

Mainstreaming Gender in Higher Education: Quantitative Evaluation of Gender and Development Integration in Curriculum, Research, and Extension Service

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Abstract— This study examined the demographic profile of faculty and students and assessed the extent of Gender and Development mainstreaming across curriculum, research, and extension services at a higher education institution. The majority of teacher respondents were young, early-career females with a master's degree and less than five years of service, while most student respondents were young females enrolled in Agriculture, Forestry, and Environment Studies at the Dumingag campus. Both teachers and students reported a very high level of GAD integration in the curriculum, with widespread adoption of gender-sensitive teaching strategies, inclusive instructional practices, and advocacy campaigns. In research, GAD principles were strongly embedded in institutional agendas, with faculty and students actively developing and disseminating gender-responsive studies that inform policy and practice. Extension services also demonstrated high levels of GAD mainstreaming, promoting equal participation, collaboration with local organizations, and gender-inclusive outreach activities. Statistical analyses revealed strong, positive, and significant relationships between teacher demographics (age, sex, educational attainment, years in service) and the extent of GAD mainstreaming in curriculum, research, and extension functions. Moreover, significant correlations were found among the extent of GAD integration in curriculum, research, and extension, indicating that advancements in one area positively reinforce progress in others. Overall, the institution demonstrates a robust commitment to fostering gender equality and inclusiveness in all academic and community engagements. The findings highlight the importance of continuous, targeted interventions and collaborative efforts among administrators, faculty, and stakeholders to sustain and further strengthen GAD integration across institutional functions.

Keywords— Gender and Development: mainstreaming: curriculum integration: gender-responsive research: extension services.

I. INTRODUCTION

National development is closely associated with the inclusion and fairness of the education system. In addition to the simple transfer of knowledge, higher education institutions (HEI) are effective agents of social change. Gender mainstreaming in this context is a critical tool that enables education to promote justice, equality, and the empowerment of all learners. Globally, the commitment to gender equality is reflected in United Nations Sustainable Development Goal 5, which aims to eliminate gender disparities and promote equal opportunities in all areas, including education (United Nations,

2020).

In the Philippines, this advocacy is institutionalized through the Magna Carta of Women (Republic Act 9710), which requires government institutions, including higher education institutions, to incorporate gender perspectives into their programs and services. In line with this, the General Appropriations Act (GAA) mandates that at least 5% of every government agency's budget be allocated to Gender and Development programs and activities (Philippine Commission on Women, 2025).

The Commission on Higher Education (CHED) supports this requirement by advising colleges and universities to integrate gender sensitivity into their curricula, research agendas, and extension projects (CHED Memorandum Orders, 2015). These policies are enforced by the Gender Mainstreaming Evaluation Framework (GMEF) of the Philippine Commission on Women (PCW), which is applied to determine the extent of Gender and Development (GAD) inclusion in institutions.

Gender and Development represents a development perspective that acknowledges the unequal position and condition of women and men in society. The difference in the developmental needs and interests of women and men is due to the institutionalized and culturally supported inequality, which is perpetuated by economic, social, and political norms, systems, and structures (Albaladejo, 2020).

Despite these strong legal and policy foundations, research shows that gender mainstreaming in higher education remains uneven. Notably, Valencia (2020) has demonstrated that although institutions of teacher education in the Philippines have initiated the application of gender concepts in teaching and research, the extent and level of application remain relatively low. Correspondingly, Ilagan (2021) observed that there are also higher education institutions that are sensitive to gender-responsive programs yet lack consistency and sustainability in their four-fold functions, namely, instruction, research, extension, and production. These results are like those of cross-country research by Murphy and Urio (2023), which found that resource limitations, faculty training, and poorly functioning institutional mechanisms remain significant obstacles to implementing gender mainstreaming in universities in developing contexts.

At Josefin H. Cerilles State College (JHCSC), a critical gap persists only a few faculties and staff have been allowed to attend gender sensitivity trainings and seminars, and the mandated 5% GAA allocation for GAD has not been fully utilized. This underutilization of resources and limited participation weakens the institution's capacity to mainstream gender perspectives across its core functions.

Although existing studies have begun to highlight efforts toward integrating gender perspectives, they also reveal persistent gaps that hinder the full realization of gender-responsive higher education. The limited scope of integration, the lack of sustainability, and the persistence of structural issues imply that most higher education institutions have yet to move beyond compliance into meaningful, holistic practice. Researchers must examine this even more deeply, not only to document individual efforts, but also to assess how thoroughly Gender mainstreaming shapes the core functions of instruction, research, and extension.

O'Connor (2020) further highlights that gender inequalities in higher education institutions remain a pressing issue. The representation of women in senior leadership positions and in full professorships remains low, despite efforts to increase it. In America and Europe, the highest ranks in universities are still occupied by men. To overcome these issues, institutions must review their GAD programs, tailor interventions to stakeholders' needs, and reinforce relevant policies. Partnerships with other organizations, combined with a range of gender programs, will enhance the effectiveness of these initiatives and promote long-term gender equality.

It is essential to address these gaps so that higher education can become a transformative space for gender equality. The research would provide evidence to support changes within an institution and improve accountability by critically analyzing how the concepts of GAD are applied to teaching and learning, academic inquiry, and social involvement. This kind of work can contribute to closing the divide between policy and practice, ensuring that gender equality promises to become a reality, and promoting the national and global agenda of inclusive and equitable education.

In this regard, this study, *Mainstreaming Gender in Higher Education: A Quantitative Evaluation of GAD Integration in Curriculum, Research, and Extension Service*, explores the level of GAD mainstreaming in higher education, specifically in curriculum, research, and extension services. This aims to generate an evidence-based understanding of how gender initiatives are being implemented at the institutional level, capturing the perspectives of both faculty and students. The insights gained from this inquiry may help identify both areas for improvement and those that require greater focus, thereby supporting efforts to enhance gender equality in higher education.

II. MATERIALS AND METHODS

A. Research Design

The research design employed in this study was a quantitative descriptive research approach. The quantitative research used numerical data from surveys or structured questionnaires, with statistical analysis to evaluate variables

such as the degree of integration and differences between groups (Bhandari, 2020).

The descriptive design component involved systematically observing and describing the phenomena, specifically, how GAD integration was reflected in curriculum, research, and extension without manipulating any variables. It aimed to capture what was happening, how frequently it occurred, and to what degree (McCombes, 2020).

Meanwhile, the comparative design was used to investigate variations among existing groups under static conditions (non-manipulated). This approach revealed the relationship between profiles and various perceptions of Gender and Development integration across J.H. Cerilles State College's four campuses. A descriptive research design was appropriate for comparing two or more naturally occurring groups without experimental manipulation.

B. Population and Sampling

The study population comprised the teachers and students of J.H. Cerilles State College's four campuses. There were 205 teachers, 2,428 third-year students, and 2,400 fourth-year students. The study employed a combination of simple random sampling for teachers and proportionate stratified random sampling for student-respondents. Stratified sampling was used to ensure fair representation of students from all campuses. In total, 134 teachers were randomly selected from the population of 205 teachers across the four campuses.

Stratified random sampling was also used to select student respondents. Only third- and fourth-year college students were included, as they had sufficient exposure to the institution's curriculum, research, and extension services. This ensured that respondents could provide informed perceptions relevant to the research goals (Dovetail Editorial Team, 2023). Accordingly, 180 third-year students and 177 fourth-year students were chosen, for a total of 349 students.

C. Respondents and Participants of the Study

The participants of this research came from J.H. Cerilles State College's four campuses in Zamboanga del Sur. The primary sources of information were two groups: teachers and third-year and fourth-year college students. Teachers were considered the most appropriate respondents due to their direct involvement in curriculum delivery, research, and extension services, making them essential informants for evaluating GAD incorporation. Their work experiences and institutional engagement provided key insights into the level of gender mainstreaming in higher education.

Meanwhile, purposively selected third- and fourth-year students also served as respondents, as they had been adequately exposed to the college curriculum, research activities, and extension activities. Their views were crucial in understanding the nature of GAD integration as perceived by the learners who ultimately benefit from gender-responsive education.

Thus, the study involved two groups of respondents: 134 teacher respondents and a purposively selected group of 349 third- and fourth-year college students from different programs and departments across the four campuses.

D. Research Instrument

The primary research instrument used in this study was a researcher-constructed survey questionnaire, specifically designed to assess the extent of GAD integration in curriculum, research, and extension services. The questionnaire was developed based on a comprehensive review of literature on gender mainstreaming in higher education and relevant national policies such as the Magna Carta of Women (RA 9710), CHED Memorandum Orders, and the Gender Mainstreaming Evaluation Framework (GMEF) of the Philippine Commission on Women. To ensure accordance with national requirements, the instrument was customized to collect local practices and beliefs at J.H. Cerilles State College, even though validated tools from CHED and DepEd were consulted.

The questionnaire was divided into two sets: one for teachers and one for students. The teacher instrument included demographic questions (campus affiliation, age, sex, program/department, years in service) and items measuring perceptions of GAD mainstreaming in curriculum, research, and extension. The student questionnaire similarly collected demographic data and assessed perceptions of GAD integration in the same areas. Both sets used a four-point Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree, encouraging respondents to express a definite stance. To ensure validity and reliability, the questionnaire underwent expert validation by specialists in gender studies and educational research and was pilot tested with a small group. Internal consistency was assessed using Cronbach's alpha, confirming the instrument's reliability and appropriateness for assessing gender mainstreaming.

E. Validation and Reliability of the Instrument

The research instrument was subjected to the following validation process and reliability test:

Validation from the Experts. Three experts reviewed and endorsed the research tools to be used in this study. Validators included the school head, a master teacher, a coordinator, and a professor from the University of Perpetual Help System Delta. Their insights were instrumental in refining the instruments, and upon their endorsement, a certificate confirming their approval was issued.

Test of Reliability. To ensure reliability, the instrument was pilot tested on a sample of respondents not included in the study. Cronbach's alpha was used to analyze their responses because it is a statistical measure of the internal consistency of questionnaire items. A Cronbach's alpha coefficient of 0.70 or higher was considered acceptable, indicating that the instrument demonstrates a satisfactory level of reliability in data collection.

The consistency of the degree of Gender and Development mainstreaming in the curriculum was evaluated through Cronbach's alpha in three main domains, each comprising ten items. The integration of gender-related concepts across subjects and courses yielded a high Cronbach's alpha ($\alpha = .921$), indicating excellent internal consistency. The use of gender-sensitive teaching strategies and materials also demonstrated strong reliability ($\alpha = .936$), further confirming

the consistency of the responses. Finally, the gender-related activities showed $\alpha = .919$, suggesting that the items used to measure this area were internally consistent. These high alpha values suggest that the measures used for assessing GAD mainstreaming in the curriculum are reliable.

The reliability of the extent of Gender and Development mainstreaming in research was assessed using Cronbach's alpha for three key areas. The inclusion of gender in the institutional research agenda yielded an α of .950, indicating excellent internal consistency. The conduct of gender-related studies by teachers and students demonstrated even higher reliability ($\alpha = .965$), suggesting strong consistency in responses. Finally, the dissemination and utilization of gender-responsive research outputs showed $\alpha = .954$, indicating high reliability. These results suggest that the items used to measure GAD mainstreaming in research are highly reliable.

The reliability of the extent of Gender and Development mainstreaming in extension services was assessed using Cronbach's alpha (α) for three key areas. The gender-responsive community outreach projects demonstrated excellent internal consistency ($\alpha = .948$). The participation of men and women in extension activities demonstrated even higher reliability ($\alpha = .965$), indicating strong consistency in responses. Lastly, the impact of extension services on promoting gender equality had $\alpha = .954$, suggesting high reliability. These results indicate that the measures used to assess GAD mainstreaming in extension services are highly reliable.

F. Data Gathering Procedure

The data for this study were collected through a series of systematic steps. First, a formal letter was written and delivered to the college administrators and campus directors to request permission to conduct the study and to provide the reason for including faculty members and students as respondents. Upon approval, a letter of intent was sent to the identified respondents to inform them of the study's aims and their voluntary participation.

The survey questionnaires were distributed to participants via Google Forms, which covered a larger area, reduced errors during data processing, and ensured the collection of accurate, efficient data. This was an online method to facilitate more convenient participation of teachers and students across the four campuses.

Upon completion of the data collection, the responses were systematically organized, categorized, and tabulated. The data were analyzed using appropriate statistical tools in line with the research objectives. It was done in strict confidence, and all responses remained anonymous and were used solely for academic purposes.

G. Statistical Treatment of Data

In the evaluation of the gathered data, the following statistical tools were used:

Percentage and Frequency. Frequency and percentage distributions are commonly used to analyze demographic data because they provide a clear overview of respondents' characteristics. This method helps present data in a simple,

understandable format, enabling researchers to identify patterns, trends, and relationships in participants' demographic profiles. Using frequency and percentage distributions, the study can easily identify the number and proportion of respondents within each category of the demographic variables, facilitating a better understanding of the sample and potentially revealing patterns related to these variables.

Weighted Mean and Standard Deviation. The mean and standard deviation are used to assess the extent of Gender and Development mainstreaming across various areas in the curriculum, research, and extension services. The mean indicates the average level of mainstreaming across areas such as gender-related concepts, teaching strategies, and activities. At the same time, the standard deviation measures the variability or consistency of responses, helping identify whether there is agreement or significant variation in how these areas are perceived or implemented.

Spearman's Rho. The degree of gender and development mainstreaming in the curriculum, research, and extension services is measured by Spearman's Rho in relation to respondents' demographic profiles. It is also employed to determine significant relationships across different areas of GAD mainstreaming, such as the relationships between the curriculum and research, the curriculum and extension services, and research and extension services, by assessing the strength and direction of associations between variables based on ranked data.

III. RESULTS AND DISCUSSION

This focuses on the study's findings, which evaluate the integration of Gender and Development principles in higher education, particularly in curriculum, research, and extension services. Through a detailed analysis of the collected data, this examines the extent to which GAD has been effectively mainstreamed within these educational components. The interpretation of these findings provides insights into the successes and challenges higher education institutions face in fostering gender equality and development in their academic and research practices.

Statement of Problem 1. *What is the demographic profile of the respondents in terms of:*

1.1 Teachers

1.1.1 Age

Table 1.1.1. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Age

Age (years)	Frequency	Percent
25 and below	9	6.7
26–34	60	44.8
35–44	36	26.9
45–54	22	16.4
55 and above	7	5.2
Total	134	100.00

The frequency distribution of respondents by Age reveals that the majority are between 26 and 34 years old ($n = 60$, 44.8%), followed by those aged 35 to 44 years ($n = 36$, 26.9%). Respondents aged 45 to 54 years account for 16.4% ($n = 22$), while those aged 25 or younger account for 6.7% (n

$= 9$). The smallest group is those aged 55 years and above, representing only 5.2% ($n = 7$) of the total sample.

These results indicate that the workforce engaged in mainstreaming Gender in higher education is predominantly young to middle-aged adults, with nearly half of the respondents falling within the 26–34 age bracket. This distribution suggests a dynamic and potentially progressive group, as younger professionals may bring fresh perspectives and greater openness to integrating Gender and Development principles within curriculum, research, and extension services. The smaller representation of older age groups may reflect either recent hiring trends or generational differences in professional focus within higher education institutions.

The age profile of respondents has important implications for the implementation and sustainability of GAD initiatives in higher education. Given the significant proportion of younger educators and staff, institutions may benefit from leveraging their adaptability and enthusiasm in GAD integration efforts. However, the relatively low involvement of older professionals highlights the need for targeted professional development and capacity-building activities to ensure that GAD mainstreaming is embraced across all age groups, promoting institutional continuity and broad-based support for gender equality in higher education settings.

Younger faculty and staff have been highlighted as key drivers of GAD initiatives in higher education institutions. Palma (2025) and Perigo and Mangila (2020) both noted gaps in the practical implementation of GAD, frequently attributing challenges to varying levels of knowledge and engagement among faculty and staff.

UNESCO (2024) and the European Commission (2021) both advocate for the role of young professionals in advancing gender mainstreaming, noting that the infusion of new ideas and perspectives from early-career academics contributes to the dynamism and resilience of GAD efforts in higher education.

1.1.2 Sex

Table 1.1.2. Frequency and Percentage Distribution of the Respondents of the Demographic Profile in Terms of Sex

Sex	Frequency	Percent
Male	45	33.6
Female	89	66.4
Total	134	100.00

The frequency distribution shows that out of 134 respondents, 45 are male (33.6%) and 89 are female (66.4%). This indicates that females comprise two-thirds of the sample, while males represent approximately one-third.

The data suggest a substantial gender imbalance among the respondents, with females being the majority in the context of mainstreaming Gender and Development in higher education. Given that women are more involved or represented in areas like curriculum, research, and extension services, this dominance of female participants may be a symptom of recent changes in educational staffing.

The higher proportion of female respondents suggests that GAD integration activities may be influenced by women's perspectives and experiences, potentially leading to practices

and policies that are more responsive to their concerns. However, the relatively lower participation of males highlights the importance of promoting gender inclusivity and encouraging greater male involvement in GAD initiatives to ensure balanced representation and a more comprehensive approach to gender equality in higher education.

Caro and Cagasan (2021) found that gender-sensitive programs foster greater awareness and civic engagement among students and faculty, with younger participants often showing higher levels of enthusiasm and willingness to engage in social justice activities.

1.1.3. Highest educational attainment (for teachers)

Table 1.1.3. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Highest Educational Attainment

Education	Frequency	Percent
Bachelor's Degree	8	6.0
Master's Degree	77	57.5
Doctorate Degree	49	36.6
Total	134	100.00

The frequency distribution of respondents' highest educational attainment indicates that the majority hold a master's degree ($n = 77$, 57.5%), followed by those with a doctorate ($n = 49$, 36.6%). Only a small proportion of respondents ($n = 8$, 6.0%) in the total sample ($N = 134$) have attained a bachelor's degree.

These results demonstrate that the respondents involved in mainstreaming Gender and Development in higher education are highly educated, with more than 94% holding a postgraduate degree. The dominance of master's and doctoral holders suggests that individuals engaging in GAD integration within curriculum, research, and extension services possess advanced academic qualifications, which may reflect institutional hiring standards or the professionalization of roles related to GAD.

The high educational attainment of respondents may positively influence the quality and depth of GAD integration in higher education settings. Advanced degrees typically equip individuals with the theoretical background, critical thinking skills, and research competencies necessary for effective GAD advocacy and implementation. However, the small percentage of bachelor's degree holders underscores the importance of continuous professional development and graduate education opportunities to strengthen further the capacity of all personnel involved in GAD-related initiatives.

Perigo and Mangila (2020) highlight that deeper understanding and more consistent implementation of gender-related mandates often depend on the professional preparation and qualifications of faculty and staff.

Brion and Reginaldo (2021) also show that faculty with graduate-level education are more likely to engage in research, curriculum development, and extension services that integrate GAD perspectives.

1.1.4 Years in service

The frequency distribution of respondents by years of service indicates that the largest group has less than 5 years of service ($n = 46$, 34.3%), followed by those with 5–9 years ($n = 31$, 23.1%). Respondents with 10–14 years constitute 14.9%

($n = 20$), while those with 15–19 years account for 8.2% ($n = 11$). A notable proportion have served for 20 years or more, representing 19.4% ($n = 26$) of the total sample ($N = 134$).

Table 1.1.4. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Years in Service

Years	Frequency	Percent
Below 5 years	46	34.3
5–9 years	31	23.1
10–14 years	20	14.9
15–19 years	11	8.2
20 years and above	26	19.4
Total	134	100.00

The data reveal a diverse range of professional experience among respondents involved in mainstreaming Gender and Development in higher education. The largest segment consists of relatively new personnel (below 5 years), but there is also a significant presence of mid-career and long-serving staff. This distribution suggests both recent engagement and sustained commitment to GAD initiatives, providing a balance between new perspectives and institutional memory within the group.

The variation in years of service among respondents can be advantageous for the effective integration of GAD in higher education settings. Newer staff may bring innovative ideas and contemporary approaches, while more experienced personnel can contribute valuable insights and stability to GAD programs. Institutions should encourage collaboration and mentorship between less experienced and veteran staff to leverage these strengths and ensure the continuity and growth of GAD-related initiatives.

Caro and Cagasan (2021) emphasized that faculty members from diverse backgrounds and with varying lengths of service can foster a culture of inclusion by participating in gender-sensitive programs.

Similarly, the studies of Aloba et al. (2024) underscore the importance of cross-generational engagement, noting that both newer and more experienced professionals bring valuable perspectives and skills to GAD initiatives, whether in curriculum integration, research, or extension services.

1.2 Students

1.2.1 Age

Table 1.2.1. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Age

Age	Frequency	Percent
Below 25 years old	295	84.5
26–34 years old	49	14.0
35–44 years old	5	1.4
Total	349	100.00

The frequency distribution shows that a vast majority of the student respondents are below 25 years old ($n = 295$, 84.5%), followed by those aged 26–34 years ($n = 49$, 14.0%). Only a small fraction belongs to the 35–44-year age group ($n = 5$, 1.4%) of the total sample ($N = 349$).

These results indicate that the student population is predominantly young, with over four-fifths under 25. The presence of older students, although limited, suggests that some individuals are either pursuing higher education later in

life or are returning to further their studies after a period of employment or other life experiences. This age distribution reflects typical enrollment patterns in higher education, where most students enter directly after secondary schooling.

The youthful composition of the student body has important implications for curriculum design, student services, and support mechanisms. Programs and interventions may need to be tailored to address the developmental needs, interests, and learning preferences of younger students. At the same time, institutions should remain responsive to the unique needs of mature learners, ensuring that all age groups are adequately supported to achieve academic success and personal growth.

The UP Diliman (2020) described student activism and participation as crucial drivers in the institutionalization and mainstreaming of GAD, with young people often at the forefront of advocacy and program implementation.

Quibo-Quibo and Suico (2024) demonstrated that engaging young students in gender-sensitive activities not only fosters a culture of inclusivity but also facilitates the intergenerational transmission of progressive values, challenging entrenched stereotypes and promoting social justice.

1.2.2 Sex

Table 1.2.2. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Sex

	Frequency	Percent
Male	116	33.2
Female	218	62.5
Other / Prefer to self-describe	10	2.9
Prefer not to say	5	1.4
Total	349	100.00

The frequency distribution shows that among 349 student respondents, 116 identify as male (33.2%), 218 as female (62.5%), 10 as other or prefer to self-describe (2.9%), and 5 as prefer not to say (1.4%). This shows that females comprise the majority of the sample. At the same time, males represent about one-third, and a small proportion either self-identify outside the male/female binary or choose not to disclose their Gender.

The data indicate a substantial gender imbalance, with a significantly higher proportion of female students compared to male students. The inclusion of students who identify as non-binary or who prefer not to state their Gender reflects evolving attitudes towards gender diversity and inclusivity within the academic environment. These findings highlight the importance of recognizing and supporting gender diversity among the student population.

The predominance of female students may influence classroom dynamics, participation patterns, and the design of student support services. The presence of students who identify outside of the binary or prefer not to disclose their Gender underscores the need for higher education institutions to promote a safe, inclusive, and respectful environment for all gender identities. Policies and programs that support gender sensitivity and inclusivity can help ensure that every student

feels valued and empowered to succeed academically and personally.

Correa et al. (2024) noted that women now comprise a majority of students in many higher education contexts; however, their predominance in enrollment does not always translate into equal representation in leadership or decision-making roles.

Tugonon and Adlawan (2022) observed that while women often dominate academic and teaching positions, men are more likely to occupy strategic leadership posts.

1.2.3 Program

Table 1.2.3. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of the Program

Program	Frequency	Percent
Teacher Education	45	12.9
Agriculture, Forestry, and Environment Studies	128	36.7
Criminal Justice Education	22	6.3
Engineering and Technology	14	4.0
Business and Management	76	21.8
Arts and Sciences	27	7.7
Nursing	2	0.6
Computing Studies	35	10.0
Total	349	100.00

The frequency distribution shows that among the 349 student respondents, the largest proportion is enrolled in Agriculture, Forestry, and Environment Studies (n = 128, 36.7%), followed by Business and Management (n = 76, 21.8%), Teacher Education (n = 45, 12.9%), and Computing Studies (n = 35, 10.0%). Smaller proportions are found in Arts and Sciences (n = 27, 7.7%), Criminal Justice Education (n = 22, 6.3%), Engineering and Technology (n = 14, 4.0%), and Nursing (n = 2, 0.6%).

The data indicate that the student population is most heavily concentrated in Agriculture, Forestry, and Environmental Studies, reflecting either institutional strengths or regional priorities in these fields. Business and Management, as well as Teacher Education, also represent significant segments, suggesting a strong interest in professional and service-oriented careers. The lower enrollment in Engineering, Nursing, and Arts and Sciences may point to either limited program capacity or differing student preferences and opportunities.

The distribution of students across various programs has important implications for resource allocation, curriculum planning, and the development of targeted academic and support services. Programs with larger enrollments, such as Agriculture and Business, may require greater institutional investment to maintain quality and address student needs. Conversely, for fields with lower representation, strategies to boost enrollment or enhance program visibility may be considered to ensure a diverse and well-rounded academic community.

Brion and Reginaldo (2021) highlighted that the extension and training services in higher education institutions frequently integrate Gender mainstreaming into agricultural and environmental programs, recognizing the sector's pivotal role in community empowerment and sustainable development. BukSU GAD Programs (2025) were further

echoed in the Gender-Responsive Extension Program (GREP) at Bukidnon State University and in the outreach activities of Davao Oriental State University's GAD Center, both of which prioritize technology transfer, skills development, and community-based projects in agriculture and environmental Management.

1.2.4 Year Level

Table 1.2.4. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Year Level

Year Level	Frequency	Percent
3 rd Year	184	52.7
4 th Year	165	47.3
Total	349	100

The frequency distribution indicates that out of 349 student respondents, 184 are in their 3rd year (52.7%) and 165 are in their 4th year (47.3%). This shows a fairly balanced distribution, with a slight majority of students in the 3rd year.

These results suggest that the student sample consists entirely of upper-level (3rd- and 4th-year) students, with just over half in their penultimate year and the remainder in their final year. This distribution may reflect the study's focus on more advanced students, who are likely to have greater experience and exposure to their academic programs and institutional processes.

The predominance of upper-level students in the sample has implications for the depth and quality of responses, as these students are likely to provide more informed perspectives on curriculum, campus life, and institutional support. However, the absence of lower-year students means that findings may not fully capture the experiences or needs of those at earlier stages of their academic journey. Institutions may consider conducting similar evaluations across all year levels to gain a more comprehensive understanding of student experiences.

Boholano et al. (2024) found that integrating GAD into higher education curricula not only raises awareness but also motivates student participation in gender-related activities, an effect more pronounced among students with higher academic standing and greater exposure to institutional programs.

Similarly, Quibo-Quibo and Suico (2024) found that upper-year students, having developed a stronger awareness of inclusivity and social justice through sustained engagement, are more likely to serve as advocates and role models for gender-sensitive practices within their campuses.

1.2.5 Campus affiliation

Table 1.2.5. Frequency and Percentage Distribution of the Respondents' Demographic Profile in Terms of Campus Affiliation

	Frequency	Percent
Main, Mati	54	15.5
Pagadian	77	22.1
Dumingag	211	60.5
Canuto, Lakewood	7	2.0
Total	349	100.00

The frequency distribution indicates that among 349 student respondents, the majority are affiliated with the Dumingag campus (n = 211, 60.5%), followed by Pagadian

campus (n = 77, 22.1%), Main, Mati campus (n = 54, 15.5%), and Canuto, Lakewood campus (n = 7, 2.0%).

The data suggest that the Dumingag campus accounts for the largest share of the student sample, with more than half of the respondents. The Pagadian and Main, Mati campuses also represent notable shares, while the Canuto, Lakewood campus has a minimal number of respondents. This distribution may reflect differences in campus size, program offerings, or student population across the institution's various locations.

The predominance of responses from the Dumingag campus may influence the study's overall findings, as the experiences and perspectives from this campus are likely to be more strongly represented. For comprehensive institutional assessment and equitable resource allocation, it is important to ensure that the needs and voices of students from smaller campuses, such as Canuto and Lakewood, are also taken into account. Efforts to balance representation in future studies could provide a more holistic understanding of the student experience across all campus affiliations.

ASEAN (2021) highlighted that the concentration of GAD activities within certain campuses can serve as a model for scaling up best practices across an institution's other sites, fostering both intra- and inter-campus collaboration for gender equality.

Statement of the Problem 2. What is the Extent of Gender and Development mainstreamed in the curriculum in terms of:

2.1. Integration of gender-related concepts in subjects and courses

Table 2.1 presents findings on the Extent of Gender and Development mainstreaming in the curriculum, specifically the integration of gender-related concepts across subjects and courses. The data, represented by the mean and standard deviation, evaluates how well gender-related topics are incorporated into various academic disciplines and courses. This analysis aims to assess the level of awareness and commitment within higher education institutions to promote gender equality through curriculum design and teaching content.

To a very great extent, teacher-respondents strongly agreed that faculty are oriented or encouraged to incorporate Gender and Development into their courses, with a mean score of 3.66 ($SD = 0.52$). This suggests that, on average, faculty members are strongly supported or motivated to integrate GAD principles into their teaching. The relatively low standard deviation of 0.52 indicates little variation in respondents' perceptions, suggesting consensus on the Extent of faculty involvement in GAD integration.

Also, they indicated that, to some extent, gender-fair assessment practices are reflected in evaluation tools such as quizzes, projects, and rubrics, with a mean score of 2.41 ($SD = 0.87$). This suggests that, on average, respondents feel that these assessment practices are only somewhat incorporated into evaluation tools. The standard deviation indicates moderate variability in responses, suggesting some disagreement among respondents about the Extent of gender fairness in assessment practices.

These results suggest that teachers perceive strong support and encouragement from their institution for integrating

Gender and Development concepts into their courses and across various disciplines. This reflects a high level of institutional commitment to mainstreaming gender sensitivity and inclusivity in higher education. However, teachers

reported a much lower extent of gender-fair assessment practices, indicating a gap between institutional encouragement and its actual application in student evaluation processes.

Table 2.1. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in the Curriculum in Terms of Integration of Gender-Related Concepts in Subjects and Courses

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. Gender sensitivity and inclusivity topics or objectives are provided in course syllabi.	3.49	0.61	Great Extent	3.46	0.63	Great Extent
2. Learning materials (modules, readings, videos) represent an equal representation of all genders.	3.54	0.58	To a very great extent	3.52	0.58	To a very great extent
3. In major and minor subjects, gender equality and equity are addressed as and where necessary.	3.52	0.62	To a very great extent	3.52	0.58	To a very great extent
4. Lesson plans and activities are developed with gender perspectives.	3.43	0.65	Great Extent	3.48	0.63	Great Extent
5. Gender-related examples and issues are incorporated in the classroom discussions by teachers.	3.49	0.60	Great Extent	3.46	0.64	Great Extent
6. Students are invited to consider a gender-sensitive perspective of social problems.	3.46	0.69	Great Extent	3.47	0.64	Great Extent
7. Term papers or research include GAD themes or perspectives.	3.36	0.65	Great Extent	2.35	0.99	Somewhat Extent
8. Gender-fair assessment practices are reflected in evaluation tools (quizzes, projects, rubrics).	2.41	0.87	Somewhat Extent	3.48	0.61	Great Extent
9. Faculty are oriented or encouraged to incorporate GAD in their courses.	3.66	0.52	To a very great extent	3.52	0.61	To a very great extent
10. The college encourages the use of gender concepts in all disciplines, not only in the social science courses.	3.62	0.55	To a very great extent	3.51	0.60	To a very great extent
Average Mean	3.40	0.63	Great Extent	3.38	0.65	Great Extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

The high means for institutional orientation and encouragement highlight the effectiveness of top-down initiatives in promoting GAD integration. However, the notably lower mean for gender-fair assessment underscores the need for more targeted professional development and resources to help faculty translate institutional policies into practice, especially in assessment design. Addressing this gap could lead to more consistent and comprehensive implementation of GAD principles throughout all aspects of teaching and learning.

Verge (2021) emphasized that institutional support, faculty incentives, and collaborative culture are central to embedding gender perspectives across academic disciplines. Moreover, studies by Palma (2025) highlight that when institutions prioritize training, communication, and ongoing encouragement, faculty are more likely to meaningfully integrate GAD into their teaching practice, resulting in more inclusive curricula and learning environments.

Student-respondents indicated that learning materials, such as modules, readings, and videos, represent all genders equally to a very great extent, with a mean score of 3.52 ($SD = 0.58$). This suggests that, on average, respondents perceive these materials as highly inclusive and balanced in gender representation. The relatively low standard deviation of 0.58 indicates little variation in respondents' views, suggesting strong consensus on the gender inclusivity of the learning materials.

The lowest mean was for “Term papers or research include GAD themes or perspectives” ($M = 2.35$, $SD = 0.99$), interpreted as “to some extent.” Term papers or research include GAD themes or perspectives, indicating that, on average, respondents believe that GAD themes are included to

only a somewhat extent in academic assignments. The relatively high standard deviation suggests significant variation in respondents' views, suggesting that some feel more strongly about the inclusion of GAD themes. In contrast, others feel it is less emphasized.

Students perceive that their learning materials and course content consistently reflect gender inclusivity and that gender equality is addressed across both major and minor subjects. This indicates that the integration of GAD concepts is visible and meaningful in their academic experience. However, the low score for the inclusion of GAD perspectives in term papers or research suggests that students may not consistently apply these concepts in their individual academic work, indicating a possible disconnect between classroom discussions and personal research projects.

The high ratings for gender representation in materials and subject coverage affirm the institution's success in embedding GAD principles into the core curriculum. Nevertheless, the lower mean for research-related GAD themes suggests that faculty should provide more explicit guidance and support to help students incorporate gender perspectives into their independent work. Strengthening this component could deepen GAD integration and foster students' critical thinking and advocacy skills.

The perception among students that their learning materials and course content consistently reflect gender inclusivity and that gender equality is addressed across both major and minor subjects is well supported by recent literature on curriculum integration of Gender and Development in higher education. Studies by Boholano et al. (2024) demonstrate that embedding gender-sensitive examples, language, and perspectives into instructional materials

enhances student awareness of equality and promotes a more inclusive classroom environment.

2.2. Use of gender-sensitive teaching strategies and materials

Table 2.2 presents the findings on the Extent to which Gender and development are mainstreamed in the curriculum, specifically focusing on the use of gender-sensitive teaching strategies and materials. The data, represented by the mean

and standard deviation, evaluates how effectively gender-sensitive approaches are incorporated into teaching methods and instructional resources. This analysis provides insights into the Extent to which teachers employ inclusive, gender-aware strategies in their classrooms, aiming to promote equality and address gender biases in the learning process.

Table 2.2. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in the Curriculum in Terms of Use of Gender-Sensitive Teaching Strategies and Materials

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. The institution regularly conducts seminars and training on gender sensitivity and awareness.	2.47	0.85	Somewhat Extent	3.55	0.54	Very great Extent
2. Students are invited to engage in GAD activities, which include forums, campaigns, and workshops.	3.66	0.51	Very great Extent	2.40	1.00	Somewhat Extent
3. GAD programs are executed as part of the institution's annual activities.	3.69	0.49	Very great Extent	3.50	0.57	To a very great extent
4. Faculty and staff members are given a chance to participate in gender-related training or conferences.	3.57	0.55	Very great Extent	3.50	0.55	To a very great extent
5. The programs relating to Gender are incorporated in the institutional celebrations or observances.	3.60	0.54	Very great Extent	3.54	0.57	To a very great extent
6. The school facilitates community extension projects that encourage gender equality and women's empowerment.	3.57	0.54	Very great Extent	3.54	0.54	To a very great extent
7. Information drives or advocacy campaigns on issues of GAD are present.	3.57	0.53	Very great Extent	3.58	0.56	To a very great extent
8. Gender-related projects are planned or implemented by student organizations.	3.49	0.54	Great Extent	3.54	0.55	Very great Extent
9. Gender-related programs and activities are evaluated for their effectiveness and impact.	3.46	0.60	Great Extent	3.57	0.54	Very great Extent
10. The institution works with local or national agencies in undertaking gender-responsive activities.	3.51	0.57	Very great Extent	3.56	0.54	To a very great extent
Average Mean	3.46	0.57	Great Extent	3.43	0.60	Great Extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

Teacher-respondents indicated that Gender and Development programs are carried out as part of the institution's annual activities to a very great extent ($M = 3.69$, $SD = 0.49$). This suggests that, on average, respondents believe that GAD programs are consistently incorporated into the institution's yearly schedule of events and activities. The low standard deviation of 0.49 indicates a high level of agreement among respondents, implying that the execution of GAD programs is widely recognized as a key part of the institution's annual agenda.

However, teacher-respondents indicated that the institution conducts only a limited number of seminars and training on gender sensitivity and awareness, with a mean score of 2.47 ($SD = 0.85$). The relatively low mean score suggests that, on average, respondents perceive these activities as occurring less frequently, indicating that gender sensitivity training may not be as frequent or widespread as expected. The standard deviation indicates moderate variability in responses, suggesting that some respondents view these activities as somewhat frequent, while others see them as less emphasized or irregular.

These results suggested that teachers perceive the institution as highly committed to the annual execution of GAD programs and proactive in inviting students to participate in related activities. This reflects a strong institutional emphasis on integrating gender-responsive practices into the school's culture and routine. However, the relatively low mean for regular seminars and trainings on gender sensitivity and awareness may indicate that, despite

institutional programming, there are fewer frequent or less accessible opportunities for ongoing professional development in this area for teachers.

Student-respondents expressed that information drives or advocacy campaigns on issues of Gender and Development are present to a very great extent, with a mean score of 3.58 ($SD = 0.56$). This suggests that, on average, students perceive the institution's efforts to promote GAD-related issues through campaigns and information drives as significant and widely implemented. The relatively low standard deviation indicates a strong consensus among respondents, with little variation in their views on the presence and effectiveness of these GAD advocacy initiatives.

Student-respondents indicated that they are invited to engage in Gender and Development activities, such as forums, campaigns, and workshops, to some extent, with a mean score of 2.40 ($SD = 1.00$). This suggests that, on average, students feel invitations to participate in these activities are infrequent or limited. However, this contrasts with teacher-respondents who expressed that students are invited to participate in GAD activities to a very great extent, with a mean score of 3.66 ($SD = 0.51$). The discrepancy between the two groups suggests a gap in perception: teachers believe GAD activities are more widely available to students, while students feel less included in these opportunities.

The high ratings for institutional GAD activities and student engagement underscore the effectiveness of organizational efforts in fostering a gender-sensitive environment. However, the lower mean for training and

seminars highlights a potential capacity-building gap for faculty and staff. Institutions may need to prioritize more frequent, accessible gender-sensitivity training to strengthen teachers' competencies and sustain a culture of inclusivity and awareness across all levels.

Santiago et al. (2024) further demonstrated that routine implementation of GAD activities, combined with proactive student invitations, enhances awareness, inclusivity, and participation, particularly when these activities include forums, workshops, and advocacy campaigns that resonate with student interests and promote campus-wide dialogue. This is echoed by findings from the UP Diliman (2021) issue, which highlight the role of regular, visible GAD programming and student engagement in fostering a culture of inclusivity and equity.

These findings indicated that students strongly recognize the presence of GAD-related information campaigns and the institution's collaborations with agencies to promote gender-responsive initiatives. This suggests that GAD advocacy is highly visible and that institutional partnerships enhance the scope of gender mainstreaming. Conversely, the lower mean for student invitations to participate in GAD activities

suggests that, despite the presence of programs, there may be limitations in communication, outreach, or student engagement.

The strong performance in advocacy and agency collaboration points to effective institutional commitment to GAD concerns. However, the low rate of student invitations to GAD activities signals a need for improved strategies to encourage student participation. Institutions should examine and enhance their outreach and communication efforts to ensure that all students are aware of, and feel encouraged to participate in, gender-related programs and activities.

Aloba et al. (2024) highlighted that the visibility and frequency of information campaigns are crucial for raising awareness and reinforcing the importance of gender equality among students. Regular forums, workshops, and advocacy drives are often conducted in partnership with national agencies such as the Philippine Commission on Women and other community organizations, helping to embed GAD principles into the institutional culture and extend their reach beyond campus boundaries.

2.3. Availability of gender-related activities

Table 2.3. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in the Curriculum in Terms of Availability of Gender-Related Activities

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. Instructional methods promote the participation of both males and females equally	3.66	0.51	Very great Extent	2.37	0.99	Somewhat Extent
2. Both men and women have non-stereotyped roles in the instructional materials	3.58	0.54	To a very great extent	3.52	0.54	To a very great extent
3. There are examples and case studies of gender fairness and inclusivity in the classroom	2.46	0.86	Somewhat Extent	3.51	0.56	To a very great extent
4. The use of language and phrases in instruction avoids reinforcing gender bias or stereotypes	3.57	0.54	To a very great extent	3.53	0.55	To a very great extent
5. Learning materials and other reading materials ensure that gender equality is promoted, and diversity is respected	3.57	0.54	To a very great extent	3.52	0.55	To a very great extent
6. Discussions on gender roles and sensitivity are integrated in classroom activities where appropriate	3.56	0.53	To a very great extent	3.56	0.54	To a very great extent
7. Student collaboration activities encourage mutual respect between all genders	3.65	0.48	To a very great extent	3.52	0.54	To a very great extent
8. Learning resources are checked to make sure that pictures, words, and situations are gender-sensitive	3.49	0.62	Great Extent	3.54	0.53	To a very great extent
9. In the classroom, activities encourage critical thinking of gender issues in different learning settings	3.54	0.53	To a very great extent	3.52	0.53	To a very great extent
10. The teaching methods are modified to suit the learning process and needs of both genders	3.61	0.50	To a very great extent	3.50	0.53	To a very great extent
Average Mean	3.47	0.57	Great Extent	3.41	0.59	Great Extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

For teacher respondents, the two highest mean scores were for “Instructional methods promote the participation of both males and females equally” ($M = 3.66$, $SD = 0.51$) and “Student collaboration activities encourage mutual respect between all genders” ($M = 3.65$, $SD = 0.48$), both rated as “very great extent.” The lowest mean was for “There are examples and case studies of gender fairness and inclusivity in the classroom” ($M = 2.46$, $SD = 0.86$), rated as “to some extent.”

These findings indicated that teachers strongly perceive their instructional methods and collaborative activities as promoting gender equality and mutual respect in the classroom. This reflects intentional efforts to create an inclusive environment where all genders are encouraged to

participate and interact positively. However, the lower mean for the use of examples and case studies on gender fairness suggests that, while general teaching practices are inclusive, there may be fewer concrete instructional materials or examples that directly address gender fairness and inclusivity.

The high levels of participation and mutual respect underscore the faculty's success in fostering a gender-sensitive learning environment. Nevertheless, the lower score for case studies and examples indicates an opportunity to enrich classroom resources. Teachers and curriculum developers might consider incorporating more explicit and varied examples of gender fairness and inclusivity to strengthen students' critical engagement with gender issues and provide relatable learning experiences.

These approaches are further supported by Quibo-Quibo and Suico (2024), who found that inclusive language and collaborative learning environments not only promote gender equality but also foster students' respect for diversity and social justice.

For student respondents, the two highest mean scores were for "Discussions on gender roles and sensitivity are integrated in classroom activities where appropriate" ($M = 3.56$, $SD = 0.54$) and "Learning resources are checked to make sure that pictures, words, and situations are gender-sensitive" ($M = 3.54$, $SD = 0.53$), both rated as "very great extent." The lowest mean was for "Instructional methods promote the participation of both males and females equally" ($M = 2.37$, $SD = 0.99$), rated as "to some extent."

Students perceived discussions on gender roles and sensitivity are well-integrated into classroom activities, and that learning resources are regularly reviewed for gender sensitivity. This suggests that institutional practices in content development and classroom dialogue strongly support gender equality. However, students report a lower extent of equal participation being promoted by instructional methods, indicating a possible disconnect between policy and actual

classroom dynamics or students' perceptions of inclusivity in participation.

The strong ratings for classroom integration of gender discussions and gender-sensitive resources reflect institutional strengths in mainstreaming Gender in learning materials and activities. The lower participation score suggests a need for teaching strategies that more actively facilitate and monitor equal participation across all genders. Faculty development and ongoing feedback mechanisms could help align instructional methods more closely with the principles of gender equality as students experience them in daily classroom interactions.

Martín-Gutiérrez and Sevillano-Monje (2025) emphasized that quality assurance processes and the regular review of learning resources for gender sensitivity are essential for moving beyond tokenistic efforts and ensuring that gender equality is embedded in the everyday learning experience.

Statement of the Problem 3. What is the Extent of Gender and Development mainstreamed in research in terms of:

3.1. Inclusion of Gender in the institutional research agenda

Table 3.1. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in Research in terms of Inclusion of Gender in the Institutional Research Agenda

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. The institutional research agenda covers issues of GAD.	3.49	0.56	Great Extent	3.43	0.57	Great Extent
2. Gender perspectives are encouraged in research proposals where they are relevant.	3.49	0.54	Great Extent	3.45	0.56	Great Extent
3. Students and faculty are encouraged to research Gender related issues.	3.33	0.61	Great Extent	3.44	0.56	Great Extent
4. Research on gender issues is funded or supported.	3.28	0.68	Great Extent	2.43	1.00	Somewhat Extent
5. Gender is viewed as a variable or lens in institutional research priorities.	2.43	0.87	Somewhat Extent	3.42	0.57	Great Extent
6. The research office raises awareness about gender-responsive research.	3.37	0.68	Great Extent	3.43	0.55	Great Extent
7. Completed gender-related studies are presented at conferences or in publications.	3.28	0.63	To a very great extent	3.45	0.54	Great Extent
8. Gender-oriented research with external agencies is encouraged.	3.40	0.64	Great Extent	3.46	0.54	Great Extent
9. Research evaluation criteria include consideration of gender responsiveness.	3.34	0.70	Great Extent	3.43	0.54	Great Extent
10. The institution identifies and values research findings that promote gender equality.	3.46	0.66	Great Extent	3.50	0.53	To a very great extent
Average Mean	3.29	0.66	Great Extent	3.35	0.60	Great Extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

Among teacher respondents, the two highest mean scores were for "The institutional research agenda covers issues of GAD" ($M = 3.49$, $SD = 0.56$) and "Gender perspectives are encouraged in research proposals where they are relevant" ($M = 3.49$, $SD = 0.54$), both rated as "great extent." The lowest mean was for "Gender is viewed as a variable or lens in institutional research priorities" ($M = 2.43$, $SD = 0.87$), which was rated "to some extent."

These findings indicated that teachers perceive their institution as committed to covering Gender and Development issues in its research agenda and actively encouraging the integration of gender perspectives in research proposals. However, there appears to be less emphasis on considering Gender as a consistent variable or analytical lens across all institutional research priorities. This suggests that while GAD is addressed in specific research contexts, it may not be systematically mainstreamed across all research initiatives.

The strong integration of GAD topics in institutional research and proposal development reflects institutional progress toward a gender-responsive research culture. However, the lower mean for viewing Gender as a standard research variable highlights an opportunity for policy refinement and further capacity building. Institutional leaders and research offices might consider reinforcing the expectation that Gender should be routinely considered a key variable or perspective across all research projects to further strengthen Gender mainstreaming in academic research.

Castulo et al. (2025) highlighted that the institutional frameworks that prioritize GAD in research are fundamental to mainstreaming Gender in higher education. This shows that when universities establish clear research policies, provide training, and incentivize GAD-oriented projects, faculty are more likely to embed gender considerations into their scholarly work.

The European Commission (2021) emphasizes that integrating gender perspectives not only enhances research quality and relevance but also aligns with contemporary standards for academic excellence and social responsibility.

For student respondents, the two highest mean scores were for “The institution identifies and values research findings that promote gender equality” ($M = 3.50$, $SD = 0.53$) and “Gender-oriented research with external agencies is encouraged” ($M = 3.46$, $SD = 0.54$). The lowest mean was for “Research on gender issues is funded or supported” ($M = 2.43$, $SD = 1.00$).

Students strongly believe that their institution values and recognizes research outcomes that promote gender equality, and that collaboration with external agencies on gender-oriented research is encouraged. However, students perceive less institutional support for gender-related research, suggesting a gap between advocacy and tangible support.

The high value placed on gender-related research findings and the encouragement of external collaboration highlight the

institution's strengths in recognizing and promoting the importance of gender equality in research. However, the lower rating for funding and support suggests a need for increased resource allocation and more visible support mechanisms for students conducting gender-related studies. Addressing this gap could lead to more robust and sustainable gender-responsive research efforts at the institutional level.

UNESCO (2024) underscores the importance of institutional partnerships with external agencies, NGOs, and government bodies to broaden the reach and impact of gender-focused research. ASEAN (2021) underscored that such collaborations provide students and researchers with access to additional resources, diverse perspectives, and opportunities for real-world application.

3.2. Conduct of gender-related studies by teachers and students

Table 3.2. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in Research in terms of Conduct of Gender-Related Studies by Teachers and Students

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. The faculty is actively involved in gender research projects.	3.28	0.66	Great Extent	3.47	0.54	Great Extent
2. Students are encouraged to choose research topics related to GAD.	3.32	0.62	Great Extent	3.46	0.54	Great Extent
3. Funding or institutional support is offered to gender-related studies.	2.38	0.88	Somewhat Extent	2.32	0.97	Somewhat Extent
4. Faculty advisers help students incorporate gender perspectives in their research.	3.43	0.61	Great Extent	3.46	0.55	Great Extent
5. Independent or collaborative studies address gender issues in different fields.	3.34	0.68	Great Extent	3.44	0.56	Great Extent
6. Completed studies on Gender are disseminated in forums, conferences, or publications.	3.27	0.71	Great Extent	3.46	0.53	Great Extent
7. Capacity-building activities also exist where faculty and students are trained on gender-responsive research.	3.31	0.70	Great Extent	3.45	0.55	Great Extent
8. The institution acknowledges the exceptional gender-based research by faculty and students.	3.36	0.66	Great Extent	3.45	0.55	Great Extent
9. Research proposals are evaluated based on their relevance to GAD issues.	3.30	0.68	Great Extent	3.45	0.56	Great Extent
10. The findings of research are applied to enhance gender equality policies and programs in institutions.	3.30	0.74	Great Extent	3.50	0.53	To a very great extent
Average Mean	3.23	0.69	Great Extent	3.35	0.59	Great Extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

For teacher respondents, the highest mean score was observed for “Faculty advisers help students incorporate gender perspectives in their research” ($M = 3.43$, $SD = 0.61$), followed by “The institution acknowledges the exceptional gender-based research by faculty and students” ($M = 3.36$, $SD = 0.66$). The lowest mean was for “Funding or institutional support is offered to gender-related studies” ($M = 2.38$, $SD = 0.88$).

These results suggested that teachers feel well-supported in guiding students to incorporate gender perspectives into their research and that the institution recognizes outstanding gender-related research efforts. However, there is a perceived lack of funding and institutional support for gender-related studies, which may limit the scope or number of such projects.

The strong advisory support and institutional recognition can foster a positive research culture around GAD themes. Nonetheless, the comparatively low rating for funding and support highlights a critical area for improvement. Increased resource allocation and targeted support for gender-related research could enhance research output and further empower

both faculty and students to pursue impactful studies in this area.

Boholano et al. (2024) and the ASEAN Gender Mainstreaming Strategic Framework (2021–2025) note that visible institutional recognition of outstanding gender-based research encourages more faculty and students to pursue such work, reinforcing a cycle of innovation and inclusivity.

Verge (2021) highlights the importance of faculty incentives, research grants, and public recognition in elevating the status and impact of gender-oriented scholarship.

For student respondents, the highest mean score was for “The findings of research are applied to enhance gender equality policies and programs in institutions” ($M = 3.50$, $SD = 0.53$), closely followed by several items such as “Faculty is actively involved in gender research projects,” “Students are encouraged to choose research topics related to GAD,” and “Faculty advisers help students incorporate gender perspectives in their research,” all with means around 3.45–3.47. The lowest mean was again for “Funding or institutional support is offered to gender-related studies” ($M = 2.32$, $SD = 0.97$).

Students perceived that research findings are actively used to improve institutional gender policies and programs, and that faculty consistently encourage and support GAD-related research. As with teachers, students also note a lack of funding and tangible institutional support for gender-focused research projects.

The application of research results to institutional policy demonstrates a strong link between academic inquiry and practical gender equality efforts on campus. However, limited financial and institutional support for such research may restrict students' opportunities to pursue more ambitious projects or to disseminate their research more broadly. Addressing this funding gap could further enhance the

institution's capacity to generate innovative, gender-responsive research and promote a more robust culture of inclusivity.

De Vera et al. (2025) and Brion and Reginaldo (2021) highlighted that integrating research outcomes into institutional policy and program development is critical for effective GAD mainstreaming in higher education. These emphasize that when institutions systematically use data and research findings to inform gender-responsive initiatives, they not only improve policy relevance and efficacy but also foster a culture of evidence-based decision-making.

3.3. Dissemination and utilization of gender-responsive research outputs

Table 3.3. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in Research in terms of Dissemination and Utilization of Gender-Responsive Research Outputs

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. Institutional research conferences or forums present gender-responsive research findings.	2.41	0.86	Somewhat Extent	3.45	0.55	Great Extent
2. Findings of gender-related research are published in journals, proceedings, or other academic forums	3.24	0.64	Great Extent	3.45	0.56	Great Extent
3. The institution promotes the presentation of Gender related studies in local or national research conferences.	3.29	0.65	Great Extent	3.46	0.55	Great Extent
4. The results of gender-oriented studies are communicated to stakeholders to enhance policy or programs.	3.30	0.70	Great Extent	3.40	0.66	Great Extent
5. Research outputs are used as references in curriculum enhancement and instructional materials.	3.31	0.71	Great Extent	2.29	0.98	Somewhat Extent
6. Through the institutional research repository or library, gender-related studies are made available.	3.37	0.64	Great Extent	3.41	0.64	Great Extent
7. The findings of gender-responsive research are used to inform extension programs and community projects.	3.34	0.67	Great Extent	3.47	0.56	Great Extent
8. The research office follows up on the use of gender-related findings in institutional initiatives.	3.34	0.67	Great Extent	3.46	0.55	Great Extent
9. Partnerships with other agencies enable the sharing of gender research findings.	3.34	0.65	Great Extent	3.46	0.55	Great Extent
10. The use of gender responsive research findings helps in advancing gender equality and inclusiveness in the institution.	3.35	0.60	Great Extent	3.48	0.53	Great Extent
Average Mean	3.23	0.68	Great Extent	3.33	0.61	Great Extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

Among teacher respondents, the two highest mean scores were for “Through the institutional research repository or library, gender-related studies are made available” ($M = 3.37$, $SD = 0.64$) and “The use of gender-responsive research findings helps in advancing gender equality and inclusiveness in the institution” ($M = 3.35$, $SD = 0.60$), both rated as “great extent.” The lowest mean was for “Institutional research conferences or forums present gender-responsive research findings” ($M = 2.41$, $SD = 0.86$), rated as “to some extent.”

These results indicated that teachers recognized the availability of gender-related research outputs in the institutional repository or library and appreciated their contribution to advancing gender equality and inclusiveness. However, there is a perceived limitation in the extent to which gender-responsive research findings are presented in institutional research conferences or forums, suggesting that dissemination through these platforms may be less frequent or less emphasized.

Access to research outputs and the application of findings to promote inclusiveness are institutional strengths. However, the relatively low mean for conference or forum presentations signals an opportunity to enhance the visibility and scholarly

discourse surrounding gender-responsive research within the institution. Organizing more frequent or dedicated conferences and forums focused on gender studies could foster a more vibrant research culture and encourage broader engagement among faculty and staff.

Abalajon et al. (2023) noted that the accessibility and visibility of GAD-focused research outputs within academic repositories play a critical role in bridging the gap between scholarly work and institutional practice. These resources provide faculty, students, and stakeholders with evidence-based references that inform curriculum design, policy development, and community extension programs.

For student respondents, the two highest mean scores were for “The use of gender-responsive research findings help in advancing gender equality and inclusiveness in the institution” ($M = 3.48$, $SD = 0.53$) and “The findings of gender-responsive research are used to inform extension programs and community projects” ($M = 3.47$, $SD = 0.56$), both interpreted as “to a great extent.” The lowest mean was for “Research outputs are used as references in curriculum enhancement and instructional materials” ($M = 2.29$, $SD = 0.98$), which was rated “to some extent.”

Students perceived that gender-responsive research has a concrete impact on institutional policies and community initiatives, suggesting its successful translation into action. However, they report lower use of research outputs as references in curriculum and instructional materials, suggesting a possible gap between research production and its integration into teaching and learning.

While the strong use of research findings for institutional advancement and community projects is commendable, the limited incorporation of these outputs into curriculum development highlights an area for improvement. Bridging this gap could enhance the relevance and resonance of academic programs, ensuring that students benefit directly from contemporary research on gender issues and are better

prepared to advocate for gender equality in their future professional and personal lives.

Saraum (2025) observed that faculty and administrative use of research findings ensures that gender equality is not merely an aspirational goal, but a practical reality embedded in both governance and outreach. International frameworks, including the European Commission (2021) and UNESCO (2024) reports, further reinforce that gender-responsive research, when systematically disseminated and applied, drives innovation and inclusive practices well beyond campus boundaries.

Statement of the Problem 4. What is the extent of Gender and Development mainstreamed in extension services in terms of:

4.1. Gender-responsive community outreach projects

Table 4.1. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in Extension Services in terms of Gender-Responsive Community Outreach Projects

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. Community outreach programs are designed to meet the needs and interests of both men and women.	3.48	0.68	Great extent	3.50	0.57	To a very great extent
2. Outreach programs encourage equal gender participation in activities and decision-making.	3.52	0.65	Great extent	3.52	0.54	To a very great extent
3. Gender issues are considered when planning and implementing community projects.	2.47	0.85	Somewhat Extent	3.50	0.60	To a very great extent
4. The institution collaborates with local organizations to encourage gender equality in outreach activities.	3.52	0.67	Great extent	3.48	0.57	Great extent
5. Livelihood projects and training are aimed at empowering women and other marginalized groups.	3.46	0.67	Great extent	3.49	0.60	Great extent
6. The extension workers are trained to use gender-sensitive approaches to community work.	3.46	0.70	Great extent	2.47	1.07	Somewhat Extent
7. Gender rights and duties are included in the information campaigns.	3.43	0.69	Great extent	3.52	0.57	To a very great extent
8. Community projects offer equal access to men and women.	3.49	0.63	Great extent	3.52	0.55	To a very great extent
9. Their contribution to gender equality gauges the effectiveness of outreach initiatives.	3.47	0.62	Great extent	3.51	0.57	To a very great extent
10. Community members are encouraged to sustain gender-responsive initiatives after project completion.	3.43	0.67	Great extent	3.51	0.56	To a very great extent
Average Mean	3.37	0.68	Great extent	3.40	0.62	Great extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

For teacher respondents, the two highest mean scores were for “Outreach programs encouraged equal gender participation in activities and decision-making” ($M = 3.52$, $SD = 0.65$) and “The institution collaborates with local organizations to encourage gender equality in outreach activities” ($M = 3.52$, $SD = 0.67$). The lowest mean was for “Gender issues are considered when planning and implementing community projects” ($M = 2.47$, $SD = 0.85$), “to some extent”.

These results suggested that teachers perceive strong efforts to encourage equal gender participation and to collaborate with local organizations to promote gender equality in outreach activities. However, there is less emphasis and less consistency in the explicit consideration of gender issues during the planning and implementation stages of community projects, suggesting a potential gap between intention and systematic practice.

Institutional strengths are evident in promoting gender participation and engaging with partners for gender equality. To further enhance the effectiveness of community outreach, it is important to more consistently integrate gender considerations during the planning and execution of projects. Providing additional training and establishing clear guidelines

for gender-sensitive project planning could help bridge this gap and ensure that outreach initiatives fully address the diverse needs of all community members.

Aloba et al. (2024) underscored that the success of gender-responsive extension services is closely linked to intentional strategies that foster equitable participation among all genders and build partnerships with community stakeholders. This emphasized that programs designed with inclusivity at their core, not only in participation but also in leadership roles, lead to more meaningful and sustainable gender equality outcomes.

Furthermore, Santiago et al. (2024) demonstrated that outreach activities, such as service-learning and community engagement, are most effective when they disrupt traditional gender norms and promote mutual respect and empowerment.

Among student respondents, the two highest mean scores were for “Outreach programs encourage equal gender participation in activities and decision-making” ($M = 3.52$, $SD = 0.54$), “very great extent” and “Community projects offer equal access to men and women” ($M = 3.52$, $SD = 0.55$), “very great extent”. The lowest mean was for “The extension workers are trained to use gender-sensitive approaches to community work” ($M = 2.47$, $SD = 1.07$), “to some extent”.

Students strongly perceived that outreach programs in their institution foster equal participation and provide equal access to both men and women, reflecting a high degree of inclusivity and gender responsiveness in extension services. However, there is a notable perception that extension workers receive less training in gender-sensitive approaches, which may affect the consistency and quality of gender-responsive community engagement.

The high ratings for gender inclusivity and access in outreach programs underscore institutional success in promoting gender equality at the community level. To sustain and deepen these achievements, it is essential to invest in regular, comprehensive training for extension workers in

gender-sensitive practices. Enhanced capacity-building efforts can ensure that the principles of gender equality are consistently applied and sustained in all community outreach activities.

Santiago et al. (2024) further illustrated that outreach activities that promote narrative-based and participatory models foster empathy, challenge stereotypes, and empower diverse community members, thus enhancing inclusivity. These findings align with the policy guidance and evaluation frameworks advocated by the Philippine Commission on Women (2025) and national GAD policy mandates.

4.2. Participation of men and women in extension activities

Table 4.2. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in Extension Services in terms of Participation of Men and Women in Extension Activities

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. The institution provides equal opportunities to both men and women to participate in outreach programs.	3.60	0.59	To a very great extent	3.52	0.55	To a very great extent
2. Both men and women are encouraged to participate in extension activities.	3.62	0.55	To a very great extent	2.48	1.05	Somewhat Extent
3. Men and women are given roles according to their abilities and interests in community projects.	3.58	0.62	To a very great extent	3.55	0.53	To a very great extent
4. The composition of extension teams is Gender balanced.	3.51	0.68	To a very great extent	3.52	0.61	To a very great extent
5. Women's involvement in leadership is also encouraged in extension activities.	3.54	0.62	To a very great extent	3.55	0.53	To a very great extent
6. The extension activities are arranged in a manner that would accommodate both men and women.	3.54	0.61	To a very great extent	3.54	0.55	To a very great extent
7. Both men and women equally attend trainings, seminars, and community events.	3.53	0.65	To a very great extent	3.55	0.56	To a very great extent
8. Feedback from both male and female participants is considered in evaluating extension projects.	3.53	0.68	To a very great extent	3.56	0.53	To a very great extent
9. The institution appreciates the efforts of both men and women in extension work.	2.41	0.89	Somewhat Extent	3.52	0.57	To a very great extent
10. Extension projects encourage collaboration and teamwork across all genders.	3.60	0.60	To a very great extent	3.56	0.55	To a very great extent
Average Mean	3.45	0.65	Great extent	3.43	0.60	Great extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

Among teacher respondents, the two highest mean scores were for “Both men and women are encouraged to participate in extension activities” ($M = 3.62$, $SD = 0.55$) and “The institution provides equal opportunities to both men and women to participate in outreach programs” ($M = 3.60$, $SD = 0.59$), both interpreted as “very great extent.” The lowest mean was for “The institution appreciates the efforts of both men and women in extension work” ($M = 2.41$, $SD = 0.89$), rated as “somewhat extent.”

These findings indicated that teachers perceived a strong institutional commitment to gender equality, as evidenced by encouragement and access to participation in extension and outreach activities. However, they also perceive that formal appreciation or recognition of the contributions of both men and women in extension work is less consistently practiced.

While institutional policies and practices appear effective in promoting gender-equal participation, there is room for improvement in how the institution formally acknowledges and values the contributions of all genders in extension work. Enhancing recognition programs or appreciation mechanisms could further motivate faculty and staff, foster a more inclusive culture, and reinforce the positive outcomes of gender mainstreaming in extension services.

The Philippine Commission on Women (2025) and policy frameworks such as GADTimpala further reinforce the expectation that higher education institutions will serve as critical platforms for promoting gender equality by ensuring participation is accessible and encouraged for all. Collectively, the literature and policy landscape confirm that institutional commitment, manifested through encouragement, access, and equitable program design, plays a vital role in advancing gender equality in extension and outreach, and is accurately recognized by teachers as a strength of their institutions.

For student respondents, the two highest mean scores were for “Feedback from both male and female participants is considered in evaluating extension projects” ($M = 3.56$, $SD = 0.53$) and “Extension projects encourage collaboration and teamwork across all genders” ($M = 3.56$, $SD = 0.55$), both rated as “very great extent.” The lowest mean was for “Both men and women are encouraged to participate in extension activities” ($M = 2.48$, $SD = 1.05$), interpreted as “to some extent.”

Students believed that extension projects are inclusive in terms of collaboration and that evaluation processes seriously consider feedback from all genders. However, they perceive less consistent encouragement for both men and women to

participate in extension activities, suggesting a possible gap in outreach, communication, or perceived inclusivity.

While extension projects are seen as gender-inclusive in teamwork and evaluation, efforts should be strengthened to ensure all students feel equally encouraged and welcomed to participate. This may involve targeted communication strategies, outreach, or engagement efforts to address barriers to participation, ultimately supporting more equitable and active involvement in extension activities for all genders.

The Gender-Responsive Extension Program (GREP) at Bukidnon State University (2025), as well as outreach initiatives at Davao Oriental State University, exemplify how

stakeholder input and gender-balanced collaboration are integral to program success, resulting in community empowerment and more equitable outcomes. National policy frameworks, such as those set out by the Philippine Commission on Women (2025) and the GADTimpala guidelines, further reinforce the importance of participatory evaluation mechanisms that actively solicit and integrate feedback from men and women alike to ensure continuous improvement and responsiveness.

4.3. Impact of extension services on promoting gender equality

Table 4.3. Mean and Standard Deviation of the Extent of Gender and Development Mainstreamed in Extension Services in terms of Impact of Extension Services on Promoting Gender Equality

	Teacher			Student		
	M	SD	VI	M	SD	VI
1. Extension programs help people understand gender equality better.	3.51	0.65	To a very great extent	3.53	0.54	To a very great extent
2. Outreach projects give both men and women a chance to join community decisions.	2.37	0.86	Somewhat Extent	3.55	0.53	To a very great extent
3. Men and women now share tasks more fairly in community work.	3.52	0.63	To a very great extent	3.21	0.87	Great extent
4. Training helps lessen gender bias and unfair treatment.	3.54	0.61	To a very great extent	2.44	1.07	Somewhat Extent
5. Livelihood projects give equal work and income chances to men and women.	3.51	0.63	To a very great extent	3.37	0.81	Great extent
6. Extension activities build respect and cooperation between men and women.	3.51	0.62	To a very great extent	3.54	0.55	To a very great extent
7. Programs help women become more confident and active leaders.	3.49	0.66	Great extent	3.55	0.54	To a very great extent
8. Communities show more positive attitudes toward gender equality.	3.51	0.62	To a very great extent	3.54	0.55	To a very great extent
9. Extension projects help protect the rights of both men and women.	3.54	0.63	To a very great extent	3.56	0.54	To a very great extent
10. Extension services promote fair and equal opportunities for everyone.	3.55	0.61	To a very great extent	3.58	0.53	To a very great extent
Average Mean	3.41	0.65	Great extent	3.39	0.65	Great extent

Note. 3.50 – 4.00 Very Great Extent; 2.50 – 3.49 Great Extent; 1.50 – 2.49 Somewhat Extent; 1.00 – 1.49 No Extent; M -Mean; SD- Standard Deviation; VI – Verbal Interpretation

Among teacher respondents, the two highest mean scores were for “Extension services promote fair and equal opportunities for everyone” ($M = 3.55$, $SD = 0.61$), “very great extent” and “Trainings help lessen gender bias and unfair treatment” ($M = 3.54$, $SD = 0.61$), “very great extent”; tied with “Extension projects help protect the rights of both men and women,” ($M = 3.54$, $SD = 0.63$). The lowest mean was for “Outreach projects give both men and women a chance to join community decisions” ($M = 2.37$, $SD = 0.86$), “to some extent”.

Teachers perceived that extension services are high in promoting fair and equal opportunities and in reducing gender bias and unfair treatment through training. These findings reflect a strong institutional and programmatic commitment to gender equality and the protection of rights. However, teachers observe a lower extent of equal participation in community decision-making through outreach projects, suggesting that while opportunities exist, actual participatory outcomes may lag.

The high levels of promotion of equality and reduction of bias highlight the importance of institutional practices and training initiatives. To further advance gender equality, the institution should strengthen mechanisms that enable equal participation in community decision-making, ensuring that both men and women play active roles. Focused interventions or policy adjustments help translate opportunities into more equitable engagement in outreach projects.

These findings are echoed by Brion and Reginaldo (2021), who found that sound institutional policies, effective

leadership, and structured training programs, such as those guided by the Gender Mainstreaming Evaluation Framework, create a consistent, equitable environment for all stakeholders.

For student respondents, the two highest mean scores were for “Extension services promote fair and equal opportunities for everyone” ($M = 3.58$, $SD = 0.53$), “very great extent,” and “Extension projects help protect the rights of both men and women” ($M = 3.56$, $SD = 0.54$), “very great extent”. The lowest mean was for “Trainings help lessen gender bias and unfair treatment” ($M = 2.44$, $SD = 1.07$), “to some extent”.

Students strongly recognized the role of extension services in promoting fairness, protecting rights, and advancing equal opportunities for all, which suggests a high and visible institutional commitment to gender equality. However, they perceive training as less effective in reducing gender bias and unfair treatment, indicating either limited reach, content issues, or a disconnect between training and lived experience.

While extension services are successful in fostering fairness and protecting rights, there is a clear need to improve the quality, relevance, and delivery of gender bias reduction training. Regular assessment, redesign, and targeted capacity-building may help ensure that these trainings produce tangible changes in attitudes and behaviors among community members and stakeholders.

Davao Oriental State University (2025) demonstrated that structured extension efforts effectively link academic learning with practical community empowerment by implementing outreach programs that address real-world gender issues. These initiatives explicitly promote fairness and protect the

rights of all community members, fostering inclusive participation and equitable opportunities.

Statement of the Program 5. Is there a significant relationship between the respondents' demographic profile and the extent

of Gender and Development mainstreaming in the curriculum?

Table 5. Spearman's Rho Test of Relationship between the respondents' demographic profile and the extent of Gender and Development mainstreaming in the curriculum

		Availability of Gender related activities	Use of Gender sensitive teaching strategies	Institutional research agenda	Interpretation	Decision
Age	Correlation Coefficient	.890**	.847**	.857**		
	Sig. (2-tailed)	<.001	<.001	<.001	Significant	Failed to accept Ho
Sex	Correlation Coefficient	.769**	.805**	.795**		
	Sig. (2-tailed)	<.001	<.001	<.001	Significant	Failed to accept Ho
Educational attainment Teacher	Correlation Coefficient	.771**	.737**	.745**		
	Sig. (2-tailed)	<.001	<.001	<.001	Significant	Failed to accept Ho
Years in Service Teacher	Correlation Coefficient	.847**	.838**	.839**		
	Sig. (2-tailed)	<.001	<.001	<.001	Significant	Failed to accept Ho

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

The results of the Spearman's rho correlation analysis indicated strong, positive, and statistically significant relationships between teacher demographic variables (age, sex, educational attainment, and years in service) and the availability of gender-related activities, the use of gender-sensitive teaching strategies, and the institutional research agenda (all $p < .001$). Correlation coefficients ranged from .737 to .890, with all values indicating very strong associations. These findings suggest that as teachers' age, sex, educational attainment, and years in service increase, so too does their engagement with and perception of Gender mainstreaming initiatives within the institution.

For instance, a Spearman's rank-order correlation was conducted to assess the relationship between respondents' age demographics and the extent of Gender and Development mainstreaming in the curriculum, specifically regarding the availability of gender-related activities. The results revealed a strong positive correlation ($\rho = .890, p < .001$), indicating a significant relationship between the respondents' age and the availability of gender-related activities in the curriculum, use of gender sensitive teaching strategies ($\rho = .847, p < .001$), and institutional research agenda ($\rho = .890, p < .001$). Since the p-value is less than 0.001, the null hypothesis (H_0) is rejected, confirming a significant relationship between age and the extent of GAD mainstreaming in the curriculum.

The significant correlations indicated that demographic factors are closely linked to the extent of participation in and implementation of gender-related activities, gender-sensitive teaching practices, and research agendas. Specifically, older teachers, those with more years of service, those with higher educational attainment, and those with different sex identities show greater engagement with gender and development integration. This pattern suggests that experience, professional development, and possibly institutional exposure or training contribute to greater awareness and active involvement in GAD initiatives among faculty.

These findings implied that teacher demographic diversity enhances the institution's capacity for effective gender

mainstreaming in teaching and research. However, the strong association also indicates that targeted interventions such as ongoing professional development and inclusive programming should be designed to engage teachers at all career stages and backgrounds, ensuring sustained and equitable participation. By leveraging the strengths of more experienced and highly educated faculty while supporting the growth of newer or less engaged teachers, the institution can further strengthen its gender equality efforts across all domains.

Escabarte et al. (2025) demonstrated that teachers' experience, background, and professional development are key factors influencing active participation in and the successful integration of Gender and Development (GAD) practices. Institutions with a diverse and experienced faculty tend to offer more inclusive programs, foster respect for all genders, and embed gender-sensitive approaches in both teaching and extension activities.

Statement of the Problem 6. Is there a significant relationship between the respondents' demographic profile and the extent of Gender and Development mainstreaming in research?

The Spearman's rho results revealed strong, positive, and statistically significant correlations between teacher demographics, age, sex, educational attainment, and years in service, and three key areas: the institutional research agenda, engagement in gender-related studies, and the dissemination and utilization of research findings (all $p < .001$). Correlation coefficients are notably high, especially for educational attainment, which shows coefficients of .890, .911, and .925, respectively. All measured relationships are significant at the 0.01 level, indicating robust associations between these demographic factors and institutional gender-related research initiatives.

Spearman's Rank-Order Correlation was conducted to examine the relationship between the respondents' demographic profile (age) and the extent of Gender and Development mainstreaming in research. The results revealed significant positive correlations between age and several aspects of GAD integration in research, including institutional

research agenda ($\rho = 0.886, p < .001$), gender-related studies ($\rho = 0.869, p < .001$), and dissemination and utilization ($\rho = 0.866, p < .001$). Since the p-values for all correlations are less

than .001, the null hypothesis (H_0) is rejected, indicating that age is significantly related to the extent of GAD mainstreaming in these research areas.

Table 6. Spearman's Rho Test of Relationship Between the Respondents' Demographic Profile and the Extent of Gender and Development Mainstreaming in Research

Profile	Variable	R	p	Interpretation	Decision
Age	Institutional research agenda	0.886	<.001	Significant	Failed to accept H_0
	Gender related studies	0.869	<.001		
	Dissemination and utilization	0.866	<.001		
Sex	Institutional research agenda	0.679	<.001	Significant	Failed to accept H_0
	Gender related studies	0.679	<.001		
	Dissemination and utilization	0.667	<.001		
Education	Institutional research agenda	0.890	<.001	Significant	Failed to accept H_0
	Gender related studies	0.911	<.001		
	Dissemination and utilization	0.925	<.001		
Years in Service	Institutional research agenda	0.882	<.001	Significant	Failed to accept H_0
	Gender related studies	0.874	<.001		
	Dissemination and utilization	0.869	<.001		

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

Table 7. Spearman's Rho Test of Relationship between the Respondents' Demographic Profile and the Extent of Gender and Development Mainstreaming in Extension Services

Profile	Variable	r	p	Interpretation	Decision
Age	Outreach Project	0.898	<.001	Significant	Failed to accept H_0
	Extension Service	0.851	<.001		
	Equality Promotion	0.861	<.001		
Sex	Outreach Project	0.764	<.001	Significant	Failed to accept H_0
	Extension Service	0.802	<.001		
	Equality Promotion	0.793	<.001		
Education	Outreach Project	0.777	<.001	Significant	Failed to accept H_0
	Extension Service	0.740	<.001		
	Equality Promotion	0.747	<.001		
Years in Service	Outreach Project	0.850	<.001	Significant	Failed to accept H_0
	Extension Service	0.839	<.001		
	Equality Promotion	0.841	<.001		

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

These results suggest that older teachers, those with more years of service, and those with higher educational attainment are more likely to participate in setting the institutional research agenda, conduct gender-related studies, and contribute to the dissemination and practical use of research findings. The significant correlation with sex, while slightly lower, still highlights the influence of gender identity on engagement with these institutional processes. This pattern reflects how professional maturity and academic achievement foster greater involvement and leadership in advancing gender-responsive research within the institution.

The findings implied that enhancing faculty diversity and academic qualifications further improved the institution's capacity to advance, disseminate, and utilize gender-related research. Professional development programs and mentorship opportunities targeted at less experienced or less involved teachers could help bridge any engagement gaps, ensuring that all faculty members are equally equipped and motivated to contribute to gender mainstreaming in research and its application. Promoting inclusivity and support across all demographic groups enhances the sustainability and effectiveness of gender-focused institutional initiatives.

The European Commission (2021) further emphasizes that teacher diversity and professional development are crucial for fostering a research culture that not only produces high-quality

gender studies but also ensures their findings are broadly disseminated and utilized to advance institutional and societal goals.

Statement of the Problem 7. Is there a significant relationship between the respondents' demographic profile and the extent of Gender and Development mainstreaming in extension services?

The Spearman's rho correlation analysis demonstrated strong, positive, and statistically significant relationships between teacher demographics (age, sex, educational attainment, and years of service) and their involvement in outreach projects, extension activities, and efforts to promote equality (all $p < .001$). Correlation coefficients are particularly high, with values ranging from .740 to .898, indicating robust associations across all measured variables. The highest correlations are observed with age (.898 for outreach projects) and years in service (.850 for outreach projects), reflecting very strong links between professional maturity and engagement in these activities.

Spearman's Rank-Order Correlation was conducted to assess the relationship between the respondents' demographic profile (age) and the extent of Gender and Development mainstreaming in extension services. The results revealed significant positive correlations between age and various aspects of GAD integration in extension services, including

outreach projects ($\rho = 0.898, p < .001$), extension services ($\rho = 0.851, p < .001$), and equality promotion ($\rho = 0.861, p < .001$). Since the p-values for all correlations are less than .001, the null hypothesis (H_0) is rejected, indicating a significant relationship between age and the extent of GAD mainstreaming in these areas of extension services.

These findings indicated that older teachers, those with more years in service, and those with higher educational attainment tend to be more actively engaged in outreach, extension, and equality-promoting activities. Additionally, sex also shows a significant positive relationship, suggesting that gender identity may influence the degree of teacher participation in these institutional efforts. Overall, the results highlight the importance of experience, professional background, and diversity in driving the successful implementation of outreach and equality initiatives.

The results implied that leveraging the expertise and experience of senior, highly educated faculty can be a valuable strategy for advancing outreach, extension, and equity

programs within the institution. However, the significant influence of demographic variables also underscores the need for targeted support and capacity-building initiatives for less experienced or less involved faculty members. By fostering an inclusive environment where all teachers, regardless of age, sex, or educational attainment, are encouraged and equipped to participate, the institution can maximize the impact and sustainability of its equality-promoting activities.

The success of programs such as the Gender-Responsive Extension Program (GREP) at Bukidnon State University (2025) and similar initiatives at Davao Oriental State University further illustrates how faculty diversity enhances engagement and the reach of extension work, especially when institutional leadership and training are in place.

Statement of the Problem 8. Is there a significant relationship between the extent of Gender and Development mainstreaming in the curriculum and the extent of Gender and Development mainstreaming in research?

Table 8. Spearman's Rho Test of Relationship Between the Extent of Gender and Development Mainstreaming in the Curriculum and the Extent of Gender and Development Mainstreaming in Research

Curriculum	Variable	R	p	Interpretation	Decision
Integration of gender-related concepts in subjects and courses	Inclusion of Gender in the Institutional Research Agenda	0.871	<.001	Significant	Failed to accept H_0
	Conduct of gender-related studies by teachers and students	0.843	<.001		
	Dissemination and utilization of gender-responsive research outputs	0.836	<.001		
Use of gender-sensitive teaching strategies	Inclusion of Gender in the Institutional Research Agenda	0.814	<.001	Significant	Failed to accept H_0
	Conduct of gender-related studies by teachers and students	0.793	<.001		
	Dissemination and utilization of gender-responsive research outputs	0.785	<.001		
Materials availability of gender-related activities	Inclusion of Gender in the Institutional Research Agenda	0.822	<.001	Significant	Failed to accept H_0
	Conduct of gender-related studies by teachers and students	0.800	<.001		
	Dissemination and utilization of gender-responsive research outputs	0.791	<.001		

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

Spearman's Rank-Order Correlation was conducted to examine the relationship between the extent of Gender and Development mainstreaming in the curriculum and in research. The results revealed significant positive correlations between the integration of gender-related concepts in subjects and courses and various aspects of GAD mainstreaming in research, including inclusion of Gender in the institutional research agenda ($\rho = 0.871, p < .001$), conduct of gender-related studies by teachers and students ($\rho = 0.843, p < .001$), and dissemination and utilization of gender-responsive research outputs ($\rho = 0.836, p < .001$). Since the p-values for all correlations are less than .001, the null hypothesis (H_0) is rejected, indicating a significant relationship between the extent of GAD mainstreaming in the curriculum and in research.

The Spearman's rho correlation analysis revealed strong, positive, and statistically significant relationships between the integration of gender-related concepts, use of gender-sensitive teaching strategies, and availability of gender-related activities

with the institutional research agenda, gender-related studies, and the dissemination and utilization of research findings ($p < .001$). Correlation coefficients ranged from .785 to .871, indicating robust associations. The integration of gender-related concepts exhibited the strongest correlations (up to .871 with the institutional research agenda). At the same time, both the use of gender-sensitive teaching strategies and the availability of gender-related activities also showed consistently high correlation values across all domains.

These results suggested that institutions where gender-related concepts are well integrated into academic and research activities, where gender-sensitive teaching strategies are commonly employed, and where gender-related activities are readily available tend to have a stronger institutional research agenda, more active engagement in gender-related studies, and more effective dissemination and utilization of research findings. This demonstrated that gender mainstreaming in teaching and campus activities is closely

linked with institutional advancement in gender-responsive research.

The findings implied that promoting the integration of gender concepts into curricula, enhancing gender-sensitive pedagogy, and increasing the availability of gender-focused activities can significantly strengthen an institution's overall research environment, particularly in gender and development topics. Institutions aiming to advance gender equality and research productivity should prioritize these strategies, as they not only foster a more inclusive academic culture but also drive the production and application of impactful, gender-responsive research.

Manuel (2024) emphasized that strong institutional support for gender-sensitive strategies enhances the translation of research findings into policy, practice, and extension activities. UNESCO (2024) further highlights that the systematic adoption of gender perspectives across teaching, research, and institutional activities leads to greater impact, better alignment with global equity goals, and improved outcomes in both academic and community settings.

Statement of the Problem 9. Is there a significant relationship between the extent of Gender and Development mainstreaming in the curriculum and the extent of Gender and Development mainstreaming in extension services?

Table 9. Spearman's Rho Test of Relationship Between the Extent of Gender and Development Mainstreaming in the Curriculum and the Extent of Gender and Development Mainstreaming in Extension Services

		r	p	Interpretation Decision	
Integration of Gender related concepts	Community outreach projects	0.986	<.001	Significant	Failed to accept Ho
	Participation in extension activities	0.954	<.001		
	Services for promoting equality	0.964	<.001		
Use of Gender sensitive teaching strategies	Community outreach projects	0.923	<.001	Significant	Failed to accept Ho
	Participation in extension activities	0.981	<.001		
	Services for promoting equality	0.969	<.001		
Availability of Gender related activities	Community outreach projects	0.933	<.001	Significant	Failed to accept Ho
	Participation in extension activities	0.993	<.001		
	Services for promoting equality	0.981	<.001		

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

Spearman's Rank-Order Correlation was conducted to examine the relationship between the extent of Gender and Development (GAD) mainstreaming in the curriculum and in extension services. The results revealed significant positive correlations between the integration of gender-related concepts in the curriculum and various aspects of GAD mainstreaming in extension services, including community outreach projects ($\rho = 0.986, p < .001$), participation in extension activities ($\rho = 0.954, p < .001$), and services on promoting equality ($\rho = 0.964, p < .001$). Since the p-values

for all correlations are less than .001, the null hypothesis (H_0) is rejected, indicating a significant relationship between the extent of GAD mainstreaming in the curriculum and in extension services.

The Spearman's rho correlation analysis demonstrated extremely strong, positive, and statistically significant relationships between the integration of gender-related concepts, the use of gender-sensitive teaching strategies, and the availability of gender-related activities, with community outreach projects, participation in extension activities, and services promoting equality ($p < .001$). Correlation coefficients are exceptionally high, ranging from .923 to .993, with the strongest association observed between the availability of gender-related activities and participation in extension activities. All coefficients indicate almost perfect correlations.

These findings suggested that the more an institution integrates gender-related concepts, employs gender-sensitive teaching methods, and offers gender-related activities, the greater the engagement in community outreach, participation in extension activities, and services aimed at promoting equality. The results underscore a direct and powerful link between gender mainstreaming in academic and extracurricular settings and the institution's ability to mobilize and sustain equality-driven community and extension services.

The exceptionally high correlations implied that efforts to enhance gender integration in teaching, campus life, and programming can dramatically improve participation and outcomes in outreach, extension, and equality-promotion services. Institutions seeking to advance gender equality and community engagement should prioritize comprehensive gender mainstreaming strategies, as these not only foster a more inclusive educational environment but also maximize the effectiveness and reach of their social and community initiatives.

Brion and Reginaldo (2021) demonstrated that institutions that embed gender perspectives in curriculum, teaching, and program design are more effective in fostering inclusive, equitable, and community-responsive extension services. This highlights that integrating GAD principles within academic settings directly fuels greater faculty and student engagement in outreach and extension activities that promote gender equality, respect, and empowerment.

Statement of the Problem 10. Is there a significant relationship between the extent of Gender and Development mainstreaming in the research and the extent of Gender and Development mainstreaming in extension services?

A Spearman's Rank-Order Correlation was conducted to assess the relationship between the extent of Gender and Development mainstreaming in research and the extent of GAD mainstreaming in extension services. The results revealed significant positive correlations between the institutional research agenda and community outreach projects ($\rho = 0.883, p < .001$), gender-related studies and community outreach projects ($\rho = 0.855, p < .001$), and dissemination and utilization of gender-responsive research and community outreach projects ($\rho = 0.848, p < .001$). Since the p-values for all correlations are less than .001, the null hypothesis (H_0) is

rejected, indicating a significant relationship between the extent of GAD mainstreaming in research and extension services.

Table 10. Spearman's Rho Test of Relationship Between the Extent of Gender and Development Mainstreaming in the Research and the Extent of Gender and Development Mainstreaming in Extension Services

		r	P	Interpretation	Decision
Community outreach projects	Institutional research agenda	0.883	<.001	Significant	Failed to accept Ho
	Gender related studies	0.855	<.001		
	Dissemination and utilization	0.848	<.001		
Participation in extension activities	Institutional research agenda	0.834	<.001	Significant	Failed to accept Ho
	Gender related studies	0.811	<.001		
	Dissemination and utilization	0.803	<.001		
Services for promoting equality	Institutional research agenda	0.842	<.001	Significant	Failed to accept Ho
	Gender related studies	0.818	<.001		
	Dissemination and utilization	0.81	<.001		

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

The Spearman's rho correlation analysis revealed strong, positive, and statistically significant relationships between community outreach projects, participation in extension activities, and services promoting equality, with the institutional research agenda, gender-related studies, and the dissemination and utilization of research findings ($p < .001$). Correlation coefficients range from .803 to .883, indicating consistently strong associations across all domains. The highest correlation is observed between community outreach projects and the institutional research agenda. At the same time, strong connections also exist for participation in extension activities and services promoting equality within each research-related domain.

These findings indicate that greater involvement in community outreach, extension activities, and equality-promoting services is closely linked to a stronger institutional focus on gender-responsive research, increased engagement in gender-related studies, and more effective dissemination and use of research outcomes. This suggests that active community and extension engagement not only reflects but also reinforces an institution's research culture and its commitment to gender and development initiatives.

The strong positive correlations implied that universities and institutions aiming to strengthen their gender-responsive research agenda and maximize the impact of gender-related studies should invest in robust community outreach and extension programs. Fostering synergy between research and community initiatives enhances both knowledge creation and real-world application, ultimately advancing institutional goals around gender equality and social inclusion.

Bustamante-Mora et al. (2024) demonstrated that when universities intentionally integrate gender equity into the

planning and implementation of outreach initiatives, these efforts not only empower communities but also directly inform and enhance institutional research priorities and knowledge transfer.

Statement of the Problem 11. Based on the findings, what training design may be proposed to strengthen gender mainstreaming in higher education further?

The researcher proposed a training design program, Advancing Gender Mainstreaming for Inclusive and Sustainable Higher Education, to further strengthen gender mainstreaming in higher education.

1. Rationale

The proposed training design program is grounded in the comprehensive findings that demonstrate both progress and persistent gaps in gender mainstreaming across curriculum, research, and extension services in higher education. Despite a great extent of Gender and Development integration reported by both teachers and students, the data reveal areas where mainstreaming is less consistent, particularly in assessment practices, research support, and extension worker training. Addressing these gaps requires targeted, systematic interventions that move beyond policy awareness to full implementation, ensuring that gender equality is not only a guiding principle but a lived reality throughout all institutional functions.

A multi-faceted approach is vital for achieving sustainable and meaningful outcomes. By focusing on curriculum integration, research, extension services, capacity building, and policy support, the recommendations ensure that gender perspectives are embedded at every level of academic life. Strategic planning, regular monitoring and evaluation, and dedicated funding are essential for institutionalizing these efforts. Leadership from GAD focal persons, curriculum and research committees, and university administrators is crucial for driving the process. At the same time, capacity-building activities will empower faculty and staff to translate gender policies into everyday teaching, research, and community engagement practices.

Ultimately, these recommendations aim to establish a culture of inclusivity and equity that benefits all students, faculty, and stakeholders. By fostering an environment where gender equality is visible in curricula, research outputs, outreach activities, and institutional governance, higher education institutions can serve as models for social transformation. The expected outcomes, improved student awareness, high-quality gender-responsive research, empowered communities, and accountable leadership, align with both national mandates and global sustainable development goals, ensuring that higher education meaningfully contributes to the advancement of gender equality in society.

2. General Objectives:

The general objectives of the Training Design for HEI Faculty and Staff: Building Gender-Responsive Academic and Community Practices include enhancing gender sensitivity and awareness to increase the understanding of gender issues among faculty and staff, fostering an inclusive and gender-sensitive campus environment; equipping faculty and staff

with gender-responsive teaching and community practices to provide the necessary tools, knowledge, and skills for integrating gender equality into academic curricula, research, and community engagement activities; Promote Gender Mainstreaming in Higher Education Institutions or HEI to enable faculty and staff to effectively mainstream gender considerations into their teaching, administrative, and leadership practices, ensuring gender equality is reflected across all areas of HEI operations; strengthening capacities for inclusive and sustainable education to empower faculty and staff to adopt practices that support gender equity and contribute to the creation of inclusive, diverse, and sustainable academic and community environments; fostering institutional commitment to gender equality to support the development of a long-term, institution-wide approach to gender mainstreaming that promotes sustainable gender equality in both academic and non-academic spheres.

3. Specific Objectives

By the end of the training, participants will be able to: identify and analyze gender issues and barriers to equality in higher education; integrate gender-sensitive approaches into course design, teaching methodologies, and assessment tools; use gender-responsive strategies in research and community engagement initiatives; advocate for and support institutional policies that promote gender equality in the workplace and classroom; and develop and implement gender equality action plans for their respective departments or units.

4. Target Participants

This training program is designed for: faculty members across all disciplines in higher education institutions; administrative staff involved in academic, research, and community service functions; and institutional leaders responsible for policy development and strategic planning.

5. Content Outline

The training program will cover the following modules: (1) Introduction to Gender and Development: Key concepts, history, and principles of gender equality; (2) Gender Sensitivity and Awareness: Identifying and addressing gender biases in higher education; (3) Gender-Responsive Teaching and Curriculum Development: Practical strategies for integrating gender equality into the curriculum and teaching practices; (4) Gender-Responsive Research: Conducting research with a gender lens and promoting gender-responsive

methodologies; (5) Gender in Community Engagement: Designing and implementing community outreach projects that promote gender equality; and (6) Institutional Gender Mainstreaming: How to embed gender equality across institutional policies and practices.

6. Strategies

The program will employ a variety of training methods, including lectures and discussions to provide foundational knowledge on gender issues; case studies and group activities to develop problem-solving skills and practical applications; workshops and role-playing exercises to simulate real-life scenarios and enhance participatory learning; and self-assessment and reflection sessions to encourage personal growth and professional development.

7. Time Frame

The training program schedule will be customized as needed, with sessions organized as follows:

Day 1-2: Core concepts, gender sensitivity, and curriculum integration.

Day 3: Gender-responsive research and community engagement.

Day 4-5: Institutional gender mainstreaming and action planning.

8. Expected Outcomes

By the end of the training program, the following outcomes are expected: increased awareness of gender-related issues and biases among faculty and staff; enhanced capacity of faculty and staff to implement gender-responsive teaching, research, and community practices; strengthened commitment to advancing gender mainstreaming efforts at the institutional level; development of practical action plans for gender integration within each participant's department or unit; and improved institutional environment that fosters inclusivity, equality, and diversity for all students and staff.

9. Evaluation and Follow-up

Post-training surveys will be conducted to assess the effectiveness of the training. Follow-up support will be provided through online platforms, mentoring, and ongoing resources to ensure the successful implementation of gender-sensitive practices. Periodic assessments will be conducted to track progress on gender mainstreaming initiatives within the institution.

Table 11. Training Design for HEI Faculty and Staff Building Gender-Responsive Academic and Community Practices: Advancing Gender Mainstreaming for Inclusive and Sustainable Higher Education

Key Areas	Objective	Strategies	Key Persons	Funding	Time Frame	Expected Outcome and Evidence
Curriculum Integration of GAD	Deepen and sustain the integration of Gender and Development principles across all academic disciplines.	Planning: Conduct a curriculum audit to identify gaps in GAD content and develop a roadmap for comprehensive integration.	School head	Course development	School year	All courses demonstrate consistent gender mainstreaming, resulting in improved student awareness and attitudes toward gender equality.
Integration of Gender-Related Concepts in Subjects and Courses	To incorporate gender-related concepts into all relevant subjects and courses across the curriculum.	Implementation: Embed gender concepts and case studies in all course syllabi, not just in the social sciences.	GAD focal person,	Development of new courses or modules on gender-related topics: ₱7,000	6-8 months	Gender-related concepts are integrated into 80% of relevant courses.
Use of Gender-Sensitive Teaching Strategies and Materials	Review and revise existing syllabi to include gender-	Monitoring and Evaluation: Establish	Curriculum development officer	Research and content creation for gender-inclusive course materials:	Ongoing with quarterly activities	Faculty trained on incorporating GAD in the curriculum.
			Gender and Development coordinator			
			Faculty			

Availability of gender-related activities	related topics. Develop new courses or modules focused on gender equality and diversity. Conduct faculty workshops to enhance awareness and skills for integrating GAD concepts into teaching materials. To ensure that all teaching strategies and materials are gender-sensitive and promote inclusivity. To ensure that gender-related extracurricular activities, such as workshops, forums, and advocacy campaigns, are regularly available for students.	regular reviews of teaching materials and student feedback mechanisms on gender sensitivity. Develop guidelines for gender-sensitive teaching practices. Review and adapt existing teaching materials to ensure they reflect gender equality. Provide ongoing training for faculty on creating gender-sensitive instructional materials. Organize regular gender-awareness forums and campaigns for students. Partner with gender advocacy groups to hold workshops and seminars. Create a committee to plan and implement gender-related activities.	coordinators Faculty development coordinator Gender and development coordinator Teaching resource Student affairs coordinator GAD program director Campus event organizers	₱5,000 Faculty Workshops and Training Fees for facilitators and trainers (experts in Gender and Development): ₱4,500 Venue and logistics for workshops (space rental, refreshments, materials): ₱2,500 Training materials (handouts, guides, presentation materials): ₱1,500 Teaching Materials Creation or adaptation of gender-sensitive textbooks, resources, and online content: ₱2,000 Printing and production of gender-inclusive teaching materials: ₱1,000 Monitoring and Evaluation Tools for assessing the effectiveness of gender integration in courses: ₱1,250 Data collection and reporting: ₱1,000 Events (Gender-Related Activities) Organization of forums, workshops, and campaigns: ₱5,000 Venue rental and logistics for events (space rental, refreshments, equipment): ₱2,500 Promotional Materials Design and printing of posters, flyers, and banners for events: ₱2,000 Production of digital materials (social media	100% of faculty are trained on gender-sensitive teaching practices. All course materials updated to be gender-inclusive At least 4 gender-related activities are organized per semester. Increased student participation in gender-focused events.
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				graphics, videos): ₱1,500 Partnerships Collaboration with gender advocacy groups for event facilitation: ₱1,500 Honorarium for guest speakers or facilitators: ₱1,000		
GAD in research Inclusion of Gender in the Institutional Research Agenda Conduct of Gender-Related Studies by Teachers and Students Dissemination and Utilization of Gender-Responsive Research Outputs	Promote and support gender-responsive research among faculty and students. To integrate Gender and Development issues into the institutional research agenda, ensuring that gender-related research is prioritized and included in institutional planning. Review and revise the institutional research agenda to include specific gender-focused research areas. Develop and distribute guidelines for gender-sensitive research to faculty and researchers. Organize workshops on integrating GAD perspectives into institutional research projects. To encourage and support both faculty and students in conducting gender-related studies, and promote gender equality in academic research. To ensure that gender-responsive research findings are disseminated and applied effectively within and outside the institution.	Planning: Develop institutional guidelines and incentives for GAD-focused research projects. Implementation: Provide research grants and technical assistance for studies on gender issues; require research proposals to consider gender perspectives where relevant. Monitoring and Evaluation: Track the number and impact of gender-related studies published, presented, and utilized in institutional policy. Provide research grants or incentives for gender-related studies. Organize seminars and workshops on gender-sensitive research methodologies. Create research support groups or networks for students and teachers working on gender topics. Establish platforms for sharing gender-related research outputs, such as seminars or conferences. Publish gender-responsive research in peer-reviewed journals and other academic platforms. Develop partnerships with external organizations to implement gender-responsive research findings in the community.	Research office, GAD focal person, Faculty advisers Gender and Development coordinator Faculty research coordinators Research coordinator Faculty research coordinators Gender and Development program coordinator Research coordinator Faculty research coordinators External relations officer		The start of the school year is coming up with bi-annual reviews	Increased number and quality of gender-responsive research outputs, with greater application of findings in institutional policy and practice. Gender-related topics are included in 100% of the institution's research agendas. Faculty members are trained in gender-sensitive research practices. Increased dissemination of gender-responsive research outputs. Effective application of research findings in community or institutional policy-making.
Extension and Outreach Services	Enhance the gender responsiveness of extension programs and community engagement activities.	Planning: Map community needs and co-design outreach programs with gender equality as a core principle. Implementation: Ensure equal participation opportunities for all genders in every outreach activity and prioritize projects that address	Extension Office, GAD Coordinator, Community Partners.	Year round		Extension programs that are inclusive and equitable, resulting in measurable improvements in gender empowerment and rights protection at the community level.

		gender gaps in the community. Monitoring and Evaluation: Use participatory evaluation tools to gather feedback from both male and female beneficiaries and adjust programs accordingly.				
Capacity Building and Faculty Development	Increase faculty and staff competence in gender mainstreaming.	Planning: Assess training needs and develop a comprehensive GAD capability-building plan. Implementation: Conduct regular seminars, workshops, and peer learning sessions on gender sensitivity, inclusive pedagogy, and research. Monitoring and Evaluation: Pre- and post-training assessments, follow-up surveys, and evaluation reports.	Human Resource Office, GAD Focal Person, External GAD Experts.	Semi-annual		Faculty and staff demonstrate improved ability to mainstream Gender in their teaching, research, and service functions.
Institutional Policy and Governance	Ensure sustainable and accountable gender mainstreaming through strong policy support and leadership.	Planning: Review and update institutional GAD policies to align with current national mandates and best practices. Implementation: Institutionalize GAD focal offices at the college and unit level and ensure clear reporting lines. Monitoring and Evaluation: Regular GAD audits and accountability reports submitted to governing bodies.	University President, GAD Director, Governing Board.			Sustainable gender mainstreaming with clear accountability, improved compliance, and institutional recognition as a gender-responsive academic community.

m².”

IV. CONCLUSION

1. The majority of teacher respondents were young, early-career females with a master's degree. In contrast, most student respondents were young females enrolled in Agriculture, Forestry, and Environment Studies, primarily in their third year. This showed that teachers were predominantly early in their professional careers and academically qualified, while students were mainly young, female, and pursuing specialized studies in agriculture and related fields.
2. There was a very high level of GAD integration in the curriculum and academic environment, as perceived by both teachers and students. This explained that the institution strongly promoted gender inclusivity and awareness, ensuring that gender equality principles were actively incorporated into teaching practices, course content, and academic programs.
3. GAD was well-embedded in institutional research, with strong support for gender perspectives across faculty and student research activities, suggesting that the institution prioritized gender-responsive research and encouraged the production and use of studies that advanced gender equality and informed institutional policies and practices.
4. GAD was highly mainstreamed in extension and outreach services, promoting equal participation and gender-sensitive practices in community engagement. This showed that the institution was committed to fostering inclusivity and equality beyond the classroom, ensuring that community programs and outreach activities addressed gender issues and provided fair opportunities for all participants.
5. There were strong, statistically significant relationships between teacher demographics and the extent of GAD mainstreaming in curricular activities. Statistical analysis of survey data showed significant associations between demographic variables (age, sex, education, years in service) and reported GAD activities. This suggested that a teacher's personal and professional background influenced their level of engagement and effectiveness in implementing GAD initiatives within the curriculum, confirming the impact of personal background on GAD implementation.
6. Teacher demographic factors were strongly and significantly correlated with engagement in gender-responsive research and dissemination of gender-related findings. These demonstrated that characteristics such as age, sex, education level, and years of service played a key role in shaping teachers' involvement and commitment to

conducting and sharing research that advanced gender equality within the institution.

7. Teacher demographics had a significant positive influence on participation in gender-responsive extension activities and outreach projects. This suggested that teachers' personal and professional characteristics contributed to their willingness and effectiveness in leading and engaging in extension initiatives that promoted gender equality and inclusive community development.
8. There was a strong, significant relationship between the level of GAD integration in the curriculum and its mainstreaming in research activities. This meant that institutions with a high degree of GAD integration in their teaching practices and course content were also more likely to prioritize and support gender-responsive research initiatives.
9. Extremely strong, positive, and significant relationships existed between GAD integration in curriculum and the effectiveness of gender mainstreaming in extension services. This explained that when GAD principles were thoroughly incorporated into educational programs and classroom practices, they also translated into more effective and inclusive extension and outreach activities, ensuring that gender equality was promoted both within the institution and in its community engagements.
10. GAD mainstreaming in research significantly correlated with the success of gender-responsive extension services and outreach projects, demonstrating that strong gender integration in research activities enhanced the effectiveness and impact of extension and community programs. This suggested that research focused on gender issues informed and strengthened outreach efforts, leading to more inclusive and equitable community engagement.
11. Targeted, systematic interventions were needed to further institutionalize GAD, ensuring that gender equality was operationalized in all academic, research, and community functions, and suggesting that, while progress had been made, sustained and strategic efforts were essential to fully embed GAD principles across all areas of the institution.

V. ETHICAL CONSIDERATION

This study ensured strict adherence to the principles of respect, integrity, and confidentiality. All participants were thoroughly informed and briefed about the study's purpose, procedures, potential risks, and expected benefits. Participation was voluntary, and respondents were allowed to withdraw from the study at any time without penalty or repercussion.

All data were stored securely, and participant anonymity was ensured using coded identifiers to protect their privacy. Institutional ethical considerations were fully adhered to in this study, and all applicable data protection laws were observed to ensure that the information obtained was used responsibly and not misused.

Furthermore, measures were taken to minimize risks and protect the well-being of all participants throughout the research process, thereby upholding the highest ethical standards in conducting educational research.

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