

Assessment of Gender-Responsive Classroom Materials and their Effect on Students' Academic Performance

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Abstract—This study assessed gender-responsive classroom materials and their effect on students' academic performance among Grade 6 learners in selected public elementary schools in Cabiao, Nueva Ecija, during School Year 2025–2026. A descriptive-quantitative research design was employed. The respondents were one hundred seventy-five (175) Grade 6 pupils from Sta. Rita Elementary School, Concepcion Elementary School, and San Vicente Elementary School. The participating schools were selected using a systematic sampling technique, while the respondents were chosen using simple random sampling. Data were gathered using a researcher-made questionnaire and students' academic grades in Mathematics, Science, English, Filipino, and Araling Panlipunan. The data were analyzed using the Frequency and Percentage, Weighted mean, and Pearson's *r* correlation and were presented in tables with corresponding interpretations. Findings revealed that the students generally demonstrated high academic performance in the selected subjects. The respondents also agreed that gender-responsive classroom materials such as textbooks, storybooks, visual aids, and digital resources were present in their classrooms. Furthermore, the study found that some gender-responsive classroom materials had a significant relationship with students' academic performance, while others showed no significant relationship in selected subject areas. Overall, the findings suggest that gender-responsive classroom materials contribute to creating an inclusive learning environment that supports students' participation, engagement, and academic achievement. The study concludes that the integration of gender-responsive classroom materials promote fairness, equality, and inclusivity in the learning process and may positively influence students' academic performance. The results further indicate that the effectiveness of these materials may vary across different subject areas and types of instructional resources. Based on the findings, recommendations were proposed for teachers, parents, and future researchers to further strengthen the development and utilization of gender-responsive classroom materials in elementary education.

Index Terms—Polytechnic University of the Philippines, Cabiao Campus, Bachelor of Elementary Education, gender-responsive classroom materials, academic performance, Grade 6 learners, inclusive education, descriptive-quantitative research.

1. The Problem and its Setting

A. Introduction

Education played a vital role in shaping learners' intellectual growth, values, and social awareness. In the Philippine educational system, the concept of a gender-responsive classroom gained importance as schools strove to provide equitable and inclusive learning environments. Such classrooms promoted fairness, equal participation, and sensitivity to the diverse needs of learners regardless of gender. The implementation of gender-responsive education was guided by national frameworks like the Gender and Development (GAD) program and DepEd Order No. 32, s. 2017, which required integrating gender sensitivity in teaching materials, instructional materials, and classroom management. These policies aimed to eliminate gender bias, stereotypes, and discrimination, ensuring that all learners had equal opportunities to succeed.

A gender-responsive classroom went beyond using gender-fair language and materials; it included teaching strategies, classroom interactions, assessment methods, and the overall learning environment. When learners experienced fairness and respect, they were more likely to participate actively, build confidence, and engage meaningfully in academic tasks. Academic performance reflected students' mastery of competencies, engagement, and overall success.

Research showed that supportive and inclusive classrooms positively affected motivation, participation, and achievement. Examining the relationship between gender-responsive materials and academic performance provided insights into how inclusive education supported learning outcomes. This study focused on Grade 6 learners in selected public elementary schools in Cabiao, Nueva Ecija, and aimed to assess the implementation of gender-responsive classroom materials and their effect on students' academic performance. Findings guided teachers, administrators, and policymakers in strengthening materials that promoted both gender equality and academic excellence.

As Bachelor of Elementary Education (BEED) students, this

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study formed an essential part of the researchers' academic preparation and professional development. It allowed them to deepen their understanding of gender-responsive teaching and its impact on learning while fostering their responsibility to create inclusive, equitable, and learner-centered classrooms. The findings were expected to contribute to educational improvement and help the researchers develop the skills and values needed to become effective, gender-sensitive teachers.

B. Conceptual Paradigm

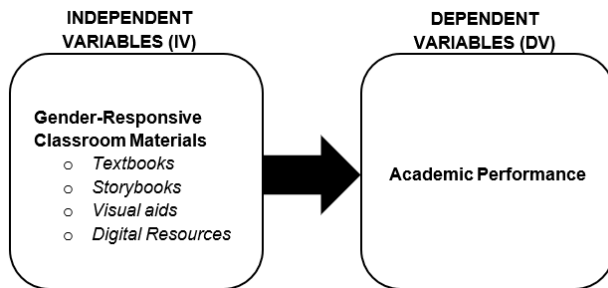


Fig. 1. Conceptual framework of the study

Figure 1 illustrates the conceptual framework for the independent and dependent variables. This framework shows how different types of gender-responsive classroom materials might influence students' academic performance. The independent variable includes textbooks, storybooks, visual aids, and digital resources, while the dependent variable is academic performance.

C. Statement of the Problem

The main purpose of this study is to assess the effect of gender-responsive classroom materials on the academic performance of selected Grade 6 learners in Cabiao, Nueva Ecija. Specifically, this study aimed to answer the following questions related to the study:

1. What is the respondents' level of academic performance in the following subjects:
 1. mathematics;
 2. science;
 3. english;
 4. filipino; and
 5. araling panlipunan?
2. What is the respondents' level of agreement regarding the effect of gender-responsive classroom materials on their academic performance, in terms of:
 1. textbooks;
 2. storybooks;
 3. visual aids; and
 4. digital resources?
3. Is there a significant relationship between the use of gender-responsive classroom materials and students' academic performance in the selected subjects?

D. Hypothesis

There is no significant relationship between the use of gender-responsive classroom materials and the academic performance of Grade 6 students in selected subjects in Cabiao, Nueva Ecija, at the 0.05 level of significance, indicating that the

use of such materials is not significantly related to students' academic performance in these subjects overall.

E. Scope and Limitations of the Study

This study focuses on assessing gender-responsive classroom materials and their effect on the academic performance of Grade 6 learners in selected public elementary schools in Cabiao, Nueva Ecija, namely Sta. Rita Elementary School, Concepcion Elementary School, and San Vicente Elementary School, during the School Year 2025–2026. The scope of this study is limited to examining four components of a gender-responsive classroom: textbooks, storybooks, visual aids, and digital resources. Other teaching materials that were not included in these categories were excluded from the study. The researchers delimited the investigation to students' academic performance as the outcome of exposure to a gender-responsive classroom. Other variables that might affect learners' achievement, such as home environment, motivation, prior knowledge, and study habits, were beyond the coverage of this research.

The respondents are limited to Grade 6 pupils. Learners at this level were considered capable of demonstrating stable academic behaviors and mature enough to engage with and respond to classroom materials that might influence their performance. Moreover, they were preparing to transition to secondary education, making this stage important for examining factors that supported academic success. The findings of the study might not be generalized to other grade levels or private schools.

F. Significance of the Study

The findings of this study offered valuable benefits to the following stakeholders:

To the Learners. This study will determine how gender-responsive classroom materials will influence students' academic performance. By identifying inclusive and equitable classroom materials, learners will benefit from improved participation, motivation, confidence, and overall academic achievement regardless of gender.

To the Teachers. The results will clearly show how the use of gender-responsive classroom materials will impact students' academic performance. This will guide teachers in enhancing pedagogical approaches, promoting balanced participation, and creating a more equitable learning environment that will support academic success.

To the School Administrators. The findings of this study will help administrators improve gender-responsive education by developing targeted interventions, professional development programs, and effective monitoring systems to promote inclusive classrooms and enhance students' academic performance.

To the Parents. This study will help parents better understand the relationship between gender-responsive classroom materials and their children's academic performance and will encourage greater support for inclusive learning practices at home and in school.

To Future Researchers. This study will serve as a useful

reference for future studies related to gender-responsive education and student academic performance. The findings will also provide insights that will help guide further research in similar educational settings.

G. Definition of Terms

Academic Performance – The level of students' achievement across different academic subjects, measured by their grade ranges in Mathematics, Science, English, Filipino, and Araling Panlipunan during the last grading period.

ALP Textbooks – Condensed and flexible textbooks designed to help overage and out-of-school children or youth complete primary or secondary education in a shorter timeframe.

Digital Resources – Multimedia learning materials such as videos, presentations, and other digital content used in teaching that encourage equal participation and representation of both boys and girls.

ELP Textbooks – Textbooks used for early literacy development, especially for students with learning disabilities.

Gender and Development (GAD) – A development framework and approach that examines the social construction of gender and power imbalances between genders to achieve equitable development outcomes.

Gender Biases – Unfair treatment or representation of genders, often disadvantaging one. These biases may be reflected in attitudes, practices, or materials that favor one gender over another.

Gender-Responsive Classroom Materials – Instructional resources that promote fairness, equality, and respect among students regardless of gender, including textbooks, storybooks, visual aids, and digital resources.

Storybooks – Narrative reading materials used to promote gender fairness and equal representation of boys and girls.

Textbooks – Instructional books used during classroom lessons that present a balanced representation of male and female characters and promote gender equality.

Visual Aids – Instructional materials such as pictures, charts, posters, and illustrations used during lessons to promote gender equality and reduce gender stereotypes.

2. Review of Literature and Studies

This section presents the related literature, studies, and policies relevant to the present investigation. It discussed gender-responsive education, gender-responsive classrooms, and various classroom materials, including textbooks, storybooks, visual aids, and digital resources. The chapter also examined academic performance and provided insights into how gender-responsive classroom materials contribute to learners' academic achievement and understanding of gender equality.

A. Policy on Gender-Responsive Education

Gender-responsive education is anchored on policies that promote equality, inclusivity, and non-discrimination in educational settings. In the Philippines, the implementation of gender-responsive education is guided by Republic Act No.

9710, also known as the Magna Carta of Women, which mandates all government agencies, including educational institutions, to uphold gender equality and eliminate discrimination. The law emphasizes the integration of gender perspectives in educational programs, policies, and instructional materials.

In support of this mandate, the Department of Education issued DepEd Order No. 32, s. 2017, otherwise known as the Gender-Responsive Basic Education Policy. The policy aims to institutionalize gender-responsive education in all public schools through the integration of gender-fair principles in curriculum development, learning resources, teaching strategies, assessment practices, and school governance. The policy also promotes the creation of safe and inclusive learning environments where learners are treated fairly regardless of sex, gender identity, or expression. Furthermore, Republic Act

No. 7192, or the Women in Development and Nation-Building Act, promotes the participation of women in all sectors of society and encourages educational institutions to adopt gender-sensitive practices. Through these policies, schools are encouraged to eliminate sexist language, gender stereotypes, and discriminatory practices that may hinder learners' academic and personal development. At the international level, UNESCO continues to advocate for gender equality in education through Sustainable Development Goals 4 and 5, which focus on quality education and gender equality. These initiatives encourage educational institutions to provide equal opportunities for all learners and to utilize instructional materials that promote fairness, respect, and inclusivity.

Overall, these policies serve as the foundation for implementing gender-responsive classrooms and instructional materials that contribute to equitable learning experiences and improved educational outcomes.

B. Gender-Responsive Classroom

A gender-responsive classroom is a learning environment that promotes equality, inclusivity, participation, and respect among learners regardless of gender. It seeks to eliminate gender bias and stereotypes in teaching practices, learning materials, classroom interactions, and assessment processes (Department of Education, 2017). Furthermore, gender-responsive education supports the development of inclusive learning environments where learners are treated fairly and provided equal opportunities to participate and succeed (Philippine Commission on Women, 2021). Gender-responsive classrooms are characterized by the use of inclusive language, equitable classroom management practices, balanced participation in learning activities, and fair access to educational opportunities. Teachers play a vital role in creating such environments by encouraging mutual respect, addressing gender biases, and ensuring that both male and female learners are represented fairly in classroom discussions and activities.

Research suggests that gender-responsive teaching practices positively influence learners' engagement and academic performance. Gender-responsive practices implemented in science classrooms have been found to enhance student participation and improve learning outcomes. These findings

indicate that creating inclusive and gender-sensitive learning environments can contribute to better educational experiences for learners (Canuto & Espique, 2023). Similarly, inclusive teaching approaches promote equitable participation among students and contribute to improved academic achievement. By ensuring that all learners are given equal opportunities to engage in classroom activities, gender-responsive practices help foster a supportive and productive learning environment (Thabiti et al., 2024).

Moreover, gender-responsive classrooms help learners develop positive attitudes toward diversity, equality, and respect. By providing equal learning opportunities and reducing gender-based barriers, schools can foster both academic success and holistic development among learners. This approach aligns with the goals of gender-responsive education policies and supports the effective implementation of gender-responsive classroom materials.

C. Textbooks

Textbooks are important gender-responsive tools because they shape how kids think about gender roles. However, many studies show that textbooks still have biases that make them less useful for this purpose. But several studies show that there are still factors that make this less likely to happen. One of these is the gender issues in school curriculum, specifically stereotyping in textbooks, which are children's main sources of information. Every time learners went to school, textbook depictions of both genders built their gender knowledge and self-image, especially affecting their behaviour and aspirations. Both textbooks were biased against women and made false accusations against the Iranian community because they showed things from the author's point of view, and especially the rules of the people in power, since the government directly affects and oversees free public schools in Iran (Dawar and Anand, 2017).

Gender portrayal in educational materials has grown into a multidisciplinary and broad study area (Dong and Li, 2023). People are still studying and talking about how gender is shown in school materials, especially literature. This is because these things often support biases and social norms, which can have a big impact on how students see their own gender roles and relationships. At school, male images were drawn more often than female ones. Male characters were often in positions of power, leadership, and prestige, while female characters were often seen in parts of the family or as help (Chan, 2023). Additionally, Gender biased terminologies (e.g., salesclerk, waitperson) subordinates the position of women and gender stereotyping continues to be widespread in Japanese EFL textbooks (Lee, 2018).

The representations of gender in English as an international language textbook tailored for the Saudi Arabian environment were examined, and the results demonstrate the textbook's bias (Sulaimani, 2017). Research on gender depiction in school texts from Islamic states has uncovered several issues. Moreover, Saudi men were found to be more inclined than women to forego driving, dining out, and going on vacation. This study analyzes gender in two Saudi elementary EFL textbooks, and

the research indicates a gender difference that harms women and perpetuates stereotypes (Aljuaythin, 2018).

The textbooks used in Romanian primary schools show that males hold all the power. It was found that, compared to women, men are more frequently portrayed engaging in public activities. In both cases, women are treated unfairly, and men are given special attention (Cocoradă, 2018). Moreover, another assessment of Moroccan ELT textbooks indicated that men were more visible, powerful, and present than women. Three Moroccan ELT textbooks were analyzed, identifying skewed gender representations in texts, dialogues, activities, and visuals. The study ended with a list of gender representations that were implied (Bouزيد, 2019).

A study that looked at the portrayal of gender roles in the context of Iranian EFL and AFL textbooks found that males are always considerably more prominent than females, which means that males are the primary focus of most sentences, the majority of tasks, or the central element in figures and illustrations. There were enormous differences between AFL and EFL textbooks. Similarly, Bangladesh, like other Muslim countries, represents boys and girls in its textbooks in a biased manner. It has been argued that all Bangladeshi textbooks, whether general, school, or religious, are pro-male, as most textbook authors are male (Asadullah et al., 2018). Moreover, a comparison of texts used in Malaysia, Indonesia, Pakistan, and Bangladesh revealed that all four countries had a bias towards male authors. The researchers noted the frequent depiction of female characters in low-status jobs or household chores (Islam & Asadullah, 2018).

Women were underrepresented relative to men because textbooks had approximately twice as many male as female visuals (Akay Şahin & Açıkalin, 2021). Cooking, cleaning, and serving guests were usually done by women, and the textbooks presented mothers as primary caregivers. Therefore, few girls were represented. However, the father unexpectedly appeared in the photos as the children were having fun. English textbooks often excluded women because they were portrayed as domestic, weak, powerless, dumb, and submissive (Mihira, 2021). Moreover, it was argued that the textbooks were clearly biased against women, favoring male characters over female ones. The bias appeared to be both overt and covert, which could lead to discrimination against women in real life (Ahmad & Shah, 2019). On the other hand, an analysis of gender portrayal in Chinese English textbooks shows that even though more women are shown in non-traditional jobs, they are still portrayed as fully responsible for housework, while men are not shown in non-traditional roles. These results indicate that gender roles have not changed sufficiently and that men are still in charge (Huang, 2024).

The study revealed that most educators were unaware of the widespread presence of gendered representations and made no efforts to reduce their harmful impact on students' understanding of gender (Kostas, 2023). It was claimed that merely rewriting textbooks is inadequate and must be supplemented by in-service gender sensitivity training for educators. Moreover, teachers will always emphasize gender in the way it is presented in textbooks. Unfortunately, this does

not take into account the fact that teachers' gendered experiences affect how they perceive, read, and respond to both traditional and nontraditional approaches (Namatende-Sakwa, 2022).

The standard math textbook used in Kenya reinforces traditional and socially existing male and female stereotypes. To give female students more role models, she suggested that more female authors be added to school textbooks and that textbook authors be made aware of gender biases in text and images (Mwebi, 2021). While Karisman *et al.* (2024) analyzed gender representation in basic physical education textbooks from grades one to six using graphics and characters. A study of illustrations in Physical Education, Sports, and Health textbooks in public and private elementary schools found a gender bias favoring boys over girls. The males were named more often through proper nouns (155 times vs. 133 times for females), and females were more common overall (293 times vs. 249) (Pamungkas, 2025). Using gendered language demonstrated that there were greater and more complex female characters (73 vs. 19 male characters), with the "Mother" part being the most common entirely since then. In a comprehensive review of textbooks in Southeast Asia, with a focus on the Philippines, UNESCO (2017) found pervasive gender biases in elementary-level mathematics and science books, which often portrayed females in passive or domestic roles and marginalized them in problem-solving scenarios and scientific professions, perpetuating stereotypes that discourage girls from studying STEM. Meanwhile, these textbooks show how the community describe gender roles and determines the roles boys and girls should play in life, influencing students' self-image, ambitions, and goals (Sedmak, 2022).

Locally, it was discovered that most of the pictures of women in textbooks were related to reproductive roles, while most of the pictures of men were related to useful and community roles. The study found that traditional portrayals of both sexes still reinforce gender stereotypes. It also found that grade one textbooks were biased, with more males than females in most categories of human action (Java & Parcon, 2016). Moreover, three examined English textbooks disproportionately feature male authors and characters in terms of frequency and order of appearance/visibility, occupational roles, activities, and traits (Flores & Arandique, 2022). Another study argued that the results show that texts have more male characters than female characters, and the language and images also imply gender roles that are based on stereotypes (Casalan *et al.*, 2021).

On the other hand, female visual representation is more common than male representation. Male illustrations are consistently linked to physical and mechanical prowess in household tasks, while female illustrations are linked to emotional, psychological, and spiritual traits (Jacinto *et al.*, 2020).

Textbooks should be looked at through the lens of gender because they have a big effect on how students grow socially. In certain elementary school textbooks, the material mostly supported male superiority and traditional Filipino cultural expectations. Interviews with teachers confirmed these results. Some teachers pointed out that gender inequality still exists. For

example, one male teacher thought that women should stay at home and do housework; however, the female teachers disagreed and said that this view is a result of long-standing cultural norms that keep gender inequality alive in the Philippines (Villanueva & Obaob, 2021).

In addition, sexist ideas are still present in some Filipino preschool English books. In these books, there are more pictures of men than women (Tarrayo, 2014, as cited in Tarrayo *et al.*, 2021). Furthermore, the portrayal of gender relationships in a popular set of English textbooks for elementary schools in the Philippines still favors men, which indicates a bigger difference between men and women in the country's economy and politics (Curaming & Curaming, 2020).

The fact that there are too many male characters in EFL texts is another sign of gender bias. Women are treated unequally when the pronoun "man" is used to refer to all individuals, as research has shown that non-gender-neutral language is present in English reference materials used in the Philippines (Muncada, 2018). There needs to be gender-neutral and comprehensible language in educational materials. It was also suggested that lawmakers, authors, teachers, and students work together to eliminate any sexist language in educational materials. The substitution of sexist English reference materials with gender-fair equivalents is required under Republic Act No. 7192 (the Department of Education's Gender and Development program) and CHED Memorandum Order No. 1, series of 2015, both of which endorse the elimination of such terminology. Studies of English language texts found that male pronouns were used far more than female ones. For instance, the pronoun "he" was used frequently in examples and activities. It was still common practice to list male nouns or words before female ones, and the word "man" was still used generically to refer to all humans (Briones, 2019). Similarly, analyses of the material found that male characters were more prominent and active, even if they often had lower-paying jobs or performed physical labor; they were still seen as proactive and leaders. On the other hand, female figures were usually portrayed negatively or solely in roles related to housework or as housewives (Manalo, 2018). Even though there have been many adjustments in the field, the Commission on Higher Education (CHED) and the Department of Education (DepEd) have not eliminated gender bias in textbooks, classroom interactions, and course outlines (Curaming & Curaming, 2020).

All textbooks are biased against women, and every type of bias examined in these texts is mainly experienced by men. The main reason could be that the writer's lack of knowledge about sexism or the statistics on the number of people, schooling, jobs, and financial ties between men and women in the Philippines (Espeleta, 2024). Correspondingly, textbooks are the most important educational tools for shaping children's beliefs and choices. They can also influence how students think about gender roles in society by creating a perspective on gender that reinforces bias against both genders (Delavin *et al.*, 2020).

In conclusion, a lot of the studies mentioned above have revealed that English language textbooks often reinforce entire gender stereotypes and biases. Illustrations, texts, and

representations of various social or vocational categories generally include male characters who are over-represented and occupy prominent roles. On the other hand, female characters are typically pushed to the side and thought of as less skilled or less important than male characters. Sexist images like these can be found in schools of all levels, from elementary to college. Although the Gender and Development (GAD) Program has worked hard to promote equality, studies demonstrate that sexist language is still common in the Philippines. The lack of current local research that looks at sexism in textbooks is shown by the fact that much of the literature on the subject comes from studies done in other countries.

These findings highlight the importance of developing gender-fair textbooks that promote balanced representations of both males and females. Such practices are consistent with DepEd Order No. 32, s. 2017, which encourages the use of learning materials that foster equality, inclusivity, and respect for diversity in the classroom. Furthermore, the implementation of gender-responsive textbooks is supported by the Gender and Development (GAD) Framework and Republic Act No. 9710, which advocate for the elimination of gender stereotypes and discriminatory representations in educational materials. Through equitable portrayals of gender roles, textbooks can contribute to creating inclusive learning environments that support both gender equality and academic development.

D. Storybooks

Children's storybooks, being the foundation of children's mindset and being the instrument for the upbringing of gender-biased people, are still being examined to understand how these storybooks shape children's understanding of gender. There are a lot of classic folktales and stories that indirectly promote gender stereotypes, which have the misconception of being masculine and feminine in some ways, and these patterns continue to appear in many children's texts (Lewis, 2022; Psychological Science Journal, 2022). Some children's literature often uses phrases and beliefs to set traditional gender standards (MinneTESOL Journal, 2018; Abad and Pruden, 2018). It is critical for children when their teacher reads this kind of story, because their knowledge about it may influence a wide view about gender equality (Genchen et al., 2024; Nebia, 2016).

Concepts like gender stereotypes in children's literature and artworks can add to the ideas of the children. Regardless of understanding that concept, some children's books continue to portray dependent and weak personas of female characters (Marshall 2022). Despite little movement in creating gender equality books, gender equality is still hardly influenced by different upbringings and backgrounds of cultural norms (Brower 2017). Increasing trends among writers who intentionally create inclusive and balanced representations of gender, inspiring kids to value equality and diversity via both storytelling and images they will see inside the picture books (Bhatia 2023).

Teachers can utilize carefully chosen novels to promote candid conversations on gender identity and expression,

allowing students to comprehend a variety of viewpoints (Elson & Nash, 2020). However, certain storybooks still exhibit rigid and high gender standards through their plot, language, and images, which oppose these efforts (Zhang & Soo, 2024). Additionally, they discovered that children's exploration of self-expression can be delayed by repeated exposure to such content, highlighting the need for more inclusive and open learning resources in early school (Zhang & Soo, 2024).

Local storybooks are starting to cater for the responsibilities of both male and female characters that have originally been assigned to each other (Nasir, Hasnain, Ameen, and Amin, 2023; Mante-Estacio, 2018). Still, male-dominated beliefs are common in almost different narratives; males are seen as dominant, and women become dependent on them (Nasir et al. 2023). Developing and applying storybooks can be a way to easily promote gender equality to young learners. The goal of using interesting stories is to gather children's attention and use them as materials to teach them the importance and value of gender equality (The Grow Up Together storybook by Prastisia, 2023). Similarly, teachers, storybooks and their writers can collaborate on meaningful questions about gender stereotypes and give children an explanation and credible resources. This kind of support can be a bridge to high-quality education and being socially intelligent. (Genchen et al. 2024; Nebia (2016)). Still, some Philippine English textbooks frequently overlook gender-biased scenarios and things, upholding males as the most dominant and conventional beliefs, norms and roles too. This reflects widespread socioeconomic injustices (Curaming 2020; Flores and Arandique 2022). There are still gender stereotypes; even though there is the inclusion of dominant female characters, these ideas are still present in primary-level books (Jacinto et al. 2020). On the other hand, some Filipino storybooks cater to equality and resiliency in a variety of genders, family and community contexts. This book can encourage gender equality when it continues to be handed to young learners and provided with a proper upbringing by adults (Aquino 2024).

The reviewed studies demonstrate the influence of storybooks on children's understanding of gender roles and relationships. These findings support the objectives of DepEd Order No. 32, s. 2017, which promotes the use of gender-responsive learning resources that encourage equality, inclusivity, and respect among learners.

Likewise, the Gender and Development (GAD) Framework and Republic Act No. 9710 emphasize the importance of educational materials that challenge stereotypes and foster positive social values. Through gender-fair narratives and balanced representations, storybooks can help learners develop a deeper appreciation for diversity and gender equality within the classroom.

E. Visual Aids

Learning through visual representations usually shown to support deeper understanding and long-term retention. Students who work with diagrams and drawings develop a more reasonable understanding of complex concepts compared with those exposed only to verbal explanations (Bobek and Tversky,

2016). Also, they found that both static and animated visuals reduce cognitive load, allowing learners to process information more efficiently (Höffler and Leutner, 2017). As well, Mayer's (2020) Multimedia Learning Theory emphasize that well-designed visuals help integrate verbal and pictorial information, leading to improved knowledge construction and meaningful learning. At the same time, these findings highlight the strong benefits of visual modalities in fostering clarity and cognitive engagement.

Beyond cognitive gains, visual aids are also effective instructional tools in real classroom settings. Teaching materials enriched with images and charts enhance student motivation and participation during lessons (Basa et al., 2024). In the same way, they observed that learners show increased focus and task performance when visual aids are used to simplify abstract ideas (Bakar and Mustapha, 2022). Besides, another study found that visuals promote active learning by analyzing complex content into manageable and engaging elements (Regondola, 2025). These studies collectively demonstrate that visual aids not only support knowledge but also contribute to more interactive and learner-centered classrooms.

Visual materials also play a crucial role in shaping learners' perceptions of gender roles. Instructional visuals depicting boys and girls in equal and diverse roles help cultivate gender-fair attitudes among young learners (Hernandez and Cudiamat, 2021). Similarly, inclusive representations in textbooks reduce stereotypes and support more equitable participation in classroom activities (Inog and Royo, 2023). Supporting this, gender-balanced visuals encourage students to challenge traditional norms and view themselves as capable across various domains (Alinea and Reyes, 2023). Further affirms that visual equality fosters a learning environment where representation becomes a tool for promoting fairness and respect. Collectively, these studies show that visuals serve as effective instruments for advancing gender inclusivity.

However, while some visuals promote gender fairness, others continue to exhibit biased representations. Many school materials still portray men in active, leadership roles while women are shown in passive or domestic activities, contradicting modern principles of equality (Java and Parcon, 2016). Similarly, gender-skewed patterns were observed in reading materials where boys were depicted as strong and assertive, whereas girls were illustrated as gentle or dependent (Manalo, 2018). They highlighted that such imbalanced portrayals could reinforce stereotypes among young learners, despite efforts to introduce more inclusive visuals (Muya and Ramos, 2020).

Conversely, recent studies such as those by show a gradual shift toward balanced depictions, presenting both genders in diverse, non-traditional roles (Cabric et al., 2023) and AlDahoul et al. (2024). These contrasting findings emphasize the coexistence of both progress and persistent bias in instructional visuals.

On a broader scale, gender bias in visuals continues to be a global concern. Another study reported that many educational materials in various countries still underrepresent women in

fields such as science and leadership, reflecting deep-rooted societal norms (Dyrskog, 2017). Likewise, stereotypical gender portrayals remain widespread in international textbooks (Tarry and Baig, 2016). Yet despite these persistent issues, more recent studies reveal emerging progress. Document increasing efforts to depict men and women equally, with visuals now showing learners of all genders engaging in a wide range of academic and professional roles (Cabric et al., 2023; AlDahoul et al., 2024). These contrasting trends illustrate that while gender bias remains prevalent worldwide, there is a steady movement toward more inclusive visual representation.

In response to these concerns, institutions have implemented policies to promote gender-responsive educational materials. The Philippine Commission on Women (2021) advocates for gender-fair illustrations and learning resources as part of the national Gender and Development (GAD) initiatives. Similarly, the Department of Education (2017) mandates the integration of gender sensitivity principles in instructional materials to ensure equitable representation in basic education. At the global level, UNESCO (2021) encourages member states to adopt inclusive visual content that challenges stereotypes and supports equitable learning environments. These institutional efforts highlight the growing recognition of visuals as powerful tools for promoting gender equity in education.

The use of gender-inclusive visual aids contributes to the development of fair and respectful learning environments. These findings reinforce the principles of DepEd Order No. 32, s. 2017, which advocate for the integration of gender-sensitive representations in instructional materials. In addition, the Gender and Development (GAD) Framework supports the creation of educational resources that portray individuals in diverse and equitable roles. By promoting balanced representation, visual aids can help reduce gender stereotypes and encourage inclusivity among learners.

F. Digital Resources

A lot of work has been done to make digital learning more inclusive and to give gender equality in schools. For example, the Department of Education joined with USAID to help teachers improve their skills with digital tools and to make sure that both boys and girls can access online lessons fairly (DepEd & USAID, 2021). What is also helpful is that the Philippine Commission on Women came up with some tools that they let teachers check if their lessons are really fair for both boys and girls (Philippine Commission on Women, 2025). Even so, it seems that putting all of this into practice is still hard for some schools.

The digital gender gap and unequal access to technology are still pretty big issues. The Department of Science and Technology pointed out that the Philippines is still struggling to close this gap, especially in areas like ICT and AI, where girls don't get as many chances to learn as boys do (Department of Science and Technology, 2024). To help with this, a project called "Teach for Gender Equality" was created to make digital lessons that show men and women equally, so students can see that both can lead and learn (International Journal of Research and Innovation in Social Science, 2024).

Representation and inclusivity in digital lessons also affect how students feel and learn. Reading Rockets noted that when digital lessons include stories about both boys and girls, students feel more included and appreciated in class (Reading Rockets, n.d.). Another study found that lessons showing equality help students treat each other with more respect and fairness (EPRA Journals, 2024). One review shared that when digital lessons show men and women equally, students begin to really understand what fairness means (Education and Information Technologies, 2022). In a similar way, another study found that when online lessons are set up fairly, both boys and girls pick up the material better, and girls feel more motivated when they see that equality is actually reflected in what they are learning (National Center for Biotechnology Information, 2022).

Some organizations have been stepping in to make teaching fairer for both boys and girls. UNESCO created these toolkits to help teachers show boys and girls equally in lessons, and even in different roles like leaders, scientists, or caregivers (UNESCO, 2022). Then there's UNICEF, which put out a guide called Gender-Responsive Digital Pedagogies. It's all about helping teachers use multimedia lessons in a way that's fair and gives everyone a chance to participate (UNICEF, 2021).

Research shows that when students go through online lessons where boys and girls are treated equally, they start to think more positively about fairness and equality in general (ResearchGate, 2024). Another study found that when online materials treat both boys and girls equally, the gap in their academic performance becomes smaller (SERIEs, 2024).

Gender-inclusive digital materials also positively affect students' behavior and learning. One study found that gender-inclusive e-books can help narrow the gap in reading attention between boys and girls since the digital stories are interesting and relatable for everyone (TEM Journal, 2023). In the same way, digital citizenship programs that focus on fairness and diversity help students learn about equality and actually practice it, both online and in the classroom (Common Sense Education, 2023). Comparing inclusive e-learning and gender-biased modules, one study discovered that using digital lessons written in the students' own language makes them more eager to learn and understand better. It also showed that materials related to students' daily lives make learning easier and more enjoyable (Mother Tongue e-Learning Study, 2024). However, another study found that some English modules during the COVID-19 pandemic still contained gender bias in stories and pictures, reminding teachers to be careful because learning materials can unintentionally reinforce stereotypes (Philippine English Modules Study, 2022). Access to technology and teachers' skills in using digital tools also influence how fair lessons are. A study found that some students still have trouble accessing online materials and that boys and girls sometimes experience lessons differently (Digital Learning in Social Studies, 2024). Another study explained that teachers who are confident and skilled in using ICT create lessons that are more balanced and gender-fair (Teachers' Digital Literacy and ICT Integration, 2025).

Finally, research on teachers' awareness and classroom

equality programs shows that improvements are happening. Some programs support women in elementary schools, and they help teachers become more aware of fairness and inclusion in their lessons (Gender Equality Programs in Elementary Schools, 2024).

One study looked at science classes across the Philippines and found that while digital tools can make learning more fun, boys and girls don't always experience them the same way (Science Classes Digital Tools Study, 2025). Another study pointed out that lessons that respect local culture and promote equality really help close learning gaps and give all students a fair chance to learn (Digital Learning in Philippine Classrooms, 2024). The literature suggests that digital resources can serve as effective tools for promoting gender equality when designed with inclusive content and balanced representation. This supports the goals of DepEd Order No. 32, s. 2017, which emphasizes equal access to quality learning opportunities and gender-responsive educational materials. Similarly, the Gender and Development (GAD) Framework encourages the integration of inclusive digital learning resources that challenge stereotypes and promote equitable participation. As technology becomes increasingly integrated into education, digital resources can play a significant role in fostering inclusive and equitable learning experiences.

G. Academic Performance

Creating a classroom environment that meets the needs of all students is essential for effective learning. When teaching is fair and inclusive, students are more likely to participate, stay engaged, and perform well academically. Gender-responsive approaches help ensure that both boys and girls have equal opportunities to develop their skills and confidence. The study indicates that although discussions of gender equality are increasingly present in Pakistani higher education, the practical application of feminist and gender-sensitive pedagogical strategies remains limited due to cultural, institutional, and faculty-related challenges; nevertheless, implementing contextually appropriate feminist approaches can enhance student engagement, promote gender equity, and develop critical awareness (Shoaib & Ullah, 2026). The research further demonstrates that gender-responsive pedagogy is only partially incorporated into teacher education programs, with minimal focus on foundational gender concepts and a continued reliance on traditional teaching methods, while prior exposure to gender-focused training improves pre-service teachers' confidence in applying gender-inclusive practices (Miralles-Cardona, 2025).

Integrating culturally responsive teaching in teacher education improves student engagement and academic performance by preparing teachers to address diverse learners' needs through cultural competence and equity-focused practices (Ghaemi & Boroushaki, 2025). Females outperform males in literacy, and males excel in numeracy, highlighting the need for gender-responsive teaching to reduce achievement gaps (Pugu & Aslan, 2025). Teacher and parental support positively influence students' performance goals, with intrinsic motivation mediating the effect and a stronger impact for

females, emphasizing gender-sensitive strategies (Tian & Zhang, 2025).

Gender affects students' use of digital resources and online assessments, influencing academic performance and highlighting the need for gender-sensitive virtual teaching (Shoaib *et al.*, 2025). Teachers who applied gender-sensitive practices such as inclusive language, mixed-gender group work, equal leadership opportunities, and support for shy students positively influenced learning outcomes. The study recommends enhancing pre-service and in-service teacher training to strengthen gender-responsive teaching (Thabiti, Mwandilawa, & Basela, 2024).

The study found that two Science teachers' gender-responsive practices through lesson planning, materials, language, group work, labs, games, and assessments enhanced student learning, emphasizing the need to extend these practices to other subjects (Canuto & Espique, 2023). The study found that the Gender Responsive Collaborative Learning Strategy (GR-CLS) enhanced students' science achievement and attitudes, with stronger effects in same-sex schools, suggesting its adoption for equitable science learning (Akhigbe & Adeyemi, 2020). The study found that a computer game-based teaching method improved ICT achievement, with males outperforming females, suggesting its use in male-dominated classes (Ngbarabara, 2025). Using gender-sensitive approaches, like Gender and Development (GAD) strategies, can help students learn better and do well in their academics (Hernandez & Cudiamat, 2018). Their study, which involved a quasi-experimental design in Filipino literature classes at a high school in the Philippines, found that students' scores went up from the pre-test to the post-test when these teaching methods were used. Also, boys and girls take part in co-curricular activities about the same, but girls usually do better in their schoolwork. Gender can influence educational outcomes, suggesting the need for inclusive programs to support all students (Pat *et al.*, 2025). This was shown in a study at Bohol Island State University examining gender differences in co-curricular involvement and overall academic performance. Similarly, teacher effectiveness and gender are important factors in academic success, as gender differences should be considered when planning lessons and assessing student performance. The study found that female students generally did better than male students and looked at how teaching effectiveness is connected to students' academic performance (Nemiño, 2021). In addition, teaching that is inclusive and gender-fair can affect how engaged students are and how equally they participate in class, which can impact their academic performance. Gender-fair practices in music education across several junior high schools in the National Capital Region identified ten practices that help make classroom instruction more inclusive (Erfe and Ancho, 2021).

In line with this, gender issues, concepts, and principles can be integrated throughout the curriculum content, which reflects a gender-responsive approach at the policy curriculum level. This was demonstrated in a curriculum analysis of the Philippine Basic Education K–12 Araling Panlipunan (Social Studies) curriculum, which examined how gender

responsiveness was incorporated across different topics and grade levels (Tantengco & Maramag, 2016).

Creating a gender-responsive and inclusive classroom environment has been shown to produce positive outcomes in students' development and academic performance. This process starts when the teachers create a school or classroom environment that is free of gender bias and encourages both males and females to realize their actual potential. Aside from teaching them basic knowledge and skills, they are also expected to train the students socially and emotionally and to look after their physical and mental well-being (Lualhati, 2019). Similarly, academic performance indicated that both genders performed well, with females excelling in the top score ranges. The positive association between interest and participation was consistent across genders, emphasizing the importance of engagement in student learning (Demalata *et al.*, 2024). However, despite these positive developments, some challenges remain. Most of the participants were female and LGBTQ in terms of their identified gender, and perceived themselves to be good at Arts, English, Science, and Filipino. On the other hand, they perceived themselves as not so good at Mathematics (Bulaon, *et al.*, (2019). A broader concern regarding segregation in academic disciplines. Boys and girls continue to select distinct academic specialties around the world; men are disproportionately represented in the sciences, agriculture, and engineering, whereas women are more likely to pursue careers in the humanities and education and health (Laro *et al.*, 2024).

Research studies in the Philippines have consistently shown that gender-responsive classroom practices and teaching strategies positively influence learners' academic performance and engagement. Gender differences affected classroom participation but did not significantly disadvantage academic achievement, pointing to the need for gender-responsive teaching approaches that ensure equitable opportunities (Dela Cruz and Reyes, 2024).

The role of gender-responsive learning environments in fostering positive classroom engagement (Santos, 2023), with strong gender-responsive policy compliance leading to enhanced educational outcomes. Additional local studies also explored gender differences in academic performance and self-efficacy among college students in the Philippines (Garcia and Villanueva, 2025).

The study found that while gender did not significantly impact academic performance, it affected self-efficacy and learning behaviors, emphasizing the need for gender-responsive teaching to support equitable learning. Collectively, these findings highlight the role of gender-responsive classrooms in enhancing students' learning experiences and outcomes (Dumanjug *et al.*, 2024).

Gender bias influences students' perceptions and engagement in physics classes, with male students favoring male professors and female students showing less bias, indicating that gender perceptions can affect interactions and learning outcomes (Hoshino-Browne *et al.*, 2017).

Similarly, Einsteinian physics intervention programs improved female students' attitudes and understanding,

narrowing the gap with male students, showing that gender-responsive instruction can promote equitable academic achievement (Kaur *et al.*, 2017). Ethiopian secondary science teachers using gender-responsive pedagogy created inclusive classrooms with active participation from both male and female students, positively influencing engagement and academic performance (Abrha, 2016). Teacher gender and experience affect students' academic performance in higher education. Using statistical analysis of student performance data, the study found that teacher characteristics, including gender, influenced student achievement. This indicates that taking gender dynamics into account in classrooms can help improve students' academic outcomes (Majdi). Beyond academics, inclusive teaching supports students' social and emotional growth. By promoting respect, collaboration, and critical thinking, gender-responsive classrooms prepare learners to succeed not only in school but also in their future roles in society. Learning environments prepare students to thrive both inside and outside the classroom.

The studies reviewed indicate that gender-responsive teaching practices and learning environments can positively influence learner engagement and academic achievement. These findings are aligned with DepEd Order No. 32, s. 2017, which promotes equitable learning opportunities and inclusive educational practices. The Gender and Development (GAD) Framework likewise emphasizes the importance of eliminating barriers that may affect learners' participation and success. Furthermore, the principles embodied in DepEd Order No. 40, s. 2012 (Child Protection Policy) support the creation of safe, respectful, and non-discriminatory learning environments where all learners can thrive. Collectively, these policies reinforce the role of gender-responsive education in promoting both academic success and holistic student development.

H. Synthesis of the Study

The literature shows that educational materials, teaching strategies, and classroom environments strongly shape students' understanding of gender roles, self-perception, and academic outcomes. Across textbooks, storybooks, visuals, and digital resources, male characters are consistently overrepresented, occupying leadership or public roles, while female characters are often confined to domestic, passive, or supportive roles. Even when females appear in non-traditional roles, they are frequently burdened with household responsibilities, reinforcing stereotypes. Storybooks similarly reflect traditional norms, though some emerging narratives intentionally promote equality and shared responsibilities, illustrating the potential of literature to challenge biases when inclusively designed. Visual aids and digital resources enhance comprehension, engagement, and retention, with their impact on gender perceptions depending on representation. Gender-balanced visuals and inclusive e-learning promote equitable participation, respect, and motivation, whereas biased images and modules reinforce traditional roles. Yet unequal access to technology and uneven teacher preparedness remain obstacles. Institutional initiatives encourage gender-responsive materials and pedagogy, but implementation is inconsistent across

classrooms.

Gender-responsive teaching strategies, including mixed-gender group work, inclusive language, and culturally responsive lessons, positively influence student engagement, confidence, and achievement. Gender differences in subject performance persist, with females excelling in literacy and humanities, and males in numeracy and STEM, highlighting the need for equitable instruction. Teacher awareness, training, and gender-sensitive practices are critical for translating inclusive materials into meaningful learning outcomes. Beyond academics, inclusive classrooms foster social and emotional growth, collaboration, and critical thinking, preparing students for broader societal roles.

Despite progress, gaps remain in male-dominated content, limited local research, inconsistent teacher application of inclusive strategies, and unequal digital access. These findings indicate the need for localized studies, development of gender-inclusive learning materials, systematic teacher training, and monitoring to ensure equitable learning.

The reviewed literature further suggests that the effectiveness of gender-responsive classroom materials is aligned with existing educational policies that advocate equality, inclusivity, and non-discrimination in schools. Through the promotion of gender-fair textbooks, storybooks, visual aids, digital resources, and classroom practices, these policies, together with DepEd Order No. 40, s. 2012 (Child Protection Policy), support the creation of learning environments that enhance both academic performance and learners' understanding of gender equality. These policies also promote safe, inclusive, and non-discriminatory school environments.

Overall, while strides have been made toward gender-responsive education, achieving fully inclusive classrooms requires coordinated efforts in resource design, pedagogy, and policy. This study aims to address these gaps by examining the influence of gender-responsive classroom materials on students' academic performance and perceptions of equality.

3. Methodology

This section presents the methodology used in the study, including the research design, participants, sampling technique, research instrument, data gathering procedure, and data analysis. These methods were used to systematically gather and interpret data relevant to the assessment of gender-responsive classroom materials and students' academic performance.

A. Method of Research

The study utilized a descriptive research design under a quantitative research method. This design was used to determine the relationship between the implementation of a gender-responsive classroom and students' academic performance among Grade 6 learners in selected public elementary schools in Cabaio, Nueva Ecija.

The descriptive component of the study aimed to assess the extent to which gender-responsive classroom materials were implemented, particularly in the use of textbooks, storybooks, visual aids, and digital resources. It also described the level of

students' academic performance in Mathematics, Science, English, Filipino, and Araling Panlipunan. Through this approach, the researchers systematically collected, analyzed, and interpreted data to understand how gender-responsive classroom materials were related to students' academic achievement in selected subject areas.

B. Population, Sample Size and Sampling Technique

A systematic sampling technique was employed in selecting the participating schools. The researchers prepared a list of public elementary schools in Cabiao, Nueva Ecija and selected the participating schools at a fixed interval from the list. This technique helped ensure an organized and unbiased selection process while providing representation from different public elementary schools within the municipality. The population of this study consisted of all Grade 6 pupils from three selected elementary schools in Cabiao, Nueva Ecija, for the school year 2025–2026. Sta. Rita Elementary School had one hundred thirty-two (132) pupils, Concepcion Elementary School had fifty-eight (58) pupils, and San Vicente Elementary School had one hundred twenty-nine (129) pupils. Based on the official enrolment records, the total population from the three schools was three hundred nineteen (319) pupils. The researchers used Cochran's Formula for sample size computation to determine the appropriate number of respondents. This formula was commonly used when the population was large or when the exact population size varied.

$$n = \frac{n_0}{1 + \frac{(n_0-1)}{N}}$$

Where:

n_0 - initial sample size from Cochran's Formula

N - total number of populations

n - corrected sample size

Instructions

The default values we provide below will work well for many scenarios.

The Calculator

Precision Level:

Confidence Level:

Estimated Proportion:

Small Population: ☒

Population Size:

The appropriate sample size given the population size and specified combination of precision, confidence and variability is 175.

Fig. 2.

To find the sample size for every school, the researcher computed the average percentage by dividing the total sample

size by the total number of populations. The result was 55%.

$$GA = \frac{\text{sample size}}{\text{total number of population}}$$

$$GA = \frac{175}{319}$$

$$GA = 0.5486 \text{ or } 54.86\%$$

Table 1 presented the total population and sample size. The table was divided into three columns. The first column listed the names of the selected schools in Cabiao, Nueva Ecija: Sta. Rita Elementary School, Concepcion Elementary School, and San Vicente Elementary School. The second column presented the total number of Grade 6 pupils in each school, with a total population of three hundred nineteen (319) pupils. The last column indicated the final sample size determined for each school after applying the necessary computations. Out of one hundred thirty-two (132) pupils at Sta. Rita Elementary School, seventy-two (72) respondents were selected. In Concepcion Elementary School, thirty-two (32) respondents were chosen out of fifty-eight (58) pupils. Meanwhile, in San Vicente Elementary School, seventy-one (71) respondents were selected from a total of one hundred twenty-nine (129) pupils. Overall, this study included a total of one hundred seventy-five (175) respondents.

After selecting the participating schools through systematic sampling, the researchers employed simple random sampling to select the respondents. This probability sampling method ensured that every Grade 6 pupil had an equal chance of being included in the study. The fishbowl draw method was utilized during the selection process. The names of all eligible Grade 6 pupils were written on separate pieces of paper, folded uniformly, and placed in a container. The researchers randomly drew names until the required sample size for each school was reached. This procedure minimized selection bias and ensured fairness in the selection of respondents.

C. Description of the Respondents

The respondents of this study were the Grade Six (6) pupils of Sta. Rita Elementary School, Concepcion Elementary School, and San Vicente Elementary School, who were enrolled during the school year 2025–2026. They participated in the research to assess how a gender-responsive classroom environment affected their academic performance. The pupils shared their experiences and perceptions regarding the materials, strategies, and interactions inside the classroom that promoted fairness, respect, and equal participation among learners. Most of the respondents were expected to be around 12 years old and included both male and female students. The

Table 1
Total number of population and sample size

Name of School	Total Number of Population	Sample Size
Sta. Rita Elementary School	132	72
Concepcion Elementary School	58	32
San Vicente Elementary School	129	71
Total	319	175

researchers selected Grade Six pupils because early adolescence, usually between the ages of 10 and 14, was an important stage of development where learners became more aware of social expectations and classroom dynamics. At this period, students could reflect on their learning experiences, making them suitable participants in examining how a gender-responsive classroom might influence their academic outcomes.

Table 2
Description of respondents

SEX	Counts	% of Total
Male	73	41.7 %
Female	95	54.3 %
Prefer not to say	7	4.0 %

As shown in Table 2, the respondents are composed of female pupils, who make up most of the respondents, with 95 participants representing 54.3% of the total. Male pupils account for 73 respondents, or 41.7%, while only 7 pupils, equivalent to 4.0%, preferred not to disclose their sex. This distribution highlights a clear predominance of female participation, with a notable gap of 12.6 percentage points compared to males. The small proportion of non-disclosure reflects both inclusivity and respect for privacy within the study. Overall, the findings suggest that female perspectives will weigh more heavily in the analysis, male participation remains significant though smaller, and the presence of non-disclosure underscores the importance of ethical considerations in educational research.

D. Research Instrument

The study used a researcher-made survey questionnaire as the primary instrument for data collection. The questionnaire was designed to examine the relationship between gender-responsive classroom materials and students' academic performance. It consisted of two main parts.

The first part gathered information on the students' academic performance. Academic performance was measured through the respondents' final grades in Mathematics, Science, English, Filipino, and Araling Panlipunan. The respondents provided their actual numerical grades as indicated in their report cards. These grades were then categorized using a predefined grade range system (e.g., 90–100, 85–89, 80–84, 75–79, and 74 and below) to determine the corresponding level of academic performance. These served as the basis for assessing academic performance in the study.

The second part focused on the extent of utilization of gender-responsive classroom materials. It included statements on instructional resources such as textbooks, storybooks, visual aids, and digital materials that promote gender awareness and inclusivity in the classroom. The respondents rated each statement using a five-point Likert scale, where 5 corresponds to Strongly Agree, 4 Agree, 3 Slightly Agree, 2 Disagree, and 1 Strongly Disagree. This section helped determine the level of exposure to and use of gender-responsive materials in the learning environment.

To ensure the reliability of the instrument, a pilot test was

conducted with 30 respondents, followed by reliability and factor analysis using the JAMOVI statistical software. After analyzing the results, necessary revisions were made to improve the clarity and validity of the questionnaire, particularly in terms of face validity, and experts subsequently reviewed it for validation. The revised questionnaire was submitted to the University Research Ethics Committee (UREC) to obtain Ethics Clearance prior to data collection. This ensured that the study adhered to ethical standards in research involving human respondents. These procedures helped ensure that the instrument was appropriate for the intended respondents.

E. Validation of Research Instrument

The validity of a research instrument refers to how well the instrument measures what it is intended to measure. According to John W. Creswell (2014), validity helps ensure that the data gathered by the instrument are accurate and suitable for the study's purpose. In this research, the questionnaire was designed to assess gender-responsive classroom materials and their effect on students' academic performance. Because of this, the researchers ensured that the instrument was properly checked and validated before use. The questionnaire underwent content validation by qualified experts in education and research to ensure its clarity, relevance, and appropriateness to the objectives of the study. Their comments and suggestions were carefully reviewed and incorporated into the final version of the instrument.

Following the validation process, the reliability of the instrument was tested using JAMOVI software. The analysis revealed that the questionnaire obtained a Cronbach's alpha coefficient of 0.902, indicating a high level of internal consistency and reliability. According to Lee J. Cronbach (1951), a Cronbach's alpha value closer to 1.00 signifies that the instrument consistently measures the intended constructs. Lastly, the validated instrument was submitted to the University Research Ethics Committee (UREC) for ethical review and approval before the conduct of data gathering. The researchers secured an Ethics Clearance to ensure that the study followed proper ethical standards in research.

F. Data Gathering Procedures

The data collection process commenced with securing approval for the research instrument. To accomplish this, the researchers obtained an authorization letter duly endorsed by their thesis adviser, Ma'am Criselda P. Coronado. Before coordinating with the selected schools, the researchers submitted the research proposal and survey instrument to the University Research Ethics Committee (UREC) for ethical review and clearance. The committee evaluated the study to ensure compliance with ethical standards concerning voluntary participation, confidentiality, and proper data handling. After addressing the required revisions and meeting all ethical requirements, the researchers were approved, signifying that the study adhered to established research ethics protocols. Following the approval from UREC, on November 19, 2025, the researchers formally transmitted the authorization letter and approved research instrument to the respective school heads of

selected elementary schools in Cabiao, Nueva Ecija: John Christian V. Villanueva, PhD, OIC–School Head of Sta. Rita Elementary School; Edwin R. Liwag, Head Teacher I of Concepcion Elementary School; and Nelia G. Gutierrez, PhD, School Principal IV of San Vicente Elementary School. The purpose of the communication was to seek permission to obtain secondary data, specifically the total population per section and the master list of Grade 6 learners, and to administer the research instrument. The school offices acknowledged receipt of the documents, provided contact information for follow-up, and informed the researchers that processing would take approximately one week.

After a week, the researchers received feedback, including suggestions and clarifications regarding the identified research respondents and the requested secondary data. The researchers promptly complied with the recommendations, revised the necessary documents, and resubmitted the updated letters and supporting materials. Subsequently, official approval letters were issued, authorizing the researchers to access the requested data and proceed with the administration of the survey instrument. On December 17, 2025, the researchers submitted a separate request letter to Zoila M. Pineda, School Principal II of San Roque Elementary School, San Roque, Cabiao, Nueva Ecija, to seek permission to conduct a pilot test of the research instrument. Upon approval, the researchers were granted authorization to administer the questionnaire to thirty (30) Grade 6 pupils for the purpose of determining the reliability and validity of the instrument. The pilot testing was conducted in a manner that did not disrupt regular class routines, and all data gathered were treated with strict confidentiality. After securing all necessary approvals, the researchers coordinated with the Grade 6 teachers at the participating schools for the distribution of the survey questionnaires. The instruments were personally distributed to ensure proper orientation of the respondents regarding the purpose of the study and the instructions for answering the questionnaire. Alternative arrangements were likewise prepared in cases where selected respondents were unavailable. The distribution and retrieval of the survey instruments were completed within one week, until the required number of respondents was fully attained.

G. Statistical Treatment of Data

The responses were analyzed using Frequency and Percentage, Weighted Mean, Likert scale, and Pearson r Correlation as statistical tools within descriptive statistics. The information gathered was processed manually to determine the precise interpretation of the results. The data were analyzed and interpreted to answer the research questions and test the hypothesis of the study. Data were collected, tabulated, and analyzed. The following statistical tools were used in the data analysis.

1) Frequency and Percentage

Frequency and Percentage were used to describe and summarize the respondents' profile, particularly in terms of sex. Frequency refers to the number of respondents in a particular category, while percentage represents its proportion relative to the total number of respondents. These statistical tools were used to organize and present the demographic data clearly and systematically, allowing for a more accurate interpretation of the respondents' characteristics.

2) Weighted Mean

The data gathered in this study were analyzed using appropriate statistical tools to answer the research questions and test the hypothesis. The following statistical treatments were used:

1. The level of implementation of gender-responsive classroom materials based on students' responses to the questionnaire.
2. The overall academic performance of students in the selected subject areas.

The weighted means summarized the responses and provided an average score that represented the general level of implementation and performance.

The formula was as follows:

$$\bar{x} = \frac{\sum w_n x_n}{\sum w_n}$$

Where:

- $\bar{x}$ = the mean value of the set of given data
- w = corresponding weight for each observation

A weighted mean within the range of 4.20–5.00 indicates Outstanding academic performance, while a weighted mean within the range of 1.00–1.79 indicates that learners Did Not Meet Expectations. Higher weighted mean values reflect higher levels of academic achievement, whereas lower weighted mean values reflect lower levels of academic performance based on the established interpretation scale used in the study. This interpretation is aligned with the grading system and performance standards commonly utilized in the Department of Education (DepEd), which aims to provide a clear and standardized basis for evaluating learner performance. The scale also provided a consistent basis for interpreting the learners' academic performance across the selected subjects. It helped ensure that the computed results were presented clearly and understandably. The numerical ranges were interpreted as follows:

A five-point Likert scale was used to measure the respondents' level of agreement on gender-responsive classroom materials. Each statement in the questionnaire was rated based on the degree of agreement of the respondents, ranging from Strongly Agree to Strongly Disagree. The

Table 3
Interpretation of the academic performance of grade 6 learners

Grade Range	Weighted Mean (WM)	Interpretation (I)	Description
90 – 100	4.20 – 5.00	Outstanding	Demonstrates excellent academic performance.
85 – 89	3.40 – 4.19	Very Satisfactory	Demonstrates very good academic performance.
80 – 84	2.60 – 3.39	Satisfactory	Demonstrates satisfactory academic performance.
75 – 79	1.80 – 2.59	Fairly Satisfactory	Demonstrates fair academic performance.
74 and below	1.00 – 1.79	Did Not Meet Expectations	Demonstrates below satisfactory academic performance.

Table 4
The Five-Point Likert scale level of agreement

Weighted Mean (WM)	Interpretation (I)	Description
4.20 – 5.00	Strongly Agree	The respondents fully agree with the statement.
3.40 – 4.19	Agree	The respondents generally agree with the statement.
2.60 – 3.39	Slightly Agree	The respondents somewhat agree with the statement but with minor hesitation.
1.80 – 2.59	Disagree	The respondents generally disagree with the statement.
1.00 – 1.79	Strongly Disagree	The respondents completely disagree with the statement.

Table 5
Academic performance of students in mathematics

Math Grades	Counts	% of Total	Weighted Mean (WM)	Numerical Range (NR)	Verbal Interpretation (VI)
Below 75	1	0.6 %	3.78	85-89	Very Satisfactory
75-79	20	11.4 %			
80-84	48	27.4 %			
85-89	53	30.3 %			
90-100	53	30.3 %			

Table 6
Academic performance of students in science

Science Grades	Counts	% of Total	Weighted Mean (WM)	Numerical Range (NR)	Verbal Interpretation (VI)
Below 75	1	0.6 %			
75-79	6	3.4 %			
80-84	50	28.6 %			
85-89	53	30.3 %	4.00	85-89	Very Satisfactory
90-100	65	37.1 %			

weighted mean was then computed to determine the overall interpretation of responses, with corresponding verbal descriptions indicating the extent of agreement reflected in each scale range. The scale was interpreted as follows:

3) Pearson *r* Correlation

The Pearson *r* Correlation Coefficient was used to determine the strength and direction of the relationship between gender-responsive classroom materials and students' academic performance. This parametric statistical test was appropriate because the study involved numerical data derived from the questionnaire responses and students' academic performance scores. It determined whether a significant linear relationship existed between the variables. The correlation coefficient was interpreted based on the strength and direction of the relationship. The resulting *p*-value was used to determine whether the relationship was statistically significant.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

- *r* = Pearson correlation coefficient
- *x* = scores of the first variable
- *y* = scores of the second variable
- Σ = summation symbol
- *n* = number of respondents/samples

H. Hypothesis

Ha = There is a significant relationship between gender-responsive classroom materials and students' academic performance at a 0.05 level of significance.

Ho = There is no significant relationship between gender-responsive classroom materials and students' academic performance at a 0.05 level of significance.

I. Decision Rule

Ha: *P*-value is less than or equal to the 0.05 level of

significance, reject the null hypothesis.

Ho: *P*-value is greater than or equal to the 0.05 level of significance; accept the null hypothesis.

J. Conclusion

Ha. There is a significant relationship if the *P*-value is less than or equal to the 0.05

level of significance; reject the null hypothesis.

Ho. There is no significant relationship if the *P*-value is greater than or equal to the 0.05 level of significance; accept the null hypothesis.

4. Results and Discussion

This section presents a comprehensive analysis of the data collected from one hundred seventy-five (175) Grade six (6) pupils in the Cabiao District of Nueva Ecija, with the results organized in tables and supported by corresponding interpretations, implications, and theoretical foundations.

A. The Level of Academic Performance of Students

Table 5 shows that students generally performed well in Mathematics. Most learners obtained grades within the Outstanding (90–100) and Very Satisfactory (85–89) ranges, with each category comprising 30.3% of the respondents. Meanwhile, 27.4% achieved Satisfactory ratings, while only a small percentage fell within the Fairly Satisfactory and Below 75 categories. These results indicate that the majority of students met or exceeded the expected learning standards in Mathematics. The weighted mean of 3.78 (Very Satisfactory) further confirms the high level of academic performance among the learners. This suggests that students demonstrated a good understanding of mathematical concepts and were able to apply their knowledge in different learning tasks. The results also indicate that most learners were able to perform at the expected level despite differences in their academic performance. These results are consistent with the studies of Pugu and Aslan (2025) and Thabiti et al. (2024), which emphasized that inclusive

Table 7
Academic performance of students in English

English Grades	Counts	% of Total	Weighted Mean (WM)	Numerical Range (NR)	Verbal Interpretation (VI)
Below 75	2	1.1 %	3.86	85-89	Very Satisfactory
75-79	8	4.6 %			
80-84	52	29.7 %			
85-89	63	36.0 %			
90-100	50	28.6 %			

Legend: Scale 5 = 90–100, Outstanding; Scale 4 = 85–89, Very Satisfactory; Scale 3 = 80–84, Satisfactory; Scale 2 = 75–79, Fairly Satisfactory; Scale 1 = 74 and below, Did Not Meet Expectations

Table 8
Academic performance of students in Filipino

Filipino Grades	Counts	% of Total	Weighted Mean (WM)	Numerical Range (NR)	Verbal Interpretation (VI)
75-79	6	3.4 %	4.12	85-89	Very Satisfactory
80-84	35	20.0 %			
85-89	66	37.7 %			
90-100	68	38.9 %			

Table 9
Academic performance of students in Araling Panlipunan

Arpan Grades	Counts	% of Total	Weighted Mean (WM)	Numerical Range (NR)	Verbal Interpretation (VI)
Below 75	1	0.6 %	3.91	85-89	Very Satisfactory
75-79	5	2.9 %			
80-84	53	30.3 %			
85-89	66	37.7 %			
90-100	50	28.6 %			

educational approaches and equal participation opportunities contribute to improved academic achievement, particularly in numeracy-related subjects.

Table 6 shows that students generally demonstrated high academic performance in Science. Most learners obtained grades within the Outstanding (90–100) and Very Satisfactory (85–89) ranges, comprising 37.1% and 30.3% of the respondents, respectively. Meanwhile, 28.6% achieved Satisfactory ratings, while only a few students were classified as Fairly Satisfactory or Below 75. These findings indicate that the majority of learners met or exceeded the expected standards in Science. The weighted mean of 4.00 (Very Satisfactory) further confirms the strong academic performance of the students. This suggests that learners had a good understanding of scientific concepts and were able to apply them during classroom activities and assessments. The distribution of grades also shows that most students performed within the higher achievement categories, reflecting their ability to meet the learning expectations in Science. These results may also indicate that learners benefited from classroom experiences that encouraged participation, interaction, and understanding of the lessons. The results support the principles of Vygotsky's Sociocultural Theory and Bandura's Social Learning Theory, which emphasize the importance of guided learning, collaboration, and positive peer influence in improving academic achievement.

Table 7 shows that students generally performed well in English. Most learners obtained Very Satisfactory (85–89) and Satisfactory (80–84) grades, accounting for 36.0% and 29.7%, respectively. Meanwhile, 28.6% achieved Outstanding (90–100), while only a small percentage fell under Fairly Satisfactory and Below 75. The weighted mean of 3.86 (Very Satisfactory) confirms the students' commendable performance and adequate English proficiency. This indicates that most learners were able to meet the expected standards and participate effectively in English activities. The findings

support Vygotsky's Sociocultural Theory and Bandura's Social Learning Theory, which emphasize guided instruction, collaboration, and positive peer interaction in enhancing learning and academic achievement.

Table 8 shows that students demonstrated strong academic performance in Filipino. Most learners obtained grades within the Outstanding (90–100) and Very Satisfactory (85–89) ranges, accounting for 38.9% and 37.7% of the respondents, respectively. Meanwhile, 20.0% achieved Satisfactory ratings, and only 3.4% were classified as Fairly Satisfactory. Notably, no student obtained a grade below 75, indicating that all learners met or exceeded the expected learning standards in Filipino. The weighted mean of 4.12 (Very Satisfactory) further confirms the high level of achievement among the students. This suggests that learners possess strong comprehension and communication skills in the Filipino language. The findings suggest that gender-responsive instructional materials promote greater learner engagement and participation, which may contribute to improved academic performance (Demalata et al., 2024). The findings also indicate that culturally relevant and gender-responsive teaching strategies can enhance learning outcomes and academic achievement in language-related subjects (Ghaemi & Boroushaki, 2025).

Table 9 shows that most learners performed at an above-average level in Araling Panlipunan, with the highest proportion in the Very Satisfactory (37.7%) category, followed by Satisfactory (30.3%) and Outstanding (28.6%), indicating that 96.6% of the respondents met or exceeded expected learning standards. Only a minimal number of learners were classified as Fairly Satisfactory (2.9%) and Did Not Meet Expectations (0.6%), showing that very few students struggled to meet the minimum requirements. The weighted mean of 3.91, interpreted as Very Satisfactory, confirms strong overall performance in the subject. This suggests that learners demonstrate good understanding of social studies concepts, likely supported by effective teaching strategies, instructional

Table 10
Summary of students' academic performance in core subjects

Academic Performance	Weighted Mean	Verbal Interpretation	Description
Mathematics	3.78	Very Satisfactory	Demonstrate very good academic performance
Science	4.00	Very Satisfactory	Demonstrate very good academic performance
English	3.86	Very Satisfactory	Demonstrate very good academic performance
Filipino	4.12	Very Satisfactory	Demonstrate very good academic performance
Araling Panlipunan	3.91	Very Satisfactory	Demonstrate very good academic performance
Overall	3.93	Very Satisfactory	Demonstrate very good academic performance

Table 11
Weighted mean of the respondents' level of agreement on the effect of gender-responsive classroom materials on textbooks

Textbooks	Weighted Mean (WM)	Verbal Interpretation (VI)
Textbooks show both male and female characters equally in lessons. (<i>Pantay ang lalaki at babae sa mga aralin sa aklat.</i>)	4.19	Agree
Textbooks showing men and women doing both household and professional tasks are used in lessons. (<i>Ipinapakita sa aklat na parehong lalaki at babae ang gumagawa ng bahay at trabaho.</i>)	3.73	Agree
Textbooks avoid showing women as weak, powerless, or dependent in lessons. (<i>Hindi ipinapakita sa aklat na mahina o umaasa lang ang babae.</i>)	3.58	Agree
Textbooks present boys and girls as equally capable of leadership, critical thinking, and decision-making. (<i>Ipinapakita ng mga aklat na parehong kayang maging lider, mag-isip nang mabuti, at gumawa ng tamang desisyon ang mga lalaki at babae.</i>)	4.27	Strongly Agree
Textbooks include female characters in traditionally male-dominated fields such as science, sports, and leadership. (<i>Kasama sa mga aklat ang mga babae sa mga trabahong dati ay pang-lalaki, tulad ng siyensya, sports, at pagiging lider.</i>)	3.87	Agree
Textbooks show equal visual representation of boys and girls during lessons. (<i>Pantay ang bilang ng mga larawan ng mga lalaki at babae sa mga aklat na ginagamit sa klase.</i>)	3.89	Agree
Textbooks promote gender equality through the lessons they contain. (<i>Itinuturo ng aklat ang pagkakapantay-pantay ng lalaki at babae.</i>)	4.03	Agree
Textbooks use gender-neutral language (e.g., firefighter instead of fireman) in lessons. (<i>Gumagamit ang aklat ng salitang hindi nakabatay sa kasarian (hal. "bumbero" sa halip na "fireman").</i>)	3.43	Agree
Textbooks include male and female characters engaging in both household and public/community roles. (<i>May lalaki at babae sa aklat na gumagawa ng bahay at tumutulong sa komunidad.</i>)	3.91	Agree
Textbooks avoid reinforcing stereotypes about gender roles in society. (<i>Iniiwasan ng aklat ang mga stereotype tungkol sa tungkulin ng lalaki at babae sa lipunan.</i>)	3.48	Agree
Overall	3.84	Agree

Legend: 5 – Strongly Agree; 4 – Agree; 3-Slightly Agree; 2 – Disagree; 1- Strongly Disagree

materials, and classroom engagement. These findings align with studies showing that supportive learning environments and instructional support improve academic performance (Demalata et al., 2024; Tian & Zhang, 2025; Dela Cruz & Reyes, 2024). Moreover, the results indicate that learners were generally able to cope well with the learning demands of Araling Panlipunan. Their satisfactory performance also suggests that the learning experiences provided in the classroom helped develop their understanding of the subject.

Table 10 presents the summary of students' academic performance in the core subjects. Among the subjects, Mathematics obtained the lowest weighted mean (3.78), followed by English (3.86), Araling Panlipunan (3.91), and Science (4.00), while Filipino recorded the highest weighted mean (4.12). All subjects were interpreted as Very Satisfactory, indicating that the students consistently demonstrated very good academic performance across the core learning areas. Overall, the students attained a weighted mean of 3.93, with a verbal interpretation of Very Satisfactory. This finding suggests that the learners generally achieved a high level of academic performance and were able to meet the expected learning competencies. Furthermore, the results indicate that students maintained a stable level of achievement regardless of the varying demands of each subject area. The result supports previous studies indicating that student engagement, effective learning support, and positive learning environments significantly contribute to improved academic achievement and

learning outcomes (Argyriou et al., 2022; García-Machado et al., 2024).

B. Respondents' Level of Agreement on the Effect of Gender-Responsive Classroom Materials on their Academic Performance

Table 11 shows that respondents generally perceive textbooks as supportive of gender equality, with an overall weighted mean of 3.84 (Agree), indicating that these materials help promote an inclusive learning environment. Item 1.4 received the highest rating (WM = 4.27, Strongly Agree), suggesting that learners recognize textbooks as portraying boys and girls as equally capable of leadership, critical thinking, and decision-making. Likewise, Items 1.1 (WM = 4.19) and 1.7 (WM = 4.03) indicate that textbooks provide balanced gender representation and encourage equality in classroom learning. These findings further indicate that textbooks can contribute to developing learners' awareness of equal opportunities regardless of gender. They also emphasize the importance of presenting diverse and balanced representations to support positive attitudes toward gender equality. However, Items 1.8 (WM = 3.43), 1.10 (WM = 3.48), and 1.3 (WM = 3.58) received relatively lower ratings, implying that the use of gender-neutral language, avoidance of stereotypes, and consistent portrayal of women as strong and independent can still be improved. Overall, the findings suggest that while textbooks effectively promote gender fairness, strengthening these areas may further enhance the consistency of gender-responsive classroom

Table 12
Weighted mean of the respondents' level of agreement on the effect of gender-responsive classroom materials on storybooks

Storybooks	Weighted Mean (WM)	Verbal Interpretation (VI)
Storybooks in our classroom show boys and girls in fair and equal ways. (<i>Pantay ang lalaki at babae sa mga kuwentong pambata sa klase.</i>)	4.05	Agree
Storybooks include female characters in non-traditional roles (e.g., scientists, leaders). (<i>May mga babae sa kuwentong pambata na scientist o lider.</i>)	4.03	Agree
Storybooks avoid showing girls as weak, dependent, or passive. (<i>Hindi ipinapakita sa kuwentong pambata na mahina o umaasa lang ang babae.</i>)	3.71	Agree
Storybooks show boys and girls doing different activities, not limited by gender norms. (<i>Madalas makita sa kuwentong pambata ang parehong lalaki at babae sa iba't ibang gawain, hindi ayon sa tradisyonal na kasarian.</i>)	3.9	Agree
Storybooks teach respect for different gender identities and expressions. (<i>Itinuturo sa kuwentong pambata ang respeto sa iba't ibang kasarian.</i>)	4.31	Strongly Agree
Storybooks in our class show examples of gender equality in families and communities. (<i>Pantay ang lalaki at babae sa pamilya at komunidad sa kuwentong pambata.</i>)	4.11	Agree
Storybooks contain illustrations that support gender equality and reduce stereotypes. (<i>May larawan sa kuwentong pambata na pantay ang lalaki at babae at walang stereotype.</i>)	3.97	Agree
Storybooks show boys and girls equally capable of different activities and roles. (<i>Parehong kaya ng lalaki at babae ang iba't ibang gawain sa kuwentong pambata.</i>)	3.76	Agree
Storybooks allow children to express themselves freely in the class, regardless of gender. (<i>Malayang maglalita at magpakita ang bata sa klase ng kahit anong kasarian.</i>)	3.87	Agree
Storybooks encourage both boys and girls to imagine all kinds of careers and activities. (<i>Hinihikayat ng kuwentong pambata ang parehong lalaki at babae na subukan ang lahat ng trabaho at laro.</i>)	3.91	Agree
Overall	3.96	Agree

Legend: 5 – Strongly Agree; 4 – Agree; 3-Slightly Agree; 2 – Disagree; 1- Strongly Disagree

Table 13
Weighted mean of the respondents' level of agreement on the effect of gender-responsive classroom materials on visual aids

Visual Aids	Weighted Mean (WM)	Verbal Interpretation (VI)
Visual aids in our classroom show both boys and girls participating equally. (<i>Pantay ang lalaki at babae sa mga larawan o visual aids sa klase.</i>)	4.05	Agree
Visual aids include female characters in non-traditional roles (e.g., leaders, innovators). (<i>May mga babae sa larawan na lider o gumagawa ng bago at kakaibang bagay.</i>)	3.95	Agree
Visual aids avoid showing women as weak, passive, or subordinate. (<i>Hindi ipinapakita sa mga visual aids ang babae bilang mahina o tahimik.</i>)	3.85	Agree
Visual aids show boys and girls sharing household, school, and community tasks equally. (<i>Ipinapakita sa mga visual aids ang pantay na paghahati ng gawain ng lalaki at babae sa bahay, paaralan, at komunidad.</i>)	4.06	Agree
Visual aids are intentionally designed to promote fairness and equal representation of boys and girls. (<i>Ang mga visual aids ay ginawa para ipakita na pantay ang mga lalaki at babae.</i>)	3.99	Agree
Visuals are used frequently during lessons to explain concepts about equality. (<i>Madalas gamitin ang visual aids sa pagtuturo ng pantay na pagtingin sa kasarian.</i>)	4.05	Agree
Visual aids help students understand that both boys and girls can play the same roles. (<i>Tinutulungan ng mga visual aid ang mga mag-aaral na maintindihan na ang parehong lalaki at babae ay may kakayahang gawin ang parehong papel.</i>)	4.06	Agree
Visual aids help students challenge traditional stereotypes about gender roles. (<i>Ang mga visual aids ay tumutulong sa mga bata na baguhin ang maling paniniwala tungkol sa tungkulin ng lalaki at babae.</i>)	4.12	Agree
Visual aids show diversity in gender and identity. (<i>Ipinapakita ng mga visual aids ang iba't ibang uri ng kasarian at identidad.</i>)	3.89	Agree
Visual aids encourage students to respect and value contributions of both boys and girls. (<i>Hinihikayat ng mga visual aids ang mga estudyante na respetuhin na pahalagahan ang parehong lalaki at babae.</i>)	4.15	Agree
Overall	4.02	Agree

Legend: 5 – Strongly Agree; 4 – Agree; 3-Slightly Agree; 2 – Disagree; 1- Strongly Disagree

materials (Jones et al., 2017; Journal of School Health, 2021).

Table 12 shows that respondents generally perceive storybooks as highly effective in promoting gender equality, with an overall weighted mean of 3.96 (Agree), indicating a slightly stronger impact compared to textbooks. The highest-rated indicator, Item 2.5 (WM = 4.31, Strongly Agree), shows that learners strongly agree that storybooks promote respect for different gender identities and expressions, reflecting their role in fostering inclusivity and social awareness. High ratings were also observed in Item 2.6 (WM = 4.11) and Item 2.1 (WM = 4.05), both interpreted as Agree, indicating that storybooks fairly represent boys and girls and promote equality in families and communities.

These findings suggest that learners are frequently exposed to positive and balanced gender portrayals through storybook narratives, which may help shape their attitudes toward fairness, respect, and equal participation. Meanwhile, lower means were observed in Item 2.3 (WM = 3.71) and Item 2.8 (WM = 3.76), both still interpreted as Agree, suggesting that some traditional gender portrayals and uneven emphasis on independence and capability may still be present. Although these indicators remained at the Agree level, they suggest that some storybooks may continue to reflect conventional gender roles, which could limit the consistent delivery of gender-responsive messages. Overall, the findings indicate that storybooks are effective tools for promoting gender-responsive

Table 14
Weighted mean of the respondents' level of agreement on the effect of gender-responsive classroom materials on digital resources

Digital Resources	Weighted Mean (WM)	Verbal Interpretation (VI)
Digital learning materials in our classroom show boys and girls in fair and equal ways. (<i>Pantay ang lalaki at babae sa mga digital lessons sa klase.</i>)	4.35	Strongly Agree
Digital resources include female characters in non-traditional roles (e.g., leaders, scientists). (<i>May mga babae sa digital lessons na lider o scientist.</i>)	4.14	Agree
Digital lessons avoid showing girls as weak, passive, or dependent. (<i>Hindi ipinapakita sa digital lessons na mahina o umaasa lang ang babae.</i>)	3.96	Agree
Digital materials allow boys and girls to participate in all activities, not limited by gender norms. (<i>Parehong lalaki at babae ang puwedeng sumali sa lahat ng gawain sa digital lessons.</i>)	4.2	Strongly Agree
Digital lessons include discussions and examples that promote awareness and respect for diverse gender identities and expressions. (<i>Ang mga digital na aralin ay may mga halimbawa at talakayan para matutunan at respetuhin ang iba't ibang uri ng kasarian at paraan ng pagpapahayag nito.</i>)	4.18	Agree
Digital resources show equal opportunities for boys and girls in learning and classroom activities. (<i>Madalas ipinapakita sa digital resources ang pantay na pagkakataon para sa lalaki at babae sa pagkatuto at aktibidad sa klase.</i>)	4.09	Agree
Digital lessons contain visuals and examples that support gender equality and reduce stereotypes. (<i>May larawan at halimbawa sa digital lessons na pantay ang lalaki at babae at walang stereotype.</i>)	4.03	Agree
Digital materials encourage boys and girls to explore different careers and life roles. (<i>Madalas hinihikayat ng digital materials ang parehong lalaki at babae na subukan ang iba't ibang trabaho at papel sa buhay.</i>)	3.88	Agree
Digital tools provide all students with the chance to express themselves freely, regardless of gender. (<i>Madalas nagbibigay-daan ang digital tools sa lahat ng estudyante na malayang maipahayag ang kanilang sarili, kahit ano pa man ang kanilang kasarian.</i>)	4.11	Agree
Digital lessons help students apply the concept of gender fairness in real-life situations within the school and community. (<i>Tinuturuan ng digital na aralin ang mga estudyante na maging patas sa lahat ng kasarian sa paaralan at komunidad.</i>)	4.15	Agree
Overall	4.11	Agree

Legend: 5 – Strongly Agree; 4 – Agree; 3-Slightly Agree; 2 – Disagree; 1- Strongly Disagree

values, enhancing learners' engagement, understanding, and social awareness, while also highlighting areas for further improvement in strengthening consistent gender representation (Elias, 2015; Education Endowment Foundation, 2023).

Table 13 shows that respondents perceive visual aids as highly effective in promoting gender equality, with the highest overall weighted mean of 4.02 (Agree) among the three materials. The highest-rated indicator, Item 3.10 (WM = 4.15, Agree), shows that visual aids encourage respect and appreciation for both boys and girls, reflecting the strongest consensus among respondents. High ratings were also observed in Item 3.8 (WM = 4.12) and Item 3.4 (WM = 4.06), both interpreted as Agree, indicating that visual materials effectively challenge stereotypes and promote equal role-sharing.

These findings suggest that visual aids provide learners with clear and engaging representations of gender equality, making classroom concepts more meaningful and easier to understand. Through illustrations, posters, charts, and other visual materials, learners are exposed to balanced images that reinforce fairness, inclusion, and equal participation in various activities. Meanwhile, lower but still positive ratings were seen in Item 3.3 (WM = 3.85) and Item 3.9 (WM = 3.89), suggesting that some aspects of diversity and independence are not yet fully emphasized in visual representations.

Although these indicators remained at the Agree level, they suggest that certain visual materials may still offer limited representations of diverse gender roles and capabilities. Strengthening these aspects may further improve the effectiveness of visual aids in promoting inclusive learning experiences and reducing gender bias in classroom instruction. Overall, the findings indicate that visual aids are the most effective gender-responsive material due to their clarity and strong influence on learners' understanding, engagement, and perception of equality. Their visual nature also enables learners

to easily relate classroom lessons to real-life situations, supporting learners in recognizing fairness in different situations (SCH Health, 2021). When these materials show people in varied roles and activities, they can help broaden learners' views about what both boys and girls can do. This highlights the importance of selecting visual materials that are accurate, balanced, and appropriate for the learners' age and experiences.

Table 14 shows that respondents generally "Agree" that classroom digital resources are gender-responsive, with an overall weighted mean of 4.11, indicating that these materials are highly effective in promoting inclusivity, comparable to storybooks and visual aids. The highest-rated indicator, Item 4.1 (WM = 4.35, Strongly Agree), shows that digital learning materials present boys and girls in fair and equal ways, reflecting the strongest consensus among respondents. High ratings were also observed in Item 4.4 (WM = 4.20, Strongly Agree) and Item 4.10 (WM = 4.15, Agree), indicating that digital resources support equal participation and help learners apply gender fairness in real-life contexts. These findings suggest that digital resources play an important role in fostering gender-sensitive learning experiences among learners. Meanwhile, lower but still positive ratings were observed in Item 4.8 (WM = 3.88) and Item 4.3 (WM = 3.96), both interpreted as Agree, suggesting that while digital materials promote inclusivity and career exploration, some traditional portrayals persist and could be further improved.

Overall, the findings indicate that digital resources are highly effective in fostering gender inclusivity due to their accessibility, interactivity, and strong influence on learners' understanding and engagement, supporting both academic and social development (UNICEF, 2021; Education and Information Technologies, 2022).

Table 15 shows that respondents generally "Agree" that

gender-responsive classroom materials are effective, with an overall weighted mean of 3.98. This indicates that the instructional materials used in the classroom contribute positively to promoting gender equality and improving learners' experiences.

Table 15
Weighted mean of the respondents' level of agreement on the effect of Gender-Responsive classroom materials

Gender-responsive Classroom Materials	WM	VI
A. Textbooks	3.84	Agree
B. Storybooks	3.96	Agree
C. Visual Aids	4.02	Agree
D. Digital Resources	4.11	Agree
Overall	3.98	Agree

Legend: 5 – Strongly Agree; 4 – Agree; 3-Slightly Agree; 2 – Disagree; 1- Strongly Disagree

Among the materials, Digital Resources obtained the highest weighted mean (4.11, Agree), followed by Visual Aids (4.02, Agree) and Storybooks (3.96, Agree), while Textbooks recorded the lowest mean (3.84, Agree). This suggests that modern, technology-based, and visual materials are perceived as more effective in promoting inclusivity compared to traditional printed materials. Overall, the findings highlight that while all materials support gender-responsive teaching, digital and visual resources play a stronger role in enhancing engagement, understanding, and equitable learning (Mayer, 2020; Hernandez & Cudiamat, 2021; Department of Education & USAID, 2021). The results also emphasize the importance of selecting instructional materials that are appropriate to learners' needs and experiences.

C. Significant Relationship Between the Use of Gender-Responsive Classroom Materials and Students Academic Performance

Table 16 presents the Pearson r correlation between gender-responsive classroom materials and students' academic performance in Mathematics. The results show that textbooks have a p-value of 0.06, which is greater than 0.05, indicating no significant relationship. This suggests that textbooks alone may not strongly influence students' Mathematics performance despite their instructional value.

Table 16
Pearson R correlation on the use of Gender-Responsive classroom materials and their mathematics academic performance

Mathematics			
Gender-responsive Classroom Materials	p-value	Decision	Conclusion
Textbooks	0.06	Ha	Not Significant
Storybooks	0.009	Ho	Significant
Visual Aids	< .001	Ho	Significant
Digital Resources	0.001	Ho	Significant
Overall	<.001	Ho	Significant

Legend: If p-value is ≤ 0.05 , do not retain Ho; If p-value is > 0.05 retain Ho

Table 17
Pearson R correlation on the use of Gender-Responsive classroom materials and their science academic performance

Science			
Gender-responsive classroom materials	p-value	Decision	Conclusion
Textbooks	0.011	Ho	Significant
Storybooks	0.005	Ho	Significant
Visual Aids	< .001	Ho	Significant
Digital Resources	< .001	Ho	Significant
Overall	<.001	Ho	Significant

Legend: If p-value is ≤ 0.05 , do not retain Ho; If p-value is > 0.05 retain Ho

In contrast, storybooks ($p = 0.009$), visual aids ($p < .001$), and digital resources ($p = 0.001$) all show significant relationships with students' academic performance, as their p-values are below 0.05. The overall result ($p < .001$) further confirms a significant relationship between gender-responsive classroom materials and Mathematics performance when used collectively. These findings suggest that interactive, narrative, and visually engaging materials are more effective in enhancing learner understanding and performance, highlighting the importance of integrating diverse instructional resources to promote both inclusivity and academic success (Pugu & Aslan, 2025; Thabiti, 2024).

Table 17 presents the Pearson r correlation between gender-responsive classroom materials and students' academic performance in Science. The results show that all components are significant, with textbooks ($p = 0.011$), storybooks ($p = 0.005$), visual aids ($p < .001$), and digital resources ($p < .001$) all having p-values below 0.05. This leads to the rejection of the null hypothesis, indicating a significant relationship between gender-responsive classroom materials and Science performance. Among the materials, visual aids and digital resources show the strongest relationships, followed by storybooks, while textbooks show the weakest but still significant relationship. The overall result ($p < .001$) confirms that the combined use of gender-responsive classroom materials significantly enhances students' academic performance in Science. These findings suggest that interactive, visual, and technology-based resources are more effective in improving learners' understanding, engagement, and achievement compared to traditional print materials, while also promoting inclusivity in learning (Canuto & Espique, 2023; Akhigbe & Adeyemi, 2020).

Table 18 presents the Pearson r correlation between gender-responsive classroom materials and students' academic performance in English. The results show that all components are significant, with textbooks ($p = 0.037$), storybooks ($p = 0.017$), visual aids ($p = 0.002$), and digital resources ($p < .001$) all having p-values below 0.05. This leads to the rejection of the null hypothesis, indicating that each type of material has a significant relationship with students' English performance.

Table 17
Pearson R correlation on the use of Gender-Responsive classroom materials and their English academic performance

English			
Gender-responsive Classroom Materials	p-value	Decision	Conclusion
A. Textbooks	0.037	Ho	Significant
B. Storybooks	0.017	Ho	Significant
C. Visual Aids	0.002	Ho	Significant
D. Digital Resources	< .001	Ho	Significant
Overall	0.001	Ho	Significant

Legend: If p-value is ≤ 0.05 , do not retain Ho; If p-value is > 0.05 retain Ho

Table 19
Pearson R correlation on the use of Gender-Responsive classroom materials and their Filipino academic performance

Filipino			
Gender-responsive Classroom Materials	p-value	Decision	Conclusion
Textbooks	0.175	Ha	Not Significant
Storybooks	0.133	Ha	Not Significant
Visual Aids	0.003	Ho	Significant
Digital Resources	0.006	Ho	Significant
Overall	0.013	Ho	Significant

Legend: If p-value is ≤ 0.05 , do not retain Ho; If p-value is > 0.05 retain Ho

Table 20
Pearson R correlation on the use of Gender-Responsive classroom materials and their Araling Panlipunan academic performance

Araling Panlipunan			
Gender-responsive Classroom Materials	p-value	Decision	Conclusion
Textbooks	0.004	Ho	Significant
Storybooks	0.006	Ho	Significant
Visual Aids	< .001	Ho	Significant
Digital Resources	< .001	Ho	Significant
Overall	< .001	Ho	Significant

Legend: If p-value is ≤ 0.05 , do not retain Ho; If p-value is > 0.05 retain Ho

The overall result ($p = 0.001$) further confirms a significant relationship, suggesting that gender-responsive classroom materials whether used individually or collectively—are associated with improved academic achievement in English. These findings imply that inclusive and multimodal instructional resources enhance learners' comprehension, engagement, and performance while also promoting equality and inclusivity in the learning environment (Abad & Pruden, 2018; UNICEF, 2021; Education & Information Technologies, 2022). The results also suggest that English performance may be influenced by the way learning materials present and support language-related activities. This highlights the relevance of gender-responsive materials in developing learners' skills in English.

Table 19 presents the correlation between gender-responsive classroom materials and Grade 6 pupils' academic performance in Filipino. The results show that textbooks ($p = 0.175$) and storybooks ($p = 0.133$) are not significant, indicating that traditional print materials alone have a limited influence on learners' achievement in Filipino. In contrast, visual aids ($p = 0.003$) and digital resources ($p = 0.006$) are both significant, showing that pupils perform better when lessons are supported by interactive and visually engaging materials.

The overall measure of gender-responsive materials ($p = 0.013$) is also significant, confirming that the combined use of these resources contributes to improved academic performance. These findings suggest that multimodal and technology-enhanced materials are more effective in supporting comprehension, engagement, and retention in Filipino learning, while also reinforcing inclusive and meaningful instruction (Ghaemi and Boroushaki, 2025).

The results point to differences in how instructional materials contribute to Filipino learning. This suggests that the type of material used may affect how learners respond to and understand Filipino lessons.

Table 20 presents the Pearson r correlation between the use of gender-responsive classroom materials and students' academic performance in Araling Panlipunan. The results show that all indicators are significant, with textbooks ($p = 0.004$), storybooks ($p = 0.006$), visual aids ($p < .001$), and digital resources ($p < .001$) all having p-values below 0.05. This leads to the rejection of the null hypothesis, indicating a significant relationship between gender-responsive classroom materials and students' academic performance Araling Panlipunan. Among the variables, visual aids and digital resources show the strongest level of significance ($p < .001$), suggesting a more substantial relationship with student achievement compared to textbooks and storybooks.

This implies that interactive, visual, and technology-based materials are more effective in enhancing learners' understanding, engagement, and performance. These findings support the idea that gender-responsive and inclusive instructional strategies contribute to improved academic outcomes (Hernandez & Cudiamat, 2018; Canuto & Espique, 2023). The findings also highlight the value of varied formats in presenting social and cultural concepts. This may help learners relate lessons to real-life contexts.

Table 21 shows that gender-responsive classroom materials were generally significantly related to learners' academic performance across the five subject areas. Textbooks showed significant relationships with Science, English, and Araling Panlipunan, while storybooks were significant in all subjects

Table 21

Pearson R correlation on the use of Gender-Responsive classroom materials and their academic performance

Gender-Responsive Classroom Materials	Mathematics	Science	English	Filipino	Araling Panlipunan
Textbooks	Not Significant	Significant	Significant	Not Significant	Significant
Storybooks	Significant	Significant	Significant	Not Significant	Significant
Visual aids	Significant	Significant	Significant	Significant	Significant
Digital Resources	Significant	Significant	Significant	Significant	Significant
Overall	Significant	Significant	Significant	Significant	Significant

except Filipino. Visual aids and digital resources demonstrated significant relationships in all learning areas. The overall results indicate that the use of gender-responsive materials is associated with improved academic performance among learners (Canuto & Espique, 2023).

The findings suggest that inclusive and gender-sensitive instructional materials contribute to better learning outcomes by promoting learner engagement, participation, and equitable access to learning opportunities. The study highlights the significance of visual aids and digital resources and their effectiveness in supporting student achievement across subjects. These results are consistent with studies emphasizing that gender-responsive pedagogy and materials enhance educational quality and learner performance (Lumidao et al., 2024). This suggests that inclusive materials can encourage learner participation. They may also support learners in achieving better academic outcomes.

5. Summary of Findings, Conclusion, and Findings

This chapter presents a summary of findings, the conclusions drawn from the previously analyzed and interpreted data, and the recommendations proposed as study outcomes.

A. Summary of the Findings

1) The level of academic performance of students

The respondents obtained an overall weighted mean of 3.93, interpreted as Very Satisfactory.

2) Respondents' level of agreement on the effect of gender-responsive classroom materials on their academic performance

The respondents obtained an overall weighted mean of 3.98, interpreted as Agree.

3) Significant relationship between the use of gender-responsive classroom materials and students academic performance

The results revealed a significant relationship between gender-responsive classroom materials and learners' academic performance in all subject areas.

B. Conclusion

1) The level of academic performance of respondents

The respondents demonstrated Very Satisfactory academic performance.

2) Respondents' level of agreement on the effect of gender-responsive classroom materials on their academic performance

The respondents agreed that gender-responsive classroom materials positively affect their academic performance.

3) Significant relationship between the use of gender-responsive classroom materials and students academic performance

Gender-responsive classroom materials significantly influence learners' academic performance.

C. Recommendations

1) To the teachers

1. Use gender-responsive textbooks, storybooks, visual aids, and digital resources in daily instruction, especially textbooks and storybooks.
2. Conduct group activities and discussions that encourage equal participation among learners.
3. Integrate educational videos and interactive learning tools to enhance engagement and achievement.

2) To the parents

1. Provide learners with access to books and educational digital resources at home.
2. Encourage regular study habits and monitor learning progress.
3. Participate in school activities and maintain communication with teachers to support learners' academic development.

3) To future researchers

1. Conduct similar studies in other schools and grade levels.
2. Investigate the effectiveness of specific gender-responsive materials on academic performance.
3. Include other factors such as parental involvement, motivation, and study habits in future studies.

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