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## Improving Teachers' Knowledge and Awareness on Gender-Responsive Teaching Through a School Learning Action Cell (SLAC) Session

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### ABSTRACT

This study investigated the effectiveness of a School Learning Action Cell (SLAC) session in enhancing the knowledge and awareness of secondary teachers regarding gender-responsive teaching. Employing a quantitative one-group pretest–posttest design, thirty teachers participated in a SLAC session focused on integrating gender principles into instructional content, teaching strategies, and classroom management. A researcher-made questionnaire composed of Likert-scale items and situational questions was administered before and after the intervention. Descriptive results revealed a generally positive baseline understanding ( $M = 3.99$ ,  $SD = 0.68$ ), while posttest scores showed a significant increase in teachers' knowledge and awareness (Pretest  $M = 8.90$ ,  $SD = 2.50$ ; Posttest  $M = 9.77$ ,  $SD = 1.72$ ). The paired-sample t-test indicated a statistically significant improvement,  $t(29) = -3.21$ ,  $p = .003$ , with decreased score variability suggesting more consistent competence among participants. Findings confirm that a well-designed SLAC session can effectively strengthen teachers' gender-responsive knowledge within a short timeframe. However, results also highlight lingering gaps in teachers' confidence when handling complex gender-related scenarios, underscoring the need for follow-up, scenario-based capacity-building activities. Overall, the study provides empirical evidence that school-based, collaborative professional development can meaningfully support DepEd's GAD agenda and contribute to more inclusive, equitable classroom practices.

### 1. Introduction

The Department of Education (DepEd) in the Philippines has consistently emphasized the integration of Gender and Development (GAD)

principles into teaching and learning processes to promote inclusive and equitable education. Despite the existence of comprehensive policies and frameworks, research indicates that many teachers still exhibit limited understanding and inconsistent application of

gender-responsive strategies in classroom practices (Talib-Bauda et al., 2025; Tagaza, 2025). Professional development programs often prioritize policy orientation or general awareness rather than assessing their immediate impact on teaching behavior and classroom management (Jimenez, 2025). This gap in practice suggests that while teachers may be aware of gender equality concepts, translating these into actionable strategies remains a challenge. Consequently, there is a need for empirical studies that evaluate the effectiveness of short-term, school-based interventions in enhancing teachers' gender responsiveness.

This study addresses this gap by focusing on the impact of a single School Learning Action Cell (SLAC) session on secondary school teachers' knowledge and awareness of gender principles. Specifically, it investigates whether a concise, structured professional learning activity can produce measurable improvements in teachers' understanding and classroom practices. The research employs a one-group pretest–posttest design to assess changes in teachers' knowledge levels before and after the intervention. By limiting its scope to the immediate effects of a single session, the study emphasizes short-term outcomes rather than long-term behavioral or attitudinal changes. This approach provides practical insights into the feasibility and effectiveness of brief professional development formats, which are particularly relevant in resource-constrained educational settings (Mulay, 2025; Deala, 2024).

The significance of this study extends beyond individual teacher development to broader educational leadership and policy-making. For school leaders and policymakers, understanding the potential of a single SLAC session to enhance gender-responsive teaching offers evidence for designing efficient, scalable professional development programs that align with teachers' schedules and institutional resources. For teachers, the findings underscore the value of collaborative learning spaces in fostering gender-sensitive pedagogy and classroom management practices. At a national level, the study contributes to operationalizing DepEd's GAD Framework and advancing Sustainable Development Goal 5 on gender equality in education (UNESCO, 2021; Sicuan, 2024). By bridging the gap between policy advocacy and classroom implementation, this research provides actionable evidence to support gender mainstreaming in education.

The theoretical foundation of this study is grounded in Transformative Learning Theory, which posits that adult learning occurs through critical reflection that

leads to perspective transformation (Mezirow, 1991), and Social Learning Theory, which emphasizes learning through observation, modeling, and interaction in collaborative environments (Bandura, 1977; Bissessar, 2021). These frameworks suggest that a well-structured SLAC session can create opportunities for teachers to challenge gender biases, share best practices, and collectively develop strategies for gender-responsive teaching. By applying these theories within a pre-experimental design, the study not only measures knowledge gains but also explores how collaborative professional learning can serve as a catalyst for educational equity.

Gender-responsive teaching plays a pivotal role in Philippine education today, as it seeks to dismantle classroom stereotypes and promote equitable learning opportunities for all learners. The Department of Education (DepEd) institutionalised this priority through the issuance of DepEd Order No. 32, s. 2017, which calls for the integration of gender-equality principles into the curriculum, teaching strategies, assessments, and school governance (Department of Education, 2017). Despite the clarity of the policy, implementation remains varied across schools. The learner development and learning delivery domains of the Gender-Responsive Basic Education Policy were fully implemented, other domains such as learning environment, resources, and assessment were only moderately addressed. Such partial implementation is echoed in regional qualitative research showing that although awareness among secondary teachers is high, the degree to which gender-responsive practices are integrated into everyday teaching remains inconsistent. These findings underscore the gap between policy awareness and application in the classroom, and highlight the need for interventions that purposefully translate gender-responsive intentions into applied teaching behaviours.

Within the realm of teacher professional development, the school-based mechanism known as the School Learning Action Cell (SLAC)—introduced under DepEd Order No. 35, s. 2016—has emerged as a promising strategy. SLAC sessions enable teachers to collaborate, reflect on practice, and engage with instructional challenges in their own school context. The SLAC's cost-efficient and context-specific approach helped teachers address instructional gaps and strengthened teaching effectiveness. Further, Mulay (2025) reported that SLAC participation supported professional collaboration, deeper curriculum understanding, and adaptive teaching strategies—linking these outcomes to Transformative Learning Theory, in which teachers re-examine assumptions and incorporate more inclusive practices.

Empirical data also support SLAC's positive impact: in South Cotabato, a descriptive - correlational study found SLAC implementation was positively associated with teacher professional development outcomes. Together, these studies validate SLAC as a viable model for short-term, school-based professional development, particularly in resource-constrained contexts.

Short-term professional development programmes more broadly have been shown to increase teachers' knowledge and attitudes toward inclusive education, though sustaining actual classroom change remains a challenge. For example, a meta-analysis by Donath et al. (2023) reported large effects on teacher knowledge ( $g = 0.93$ ) and moderate effects on skills ( $g = 0.49$ ), but warned that behavioral change and classroom implementation were considerably less pronounced without ongoing support. Hogan et al. (2025) similarly observed that while brief professional development improved educators' understanding of inclusive practices, sustained change required extended follow-up. In the Philippine setting, SLAC offers an embedded mechanism for bridging this gap by situating collaborative learning and reflection within the school environment thereby supporting the Department of Education's MATATAG agenda of teacher capacity-building for inclusive and equitable education.

The theoretical underpinnings of this research draw from two major learning theories. Adult learners undergo critical reflection that leads to perspective transformation; this resonates with the SLAC session's potential to awaken teacher awareness of gender bias and promote inclusive strategies. At the same time, individuals learn through observation and modelling within social settings; the collaborative nature of SLAC provides a social context for teachers to observe peers, share inclusive practices, and internalise gender-responsive strategies. Together, these theories support the framework in which professional development becomes a catalyst for change in teacher awareness and practice.

This study is anchored on the Gender and Development (GAD) framework and the School Learning Action Cell (SLAC) mechanism of the Department of Education as mandated under DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education Policy) and DepEd Order No. 35, s. 2016 (The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning). Using the Input Process Output (IPO) model, the study

conceptualizes how a structured SLAC session can improve teachers' knowledge and awareness of gender-responsive teaching practices.

By aligning the GAD legal framework with the SLAC professional development model, the study bridges the gap between DepEd's gender equality mandates and their actual classroom implementation. The integration of these frameworks emphasizes that empowering teachers through collaborative and reflective learning sessions directly supports the mainstreaming of gender-responsive education. Consequently, this approach not only enhances teachers' immediate knowledge and awareness but also strengthens the long-term institutional commitment to inclusivity, equity, and transformative teaching practices within the basic education system.

This study aims to determine the effectiveness of a School Learning Action Cell (SLAC) session in enhancing the knowledge and awareness of secondary teachers in gender-responsive teaching. Specifically, it seeks to answer the following questions:

1. What is the level of awareness of secondary teachers regarding the integration of gender principles into subject content, teaching techniques, and classroom management?
2. What is the teachers' level of competence in using gender-responsive practices before and after participating in the SLAC session?
3. Is there a significant difference between the pretest and posttest scores of teachers' knowledge and awareness following the SLAC session?

## 2. Methodology

This study employs a quantitative pre-experimental one-group pretest-posttest design. Quantitative research focuses on collecting and analyzing numerical data to explain patterns, test hypotheses, and determine relationships or differences among variables (Bhandari, 2023). The one-group pretest-posttest design is appropriate for this study since all participating teachers will take a pretest to assess their initial knowledge and awareness of gender-responsive teaching, undergo the intervention through a School Learning Action Cell (SLAC) session, and then complete a posttest to measure any changes after the intervention. This design allows for the determination of the SLAC session's effectiveness in improving teachers' awareness and competence in gender-responsive teaching practices (University of Minnesota, 2021).

### ***Research Instrument***

The main data-gathering tool is a researcher-made questionnaire, administered before and after the SLAC session. The instrument consists of two parts: (a) a 10-item Likert-type scale that measures teachers' awareness of DepEd's gender-responsive education policies and practices, and (b) 16 situational multiple-choice items assessing teachers' knowledge and decision-making in gender-responsive pedagogy, inclusive classroom management, and equitable task distribution. The same questionnaire will be used for both pretest and posttest to ensure consistency and comparability of results (McLeod, [2019](#)). Content validity will be ensured through expert review by GAD focal persons.

### ***Research Participants***

The participants of this study are thirty (30) secondary school teachers from Tambulig National High School who will participate in the School Learning Action Cell (SLAC) session. The sample will be selected through simple random sampling to ensure that each teacher has an equal chance of being included in the study. This method minimizes selection bias and enhances the representativeness of the sample, thereby strengthening the validity of statistical analyses such as the paired-sample t-test (Creswell, [2018](#); Taherdoost, [2016](#)). The selected teachers will voluntarily participate in both the pretest and posttest phases to measure changes in their awareness and competence in gender-responsive teaching following the intervention.

### ***Research Locale***

The study will be conducted in a public secondary school located in the Division of Zamboanga del Sur, identified as a Gender and Development (GAD)-implementing institution under the Department of Education. The selected school typifies a large-sized public secondary institution situated in a semi-urban area with an active GAD focal point system. It was chosen for its consistent implementation of GAD-related programs and initiatives that promote gender equality, inclusivity, and teacher capacity-building. The school's context provides an appropriate environment for examining how professional learning interventions, such as a School Learning Action Cell (SLAC) session, can enhance teachers' knowledge and awareness of gender-responsive teaching practices within a real educational setting.

### ***Data Gathering Procedure***

Data collection for this study will follow a structured, step-by-step process to ensure reliability and ethical compliance. First, the researcher will secure formal permission from the school principal to conduct the study. Second, all selected participants will be oriented on the purpose and scope of the research and will provide their voluntary consent or assent by signing the attached Informed Consent/Assent Form (Annex A). This form outlines the study title, objectives, procedures, potential benefits, voluntary nature of participation, and assurances of confidentiality, in accordance with the Department of Education's Basic Education Research Agenda (BERA) and DepEd Order No. 16, s. 2017.

Following consent, participants will complete a pretest questionnaire to establish baseline levels of knowledge and awareness regarding gender-responsive teaching practices. The pretest is part of a structured survey (Annex B) that includes 5-point Likert-scale items, ranging from Strongly Agree (5) to Strongly Disagree (1), on topics such as awareness of DepEd policies, identification of gender bias in instructional materials, reflective teaching practices, and inclusive classroom management. Additionally, situational questions are included to assess teachers' practical application of gender-responsive strategies in classroom scenarios.

After the pretest, the SLAC session will be conducted, focusing on the integration of gender principles into lesson content, teaching techniques, and classroom management. Immediately following the session, participants will complete the posttest, using the same instrument to measure any changes in knowledge, awareness, and application of gender-responsive strategies.

Finally, all responses will be tabulated, encoded, and statistically analyzed using Jamovi software. Descriptive statistics including mean, standard deviation, and standard error—will summarize participants' responses, while a paired-sample t-test will determine the statistical significance of pretest-posttest differences. The use of the 5-point Likert scale allows for quantifiable measurement of teachers' perceptions and practices, facilitating a clear interpretation of the degree of agreement with gender-responsive teaching statements. This systematic approach ensures the accuracy, reliability, and validity of the study's findings while upholding ethical standards (Creswell, [2018](#); Laerd Statistics, [2015](#)).

### **Statistical Data Analysis**

Descriptive statistics, including the mean, median, standard deviation, and standard error, will be employed to summarize teachers' knowledge and awareness scores before and after the SLAC intervention. These measures provide a clear view of central tendency, variability, and overall participant performance, helping to identify patterns in teachers' competence in implementing gender-responsive teaching practices.

To determine whether the differences between pretest and posttest scores are statistically significant, a paired-sample t-test will be conducted. This test is suitable for evaluating the effects of an intervention on a single group measured at two points in time, as it accounts for the correlation between repeated measures and isolates the effect of the treatment (Laerd Statistics, 2015). In this study, it serves to empirically assess the effectiveness of the SLAC session in enhancing teachers' knowledge and awareness of gender-responsive strategies.

All analyses will be performed using Jamovi software to ensure precise calculation of descriptive statistics, t-values, confidence intervals, and significance levels. These analytical approaches allow for a robust evaluation of both the magnitude and statistical significance of changes in teacher competence, providing credible evidence of the immediate impact of the SLAC session.

### **Ethical Considerations**

This study adheres to the ethical standards outlined in the Department of Education (DepEd) Basic Education Research Agenda, DepEd Order No. 16, s. 2017, and the British Educational Research Association (Bera, 2018) ethical guidelines. Participation in the study is completely voluntary, and teachers may withdraw at any point without any negative consequences. All information gathered will be handled with strict confidentiality, and no personally identifiable data will be revealed. Research files will be stored securely in password-protected formats accessible only to the researcher.

In addition, the study incorporates the responsible use of artificial intelligence (AI) tools to support data interpretation and improve grammar clarity in reporting. These AI tools were used solely to enhance accuracy and coherence of analysis, without compromising the authenticity, confidentiality, or integrity of the participants' responses. Throughout the research process, the principles of privacy protection,

minimization of risk, transparency, and ethical integrity are upheld.

### **3. Results and Discussion**

This section details the study's findings on the impact of the School Learning Action Cell (SLAC) session in enhancing secondary teachers' knowledge and awareness of gender-responsive teaching. It provides a comprehensive analysis of pretest and posttest scores, descriptive statistics, normality assessments, and results from the paired-samples t-test. The discussion interprets these outcomes in the context of the research questions and hypothesis, emphasizing how the SLAC session improved teachers' competence, promoted more consistent understanding across participants, and facilitated the application of gender-responsive practices in the classroom (Table 1). Furthermore, residual diagnostics and relevant literature are integrated to support the validity, reliability, and robustness of the findings.

Table 1. Teachers' Self-Reported Competence and Awareness in Gender-Responsive Teaching Practices

Item	Total Score	Mean	SD	Likert Description
1. I am aware of DepEd policies on gender-responsive education.	125	4.17	0.65	Agree
2. I can identify gender bias in textbooks or lesson materials.	123	3.97	0.67	Agree
3. I intentionally use examples and resources that represent diverse genders in my lessons.	120	3.87	0.78	Agree
4. I feel confident applying gender-responsive strategies in classroom management.	118	3.80	0.71	Agree
5. I encourage equal participation and leadership opportunities for all students.	134	4.33	0.48	Strongly Agree
6. I am aware of methods for integrating gender principles into my specific subject area.	118	3.80	0.81	Agree
7. I regularly reflect on and adjust my teaching practices to avoid gender bias.	125	4.03	0.49	Agree
8. I understand how gender sensitivity affects students'	125	4.03	0.72	Agree

engagement and achievement.					
9. I have sufficient knowledge to handle classroom situations involving gender issues.	113	3.63	0.85	Agree	
10. My school culture supports and reinforces gender-responsive teaching practices.	122	3.93	0.74	Agree	
<b>Grand Total</b>	<b>1223</b>	<b>3.99</b>	<b>0.68</b>	<b>Agree</b>	

The analysis of teachers' responses indicates a generally positive level of awareness and competence in gender-responsive teaching, with a grand total mean of 3.99 (SD = 0.68), corresponding to "Agree" on the Likert scale (Department of Education, 2017). The highest-rated item, promoting equal participation and leadership opportunities for all students (Item 5, M = 4.33, SD = 0.48), reflects teachers' strong commitment to creating inclusive classroom environments (Talib-Bauda et al., 2025). Other highly rated items, including awareness of DepEd policies (Item 1, M = 4.17) and reflective teaching practices to avoid gender bias (Item 7, M = 4.03), further demonstrate that teachers generally understand and apply gender-responsive strategies in their instruction (Culajara, 2023; Mulay, 2025). When considered alongside the SLAC session results (Table 1), which showed a statistically significant improvement in knowledge and awareness after the intervention ( $t(29) = -3.21$ ,  $p = .003$ ; mean difference =  $-0.867$ ), the survey data reinforce that teachers not only increased their

understanding but also maintain positive attitudes and consistent engagement in gender-responsive practices. However, the lowest-rated item, confidence in handling classroom situations involving gender issues (Item 9, M = 3.63, SD = 0.85), highlights a gap in preparedness for more complex gender-related scenarios (Talib-Bauda et al., 2025). This suggests that while teachers demonstrate overall awareness of gender principles in content, teaching techniques, and classroom management, additional targeted support or scenario-based training could further strengthen their ability to apply these strategies effectively.

Overall, the findings indicate that secondary teachers possess a moderate to high level of awareness regarding the integration of gender principles in teaching, while also identifying areas for further capacity-building to ensure confident and consistent application in diverse classroom situations (Department of Education, 2017; Culajara, 2023; Mulay, 2025). The pretest scores (M = 8.90, SD = 2.50) suggest that teachers initially had moderate competence in gender-responsive teaching (Department of Education, 2017). After the SLAC session, the posttest scores increased to a mean of 9.77 (SD = 1.72) with a median of 10.50, reflecting enhanced competence and a more consistent understanding across the group (Table 2). The reduced standard deviation indicates that the session helped standardize teachers' knowledge, reducing variability in performance, consistent with findings that school-based professional development can improve teacher consistency and application of inclusive practices (Culajara, 2023; Mulay, 2025).

Table 2. Teachers' Knowledge and Awareness Scores Before and After the SLAC Session

Measure	N	Mean	Median	SD	SE	Shapiro-Wilk W	p (Normality)	t	df	p (Paired t)	Mean Difference	95% CI Lower	95% CI Upper
Pre-Test	30	8.90	9.50	2.50	0.456	0.893	.006	-	29	.003	-0.867	-1.42	-0.314
Post-Test	30	9.77	10.50	1.72	0.313	0.893	.006	3.21					

Note.  $H_a: \mu_{Pre} - \mu_{Post} \neq 0$ . A low Shapiro-Wilk p-value ( $< .05$ ) indicates violation of normality, but the paired t-test is robust to moderate non-normality.

The Shapiro-Wilk test results ( $W = 0.893$ ,  $p = .006$ ) indicate that the pretest and posttest scores deviate from a normal distribution. Although the normality assumption is violated, the paired samples t-test is considered robust to moderate non-normality, especially with sample sizes of 30 or more (Field, 2018; Laerd Statistics, 2015). The paired samples t-test shows a statistically significant improvement in teachers' knowledge and awareness after the SLAC

session,  $t(29) = -3.21$ ,  $p = .003$ . The mean difference of  $-0.867$  and the 95% confidence interval  $[-1.42, -0.314]$  confirm that the observed increase in scores is unlikely due to chance (Creswell, 2018; Bhandari, 2023).

These findings clearly demonstrate that the SLAC session significantly enhanced teachers' competence in applying gender-responsive practices. Teachers not only improved their knowledge, but the variability in scores also decreased, indicating more uniform understanding of gender-responsive principles across the group. This address both research questions by

showing improved competence and a statistically significant difference between pretest and posttest scores (Department of Education, 2017; Talib-Bauda et al., 2025).

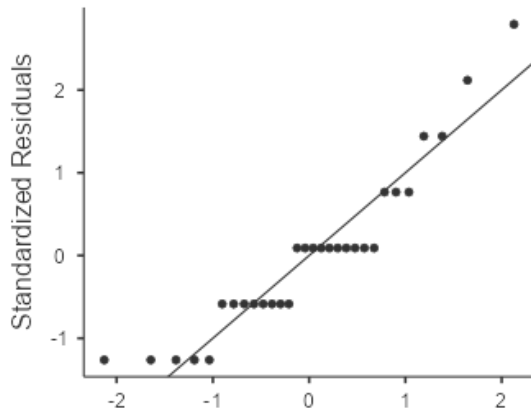


Figure 2. Normal Probability Plot of Residuals for the Gender-Responsiveness Pretest-Posttest Model

The residual diagnostics provide strong support for the effectiveness and validity of the SLAC intervention in improving teachers' knowledge and awareness of gender-responsive teaching (Creswell, 2018; Laerd Statistics, 2015). The nearly linear pattern shown in the Q-Q plot indicates that the standardized residuals closely approximate a normal distribution, suggesting that the statistical model accurately represents most of the variability in teachers' pretest and posttest scores without systematic bias (Field, 2018). Minor deviations at the lower and upper tails likely reflect natural differences among teachers, such as prior exposure to GAD concepts, varying levels of teaching experience, or differing familiarity with gender-inclusive strategies (Talib-Bauda et al., 2025). These small variations are common in professional development studies and do not compromise the reliability of the results, particularly since the deviations observed were minimal.

Overall, the residual pattern confirms that the assumptions underlying the statistical tests were satisfactorily met, supporting the robustness of the analysis used to evaluate the SLAC session's impact (Bhandari, 2023; Laerd Statistics, 2015). Because normality was sufficiently satisfied, the observed improvement in teachers' gender-responsiveness scores—and the resulting conclusions regarding the effectiveness of the intervention—can be considered sound and trustworthy. These results add to the growing evidence that short, school-based professional learning modalities, such as SLAC, can meaningfully strengthen teacher competence even in

complex areas like gender-responsive pedagogy (Mulay, 2025; Culajara, 2023). For schools implementing DepEd's GAD initiatives, this demonstrates that a well-structured SLAC session is both feasible and statistically reliable for enhancing inclusive and equitable classroom practices (Department of Education, 2017).

The results demonstrate a statistically significant improvement in teachers' knowledge and awareness of gender-responsive teaching following participation in the SLAC session, as indicated by the paired-sample t-test,  $t(29) = -3.21, p = .003$ . Although the mean difference between pretest and posttest scores ( $-0.867$ ) appears numerically modest, this change should be interpreted within the context of teachers' relatively high baseline competence (Pretest  $M = 8.90$ ). Given this initial level, the observed improvement reflects not the acquisition of entirely new knowledge but the refinement, reinforcement, and alignment of existing understanding with gender-responsive principles. An estimation of effect size (Cohen's  $d$ ) suggests a small to moderate practical effect, which is consistent with prior research on short-term, school-based professional development initiatives. Importantly, the reduction in posttest standard deviation indicates more consistent competence across participants, suggesting that the SLAC session contributed to standardizing teachers' understanding of gender-responsive practices. From an educational standpoint, such consistency is practically significant, as it supports more uniform classroom implementation and reduces variability in gender-responsive teaching across classrooms.

Nevertheless, these findings must be interpreted in light of the study's methodological limitations. The use of a one-group pretest-posttest design limits strong causal inferences, as alternative explanations such as testing effects, response familiarity, or social desirability bias cannot be fully ruled out. Teachers' prior exposure to DepEd's Gender and Development (GAD) policies and ongoing school-based initiatives may also have influenced both baseline awareness and post-intervention scores. Additionally, the repeated use of the same instrument may have heightened participants' sensitivity to gender-related concepts during the posttest phase. As such, the observed improvement should be viewed as indicative of short-term gains rather than definitive evidence of causal impact. These limitations also constrain the generalizability of the findings beyond the specific school context examined. Despite these constraints, the results provide preliminary empirical evidence that a structured SLAC session is a feasible and potentially effective school-based mechanism for enhancing

teachers' gender-responsive knowledge and awareness. Future research employing control groups, quasi-experimental designs, or longitudinal approaches is recommended to better isolate intervention effects and examine the sustainability of gender-responsive practices in classroom implementation.

#### 4. Conclusion

The study indicates that secondary teachers at Tambulig National High School demonstrate a moderate to high level of awareness and competence in gender-responsive teaching. The analysis of survey responses shows that teachers generally recognize the importance of integrating gender principles into subject content, teaching techniques, and classroom management. The highest-rated item, promoting equal participation and leadership opportunities for all students, reflects teachers' strong commitment to fostering inclusive classroom environments. The SLAC session significantly improved teachers' knowledge and awareness, as evidenced by the increase in pretest and posttest scores. The reduction in standard deviation post-intervention indicates a more consistent understanding of gender-responsive practices across participants. Residual diagnostics and normal probability plots further confirm the robustness and validity of the intervention outcomes. However, the lowest-rated item, confidence in handling complex gender-related classroom situations, highlights a gap in teachers' preparedness for nuanced scenarios. This suggests that while teachers are generally aware and competent, additional training targeting practical, scenario-based applications of gender-responsive strategies is necessary to strengthen their overall capacity. Based on the study's findings, it is evident that while secondary teachers at Tambulig National High School demonstrate a moderate to high level of awareness and competence in gender-responsive teaching, certain areas—particularly managing complex gender-related classroom situations require further support. Consequently, the following recommendations are proposed to build on the positive outcomes of the SLAC session and enhance teachers' capacity to implement gender-responsive practices effectively and consistently.

1. Targeted Professional Development: Schools should design follow-up workshops or scenario-based training to help teachers gain confidence in managing complex gender-related classroom situations. This could include role-playing, case studies, and interactive discussions of real classroom scenarios.

2. Continuous Monitoring and Support: School administrators should establish mechanisms for ongoing mentoring and peer collaboration to sustain and enhance the application of gender-responsive teaching strategies.

3. Integration of Gender-Responsive Materials: Teachers are encouraged to consistently incorporate gender-inclusive examples, resources, and activities across all subject areas, reinforcing equitable learning opportunities.

4. Policy Awareness and Implementation: Schools should regularly disseminate and update teachers on DepEd policies related to gender and development (GAD), ensuring compliance and effective integration in classroom practices.

5. Future Research: Further studies could explore longitudinal impacts of SLAC sessions or other school-based interventions to determine how sustained engagement affects teacher competence and student outcomes in gender-responsive education.

Overall, the findings underscore the effectiveness of short, structured, school-based professional learning interventions, such as SLAC, in enhancing teachers' knowledge, awareness, and commitment to gender-responsive teaching, while also highlighting areas for further capacity-building.

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