Strongly Agree	2
2	The latest DepEd guidelines have been thoroughly communicated to all stakeholders.	3.42	Strongly Agree	5
3	The school curricula are revised to align with GAD programs.	3.58	Strongly Agree	4
4	Pupils, parents, and other members of the school community possess a comprehensive understanding of GAD initiatives.	3.60	Strongly Agree	3
5	All internal and external stakeholders can advocate for GAD because they comprehend the initiatives.	3.68	Strongly Agree	1
	Mean	**3.58**	**Strongly Agree**	

The data from Table 6 provide an evaluation of respondents' perceptions regarding the implementation of the Gender and Development (GAD) Initiative, specifically focusing on the Responsiveness of the School Community. The overall weighted mean is 3.58, indicating a high level of agreement among respondents.

1. The school staff's thorough understanding of the Gender and Development program, with a weighted mean of 3.64, ranks second among indicators. 2. Communication of the latest DepEd guidelines to all stakeholders received a slightly lower rating, with a weighted mean of 3.42, ranking fifth. 3. Alignment of school curricula with GAD programs was perceived positively, with a weighted mean of 3.58, ranking fourth. 4. Pupils, parents, and other members of the school community possessing a comprehensive understanding of GAD initiatives received a weighted mean of 3.60, ranking third. 5. Internal and external stakeholders' ability to advocate for GAD due to their comprehension of the initiatives was ranked highest among indicators, with a weighted mean of 3.68.

While stakeholders generally have a high level of understanding of GAD initiatives, there are areas for improvement in thoroughly communicating DepEd guidelines and aligning school curricula with GAD programs. However, the comprehensive understanding of GAD initiatives among stakeholders, including the ability to advocate for them, is a notable strength. Although most stakeholders have a good grasp of Gender and Development (GAD) activities, research indicates that there is still room for improvement in terms of successfully disseminating DepEd standards and coordinating curricula in schools with GAD initiatives. A certain percentage of the stakeholders understood the DepEd's policies for the integration of GAD in schools (Manalang, 2023).

Table 5.
Evaluation of the respondents in the implementation of Gender and Development Initiative in terms in terms of Challenges

No	Indicator	Weighted Mean	Qualitative Description	Rank
1	Inadequate financial support for GAD-related endeavors.	2.92	Agree	1
2	The stakeholders show a lack of responsiveness to initiatives, programs, and activities associated with GAD.	1.92	Disagree	4
3	Inadequate training provided for both internal and external stakeholders in relation to GAD.	1.96	Disagree	2.5
4	Time limitations arise from having overlapping tasks.	1.96	Disagree	2.5
5	Time limitations arise from having overlapping tasks.	1.66	Strongly Disagree	5
	Mean	**2.08**	**Disagree**	

The evaluation of respondents regarding challenges in the implementation of the Gender and Development (GAD) Initiative indicates a moderate level of agreement overall, with an average weighted mean of 2.08, interpreted as Disagree.

1. Inadequate financial support for GAD-related endeavors emerged as the most significant challenge, with a weighted mean of 2.92, ranking first. 2. Stakeholders' lack of responsiveness to GAD initiatives, programs, and activities was perceived to a lesser extent, with a weighted mean of 1.92, ranking fourth. 3. Inadequate training provided for both internal and external stakeholders in relation to GAD received a relatively low rating, with a weighted mean of 1.96, tying for second place with time limitations due to overlapping tasks. 4. Similarly, time limitations resulting from overlapping tasks were identified as a challenge, with a weighted mean of 1.96, also ranking second. 5. The perception of strong disagreement was expressed regarding time limitations from overlapping tasks, with a weighted mean of 1.66, ranking fifth.

Although funding for GAD-related activities is thought to be the biggest obstacle, other issues include inadequate training, time constraints because of overlapping work, and stakeholder responsiveness. These results point to areas that should be improved in order to better address these issues and increase the efficacy of GAD initiatives. Gender and development (GAD) initiatives frequently face a multitude of challenges that hamper their efficacy. Although the lack of funding is often brought up as a barrier to advancement, there are a number of other important issues at play as well. These include the degree of stakeholder engagement, time restrictions, and inadequate training (Blankert, 2023).

Table 6.
Analysis of Variance to test differences on Readiness of Resources when grouped according to profile variables

Source of Variance		Sum of Squares	df	Mean Square	F	Sig.	Decision
Type of Respondent	Between Groups	.209	2	.105	1.750	.185	Not significant Accept Ho
	Within Groups	2.811	47	.060			
	Total	3.021	49				
Gender	Between Groups	.154	2	.077	1.262	.293	Not significant Accept Ho
	Within Groups	2.867	47	.061			
	Total	3.021	49				

Table 6 shows that there was no significant difference between the Readiness of Resources according to the respondents when grouped according to type, with 0.185 significance value that is higher than 0.05, there is also no significant difference in variances when grouped according to the gender of respondents, with 0.293 significance value that is higher than 0.05 threshold value.

Thus accept the null hypothesis that there was no significant difference between genders and type of respondents according to the readiness of Resources.

According to Errida and Lotfi (2021), readiness of resources plays a pivotal role in the success of a program or project. In the sector of education, it is proven that allotting an ample amount of budget ensures the delivery of satisfactory services (Mestry and Bisschoff, 2009). Resource readiness in the education sector includes not just financial resources but also personnel, infrastructure, technology, and teaching materials.

To create a climate that supports effective teaching and learning, these resources must be allocated appropriately. Walberg, 2011 indicated that educational establishments and schools with ample resources are more capable of catering to the varied requirements of learners, delivering high-quality teaching, and fostering the professional growth of teachers.

Table 7.
Analysis of Variance to test differences on Stakeholders' Support when grouped according to profile variables

Source of Variance		Sum of Squares	df	Mean Square	F	Sig.	Decision
Type of Respondent	Between Groups	.003	2	.002	.018	.983	Not significant Accept Ho
	Within Groups	4.206	47	.089			
	Total	4.209	49				
Gender	Between Groups	.046	2	.023	.258	.774	Not significant Accept Ho
	Within Groups	4.163	47	.089			
	Total	4.209	49				

Table 7 shows that there was no significant difference between the Stakeholders' Support according to the respondents when grouped according to gender, with 0.774 significance value that is higher than 0.05, there is also no significant difference in variances when grouped according to the type of respondents, with 0.983 significance value that is higher than 0.05 threshold value.

Thus accept the null hypothesis that there was no significant difference between genders and type of respondents according to Stakeholders' Support.

According to Fernandes and Sullivan (2022), the success and efficiency of organizational projects, programs, and activities was highly dependable on stakeholder collaboration. On the other hand, the data from the study of Haberlien and Hovel, 2023 indicated that there are usually stronger and have a greater impact when a variety of stakeholders—individuals, groups, and organizations—are included in the implementation process. The initiative's efficacy is significantly increased by this collaborative strategy, which makes use of a wide range of viewpoints, skills, and resources. Through the active involvement of stakeholders at every stage of the implementation process, businesses can effectively utilize their combined expertise and backing to tackle obstacles, grasp chances, and accomplish common objectives (Zwikael, Salmona, Meredith, Zarghami, 2023).

Cooperation among stakeholders promotes improved communication, transparency, and interest alignment. Based on the paper of Yudarwati and Gregory, 2022 open lines of communication facilitate the sharing of ideas, opinions, and information, keeping all parties involved aware and able to take part in the decision-making process. Transparency fosters relationships and increases trust, which paves the way for productive short and long-term collaboration.

Table 8.
Analysis of Variance to test differences on Stakeholders' Support when grouped according to profile variables

Source of Variance		Sum of Squares	df	Mean Square	F	Sig.	Decision
Type of Respondent	Between Groups	.003	2	.002	.018	.983	Not significant Accept Ho
	Within Groups	4.206	47	.089			
	Total	4.209	49				
Gender	Between Groups	.046	2	.023	.258	.774	Not significant Accept Ho
	Within Groups	4.163	47	.089			
	Total	4.209	49				

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Table 9.
Analysis of Variance to test differences on Responsiveness of School Community when grouped according to profile variables

Source of Variance		Sum of Squares	df	Mean Square	F	Sig.	Decision
Type of Respondent	Between Groups	.011	2	.006	.037	.964	Not significant Accept Ho
	Within Groups	7.256	47	.154			
	Total	7.267	49				
Gender	Between Groups	.086	2	.043	.283	.755	Not significant Accept Ho
	Within Groups	7.181	47	.153			
	Total	7.267	49				

Table 9 shows that there was no significant difference between the Responsiveness of School Community according to the respondents when grouped according to gender, with 0.755 significance value that is higher than 0.05, there is also no significant difference in variances when grouped according to the type of respondents, with 0.964 significance value that is higher than 0.05 threshold value.

Thus accept the null hypothesis that there was no significant difference between genders and type of respondents according to Responsiveness of School Community.

The effectiveness of school-initiated activities and the learners' overall educational experience are greatly enhanced by the active participation of the school community. As the researchers (Kelty and Wakabayashi, 2020) stipulate in maximizing learning outcomes, schools must actively look for methods to involve the larger community.

According to the study of Cristovao, Candeias, and Verdasca (2020), program participation from the school community not only increases program success but also makes a major contribution to kids' overall development and program goals. Working together, the community and the school build a supportive ecology that supports a positive learning environment. Schools can have access to an abundance of resources, knowledge, and viewpoints by collaborating with parents, neighborhood companies, civic associations, and other interested parties (Hands, 2023).

Table 10.
Analysis of Variance to test differences on Challenges when grouped according to profile variables

Source of Variance		Sum of Squares	df	Mean Square	F	Sig.	Decision
Type of Respondent	Between Groups	1.937	2	.968	3.955	.026	Significant Reject Ho
	Within Groups	11.510	47	.245			
	Total	13.447	49				
Gender	Between Groups	.981	2	.490	1.848	.169	Not significant Accept Ho
	Within Groups	12.467	47	.265			
	Total	13.447	49				

Table 10 shows that there was no significant difference between the Challenges of the respondents when group according to gender, with 0.169 significance value that is higher than 0.05, while there is a significant difference in variances when grouped according to the type of respondents, with 0.026 significance value that is lower than 0.05 threshold value.

Thus accept the null hypothesis between genders and reject the null hypothesis when grouped according to the type of respondents.

The proactive involvement of administrative officers and the full participation of all stakeholders is necessary for the efficient management of issues and obstacles that arise within organizational operations and programs (De Torres, 2021). Through this dynamic interaction, a strong problem-solving process that makes use of a variety of viewpoints, skills, and resources is ensured. Based in the published work of Adhikari and Shresta, 2022 Addressing problems with organizational initiatives is a key responsibility of administrative officials. Their hands-on approach to issue solving exemplifies leadership and responsibility, establishing the standard for an anticipatory and adaptable corporate culture. Furthermore, there is a clear correlation between the effectiveness of problem resolution and the level of stakeholder involvement.

Academic institutions may foster inclusive learning environments and enable students to question stereotypes, promote equality, and advance society by emphasizing gender and development views in their curricula, policies, and activities.

5. CONCLUSIONS

In conclusion, this study provides significant findings regarding the   evaluation of the implementation of GAD initiatives in San Juan Elementary School   Annex.   The conclusion drawn from the findings are as follows:
1.   The findings on the readiness of resources indicate effective communication, strategic planning, and allocation of financial resources by DepEd guidelines. Particularly noteworthy is the proactive engagement of both teaching and non-teaching staff in planning and budgeting for GAD initiatives.
2.   The evaluation of GAD associated activities reveals that the school has taken significant strides in promoting gender equality and sensitivity through a multifaceted approach, including workshops for teachers and students, engagement of parents and stakeholders in capacity-building activities, and integration of gender-related subjects into the curriculum.
3.   The evaluation of stakeholders' support highlights a strong collaborative effort among stakeholders, including teachers, local government units (LGUs), parents, and private organizations, in supporting the implementation of Gender and Development (GAD) initiatives within the school community.

4.   The evaluation of the responsiveness of the school community highlights a commendable level of agreement regarding the responsiveness of the school community to Gender and Development (GAD) initiatives, with particular strengths in stakeholder understanding and advocacy, while also indicating room for improvement in communicating DepEd guidelines.

5.   The evaluation of Gender and Development (GAD) initiatives at San Juan Elementary School Annex highlights the overall high level of satisfaction among respondents. The findings underscore the school's commitment to fostering an inclusive and responsive environment, particularly in resource readiness, stakeholder engagement, and activity implementation. However, the challenges identified indicate areas that require further refinement to ensure the sustained success and impact of GAD initiatives.

6. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are put forward to strengthen the implementation of GAD initiatives in school context:

1.   It is recommended to further optimize resource allocation processes by implementing mechanisms for prompt disbursement of funds.

2.   It is recommended to further improve the innovative approaches to reach and empower parents from low socio-economic backgrounds can amplify the impact of efforts towards promoting gender equality and sensitivity within the school community.

3.   It is recommended to foster ongoing communication and collaboration among teachers, LGUs, parents, and private organizations, through regular meetings, workshops, and forums aimed at sharing best practices, addressing challenges, and identifying opportunities for synergy.

4.   It is recommended to further enhance communication channels to ensure alignment with DepEd guidelines, leveraging existing strengths in stakeholder understanding and advocacy, to further amplify the effectiveness of Gender and Development (GAD) initiatives within the school community.

5.   To further enhance the implementation of GAD initiatives at San Juan Elementary School Annex, the following recommendations are proposed:

5.1.   Address Identified Challenges: Develop targeted interventions to   address specific challenges encountered by respondents,   ensuring continuous improvement in GAD-related processes.

5.2.   Strengthen Resource Allocation: Implement mechanisms for timely and efficient resource disbursement to support GAD activities.

5.3.   Enhance Stakeholder Engagement: Foster greater collaboration with parents, community representatives, and local organizations through regular meetings and workshops.

5.4.   Expand Training Opportunities: Provide additional capacity-building programs for teachers and staff to deepen their understanding and implementation of GAD principles.

5.5   Regular Monitoring and Feedback: Establish a structured system for monitoring progress and gathering feedback from stakeholders to identify areas for improvement.

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