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## **GAD-KNOWS: A HANDY GUIDE TOWARDS IMPROVED AWARENESS OF TEACHERS IN GENDER AND DEVELOPMENT**

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### **ABSTRACT**

This study aimed to assess the level of awareness knowledge of teachers before and after the implementation and dissemination of the material (brochure) GAD-Knows: A Handy Guide Towards Improved Awareness of Teachers in Gender and Development. This also deals with the issues and challenges encountered in raising the awareness of teachers in Gender and Development. Mixed method research design was utilized in this study employing survey and interview as data gathering method. The participants of this study were all teachers and a Principal in Prenza Elementary School. The result reveals that in terms of level of awareness, that the respondents were somewhat aware before the implementation of GAD-knows brochure guide while they attained a extremely aware level after. Significant difference between the scores signified the effectiveness of the material. Lack of traning and and resources are the most common issues and challenges in raising their awareness about Gender and Development which was met and solved by the dissemination of the material.

**Keywords:** *GAD, awareness, guide, time, resources, time*

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## CONTEXT AND RATIONALE

Raising awareness about Gender and Development is essential for promoting gender equality and fostering sustainable development. While progress has been made in some areas, concerted efforts are still required to overcome cultural barriers and institutional resistance.

Although we are aware that educational institutions and government agencies have a key role in promoting GAD by integrating gender perspectives into curricula and policies, allocating resources for gender-sensitive programs and ensuring that policies are enforced have always been a challenge.

Resource limitations are a significant challenge in raising GAD awareness. Moser (1993) identifies inadequate funding as a primary obstacle for many GAD initiatives. Programs aimed at raising gender awareness often require substantial financial resources for outreach, education, and capacity-building efforts. However, GAD programs are frequently underfunded, particularly in low-income countries where governments prioritize economic development over gender equality. Furthermore, UNESCO (2014) emphasizes the role of education in promoting gender awareness but notes that many educational institutions lack the resources to implement gender-sensitive curricula. This results in missed opportunities to influence young people's attitudes toward gender at an early age, further entrenching traditional gender norms.

Prenza Elementary School, also faces the same challenge of lacking enough resources and funds to conduct programs and trainings in raising their awareness about Gender and Development. Schools can be powerful sites for promoting GAD awareness and advancing

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gender equality (Leach et al., 2010) therefore it is deemed appropriate for the teachers to raise their awareness about Gender and Development and in turn can contribute to foster more inclusive attitudes among learners as well.

In respect to this, the researcher found it necessary to embark on the study to identify level of awareness of teachers in Prenza Elementary School about GAD. In the end, the study proposed a material that helped them increase their knowledge and awareness about Gender and Development.

### **Innovation, Intervention, and Strategy**

With the improvement in mind, there is always constant search for innovation, intervention, and strategy. This study utilized the framework presented in Figure 1.

"GAD-Knows" is a handy, user-friendly and introductory brochure guide to improve awareness of teachers in Gender and Development. It gives the basic and foundation and information in Gender and Development as to its Content and Objectives, Guidelines, and Principles. Its implementation revolved around five steps. The first step was the conduct of pre-test. The teachers accomplished the pre-test to assess the level of their awareness in Gender and Development. As an output itself, GAD-Knows, a handy guide was crafted. The brochure aims to provide an introductory guide to understanding Gender and Development and ways to actively promote gender equality. The design, layout and icons used in the brochure were considered for the better understanding of the content. After crafting the material, the next step was to disseminate and distribute the brochure among teachers. After

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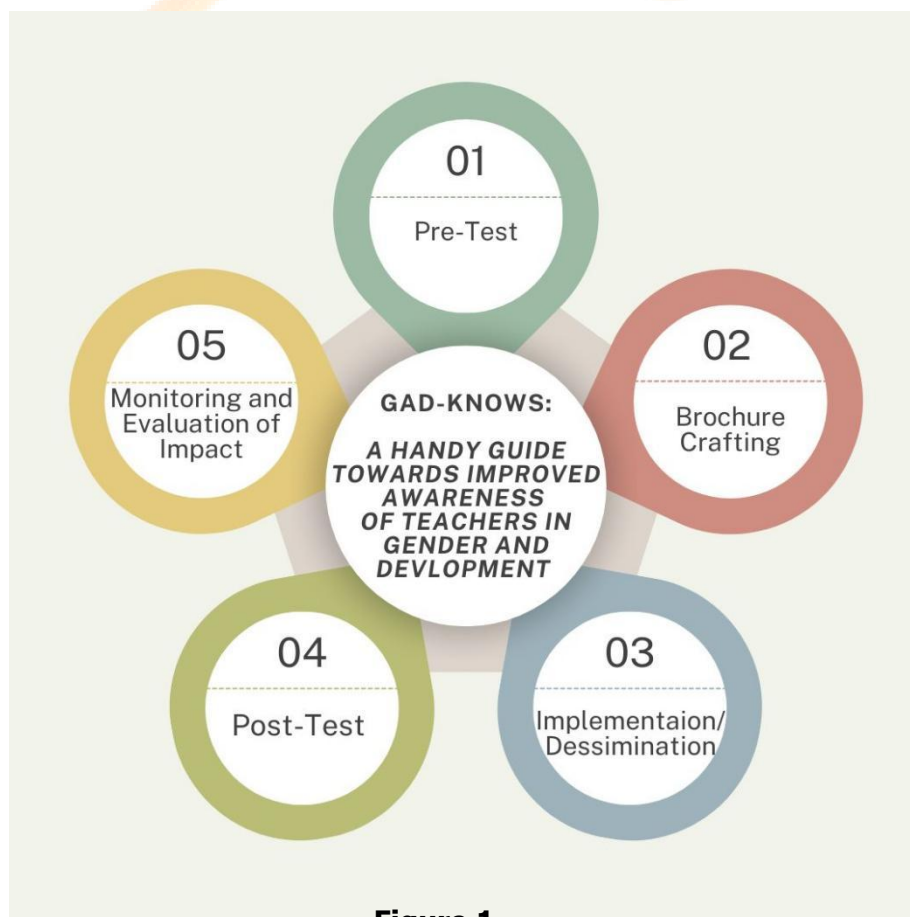
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this, a post-test was given to determine whether the teachers improved their awareness in GAD.

Lastly, monitoring and feed backing mechanism is expected to take place continuously in terms of updating contents and improving the material to be not only informative but also engaging and effective in achieving the communication goals. Including a way for readers to provide feedback or ask questions, which can inform future materials is a consideration.

**Figure 1**  
**Framework for GAD-KNOWS**



**Figure 1**  
**Framework for GAD-KNOWS**

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This material was conceptualized to help the school disseminate information about Gender and Development in a more economic but effective way. Since the school identified the challenges and is struggling with funds, resources and time for expensive trainings about Gender and Development, the expectation was to suffice the gap using the user-friendly GAD-Knows brochure to help teachers improve their GAD awareness.

### Action Research Questions

This study aimed to propose a material which will help teachers to raise their awareness in Gender and Development.

Specifically, this study sought to answer the following questions:

1. What is the level of awareness of the teachers in Gender and Development before the implementation and dissemination of GAD-Knows brochure guide?
2. What is the level of awareness of the teachers in Gender and Development after the implementation and dissemination of GAD-Knows brochure guide?
3. Is there a significant difference on the level of awareness of the teachers in Gender and Development before and after the implementation and dissemination of GAD-Knows brochure guide?
4. What are the challenges encountered by teachers in raising their awareness in Gender and Development.

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## Action Research Methods

### *Participants and other Sources of Data and Information*

The researcher used the mixed method research design. This research design is the appropriate research design as it sought to determine the level of awareness of the teachers in Gender and Development as well as the challenges in raising their GAD awareness. This study utilized a survey questionnaire and interview guide as instruments of this study. The survey questionnaire was used to determine the level of awareness of the teachers in Gender and Development. On the other hand, the interview guide was used to explore the challenges faced by teachers that prevented them to raise their awareness about GAD.

The participants in this study were comprised of the teachers and principal. Consensus was applied as all the teachers and principal in Prenza Elementary School were asked to participate in this study. Fifteen teachers and one principal participated in this study with a total of 16 respondents.

### *Data Gathering Methods*

The researcher wrote a request letter to the school head in order to seek approval for the conduct of the study. Upon approval, the researcher asked the consent of the participants of the study. The participants of this study was asked to answer the pre-assessment. The pre-assessment is composed of 30 questions from the three major categories about Gender and Development. An interview was also conducted focusing on the challenges met by the teachers in raising their awareness in Gender and Development. The data were analyzed and

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interpreted to form conclusions. The transcript of the interview was arranged into themes. In order to interpret the result, thematic-deductive analysis was used. The names of the teachers were kept confidential. Only the researcher was able to access the responses of the teachers. It was deleted after analysis and interpretation of data.

Likert scale in conjunction with mean and ranking scheme was utilized to treat the data statistically.

## Verbal Interpretation

## Range

Extremely Aware	5
Moderately Aware	4
Somewhat Aware	3
Slightly Aware	2
Not at all Aware	1

For the efficient treatment of the data that was gathered, the following statistical tools were used.

**Composite mean.** This was used to identify the level of awareness of teachers in Gender and Development before and after the implementation of the material.

**t-test.** This was used to determine the significant difference on the level of awareness of teachers in Gender and Development before and after the implementation of the material.

## DISCUSSION OF RESULTS AND REFLECTION

This section presents the findings of this study. The data gathered were analyzed and interpreted.

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## 1. Level of Awareness of Teachers in Gender and Development before the Implementation of GAD-KNOWS Brochure Guide.

The level of awareness of teachers in Gender and Development was assessed in this study. Before the implementation and usage of GAD-KNOWS Brochure Guide, the teachers were given a test in order to determine whether they possess the basic knowledge regarding GAD. Table 1 shows the result of the pre-assessment.

**Table 1**  
**Level of Awareness of the Respondents in Gender and Development After the Usage of GAD-KNOWS Brochure Guide**

Items	Weighted Mean	Verbal Interpretation	Rank
Objectives and Content	2.91	Somewhat Aware	5
Goals	3.69	Moderately Aware	3
Vision	3.79	Moderately Aware	2
Strategies	3.13	Somewhat Aware	4
Principles	3.85	Moderately Aware	1
<b>Composite Mean</b>	<b>3.47</b>	<b>Somewhat Aware</b>	

**Table 1**  
**Level of Awareness of the Respondents in Gender and Development**

Table 1 reveals that the respondents of Prenza Elementary School were somewhat aware on the Gender and Development as to its objectives and content, guidelines and

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principles. This may be because of the limited trainings conducted regarding Gender and Development.

## 2. Level of Awareness of Teachers in Gender and Development after the Implementation of GAD-Knows Brochure Guide.

The researcher assessed the level of awareness of teachers after the usage and dissemination the GAD-Knows Brochure Guide. This was done after the the brochure was given to the teachers during the recent School GAD training held. Table 2 presents the result of the post-assessment

<b>Table 2</b>			
<b>Level of Awareness of the Respondents in Gender and Development After the Usage of GAD-KNOWS Brochure Guide</b>			
<b>Items</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
Objectives and Content	4.41	Moderately Aware	5
Goals	4.90	Extremely Aware	3
Vision	4.83	Extremely Aware	4
Strategies	4.91	Extremely Aware	1.5
Principles	4.91	Extremely Aware	1.5
<b>Composite Mean</b>	<b>4.79</b>	<b>Extremely Aware</b>	

Generally, the result reveals that after the dissemination and usage of GAD-Knows Brochure Guide, the teachers became extremely aware in Gender and Development as to its objectives and content, guidelines and principles. This means that the brochure was effective

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and helped the teacher towards improved awareness in Gender and Development. This may be due to the concise and clear explanation of Gender and Development in the brochure. In relation, Wakefield et al. (2010) mentioned the effectiveness of brochures in raising awareness, which is applicable in GAD initiatives.

### 3. Significant Difference on the Level of Research Knowledge

To tell whether the GAD-Knows Brochure Guide has been effective, the researcher determined the significant difference of the result of the pre-test and post-test. The result was shown in Table 3.

Table 3	
Difference on the level of Teachers' GAD Awareness	
Tabular value	$\pm 2.306$
Computed value	-6.17
p-value	0.000267
Decision	Reject
Interpretation	Significant

The p-value of 0.000267 is less than 0.05. Therefore, the null hypothesis is rejected. There is a significant difference on the level of awareness of teachers in Gender and Development before and after the dissemination and usage of GAD-Knows Brochure Guide. This means that the utilization of material, it being user-friendly, improved the awareness of teachers in GAD. This may be due to the good features that GAD-Knows brochure has, such as its conciseness and creative layout. Its feature of having icons also made it easier for the reader to understand and easily remember the contents of the brochure. Aside from the fact

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that the brochure is handy, this is also more economic in terms of disseminating important matters about GAD to a larger scale of audience than conducting frequent training.

#### **4. Challenges Encountered in Raising Awareness of Teachers in Gender and Development.**

The researcher conducted an interview among the teachers regarding the challenges they encountered in raising their awareness in Gender and Development. One theme has been generated as to professional barrier.

Professional. There are professional concerns that the teachers encountered which became barriers on raising their awareness in Gender and Development. The teachers identified that the lack of training and proper resources hinder them to raise their awareness about Gender and Development. Some of the participants said,

"Needs training (P8)"

"Lack of funds for training(P2)"

"Don't have access to material(P5)"

Consequently, on a global scale many educational institutions do not integrate gender studies into their curricula, leading to a lack of awareness among future professionals(Acker, S.,1994), therefore, materials such as GAD-Knows brochure guide can be of big help to solve this gap.

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## Action Plan

Activity	Timeline	Resources
Communicate with the school heads of Lian District regarding the crafted project	November 2024	Local Fund
Seek the approval of the dissemination of the proposal to disseminate and distribute the material	November 2024	Local Fund
Distribute the material among teachers	November 2024	Local Fund
Conduct a monitoring and evaluation on the impact of the material	November 2023 – December 2023	Local Fund
Analyze the data gathered from the monitoring and evaluation	January 2024	Local Fund
Make the necessary adjustments and re-evaluate	February 2024	Local Fund

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