

Girl Scouts of the Philippines Programs and Gender Equality Empowerment of Maco South District

Roxanne J. Collado

Abstract. This study examined the extent of Girl Scouts of the Philippines (GSP) Program implementation and its relationship to promoting gender equality and empowerment among female youth participants. Utilizing a quantitative-descriptive correlational design, the study focused on four key components of the GSP program: Leadership Development Program, Community Service Projects, Gender-Specific Empowerment Workshop, and Gender Sensitivity Awareness Campaign. It also measured gender equality and empowerment across three dimensions: gender and equality awareness, empowerment, and personal development. A total of 169 participants responded to the validated survey instrument. Findings revealed that all GSP program components were implemented extensively, with Community Service Projects and Gender Sensitivity Awareness Campaign receiving the highest functional impact. Gender equality and empowerment were also promoted to a considerable extent. Correlation and regression analyses showed a significant and positive relationship between the implementation of the GSP program and the promotion of gender equality and empowerment ($r = 0.497$, $p < .001$). Furthermore, community service and awareness campaigns emerged as significant predictors. The study recommends strengthening programs, conducting periodic evaluations, and aligning policies with gender-responsive education. The study is recommended for publication in an esteemed academic journal.

KEY WORDS

1. Girl Scouts of the Philippines 2. gender equality 3. empowerment

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1. Introduction

Promoting gender equality and empowering girls is a priority in global development. In the Philippines, the Girl Scouts of the Philippines (GSP) fosters these values through programs that develop leadership skills, challenge stereotypes, and promote social responsibility. However, challenges persist. Limited access to GSP programs, especially in rural areas, leads to disparities in participants' experiences. Moreover, the lack of standardized evaluations hinders assessment of these programs' impact on

gender awareness and empowerment. While GSP aims to challenge traditional roles, critics argue it may not always effectively transform entrenched social norms. In the international level, gender equality and empowerment programs for young girls remain critical in international development, with numerous studies highlighting both successes and challenges. According to Kabeer (2020), empowerment involves not only increasing women's power in decision-making but also fostering their agency and autonomy

in various social contexts. Despite significant efforts to address gender inequality, Kabeer indicates that programs often struggle to challenge deep-rooted gender norms. The implementation of gender-sensitive programs in diverse cultural settings can be obstructed by societal barriers that restrict girls' full participation in leadership roles. George et al. (2022) explored the global impact of girl-focused programs, specifically in Africa, where initiatives similar to the Girl Scouts aim to empower young girls through leadership training and social activism. George and colleagues found that peer mentorship and community involvement were key drivers of success in these programs. However, the authors also highlighted concerns about the sustainability of such initiatives, especially in resource-poor regions. According to Rao et al. (2023), accessing gender equality education in rural and marginalized communities remains a significant challenge. Their research revealed that while these programs positively influenced girls' self-esteem and leadership skills, more rigorous monitoring and evaluation mechanisms were needed to understand the long-term impacts on gender equality awareness. In the Philippine context, gender equality and empowerment programs have gained significant attention in recent years, with efforts made by both government and non-governmental organizations to address the gender disparities that persist in education, leadership, and employment. According to Sanchez et al. (2020), the Philippine government has made strides in promoting gender equality through programs like the Magna Carta of Women, but challenges remain in achieving gender parity, especially in rural areas. Sanchez and colleagues argue that despite policies aimed at promoting women's empowerment, the implementation gaps in gender-responsive programs are prevalent, particularly in marginalized communities. Alcantara (2021) highlighted that youth programs like the Girl Scouts of the Philippines (GSP) positively im-

pact gender equality among young girls, especially in urban areas. GSP programs, including leadership development and gender sensitivity workshops, significantly shape self-esteem and leadership skills. However, challenges remain in reaching rural and disadvantaged communities with limited access to these opportunities. The study emphasizes the need for localized, context-specific approaches that address the unique needs of young girls nationwide. While GSP's empowerment efforts are commendable, more is needed to integrate gender equality discussions into formal education, particularly in conservative regions. In addition to these challenges, Delos Santos and Garcia (2022) addressed the importance of monitoring and evaluating gender equality programs to ensure their effectiveness in the Philippines. They argue that while there is a general recognition of the importance of gender empowerment, evaluation frameworks often remain vague or underdeveloped, making it difficult to measure the true impact of these programs. In Maco, South Davao de Oro, various initiatives aimed at promoting gender equality and empowering women have encountered significant challenges. Community engagement efforts designed to advance gender equality in Maco frequently face constraints regarding their scope and outreach. Public forums and dialogues involving youth leaders, women, and the LGBTQ+ community, as Balaoro (2023) noted, offer valuable opportunities for discussing gender-related issues. However, these forums often lack subsequent actions, resulting in superficial engagement without substantive policy changes. The author further emphasizes that the involvement of men and boys in these discussions is limited, thereby diminishing the potential for cultivating a collective, community-wide commitment to gender equality.

1.1. Theoretical/Conceptual Framework of the Study—This study is anchored on the theory of Gender equality and social inclusion

are fundamental principles in the pursuit of a more equitable society. Gender equality refers to the equal rights, responsibilities, and opportunities of women, men, and people of all gender identities. It is based on the belief that all individuals, regardless of gender, should have equal access to resources, opportunities, and decision-making processes. This concept aims to address the systemic barriers that prevent individuals from achieving their full potential based on gender, thereby promoting fairness and justice. As Kabeer (2020) notes, achieving gender equality requires transforming societal structures that are entrenched in patriarchy, which often leads to the marginalization of women and gender minorities. Social inclusion, on the other hand, refers to the process of improving the terms of participation in society for people who are disadvantaged or excluded. It involves ensuring that all individuals, regardless of their gender, race, socioeconomic status, or other characteristics, have the opportunity to fully participate in economic, social, and political life. According to Sen (2021), social inclusion is not just about providing access to resources; it also focuses on creating environments where people are empowered to make decisions, engage in social interactions, and benefit from their communities. The concept of social inclusion goes beyond physical access and addresses the social and cultural factors that create barriers to participation, such as discrimination, prejudice, and stigma. Together, gender equality and social inclusion advocate for the dismantling of discriminatory systems and practices that exclude marginalized groups from societal participation. Social inclusion acknowledges that gender inequality is often compounded by other forms of discrimination, such as race, class, disability, and sexual orientation. Thus, achieving gender equality must be viewed within a broader context that promotes the inclusion of all marginalized groups. The principle of gender equality upholds the idea that equal rights

and opportunities should not be confined to any particular gender, but should be extended to all individuals. However, this principle is often intertwined with social inclusion, as true equality cannot be achieved without ensuring that everyone, especially those from marginalized groups, can fully participate and benefit from societal progress. As UN Women (2023) asserts, gender equality and social inclusion are inextricably linked to the achievement of broader development goals, as they foster a more inclusive and just society, where everyone can contribute to and benefit from economic and social development. Gender equality and social inclusion are vital to creating a just society where all individuals have the same opportunities for personal and social development. Both concepts aim to dismantle barriers, foster equal access to opportunities, and promote the full participation of all individuals, regardless of gender or social status. The ongoing challenge is addressing the intersecting factors that perpetuate inequality and exclusion, requiring a multidimensional approach to creating a more equitable society. The application of Gender Equality and Social Inclusion (GESI) in the study of empowerment, personal development, and gender equality awareness within scouting programs in the Davao Region serves as a framework for promoting both gender equality and inclusive participation among young girls. GESI aims to ensure that gender equality is not only achieved but also sustained by addressing the social exclusion of marginalized groups based on gender, age, ethnicity, or disability. In the context of scouting programs, GESI principles are applied to create an environment where all participants—regardless of gender, background, or socio-economic status—can develop leadership skills, enhance their self-confidence, and engage in advocacy for gender equality. For instance, in terms of empowerment, GESI ensures that girls involved in scouting programs are not only provided with leadership opportunities but

are also encouraged to recognize their rights and capabilities. By emphasizing gender equality, scouting initiatives encourage young girls to challenge traditional gender norms and develop the necessary self-esteem to participate equally in decision-making processes both within their communities and beyond. This aligns with GESI's emphasis on empowerment, which is centered on giving individuals, especially girls and women, the confidence and tools to engage actively in their societies. GESI principles advocate for breaking down the structural barriers that prevent girls from fully participating in such programs, thus fostering greater social inclusion. When it comes to personal development, GESI ensures that scouting programs are designed to be inclusive, addressing the unique needs of all participants, especially those from marginalized or underrepresented groups. By promoting personal development through leadership training and community engagement, GESI emphasizes

the importance of diversity and the inclusivity of different voices in the development process. In the Davao Region, where socio-cultural barriers may limit opportunities for young girls, applying GESI in scouting programs ensures that all girls, regardless of their background, can benefit equally from training opportunities and personal growth activities. These efforts contribute to creating a more inclusive environment where the values of gender equality and social inclusion are deeply embedded in the program's objectives. Furthermore, Gender equality awareness is an essential component of GESI in scouting, as it helps challenge traditional gender norms and stereotypes that restrict the roles of young girls in society. GESI supports the inclusion of gender-sensitive training and awareness campaigns within scouting programs, ensuring that girls not only learn about gender equality but also actively participate in promoting it.

2. Methodology

This study examines how scouting programs promote gender equality and empowerment in the Davao Region using a mixed-methods approach. It combines quantitative surveys and qualitative interviews to understand the impact of these programs. The quantitative phase employs structured surveys to evaluate empowerment, personal development, and awareness of gender equality among participants, utilizing validated tools like the Psychological Empowerment Instrument. The qualitative phase features semi-structured interviews and focus groups to explore participants' experiences and views on gender roles. This approach captures both statistical trends and personal narratives, providing a holistic view of scouting's role in empowering young girls region.

2.1. Research Design—Descriptive-predictive research design combines elements of descriptive research, which focuses on observing and detailing phenomena as they exist, with predictive research, which aims to forecast future trends or outcomes based on current or past data. According to Creswell, J.W. and Creswell J. D. (2023), this design is grounded in the principle of systematically collecting and analyzing data to provide a clear picture of the present state while leveraging statistical or

computational models to predict potential outcomes. Descriptive aspects of this design emphasize understanding the characteristics, behaviors, or conditions of the study population, often using surveys, observations, or archival data. Predictive aspects involve identifying relationships, patterns, or correlations among variables that can inform forecasts about future scenarios. The design is particularly valuable in fields like education, business, and healthcare, where understanding current trends and antic-

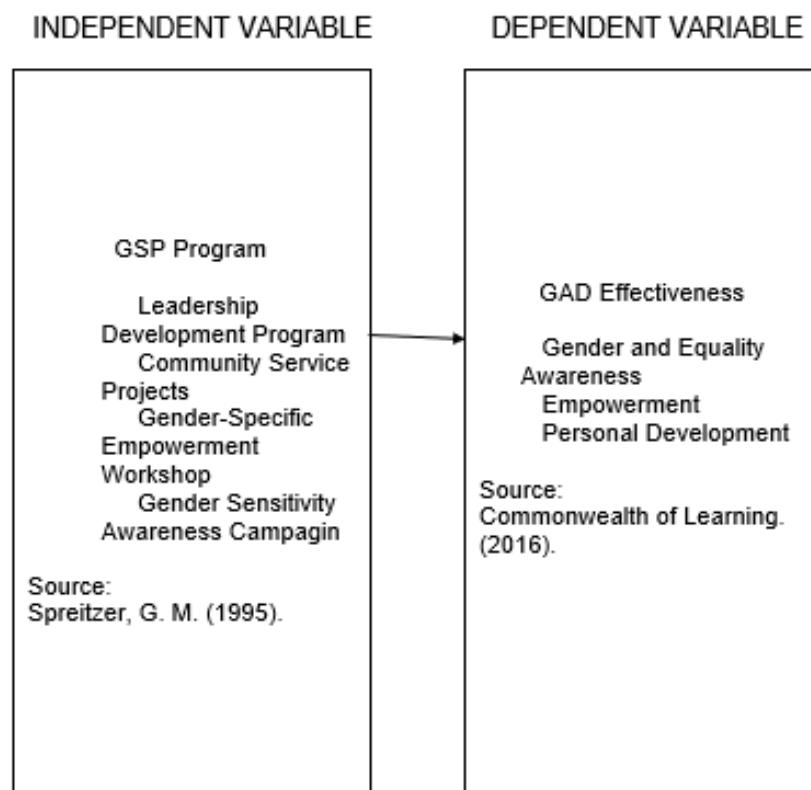


Fig. 1. Theoretical/Conceptual Framework

ipating future needs is essential for effective decision-making. By integrating these principles, descriptive-predictive research offers a comprehensive framework for both understanding the present and planning for the future. The descriptive-predictive research design is highly applicable to the study on the Girl Scouts of the Philippines (GSP) Programs and their impact on gender equality and empowerment in the Maco South District. The descriptive aspect of the design focuses on detailing the current state of GSP programs in the district, including the types of activities, participation levels, and perceived outcomes. This involves systematically gathering data on how these programs are structured, the demographic profiles of participants, and the specific skills or values promoted. Meanwhile, the predictive component leverages this data to forecast the potential impact of these programs on fostering gender equality and empowerment among participants. By identifying patterns and relationships between program participation and indicators of empowerment, such as leadership skills, confidence levels, and community involvement, the study can provide insights into the future effectiveness of these initiatives. This integrated approach not only evaluates the existing impact of GSP programs but also offers evidence-based recommendations for enhancing their role in promoting gender equality and empowerment in the district.

2.2. Ethical Consideration—This study will adhere to established ethical guidelines to protect participants' rights. Informed consent will be obtained, making participants aware of the study's purpose, their voluntary participation, and their right to withdraw anytime without repercussions. Personal information will be anonymized, and data will be securely stored for access by the research team only. Participation will not affect involvement in Girl Scouts programs. The research will uphold ethical principles of respect, non-coercion, and fairness, ensuring research integrity and participant

well-being as detailed by Orb, Eisenhauer, and Wynaden (2001).

Social Value

The social value of this study lies in its potential to influence how teachers understand and implement gender equality in the classroom. As educators, teachers have a direct impact on shaping the values and attitudes of their students, making their perceptions of gender equality critical for fostering an inclusive learning environment. Through this study, I aim to explore the challenges and successes teachers experience in promoting gender-sensitive practices, which can ultimately inform better teaching strategies, professional development, and school policies. By highlighting the role of teachers in advancing gender equality, this research contributes to creating more equitable educational spaces that benefit both educators and students, leading to broader social change.

Informed Consent and Assent

In this study, I will ensure that all participants, the teachers, provide informed consent before taking part in any research activities. I will clearly explain the purpose of the study, the procedures involved, and their right to withdraw at any time without penalty. Teachers will be made aware that their participation is voluntary, and that their responses will remain confidential. Additionally, I will provide an assent form for teachers who are willing to participate, ensuring that they fully understand the scope of the study, how the data will be used, and how their privacy will be protected. My goal is to create a transparent and respectful environment where participants feel comfortable and informed throughout the research process.

Vulnerability of Research Respondents

I recognize that teachers, as respondents, may experience a level of vulnerability due to the sensitive nature of the topics being discussed, such as gender equality and empowerment. I understand that their responses could reflect personal beliefs, teaching practices, or

challenges they face in their professional roles. To mitigate this, I will ensure that their participation is voluntary and confidential, with an emphasis on creating a safe space for open discussion. Teachers will be reassured that there will be no negative consequences for their participation or for sharing honest perspectives. My priority is to protect their dignity and ensure that their involvement in the study does not expose them to any harm or discomfort. Privacy and Confidentiality

I am committed to ensuring the privacy and confidentiality of all participating teachers. I will take necessary measures to protect their personal information and ensure that any data collected is anonymized. Identifiable details will not be included in any reports or publications; only aggregate data will be shared. Additionally, all responses will be securely stored and accessible only to me and the research team. By upholding these practices, I aim to create a trustworthy environment where teachers can feel confident that their participation will not compromise their privacy or professional standing.

Risks, Benefits, and Safety

In conducting this study, I am mindful of the potential risks and benefits for the teacher participants. The risks are minimal, as the study involves voluntary participation and focuses on professional insights regarding gender equality and empowerment, topics that are not expected to cause harm. However, I understand that some teachers may feel uncomfortable discussing sensitive issues related to gender, which is why I will ensure a safe, respectful environment for all participants. The benefits of the study include contributing to a better understanding of how teachers promote gender equality in the classroom, which could lead to improvements in professional development and educational practices. As for safety, I will take all necessary steps to ensure that participants' data is securely handled and that their confidentiality is

maintained throughout the study. My goal is to minimize any potential risks while maximizing the value of the research for both the participants and the broader educational community.

Justice

I am committed to ensuring justice by treating all teacher participants fairly and equitably. I will ensure that all teachers, regardless of their background or experiences, have equal opportunities to participate and share their insights. I will avoid any form of bias or discrimination in the selection process and the data analysis, ensuring that every respondent's input is valued and represented accurately. By upholding the principle of justice, I aim to provide a platform where teachers feel respected and heard, while also ensuring that the findings of the study contribute to improving practices related to gender equality and empowerment in education.

Transparency

In this study, I prioritize transparency by providing clear and honest communication with all teacher participants. I will thoroughly explain the purpose of the study, the procedures involved, and how their data will be used. Teachers will be informed about their right to withdraw from the study at any point without any consequences. Additionally, I will ensure that any findings or results from the research will be shared in a way that is understandable and accessible to all participants, maintaining an open dialogue throughout the process. By being transparent, I aim to build trust with the participants and ensure the integrity of the research.

Qualification of the Researcher

As the researcher, I am qualified to conduct this study due to my background and experience in educational research and a deep understanding of gender equality and empowerment issues in the context of education. I have received appropriate training in research methods, including both quantitative and qualitative approaches, and I am committed to maintaining ethical standards throughout the study. I also have a strong

understanding of the challenges teachers face in promoting gender equality and am dedicated to ensuring that the study is conducted with respect, professionalism, and attention to the needs of the participants. My goal is to ensure that the findings are meaningful and contribute positively to the field of education.

Conflict of Interest

As the researcher, I am committed to ensuring no conflict of interest could influence the integrity of the research. As the researcher, I have no personal, professional, or financial interests that would affect the study's outcomes or the teacher participants' treatment. I will maintain objectivity and impartiality throughout the research process, ensuring that the data collection, analysis, and interpretation are conducted unbiasedly. My primary goal is to contribute to a better understanding of gender equality and empowerment in education, without any external influences affecting the study's findings.

Adequacy of Facilities

For this study, I have ensured that the facilities needed to conduct the research are adequate and conducive to the data collection process. I will use well-established tools, including survey platforms and recording equipment, that are reliable and secure for gathering quantitative and qualitative data. Additionally, I have arranged for a comfortable and private setting for interviews and focus groups to ensure that teachers can freely share their thoughts and experiences. By providing these appropriate resources, I aim to create an environment that supports the participants' engagement and ensures the integrity of the research process.

Community Involvement

In this study, I recognize the importance of community involvement, especially since the respondents are teachers who play a pivotal role in shaping their communities. I aim to involve teachers not just as participants but as active contributors to the research process by ensuring their insights are valued and reflected in

the study's findings. By engaging teachers, I am fostering a sense of collaboration and encouraging their active participation in conversations about gender equality and empowerment within the educational system. I believe their involvement will help create a more inclusive and meaningful study, with results that can benefit their professional development and the broader school community.

2.3. Research Respondents—The research respondents for this study are teachers from the Maco South District, Davao Oriental, with a total population of 280 teachers. These teachers will participate in the quantitative phase of the study. To determine the appropriate sample size and ensure representativeness, Slovin's formula was utilized with a margin of error set at 5%. For the quantitative phase, a total of 171 teachers from schools in Maco South, Davao de Oro will be selected through random sampling. This method will ensure that every teacher in the population has an equal opportunity to participate, minimizing selection bias and enhancing the representativeness of the findings. The inclusion criteria for the survey respondents will include: teachers who are currently employed in schools within Manay South, have at least one year of teaching experience, and have direct involvement or familiarity with gender equality or empowerment programs, particularly those related to the Girl Scouts of the Philippines (GSP) programs. For the qualitative phase, 6 participants will be selected through purposive sampling to provide deeper insights into the experiences of teachers regarding gender equality and empowerment in their teaching practices. These participants will be chosen based on their active involvement in scouting programs or gender equality initiatives within the last year. The inclusion criteria for the In-depth Interviews (IDI) will focus on teachers who have a strong understanding of gender equality issues, have participated in or facilitated gender-focused training, and have demonstrated a commitment to ap-

plying these principles in their classrooms. By selecting a diverse group of teachers for both the survey and the IDI, this study aims to gather both broad quantitative data and rich qualitative insights to evaluate the effectiveness of GSP programs in promoting gender equality and empowerment in Maco South, Davao de Oro.

2.4. Research Instrument—The development of the survey instruments for the quantitative phase and the semi-structured interviews for the qualitative phase of this study will be informed by established frameworks to ensure the validity and reliability of the data collected. For the quantitative phase, the survey instrument will be adapted primarily from Spreitzer's (1995) Psychological Empowerment in the Workplace model, which measures psychological empowerment through dimensions such as meaning, competence, self-determination, and impact. These dimensions will guide the creation of questions that assess the empowerment of teachers within the context of their

teaching practices and involvement in gender equality initiatives. Additionally, the survey will integrate elements from the Gender Equality Audit and Monitoring (GEAM) Tool by the ACT Project, which evaluates gender equality awareness and social inclusion within educational settings. This tool provides a comprehensive framework to measure attitudes toward gender equality and social justice, which will be critical for understanding teachers' perceptions of gender equality in their classrooms. The Measuring Empowerment Toolkit by the Commonwealth of Learning will also inform the design of questions to assess personal development and empowerment in relation to professional growth, leadership, and decision-making. The questionnaire will use a 5-point Likert-type scale to determine the Effectiveness of Girl Scouts of the Philippines Programs in Promoting Gender Equality and Empowerment. Scale, descriptive rating, and interpretation are provided below;

Range of Mean and Descriptive Rating of Role of Technical Assistance

Score	Scale	Descriptive Rating	Interpretation
5	4.20 – 5.00	Very Extensive	The GSP Program Implementation is always observed
4	3.40 – 4.19	Extensive	The GSP Program Implementation is oftentimes observed
3	2.60 – 3.39	Moderately Extensive	The GSP Program Implementation is sometimes observed
2	1.80 – 2.59	Less Extensive	The GSP Program Implementation is seldom observed
1	1.00 – 1.79	Not Extensive	The GSP Program Implementation is never observed

2.5. Data Gathering Procedure—The guidelines governing the procedure for quantitative data collection are in strict accordance with the policies established by The Rizal Memorial Colleges, Inc. As a component of the formal

request, researchers clearly articulate their intentions regarding the collection, analysis, and dissemination of data, ensuring alignment with the overarching objectives of the research. Anticipated concerns or inquiries from recipients

Range of Mean and Descriptive Rating on the Extent of Promoting Gender Equality and Empowerment

Score	Scale	Descriptive Rating	Interpretation
5	4.20 – 5.00	Very Extensive	The extent of promoting gender equality and empowerment is always observed
4	3.40 – 4.19	Extensive	The extent of promoting gender equality and empowerment is oftentimes observed
3	2.00 – 3.39	Moderately Extensive	The extent of promoting gender equality and empowerment is sometimes observed
2	1.80 – 2.59	Less Extensive	The extent of promoting gender equality and empowerment is seldom observed
1	1.00 – 1.79	Not Extensive	The extent of promoting gender equality and empowerment is never observed

are proactively addressed within this communication, thereby providing reassurance concerning ethical safeguards, confidentiality measures, and the potential advantages of the study. The formal request for permission explicitly seeks authorization to proceed, underscoring the crucial importance of their support in facilitating the success of the research

Permission to Conduct the Study

In February 2025, before data collection, the researcher obtained necessary permissions from relevant authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and top management through appropriate channels. This involved submitting a comprehensive research proposal outlining the study design, procedures, potential risks, and benefits. The researcher also provided detailed information about the study's purpose, goals, and methods for data collection, analysis, and reporting. Furthermore, immediately after the colloquium, the researcher ensured that all participants were fully informed about the study, their rights, and the nature of their involvement. Before participating in the study, informed consent was obtained in the study. In the last week

of February 2025, the researcher devoted attention to data accuracy and completeness. The questionnaires will be distributed and retrieved using a standardized and systematic approach, ensuring the reliability of participant responses. Collation and statistical treatment of data. In the quantitative phase of the study, I will collect data from the structured survey responses and input them into statistical software for analysis. The data will be analyzed using appropriate statistical techniques such as descriptive statistics (e.g., means, frequencies) to summarize the overall trends and inferential statistics, such as correlation or regression analysis, to examine relationships between technical assistance and teaching practices, teacher competency, and confidence. The results will be presented in tables and graphs to highlight significant patterns. For the qualitative phase, I will transcribe the interview or focus group discussions and then analyze the data using thematic analysis. I will identify recurring themes, patterns, and insights that explain the teachers' experiences with technical assistance and how it influences their teaching. These themes will be organized and coded to link with the findings from the

quantitative phase, providing deeper contextual understanding. The combination of both phases will offer a comprehensive view of the role of technical assistance in improving English instruction.

Trustworthiness of the Study

This study's trustworthiness relies on credibility, transferability, dependability, and confirmability. Credibility is achieved through established instruments, and by triangulating quantitative and qualitative data for a thorough understanding of the research problem. Transferability will be supported by clearly describing the study's context and methodology for applicability to similar educational settings. Dependability is maintained through a consistent, systematic research approach with thorough documentation. Confirmability is ensured by supporting findings with collected data, minimizing researcher bias, and maintaining objectivity in result interpretation. These principles ensure the study's results are credible, reliable, and reflective of participants' true experiences.

Credibility

This study will ensure credibility by using well-established, validated instruments such as Spreitzer's (1995) empowerment model, the GEAM Tool, and the Measuring Empowerment Toolkit to collect reliable and valid data. I will also employ triangulation by combining quantitative and qualitative interviews, allowing for cross-verification of findings from different data sources. This approach ensures that the results accurately represent the experiences and perspectives of the teachers involved in scouting programs and gender equality initiatives, enhancing the overall trustworthiness of the study's findings.

2.6. *Data Analysis*—The following statistical tools will be used to analyze the relationship between time management advocacy on student discipline.

Transferability

In this study, transferability will be achieved by providing a detailed description of the research context, including the setting, participants, and methodology, allowing others to assess whether the findings can be applied to similar contexts. By thoroughly documenting the study's processes and findings, I aim to offer insights that can be relevant to other educators or communities implementing gender equality and empowerment programs, thus enabling the research to be transferable to other educational settings with similar characteristics or challenges.

Dependability

In this study, dependability will be ensured by maintaining a consistent and systematic approach throughout the research process. This includes clear documentation of all procedures, data collection methods, and analysis techniques, allowing for study replication in similar contexts. I will also regularly review the research process to ensure that the methods remain aligned with the study's objectives and that any changes are properly documented, ensuring that the findings are reliable and can be traced back to the data collected.

Confirmability

In this study, confirmability will be applied by ensuring that the findings are based on the data collected rather than the researcher's biases or personal interests. I will maintain transparency in the research process, documenting the decisions made throughout the study, from data collection to analysis, so that the results can be traced back to the participants' responses. By doing so, I will ensure that the data support the conclusions drawn and reflect the participants' true experiences and perspectives.

The Mean Score and Descriptive Interpretations

I will be used to answer statement problem one regarding the extent of GSP Program Imple-

mentation and 2, the extent of promoting gender equality and empowerment.

Pearson r or Pearson Product Moment Correlation Coefficient

Will be used to answer problem number 3 about the significant relationship between GSP Program Implementation and promoting gender equality and empowerment.

Simple Linear Regression Analysis

Shall be used to answer statement problem 4 on the significant influence of GSP Program Implementations significantly influences gender equality and empowerment. All data processing and analysis were performed using Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. When results were yielded, discussions and interpretations followed.

3. Results and Discussion

This chapter presents the findings of the study based on the data gathered through the employed research instruments. Quantitative results are discussed using appropriate statistical analyses, followed by interpretations that address the specific research questions and hypotheses. Where applicable, qualitative insights are integrated to provide a deeper understanding of the emerging patterns and perspectives. The discussions are supported by relevant literature and recent empirical studies to ensure a comprehensive interpretation of the outcomes in light of the study's objectives.

3.1. Extent of GSP Program Implementation—The implementation of the Girl Scouts of the Philippines (GSP) Program is grounded in the organization's mission to empower girls and young women to become responsible citizens and capable leaders through value-laden, girl-centered, and non-formal education programs. Established in 1940, the GSP serves as a parallel institution to formal schooling, providing opportunities for holistic development through progressive activities aligned with the Scouting Movement's educational principles (GSP National Headquarters, 2023). Program implementation in the GSP context refers to the strategic and operational processes through which its core programs, namely leadership development, community service, environmental stewardship, citizenship training, and skills development, are carried out across local councils, schools, and community-based settings. It involves the delivery of structured badge programs, age-appropriate activities, service projects, and leadership training modules facilitated by trained troop leaders and coordinators. These initiatives aim to cultivate the values of patriotism, self-

reliance, volunteerism, and civic responsibility among girls aged 4 to 21 (DepEd, 2022). Effective GSP program implementation depends on several critical factors, including institutional support from schools, active involvement of adult leaders, resource availability, community partnerships, and the motivation and engagement of the girl members themselves. The integration of GSP activities within school calendars and co-curricular programs, often coordinated in collaboration with the Department of Education, enhances program sustainability and relevance (Torres Fajardo, 2021). Moreover, monitoring and evaluation mechanisms are crucial to ensure that activities are goal-oriented, inclusive, and responsive to the developmental needs of young people. In educational research, the implementation of the GSP Program is frequently examined about its impact on student leadership, character development, school engagement, and civic participation. As a supplementary youth development program, its success is not solely measured by activity completion but by the observable behavioral and attitudinal changes among the participants,

aligning with the broader educational objectives of the Philippine basic education system. Table 1 summarizes the extent of implementation of the major components of the Girl Scouts of the Philippines (GSP) Program as perceived by the participants. The overall mean average of 4.47, interpreted as “Very Extensive,” reflects a consistently high level of implementation across all program domains. Among the four components,

the Gender-Specific Empowerment Workshop received the highest mean score of 4.56, suggesting its strong relevance and effectiveness in advancing gender-focused leadership and advocacy among girls. This is closely followed by the Gender Sensitivity Awareness Campaign ($M = 4.49$), which demonstrates the program’s successful promotion of inclusivity, equity, and awareness of gender issues.

Table 1. Summary of the Extent of GSP Program Implementation in terms of Gender Sensitivity Awareness Campaign

No	Gender Sensitivity Awareness Campaign	Mean	Descriptive Interpretation
1	Leadership development program	4.39	Very Extensive
2	Community service projects	4.47	Very Extensive
3	Gender-specific empowerment workshop	4.56	Very Extensive
4	Gender Sensitivity Awareness Campaign	4.49	Very Extensive
Mean Average		4.47	Very Extensive

The Community Service Projects also received a high rating ($M = 4.47$), indicating that the GSP effectively mobilizes its members to engage in meaningful civic activities that address local community needs. The Leadership Development Program, while slightly lower in rating ($M = 4.39$), still falls within the “Very Extensive” interpretation, signifying the program’s substantial impact on cultivating leadership competencies such as decision-making, communication, and community engagement. The overall results emphasize that all core areas of the GSP Program are being implemented at a high level of effectiveness, with particular strength in areas related to gender empowerment and social awareness. These findings underscore the GSP’s success in delivering a well-rounded and transformative non-formal education program that supports leadership, advocacy, and community involvement among Filipino girls.

3.2. Extent of Promoting Gender Equality and Empowerment—Promoting gender equality and empowerment is a transformative social process that aims to ensure all individuals, regardless of gender, have equal rights, responsibilities, and opportunities in all spheres of life—social, economic, political, and cultural. Gender equality is achieved when individuals are able to access the same resources and opportunities, including protection under the law, access to education, healthcare, and economic participation, without facing discrimination based on their gender identity or expression (UN Women, 2023). Empowerment, on the other hand, refers to the expansion of people’s capabilities and agency to make strategic life choices and participate fully in decision-making processes that affect their lives and communities (Kabeer, 1999). In the context of education and youth development, promoting gender equality and empowerment involves addressing systemic barriers such as gender stereotypes,

discriminatory practices, and cultural biases that hinder the full participation of girls and young women. Programs that focus on gender empowerment, such as those delivered through the Girl Scouts of the Philippines (GSP), aim to build confidence, leadership capacity, and social awareness among female youth by equipping them with knowledge, life skills, and a sense of agency. These initiatives do not only benefit individual participants but also contribute to broader societal transformation by fostering inclusive communities and challenging traditional norms that perpetuate inequality (World Bank, 2021). Empowerment is most effective when it is participatory, context-sensitive, and sustained through policy support and community engagement. Educational programs that promote gender equality often include components such as

gender sensitivity training, leadership development workshops, community service activities, and platforms for advocacy and dialogue. These components reinforce the notion that empowerment is both a personal and collective journey that thrives in environments where individuals are respected, supported, and given equitable access to opportunities (UNESCO, 2022). Table 2 presents a summary of participants' perceptions on the overall extent of promoting gender equality and empowerment, based on three core dimensions: gender and equality awareness, empowerment, and personal development. The overall mean average of 4.42, interpreted as "Very Extensive," suggests that the program successfully achieved its objective of advancing gender-responsive education and holistic youth empowerment.

Table 2. Summary on the Extent of Promoting Gender Equality and Empowerment

No	Promoting Gender Equality and Empowerment	Mean	Descriptive Interpretation
1	Gender and equality awareness	4.43	Very Extensive
2	Empowerment	4.40	Very Extensive
3	Personal development	4.44	Very Extensive
Mean Average		4.42	Very Extensive

Among the three domains, personal development received the highest mean rating of 4.44, indicating that the program made the most significant contribution to enhancing participants' self-confidence, interpersonal skills, and leadership capabilities. This was followed by gender and equality awareness ($M = 4.43$), reflecting the program's success in raising critical consciousness about gender issues, discrimination, and rights. Lastly, empowerment ($M = 4.40$) was also rated very extensively, affirming that the participants perceived significant gains in their ability to advocate for themselves and others, assume leadership roles, and respond to

challenges with resilience. The consistent "Very Extensive" interpretation across all dimensions underscores the program's comprehensive approach to promoting gender equality. It emphasizes the interrelatedness of awareness, empowerment, and personal growth as foundational pillars of gender-responsive education. These findings align with global frameworks such as UNESCO's Education for Sustainable Development goals, which advocate for equipping learners with the knowledge, values, and skills necessary for promoting gender equity and inclusive participation (UNESCO, 2022).

3.3. Significant Relationship Between GSP Program Implementation and Promoting Gender Equality and Empowerment—Table 3 presents the result of the correlation analysis conducted to determine the relationship between the implementation of the Girl Scouts of the Philippines (GSP) Program and the promotion of gender equality and empowerment among participants. The calculated Pearson r -value of 0.497 indicates a moderate positive correlation between the two variables. This implies

that as the extent of GSP program implementation increases, there is a corresponding enhancement in the promotion of gender equality and empowerment. The p -value of <0.001 , which is well below the conventional alpha level of 0.05, confirms that the relationship is statistically significant. As a result, the null hypothesis (H_0) stating that there is no significant relationship between GSP program implementation and the promotion of gender equality and empowerment is rejected.

Table 3. Relationship between GSP Program Implementation and Promoting Gender Equality and Empowerment

Variables	r -value	p -value	Interpretation	Decision
GSP Program Implementation	0.497	<0.001	Significant	Reject H_0

*Significant at $p < 0.05$.

This finding empirically supports the notion that the GSP program plays a vital role in fostering gender-responsive values, leadership capacity, and personal growth among young women. The structured activities such as leadership development training, community engagement, gender-specific workshops, and awareness campaigns collectively contribute to participants' heightened gender consciousness and empowered dispositions. Recent empirical studies corroborate these results. For instance, Villanueva and Santillan (2023) found that participation in scouting programs significantly improved the gender advocacy skills and confidence of adolescent girls in public leadership roles. Similarly, David and Soriano (2024) demonstrated that school-based gender empowerment programs rooted in the GSP framework yielded measurable outcomes in promoting gender equality and community engagement. Alonzo and Reyes (2023) highlighted the positive correlation between GSP leadership activities and increased self-efficacy, particularly in addressing gender-

related issues. Furthermore, Gonzales and Herrera (2022) observed that Girl Scout participants exhibited enhanced critical awareness and proactive behavior in challenging gender-based stereotypes and discrimination. These studies validate the findings presented in Table 10, confirming that effective implementation of youth-oriented programs such as the GSP can directly influence and promote gender equity and empowerment outcomes.

3.4. GSP Program Implementations Significantly Influence Gender Equality and Empowerment—The Model Summary presents the predictive strength of the independent variables—Leadership Development Program (SQ-A-LDP-AVE), Community Service Projects (SQ-B-CSP-AVE), Gender-Specific Empowerment Workshop (SQ-C-GSEW-AVE), and Gender Sensitivity Awareness Campaign (SQ-D-GSAW-AVE)—on the dependent variable Promoting Gender Equality and Empowerment (DV_{AVE}). In Model 1 (M), the R -value of 0.551 indicates a moderate positive correlation between the

Table 11. Adaptation Strategies that Significantly Influence Learning Outcomes

Model	Unstd. Coeff.	Std. Error	Std. Coeff.	t	p	Decision
M ₀ (Intercept)	4.408	0.027	–	161.075	< .001	–
M ₁ (Intercept)	2.250	0.299	–	7.528	< .001	–
SQ-A-LDP-AVE	0.015	0.050	0.023	0.294	0.769	Accept Null
SQ-B-CSP-AVE	0.263	0.055	0.375	4.783	< .001	Reject Null
SQ-C-GSEW-AVE	0.041	0.058	0.051	0.705	0.482	Accept Null
SQ-D-GSAW-AVE	0.163	0.060	0.219	2.726	0.007	Reject Null

These findings are supported by Santiago and Briones (2023) who concluded that awareness campaigns significantly influence attitudes and behaviors related to gender norms. Furthermore, Gonzales and Herrera (2022) emphasized the critical role of community engagement in shaping gender-sensitive youth leaders, affirming the significance of community service projects as seen in this model. The regression analysis demonstrates that community service projects and gender sensitivity awareness campaigns significantly predict gender equality and empowerment outcomes. At the same time, leadership development and gender-specific workshops, though important, do not show statistically significant individual effects within this model. These results underscore the importance of community-rooted and awareness-driven programming in realizing gender equity goals.

4. Conclusions and Recommendations

This chapter presents a summary of key findings derived from the analysis of data about the study's objectives. It outlines the major conclusions drawn from the results and offers practical recommendations based on the empirical evidence. These insights aim to inform future program enhancements and policy decisions that promote gender equality and empowerment through structured youth development initiatives.

4.1. Findings—Regarding the extent of GSP Program Implementation, the study revealed that all four key components were perceived as being very extensively implemented. Specifically, the Leadership Development Program enabled participants to engage in meaningful leadership roles, enhance their decision-making skills, and build self-confidence. Community Service Projects provided real-world opportunities to address local needs, foster responsibility, and develop civic engagement. The Gender-Specific Empowerment Workshop deepened participants' understanding of gender issues and empowered them to advocate for equality. Lastly, the Gender Sensitivity Awareness Campaign effectively promoted awareness of gender-based violence and encouraged inclusive and equitable social attitudes. Regarding the promotion of Gender Equality and Empowerment, the findings also indicated a very extensive level across three dimensions. In terms of Gender and Equality Awareness, participants developed a strong understanding of gender rights, discrimination, and the importance of equity.

Under the Empowerment domain, the program enhanced participants' confidence, leadership readiness, and ability to advocate for themselves and others. Regarding Personal Development, participants reported improvements in communication, self-image, conflict resolution, and decision-making skills, further reinforcing the program's holistic approach. On the relationship between GSP Program Implementation and Promoting Gender Equality and Empowerment, the study found a moderate positive and statistically significant relationship ($r = 0.497$, $p < .001$). This result led to the rejection of the null hypothesis, confirming that higher levels of program implementation were associated with stronger gender equality and empowerment outcomes. The regression analysis revealed that Community Service Projects ($p < .001$) and Gender Sensitivity Awareness Campaign ($p = .007$) were significant predictors of gender empowerment outcomes. In contrast, the Leadership Development Program ($p = .769$) and Gender-Specific Empowerment Workshop ($p = .482$) were not statistically significant predictors when analyzed concurrently, although they remained essential contributors in the descriptive results.

4.2. Conclusions—Based on the findings of the study, the following conclusions are drawn: The Girl Scouts of the Philippines (GSP) Program is very extensively implemented across its four core components—Leadership Development Program, Community Service Projects, Gender-Specific Empowerment Workshop, and Gender Sensitivity Awareness Campaign. Each component is well-integrated and positively received by participants. The extent of Promoting Gender Equality and Empowerment is also rated very extensive, particularly in the areas of Gender and Equality Awareness, Empowerment, and Personal Development. This indicates that the program supports the development of confident, informed, and socially responsible youth. There is a significant positive relationship between the extent of GSP program

implementation and the promotion of gender equality and empowerment. This confirms that the program meaningfully contributes to shaping gender-responsive attitudes and behaviors. Among the program components, Community Service Projects and Gender Sensitivity Awareness Campaigns are found to have a significant influence on gender empowerment outcomes. In contrast, Leadership Development and Gender-Specific Empowerment Workshops, while valuable, did not show significant influence within the regression model, suggesting the need for content or delivery enhancements.

4.3. Recommendations—In light of the conclusions, the following recommendations are proposed: Sustain and strengthen the implementation of Community Service Projects and Gender Sensitivity Awareness Campaigns, as these components have the most significant impact on promoting gender equality and empowerment. School heads and local councils should prioritize funding, community partnerships, and expanded outreach efforts for these initiatives. Reinforce the Leadership Development Program and Gender-Specific Empowerment Workshops by enhancing content, contextual relevance, and participant engagement strategies. Integrating reflective practice, mentoring, and participatory learning may help increase their measurable influence. Institutionalize gender-responsive education within the curricular framework by aligning the GSP program objectives with the Department of Education's gender and development (GAD) policies. This includes capacity-building for troop leaders and educators to effectively facilitate discussions on gender norms, equity, and leadership. Encourage broader youth participation by making the program more accessible and inclusive, particularly for girls from marginalized communities. Partnerships with local government units and NGOs can help expand resources and support mechanisms. Conduct periodic evaluation and research on the effectiveness of the

program components to ensure continuous improvement. Feedback from scouts, leaders, and community stakeholders can be used to adapt activities based on evolving gender-related challenges.

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