# A PHENOMENOLOGICAL INQUIRY OF GENDER AND DEVELOPMENT IN THE CLASSROOM PROGRAM

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## Abstract

The purpose of the study was to explore the experiences of TLE and TVL teachers in the gender and development in the classroom program and developed a framework that underscores gender equity for equal opportunity. The study used phenomenological inquiry of qualitative research design. The data were analyzed using thematic textual and structural description drawn from the interview and focus group discussion. 14 teachers and 6 school heads were involved in a study using non-random sampling. Salient findings from the study stressed that: (1) Teachers have implemented a holistic approach to mainstreaming gender in the curriculum by contextualizing and localizing learning materials, activities and they were able to develop and promote the use of inclusive language, positive images, and messages; (2) Their experiences are driven from nurturing gender-responsive basic education to promote a stimulating classroom environment that is sensitive to gender and addressing gender discrimination in TLE and TVL specializations; and (3) Gender equity for equal opportunity framework is an essential guide for continuous improvement of the gender and development program practices in school towards the being and becoming the whole person of every learner. The study suggests that tracking learners profile, monitoring, and evaluation of gender and development in the classroom would help to fully address the gender gap and disparities. Streamline teachers' training in particular specialization in TLE and TVL and continuous funding for comprehensive capacity building and the challenge to revisit the gender-responsive basic education in all aspects of gender development and women empowerment activities, programs, and projects in schools.

**Keywords:** *Computerized Student Information, Database, User-Friendly*