

**ON SUSTAINABLE DEVELOPMENT GOALS NO. 5: A QUALITATIVE STUDY
EXPLORING THE IMPACT OF GENDER EQUALITY AND WOMEN EMPOWERMENT
PROGRAMS TO TEACHERS IN DEPED ELEMENTARY SCHOOLS**

IRENE D. COPLIROS, LPT

Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: icopliros@cmc.edu.ph

ABSTRACT

This study examines the impact of gender equality and women empowerment initiatives on teachers in elementary schools under the Department of Education (DepEd). The study specifically focuses on the influence of these programs on achieving Sustainable Development Goal (SDG) No. 5, which is Gender Equality. The study examines a wide range of topics, each essential for comprehending the complex implications of these programs in educational environments. The study used a qualitative research design particularly the phenomenology. With the 15 participants chosen purposively the study specifically explored: a) the different gender equality and women empowerment programs provided by the DepEd to teachers; b) the impact of the said programs on teachers' performance; and c) the needs of gender equality and women empowerment programs of the teachers. Nevertheless, the results showed that on the different gender equality and women empowerment programs provided by the DepEd to teachers, it was revealed that teachers were able to attend and avail such training workshops particularly on gender sensitivity, leadership development and women empowerment. the impact of the said programs on teachers' performance, it revealed the following significant themes: handling gender-related issues, creating inclusive classroom for all types of learners and professional development. Moreover, on the needs of gender equality and women empowerment programs of the teachers, three themes were discovered such as trainings to advocate gender equality in, training and mentorship for career advancement and trainings for financial literacy. Finally, this study highlights the significance of gender equality and women empowerment initiatives in fostering inclusive education, enhancing teacher efficacy, and promoting sustainable development objectives. By focusing on these important topics, schools may help create a fair and empowered educational setting for both instructors and students. This, in turn, will promote will promote constructive societal change and growth.

Keywords: *sustainable development goals, gender equality, women empowerment, teachers, gender sensitivity, leadership development, women empowerment, handling gender-related issues, creating inclusive classroom for all types of learners, professional development*

INTRODUCTION

Education coupled with teachers' equality and empowerment are essential to a person's personal and societal growth. It is the most effective tool for empowerment, active participation and productivity in neighborhood and national social, economic, and political concerns (Tantengco & Maramag, 2021).

On the context, Bloom, Owen, and Covington (2020) underscored that women empowerment involves the process of giving them more say over their own lives and giving them the tools to make their own choices. Among the ways in which this might be achieved is by allowing women greater agency in matters pertaining to their personal health and wellbeing, as well as in the economic and political spheres. Gender equality and empowering women can have many good effects, such as boosting economic growth and development, enhancing health and well-being, and fostering greater gender equality.

To fulfill its Gender and Development mandate, as outlined in the 1987 Philippine Constitution, the Department of Education (DepEd) has issued the Gender-Responsive Basic Education (GRBE) Policy (DepEd Order No. 32, s. 2017). DepEd is dedicated to ensuring that all teachers and students have equal access to a quality gender equality and empowerment programs regardless of their gender, age and status in life (DepEd, 2017).

According to Hernandez and Cudiamat (2020), when it comes to closing the gender gap among teachers, academic institutions like the Department of Education play a crucial role. As such, it is imperative that both men and women receive equal treatment in schools.

With these things mentioned above, this research was conceptualized in complete accordance with Sustainable Development Goal (SDG) No. 5, which is a worldwide initiative to achieve gender equality and empower women and girls everywhere.

One notable research gap in this study could be the limited focus on the perceptions and experiences of female teachers within DepEd's gender equality and women empowerment programs especially in the research locale. While the study rightly emphasizes the impact on women teachers and the broader goals of gender equality and women's empowerment, there may be an opportunity to explore how these initiatives affect female educators in terms of their job performance, self-esteem building, career motivation, etc. (Talon, Carreon and Diragen (2020). Investigating the dynamics, challenges, and benefits experienced by female teachers in a context where gender-specific programs are often targeted at women could provide a more comprehensive understanding of the program's impact on the teaching community as a whole.

Furthermore, a huge research gap is found in the research locale. With the advent of this SDGs particularly on gender equality and women empowerment, there is a scarce sources of scholarly works when it comes to the said topic and that DepEd lacks concrete data which could help them reflect the implementation of the said programs anchored with SDGs (Tantengco and Maramag, 2021).

This inclusive approach of the study may uncover valuable insights into how such programs can contribute to breaking down gender stereotypes and fostering a more

equitable educational environment. Given the critical role that educators play in molding the minds of the next generation (Villaroman, 2020), this study holds considerable weight in the Philippines' educational framework guided by one of the DepEd's premium programs on gender equality and women empowerment . By interviewing educators who have taken part in gender equality and women's empowerment programs, this study hopes to shed light on their perspectives and reveal the ways in which these activities have affected their lives and careers.

In this investigation, the voices and experiences of educators who have experienced in such initiatives are central. The study's overarching goal is to learn more about the positive and negative effects these activities have had on the participants' lives. Therefore, the purpose of this study is to investigate the nuanced narratives that emerge from the DepEd female teachers' experiences by using qualitative research methods such as in-depth interviews and focus group discussions, and thorough document analysis.

When realized, this study has the potential to inform DepEd policy development and provide recommendations for the improvement of existing programs, with the ultimate goal of aiding in the worldwide effort to achieve SDG No. 5 and promote gender equality and the empowerment of women and girls, especially in the crucial context of public elementary education.

METHODS

The researcher intended to employ qualitative research methodology to provide an interpretation of the data obtained from this qualitative study and to comprehend the findings themselves (Aspers & Corte, 2019). In order to provide a comprehensive understanding, the researcher will examine the scenarios within their natural surroundings, aiming to provide a detailed account of both ordinary and problematic periods. Moreover, qualitative research exhibits a high degree of flexibility, enabling the researcher to modify and refine the methodology in accordance with the specific requirements of the study. This characteristic allows for the seamless transition between different approaches and implementations throughout the research process. Hence, in the absence of data saturation, a prerequisite for triangulation, the researcher may ascertain the veracity of the data by retracing the methodological process. This scenario can only occur if the data has not been fully gathered. This scenario can only occur if the complete set of data has not been fully obtained.

Creswell (2013) outlines the utilization of the qualitative approach of phenomenology by the researcher to investigate individuals' lived experiences pertaining to a certain occurrence. The responsibility for executing this task will be with the researcher. The primary aim of this qualitative research method is to elucidate specific phenomena or circumstances.

Sampling Design

The researcher intended to employ purposive sampling as the chosen sampling technique. The study will exclusively involve teachers as research participants.

The study involved a total of fifteen (15) research participants. The selection criteria for participants will be as follows: (i) the participant is a teacher who holds regular or permanent position; (ii) the teachers have accumulated at least a minimum of five years of service; (iii) they are aware of the SDG5-gender equality and women empowerment programs of DepEd. Hence, the exclusion criteria encompassed those who do not meet the specified characteristics and inclusions outlined in the inclusion criteria, including administrators, learners, parents, and stakeholders.

Regarding the conditions for withdrawal, it is important to note that participants possess the autonomy to withdraw from the study at any given time, as a result of their informed permission. Patton (1990) asserts that qualitative research lacks specific guidelines on participant size in terms of sample size.

The study was executed alone by the researcher who conceived and designed it. As a result, no clear inclusion and exclusion criteria was developed for the selection of co-researchers to collaborate with the primary researcher on this particular subject.

Data Analysis

The initial step in the research process was the coding of interview transcripts, utilizing the theoretical framework upon which this study is grounded. This coding process is essential for conducting a comprehensive analysis of the qualitative data. This stage of the analysis involves the researcher's interpretation of the participants' narratives to identify and analyze subjects, issues, similarities, and differences. This methodology can facilitate the researcher's understanding of the universe and the manner in which participants construct their reality based on their individual viewpoints (Sutton & Austin, 2015).

The period of this research project spanned a minimum of 10 months, encompassing two semesters within an academic year.

Once the codes had been found and categorized, the researcher then proceeded with the task of thematizing the dataset. Thematizing involves organizing the codes extracted from the transcripts in a logical and intelligible manner. Consequently, during the process of arranging the discovered data for the purpose of exposition, the identified patterns may be employed as the titles of individual sections within the written document. Subsequently, the corresponding codes can be positioned below the headings, accompanied by the researchers' analysis and explanation (Sutton & Austin, 2015).

The initial phase in implementing Colaizzi's descriptive phenomenological approach is the examination of interview transcripts to extract textual data. Subsequently, the researcher identifies and delineates sections of the text that demonstrate a connection to the specified codes outlined in the theoretical framework of the study. The data codes would be classified or thematized according to established clustering codes (Hsieh & Shannon, 2005; Assarroudi et al., 2018).

RESULTS AND DISCUSSION

REFLECTIVE NARRATIVES, THEMATIC REFLECTION AND EIDETIC INSIGHT AND ESSENTIAL IMPLICATION

Narratives

Within the scope of this chapter, the researcher discussed the ethereal discoveries, theme pondering, introspective tales, and important conclusions derived from the study.

Moreover, in this chapter, themes were discovered through the use of thematic analysis of the transcripts, which were the primary source of data for this qualitative phenomenological investigation. A comprehensive interview and focused-group discussion was carried out by the researcher with fifteen female teachers to elicit their first-hand accounts on the impact of gender equality and women empowerment programs specifically at DepEd elementary schools in the context of Sustainable Development Goal No. 5.

The first research question focused on the different gender equality and women empowerment programs provided by the schools division office to the teachers.

The different gender equality and women empowerment programs provided by the schools division office to the teachers

In this research problem, the study answered the specific questions pertaining to different gender equality and women empowerment programs provided by the schools division office to the teachers.

Table 1. Qualitative analysis on the different gender equality and women empowerment programs provided by the schools division office to the teachers

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the different gender equality and women empowerment programs provided by the schools division office to the teachers	<ul style="list-style-type: none"> • Gender Awareness Workshops • Diversity and Inclusion Training • Gender sensitivity training-workshop • Gender Equity Workshops • Gender and Cultural Competency Training • Gender Sensitivity and Inclusive Workplace Training • Gender Sensitivity Seminars • Respectful Workplace Training • Gender Equality Workshops • Gender Diversity Training • Inclusivity Workshops • Leadership Skills Training • Seminar-workshops on leadership development among teachers • Executive Development Workshops • Management Training Programs • Leadership Excellence Seminars • Advanced Leadership Workshops • Leadership Mastery Courses • Strategic Leadership Training • Leadership Enrichment Programs • High-Potential Leadership Training • Transformational Leadership Workshops • Women's Leadership Workshops 	<p>The teachers attended training workshops related to gender sensitivity</p> <p>The teachers were able to attend different training-workshops related to leadership development</p>	<ul style="list-style-type: none"> • Gender sensitivity • Leadership development • Women empowerment

	<ul style="list-style-type: none"> • Empowerment Training for Women • Training-workshop on Women Empowerment • Women's Development Programs • Gender Equality Workshops • Feminist Leadership Seminars • Women in Business Training • Women's Empowerment Retreats • Women's Rights Workshops • Self-Empowerment Programs for Women • Gender Inclusion Workshops 	<p>The teachers participated in the different training-workshops related to women empowerment</p>	
--	--	---	--

The analysis revealed three significant emerging themes with regards to the different gender equality and women empowerment programs provided by the schools division office to the teachers. Such themes were a) gender sensitivity, b) leadership development; and c) women empowerment. This theme was indicated in the different transcripts from the IDI participants.

The inclusion of three important topics - gender sensitivity, leadership development, and women empowerment - in the gender equality and empowerment programs offered by the schools division office to female teachers has significant implications.

The emphasis on gender sensitivity as a theme highlights the necessity for educational institutions to create environments that are responsive to the distinct difficulties and viewpoints of both genders. By cultivating gender awareness among educators, educational institutions can establish more comprehensive learning settings in which all students feel comprehended and encouraged, irrespective of their gender identification.

This is congruent with the findings of the study of Arnot and Dillabough (2021) which stated that seminar-workshops that prioritize gender sensitivity have shown substantial effects on the way female teachers approach learning situations. These workshops frequently offer an opportunity to enhance comprehension of gender dynamics in educational environments, cultivate empathy, and advocate for inclusive teaching methods. These workshops provide female teachers with the knowledge and resources to identify and tackle gender-related difficulties in the classroom by exploring subjects including unconscious bias, stereotype threat, and gender-based discrimination. One of the primary effects of these seminar-workshops is the advancement of a more comprehensive learning environment. Female educators who receive instruction in gender sensitivity are more prepared to establish classrooms that are inclusive and supportive for all students, irrespective of their gender identity. The presence of an inclusive environment can result in heightened student involvement and participation, as well as enhanced academic achievement, especially for individuals who may have previously experienced marginalization or exclusion. Furthermore, seminar-workshops focused on gender sensitivity provide female teachers with the ability to question and confront traditional gender norms and prejudices that may have unconsciously impacted their teaching methods. Through the promotion of critical thinking and debate, these

seminars empower educators to challenge their preconceived ideas about gender roles and abilities. This, in turn, enables them to acknowledge and support the many talents and interests of all students.

The focus on leadership development theme highlights the acknowledgment of the crucial role that female educators may have in determining the future of education. Investing in the development of women's leadership skills in the teaching profession not only supports their professional advancement but also facilitates increased representation of women in leadership roles in the education sector. Consequently, this can act as a potent stimulus for societal transformation, by questioning conventional gender roles and advocating for increased gender parity in educational institutions and society at large.

This agrees with the findings of Bautista (2020) which emphasized that Seminar-workshops that specifically target the development of leadership skills among female instructors have a significant and far-reaching influence on the learning process within educational institutions. These seminars act as catalysts to enable women to assume leadership positions and make significant contributions to their schools and communities. These seminars empower female teachers to lead effectively in varied educational contexts by offering skill development, networking, and mentorship opportunities. A notable consequence of leadership-focused seminar-workshops is the fostering of a culture that promotes empowerment and self-advocacy among female educators. These programs utilize interactive sessions and experience learning to assist women in identifying their leadership capabilities and overcoming obstacles to progress. The heightened sense of agency not only benefits individual instructors, but also cultivates a more vibrant and inclusive learning environment for students, where a wide range of opinions and leadership styles are appreciated and honored. Moreover, seminar-workshops focused on leadership development equip female educators to implement constructive transformations in their schools and communities. By refining aptitudes such as effective communication, sound decision-making, and adept conflict resolution, individuals are more proficient in tackling obstacles, motivating others, and fostering innovation in educational methodologies. As influential figures and champions for transformation, these empowered leaders have a significant impact on student academic achievements, the overall culture of the organization, and the wider educational environment.

The theme on women empowerment focuses on providing female instructors with the necessary tools, resources, and chances to assert their agency and advocate for their rights in the field of education. By providing women educators with authority and resources, schools may utilize the complete capabilities of their workforce, resulting in better educational achievements and increased job fulfillment for female instructors. Furthermore, women empowerment initiatives have the potential to create a domino effect, empowering both teachers and their pupils, as well as the communities they are a part of. This, in turn, contributes to the overall progress of gender equality.

This corroborates to the findings of Bloom, Owen and Covington (2020) which underscored that seminar-workshops focused on empowering women, particularly female

teachers, have a significant influence on learning in educational settings. These workshops provide opportunities for promoting self-assurance, self-consciousness, and self-assertiveness among female educators. These workshops encourage female teachers to acknowledge and utilize their complete potential as catalysts for change within their schools and communities by discussing subjects such as gender equality, leadership, and personal growth. The growth of a sense of agency and autonomy among female teachers is a notable outcome of women's empowerment seminar-workshops. By engaging in interactive discussions, participating in skill-building activities, and listening to inspirational speakers, these workshops empower women to liberate themselves from cultural norms and expectations. As a result, they are able to assert themselves with greater confidence in professional environments. This newfound empowerment not only benefits individual teachers but also enhances the creation of a more inclusive and equitable learning environment where all views are acknowledged and valued. In addition, seminar-workshops focused on women's empowerment equip female educators with the necessary tools and methods to overcome systemic obstacles and prejudices that could impede their advancement. These seminars provide women educators with the tools and support they need to overcome gender-based discrimination, develop assertiveness and negotiation skills, and access mentorship opportunities. This equips them with the ability to negotiate career challenges and pursue leadership positions. Consequently, they serve as exemplary figures and champions for gender parity, motivating upcoming cohorts of women in leadership positions.

Impact of the different gender equality and women empowerment programs on teaching performance

The second research question of this study aimed to explore the different impacts of the different gender equality and women empowerment programs on teaching performance.

Table 2. Qualitative analysis on the impact of the different gender equality and women empowerment programs on teaching performance

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the impact of the different gender equality and women empowerment programs on teaching performance	<ul style="list-style-type: none"> • gained deeper understanding on gender-related issues • addressed inequalities the teacher gained a deeper understanding of gender issues, allowing them to recognize and address inequalities in the classroom and school environment • Enhanced awareness of gender dynamics • Developed a nuanced comprehension of gender issues • Attained a deeper insight into gender complexities • Expanded understanding of gender-related challenges • Acquired a more profound knowledge of gender dynamics 	The teachers had improved teaching performance as they understood different gender-related issues	<ul style="list-style-type: none"> • Handling gender-related issues • Creating inclusive classroom for all types of learners • Professional development

	<ul style="list-style-type: none"> • Deepened comprehension of gender equality issues • Strengthened understanding of gender inclusivity • Augmented awareness of gender diversity issues • Broadened perspective on gender-related concerns • Deepened sensitivity to gender-based disparities • the teacher learned to create an inclusive classroom environment where all students feel comfortable expressing themselves and participating in class activities. • Became more culturally-sensitive and inclusive. • the teacher learned to create an inclusive classroom environment where all students feel comfortable expressing themselves and participating in • Enhanced cross-cultural awareness and inclusivity • Fostered a more inclusive and culturally-aware mindset • Developed greater cultural sensitivity and inclusiveness • Cultivated a culture of diversity and inclusivity • Strengthened commitment to cultural sensitivity and inclusiveness • Advanced in promoting cultural awareness and inclusivity • Deepened understanding of cultural diversity and inclusiveness • Embraced a more culturally-responsive and inclusive approach • Nurtured a climate of cultural sensitivity and inclusivity • Enhanced practices to ensure cultural sensitivity and inclusiveness • The teacher had continuous professional growth and career advancement opportunities for teachers • Ongoing professional development and career progression pathways for educators • Sustainable professional growth and career enhancement avenues for teachers • Lifelong learning and career advancement opportunities for educators • Continuous improvement and career advancement pathways for teaching professionals • Persistent professional development and career elevation opportunities for teachers 	<p>The teachers had improved their teaching performance by creating an inclusive classroom for all types of learners.</p>	
		<p>The teachers had improved their teaching performance as they were provided with</p>	

	<ul style="list-style-type: none"> • Perpetual growth opportunities and career advancement avenues for educators • Ever-evolving professional development and career progression options for teachers • Endless learning and career advancement possibilities for teaching professionals • Persistent professional growth opportunities and career elevation pathways for educators • Constant career development and advancement prospects for teachers 	related professional development.	
--	---	-----------------------------------	--

The thorough thematic analyses of this study in this particular research question revealed three significant themes pertaining to the impact of the different gender equality and women empowerment programs on teaching performance. The said themes include a) handling gender-related issues; b) creating inclusive classroom for all types of learners; and c) professional development.

The identification of three prominent themes—addressing gender-related concerns, establishing inclusive classrooms for diverse learners, and promoting professional development—regarding the influence of gender equality and women empowerment initiatives on teaching performance has various consequences.

The theme on addressing gender-related issues emphasizes the significance of equipping teachers with the requisite information, skills, and support to effectively manage gender dynamics in the classroom. By providing educators with techniques to identify and tackle gender biases, stereotypes, and inequalities, these programs can help establish fair learning environments where all students, regardless of their gender, feel appreciated and treated with respect.

This result agrees with the findings of Dela Rosa and Castro (2021) which highlighted that the proficiency and expertise of teachers in addressing gender-related matters greatly influence their effectiveness in teaching, especially among female educators. Teachers who possess a profound comprehension of gender dynamics and are equipped with the requisite skills to properly address these issues can establish a more inclusive and supportive learning environment for all pupils. Teachers' expertise in gender-related problems significantly contributes to the advancement of gender equality inside the classroom. Female educators who possess extensive knowledge of the intricacies of gender norms and stereotypes are more adept at identifying and confronting prejudices that may be present in educational resources, teaching methods, and classroom dynamics. Through deliberate promotion of gender-neutral language, activities, and opportunities, these educators establish an atmosphere that fosters a sense of worth, respect, and empowerment among students of all genders, thereby facilitating their academic success. In addition, teachers' expertise and proficiency in managing gender-related matters empower them to successfully tackle instances of gender-based discrimination or harassment. Trained female instructors can establish a secure and encouraging environment where students can freely express themselves

without worrying about criticism or retaliation. Through the cultivation of transparent communication and the encouragement of empathy, these educators facilitate the growth of favorable dispositions towards gender difference among pupils, thereby establishing a climate characterized by reciprocal respect and comprehension.

The theme on establishing inclusive classrooms for all sorts of learners highlights the overarching objective of advancing diversity, equity, and inclusion in the educational environment. Gender equality and women empowerment initiatives that prioritize the cultivation of inclusive practices can improve teaching effectiveness by enabling educators to adapt to the varied requirements, backgrounds, and experiences of their students. Through the adoption of inclusive teaching practices, educators can optimize student engagement, enhance learning outcomes, and improve overall classroom performance.

This gained support from DeLuca and Lam's (2020) findings which stressed that the competence and expertise of teachers in creating inclusive learning environments significantly influence their instructional effectiveness, especially among female teachers. Teachers who have a profound comprehension of diversity, equity, and inclusion, and are endowed with the requisite abilities to establish inclusive learning environments, have the potential to augment student engagement, foster positive social relationships, and boost academic outcomes for all students. They added that an important effect of teachers' expertise and abilities in developing inclusive classrooms is the formation of a hospitable and encouraging atmosphere for students from various backgrounds. Female educators who possess extensive knowledge of cultural, language, socioeconomic, and aptitude disparities have the flexibility to modify their instructional methods in order to cater to the distinct requirements and capabilities of individual students. Through cultivating a feeling of inclusion and embracing, these instructors establish an environment where every student feels esteemed, empowered, and empowered to engage actively in their education. Moreover, the expertise and abilities of teachers in creating inclusive classrooms empower them to overcome obstacles to learning and ensure fair access to educational opportunities. Female educators with specialized training in recognizing and eliminating obstacles related to physical, social, and academic factors can guarantee that every student receives the necessary assistance to achieve academic and social success. Through the implementation of differentiated instruction, customized support, and necessary accommodations, these educators facilitate an equitable learning environment that enables each student to achieve their maximum capabilities.

The theme on professional development emphasizes the importance of gender equality and women empowerment programs in improving the professional growth and effectiveness of teachers. Through the provision of continuous learning opportunities, skill enhancement, and career progression, these programs enable educators to enhance their teaching methods and adjust to the changing requirements of their students and the educational environment. Consequently, educators that engage in these programs are more proficient in providing excellent teaching, enabling significant learning opportunities, and promoting favorable student achievements.

This is congruent with the findings of Enriquez (2021) which posited that the expertise and abilities of teachers are crucial in influencing their growth as professionals and improving their effectiveness in teaching, especially for female educators. Teachers who possess a solid understanding of their subject matter, effective teaching methods, and instructional techniques are more capable of addressing the varied needs of their pupils and successfully navigating the challenges of the education system. An important implication of teachers' knowledge and abilities on professional growth is the improvement of instructional efficacy. Female educators who consistently strive to enhance their expertise, perfect their teaching methods, and integrate evidence-based solutions into their education are more likely to effectively support student learning and success. To keep up with the latest research findings, best practices, and emerging trends in education, these teachers can modify their methods to fit the changing needs of their pupils and the requirements of the curriculum. In addition, the knowledge and skills possessed by teachers play a crucial role in their capacity to create a favorable learning atmosphere and develop helpful connections with their students. Female educators with robust interpersonal skills, high emotional intelligence, and effective classroom management strategies have the ability to establish a secure, courteous, and inclusive environment where students feel appreciated, motivated, and actively involved in their education. Through the establishment of rapport, the provision of encouragement, and the supply of tailored support, these teachers cultivate trusted relationships that enhance the process of learning and foster student achievement.

The gender equality and women empowerment program needs of the teachers

This research question focuses on exploring the gender equality and women empowerment programs needs of the teachers.

Table 3. Analysis on the gender equality and women empowerment program needs of the teachers

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the gender equality and women empowerment program needs of the teachers	<ul style="list-style-type: none"> • Training needs on the strategies to advocate gender equality in different settings • Instructional requirements for implementing strategies to promote gender equality across various contexts • Training necessities for advocating gender equity strategies in diverse settings • Educational requirements for understanding and advocating for gender equality measures in different environments • Learning needs for mastering strategies to champion gender parity in varying settings 	The teachers need trainings related to advocating gender equality in different places.	<ul style="list-style-type: none"> • Trainings to advocate gender equality in different settings • Trainings and mentorship for career advancement • Trainings for financial literacy

	<ul style="list-style-type: none"> • Developmental needs for acquiring skills to advocate for gender equality across multiple contexts • Training demands for effectively advocating gender equity strategies across different settings • Educational imperatives for advancing strategies to foster gender equality in various environments • Instructional prerequisites for advocating gender parity measures in diverse settings • Learning essentials for mastering techniques to promote gender equality across varied contexts • Developmental requisites for acquiring proficiency in advocating for gender equity in different settings • Guidance requirements for professional advancement • Coaching necessities for career growth • Support needs for career mentorship • Developmental needs for career guidance • Mentorship essentials for advancing careers • Assistance requirements for career progression • Advising needs for professional development • Nurturing needs for career advancement • Directional requirements for career growth • Counseling essentials for career development • Educator financial education programs • Teacher financial capability training • Financial empowerment workshops for educators • Teacher money management seminars • Educator fiscal literacy workshops • Personal finance training for teachers • Teacher financial proficiency programs • Educator economic literacy initiatives • Teacher financial wellness workshops • Financial literacy development for educators 	<p>The teachers need trainings and mentorship for career advancement.</p> <p>The teachers need trainings relevant to financial literacy.</p>	
--	--	--	--

For this part of the exploration, there were three significant themes being revealed by the thematic analysis pertaining to the gender equality and women empowerment training needs of the female teachers. Such themes were a) trainings to advocate gender equality in; b) training and mentorship for career advancement; and c) trainings for

financial literacy. These statements were indeed congruent to the statements of the research participants below to wit:

The identification of three key themes—gender equality advocacy training, career advancement training and mentorship, and financial literacy training—related to the training needs of female teachers for gender equality and women's empowerment has several implications for improving teaching performance.

The first theme on the trainings promoting gender equality emphasizes the significance of providing female teachers with the necessary information, skills, and self-assurance to advocate for gender equality in their classrooms, schools, and communities. Through the implementation of focused instruction on gender-related matters, educators can transform into influential catalysts for societal transformation. They can actively confront and dismantle gender preconceptions, prejudices, and disparities that have the potential to impact their teaching effectiveness and student achievements. By engaging in advocacy efforts, teachers can foster a more inclusive and equitable educational environment that confers benefits upon all students, irrespective of their gender.

This finding is relevant to the finding of Filmer, Deon and Prithett (2022) which stresses that the knowledge and abilities of teachers are essential in promoting gender equality in many contexts and have a substantial influence on academic achievement. When educators possess a profound comprehension of gender dynamics, biases, and inequities, along with strong advocacy methods, they are able to foster a more fair and inclusive learning environment for all students. An important consequence of teachers' knowledge and abilities in advocating for gender equality is their capacity to identify and confront gender-based stereotypes and prejudices in educational environments. Female educators who possess a keen understanding of how societal norms and expectations might impact students' experiences and opportunities have the ability to proactively tackle these challenges within the classroom. Through the promotion of inclusive language, materials, and teaching techniques, these educators establish an environment in which every student, irrespective of their gender, feels esteemed, empowered, and empowered to achieve academic success. In addition, teachers possess the knowledge and expertise necessary to integrate ideas of gender equality into their curriculum and instructional methods. These educators enhance students' understanding of gender dynamics and their societal consequences by including a range of perspectives, experiences, and examples into their instruction. This methodology not only cultivates analytical reasoning and compassion, but also equips students to question preconceived notions, champion gender parity, and actively participate in promoting beneficial societal transformation.

The theme on training and mentorship to progress careers of teachers highlights the importance of supporting the professional growth and development of female teachers. Gender equality and women empowerment initiatives that offer training and mentorship can assist educators in navigating career paths, overcoming obstacles to progress, and attaining leadership roles in the education field. By allocating resources towards the professional development of female educators, educational institutions can use their skills and knowledge, resulting in enhanced teaching efficacy and overall organizational efficiency.

This result agrees with the findings of Galarion (2018) which emphasized that The involvement of teachers in mentorship programs for professional growth significantly influences the academic achievement of both the mentors and the mentees. By participating in mentorship relationships, educators foster professional growth, enhance skill development, and facilitate knowledge sharing, which eventually positively impact students in the classroom. Teachers' involvement in mentorship has a notable effect on the development of their leadership abilities and specialized knowledge. Experienced educators, acting as mentors, can impart their knowledge, insights, and best practices to less experienced colleagues, enabling them to effectively handle obstacles, acquire new skills, and succeed in their positions. Mentors assist mentees in improving their teaching effectiveness, enhancing student engagement, and achieving superior learning outcomes through the provision of guidance, feedback, and support. In addition, mentorship relationships enable the transmission of implicit knowledge and practical expertise from experienced educators to their mentees. Mentors transmit significant insights, tactics, and approaches that may not be immediately accessible in formal training or professional development programs through casual chats, collaborative planning sessions, and observation and feedback cycles. Mentees engage in an experiential learning process that allows them to develop a more profound comprehension of successful teaching methods and improve their instructional strategies to better cater to their students' needs.

Finally, the theme financial literacy trainings recognizes the significance of tackling economic empowerment as a fundamental aspect of gender equality and women's empowerment initiatives. Schools may empower female teachers to make informed financial decisions, develop financial security, and achieve greater economic independence by offering training in financial literacy, budgeting, and resource management. Consequently, this can improve teaching efficacy by alleviating economic strain, augmenting job contentment, and enabling educators to concentrate more efficiently on their professional duties.

This is congruent to the findings of Hernandez and Cudiamat (2020) which stressed that the involvement of teachers in financial literacy training can greatly influence academic achievement, benefiting both the educators and their pupils. These trainings equip teachers with vital knowledge and expertise in personal finance, budgeting, saving, investing, and financial planning. This knowledge can have a significant impact on their own financial well-being and their capacity to incorporate financial literacy into their teaching methods. Teachers' participation in financial literacy trainings significantly improves their own financial competence and confidence. By participating in these trainings, educators acquire a more profound comprehension of financial concepts and principles. This empowers them to make well-informed decisions regarding their personal money and effectively strategize for their future financial stability. Enhancing teachers' financial literacy empowers them to efficiently handle their finances, alleviate financial strain, and enhance their overall welfare, leading to enhanced job contentment and classroom productivity. In addition, educators who engage in financial literacy workshops are more adept at integrating financial education into their curriculum and instructional methods. By incorporating ideas such as budgeting, saving, investing, and financial decision-making into different academic disciplines, teachers can assist students in cultivating crucial life skills that are applicable to their personal and professional achievements. The integration of many disciplines in financial literacy not only deepens

students' comprehension of practical financial principles but also strengthens their academic knowledge and fosters the development of critical thinking, problem-solving, and decision-making abilities.

IMPLICATIONS

The study underscores the practical implications of gender equality and women empowerment programs in school settings. It emphasizes integrating gender-awareness training into teacher professional development to address biases and promote inclusive learning environments.

Schools should offer leadership training and mentorship programs tailored to women educators to foster diverse leadership and support career advancement. Additionally, comprehensive support initiatives covering financial literacy, self-care, and career progression are crucial for empowering female instructors. These efforts aim to enhance teaching effectiveness, student engagement, and overall educational outcomes.

REFERENCES

- Application of Colaizzi's Method of Data Analysis in Phenomenological Research. (2022). <https://doi.org/10.37506/mlu.v21i2.2800>
- Arnot, L. and Dillabough, N. (2021). Patterns of Gender Development. *Annu Rev Psychol.* 2010; 61: 353–381. doi: 10.1146/annurev.psych.08.100511. Retrieved October 1, 2023 from <https://www.ncbi.nlm.nih.gov/pmc/article/>.
- Bandura, A. (1960). Social Cognitive Theory. *The Social Cognitive Theory*. <https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories5.html#:~:text=Soc>

- ial%20Cognitive%20Theory%20(SCT)%20started,person%2C%20environment%2C%20and%20behavior.ory
- Bautista, J. R. (2006). Women, Higher Education, and Governance in the Philippines. *Asian Journal of Women's Studies*, 12(4), 7-33.
- Bloom, B., Owen, B. A., & Covington, S. (2020). Gender-responsive strategies: Research, practice, and guiding principles for women offenders. [https:// www.ojp.gov/ns/virtual-library/abstracts/gender-responsive-strategies-research-practice-and-guiding](https://www.ojp.gov/ns/virtual-library/abstracts/gender-responsive-strategies-research-practice-and-guiding)
- Bowles, S., & Gintis, H. (2021). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. Haymarket Books. <https://bit.ly/2RcQn>
- Custodio, L., Pabico, M. A., & Tumanut, N. S. (2021). Gender Perspectives on the Implementation of the K-12 Program in the Philippines: Challenges and Opportunities. *Educational Policy Analysis and Strategic Research*, 13(1), 36-49.
- Enriquez, V. G. (2021). Discipline and Punish in a Rural Philippine School: Discourses on Teachers' Roles, Child Abuse, and DepEd Policies. *Philippine Social Sciences Review*, 57(1-4), 34-63.
- Filmer, H., Deon, M. & Prithett, B. (2022). Dynamics of Gender Representations in Learning Materials. *Multidisciplinary Journal of Gender Studies*, 1 (3), 243-270. Retrieved October 2, 2023 from <http://doi.org/10.41/generos.2023.10>.
- Galarion, M. A. (2018). Empowering Women Educators: A Case Study of Gender and Leadership in the Philippines. *Journal of Gender Studies*, 27(7), 802-813.
- Hernandez, T. A., & Cudiamat, M. A. (2020). Integrating gender and development (GAD) in the classroom: The case of Lucsuhin National High School, Department of Education-Philippines. *KnE Social Sciences*, 1135-1141. <https://www.knepublishing.com/index.php/Social/article/view/2430>
- Hofilena, R. G. (2020). Gender-sensitive school environment: Its impact on the self-esteem of Filipino female students. *International Journal of Educational Research and Development*, 5(1), 27-36.
- Hooks, M. (1956). *Feminist Theory*. The Free Speech Center. <https://firstamendment.mtsu.edu/article/feminist-theory/>
- King, C., Elizabeth, K., Mason, M. (2022). Gender and Development: A Literature Review. LicenseCC BY-NC-SA 4.0. Retrieved October 2, 2023 from https://www.researchgate.net/publication/258_Gender_and_Development_A_Literature_Review.
- Moghadam, G. (2021). Preparing Women for Dead-End Jobs: Vocational Education and Training (VET) for Information and Communication Technology (ICT) Jobs. *International Journal of Gender, Science and Technology*, 3(2), 1-23. Retrieved October 1, 2023 from <http://genderandset.open.ac.uk/index.php/genderandset/article/viewFile/178/>.
- N. (2023). *Women Empowerment*. NaariSamata. https://naarisamata.org/women-empowerment/?gclid=CjwKCAjw9-6oBhBaEiwAHv1QvCO2qNCh603kV2F9-JNKHLrkOAaapAJErykL5Hppe5iayBT4cc9jdRoCg9cQAvD_BwE
- Parco, C. C. (2019). Gender Performativity of Elementary Teachers in Public Schools in the Philippines. *Journal of Southeast Asian Education*, 7(2), 269-290.
- Tadeo, M. C. (2019). DepEd's Child Protection Policy: Safeguarding Students' Rights and Welfare in Philippine Public Schools. *International Journal of Child, Youth, and Family Studies*, 6(3), 442-456.

- Talon Jr, R. B., Carreon, J. R., & Diragen, G. T. (2020). A Phenomenological Inquiry of Gender and Development in The Classroom Program. https://www.researchgate.net/publication/34096A_PHENOMENOLOGICAL_INQUIRY_OF_GENDER_AND_DEVELOPMENT_IN_THE_CLASSROOM_PROGRAM
- Tantengco, N. S., & Maramag, R. L. (2021). Examining Gender Responsiveness of the Philippine Basic Education Reform: An Analysis of the K-12 Araling Panlipunan or Social Studies Curriculum. *MIMBAR PENDIDIKAN*, 1(1). <https://journals.mindamas.com/index.php/article/view/423>
- Villaroman, A.Q. (2020). Gender Mainstreaming in the General Education and Professional Education Courses. *Asia Pacific Journal of Multidisciplinary Research*, 5 (4), 104-111. http://www.apjmr.com/wp-content/upload/11/A_MR-2017.5.4.12.pdf