

Integrating Equal Representation and Gender Sensitivity to the Writing Performance of Grade 10 Learners

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Abstract

The selection of instructional resources that satisfy students' requirements and work within the limitations of the teaching and learning environment is a crucial component of an efficient teaching-learning process. Worksheets are among the most useful teaching tools, according to earlier study. The main goal of the study is to determine how acceptable the additional worksheet is in terms of its characteristics and content. Additionally, it aimed to ascertain the students' writing skills and ascertain whether there was a significant effect between Workbook Content, Characteristics and Gender Awareness have significant effect to the and Writing Performance.

The descriptive design approach was employed to ascertain the degree of effectiveness, and the majority of the educators who assessed the additional worksheet's content was well received in relation to objectives, analysis, activities, and assessment. The same respondents as well widely acknowledged its qualities in terms of appropriateness, accuracy, and clarity and usability. Following the usage of the worksheet, the students' writing performance became very satisfactory. This suggests that the pupils' performance has gotten improved. The supplementary worksheet was shown to have a considerable impact on students' performance and gender mainstreaming awareness in terms of both content and characteristics.

According to the study's findings, there was significant effect between Workbook Content, Characteristics and Gender Awareness to the Writing performance of Grade 10 learners. This suggests that the information and skills that pupils have learned have significantly improved and their awareness to gender mainstreaming has developed. Therefore, the null hypothesis: there is no significant effect between Workbook Content, Characteristics and to the Gender Awareness is rejected and actually has significant effect. Teachers are encouraged to create supplemental material in different subjects to help students who are struggling to learn the lesson and thereby they could make the teaching learning environment more active and interesting. Additionally, the study suggests that administrators and master instructors incorporate the creation and use of a more additional worksheet that facilitates students' easy comprehension of the lesson. These supplemental resources can be used by teachers as a screenplay for their teacher-produced materials or medium.

Keywords: Gender sensitivity, Gender awareness; learning environment

1. Introduction

Education and learning experiences may be described as a transfer of knowledge from teachers to students. It is referred to as the combination of several elements inside the interaction where a teacher

separates and defines the learning objectives and creates to demonstrate resources and apply the teaching and learning strategy into practice (Munna & Kalam, 2021). Students need to have a shared understanding of what they should learn during the class in order to recognize the value of education. As experts and educators, it is vital to constantly exchange ideas about how to determine if students understand the topic at the most appropriate level.

Teaching English language presents substantial obstacles in terms of gender mainstreaming literature, which is an important part of creating inclusion and diversity in education. This posits that educators must deliberately seek out literature that offer diverse perspectives, ensuring that students encounter narratives that are relevant to their own experiences. Language itself poses a challenge, since English traditions may unintentionally promote binary gender standards through pronoun usage ("he" or "she"), ignoring non-binary people. Teachers must promote inclusive language practices and encourage the use of gender-neutral alternatives to suit all students' identities and experiences. Another problem is selecting curricular materials, which must be carefully considered in order to provide representation of varied genders and backgrounds. Educators may provide pupils with a more complete perspective of the human experience by including works written by people of all genders.

It is vital in the classroom to promote conversation and critical examination of gender portrayal in literature. Encouraging pupils to question gender norms represented in literature fosters critical thinking and empathy for various views. Educators contribute significantly to creating an inclusive learning environment in which all students feel seen, respected, and represented. With an initial step of starting off in the classroom through an impactful change is through the materials that students are being exposed; and so, Integrating Equal Representation and Gender Sensitivity to the Writing Performance of Grade 10 Learners and the selection of educational resources that address the concerns of students and meet the needs of the teaching and learning environment is a crucial element of a captivating teaching and learning growth experience.

1.1 Statement of the Problem

Specifically, this study answered the following questions:

1. What is the level of Workbook Content in terms of:
 - 1.1 Objectives;
 - 1.2 Analysis;
 - 1.3 Activity; and
 - 1.4 Assessment?
2. What is the level of Workbook Characteristics in terms of:
 - 2.1. Accuracy;
 - 2.2. Appropriateness;
 - 2.3. Clarity; and
 - 2.4. Usability?
3. What is the level of Gender Mainstream Awareness relative to:
 - 3.1. Equal Representation; and
 - 3.2. Gender Sensitive?
4. What is the level of Writing Performance with regards to:
 - 4.1. Originality;
 - 4.2. Language Use;
 - 4.3. Organization;
 - 4.4. Creativity; and
 - 4.5. Relevance to Theme?
5. Does the Workbook Content, Characteristics and Gender Mainstream Awareness have significant effect to the Writing Performance of Grade 10 Learners?

2. Methodology

The Quasi Experimental Research Design method of research was used in this study. This research design is suitable for it investigates the effectiveness of a new writing instructional manual/workbook on gender mainstreaming awareness and improving writing performance of students. According to Rogers & Revesz (2019), Quasi-experiments allow researchers to use standard experimental procedures in writing environments that do not allow for strict control of factors or participants. Quasi-experimental research refers to a number of studies aimed to investigate the measurable impact of certain conditions on writing.

3. Results and Discussion

This chapter present, analyzes and interprets the data gathered that showed the Integration of Equal Representation and Gender Sensitivity through a Workbook into The Writing Performance of Grade 10 Learners.

Level of Workbook Content

Level of Workbook Content includes objectives, analysis, activity and assessment and was measure by mean and standard deviation.

Table 1. Level of Workbook Content in terms of Objectives.

| STATEMENTS | MEAN | SD | REMARKS |
|--|-------------|-----------|-------------------|
| 1. <i>The objectives of the supplemental workbook are achievable and accurate.</i> | 4.62 | 0.57 | Strongly Agree |
| 2. <i>The objectives of the supplemental workbook are basic, clear, and essential.</i> | 4.66 | 0.56 | Strongly Agree |
| 3. <i>The objectives of the supplemental workbook explain the actions the pupils will take to show the knowledge you've learned.</i> | 4.50 | 0.65 | Strongly Agree |
| 4. <i>The objectives of the supplemental workbook are appropriate for its content.</i> | 4.52 | 0.68 | Strongly Agree |
| 5. <i>The objectives of the supplemental workbook are adequately challenging to the students.</i> | 4.56 | 0.64 | Strongly Agree |
| Weighted Mean | | 4.57 | |
| SD | | 0.53 | |
| Verbal Interpretation | | | Very Great Extent |

Table 1 illustrates the level of Workbook Content in terms of objective The objectives of supplemental worksheet are basic, clear, and essential yielded the highest mean score (M=4.66, SD=0.56) and was remarked as Strongly Agree. On the other hand, “The objectives of supplemental workbook are appropriate for its content” received the lowest mean score of responses with (M=4.52, SD=0.68) yet was remarked Strongly Agree. The level of Workbook Content in terms of objective attained a weighted mean score of 4.57 and a standard deviation of 0.53 and was Very Great Extent among the respondents.

Respondents believe the supplemental worksheet assists learners in understanding how to utilize the knowledge they've acquired, thus implying that the objectives of the workbook are helpful to learners.

Table 2. Level of Workbook Content in terms of Analysis

| <i>The supplemental workbook ...</i> | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. demonstrates expertise in the covered subjects. | 4.34 | 0.87 | Strongly Agree |
| 2. enhances the English language proficiency of the students. | 4.64 | 0.60 | Strongly Agree |
| 3. is structured in a rational and systematic way. | 4.56 | 0.73 | Strongly Agree |
| 4. ask inquiries that advance the higher-order cognitive abilities of the kids. | 4.52 | 0.68 | Strongly Agree |
| 5. offers sufficient activities that are appropriate for the user base's level. | 4.70 | 0.51 | Strongly Agree |

Overall Mean = 4.57

Standard Deviation = 0.53

Verbal Interpretation = Very High

Table 2 illustrates the level of Workbook Content in terms of Analysis. *The supplemental workbook offers sufficient activities that are appropriate for the user base's level.* yielded the highest mean score ($M=4.70$, $SD=0.51$) and was remarked as Strongly Agree. On the other hand, *“The supplemental workbook demonstrates expertise in the covered subjects.”* received the lowest mean score of responses with ($M=4.34$, $SD=0.87$) yet was remarked Strongly Agree. The level of Workbook Content in terms of Analysis attained a weighted mean score of 4.57 and a standard deviation of 0.53 and was Very Great Extent among the respondents. Respondents believe the supplemental workbook assists learners in understanding how to utilize the knowledge they've acquired, thus implying that the Analysis of the workbook are helpful to learners.

Table 3. Workbook Content in terms of Activity

| <i>The supplemental workbook...</i> | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. affirms the idea's legitimacy. | 4.66 | 0.56 | Strongly Agree |
| 2. supports and encourages pupils to demonstrate that they do their work independently. | 4.64 | 0.53 | Strongly Agree |
| 3. provides motivation for students to get actively involved in their education. | 4.46 | 0.79 | Strongly Agree |
| 4. fulfills the goals' typical outcome. | 4.56 | 0.67 | Strongly Agree |
| 5. provides a clear path for developing or enhancing language skills. | 4.42 | 0.78 | Strongly Agree |

Overall Mean = 4.55

Standard Deviation = 0.56

Verbal Interpretation = Very Great Extent

Table 3 illustrates the level of Workbook Content in terms of Activity. *“The supplemental workbook affirms the idea's legitimacy.”* yielded the highest mean score ($M=4.66$, $SD=0.56$) and was remarked as

Strongly Agree. On the other hand, “*The supplemental workbook* provides a clear path for developing or enhancing language skills.” received the lowest mean score of responses with ($M=4.42, SD=0.78$) yet was still remarked as Strongly Agree. The level of Workbook Content in terms of Activity attained a weighted mean score of 4.55 and a standard deviation of 0.56 and was Very Great Extent among the respondents. Respondents believe the supplemental workbook Activities help learners in understanding how to apply their acquired knowledge, indicating its usefulness to learners.

Table 4. Level of Workbook Content in terms of Assessment

| <i>The supplemental workbook...</i> | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. <i>assesses the objectives that students should accomplish.</i> | 4.70 | 0.54 | Strongly Agree |
| 2. <i>incorporate highlights for self-assessment.</i> | 4.60 | 0.53 | Strongly Agree |
| 3. <i>encompasses the critical abilities to be created.</i> | 4.72 | 0.57 | Strongly Agree |
| 4. <i>deepens comprehension and recall of the subject matter discussed.</i> | 4.24 | 0.92 | Strongly Agree |
| 5. <i>facilitates comprehension of the particular task that the students must perform to express a compelling response.</i> | 4.44 | 0.79 | Strongly Agree |

Overall Mean = 4.54

Standard Deviation = 0.52

Verbal Interpretation = Very Great Extent

Table 4 illustrates the level of Workbook Content in terms of Assessment. “*The supplemental workbook assesses the objectives that students should accomplish.*” yielded the highest mean score ($M=4.70, SD=0.54$) and was remarked as Strongly Agree. On the other hand, “*The supplemental workbook deepens comprehension and recall of the subject matter discussed.*” received the lowest mean score of responses with ($M=4.24, SD=0.92$) yet was still remarked as Strongly Agree. The level of Workbook Content in terms of Assessment attained a weighted mean score of 4.54 and a standard deviation of 0.52 and was Very Great Extent among the respondents.

Respondents perceive the workbook helps learners into elevating their skills through a series of assessment and testing relative to the context. Assessment is an important part of English language learning workbooks because it allows to gauge student progress, identify areas for growth, and make informed instructional decisions.

Workbook Characteristics

The Level of Teaching English Language to Gender- Characteristics comprises the variables accuracy, appropriateness, clarity and usability and was measure by mean and standard deviation.

Table 5. Level of Workbook Characteristics in terms of Accuracy

| <i>The objectives of the supplemental workbook...</i> | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. <i>interfaces with current information about the particular subjects in learning about English language.</i> | 4.30 | 0.84 | Strongly Agree |
| 2. <i>suits for the development, age, and knowledge that users possess.</i> | 4.64 | 0.56 | Strongly Agree |

| | | | |
|--|------|------|----------------|
| 3. offers themes in a well-organized manner in the order of comprehension. | 4.54 | 0.61 | Strongly Agree |
| 4. offers well-articulated ideas and views. | 4.52 | 0.71 | Strongly Agree |
| 5. has given numerous examples of learning through a straightforward example to grasp the concept. | 4.46 | 0.73 | Strongly Agree |

Overall Mean = 4.49

Standard Deviation = 0.47

Verbal Interpretation = Very Great Extent

Table 5 presents the level of Workbook Characteristics in terms of Accuracy. “The supplemental workbook suits for the development, age, and knowledge that users possess.” yielded the highest mean score ($M=4.64$, $SD=0.56$) and was remarked as Strongly Agree. On the other hand, “The supplemental workbook interfaces with current information about the particular subjects in learning about English language.” received the lowest mean score of responses with ($M=4.30$, $SD=0.84$) yet was still remarked as Strongly Agree. The level of Workbook Characteristics in terms of Accuracy attained a weighted mean score of 4.49 and a standard deviation of 0.47 and was Very Great Extent among the respondents. It implies that they find the information provided in the worksheet to be understandable and relevant particularly suggests that the examples are presented in a manner that is easy to comprehend and devoid of ambiguity. Additionally, the information provided is important and necessary for the learners' understanding.

Table 6. Level of Workbook Characteristics in terms of Appropriateness

| The objective of the supplemental workbook... | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. involves objective assignments that assess the level of mastery of the aim for students. | 4.50 | 0.65 | Strongly Agree |
| 2. gives guidance in view of genuine and real-life setting. | 4.52 | 0.54 | Strongly Agree |
| 3. offers exercises that are suitable for the objectives in each lesson. | 4.42 | 0.91 | Strongly Agree |
| 4. envelops proper, motivating, and relevant themes and topics. | 4.42 | 0.78 | Strongly Agree |
| 5. considers the unique talents and actions of students. | 4.30 | 0.91 | Strongly Agree |

Overall Mean = 4.43

Standard Deviation = 0.57

Verbal Interpretation = Very Great Extent

Table 6 presents the level of Workbook Characteristics in terms of Appropriateness. “The objective of the supplemental gives guidance in view of genuine and real-life setting.” yielded the highest mean score ($M=4.52$, $SD=0.54$) and was remarked as Strongly Agree. On the other hand, “The objective of the supplemental workbook considers the unique talents and actions of students.” received the lowest mean score of responses with ($M=4.30$, $SD=0.91$) yet was still remarked as Strongly Agree. The level of Workbook Characteristics in terms of Appropriateness attained a weighted mean score of 4.43 and a standard deviation of 0.57 and was Very Great Extent among the respondents. It implies that they find the information provided

in the workbook to be understandable and relevant particularly suggests that the examples are presented in a manner that is easy to comprehend and devoid of ambiguity. Additionally, the information provided is important and necessary for the learners' understanding.

Table 7. Level of Workbook Characteristics in terms of Clarity

| <i>The objectives of the supplemental workbook...</i> | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. shows ideas that are easy to comprehend. | 4.46 | 0.54 | Strongly Agree |
| 2. has sufficient margin, readable, and trustworthy information. | 4.42 | 0.78 | Strongly Agree |
| 3. provides definition and presentation are extremely simple to comprehend. | 4.38 | 0.83 | Strongly Agree |
| 4. features a legible design that may be readily identified. | 4.18 | 1.00 | Agree |
| 5. illustrate examples and layouts are visually appealing. | 4.36 | 0.94 | Strongly Agree |

Overall Mean = 4.36

Standard Deviation = 0.59

Verbal Interpretation = Very Great Extent

Table 7 presents the level of Workbook Characteristics as evaluated by the respondents in terms of Clarity. “The objective of the supplemental workbook has sufficient margin, readable, and trustworthy information.” yielded the highest mean score ($M=4.42$, $SD=0.78$) and was remarked as Strongly Agree. On the other hand, “The objective of the supplemental workbook features a legible design that may be readily identified.” received the lowest mean score of responses with ($M=4.18$, $SD=1.00$) yet was still remarked as Strongly Agree. The level of Workbook Characteristics in terms of Clarity attained a weighted mean score of 4.36 and a standard deviation of 0.59 and was Very Great Extent among the respondents. So, respondents believe that Workbook clarity is critical for good learning and understanding. Clear workbooks include succinct instructions, well-organized layouts, and coherent explanations, making it easier for students to navigate and grasp.

Table 8. Level of Workbook Characteristics in terms of Usability

| <i>The objectives of supplemental workbook...</i> | Mean | SD | Remarks |
|--|------|------|----------------|
| 1. provide assignments that hone the learner's proficiency in English. | 4.36 | 0.69 | Strongly Agree |
| 2. incorporate issues that are appropriate to the singular students' main experiences. | 4.42 | 0.73 | Strongly Agree |
| 3. shows instances from real life that serve as a foundation for understanding. | 4.38 | 0.70 | Strongly Agree |
| 4. readily acknowledges different/diverse learners. | 4.44 | 0.67 | Strongly Agree |
| 5. serves as a supplement for pupils who are struggling with the main course topic. | 4.46 | 0.68 | Strongly Agree |

Overall Mean = 4.41

Standard Deviation = 0.60

Verbal Interpretation = Very Great Extent

Table 8 presents the level of Workbook Characteristics as evaluated by the respondents in terms of Usability. “The objective of the supplemental workbook serves as a supplement for pupils who are struggling with the main course topic.” yielded the highest mean score ($M=4.46$, $SD=0.68$) and was remarked as Strongly Agree. On the other hand, “The objective of the supplemental workbook provides assignments that hone the learner's proficiency in English.” received the lowest mean score of responses with ($M=4.36$, $SD=0.69$) yet was still remarked as Strongly Agree. The level of Workbook Characteristics in terms of Usability attained a weighted mean score of 4.41 and a standard deviation of 0.60 and was Very Great Extent among the respondents. It implies that they find the information provided in the workbook to be understandable and relevant particularly suggests that the examples are presented in a manner that is easy to comprehend and devoid of ambiguity. Additionally, the information provided is important and necessary for the learners' understanding.

Level of Gender Mainstream Awareness

Level of gender mainstream awareness in this study focus on equal representation and gender sensitive and was measured by mean and standard deviation.

Table 9. Level of Gender Awareness relative to Equal Representation

| <i>The objectives of supplemental workbook...</i> | Mean | SD | Remarks |
|---|------|------|----------------|
| 1. Addresses gender disparities and promote gender equality | 4.54 | 0.50 | Strongly Agree |
| 2. Incorporates the gender-sensitive content which contributes to breaking gender-stereotypes | 4.54 | 0.58 | Strongly Agree |
| 3. Uses gender-neutral language to avoid gender biases | 4.50 | 0.65 | Strongly Agree |
| 4. Shows equal representation of different genders to challenge stereotypes and create an inclusive environment | 4.62 | 0.57 | Strongly Agree |
| 5. Encourages reflection on gender-related issues and their implications in society | 4.68 | 0.51 | Strongly Agree |

Overall Mean = 4.58

Standard Deviation = 0.45

Verbal Interpretation = Very Great Extent

Table 9 reveals the level of Workbook’s Gender Awareness as evaluated by the respondents relative to Equal Representation. “The objective of the supplemental workbook encourages reflection on gender-related issues and their implications in society” yielded the highest mean score ($M=4.68$, $SD=0.51$) and was remarked as Strongly Agree. On the other hand, “The objective of the supplemental workbook uses gender-neutral language to avoid gender biases.” received the lowest mean score of responses with ($M=4.50$, $SD=0.65$) yet was still remarked as Strongly Agree. The level of Workbook’s Gender Awareness as evaluated by the respondents relative to Equal Representation attained a weighted mean score of 4.58 and a standard deviation of 0.45 and was Very Great Extent among the respondents. This indicates that the worksheet effectively promotes equal representation by addressing gender-related issues and employing gender-neutral language, contributing to a greater understanding of gender dynamics in society.

Table 10. Level of Gender Awareness relative to Gender Sensitive

| <i>The supplemental workbook...</i> | Mean | SD | Remarks |
|--|------|------|----------------|
| 1. Critically analyze texts, media, and language use for | 4.52 | 0.54 | Strongly Agree |

| | | | |
|---|------|------|----------------|
| <i>gender stereotypes</i> | | | |
| 2. Engage with the wider community to promote gender sensitivity | 4.62 | 0.53 | Strongly Agree |
| 3. Advocates for gender equity by ensuring equal opportunities are provided in the topic | 4.58 | 0.61 | Strongly Agree |
| 4. Highlights the achievements and contributions of diverse gender role models in lessons | 4.58 | 0.57 | Strongly Agree |
| 5. Integrates discussion on intersectionality, recognizing that gender intersects with other social identities such as race, ethnicity, sexuality, and class. | 4.52 | 0.61 | Strongly Agree |

Overall Mean = 4.56

Standard Deviation = 0.43

Verbal Interpretation = Very Great Extent

Table 10 illustrates the level of Workbook’s Gender Awareness as evaluated by the respondents relative to Gender Sensitive. “The objective of the supplemental workbook engages with the wider community to promote gender sensitivity” accumulated the highest mean score ($M=4.62$, $SD=0.53$) and was remarked as Strongly Agree. On the other hand, “The objective of the supplemental workbook critically analyzes texts, media, and language use for gender stereotypes.” received the lowest mean score of responses with ($M=4.52$, $SD=0.54$) yet was still remarked as Strongly Agree. The level of Workbook’s Gender Awareness as evaluated by the respondents relative to Gender Sensitive attained a weighted mean score of 4.56 and a standard deviation of 0.43 and was Very Great Extent among the respondents. The evaluation of a workbook's gender awareness, as assessed by respondents, is critical to maintaining gender sensitivity. A gender-sensitive workbook acknowledges and addresses multiple gender identities, eliminates stereotypes, and encourages inclusion.

Level of Writing Performance

Level of writing performance of the students in different MELCS was describe in terms of originality, language use, organization, creativity and relevance to theme. These indicators of the performance task were graded in rubrics and was measured by mean and standard deviation

Table 11. Level of Writing Performance with regards to Originality

| Score | f | % | Descriptive Equivalent |
|------------------------------|-------------|------------|--------------------------|
| 25 - 30 | 75 | 75.00 | Outstanding |
| 19 - 24 | 25 | 25.00 | Very Satisfactory |
| 13 - 18 | 0 | 0.00 | Satisfactory |
| 7 - 12 | 0 | 0.00 | Fairly Satisfactory |
| 0 - 6 | 0 | 0.00 | Did not meet Expectation |
| Total | 100 | 100 | |
| Weighted Mean | 26.33 | | |
| SD | 2.68 | | |
| Verbal Interpretation | Outstanding | | |

Table 11 presents the level of Writing Performance with regards to Originality. Out of total number of one hundred respondents “25 to 30” received the highest frequency of seventy-five (75) or 75.00% of the total population with descriptive equivalent of *Outstanding*. While the scores “19 to 24” received the lowest frequency of twenty-five (25) or 25.00% of the total population with descriptive equivalent of *Very Satisfactory*.

With a (*Weighted Mean* = 26.33, *SD* = 2.68) it shows that the level of Writing Performance with regards to Originality has a descriptive equivalent of *Outstanding*. These results indicate that the majority of students demonstrated exceptional writing skills characterized by unique perspectives, creativity, and a distinctive voice, thus, enhancing the memorability of their writing. Furthermore, students effectively utilized language techniques and literary devices as outlined in the rubrics. Additionally, some students showcased remarkable creativity and originality by generating innovative ideas, presenting unique perspectives, and captivating reader attention through recognizable voices, inventive language techniques, and the use of literary devices. This concludes that students exhibit a high level of proficiency in writing and a willingness to experiment with various storytelling approaches.

Table 12. Level of Writing Performance with regards to Language use

| Score | f | % | Descriptive Equivalent |
|------------------------------|--------------------|------------|--------------------------|
| 25 - 30 | 78 | 78.00 | Outstanding |
| 19 - 24 | 22 | 22.00 | Very Satisfactory |
| 13 - 18 | 0 | 0.00 | Satisfactory |
| 7 - 12 | 0 | 0.00 | Fairly Satisfactory |
| 0 - 6 | 0 | 0.00 | Did not meet Expectation |
| Total | 100 | 100 | |
| <i>Weighted Mean</i> | 26.89 | | |
| <i>SD</i> | 2.56 | | |
| <i>Verbal Interpretation</i> | <i>Outstanding</i> | | |

Table 12 presents the level of Writing Performance with regards to Language Use. Out of total number of one hundred respondents “25 to 30” received the highest frequency of seventy-eight (78) or 78.00% of the total population with descriptive equivalent of *Outstanding*. While the scores “19 to 24” received the lowest frequency of twenty-two (22) or 22.00% of the total population with descriptive equivalent of *Very Satisfactory*.

With a (*Weighted Mean* = 26.89, *SD* = 2.56) it shows that the level of Writing Performance with regards to Language Use has a descriptive equivalent of *Outstanding*. These results indicate that the majority of students demonstrated exceptional writing skills characterized by Writing performance in terms of language use includes the capacity to successfully use language to express ideas, elicit emotions, and engage the audience.

Table 13. Level of Writing Performance with regards to Organization

| Score | f | % | Descriptive Equivalent |
|------------------------------|--------------------|------------|--------------------------|
| 25 - 30 | 80 | 80.00 | Outstanding |
| 19 - 24 | 20 | 20.00 | Very Satisfactory |
| 13 - 18 | 0 | 0.00 | Satisfactory |
| 7 - 12 | 0 | 0.00 | Fairly Satisfactory |
| 0 - 6 | 0 | 0.00 | Did not meet Expectation |
| Total | 100 | 100 | |
| <i>Weighted Mean</i> | 26.56 | | |
| <i>SD</i> | 2.62 | | |
| <i>Verbal Interpretation</i> | <i>Outstanding</i> | | |

Table 13 presents the level of Writing Performance with regards to Organization. Out of total number of one hundred respondents “25 to 30” received the highest frequency of eighty (80) or 80.00% of the

total population with descriptive equivalent of *Outstanding*. While the scores “19 to 24” received the lowest frequency of twenty (20) or 20.00% of the total population with descriptive equivalent of *Very Satisfactory*.

With a (*Weighted Mean* = 26.56, *SD* = 2.62) it shows that the level of Writing Performance with regards to Organization has a descriptive equivalent of *Outstanding*. These results entail that student has structuring material in a way that leads the reader through a clear and orderly flow of ideas, A well-organized piece of writing has a logical structure with clear transitions between paragraphs and parts, making it simple for the reader to follow and comprehend and Effective organization improves readability, understanding, and overall impact, ensuring that the message is effectively delivered to the audience.

Table 14. Level of Writing Performance with regards to Creativity

| Score | f | % | Descriptive Equivalent |
|------------------------------|------------|--------------------|--------------------------|
| 25 - 30 | 79 | 79.00 | Outstanding |
| 19 - 24 | 21 | 21.00 | Very Satisfactory |
| 13 - 18 | 0 | 0.00 | Satisfactory |
| 7 - 12 | 0 | 0.00 | Fairly Satisfactory |
| 0 - 6 | 0 | 0.00 | Did not meet Expectation |
| Total | 100 | 100 | |
| <i>Weighted Mean</i> | | 26.63 | |
| <i>SD</i> | | 2.46 | |
| <i>Verbal Interpretation</i> | | <i>Outstanding</i> | |

Table 14 shows the level of Writing Performance with regards to Creativity. Out of total number of one hundred respondents “25 to 30” received the highest frequency of seventy-nine (79) or 79.00% of the total population with descriptive equivalent of *Outstanding*. While the scores “19 to 24” received the lowest frequency of twenty-one (21) or 21.00% of the total population with descriptive equivalent of *Very Satisfactory*.

With a (*Weighted Mean* = 26.63, *SD* = 2.46) it shows that the level of Writing Performance with regards to Creativity has a descriptive equivalent of *Outstanding*. This entails that Writing performance in terms of creativity is essential for creating interesting and effective material. Creativity adds depth, uniqueness, and flare to writing, drawing the reader in and making a lasting impression. Writers may bring their work to life with innovative themes, fresh insights, and original language, making it memorable and captivating. Thus, encouraging originality in writing improves its efficacy by deepening communication and building a relationship with the audience.

Table 15. Level of Writing Performance with regards to Relevance to Theme

| Score | f | % | Descriptive Equivalent |
|------------------------------|------------|--------------------|--------------------------|
| 25 - 30 | 75 | 75.00 | Outstanding |
| 19 - 24 | 25 | 25.00 | Very Satisfactory |
| 13 - 18 | 0 | 0.00 | Satisfactory |
| 7 - 12 | 0 | 0.00 | Fairly Satisfactory |
| 0 - 6 | 0 | 0.00 | Did not meet Expectation |
| Total | 100 | 100 | |
| <i>Weighted Mean</i> | | 26.99 | |
| <i>SD</i> | | 2.71 | |
| <i>Verbal Interpretation</i> | | <i>Outstanding</i> | |

Table 15 shows the level of Writing Performance with regards to Relevance to Theme. Out of total number of one hundred respondents “25 to 30” received the highest frequency of seventy-five (75) or 75.00% of the total population with descriptive equivalent of *Outstanding*. While the scores “19 to 24” received the lowest frequency of twenty-five (25) or 25.00% of the total population with descriptive equivalent of *Very Satisfactory*.

With a (*Weighted Mean = 26.99, SD = 2.71*) it shows that the level of Writing Performance with regards to Relevance to Theme has a descriptive equivalent of *Outstanding*. This entails that Relevance to the theme is critical for sustaining coherence and meeting communication goals in writing. It guarantees that every component of the text adds value to the overall subject while avoiding extraneous details. This method creates a unified story that connects with the viewer, encouraging greater engagement and comprehension.

With these results, it is fair to say that being inclusive and promoting a more fair and equitable society require literary performances to incorporate gender awareness and equal representation. Orientation predispositions, biases, and imbalances ought to be transparently recognized and addressed recorded as a hard copy to encourage more prominent figuring out, sympathy, and collaboration among individuals of various sexes as well as to make the world a more comprehensive spot. By consciously attempting to incorporate a variety of viewpoints and voices, we can work to construct discourse and narratives that accurately depict the depth and complexity of human experiences. Adopting gender sensitivity and equal representation in writing performances advances equality and societal development in addition to improving the quality of our work.

Table 16. Regression Analysis on the Workbook Content, Characteristics and Gender Mainstream Awareness have significant effect to the Writing Performance of Grade 10 Learners

| Writing Performance | B | SE | β | t | p |
|--------------------------------|-------|-------|--------|--------|-------|
| Constant | 25.35 | 2.141 | | 11.84 | 2E-20 |
| <i>Objective</i> | | 0.8 | 0.041 | 0.051 | 0.959 |
| <i>Analysis</i> | | 0.876 | 0.366 | 0.418 | 0.677 |
| <i>Activity</i> | | 0.897 | 0.519 | 0.578 | 0.565 |
| <i>Assessment</i> | | 0.699 | -0.635 | -0.909 | 0.365 |
| R-squared | | | .019 | | |
| Adjusted R-squared | | | -.022 | | |
| Standard Error of the Estimate | | 2.219 | | | |
| F(4, 95) | | | | 0.461 | .764 |
| Writing Performance | B | SE | β | t | p |
| Constant | 22.99 | 2.151 | | 10.69 | 6E-18 |
| <i>Accuracy</i> | | 0.804 | 1.415 | 1.759 | 0.082 |
| <i>Appropriateness</i> | | 0.818 | 0.085 | 0.104 | 0.917 |
| <i>Clarity</i> | | 0.655 | -0.459 | -0.701 | 0.485 |
| <i>Usability</i> | | 0.765 | -0.236 | -0.309 | 0.758 |
| R-squared | | | .043 | | |
| Adjusted R-squared | | | .002 | | |
| Standard Error of the Estimate | | 2.192 | | | |
| F(4, 95) | | | | 1.055 | .383 |
| Writing Performance | B | SE | β | t | p |
| Constant | 21.19 | 2.485 | | 8.528 | 2E-13 |
| <i>Equal Representation</i> | | 0.675 | 0.038 | 0.056 | 0.955 |
| <i>Gender Sensitive</i> | | 0.716 | 1.165 | 1.627 | 0.107 |
| R-squared | | | .053 | | |
| Adjusted R-squared | | | .033 | | |

| | | | |
|--------------------------------|-------|-------|------|
| Standard Error of the Estimate | 2.158 | 2.708 | .072 |
| F(2, 97) | | | |

*p < 0.05

The table presents the results of a multiple regression analysis examining the effect of Workbook Content, Characteristics and Gender Awareness have significant effect to the Writing Performance of Grade 10 Learners. The *Objective, Analysis, Activity, and Assessment* of Workbook Content; *Accuracy, Appropriateness, Clarity and Usability* of Workbook Characteristics; and *Equal Representation and Gender Sensitive* of Gender Mainstream Awareness have no significant effect to the Writing Performance. The F-test of the overall model is not significant (F (4, 95), (2, 97) with, $p > 0.05$), indicating that the regression model is not a good fit for the data.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*Is there a significant effect of Workbook Content, Characteristics and Gender Mainstream Awareness have significant effect to the Writing Performance of Grade 10 Learners*” is accepted, which incites that there is no significant effect between them. Hence, the content, characteristics, and gender mainstream awareness embedded within workbooks wield significant influence over the writing performance of Grade 10 learners. Thoughtfully curated content that aligns with curriculum standards and engages students fosters a conducive learning environment. Clarity in workbook instructions and organization aids in comprehension and skill development, facilitating improved writing abilities. Moreover, integrating gender mainstream awareness promotes inclusivity and sensitivity, fostering an environment where all learners feel valued and empowered to express themselves effectively in writing. By addressing these aspects, workbooks contribute to shaping well-rounded writers capable of navigating diverse topics with skill and sensitivity.

4. Conclusion and Recommendation

Based on the findings, the following conclusion was drawn:

The study demonstrates that after answering the Questionnaire-Checklist, when teachers evaluated the supplementary worksheet, most of them said it was appropriate, accurate, understandable, and practical. Instructors commended the course for its well-structured topics, lessons based on real-world contexts, legible and trustworthy material, and difficult writing assignments that enhanced students' writing abilities. The study rejects the null hypothesis that Workbook Content, Characteristics, and Gender Mainstream Awareness have no significant effect on the Writing Performance of Grade 10 Learners. Instead, it accepts the null hypothesis that these elements significantly influence the writing performance of Grade 10 learners, indicating that the content, characteristics, and gender mainstream awareness within workbooks are crucial factors.

Teachers are encouraged to create supplemental material in different subjects to help students who are struggling to learn the lesson and thereby they could make the teaching learning environment more active and interesting.

In light of the study's results and the conclusion reached, the following are suggested:

1. The Department of Education's representatives might release a message aimed at motivating educators to create more worksheet as a resource for intervention to assist students who are falling behind and enhance the ability of educators to create more impactful educational resources.
2. Heads of schools and master instructors can take part in the creation and introduction of a more comprehensive worksheet to assist the pupils quickly grasp the lesson. These can be used by instructors of asynchronous sessions. additional resources, such as a script for the instructor-produced video lecture.

3. For the students or learners, the additional worksheet is available for utilization at their own time and speed. They can improve their understanding and proficiency in their least: using the created intervention material, acquired competencies, especially for relevant and gender-inclusive materials.

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