

# Extent of Implementation of the Gender and Development Program in a State College of the Philippines

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**Abstract** – *This study was conducted to determine the extent of implementation of the Gender And Development (GAD) Program in one state college in the province of Zamboanga del Sur, Mindanao, Philippines. It also attempted to ascertain the common problems encountered by GAD focal persons and the significant difference among the assessments of deans, faculty, staff, and students on GAD implementation. The GAD program was evaluated utilizing the Gender Mainstreaming Evaluation Framework (GMEF) in terms of Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects. It made use of the mixed methods of research, specifically Creswell’s (2003) sequential explanatory approach, having survey questionnaire and interview as data gathering tools. The quantitative results of the study indicated that the implementation of the program was on the GAD Application level where activities were already institutionalized, interventions made were guided by GAD agenda, and gender analysis was often conducted in programs and activities. Meanwhile, the qualitative results revealed some discrepancies in the quantitative data particularly on policy formulation and implementation as well as on the provision of well-trained support staff, facilities, and other needed resources. Lack of management support and operational requirements were the common problems encountered by focal persons during the implementation of the GAD Program. Furthermore, test of hypothesis revealed that the assessments of deans, faculty, staff, and students on the implementation of the GAD program did not significantly differ.*

**Keywords:** *gender and development, policy, people, enabling mechanisms, program, projects, and activities*

## INTRODUCTION

Historically, women were discriminated. They only occupied lower positions, in traditional social arrangements, compared to men. Apostle Paul, from the Holy Scriptures, did not encourage nor allow women to speak inside the church. In male dominated societies, men were the only ones permitted to speak, become church workers and educators while women were only good for domestic affairs, if not utilized for enjoyment. They were barred from basic education since the society confined their roles in the household. Men were given prominent roles; they participated in public affairs, politics, and economy; as such, they were expected to attain higher education. Thus, in traditional societies, productive activities were usually intended for men while both reproductive and household activities were considered “women’s work” [1].

However, the socio-evolutionary development of the society and the dynamism of culture changed the traditional configuration of gender roles ascribed to both sexes. Gender knowledge, perceptions, practices, and people’s customs were questioned by individuals; one of them was Lester Ward, an American sociologist. He established a new model of change in the United States. He worked for women’s liberation so they would be granted full equality with men in social and political arrangements. Ward’s work became one of the events that paved the way for the liberation of women.

As defined by the United Nations Entity for Gender Equality and the Empowerment of Women [2], gender equality refers to the equal rights, responsibilities, and opportunities of both sexes – women and men, girls and boys. It also denotes that both women’s and men’s diverse needs, interests, and concerns are equally considered as well as their social class, religious, and ethnic affiliations are duly

recognized. Their rights and opportunities are human rights which do not depend on their being male or female.

Empowering women is considered a vital instrument in advancing human development and in decreasing poverty[3]. This is clearly shown on empowered women's contribution on health and productivity of families and communities and to increase projections for the next generation. Furthermore, gender equality and its importance are highlighted by its inclusion as one of the 8 Millennium Development Goals. Gender equality is strongly identified as being a key in achieving the other seven development goals.

Being considered a problem, gender equality also serves as prerequisite for and predictor of sustainable human-centered development [2]. Understood through the prism of sustainable human development, the quest in attaining gender equality must be pursued within the framework of the well-being of the environment. Inasmuch as the struggle for gender equality is understood as a process of expanding women's and men's freedom so they live good and healthy lives then to care and protect the environment is not only essential but imperative. This entails that they actively engage – that is, they ought to live, a life that sustains the environment.

The Philippines, among other nations, duly recognizes women's unique capabilities and talents, and their crucial involvement in developing a nation. As a State Party to the United Nations (UN) Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), which it signed on July 15, 1980, the Philippines is obliged to implement various plans, projects, and activities which will help contribute for attaining women empowerment and gender equity [4].

Discrimination against women, as defined by CEDAW, refers to “any distinction, restriction or exclusion that is made based on sex which aims at weakening or abolishing the recognition and enjoyment exercised by women, regardless of their marital status, on a basis of equality of men and women, of human rights and fundamental freedom in the social, civil, cultural, political, economic, and other spheres” [4]. In short, CEDAW denounces all forms of structures – economic, political, or cultural, that hinder women development. Moreover, CEDAW is complemented by the Beijing Platform for Action (BPA) which became the resulting document of the Fourth UN World Conference on Women in

September 1995 at Beijing, China. As a new agendum of women empowerment, BPA aims to remove all obstacles that hinder the active involvement of women to all spheres of public and private life by ensuring their full and equal share in decision making at home, workplace, and at communities nationally and internationally. It also stresses that gender equity is a prerequisite in the attainment of social justice [5].

The country's commitment to CEDAW and BPA, which it adopted in 1995, holds much significance in the drive towards gender awareness and sensitivity as it compels state parties to institutionalize gender-related standards, policies, and guidelines in the government. More so, it enjoins the government to legislate laws that protect and further enhance women's rights.

Equality between men and women is also enshrined within our Philippine Constitution, to wit: The State recognizes the role of women in nation-building and shall ensure the fundamental equality of women and men before the law [6]. This constitutional provision allows for the passage of several laws that further the rights of women, two of which are: RA 7192 also known as “An Act Promoting the Integration of Women as Full and Equal Partners of Men in Development and Nation Building and for other Purposes” as well as Republic Act No. 9710, also known as “the Magna Carta of Women” (MCW).

Stipulated in Section 36 of RA No. 9710, otherwise known as the “Magna Carta of Women (MCW)”, all government departments, higher education institutions, government –owned and -controlled corporations, local government units, and other government agencies are required to espouse gender mainstreaming as an approach in promoting women's rights and in eliminating gender discrimination in the systems, programs, policies, and procedures. Furthermore, Section 37-C of the Implementing Rules and Regulations (IRR) of the MCW directs all respective government institutions and agencies to institutionalize their GAD Focal Point System or a parallel GAD mechanism to catalyze and hasten gender mainstreaming within the said agency[7].

Pursuant to its mandate to implement MCW, the Commission on Higher Education directed the establishment of policies, standards, and guidelines to build its internal capacities and external clientele and stakeholders in mainstreaming Gender And Development (GAD) within CHED and in the various

functions of the higher education, in consonance with the State's function to "exercise reasonable supervision and regulation of all educational institutions".

In connection with this, the Commission approved in July 2010 the CHED Special Order creating the CHED Focal Committee and Secretariat, which initiated the GAD program of the Commission, in synchronization with the Philippine Commission on Women, Civil Service Commission, and other co-conveners from both public and private Higher Education Institutions (HEIs). Thereafter, the Commission approved the GAD Focal Point System's (GFPS) constitution of CHED, with the commitment to undertake all necessary and appropriate mechanisms to advance the cause of GAD in accordance with the above-stated policies and directives. As a result, the Commission directed the formulation of a set of policy guidelines to guide all HEIs in their concomitant responsibilities under applicable acts, rules and regulations under the Philippine Commission on Women.

GAD as a concept is mainly based on the feminist theory which strongly holds the belief that men and women must be equal in terms of political, economic, and social aspects. This belief is central to all feministic theories. Usually, the given definition also refers to the "core feminism" or "core feminist theory." As a theory, it does not subscribe to either the similarities or differences of both men and women or it pertains to the exclusion of men or only the advancement of women's causes [8].

The Josefina H. Cerilles State College (JHCSC), as the only state college in Zamboanga del Sur, has three organic campuses, the main campus in Mati, San Miguel and the two organic campuses in Dumingag and Lakewood. It also has 20 External Studies Units (ESUs) which offer various academic programs in the other municipalities of Zamboanga del Sur. Compared to organic campuses, these External Studies Units are not only supervised by the College but also by the Local Government Units which are represented by the local chief executives. Furthermore, these ESUs are receiving financial support from their respective LGUs, with part-time faculty and administrative staff, and occupying other government buildings and facilities like those which are owned by DepEd.

In compliance with CHED Memorandum Order No. 1 s. 2015 titled "Establishing the Policies and Guidelines on Gender And Development in the Commission on Higher Education and Higher

Education Institutions (HEIs)", the College has established necessary and appropriate mechanisms to advance GAD cause and to ensure women's active participation in development endeavors undertaken by the college by integrating GAD perspectives in the designing, programming, as well as budgeting procedures and processes[9].

## **OBJECTIVES OF THE STUDY**

This study was conducted to ascertain the extent of implementation of Gender And Development (GAD) Program in Josefina H. Cerilles State College System in the province of Zamboanga del Sur for School Year 2017-2018.

Specifically, it attempted to determine the extent of implementation of the GAD Program in terms of Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects (PAPs); determine the common problems encountered by GAD focal persons during the implementation of the program; and test the significant difference among the assessments of deans, faculty, staff, and students on the implementation of the program.

## **METHODS**

### **Research Design**

The researchers utilized the mixed methods of research, particularly the sequential explanatory approach, in gathering and analyzing the data from the identified respondents on the extent of the implementation of the Gender And Development (GAD) Program in J.H. Cerilles State College. According to Creswell [11], the sequential explanatory approach is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. It shall be employed in order to use qualitative results to assist in explaining and interpreting the findings of a quantitative study.

Using this approach, the researchers used a series of methods in the collection and analysis of the gathered data. The descriptive survey, a quantitative method, was utilized in determining the extent of implementation of the program in terms of Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects, and the problems encountered during the implementation of the program. Both the researcher-made and standardized questionnaires were employed in gathering the needed data from the respondents.

After analyzing the quantitative data gathered from the survey, the researchers proceeded to the collection and analysis of the qualitative data. Specifically, the researchers made some detailed observations about the implementation of Gender And Development (GAD) as a program and examined closely its qualities and characteristics. Moreover, the researchers gathered the needed data by conducting individual interviews with the GAD focal persons. These qualitative results were used to assist in explaining and interpreting the findings of the quantitative study.

According to Yin [12], the use of multiple data sources allows the study to deal with a broad spectrum of issues and to develop a convergence of data. As such, these would bring richness to the data to have a more complete analysis of the case.

### **Research Setting**

This study was conducted in the three organic campuses of the Josefina H. Cerilles State College System for School Year 2017-2018.

Josefina H. Cerilles State College is the sole state college in the province of Zamboanga del Sur, Philippines. It has 3 organic campuses and 20 External Studies Units. The main campus is situated in Barangay Mati, San Miguel. The other two organic campuses are located in Lakewood and Dumingag while the 20 External Studies Units are situated in Pagadian City and in the other municipalities of the said province.

### **Research Respondents**

The respondents involved in this study were the three (3) GAD focal persons, fifteen (15) deans, twenty-nine (29) faculty members, fifteen (15) administrative staff or non-teaching personnel, and thirty-one (31) Supreme Student Council (SSC) officers from the three organic campuses of J.H. Cerilles State College.

The purposive sampling method was used in determining the respondents of the study. They were selected as respondents of this study because the researchers believed that they were the best authorities to refer to as they had the sufficient knowledge and experiences which could be used to broaden one's insights about the variables being studied in this investigation.

Furthermore, informed consent was duly accomplished by the respondents to ensure strict compliance to ethical standards in conducting

research. Certain codes were also assigned to all of the respondents to maintain their anonymity.

### **Data Gathering Instrument**

The researchers employed both the questionnaire-checklist and interview to draw the data from the respondents of the study. The questionnaire-checklist comprised several parts:

Part I contained the Gender Mainstreaming Evaluation Framework (GMEF), developed by the Philippine Commission for Women, as a standard instrument which was used in assessing the extent of the implementation of Gender And Development Program in the College. The framework was developed to assist evaluators in gaining an understanding of the different processes and contexts of gender mainstreaming as it is implemented in the organization and to facilitate them in acquiring a more holistic view of mainstreaming as a process. As a framework, it showed how far agencies have moved forward, stepped backward, or remained on the same stage as they continue their mainstreaming work [13].

The GMEF served as the helpful guide to various agencies in assessing their development in gender mainstreaming and in identifying the next steps to make as they work through the mainstreaming process. However, GMEF was basically used as an assessment and not as an evaluation tool because it would not adequately capture the qualitative phases of evaluation on the gender mainstreaming efforts of agencies. As a new approach, GMEF was evidently defined by the five stages of mainstreaming which comprise Foundation Formation (Stage 1), Installation of Strategic Mechanisms (Stage 2), GAD Application (Stage 3), Commitment Enhancement and Institutionalization (Stage 4), and Replication and Innovation (Stage 5).

As an assessment tool, GMEF contained four key result areas which included Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects. Moreover, each Key Result Area contained several descriptors to help track the progress that is made on the efforts of the institution to integrate GAD. Possible scores that were gained for each descriptor were computed and categorized as to the following stages [14].

In the GMEF, each item was marked with specific scores representing (1) Yes; (2) Partly Yes; and (3) No. The rater was required to indicate a score in the appropriate column to signify the degree to which the organization had complied with the GAD element

required. Then, the scores indicated by the rater per questionnaire were then transferred to the GMEF Score Sheet.

To get the total score per entry point, sub-total scores were added per questionnaire and were referred to the following legend of scores to determine the organization's level of GAD mainstreaming efforts:

Level Per Entry Point	
Range	Level Description
0 – 7.99 points	1: Foundation Formation
8 – 14.99 points	2: Installation of Strategic Mechanisms
15 – 19.99 points	3: GAD Application
20 – 23.99 points	4: Commitment Enhancement and Institutionalization
24 – 25 points	5: Replication and Innovation

Meanwhile, to get the overall level of the GAD mainstreaming efforts of the organization, scores per entry point were added and were referred to the following legend of scores to interpret the ratings:

Overall Level	
Range	Level Description
0 – 30.99 points	1: Foundation Formation
31 – 60.99 points	2: Installation of Strategic Mechanisms
61 – 80.99 points	3: GAD Application
81 – 95.99 points	4: Commitment Enhancement and Institutionalization
96 – 100 points	5: Replication and Innovation

Part II was a researcher-made questionnaire-checklist that was used in determining the problems encountered by GAD focal persons during the implementation of the program. These problems were identified based on the interviews and personal experience of the researchers being designated GAD focal persons. The questionnaire was then pilot tested before its final version was prepared following the results obtained during the pilot testing.

In ascertaining the seriousness of the problems, a five-point adjectival scale was used.

Scale	Continuum	Adjectival Equivalent
5	4.21 – 5.00	Very Serious (VS)
4	3.41 – 4.20	Serious (S)
3	2.61 – 3.40	Somewhat Serious (SS)
2	1.81 – 2.60	Less Serious (LS)
1	1.00 – 1.80	Least Serious (LtS)

Furthermore, the researchers made use of individual interviews in getting the viewpoints of the GAD focal persons about the program. This was done to obtain more reliable data that could be used to

validate the responses made by other respondents in the survey questionnaires.

### Statistical Treatment of Data

The researchers gathered both quantitative and qualitative data from the respondents of the study. These quantitative and qualitative data were analyzed separately by the researchers at first but then were examined collectively to provide a holistic picture of the implementation of the GAD Program in the college.

The quantitative data obtained using the questionnaire-checklist were analyzed by the researchers utilizing descriptive statistics, confidence interval analysis, and exploratory factor analysis. Specifically, the descriptive statistics and the confidence interval analysis were used to determine the extent of the implementation of the GAD Program in terms of Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects.

An exploratory factor analysis was performed by the researchers to extract the underlying latent variables on the common problems encountered during the implementation of the program. Here, the Eigenvalue method was used since the researchers had no previous knowledge on the number of factors that could be extracted from the questionnaire-checklist. Furthermore, the Direct Oblimen was utilized on the rotation since the researchers assumed that the factors if there were any, were independent.

Meanwhile, the qualitative data came from the individual interviews conducted by the researchers with the GAD focal persons in each autonomous campus. After the interviews, the data were then transcribed and analyzed. While few of the qualitative data could be in Bisaya or in Filipino, the English translation was used in the transcription files. As stressed by Merriam [1], evidence needs to be systematically recorded and managed. She suggested the three levels of analysis which include constructing of categories or themes, naming the categories and sub-categories, and developing systems for placing the data into the categories.

Once the separate analyses were conducted, the results were interpreted collectively. The survey's descriptive statistics were compared with the themes that emerged in qualitative data. As mentioned earlier, this was challenging in some cases since the survey was not developed in response to qualitative data. Both alignments and misalignments were noted between quantitative and qualitative data. In general,

the qualitative data were used to explain the said contradictions and offer a deeper understanding of the reasons for the quantitative results of the study.

**RESULTS AND DISCUSSION**

**Extent of Implementation of the Gender and Development (GAD) Program in the College**

The first objective of this study aimed to ascertain the extent of the implementation of the Gender And Development (GAD) Program in the College in terms of the following key result areas (KRAs): Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects.

**Extent of Implementation of the Gender and Development (GAD) Program in terms of Policy**

Table 1 shows the 95% confidence interval for the mean GAD implementation score of the four different designation groups in terms of Policy. It reveals that the true mean of 16.9923 is contained in the interval 15.95 to 18.04 which is entirely contained in the interval 15.00 to 19.99. Therefore, it can be said with 95% confidence level that the mean GAD implementation score obtained by the four designation groups as regards Policy is at Level 3 (GAD Application). In this GAD Application level, GAD agenda or the strategic framework on GAD is already adopted and implemented by the College to ensure that GAD is being integrated into its major programs and projects.

*Table 1.95% Confidence Interval for the Mean GAD Implementation Score in terms of Policy*

		Descriptives	
		Statistics	Std. error
	Mean	16.9923	.52582
Policy	95% Lower bound	15.9484	
	Confidence interval for mean	Upper bound	18.0362

Although the quantitative results suggest that the College has already adopted and implemented the GAD agenda in its major programs and projects, the qualitative data obtained from the interviews with the focal persons reveal that the College utilizes the top-down approach in formulating its overall GAD policy which becomes inconsistent with the bottom-up approach that is strongly suggested by GAD advocates to follow to ensure success of the program. Utilizing top-down as an approach, overall GAD policy is

formulated by the GAD focal person in the main campus and is then disseminated to the other organic campuses of the College. This is shown in one of the responses of the GAD focal person from JHCSC-Dumingag Campus which is quoted as follows: *“The main campus created gender policy and it is disseminated to the organic campuses but it is not totally implemented.”* Moreover, the use of this top-down approach also poses some problems particularly on how to properly address all the gender issues considering that the policy is formulated based solely on the perceived needs of one campus alone. This is supported by the response made by the GAD focal person of JHCSC-Lakewood Campus which states that: *“The main campus of the institution has their policy provision. As to our college, these policy provisions are partly implemented because not all gender issues are directly addressed to.”*

Added to this policy formulation and dissemination is the GAD focal persons’ extent of involvement in the strategic program planning and design of the College. Their responses show the less or even no involvement of GAD focal persons from other campuses especially in the yearly strategic planning for the GAD program. This is clearly shown by the response of the GAD focal person from JHCSC-Dumingag Campus which states that: *“Every year, we submit the GAD Plan and Budget to the main campus and these will be consolidated. Strategic planning is only to the main campus’ focal person since we are not involved but what will be the plans and programs will be implemented by the organic campuses, thus having one activity for the whole system.”* The other GAD focal person from JHCSC-Lakewood Campus also adds by saying that *“The main campus is directly involved in the strategic program which is handed down to other two organic campuses for implementation.”*

Furthermore, the responses of these GAD focal persons reveal that gender questions or criteria are not always included in the project proposal approval process of the College. This is shown in the responses of the GAD focal person of JHCSC-Dumingag Campus which state that: *“Though there is CMO No. 01 s 2015 “Establishing the Policies and Guidelines on Gender And Development in CHED and HEIs”, still this is not truly implemented that even in communication, we are advised to use gender-fair language but still not realized. Strict compliance should be needed.”* The other GAD focal person from JHCSC-Lakewood Campus adds by saying: *“Not all*

times that gender questions are included in the project proposal process.”

From the similar responses made by these GAD focal persons, it can be concluded that there is really a need to revisit and improve the College’s existing GAD policies as well as how these policies are formulated, disseminated, and implemented with consideration of the GAD focal persons’ active involvement in the policy-making process which is deemed vital to the overall success of GAD program implementation.

**Extent of Implementation of the Gender and Development (GAD) Program as to People**

Table 2 presents the 95% confidence interval on the mean GAD implementation score obtained by the different designation groups in terms of People. It discloses that the true mean of 18.3809 is contained in the interval 17.19 to 19.57 which is entirely contained in the interval 15.00 to 19.99. Thus, it can be said with 95% confidence level that the mean GAD implementation score of the four designation groups as regards People is at Level 3 (GAD Application). At this GAD Application level, the top management, the GFPS members, as well as the program implementers are consciously integrating GAD in the college’s regular operations.

Table 2.95% Confidence Interval for the Mean GAD Implementation Score as to People

		Descriptives	
		Statistics	Std. error
	Mean	18.3809	.59974
People	95% Confidence interval for mean	Lower Bound	17.1903
		Upper Bound	19.5716

This result, however, is not strongly supported by the responses of the GAD focal persons particularly on the quality and quantity of the technical expertise that their GAD offices and personnel have on gender-related matters. The GAD focal person from JHCSC-Lakewood Campus reveals by stating that: *“The College has no GAD office and only the GAD focal person is designated to implement GAD programs and activities.”* Meanwhile, the GAD focal person of JHCSC-Dumingag Campus stresses that there must be an additional support staff which could assist the GAD focal person in the implementation of GAD-related programs and activities. This can be shown in her response which is quoted as follows: *“Though the*

*faculty and staff attended GAD trainings but still this is not enough for they are not the direct persons to assist the GAD focal person in any activities implemented. If possible, there should be a person assigned to assist the GAD focal person, perhaps a secretary or a staff.”*

Furthermore, when asked about their personal viewpoints if gender equality is achieved in the various aspects of human resources management such as recruitment or hiring, training, promotion, and others, these GAD focal persons express the same viewpoints. The GAD focal person from JHCSC-Dumingag Campus shares her personal viewpoint by stating that: *“I believe that there is really gender equality for all since opportunities are open to everybody. Everyone participated in any programs and activities, all attended trainings, and all have given the chance to every opportunity like promotion.”* The GAD focal person from the other organic campus also shares her belief by saying that: *“As to recruitment, training, and promotions are concerned, I strongly believe that gender equality is achieved. In our newly-hired teaching staff, equality among genders is well-observed.”*

Given the similar responses from the GAD focal persons in each campus, it can then be concluded that the College as an organization really needs to establish a GAD office for every organic campus as well as to provide the needed support staff or personnel who could assist these designated focal persons in order to ensure the successful and efficient implementation of the GAD Program.

**Extent of Implementation of the Gender and Development (GAD) Program with regard to Enabling Mechanisms**

Table 3 presents the 95% confidence interval on the mean GAD implementation score yielded by the different designation groups in terms of Enabling Mechanisms. It reveals that the true mean of 17.4125 is contained in the interval 16.31 to 18.52 which is largely contained in the interval 15.00 to 19.99. Hence, it can be said with 95% confidence level that the mean GAD implementation score that is earned by the four designation groups as to Enabling Mechanisms is at Level 3 (GAD Application). In this particular GAD Application level, the College as an organization judiciously utilizes more than the minimum 5% budget allocation for GAD while it is boasting a fully functioning Management and

Evaluation System (MES) and has also set-up a Knowledge Management System (KMS).

Table 3.95% Confidence Interval for the Mean GAD Implementation Score with regard to Enabling Mechanisms

		Descriptives		Statistics	Std. error
Enabling Mechanisms	Mean			17.4125	.55782
	95% Confidence interval for mean	Lower bound		16.3051	
		Upper bound		18.5199	

However, the quantitative result which was obtained by the researchers through the survey conducted from the four designation groups is not strongly affirmed or supported by the responses given by the GAD focal persons during the individual interviews conducted. Although it is stated that more than the minimum 5% of the budget allocation for GAD is already judiciously utilized by the college when it has reached the GAD Application level, it has been revealed that all the organic campuses only utilize the required minimum 5% of the total budget that is allotted for GAD. This is strongly supported by the similar responses given by these GAD focal persons. Specifically, this can be clearly shown in the response of the GAD focal person from JHCSC-Dumingag Campus which states that: *“The GAA (General Appropriations Act) allocates 5% of the Annual Budget to any GAD-related activities.”* Also, the GAD focal person from JHCSC-Lakewood Campus shares by saying that: *“The whole institution (three organic campuses) is utilizing the 5% GAA for GAD budget.”*

Moreover, the responses of the GAD focal persons reveal that aside from the utilization of the minimum 5% of the General Appropriations Act (GAA) for the Gender And Development (GAD) budget, there is also an inadequacy or insufficiency of the resources that are needed for the continuous and successful conduct of GAD-related programs, projects, and activities in each organic campus. Specifically, the GAD focal person from JHCSC-Lakewood Campus strongly supports this claim by saying that: *“The resources are not adequate, so the college could not maximize its GAD programs and activities due to the shortage of financial resources.”* Meanwhile, the GAD focal person from JHCSC-Dumingag Campus has expressed that it is not

actually the inadequacy or insufficiency of the GAD budget for each organic campus which becomes the main problem but it is its immediate release. This can be shown in her response which states that: *“There’s no problem with the allocated budget, the problem is the immediate release of the budget to any GAD-related activity.”*

Therefore, it can be deduced from the responses of these GAD focal persons that there is also an immediate need for the College to initiate, mobilize, and to keep track of the needed enabling mechanisms such as the judicious utilization of the allocated GAD budget and the provision of the needed resources and materials in order to ensure the overall success of the mainstreaming of GAD perspectives in the whole organization.

**Extent of Implementation of the Gender and Development (GAD) Program with regard to Enabling Mechanisms**

Table 4 shows the 95% confidence interval on the mean GAD implementation score of the four designation groups in terms of Programs, Activities, and Projects (PAPs). It reveals that the true mean of 17.6378 is contained in the interval 16.34 to 18.93 which is entirely contained in the interval 15.00 to 19.99. Therefore, it can be said with 95% confidence level that the mean GAD score among the designation groups with regard to Programs, Activities, and Projects is at Level 3 (GAD Application). In this GAD Application level, the College as an organization ensures that the implementation of its GAD Programs, Activities, and Projects, especially those that are in the GAD Plan and Budget are closely monitored and evaluated; external clients are also capacitated through conducting relevant GAD sessions; and a Knowledge Management (KM) system to ensure the transfer of knowledge on GAD is set-up.

Table 4.95% Confidence Interval for the Mean GAD Implementation Score as regards Programs, Activities, and Projects

		Descriptives		Statistics	Std. error
Programs, Activities, and Projects	Mean			17.6378	.65253
	95% Confidence interval for mean	Lower bound		16.3422	
		Upper bound		18.9334	

The foregoing quantitative result that is presented in Table 4 is supported by the similar responses of the GAD focal persons during the



interviews made which indicate that GAD-related Programs, Activities, and Projects (PAPs) are conducted by the College. When inquired about some of the accomplishments made by the GAD office in building the capacity of the top management, the academic and administrative staff, as well as the students with the aim of mainstreaming gender-related issues across the college community, these GAD focal persons give at least very similar answers. Specifically, for the GAD focal person of JHCSC-Lakewood Campus, she shares her views by saying that: *“The institution directly observes the annual programs and activities on GAD-related issues and concerns like Women’s Month Celebration and VAW 18-Day Campaign on VAW-Free Community.”* The other GAD focal person from JHCSC-Dumingag Campus adds by stating that: *“Many seminars and trainings conducted, the forum on VAWC, Celebration on Women’s Day, Gender Sensitivity Training (GST) among Graduating Students.”*

Moreover, the responses made by these GAD focal persons reveal that the College as an organization has already attempted to establish partnerships and linkages with the various stakeholders of the community including the government, civil society, and donors in order to fully support its gender-related initiatives. Specifically, the GAD focal person from JHCSC-Dumingag Campus also shares her local initiatives by saying that: *“I started a partnership with the LGU, PNP, Women’s Desk, livelihood program for women farmers at Barangay Dapiwak as part of the Extension program which is TABANG.”* Further, the other GAD focal person from JHCSC-Lakewood Campus has added by stating that: *“The College has done its partnership with the LGU and PNP of the locality to join its forces on GAD-related issues. The PNP desk-officer is catering problems on cyber identity theft of one of our students and other gender-related issues.”*

From the responses of these GAD focal persons, it can be clearly understood that the College still needs to enhance and to keep track of its progress in mainstreaming GAD perspectives in all of its programs, activities, and projects specifically in the three organic campuses. These can be efficiently and effectively done through considering these various ways such as formulating the GAD policies and issuances, capacitating the whole GAD Focal Point System (GFPS), generating the top-level management support on the GAD program of the College, as well

as the establishment of the needed enabling GAD mechanisms.

**Extent of Implementation of the Gender and Development (GAD) Program in terms of Four Key Result Areas**

Table 5 presents the 95% confidence interval on the overall mean GAD implementation score obtained by the different designation groups in terms of the four key result areas. It shows that the true mean of 70.3578 is contained in the interval 66.23 to 74.48 which is completely contained in the interval 60.00 to 80.99. Therefore, it can be said with 95% confidence level that the overall mean GAD implementation score of the designation groups as to four key result areas is at Level 3 (GAD Application).

Table 5. 95% Confidence Interval on the Overall Mean GAD Implementation Score in terms of Four Key Result Areas

			Descriptives	
			Statistics	Std. error
Overall GAD Score	Mean		70.3578	2.07870
	95% Confidence interval for mean	Lower bound	66.2311	
		Upper bound	74.4846	

Thus, the quantitative results reveal that GAD-related activities are already institutionalized within the College and the interventions made are usually based on the strategic GAD agenda that guides the planning and budgeting implementation. Efforts which are made by the College to institutionalize gender mainstreaming cease to be sporadic and uncoordinated. The College has also become more strategic in applying gender analysis in regular programs which results in an increased attribution of GAD budget and even more gender-responsive programs.

**Common Problems Encountered During the Implementation of the Gender And Development (GAD) Program**

The second objective of this study endeavored to determine the common problems encountered by the respondents during the implementation of the GAD Program in the College. To attain this second objective, an exploratory factor analysis was performed by the researchers to extract the underlying latent variables that were contained in the questionnaire. In this case, the Eigenvalue method was

utilized because the researchers did not have prior knowledge about the number of factors that could be taken from the questionnaire. In addition, Direct Oblimen was also employed on the rotation since the researchers assumed that the factors if there were any, were independent.

**Exploratory Factor Analysis for the Problems Questionnaire**

The purpose of this procedure was to determine the underlying latent variables that could be used as a subscale in measuring the extent of the problems that are encountered by the respondents during the implementation of the GAD Program in the College.

Table 6. KMO and Bartlett’s Test of Sampling Adequacy

Kaiser-Meyer-Olkin measure of sampling adequacy.		.842
Bartlett’s test of sphericity	Approx. chi-square	468.461
	df	21
	Sig.	.000

The 7-item problem questionnaire was administered to a total of 90 respondents who were identified in the study. These respondents included 29 faculty members, 15 academic and administrative staff, 31 students, and 15 college deans from the three organic campuses.

Table 6 shows the KMO value of 0.842 which surpasses the minimum KMO value of 0.800. Therefore, the number of samples that is provided is sufficient for the EFA. On the other hand, the same table shows that Bartlett’s test for sphericity is significant which is at the p-value of  $0.000 < 0.05$ .

The foregoing result means that an exploratory factor analysis could be performed on the problem questionnaire since the underlying factors or variables could also be extracted.

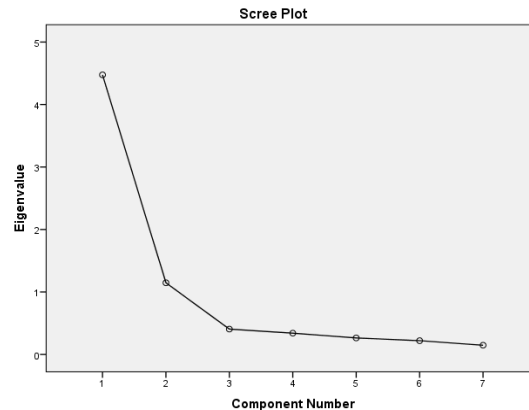


Figure 1. The Scree Plot

Figure 1 presents the Scree Plot which reflects the Eigenvalue of each of the identified problems in the implementation of the GAD Program. It shows that there are two items from the problem questionnaire, namely items 1 and 2, which both have the Eigenvalue of greater than 1. Thus, there are two constructs of interest that could be extracted from the questionnaire that could be used as a subscale in measuring the overall problem score of the identified respondents. These constructs of interest include management-related problem and lack of operational requirements.

**Total Variance Explained**

Table 7 presents the total variance explained by the items found in the problem questionnaire. It can be gleaned that item 1 explains the 63.93% of the variance while item 2 explains the 16.38% of the variance. Thus, it can be concluded that the two items explain a total of 80.31% of the variance. The result indicates that the two items are the most common problems met by the respondents during the GAD Program implementation.

Table 7. Total Variance Explained

Component	Initial Eigenvalues			Extraction sums of squared loadings			Rotation sums of squared loadings <sup>a</sup>
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total
1	4.475	63.926	63.926	4.475	63.926	63.926	3.774
2	1.147	16.382	80.308	1.147	16.382	80.308	3.660
3	.405	5.792	86.100				
4	.341	4.868	90.969				
5	.265	3.799	94.747				
6	.220	3.148	97.895				
7	.147	2.105	100.000				

Table 8. Pattern Matrix<sup>a</sup>

	Component	
	1	2
Problem 1	.829	
Problem 2	.968	
Problem 3	.916	
Problem 4	.563	
Problem 5		.867
Problem 6		.949
Problem 7		.892

The Pattern Matrix which is presented in Table 8 shows that items 1, 2, 3, and 4 measure construct number 1 which could be interpreted as management-related problem. On the other hand, the remaining items 5, 6, and 7 measure construct number 2 which could be interpreted as lack of operational requirements.

Finally, a reliability test was performed by the researchers in order to test the reliability of the scale. It shows the Cronbach's Alpha that is equivalent to 0.905 which means that the survey questionnaire used has a very high internal consistency in measuring the extent of the problems encountered by the respondents during the implementation of the Gender And Development (GAD) Program in the College.

Meanwhile, in analyzing the effects of the two latent variables which are management-related problems and lack of operational requirements that are commonly encountered by the respondents during the implementation of the GAD Program, a multivariate regression (enter method) analysis was also performed by the researchers using the two latent variables as the dependent variables of the study.

Table 9. Multivariate Regression Analysis

Model	Unstandardized coefficients		Standardized coefficients Beta	T	Sig.
	B	Std. error			
(Constant)	86.833	7.548		11.503	.000
Lack of management support	-1.022	.972	-.134	-1.051	.296
Lack of Facilities	-.762	.808	-.120	-.943	.348

a. Dependent variable: Overall GAD score

Table 9 reveals an insignificant regression model. This could be explained by the fact that the two constructs are highly linearly related (causality). In particular, lack of facilities could be explained by the lack of management support as can be gleaned from their respective p-values. Thus, the first construct

should be retained as the predictor. The final regression model is hereby summarized in Table 10.

Table 10. Final Regression Model

Model Summary				
Model	R	R square	Adjusted R square	Std. error of the estimate
1	.203 <sup>a</sup>	.041	.031	20.04960

a. Predictors: (Constant), Lack of management support

ANOVA<sup>a</sup>

Model	Sum of squares	Df	Mean square	F	Sig.
1 Regression	1620.708	1	1620.708	4.032	.048 <sup>b</sup>
Residual	37786.719	94	401.986		
Total	39407.426	95			

a. Dependent variable: Overall GAD score

b. Predictors: (Constant), Lack of management support

Coefficients<sup>a</sup>

Model	Unstandardized coefficients		Standardized coefficients Beta	T	Sig.
	B	Std. error			
1 (Constant)	83.254	6.471		12.351	.000
Lack of management support	-1.283	.639	-.203	-2.008	.048

a. Dependent variable: Overall GAD score

It shows that the regression model is significant with a p-value of  $0.048 < 0.05$ . However, this regression model accounts only 4.1% ( $r^2 = 0.041$ ) of the changes on the value of the dependent variable (GAD SCORE), the remaining 95.9% can be explained by other factors which are beyond the scope of this study. Finally, the constant/intercept of the regression model is also significant with a p-value of  $0.000 < 0.05$ . This means that there are other significant factor/s which are not identified in the present study that can explain the variation in the value of the DV. The regression equation is  $GAD\ SCORE = -1.283$  (lack of management + lack of operational requirements scores).

Furthermore, the negative coefficient indicates that the higher the perceived problems encountered by the respondents, the lower their overall GAD implementation score.

**Significance of the Difference among the Assessments of the Deans, Faculty, Staff, and Students on the Extent of Implementation of the**

Table 11. Overall GAD Implementation Scores in terms of Four Key Result Areas

	N	Mean	Std. deviation	Std. error	95% Confidence interval for mean		Minimum	Maximum	p- value
					Lower bound	Upper bound			
Faculty	29	71.5686	21.76358	4.04140	63.2902	79.8470	28.89	98.29	0.260
Staff	15	62.2727	19.16419	4.94817	51.6599	72.8854	28.89	90.05	
Students	31	73.4484	17.66886	3.17342	66.9674	79.9294	45.87	105.72	
Deans	15	65.3840	22.09696	5.70541	53.1471	77.6209	37.52	95.06	
Total	90	69.6360	20.18145	2.12731	65.4091	73.8629	28.89	105.72	

Table 11 shows the overall mean GAD implementation scores of the different designation groups in terms of the four key result areas (KRAs), namely: Policy, People, Enabling Mechanisms, and Programs, Activities, and Projects (PAPs). An ANOVA was also undertaken and the result reveals a p-value that is equal to 0.260 which is not less than the level of confidence at 0.05. Thus, there is an enough evidence to accept the null hypothesis and establish an insignificant difference.

The foregoing result implies that there is no statistical difference in the average GAD implementation scores of the various designation groups in terms of the four key result areas. The result further indicates that deans, faculty, staff, and students, as members of the academic community, believe that the college has initially started the implementation of the GAD program. They believe that GAD-related activities are already institutionalized and that interventions made are usually based on the strategic GAD agenda that guides the planning and budgeting implementation. Efforts are also made by the College to institutionalize gender mainstreaming which cease to be sporadic and uncoordinated. The College has also become more strategic in implementing gender analysis in regular programs which results in an increased attribution of GAD budget and even more gender-responsive programs.

**CONCLUSION AND RECOMMENDATIONS**

The quantitative results of the study explicate that the implementation of the GAD program is at level 3, GAD Application, where activities are already institutionalized and interventions made are based on the overall GAD framework of the College. However, the qualitative data reveal some discrepancies in the quantitative results specifically on Policy, People, and Enabling Mechanisms. These discrepancies are reflected by the College’s failure to utilize the bottom-up approach to GAD policy-making and implementation, lack of well-trained support staff to assist GAD focal persons, and the inadequacy of the

needed facilities and resources to effectively implement the program. These can be attributed to lack of management support and operational requirements which are the common problems affecting the implementation of the program. These results are strongly supported by the major findings of previous studies conducted by Pulmano[16], Albadejo[17], and Delavin[18] which revealed that lack of management support and operational requirements as primary hindrances to effective GAD implementation.

The study recommends that top management officials, particularly those who have major stakes in the GAD Program, fully extend their utmost support as well as provide the needed facilities and resources as these are considered very vital for the successful implementation of the GAD Program in the College. The College must also adopt the bottom-up as an approach to GAD policy formulation and implementation to ensure the active involvement and participation of all school stakeholders especially those who are at the grassroots level. GAD focal persons, GAD Focal Point System members, and the support staff must be regularly sent to various seminars and training on GAD in order to fully equip them with the desired knowledge, skills, and competencies that are needed for the efficient and effective implementation of the program.

The present study, however, has several limitations. Given that the sample size is relatively small, its findings might not generally explicate the viewpoints of the whole academic community on the implementation of the GAD program in the college. As such, parallel studies covering a wider scope and more respondents might be undertaken in order to achieve more generalized findings. Moreover, aside from surveys and interviews, other data collection instruments and techniques like focus group discussion, observations, etc. could be used to attain a clearer and more holistic view of the implementation of the GAD program in the college.

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