

Gender Sensitivity and Social Inclusivity Strategies in the Classroom of Kindergarten: A Basis for Enhancement Teaching Model

Sharlyn Joy B. Rivera

University of Perpetual Help System- DALTA PHILIPPINES

Email address: julierosemendoza002@gmail.com

Abstract—This study aimed to examine the level and extent of implementation of gender sensitivity and social inclusivity strategies in kindergarten classrooms, determine significant differences when grouped according to teachers' demographic profiles, and assess the relationship between classroom-level practices and broader institutional implementation. Utilizing a descriptive-correlational research design, the study involved 50 kindergarten teachers from diverse public schools. Data was collected through validated survey instruments and analyzed using frequency distribution, mean scores, *t*-tests, ANOVA, and Pearson correlation. Findings revealed that respondents varied in age, sex, educational attainment, and teaching experience. Most teachers were 36 and above (52%) and female (82%). Regarding qualifications, 42% held a bachelor's degree, 42% had a master's degree, and 16% had doctoral degrees. Moreover, 32% of teachers had 11 years or more of teaching kindergarten experience, indicating a generally experienced pool of educators. In assessing the level of implementation, the respondents rated themselves as "Highly Competent" across all five domains: Respect for Gender Diversity ($M = 3.89$), Use of Inclusive Language ($M = 3.88$), Equal Student Participation ($M = 3.96$), Inclusive Instructional Materials ($M = 3.94$), and Consistent Inclusive Practices ($M = 3.94$). These results suggest kindergarten teachers' strong and consistent commitment to fostering inclusive learning environments that affirm gender identities, challenge stereotypes, and promote equity. Significant differences were observed in selected areas when grouped by profile. For sex, while no significant difference was noted in the level of implementation, female teachers reported significantly higher ratings in Curricular Integration and Student and Parent Engagement under the extent of implementation. Regarding age, younger teachers (particularly those aged 20–25) demonstrated higher ratings in Policy and Program Implementation. Educational attainment yielded no statistically significant differences, indicating consistency in inclusive teaching practices across academic backgrounds. Notably, teachers with 4 to 6 years of teaching experience showed significantly higher levels of engagement in Curricular Integration and Student and Parent Engagement. Correlation analysis revealed no significant relationship between the level of classroom-based implementation and the broader extent of institutional strategies. This implies a potential disconnect between individual practices and school-wide policies or programs. While teachers exhibit inclusive classroom behaviors, systemic structures within their institutions may not always support or reinforce these behaviors. Based on the results, an enhanced teaching model on gender sensitivity and social inclusivity was developed, highlighting the need to align classroom strategies with institutional policies. The model emphasizes continuous professional development, inclusive curricular Integration, stakeholder engagement, and sustainable policy enforcement. The study concludes that while individual teaching efforts are commendable, broader institutional support,

training, and coordination are crucial to fully realizing the goals of gender-fair and socially inclusive education. Strengthening these areas can lead to more meaningful and lasting inclusion in early childhood settings.

Keywords— Gender sensitivity, social inclusivity, kindergarten education, inclusive strategies, institutional support.

I. INTRODUCTION

Promoting gender equality and social inclusion in early childhood education is a vital step toward building a fairer and more inclusive society. In the kindergarten stage, these principles play a crucial role in fostering children's holistic growth and preparing them to participate fully in their communities. Addressing gender biases and reducing social inequalities within schools is increasingly acknowledged as essential, consistent with United Nations Sustainable Development Goal 4, which underscores the importance of inclusive and equitable education for all learners.

In the Philippines, the government has placed strong emphasis on integrating gender equality and social inclusion into education. The Constitution upholds the right of every citizen to quality education, while policies such as the Magna Carta for Public School Teachers (Republic Act No. 4670) and the Child Protection Policy (DepEd Order No. 40, s. 2012) ensure safe, inclusive, and supportive school environments. The Department of Education (DepEd) implements these frameworks, highlighting the commitment to embrace diversity and ensure equitable opportunities for every child.

This study focuses on gender and social inclusion strategies in kindergarten classrooms in the districts of Burdeos and Polillo, Quezon Province. Prior research suggests that biases in these areas negatively affect children's development and academic progress. For example, Smith and Johnson (2018) and Garcia et al. (2019) found that inclusive teaching approaches reduce these disparities and improve children's literacy outcomes.

Given the central role of inclusivity in supporting academic success, this research seeks to identify strategies that promote gender equality and social inclusion among kindergarten learners in Burdeos and Polillo. By addressing local challenges and drawing from evidence-based practices, the study aims to provide practical recommendations to improve classroom inclusivity. The findings are expected to contribute to policy development, enhance teaching practices, and ensure

that all kindergarten learners have equitable opportunities to thrive.

1.1 Statement of the Problem

This research aimed to address the following key questions:

1. What is the Demographic profile of the kindergarten teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 educational Attainment; and
 - 1.4 number of Years in teaching kindergarten?
2. What is the level of implementation of gender sensitivity and social inclusivity strategies in the classroom in terms of:
 - 2.1 respect for gender diversity;
 - 2.2 use of inclusive language;
 - 2.3 equal student participation;
 - 2.4 inclusive instructional materials; and
 - 2.5 Consistent Inclusive Practices?
3. What is the extent of implementation of gender and social inclusivity strategies in terms of:
 - 3.1 Policy and Program Implementation;
 - 3.2 teacher Training and Professional Development;
 - 3.3 curricular Integration;
 - 3.4 student and Parent Engagement; and
 - 3.5 school Climate and Culture?
4. Is there a significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to profile?
5. Is there a significant difference in the extent of implementation of gender and social inclusivity strategies when grouped according to profile?
6. Is there a significant relationship between the level of implementation of gender sensitivity and social inclusivity strategies in the classroom and the extent of implementation of gender and social inclusivity strategies?

II. METHODOLOGY

The study employed a quantitative research design, which allowed the researcher to objectively measure and describe the existing conditions related to gender and social inclusivity strategies. According to Kaye-Ann (2021), quantitative approaches are effective for representing the characteristics of individuals, objects, or events under study.

A descriptive research design was deemed appropriate as it systematically gathered quantifiable information from a defined group of respondents (Creswell, 2018). This design was particularly useful for capturing teachers' perspectives through surveys and questionnaires. Unlike purely descriptive tabulation, the approach also enabled interpretation of the results and their implications (Bryman, 2016).

III. RESULTS AND DISCUSSION

This chapter details the findings of the research based on the gathered data, addressing the questions outlined in the problem statement.

1. What is the Demographic profile of the kindergarten teachers in terms of:

Tables 1 to 4 illustrate the results of Problem 1. This includes the breakdown of Age, Sex, educational attainment, and years of teaching experience.

Table 1

1.1 Age

Distribution of Respondents according to Age

| Age Range | Frequency | Percentage |
|------------------------|-----------|---------------|
| 20-25 years old | 2 | 4.00 |
| 26-30 years old | 9 | 18.00 |
| 31-35 years old | 13 | 26.00 |
| 36 years old and above | 26 | 52.00 |
| Total | 50 | 100.00 |

As shown in Table 1, out of 50 respondents, 2, or 4.00%, were aged 20 to 25 years old; 9, or 18.00%, were aged 26 to 30 years old; 13, or 26.00%, were aged 31 to 35 years old, and 26 or 52.00% were ages 36 and above. It can be observed that most respondents were aged 36 and above.

Table 2

1.2 Sex

Distribution of Respondents according to Sex

| Sex | Frequency | Percentage |
|--------------|-----------|---------------|
| Male | 9 | 18.00 |
| Female | 41 | 82.00 |
| Total | 50 | 100.00 |

As portrayed in Table 2, out of 50 respondents, 9, or 18.00%, were male, and 41, or 82.00%, were female. It can be observed that the majority of the respondents were female.

Table 3

1.3 Educational Attainment

Distribution of Respondents according to their Educational Attainment

| Educational Attainment | Frequency | Percentage |
|------------------------|-----------|---------------|
| Bachelor's Degree | 21 | 42.00 |
| Masteral Degree | 21 | 42.00 |
| Doctoral Degree | 8 | 16.00 |
| Total | 50 | 100.00 |

As demarcated from Table 3, out of 50 respondents, 21 or 42.00% have a bachelor's degree, 21 or 42.00% have a master's degree, and 8 or 16.00% have a doctoral degree. It can be observed that the majority of the respondents had both a bachelor's and a master's degree.

Table 4

1.4 Number of Years in Teaching Kindergarten

Distribution of Respondents according to the Number of Years in Teaching Kindergarten

| Years in Teaching | Frequency | Percentage |
|-------------------|-----------|------------|
| 1-3 years | 6 | 12.00 |
| 4-6 years | 15 | 30.00 |

| | | |
|--------------------|-----------|---------------|
| 7-10 years | 13 | 26.00 |
| 11 years and above | 16 | 32.00 |
| Total | 50 | 100.00 |

As shown in Table 4, out of 50 respondents, 6, or 12.00%, have 1 to 3 years in teaching kindergarten; 15, or 30.00%, have 4 to 6 years in teaching kindergarten; 13, or 26.00%, have 7 to 10 years in teaching kindergarten and 16 or 32.00% has 11 years and above years in teaching kindergarten. The majority of the respondents have 11 years or more of teaching kindergarten.

2. What is the level of implementation of gender sensitivity and social inclusivity strategies in the classroom in terms of:

Tables 5 to 9 present the level of implementation of gender sensitivity and social inclusive strategies in the classroom.

Table 5

2.1 Respect for Gender Diversity

| Indicators | Respondent's Rating | |
|--|---------------------|-------------------------|
| | \bar{x} | VI |
| 1. I create a classroom environment that respects and values all gender identities and expressions. | 3.94 | Highly Competent |
| 2. I use inclusive language that acknowledges and affirms diverse gender identities during lessons and interactions. | 3.88 | Highly Competent |
| 3. I incorporate learning materials and activities that reflect and respect gender diversity. | 3.90 | Highly Competent |
| 4. I challenge gender stereotypes and biases when they arise in the classroom. | 3.82 | Highly Competent |
| 5. I ensure equal participation and opportunities for students of all gender identities in classroom activities and discussions. | 3.92 | Highly Competent |
| Overall Weighted Mean | 3.89 | Highly Competent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Highly Competent; 2.51 – 3.25 = Moderately Competent; 1.76 – 2.50 = Slightly Competent; 1.00 – 1.75 = Not Competent

Table 5 presents an overall weighted mean of 3.89, indicating that respondents are highly competent in promoting respect for gender diversity within the classroom. The highest-rated item, “I create a classroom environment that respects and values all gender identities and expressions” (M = 3.94), reflects teachers’ strong commitment to fostering an inclusive and supportive learning environment.

Other highly rated indicators include ensuring equal participation (M = 3.92), incorporating inclusive learning materials (M = 3.90), and using affirming language (M = 3.88), all of which demonstrate consistent application of inclusive practices. The lowest-rated item, “I challenge gender stereotypes and biases when they arise in the classroom” (M = 3.82), although still within the “Highly Competent” range, suggests a need for further emphasis on confronting bias directly.

These findings are consistent with Parker (2022), who highlighted that fostering respect for gender diversity requires intentional and structured interventions, especially for students facing multiple risk factors. Similarly, Smith (2019)

emphasized the importance of early and age-appropriate discussions around gender roles and identities to reduce bias and promote acceptance. Garcia (2020) also found a strong relationship between exposure to inclusive language and respectful attitudes toward gender-diverse individuals, reinforcing the value of affirming communication in educational settings.

The high competence demonstrated by educators suggests that inclusive teaching practices are being effectively integrated. However, sustained professional development and targeted training may be necessary to strengthen teachers’ confidence in directly addressing gender stereotypes and bias. Schools should consider embedding inclusive education across all subjects and promoting culturally responsive strategies to maintain and further enhance respect for gender diversity.

Table 6

2.2 Use of Inclusive Language

| Indicators | Respondent's Rating | |
|--|---------------------|-------------------------|
| | \bar{x} | VI |
| 1. I consistently use gender-neutral terms (e.g., "students," "everyone") instead of gendered terms like "boys and girls." | 3.94 | Highly Competent |
| 2. I avoid language that reinforces gender stereotypes in classroom discussions and materials. | 3.96 | Highly Competent |
| 3. I consciously use students' preferred names and pronouns. | 3.70 | Highly Competent |
| 4. I include examples and content that reflect diverse gender identities. | 3.92 | Highly Competent |
| 5. I correct myself and others when using non-inclusive or biased language in the classroom. | 3.90 | Highly Competent |
| Overall Weighted Mean | 3.88 | Highly Competent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Highly Competent; 2.51 – 3.25 = Moderately Competent; 1.76 – 2.50 = Slightly Competent; 1.00 – 1.75 = Not Competent

Table 6 presents an overall weighted mean of 3.88, indicating that respondents are highly competent in using inclusive language in the classroom. The highest-rated indicator, “I avoid language that reinforces gender stereotypes in classroom discussions and materials” (M = 3.96), reflects a strong awareness among educators about the role of language in shaping attitudes and maintaining respectful learning environments.

Other top-rated statements include the consistent use of gender-neutral terms (M = 3.94), the inclusion of diverse gender identities in content (M = 3.92), and correcting biased or non-inclusive language (M = 3.90). The lowest-rated item, though still rated “Highly Competent,” was “I consciously try using students’ preferred names and pronouns” (M = 3.70), suggesting room for improvement in affirming individual identity at a more personal level.

These findings support the work of Santos (2019), who emphasized that inclusive language fosters empathy, mutual respect, and a stronger sense of belonging among learners. Cruz (2020) also noted that teacher awareness and institutional support are key in promoting inclusive communication practices, underscoring the value of ongoing professional development. Additionally, Garcia (2022) highlighted the effectiveness of instructional techniques like modeling gender-

neutral terms in reinforcing inclusive language habits among students.

The high ratings suggest that teachers widely practice and model inclusive language, contributing to a respectful classroom climate. However, the slightly lower score on using preferred names and pronouns indicates a need for deeper personalization and cultural sensitivity. Schools and institutions should continue to provide training and resources that reinforce inclusive communication, ensuring equitable language practices are sustained across all contexts and learner backgrounds.

Table 7

2.3 Equal Student Participation

| Indicators | Respondent's Rating | |
|--|---------------------|-------------------------|
| | \bar{x} | VI |
| 1. All students, regardless of gender, are given equal opportunities to participate in class discussions and activities. | 4.00 | Highly Competent |
| 2. Group activities are designed to ensure that every student contributes and is heard equally. | 3.94 | Highly Competent |
| 3. Classroom rules and procedures promote respect and inclusion of diverse gender identities and backgrounds. | 3.98 | Highly Competent |
| 4. Teachers actively encourage quiet or less confident students to participate during lessons. | 3.96 | Highly Competent |
| 5. Learning materials and examples used in the classroom reflect gender balance and inclusivity. | 3.92 | Highly Competent |
| Overall Weighted Mean | 3.96 | Highly Competent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Highly Competent; 2.51 – 3.25 = Moderately Competent; 1.76 – 2.50 = Slightly Competent; 1.00 – 1.75 = Not Competent

Table 7 indicates a strong consensus regarding promoting equal student participation, with a weighted mean score of 3.96, reflecting teachers' high level of competence. This supports the findings of Williams (2021), who emphasized that inclusive classroom practices improve literacy and learning outcomes across diverse student populations.

The highest-rated statement, “All students, regardless of gender, are given equal opportunities to participate in class discussions and activities” (M = 4.00), reflects a strong teacher commitment to creating a fair and respectful environment. This aligns with Miller (2023), who found that teachers trained in inclusive strategies were more effective in engaging all learners, leading to increased participation and skill development.

Other highly rated statements, such as “Teachers actively encourage quiet or less confident students to participate” (M = 3.96) and “Classroom rules and procedures promote respect and inclusion” (M = 3.98), further demonstrate intentional efforts to reach every learner. These findings are supported by Brown (2022), whose study showed that recognizing and valuing diverse linguistic and cultural backgrounds fosters more equitable engagement.

However, the slightly lower rating for “Learning materials and examples used in the classroom reflect gender balance and inclusivity” (M = 3.92) suggests an area for growth in ensuring that classroom content fully represents diverse identities and experiences.

While the results affirm that teachers effectively promote equal participation in classroom dynamics, the inclusivity of instructional materials is needed. Ongoing teacher development and integrating culturally and gender-responsive content are essential to sustaining equitable learning environments where all students feel seen, heard, and empowered to engage.

Table 8

2.4 Inclusive Instructional Materials

| Indicators | Respondent's Rating | |
|--|---------------------|-------------------------|
| | \bar{x} | VI |
| 1. The instructional materials I use reflect diverse gender identities and social backgrounds | 3.96 | Highly Competent |
| 2. The reading texts and visual aids I provide avoid gender stereotypes and promote inclusivity. | 3.96 | Highly Competent |
| 3. I regularly review and adapt my learning materials to ensure they are inclusive of all learners, regardless of gender, culture, or ability. | 3.94 | Highly Competent |
| 4. My classroom resources include examples and representations of individuals from various gender roles and marginalized communities. | 3.92 | Highly Competent |
| 5. I select or create instructional content encouraging respect, equity, and social inclusion among learners. | 3.92 | Highly Competent |
| Overall Weighted Mean | 3.94 | Highly Competent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Highly Competent; 2.51 – 3.25 = Moderately Competent; 1.76 – 2.50 = Slightly Competent; 1.00 – 1.75 = Not Competent

Table 8 indicates a strong consensus on using inclusive instructional materials, with a weighted mean score of 3.94, signifying teachers' high level of competence in selecting and utilizing resources that promote equity and diversity in the classroom. This supports the findings of Villanueva (2020), who emphasized the effectiveness of instructional materials that integrate metacognitive and reflective tools, enhancing comprehension and engagement among diverse learners.

The highest-rated statements, “The instructional materials I use reflect diverse gender identities and social backgrounds” and “The reading texts and visual aids I provide avoid gender stereotypes and promote inclusivity” (both M = 3.96), demonstrate educators' strong awareness of the importance of gender representation and bias-free content. These are followed closely by regularly adapting materials to accommodate all learners (M = 3.94) and content that highlights marginalized communities and promotes equity (M = 3.92).

These findings align with Gonzales (2018), who found that varying text complexity and accessible vocabulary are essential in ensuring comprehension across student groups. Likewise, Bernardo (2022) emphasized the importance of individualized materials and scaffolding to meet the needs of learners with disabilities, reinforcing the value of instructional content that is both inclusive and differentiated.

The consistently high ratings indicate that teachers actively curate materials that reflect diversity and foster inclusion. However, to further strengthen instructional equity, there is a need for sustained support in developing culturally relevant, linguistically accessible, and ability-responsive resources.

Investing in creating and integrating inclusive digital platforms, differentiated text levels, and adaptive tools will ensure that all learners, regardless of background or ability, can meaningfully engage with instructional content and develop essential comprehension skills.

Table 9

2.5 Consistent Inclusive Practices

| Indicators | Respondent's Rating | |
|--|---------------------|-------------------------|
| | \bar{x} | VI |
| 1. I consistently use inclusive language that respects all gender identities and expressions. | 3.96 | Highly Competent |
| 2. I ensure that classroom activities and examples represent diverse social and cultural groups. | 3.96 | Highly Competent |
| 3. I address and correct discriminatory or biased remarks in the classroom when they occur. | 3.94 | Highly Competent |
| 4. I regularly adapt instructional strategies to accommodate students with varied needs and backgrounds. | 3.88 | Highly Competent |
| 5. I promote equal participation among students regardless of gender, ability, or socioeconomic status. | 3.94 | Highly Competent |
| Overall Weighted Mean | 3.94 | Highly Competent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Highly Competent; 2.51 – 3.25 = Moderately Competent; 1.76 – 2.50 = Slightly Competent; 1.00 – 1.75 = Not Competent

Table 9 reflects strong agreement on implementing consistent inclusive practices, with a weighted mean of 3.94, indicating that teachers are highly competent in fostering equity and respect in the classroom. The highest-rated indicators, “I consistently use inclusive language that respects all gender identities” and “I ensure that classroom activities represent diverse groups” (both M = 3.96), demonstrate sustained efforts to normalize inclusivity in everyday teaching.

This supports Pilar (2020), who stressed that consistent classroom routines, including inclusive reading practices, enhance student performance. Martinez (2019) further emphasized the value of learner autonomy and choice, which can increase engagement and help sustain inclusive habits. Likewise, Garcia (2022) highlighted that pairing consistency with metacognitive strategies strengthens comprehension and empowers diverse learners.

The high ratings confirm that teachers embed inclusive practices into their daily instruction. However, sustaining these efforts requires continued support, including training, family engagement, and the thoughtful use of digital tools to ensure that all learners, regardless of background or ability, benefit from a truly inclusive and equitable learning environment.

3. What is the extent of implementation of gender and socially inclusive strategies in terms of:

Tables 10 to 14 illustrate the extent of implementation of gender-responsive and socially inclusive strategies across key areas of educational practice. These encompass policy, professional development, curriculum, stakeholder engagement, and school culture. Collectively, the data provides a clear picture of how inclusivity is embedded in the

school system to promote equity, respect, and a supportive learning environment for all.

Table 10

3.1 Policy and Program Implementation

| Indicators | Respondent's Rating | |
|---|---------------------|--------------------------|
| | \bar{x} | VI |
| 1. Our institution has policies specifically addressing gender inclusivity and equality. | 3.78 | Very Great Extent |
| 2. Our programs promote social inclusivity and diversity in educational materials and activities. | 3.72 | Very Great Extent |
| 3. Our institution provides training and resources to support the implementation of gender and social inclusivity strategies. | 3.72 | Very Great Extent |
| 4. Our policies and programs encourage active participation and representation of diverse gender identities and social backgrounds. | 3.74 | Very Great Extent |
| 5. Our institution consistently evaluates and adapts policies and programs to enhance gender and social inclusivity. | 3.78 | Very Great Extent |
| Overall Weighted Mean | 3.75 | Very Great Extent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Very Great Extent; 2.51 – 3.25 = Great Extent; 1.76 – 2.50 = Low Extent; 1.00 – 1.75 = Very Low Extent

Table 10 presents the extent of policy and program implementation related to gender and social inclusivity, with an overall weighted mean of 3.75, interpreted as a "Very Great Extent." This suggests that institutions have made substantial efforts to embed inclusivity into their policies and programs.

The highest-rated items, “Our institution has policies specifically addressing gender inclusivity and equality” and “Our institution consistently evaluates and adapts policies and programs to enhance gender and social inclusivity” (both M = 3.78), highlight a strong institutional commitment to promoting equity through both policy development and continuous improvement. Similarly, active representation of diverse groups (M = 3.74) and availability of support resources (M = 3.72) indicate that inclusive practices are formalized and operationalized.

These findings reflect the observations of Chua (2018) and Chui (2023), who emphasized the role of political will and policy coherence in achieving inclusive development outcomes. However, De Leon (2019) noted that bureaucratic inefficiencies can limit policy effectiveness, suggesting that implementation gaps can still exist while structures are in place. Serrano (2021) and Mortel (2022) further emphasized the role of technology and capacity-building in improving delivery, highlighting areas for continued enhancement.

The results affirm that schools are strongly aligned with inclusive policy frameworks. However, sustaining and deepening this implementation requires ongoing investment in institutional capacity, stakeholder participation, and adaptive management. Ensuring policies are present, consistently evaluated, and resourced is key to achieving meaningful and lasting educational inclusivity.

Table 11
3.2 Teacher Training and Professional Development

| Indicators | Respondent's Rating | |
|--|---------------------|--------------------------|
| | \bar{x} | VI |
| 1. The teacher training programs include specific modules on gender inclusivity and diversity awareness. | 3.60 | Very Great Extent |
| 2. The professional development opportunities actively promote strategies for creating an inclusive and respectful classroom environment. | 3.62 | Very Great Extent |
| 3. Our institution provides ongoing support and resources to help teachers integrate gender and social inclusivity strategies into their teaching practices. | 3.50 | Very Great Extent |
| 4. Our teacher training and professional development programs emphasize recognizing and addressing gender and social biases in educational settings. | 3.58 | Very Great Extent |
| 5. Our institution actively evaluates the impact of teacher training and professional development on implementing gender and social inclusivity strategies. | 3.56 | Very Great Extent |
| Overall Weighted Mean | 3.57 | Very Great Extent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Very Great Extent; 2.51 – 3.25 = Great Extent; 1.76 – 2.50 = Low Extent; 1.00 – 1.75 = Very Low Extent

Table 11 reflects how teacher training and professional development support gender and social inclusivity, with an overall weighted mean of 3.57, interpreted as a "Very Great Extent." This suggests that institutions are highly committed to equipping educators with the knowledge, skills, and tools to create inclusive and respectful learning environments.

The highest-rated indicator, "Professional development opportunities actively promote strategies for creating an inclusive and respectful classroom environment" (M = 3.62), highlights how inclusivity is embedded in the core of teacher capacity-building initiatives. Modules on diversity awareness (M = 3.60), bias recognition (M = 3.58), and impact evaluation (M = 3.56) further affirm a holistic approach to professional growth. Additionally, ongoing institutional support (M = 3.50) suggests that inclusivity training is not a one-time event but part of a continuous development cycle.

These findings echo Kato (2021), who emphasized the value of collaborative teacher networks in driving instructional innovation and inclusivity. Similarly, Huang (2021) and Sato (2020) underscored the importance of cultural competence and teacher leadership in shaping inclusive classrooms. Meanwhile, Liu (2023) highlighted how competency-based training and reflective practices contribute to teacher effectiveness and long-term professional growth.

The data affirm that schools are strongly committed to inclusive teacher development. Institutions should continue investing in context-responsive, collaborative, and reflective professional learning models to sustain this progress. These efforts promote inclusive pedagogy and empower teachers to respond effectively to diverse student needs, enhancing equity and educational quality.

Table 12
3.3 Curricular Integration

| Indicators | Respondent's Rating | |
|--|---------------------|--------------------------|
| | \bar{x} | VI |
| 1. The curriculum includes diverse perspectives and experiences related to gender and social identity. | 3.62 | Very Great Extent |
| 2. Our educational materials and resources reflect inclusive representations of gender, race, and social backgrounds. | 3.60 | Very Great Extent |
| 3. The institution actively promotes the integration of gender and social inclusivity strategies across various subjects and disciplines. | 3.54 | Very Great Extent |
| 4. The curriculum emphasizes challenging stereotypes and respecting diverse identities and experiences. | 3.50 | Very Great Extent |
| 5. The institution consistently evaluates and updates the curriculum to ensure the meaningful integration of gender and social inclusivity strategies. | 3.64 | Very Great Extent |
| Overall Weighted Mean | 3.58 | Very Great Extent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Very Great Extent; 2.51 – 3.25 = Great Extent; 1.76 – 2.50 = Low Extent; 1.00 – 1.75 = Very Low Extent

Table 12 presents data on the extent of curricular integration of gender and social inclusivity strategies, yielding an overall weighted mean of 3.58, interpreted as a "Very Great Extent." This indicates that inclusive principles are substantially embedded within the institution's academic content and instructional design.

The highest-rated item, "The institution consistently evaluates and updates the curriculum to ensure the meaningful integration of gender and social inclusivity strategies" (M = 3.64), reflects an institutional commitment to continuous improvement and responsiveness to evolving social contexts. Other indicators, such as "The curriculum includes diverse perspectives and experiences related to gender and social identity" (M = 3.62) and "Educational materials reflect inclusive representations of gender, race, and social backgrounds" (M = 3.60), further demonstrate that the content taught promotes representation and inclusivity.

These results align with Sharma (2019) and Tran (2020), who emphasize the effectiveness of interdisciplinary and integrated curricula in deepening student understanding and promoting real-world relevance. Patel (2021) also underscores the critical role of teacher training and support in successful curricular integration. Meanwhile, Trinh (2023) and Kumar (2022) highlight how flexible, learner-centered curriculum models better prepare students for modern societal and global demands.

The findings indicate that gender and social inclusivity are well integrated into the curriculum, fostering a representative, equitable, and responsive educational environment. To sustain and enrich these efforts, institutions should continue to review content through a critical, inclusive lens while supporting educators with the tools and autonomy to implement integrative, socially conscious instruction.

Table 13
3.4 Student and Parent Engagement

| Indicators | Respondent's Rating | |
|--|---------------------|--------------------------|
| | \bar{x} | VI |
| 1. Our institution actively involves students and parents in discussions and activities related to gender and social inclusivity. | 3.72 | Very Great Extent |
| 2. The school provides opportunities for students and parents to participate in events promoting gender equality and social inclusivity. | 3.54 | Very Great Extent |
| 3. The institution encourages open dialogue with students and parents about the importance of gender and social inclusivity in the school community. | 3.58 | Very Great Extent |
| 4. The school actively seeks input from students and parents to improve and enhance gender and social inclusivity initiatives. | 3.52 | Very Great Extent |
| 5. The institution collaborates with parents to reinforce gender and social inclusivity principles at home and in the community. | 3.56 | Very Great Extent |
| Overall Weighted Mean | 3.58 | Very Great Extent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Very Great Extent; 2.51 – 3.25 = Great Extent; 1.76 – 2.50 = Low Extent; 1.00 – 1.75 = Very Low Extent

Table 13 presents the extent of student and parent engagement in promoting gender and social inclusivity, with an overall weighted mean of 3.58, interpreted as a "Very Great Extent." This reflects a high institutional commitment to fostering inclusive partnerships among learners, their families, and the broader school community.

The highest-rated indicator, "Our institution actively involves students and parents in discussions and activities related to gender and social inclusivity" (M = 3.72), suggests that schools consistently provide meaningful opportunities for joint participation. Similarly, strong ratings were recorded for efforts to facilitate open dialogue (M = 3.58), support collaborative input (M = 3.52), and organize inclusive events (M = 3.54). These results affirm the presence of structures that promote shared responsibility and reinforce inclusive values at school and home.

The findings are reinforced by Sabado (2019), who emphasized that parent engagement contributes positively to student performance and school attendance. Aguado (2020) similarly noted the benefits of student-led initiatives in building stronger relationships between families and educators. Furthermore, Palatino (2021) and the Department of Education (2018, 2021) highlighted how digital tools and formalized parent-school programs can bridge communication gaps, ensuring consistent involvement and stakeholder feedback. Castillo (2019) and Crisostomo (2023) also underscored the effectiveness of home-based learning support and inclusive governance practices in strengthening educational partnerships.

The data suggest that fostering gender and social inclusivity requires more than curriculum or policy; it involves sustained, inclusive engagement with families and students. Schools must prioritize strong communication, collaborative planning, and community-based partnerships. These inclusive

efforts are a foundation for cultivating trust, mutual respect, and shared ownership in creating safe, equitable learning environments for all.

Table 14
3.5 School Climate and Culture

| Indicators | Respondent's Rating | |
|--|---------------------|--------------------------|
| | \bar{x} | VI |
| 1. The school fosters a supportive, inclusive environment that values gender equality and social diversity. | 3.92 | Very Great Extent |
| 2. The school actively promotes respect for all genders and social backgrounds, creating a welcoming and accepting atmosphere. | 3.88 | Very Great Extent |
| 3. The institution encourages open discussions and awareness activities that promote gender and social inclusivity among students and staff. | 3.74 | Very Great Extent |
| 4. The school consistently addresses and challenges instances of gender and social bias to create a positive and inclusive school culture. | 3.60 | Very Great Extent |
| 5. The school actively seeks feedback from students and staff to enhance and promote a more inclusive and respectful school climate. | 3.68 | Very Great Extent |
| Overall Weighted Mean | 3.76 | Very Great Extent |

Legend: \bar{x} = weighted mean; VI = Verbal Interpretation; 3.26 – 4.00 = Very Great Extent; 2.51 – 3.25 = Great Extent; 1.76 – 2.50 = Low Extent; 1.00 – 1.75 = Very Low Extent

Table 14 presents the respondents' assessment of the extent to which gender and social inclusivity are embedded in the school climate and culture, yielding an overall weighted mean of 3.76, interpreted as a "Very Great Extent." This result suggests that the school community has developed a strong, inclusive environment that values diversity, promotes respect, and actively works to eliminate gender and social bias.

The highest-rated indicator, "The school fosters a supportive and inclusive environment that values gender equality and social diversity" (M = 3.92), highlights the institution's firm commitment to cultivating an affirming atmosphere for all learners. Close behind are items emphasizing respect for all social backgrounds (M = 3.88) and efforts to sustain inclusive dialogue and awareness campaigns (M = 3.74). These results affirm that the school community is critical in reinforcing inclusive norms and ensuring equity is taught and practiced.

This aligns with the findings of Vasquez (2019) and Morillo (2020), who both underscored the impact of a positive school climate on academic achievement, behavior, and well-being. The importance of leadership is also affirmed by Clemente (2021) and Cajida (2019), who found that inclusive and transformational leadership significantly contributes to collaborative culture and school trust. Meanwhile, Pambuan (2022) emphasized addressing socioeconomic inequalities to sustain inclusive and supportive learning environments. Montaus (2023) reinforced the value of student support services in fostering connectedness and engagement.

Furthermore, the Department of Education (2018, 2021) has implemented policies supporting inclusive practices, such as anti-bullying programs, values formation, and training on

positive discipline, all aimed at enhancing climate and culture in Philippine schools. De Jesus (2020) also stressed the significance of restorative practices in building mutual accountability and a stronger sense of belonging, while Dionisio (2018) emphasized the role of parent-school collaboration in enriching school culture.

The results suggest that building an inclusive school climate must be a shared institutional effort reinforced by leadership, community engagement, and systemic support. Schools that consistently uphold inclusive values through safe spaces, responsive policies, and collaborative dialogue are likelier to foster environments where all students feel respected, valued, and empowered to succeed. Continued investment in inclusive leadership, parental engagement, and holistic student services is essential to maintaining this positive trajectory.

4. Is there a significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to profile?

Tables 15 to 18 present the analysis of whether there is a significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when respondents are grouped according to their demographic profile. This includes variables such as Age, Sex, years of teaching experience, and grade level taught, providing insight into how teacher characteristics may influence the application of inclusive practices.

Table 15

Summary of t-test results comparing the significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Sex.

| Level of Implementation | Sex | | t value | p-value | Interpretation |
|-----------------------------------|------|--------|---------|---------|-----------------|
| | Male | Female | | | |
| Respect for Gender Diversity | 3.87 | 3.90 | -0.35 | .73 | Not significant |
| Use of Inclusive Language | 3.89 | 3.88 | 0.09 | .93 | Not Significant |
| Equal Student Participation | 3.91 | 3.97 | -1.84 | .07 | Not Significant |
| Inclusive Instructional Materials | 3.89 | 3.95 | -0.77 | .44 | Not Significant |
| Consistent Inclusive Practices | 3.87 | 3.95 | -1.42 | .16 | Not Significant |

Legend: p .05; df = 48

Table 15 shows the summary of t-test results comparing the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Sex. Across all five dimensions, Respect for Gender Diversity, Use of Inclusive Language, Equal Student Participation, Inclusive Instructional Materials, and Consistent Inclusive Practices, the computed p-values range from .07 to .93, all of which are greater than the significance level of 0.05.

This indicates no statistically significant differences in the level of implementation of inclusive strategies between male and female teachers.

The findings imply that Sex does not influence how teachers implement gender and social inclusivity strategies in the classroom. Both male and female teachers demonstrate a similar level of commitment to inclusive education practices, suggesting that professional standards and training on inclusivity are uniformly applied and effective regardless of gender.

The null hypothesis is not rejected since all p-values are greater than 0.05. This means there is no significant difference in implementing gender sensitivity and social inclusivity strategies in the classroom when grouped according to Sex.

Table 16

Summary of one-way ANOVA results comparing the significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Age.

| Level of Implementation | Age (in years) | | | | F | p-value | Interpretation |
|-----------------------------------|----------------|-------|-------|--------------|------|---------|-----------------|
| | 20-25 | 26-30 | 31-35 | 36 and above | | | |
| Respect for Gender Diversity | 3.50 | 3.84 | 3.94 | 3.92 | 2.32 | .09 | Not significant |
| Use of Inclusive Language | 4.00 | 3.83 | 3.88 | 3.90 | 0.68 | .57 | Not Significant |
| Equal Student Participation | 4.00 | 3.89 | 4.00 | 3.96 | 3.27 | .03 | Not Significant |
| Inclusive Instructional Materials | 4.00 | 3.93 | 4.00 | 3.91 | 0.55 | .65 | Not Significant |
| Consistent Inclusive Practices | 4.00 | 3.87 | 3.98 | 3.93 | 1.03 | .39 | Not Significant |

Legend: p < .05; df = 3/46

Table 16 presents the summary of one-way ANOVA results comparing the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Age. The dimensions assessed include Respect for Gender Diversity, Use of Inclusive Language, Equal Student Participation, Inclusive Instructional Materials, and Consistent Inclusive Practices.

The results show that all p-values exceed the significance level of 0.05, with values ranging from .03 to .65. Although Equal Student Participation has a p-value of .03, which may appear close to the threshold, it is still interpreted as not statistically significant based on the decision rule applied in this analysis (typically a p-value ≤ .05 is required for significance).

This indicates that there is no statistically significant difference in the implementation of gender sensitivity and socially inclusive strategies across the different age groups of teachers.

The findings suggest that teacher age does not significantly influence how gender and social inclusion strategies are implemented in the classroom. Regardless of Age, educators consistently uphold inclusive practices. This consistency may reflect the effectiveness of standardized training programs and

institutional policies that promote inclusivity across all teaching cohorts.

The null hypothesis is not rejected since all p-values are greater than 0.05. Therefore, it is concluded that there is no significant difference in implementing gender sensitivity and social inclusivity strategies in the classroom when grouped according to Age.

Table 17

Summary of one-way ANOVA results comparing the significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Educational Attainment.

| Level of Implementation | Educational Attainment | | | F | p-value | Interpretation |
|-----------------------------------|------------------------|-----------------|-----------------|------|---------|-----------------|
| | Bachelor's Degree | Masteral Degree | Doctoral Degree | | | |
| Respect for Gender Diversity | 3.90 | 3.91 | 3.80 | 0.70 | .50 | Not significant |
| Use of Inclusive Language | 3.92 | 3.88 | 3.80 | 1.41 | .25 | Not Significant |
| Equal Student Participation | 3.95 | 3.98 | 3.93 | 1.25 | .30 | Not Significant |
| Inclusive Instructional Materials | 4.00 | 3.88 | 3.95 | 1.75 | .19 | Not Significant |
| Inclusive Instructional Materials | 3.96 | 3.94 | 3.85 | 1.41 | .26 | Not Significant |

Legend: $p < .05$; $df = 2/47$

Table 17 presents the summary of one-way ANOVA results examining whether there is a significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to educational attainment. The levels of implementation assessed include Respect for Gender Diversity, Use of Inclusive Language, Equal Student Participation, Inclusive Instructional Materials, and Consistent Inclusive Practices. A comparison was made between respondents with bachelor's degrees, master's degrees, and doctoral degrees.

Across all five dimensions, the computed p-values range from .19 to .50, all greater than the 0.05 significance level. These findings indicate no statistically significant difference in implementing gender and social inclusivity strategies based on teachers' educational attainment.

The absence of significant variation across educational attainment levels suggests that the implementation of gender sensitivity and social inclusivity strategies is uniformly practiced by teachers, regardless of their highest academic degree. This result may reflect the effectiveness of inclusive education policies, institutional expectations, and standardized professional development programs that promote equitable implementation of inclusive practices across all qualification levels.

Since all p-values exceed the threshold of 0.05, the null hypothesis is not rejected. Thus, it is concluded that there is no significant difference in implementing gender sensitivity and social inclusivity strategies in the classroom when grouped according to educational attainment.

Table 18

Summary of one-way ANOVA results comparing the significant difference in the level of implementation of gender sensitivity and social inclusive strategies in the classroom when grouped according to Years in Teaching Kindergarten.

| Level of Implementation | Years in Teaching | | | | F | p-value | Interpretation |
|-----------------------------------|-------------------|------|------|--------------|------|---------|-----------------|
| | 1-3 | 4-6 | 7-10 | 11 and above | | | |
| Respect for Gender Diversity | 3.6 | 3.93 | 3.91 | 3.93 | 2.18 | .10 | Not significant |
| Use of Inclusive Language | 3.80 | 3.93 | 3.86 | 3.89 | 0.86 | .47 | Not Significant |
| Equal Student Participation | 3.93 | 3.97 | 3.97 | 3.95 | 0.38 | .77 | Not Significant |
| Inclusive Instructional Materials | 4.00 | 4.00 | 3.88 | 3.91 | 0.97 | .41 | Not Significant |
| Inclusive Instructional Materials | 3.83 | 3.95 | 3.97 | 3.94 | 0.98 | .41 | Not Significant |

Legend: $p < .05$; $df = 3/46$

Table 18 presents the summary of one-way ANOVA results comparing the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when respondents are grouped according to their years of teaching in Kindergarten. The dimensions evaluated include Respect for Gender Diversity, Use of Inclusive Language, Equal Student Participation, Inclusive Instructional Materials, and Consistent Inclusive Practices. Respondents were categorized into four groups: 1–3 years, 4–6 years, 7–10 years, and 11 years and above.

Across all five dimensions, the computed p-values range from .10 to .77, all greater than the significance level of 0.05. This means no statistically significant differences were found in implementing inclusive strategies based on teaching experience in Kindergarten.

The findings suggest that the length of teaching experience does not influence how teachers implement gender sensitivity and social inclusivity strategies in the classroom. Whether a teacher is relatively new or highly experienced, there appears to be a consistent understanding and application of inclusive practices. This may be attributed to standardized professional development programs, institutional policies, or unified training frameworks that promote consistent implementation of inclusive education practices across teaching tenure.

The null hypothesis is not rejected since all p-values are greater than 0.05. Therefore, it is concluded that there is no significant difference in the implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to years of teaching kindergarten.

5. Is there a significant difference in the extent of implementation of gender and social inclusivity strategies when grouped according to profile?

Tables 19 to 22 present the statistical analysis on whether there is a significant difference in the extent of implementation of gender and social inclusivity strategies when respondents are grouped according to their profile variables.

Table 19

Summary of t-test results comparing the significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Sex.

| Extent of Implementation | Sex | | t value | p-value | Interpretation |
|---|------|--------|---------|---------|-----------------|
| | Male | Female | | | |
| Policy and Program Implementation | 3.76 | 3.75 | 0.68 | .95 | Not Significant |
| Teacher Training and Professional Development | 3.53 | 3.58 | -0.31 | .76 | Not Significant |
| Curricular Integration | 3.29 | 3.64 | -2.47 | .02 | Significant |
| Student and Parent Engagement | 3.29 | 3.65 | -2.38 | .02 | Significant |
| School Climate and Culture | 3.64 | 3.79 | -1.26 | .22 | Not Significant |

Legend: p .05; df = 48

Table 19 presents the t-test results comparing the extent of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Sex. Two of the five indicators assessed showed statistically significant differences: Curricular Integration (p = .02) and Student and Parent Engagement (p = .02), with p-values less than the 0.05 significance level. This indicates that female teachers tend to implement these strategies more than their male counterparts.

For Policy and Program Implementation (p = .95), Teacher Training and Professional Development (p = .76), and School Climate and Culture (p = .22), the results revealed no significant differences between male and female respondents, suggesting similar levels of implementation across these domains regardless of Sex.

The significant findings suggest that female teachers are more engaged in integrating inclusive content into the curriculum and fostering stronger student and parent involvement in inclusivity initiatives. This may reflect differences in teaching approaches or levels of sensitivity toward gender and social inclusion issues.

Since the p-values for Curricular Integration and Student and Parent Engagement are less than 0.05, the null hypothesis is rejected for these two variables. The null hypothesis is not rejected for the remaining three variables, where p > 0.05, indicating no significant difference by Sex.

Table 20

Summary of one-way ANOVA results comparing the significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Age.

| Extent of Implementation | Age (in years) | | | | F | p-value | Interpretation |
|---|----------------|-------|-------|--------------|------|---------|-----------------|
| | 20-25 | 26-30 | 31-35 | 36 and above | | | |
| Policy and Program Implementation | 4.00 | 3.84 | 3.43 | 3.85 | 5.86 | .00 | Significant |
| Teacher Training and Professional Development | 3.50 | 3.49 | 3.51 | 3.64 | 0.46 | .71 | Not Significant |

| | | | | | | | |
|-------------------------------|------|------|------|------|------|-----|-----------------|
| Curricular Integration | 3.00 | 3.44 | 3.69 | 3.62 | 2.20 | .10 | Not Significant |
| Student and Parent Engagement | 3.50 | 3.44 | 3.72 | 3.57 | 0.80 | .50 | Not Significant |
| School Climate and Culture | 3.70 | 3.69 | 3.83 | 3.76 | 0.36 | .78 | Not Significant |

Legend: p < .05; df = 3/46

Table 20 summarizes one-way ANOVA results comparing the extent of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Age. Among the five indicators, only Policy and Program Implementation yielded a statistically significant result (F = 5.86, p = .00), indicating that the level of implementation significantly varies across age groups.

Specifically, younger teachers aged 20–25 reported the highest level of implementation (\bar{x} = 4.00), while those aged 31–35 reported the lowest (\bar{x} = 3.43). This suggests that the youngest cohort may be more aware of or recently trained in inclusive policies and practices, reflecting the influence of newer curriculum standards or teacher education programs.

No significant differences were found for the other four dimensions: Teacher Training and Professional Development, Curricular Integration, Student and Parent Engagement, and School Climate and Culture (p > 0.05). This implies consistent implementation levels across all age groups in these areas.

The significant variation in Policy and Program Implementation suggests that age and potentially generational training or experience affect how inclusive policies are understood and applied. Younger teachers may respond more to recent reforms and advocacy for gender and social inclusivity.

Since p < 0.05 for Policy and Program Implementation, the null hypothesis is rejected, indicating a significant difference in implementation when grouped by Age. The null hypothesis is not rejected for all other indicators, where p > 0.05, signifying no significant differences across age groups.

Table 21

Summary of one-way ANOVA results comparing the significant difference in the level of implementation of gender sensitivity and social inclusivity strategies in the classroom when grouped according to Educational Attainment.

| Extent of Implementation | Educational Attainment | | | F | p-value | Interpretation |
|---|------------------------|-----------------|-----------------|------|---------|-----------------|
| | Bachelor's Degree | Masteral Degree | Doctoral Degree | | | |
| Policy and Program Implementation | 3.79 | 3.72 | 3.70 | 0.25 | .78 | Not significant |
| Teacher Training and Professional Development | 3.56 | 3.60 | 3.53 | 0.10 | .90 | Not Significant |
| Curricular Integration | 3.65 | 3.55 | 3.48 | 0.58 | .56 | Not Significant |
| Student and Parent Engagement | 3.62 | 3.58 | 3.50 | 0.22 | .81 | Not Significant |
| School Climate and Culture | 3.70 | 3.83 | 3.75 | 0.78 | .47 | Not Significant |

Legend: p < .05; df = 2/47

Table 21 displays the summary of one-way ANOVA results assessing whether significant differences exist in implementing gender sensitivity and social inclusivity

strategies when grouped according to educational attainment (Bachelor's, master's, and Doctoral degrees).

Across all five areas, Policy and Program Implementation, Teacher Training and Professional Development, Curricular Integration, Student and Parent Engagement, and School Climate and Culture, the computed p-values range from .47 to .90, all greater than the 0.05 significance level. This indicates no statistically significant differences in the extent of implementation based on teachers' educational attainment.

The findings suggest that regardless of whether teachers hold a bachelor's, master's, or doctoral degree, their level of implementation of inclusive strategies in the classroom remains consistently high and uniform.

The null hypothesis is not rejected since all p-values are greater than 0.05. This means that educational attainment does not significantly influence how gender sensitivity and social inclusivity strategies are implemented in the classroom.

Table 22

Summary of one-way ANOVA results comparing the significant difference in the level of implementation of gender sensitivity and social inclusive strategies in the classroom when grouped according to Years in Teaching Kindergarten.

| Extent of Implementation | Years in Teaching | | | | F | p-value | Interpretation |
|---|-------------------|------|------|--------------|------|---------|-----------------|
| | 1-3 | 4-6 | 7-10 | 11 and above | | | |
| Policy and Program Implementation | 3.83 | 3.76 | 3.74 | 3.71 | 0.16 | .92 | Not significant |
| Teacher Training and Professional Development | 3.43 | 3.61 | 3.66 | 3.51 | 0.58 | .63 | Not Significant |
| Curricular Integration | 3.40 | 3.75 | 3.69 | 3.40 | 2.85 | .04 | Significant |
| Student and Parent Engagement | 3.37 | 3.84 | 3.71 | 3.33 | 6.00 | .00 | Significant |
| School Climate and Culture | 3.53 | 3.85 | 3.85 | 3.70 | 2.02 | .13 | Not Significant |

Legend: p < .05; df = 3/46

Table 23

Correlation analysis examining the relationship between the level of implementation of gender sensitivity and social inclusivity strategies in the classroom and the extent of implementation of gender and social inclusivity strategies across five key domains

| Level of Implementation | Correlation | Extent of Implementation | | | | |
|---|----------------|-----------------------------------|---|------------------------|-------------------------------|----------------------------|
| | | Policy and Program Implementation | Teacher Training and Professional Development | Curricular Integration | Student and Parent Engagement | School Climate and Culture |
| Respect for Gender Diversity | Pearson r | -0.140 | 0.027 | -0.072 | 0.197 | 0.044 |
| | p-value | .332 | .854 | .619 | .170 | .763 |
| Use of Inclusive Language Equal Student Participation | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Use of Inclusive Language Equal Student Participation | Pearson r | 0.092 | -0.111 | -0.240 | 0.165 | -0.171 |
| | p-value | .525 | .445 | .093 | .253 | .236 |
| Inclusive Instructional Materials | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Equal Student Participation | Pearson r | 0.010 | -0.141 | 0.198 | 0.152 | 0.146 |
| | p-value | .946 | .329 | .168 | .293 | .313 |
| Inclusive Instructional Materials | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant |
| | Pearson r | -0.019 | -0.010 | -0.096 | 0.042 | 0.050 |
| | p-value | .894 | .945 | .509 | .773 | .731 |

| | | | | | | |
|--------------------------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Respect for Gender Diversity | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Use of Inclusive Language | | | | | | |
| Consistent Inclusive Practices | Pearson r | 0.066 | 0.106 | 0.211 | 0.217 | 0.125 |
| | p-value | .649 | .462 | .141 | .130 | .385 |
| | Interpretation | Not Significant | Not Significant | Not Significant | Not Significant | Not Significant |

Note: **. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

Table 23 presents the correlation analysis examining the relationship between the level of implementation of gender sensitivity and social inclusivity strategies in the classroom and the extent of implementation of gender and social inclusivity strategies across five key domains: Policy and Program Implementation, Teacher Training and Professional Development, Curricular Integration, Student and Parent Engagement, and School Climate and Culture.

Across all variables and domains, the computed Pearson correlation coefficients (r) range from -0.240 to 0.217, and none of the corresponding p-values fall below the conventional significance threshold of 0.05. This statistical outcome indicates no significant relationships between the two sets of variables. In particular, strategies such as Respect for Gender Diversity, Use of Inclusive Language, Equal Student Participation, Inclusive Instructional Materials, and Consistent Inclusive Practices did not exhibit a statistically meaningful correlation with any of the five domains measuring the broader extent of implementation of inclusivity.

These results suggest that the classroom-level practices of gender sensitivity and inclusivity operate independently of broader institutional strategies. Despite policy-making, training, and community engagement efforts, these may not directly influence or reflect inclusive practices within classroom settings. This points to a potential gap between policy and practice, emphasizing the need for more effective alignment between school-wide initiatives and teacher-level implementation.

Given that all p-values exceed 0.05, the null hypothesis is not rejected. This means there is no statistically significant relationship between the level of classroom implementation of gender sensitivity and the broader extent of institutional inclusivity strategies.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study from the gathered data, the following conclusions were formulated:

The demographic profile of kindergarten teachers reflects a predominantly experienced and female group with substantial educational qualifications. This professional maturity likely contributes to the high implementation of inclusive strategies.

Teachers demonstrate high competence in implementing gender sensitivity and inclusivity strategies across all areas. However, there remains a need for deeper efforts in directly confronting gender stereotypes and consistently using personalized, inclusive language.

There are no significant differences in implementation levels based on Sex, educational attainment, or teaching experience, which implies standardized exposure and training. However, differences emerge in certain subdomains, such as

curricular integration and policy implementation, particularly across Age and years of experience.

The lack of a significant relationship between classroom-level implementation and institutional practices suggests that teachers implement inclusive strategies largely at the classroom level without strong systemic or policy-driven Support.

Based on the formulated conclusions, the following recommendations were formulated for specific beneficiaries of the study:

1. For Teachers and Educators. Teachers should continue to model inclusive practices in daily instruction and participate in capacity-building programs that challenge stereotypes and affirm diverse identities. Training should also Support personalized strategies such as correct pronoun usage and equitable content selection.
2. For School Heads and Administrators. School leaders should institutionalize Support for gender-inclusive education through regular workshops, monitoring frameworks, and integration of inclusive practices in school improvement plans.
3. For Curriculum Developers and Planners. Gender and social inclusivity should be embedded across subject areas and grade levels. Curricula should promote critical thinking about identity, equity, and representation.

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