



**EXTENT OF IMPLEMENTATION OF INCLUSIVE AND GENDER-RESPONSIVE
PROGRAMS IN PINAMOPOAN NATIONAL HIGH SCHOOL:
BASIS FOR AN INTERVENTION PLAN**

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ABSTRACT

This study seeks to determine the extent of implementation of inclusive and gender-responsive programs in Pinamopoan National High School. The findings of this research served as basis for developing an intervention plan that aims to strengthen the school's inclusive and gender-responsive initiatives, thereby contributing to the creation of a more equitable, supportive, and learner-centered educational environment. Employing descriptive-correlational research design, this research involved twenty-three (23) teachers, and 1 school head. The study revealed a significant relationship between the extent of implementation of inclusive education program in school in terms of teachers' teaching competence in monitoring and evaluation, teaching strategies, classroom management, training and programs, facilities, instructional materials, financial resources, and teachers' workload and the extent of implementation of gender-responsive education program in school in terms of learner's development, curriculum standards, learning delivery, learning environment, learning resources and assessment. The findings imply that inclusive education and gender-responsive

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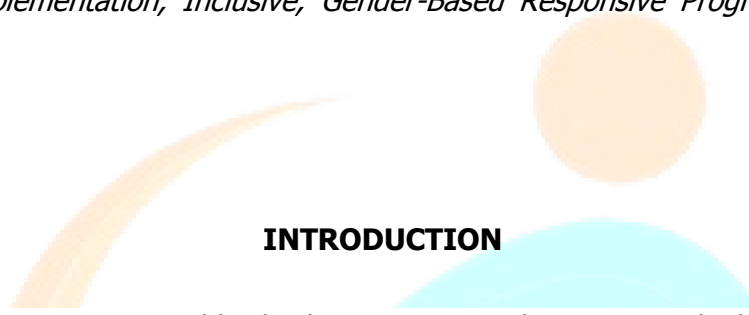
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education programs are interconnected that complement one another in promoting equitable, accessible, and learner-centered education. Schools that effectively implement inclusive education practices are more likely to establish gender-sensitive policies, equitable learning opportunities, inclusive classroom environments, and fair assessment practices.

Keywords: *Implementation, Inclusive, Gender-Based Responsive Programs, Intervention Plan*



INTRODUCTION

Education systems worldwide have increasingly recognized the importance of promoting inclusive and gender-responsive learning environments to ensure equitable access to quality education for all learners. Inclusive education emphasizes the provision of appropriate learning opportunities for students regardless of gender, disability, socio-economic background, or cultural differences. It aims to remove barriers that hinder participation and learning, thereby promoting equality and social justice in educational institutions. Schools therefore play a vital role in fostering environments where diversity is respected, and all learners are supported to reach their full potential.

In the Philippines, inclusive and gender-responsive education has been strengthened through policies and programs implemented by the Department of Education. These initiatives are guided by national policies such as the Gender-Responsive Basic Education Policy and Gender and Development (GAD) programs, which aim to ensure that schools promote gender

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equality, prevent discrimination, and create safe learning spaces for all learners. These programs are also aligned with international commitments such as the United Nations Sustainable Development Goal 4, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Inclusive education has become a central focus of educational reforms because it addresses the diverse needs of learners in schools. According to the study of Lahug, Delos Reyes, Cabigon, and Pinili (2025), teachers' readiness and competencies play a significant role in the successful implementation of inclusive education in Philippine secondary schools. Their findings highlighted the need for continuous professional development and training to strengthen teachers' knowledge, skills, and attitudes toward inclusive practices. The study further emphasized that teachers' preparedness directly influences the effectiveness of inclusive programs in addressing the diverse needs of learners.

Similarly, Beltran et al. (2024) examined the practices and challenges in implementing inclusive education in Philippine elementary schools and found that while schools have begun integrating inclusive practices, several challenges persist. These challenges include limited resources, lack of specialized training for teachers, and insufficient institutional support for inclusive programs. The authors emphasized the need for systematic monitoring and improvement plans to strengthen the implementation of inclusive education in schools.

In addition to inclusive education, gender-responsive programs have also become an important component of educational reforms in the Philippines. Gender-responsive education ensures that teaching practices, school policies, and programs promote gender equality and

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eliminate gender-based discrimination. A study conducted by Lomibao (2024) on the implementation of gender-responsive basic education policies in secondary public schools revealed that while schools generally comply with gender-responsive policies, challenges remain in terms of resource allocation, program sustainability, and awareness among school personnel. The study highlighted the importance of continuous evaluation and improvement of gender-responsive initiatives to ensure their effectiveness.

Likewise, Doguiles and Rapsing (2024) investigated the level of awareness of teachers regarding Gender and Development (GAD) programs and found that teachers generally demonstrate awareness of gender-related policies but require further training and capacity-building activities to fully implement gender-responsive practices in the classroom. Their findings suggest that strengthening institutional support and professional development opportunities for teachers can enhance the implementation of gender-responsive programs in schools.

Furthermore, research by Lim and Canonizado (2025) evaluating Gender and Development program implementation in public secondary schools revealed that while schools have adopted gender mainstreaming initiatives, varying levels of implementation exist across institutions. The study recommended the development of strategic plans and monitoring mechanisms to strengthen gender-responsive education in schools.

Despite the growing emphasis on inclusive and gender-responsive education, many schools still encounter challenges in effectively implementing these programs. These challenges may include limited training opportunities, lack of resources, insufficient awareness

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among stakeholders, and varying levels of institutional support. As schools continue to strive toward equitable and inclusive education, it becomes necessary to assess the current extent of implementation of these programs to identify strengths, gaps, and areas that require improvement.

In the context of Pinamopoan National High School, understanding how inclusive and gender-responsive programs are implemented is essential in determining whether these initiatives effectively support diverse learners and promote gender equality within the school community. Assessing the current practices and level of implementation can provide valuable insights that may guide school administrators and educators in enhancing program delivery and addressing existing challenges.

Therefore, this study seeks to determine the extent of implementation of inclusive and gender-responsive programs in Pinamopoan National High School. The findings of this research served as basis for developing an intervention plan that aims to strengthen the school's inclusive and gender-responsive initiatives, thereby contributing to the creation of a more equitable, supportive, and learner-centered educational environment.

This study evaluates the extent of implementation of inclusive and gender-responsive education programs in Pinamopoan National High School, Capoocan II District, Leyte Division. The findings of the study were basis for the proposed improvement plan.

Further, it seeks to answer the following sub-problems:

1. What is the profile of the respondents in terms of:

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- 1.1 Age
 - 1.2 Sex
 - 1.3 Position
 - 1.4 Highest Educational Attainment
 - 1.5 Length of Service
 - 1.6 Civil Status
 - 1.7 Religion
2. What is the extent of implementation of inclusive education program in the school based on:
- 2.1 Teachers' competence in monitoring and evaluating, teaching strategies and classroom management,
 - 2.2 Teachers' Training and Programs,
 - 2.3 Facilities,
 - 2.4 Instructional Materials,
 - 2.5 Financial Resources, and
 - 2.6 Teachers' workload?
3. What is the extent of implementation of gender-responsive education program in the school based on:
- 3.1 Development
 - 3.2 Curriculum Standards
 - 3.3 Learning Delivery

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which describes the profile of the respondents, extent of implementation of inclusive and gender-responsive education programs in the school. Part 1 of the research instrument is a researcher-made survey on the profile of the respondents in terms of age, sex, position, highest educational attainment, length of service, civil status and religion. The respondents will input their personal profile or demographics. Part 2 of the research instrument is a survey to evaluate the extent of implementation of inclusive education program in the school based on teachers' competencies in monitoring and evaluating, teaching strategies and classroom management, teachers' training and programs, facilities, instructional materials, financial resources and teachers' workload. This survey was taken from the study of Javier (2023) entitled, "Challenges of Inclusive Education Program Implementation: Towards an Action Plan Development". This is a 45-item survey which can be answered using a Five-Point Likert Scale where 5 means Always, 4 means Often, 3 means Sometimes, 2 means Rarely and 1 means Never. This survey can be accomplished by the teacher and school head-respondents. Finally, Part 3 of the research instrument is a survey to evaluate the extent of implementation of gender-responsive education program of the school based on learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment. This survey was used by Villanueva (2023) in his study on, "Assessment on the Implementation of Gender-Responsive Basic Education Policy among Public School Teachers of Talakag District 2, Division of Bukidnon". This is a 29-item survey which can be answered using a Four-Point Likert Scale where 4 means Very Well Implemented, 3 means Well Implemented, 2 means Implemented and 1 means Not Implemented. This survey will be

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accomplished by the teachers and school head on the extent of implementation of gender-responsive education program in the school.

Sampling. The twenty-three (23) teachers, and 1 school head in the above-mentioned locale were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

Research Procedure. Upon securing a research permit, data gathering was initiated. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor and School Principal of the school. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. After accomplishing the surveys, it was collected, tallied, and submitted for statistical treatment.

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the survey, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to describes the profile of the respondents in terms of age, sex, position, highest educational attainment, length of service, civil status and religion, extent of implementation of inclusive education in school based on teachers' competencies in monitoring and evaluating, teaching strategies and classroom management, teachers' training and programs, facilities, instructional materials, financial resources and teachers; workload and extent of gender-responsive education program based on learners' development, curriculum standards, learning delivery, learning environment, learning resources, and assessment. Pearson r was used to determine the significant relationship between the dependent and independent variables.

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RESULTS AND DISCUSSION

Table 1

Demographic Profile of the Respondents

Variable	Category	Frequency	Percentage (%)
Age	26–30	3	12.50
	31–35	6	25.00
	36–40	4	16.67
	41–45	7	29.17
	46–50	3	12.50
	51–55	0	0.00
	56–60	1	4.17
	Total		24
Sex	Male	7	29.17
	Female	17	70.83
	Total	24	100.00
Position	Teacher I	3	12.50
	Teacher II	0	0.00
	Teacher III	16	66.67
	Master Teacher I	4	16.67
	Head Teacher II	1	4.17
	Total	24	100.00
	Educational Attainment	Bachelor’s Degree	12
MAED (CAR)		7	29.17

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Variable	Category	Frequency	Percentage (%)
	MAED Graduate	5	20.83
	Total	24	100.00
Length of Service	1–5 years	3	12.50
	6–10 years	9	37.50
	11–15 years	6	25.00
	16–20 years	4	16.67
	21–25 years	1	4.17
	26–30 years	1	4.17
	Total	24	100.00
Civil Status	Single	8	33.33
	Married	14	58.33
	Widow/Widower	2	8.33
	Total	24	100.00
Religion	Seventh Day Adventist	2	8.33
	Roman Catholic	20	83.33
	Baptist	1	4.17
	Christian	1	4.17
	Total	24	100.00

Table 1 presents the demographic profile of the respondents in terms of age, sex, position, educational attainment, length of service, civil status, and religion. It was revealed on the table that among the 24 respondents, 3 (12.50%) has an aged ranging from 26-30, 6

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June 2026



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(25%) are at the age of 31-35, 4 (16.67%) aged 36-40, 7 (29.17%) aged 41-45, while 3 (12.5%) has an age of 46-50 and 1 (4.17%) aged 56-60. Further, it was revealed that none of the respondents has an age ranging from 51-55. It was shown on the table that the middle age is 41-45. Moreover, the table also shown that among the 24 respondents, 7(29.17) are males while 17 (70.83%) are females. This shows that most of the teachers in the said locale are females. Additionally, it was shown on the table that there are 3 (12.5%) teachers are in Teacher 1 position, 16(66.67%) are Teacher III, 4 (16.67%) are with Master Teacher 1 position and only 1 (4.17) is with Master Teacher II position. This shows further that most of the teachers in the school are with Teacher III position. Likewise, the table shows that 12 (50%) among the 24 teachers received bachelor's degree or a graduate of a 4-year degree course. Seven (29.17%) able to achieve Complete Academic Requirements (CAR) for master's degree while 5 (20.83%) were able to finish Master of Arts in Education. Furthermore, it was revealed on the table that there are 3 (12.5%) teachers rendered 1-5 years in service, 9 (37.5%) with 6-10 years in service, 6 (25%) with 11-15 years in the service, while 4(16.67%) is with 16-20 years in the service and 1 (4.17%) with 21-25 and 26-30 years in service respectively. The table also revealed that among the 24 respondents, 8 (33.33%) are single, while 14 (58.33%) are married and 2 (8.33%) are widow or widower. This indicates that most of the teachers are married. Finally, the table shows that there 2 (8.33%) teachers are Seventh Day Adventist, 20 (83.335) are Roman Catholic, and 1 (4.17%) is Baptist and another 1 (4.17%) is Christian. This indicates that most of the teachers are Roman Catholic.

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Table 2

Extent of Implementation of Inclusive Education Program in School

Dimension	Indicator	Weighted Mean	Interpretation
1. Teachers' Teaching Competence – Evaluation and Monitoring	Valuing interpersonal skills of learners	4.58	Very High
	Developing alternative assessments	4.50	Very High
	Setting appropriate, realistic, measurable goals	4.42	High
	Formal and informal evaluation of learners	4.58	Very High
	Establishing accurate monitoring system	4.29	Very High
Overall Mean		4.47	Very High
2. Teaching Strategies	Modifying lessons and assignments	4.54	Very High
	Adapting lesson materials	4.50	Very High
	Designing learning activities for all learners	4.54	Very High
	Designing alternative instructional strategies	4.42	High
	Effective use of teaching strategies	4.42	High
Overall Mean		4.48	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
3. Classroom Management	Managing learners' behavior	4.54	Very High
	Sensitivity to diverse backgrounds	4.54	Very High
	Teacher-learner relationship building	4.54	Very High
	Number of learners in class	4.00	High
	Availability of SPED teacher	2.50	Low
Overall Mean		4.02	High
4. Training and Programs	Inclusive education training attendance	3.13	Moderate
	Demonstration teaching availability	3.29	Moderate
	Workshops and conferences	3.08	Moderate
	Recommendation to attend training	3.29	Moderate
	Knowledge of learners' rights	3.42	High
Overall Mean		3.24	Moderate
5. Facilities	Ventilated and spacious classrooms	4.29	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Accessible classrooms	4.17	High
	Suitable furniture	3.67	High
	Safe recreation areas	3.75	High
	Wheelchair ramps	2.29	Low
Overall Mean		3.63	High
6. Instructional Materials	Learning modules and textbooks	3.75	High
	Braille and audio materials	3.08	Moderate
	ICT tools	3.29	Moderate
	Charts and visuals	3.33	Moderate
	Multimedia resources	3.75	High
Overall Mean		3.44	High
7. Financial Resources	MOOE funding	3.50	High
	LGU support	3.00	Moderate
	NGO donations	2.42	Low
	Stakeholder donations	2.92	Moderate
	School organization funds	2.83	Moderate
Overall Mean		2.93	Moderate
8. Teachers' Workload	Administrative paperwork	3.88	High
	Extra-curricular activities	3.92	High
	Assessment and planning	4.04	High

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Dimension	Indicator	Weighted Mean	Interpretation
	Collaboration with SPED teachers	3.71	High
	Monitoring student progress	4.08	High
Overall Mean		3.93	High
Overall Weighted Mean		3.93	High

Legend:

<i>Scale Range</i>	<i>Interpretation</i>
4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

Table 2 presents the extent of implementation of inclusive education program in school in terms of teachers’ teaching competence in monitoring and evaluation, teaching strategies, classroom management, training and programs, facilities, instructional materials, financial resources, and teachers’ workload. It was revealed on the table that the extent of implementation of inclusive education program in school in terms of teachers’ teaching

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competence in monitoring and evaluation, teaching strategies, classroom management, training and programs, facilities, instructional materials, financial resources, and teachers' workload received an overall weighted mean of 3.86 (High). This means that Inclusive Education Program is highly implemented in the school. This suggests that the school and teachers consistently practice inclusive education principles and provide adequate support mechanisms for learners with diverse needs. The findings imply that teachers exhibit competence in handling inclusive classrooms, appropriate teaching strategies are employed, classroom management practices are effectively observed, and monitoring and evaluation systems are adequately implemented. Furthermore, the availability of training programs, facilities, instructional materials, financial resources, and manageable teacher workload contributes positively to the successful implementation of inclusive education.

Table 3

Extent of Implementation of Gender-Responsive Education Program in School

Dimension	Indicator	Weighted Mean	Interpretation
A. Learner's Development	Advocate gender equality and align programs with AIP	4.50	Very High
	Include GAD-related observances in school calendar	4.33	Very High
	Support gender-responsive curriculum, instruction, and assessment policies	4.50	Very High
B. Curriculum Standards	Promote K to 12 curriculum integrating gender equality and related concepts	4.54	Very High

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Dimension	Indicator	Weighted Mean	Interpretation
	Develop GAD and human rights competencies across learning areas	4.29	Very High
	Ensure gender sensitivity standards in all learning areas and programs	4.33	Very High
C. Learning Delivery	Maintain gender-responsive delivery services	4.46	Very High
	Design gender-responsive instructional models	4.38	Very High
	Formulate policies for gender-responsive teaching and assessment	4.29	Very High
	Provide technical assistance to teachers	4.21	Very High
D. Learning Environment	Ensure gender-responsive and non-discriminatory school environment	4.29	Very High
	Train teachers on gender equality, SRH, human rights, peace education	4.21	Very High
	Provide INSET and capacity-building programs	4.29	Very High
	Institutionalize gender-responsive teaching-learning processes	4.25	Very High
	Provide capacity-building for CICL and CAR learners	4.17	High

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Dimension	Indicator	Weighted Mean	Interpretation
	Strengthen administrators' capacity in handling gender-related cases	4.17	High
E. Learning Resources	Develop gender-responsive learning materials free from bias	4.13	Very High
	Train LR developers on gender-responsiveness and related concepts	3.88	High
	Provide orientation for publishing and development teams	4.04	Very High
	Provide GAD learning resources	4.08	Very High
	Update LR guidelines integrating GAD concepts	4.08	Very High
	Ensure external learning resources comply with GAD standards	4.08	Very High
	Align QA of learning resources with gender-fair standards	4.21	Very High
	Maintain updated GAD resources in LR portal	4.13	Very High
	Ensure contextualized and localized GAD learning resources	4.29	Very High
F. Assessment	Ensure gender-responsive formative and summative assessments	4.17	High
	Integrate GAD concepts in test development and TOS	4.17	High

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Dimension	Indicator	Weighted Mean	Interpretation
	Conduct GAD orientation for test writers	4.04	Very High
	Include gender equality in accreditation systems	3.58	High
Overall Weighted Mean		4.19	High

Legend:

Scale Range Interpretation

4.21 – 5.00 Very High

3.41 – 4.20 High

2.61 – 3.40 Moderate

1.76 – 2.60 Low

1.00 – 1.75 Very Low

Table 3 presents the extent of implementation of gender-responsive education program in school in terms of learner’s development, curriculum standards, learning delivery, learning environment, learning resources and assessment. It was revealed on the table that extent of implementation of gender-responsive education program in school in terms of learner’s development, curriculum standards, learning delivery, learning environment, learning resources and assessment received an overall weighted mean of 4.19 (High). This means that learners are supported holistically without gender bias or discrimination, the curriculum

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content and competencies integrate gender-fair perspectives and equal opportunities, teaching approaches encourage participation and respect among all genders, the school environment is safe, inclusive, and free from gender-based discrimination, instructional materials are gender-sensitive and avoid stereotypes and evaluation processes are fair, unbiased, and responsive to learners' diverse backgrounds. The findings imply that the school is committed to fostering an inclusive and equitable educational environment aligned with the goals of gender-responsive education. The high implementation further reflects the school's efforts in ensuring that educational opportunities, classroom practices, and learner support systems uphold gender sensitivity and equality among all learners.

Table 4

Test of Relationship Between Inclusive Education Program and Gender-Responsive Education Program Implementation

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
Extent of Implementation of Inclusive Education Program (Table 2 – Overall Weighted Mean = 3.86) and Gender-Responsive Education Program (Table 3	0.91	9.87	1.96	Reject Ho	Significant Relationship (Very Strong Positive Relationship)

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Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
– Overall Weighted Mean = 4.19)					

Table 4 presents the test of relationship between the extent of inclusive education program and gender-responsive education program implementation. It was revealed on the table that the extent of implementation of inclusive education program with an overall weighted mean of 3.86 and gender-responsive education program with an overall weighted mean of 4.19 received a computed t of 9.87 which is greater that the table value of 1.96 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of inclusive education program and gender-responsive education program implementation. This indicates that the implementation of inclusive education practices is strongly associated with the implementation of gender-responsive education practices in the school. The r value of 0.91 shows revealed a very strong positive relationship between the variables, suggesting that schools with stronger inclusive education practices also demonstrate stronger gender-responsive educational implementation. In the study of Gemar Mori (2024), found that gender-responsive education policies contribute to creating safe and inclusive learning environments where learners experience fairness, protection, and equal participation. The study emphasized that inclusive educational practices

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and gender-responsive policies both promote equity and social justice in schools. Similarly, the study of Silor et al. (2026). revealed that gender-responsive teaching promotes inclusive classroom climate, equitable participation, bias-aware assessment, and institutional equity. Their findings suggest that inclusive teaching practices and gender responsiveness are closely associated in improving learners' educational experiences.

Conclusion

The study revealed a significant relationship between the extent of implementation of inclusive education program in school in terms of teachers' teaching competence in monitoring and evaluation, teaching strategies, classroom management, training and programs, facilities, instructional materials, financial resources, and teachers' workload and the extent of implementation of gender-responsive education program in school in terms of learner's development, curriculum standards, learning delivery, learning environment, learning resources and assessment. The findings imply that inclusive education and gender-responsive education programs are interconnected that complement one another in promoting equitable, accessible, and learner-centered education. Schools that effectively implement inclusive education practices are more likely to establish gender-sensitive policies, equitable learning opportunities, inclusive classroom environments, and fair assessment practices. The strong relationship further suggests that promoting inclusivity among diverse learners also strengthens gender fairness and equality in the educational setting. The study also implies that school administrators and teachers play a vital role in ensuring that educational programs

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address diversity, inclusiveness, and gender sensitivity simultaneously. Strengthening teacher competence, learning delivery, instructional materials, and supportive policies may further improve both inclusive and gender-responsive educational practices.

Recommendations

1. Teachers should implement the proposed intervention plan of the study to effectively implement inclusive and gender-responsive education programs in the school.
2. Teachers should continuously enhance their competencies in inclusive and gender-responsive teaching practices through active participation in seminars, trainings, workshops, and professional learning communities.
3. Teachers should utilize varied learner-centered and differentiated instructional strategies that accommodate the diverse needs, abilities, interests, and gender identities of learners.
4. Teachers should strengthen classroom management practices that promote equality, respect, inclusivity, and non-discrimination among learners.
5. Teachers should develop and use gender-fair and inclusive instructional materials that avoid stereotypes and ensure equal participation of all learners.
6. Teachers should conduct regular monitoring and assessment of learners' academic and socio-emotional development to ensure that no learner is excluded or disadvantaged.
7. School administrators should intensify the implementation and monitoring of inclusive and gender-responsive education policies and programs within the school.

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8. Administrators should provide continuous technical assistance, instructional supervision, and professional development activities related to inclusive and gender-responsive education.

9. School heads should allocate sufficient resources, facilities, and instructional materials that support inclusive and gender-sensitive learning environments.

10. Administrators should strengthen collaboration among teachers, parents, stakeholders, and community partners in promoting inclusivity, diversity, and gender equality in education.

11. School administrators should establish school-based programs and support systems that address the needs of diverse learners and promote learner welfare and protection.

12. Future researchers are encouraged to replicate and expand this study in other locale to validate the findings and further explore other factors that revealed the results of the study.

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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ACKNOWLEDGMENT

First and foremost, I offer my deepest gratitude to God, whose guidance, strength, and blessings have made the completion of this study possible. Without His grace, this journey would not have been achievable. I am sincerely grateful to Dr. Jasmine B. Misa, my thesis adviser, for her unwavering support, invaluable guidance, and patience throughout the research process. Her expertise and encouragement have been instrumental in the successful completion of this study. I extend my heartfelt thanks to Marisol T. Liboon, the school head of Pinamopao National High School, for her support and assistance in providing the necessary school-based information and resources that facilitated this research. My sincere appreciation goes to Dr. Mariza Sabino-Magan Ed. D. CESO V of Leyte Division, for her guidance and leadership in promoting research and academic excellence within the division. I would also like to express my gratitude to Pinamopao National High School for being the research environment of this study and for providing a conducive and supportive setting for the conduct of this research. To my beloved parents, Sylvia and Roger, and my sisters, Genevie, Yulivy and Elvie thank you for your constant love, prayers, and encouragement, which have always motivated me to pursue my goals. To my children, Erza, Eliah, and John, thank you for your understanding, patience, and the joy you bring into my life. Your presence has been my source of inspiration. Lastly, I am eternally grateful to my loving husband, Junrey A. Bernardino, for his unwavering support, love, and encouragement throughout this journey. Your faith in me has been a source of strength every step of the way. To all mentioned, and to everyone who,

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in one way or another, contributed to the success of this study, I extend my sincerest appreciation.



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June 2026

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Ivy P. Roa-Bernardino, born on October 19, 1991, in the picturesque province of Agusan Del Sur. She now makes her home in Poblacion, Kananga, Leyte, where she shares a joyful life with her husband, Junrey A. Bernardino, their two children, and a foster son. Driven by a love for learning and teaching, she earned her degree of Bachelor of Secondary Education major in English from Visayas State University in 2017 and successfully passed the Licensure Examination for Teachers (LET) that same year. Her dedication to education led her abroad, where she spent three enriching years and three months teaching English (Speaking and Listening) in Thailand, gaining invaluable experience and cultural insight. Today, she serves as a committed secondary teacher at Pinamopoan National High School under the Department of Education, Leyte Division, teaching both English and Values Education while also sharing her expertise as an online ESL Global Teacher with 51Talk. Continuously pursuing professional growth, she completed the CAR requirement for her Master of Arts in Education, major in School Administration and Supervision, at Western Leyte College of Ormoc City in December 2023.

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