

# Assessment of Stakeholders' Gender and Development Awareness

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## Article Info

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## Abstract:

The Gender and Development (GAD) approach has been gaining increasing prominence in the field of international cooperation. As a Campus of the ISU System, ISU-Ilagan supports the conduct of studies on GAD approach to find ways and means to improve its services at every stage in the process of development. Daily experiences in the work place and personal encounters with most of the stakeholders prompted the Researchers to study the extent of awareness of the stakeholders on basic information of GAD laws and programs in their desire to provide a baseline data that may aid in the updating, enhancing, or revising the Academe's GAD programs and activities.

This Study assessed the Gender and Development awareness of the stakeholders of Isabela State University Ilagan Campus. There were more female than male respondents and most of them were adolescents. They are aware of gender roles, but have moderate awareness on gender issues, national laws and programs of GAD. The sexual category of the respondents does not show a significant effect on their level of awareness on national GAD mandates and laws; government agencies integrating GAD; gender issues; reproductive roles; and community managing roles. However, the male respondents were more aware of productive roles than female respondents. There is a significant difference on the level of awareness of the respondents on Gender and Development when grouped by age. The community-respondents registered a lower level of awareness on GAD approach when compared with the other stakeholder-respondents.

The feedback indicates that the level of awareness of the stakeholders of the University could still be enhanced. Faculty, and students are great implementers and influencers of GAD approach in the community and in the world. An undertaking like this is an initial step to make all sectors of a nation more GAD sensitive.

**Keywords:** Gender and Development, awareness, productive roles, gender issues.

## Article History

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## I. Introduction

This study provides the Isabela State University Ilagan Campus a way to inquire about the awareness of its stakeholders on basic information related to GAD. The feedback of the respondents determines how far to which ISU Ilagan has gone in the implementation of information dissemination

about GAD approach and the concept of mainstreaming to achieve gender equality. The data which were collected may serve as bases for updating, enhancing, or revising the GAD approach programs and activities and could assist the Campus in discovering its strengths and weaknesses in the implementation of GAD activities. Through this survey, it is hoped that the stakeholders of the

University realized that ISU is responsive in promoting gender sensitivity and that it strongly advocates gender equality.

## II. Objectives

The aim of this study is to assess the level of awareness of the ISU-Ilagan stakeholders on their basic knowledge in relation to GAD that may help in the decision-making of the GAD approach planners.

Specifically, this study sought to:

1. determine the profile of the respondents as to sex and age
2. assess the level of awareness of the respondents on GAD programs relative to:
  - 2.1. national mandates and related laws on gender and awareness programs
  - 2.2. government entities mandated to implement GAD
  - 2.3. gender issues
  - 2.4. gender roles
3. find out if there is significant difference in the level of awareness of the respondents on GAD when grouped by profile.

In the Philippines, laws have been enacted to strengthen women's claim for equality with men. Republic Act 7192 or otherwise known as "Women in Development and Nation Building" was signed into law on February 12, 1992. This law aims to promote the integration of women as full and equal partners of men in development and nation-building.

In the early part of 2008, through the support of the Commission on Higher Education and the Philippines Association of State Colleges and Universities identified and discussed GAD issues and come up with resolutions. This resulted to the creation of GAD Directorates or office and GAD

Focal Point Committees. Its function is to monitor the implementation of GAD projects and programs and to submit GAD plan and budget to National Commission on the Role of Filipino Women.

## III. METHODOLOGY

### Research Design

The research used the descriptive method to describe the level of awareness of the stakeholders of the Isabela State University, City of Ilagan Campus on national mandates and other related laws on gender and awareness programs; government entities mandated to implement GAD; gender issues; and gender roles.

### Participants

The respondents of the study were the stakeholders of ISU-Ilagan Campus particularly the students, the campus employees, and its adopted communities. Of the said population, 1263 stakeholders (1024 students, 137 employees, and 84 adopters) responded and participated in the study.

### Instrumentation

A survey questionnaire was used to gather the data needed in the study. The Researchers designed a questionnaire that contain an assessment of the awareness of the respondents on national mandates and other related laws on gender and awareness programs; government entities mandated to implement GAD; gender issues; and gender roles.

### Data Collection

The Researchers started by seeking approval from the concerned officials. The consent and participation of the respondents was also requested after which the content of the questionnaire was explained to them. Farther clarification and assistance were provided whenever the need arises. Most of the questionnaire were retrieved right after the respondents are done answering.

### Data Analysis

Frequency count was used to gauge the profile of the respondents in terms of sex and age group. Mean and Standard Deviation were used to determine the level of awareness of the respondents on GAD approach that were described as “Not Aware”, “Slightly Aware”, “Moderately Aware”, “Aware”, and “Highly Aware”. T-test was used to compare the level of awareness of the respondents when grouped by sex, while one-way analysis of variance (ANOVA) was used in comparing when grouped as adolescents, early adults, and adults.

### Expected Output

A baseline data on the the level of awareness of the stakeholders on gender and development that may serve as a basis in crafting an enhanced and functional gender and development program.

## IV. RESULTS AND DISCUSSION

### 1. The Profile of Respondents.

The respondents were 1024 students, 137 employees, and 84 community-respondents from the adopted barangay of the Isabela State University Ilagan Campus.

Table I shows that there were 557 (44.10%) male and 706 (55.90%) female respondents. There were 678 (53.68%) adolescents; 496 (39.27%) early adults; and 89 (7.05%) adults. There were more female than male respondents and most of them were adolescents.

**Table I. The Profile of the Respondents in Terms of Sex and Age Group**

Profile	Students		Employees		Community		Overall	
	f	%	f	%	f	%	T	%
Sex								
Male	476	45.68	53	38.69	28	33.33	557	44.10
Female	566	54.32	84	61.31	56	66.67	706	55.90
Total	1042	100	137	100	84	100	1263	100
Overall %	82.50		10.85		6.65			
Age Group								
Adolescent	677	64.97	0	0	1	1.20	678	53.68
Early Adulthood	331	31.76	102	74.45	63	75.0	496	39.27
Adulthood	34	3.27	35	25.55	20	23.80	89	7.05
<b>Total</b>	<b>1042</b>	<b>100</b>	<b>137</b>	<b>100</b>	<b>84</b>	<b>100</b>	<b>1263</b>	<b>100</b>

### 2. The Level of Awareness of Respondents on GAD programs relative to:

#### 2.1. national mandates and related laws on gender and awareness program

Generally, the respondents were “moderately aware” ( $M = 3.26$ ) of GAD mandates and other related laws (see Table 2). They are “moderately

aware” of RA 6725, RA 7192, RA 10354, RA 9710, RA 9262, RA 8972, RA 7877, Section 14 of Article II of the 1987 Constitution, Section 28 of the GAA, and EO 273. However, it could be noticed that the community-respondents were only “slightly aware” ( $M = 2.32$ ) of the said mandates and other related laws.

**Table 2. Respondents' Awareness on National Gender and Development Mandates and Other Related Laws**

GAD Mandates	Students	Employees	Community	Overall	Overall Description
	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	
1. RA 6725: An Act Strengthening the Prohibition on Discrimination Against Women with respect to terms and conditions of employment,	3.45	3.62	2.43	3.33	MA
2. RA 7192: Women in Development and Nation Building Act	3.39	3.59	2.35	3.28	MA
3. A 10354: An Act Providing for a National Policy on Responsible Parenthood and Reproductive Health.	3.50	3.60	2.41	3.37	MA
4. RA No. 9710: An Act Providing for the Magna Carta of Women	3.41	3.44	2.34	3.28	MA
5. RA No. 9262: Anti-Violence against Women and their Children Act of 2004	3.62	3.64	2.45	3.47	MA
6. RA 8972: Solo Parent's Welfare Act of 2000	3.31	3.39	2.31	3.19	MA
7. RA 7877: Anti-Sexual Harassment Act of 1995	3.58	3.62	2.33	3.43	MA
8. Section 14, Article II of the 1987 Constitution	3.37	3.55	2.25	3.24	MA
9. Section 28 of the General Appropriations Act (GAA)	3.16	3.43	2.17	3.07	MA
10. Executive Order (EO) 273 (Government Agencies to institutionalize GAD efforts by incorporating GAD concerns in planning	2.99	3.18	2.20	2.91	MA
<b>Total</b>	<b>3.38</b>	<b>3.51</b>	<b>2.32</b>	<b>3.26</b>	<b>MA</b>

Note. MA – Moderately Aware

Mean Range	Description
1.00 – 1.49	Not Aware
1.50 – 2.49	Slightly Aware
2.50 – 3.49	Moderately Aware
3.50 – 4.49	Aware
4.50 – 5.00	Highly Aware

**Table 3. Respondents' Awareness on Government Agencies Integrating GAD Plan to Programs, Projects and Activities**

Indicators	Students	Employees	Community	Overall	Description
	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	
1. The Philippine Commission on Women (PCW)	3.11	3.27	2.26	3.01	MA

2. The National Economic and Development Authority (NEDA)	3.15	3.18		2.24		3.04		MA
3. The Department of Budget and Management (DBM)	3.10	3.12		2.27		3.00		MA
4. The Commission on Audit (COA)	3.14	3.06		2.23		3.01		MA
Overall	3.12	3.16		2.25		3.01		MA

Note. MA – Moderately Aware

### 2.3. gender issues

Table 4 shows that although the respondents, as a whole, had “moderate awareness” ( $M = 3.21$ ;

$SD = .85$ ) of gender issues, the community-respondents were only “slightly awareness” of the issues.

**Table 4. Respondents’ Awareness on Gender Issues**

	Indicators	Students M	Employees M	Community M	Overall M	Description
1	Inadequate information on Gender Sensitivity and low level of awareness on Gender and Development.	3.27	3.25	2.19	3.13	MA
2	Unidentified gaps or differences between men and women.	3.43	3.32	2.40	3.28	MA
3	Unequal status of men and women in national development and gender inequality.	3.43	3.36	2.38	3.28	MA
4	Limited access of women in the adopted barangays to the University’s technical assistance for their livelihood enterprise development.	3.29	3.32	2.14	3.15	MA
5	Poor implementation of GAD policies in the Campus level	3.21	3.27	2.16	3.08	MA
6	Poor integration/mainstreaming of gender concerns in the syllabi/curriculum of faculty members.	3.20	3.37	2.16	3.08	MA
7	Lack of knowledge of students, faculty and staff and barangay official/folks on Anti Sexual Harassment Law	3.42	3.32	2.29	3.26	MA
8	Discrimination of LGBT students specifically on their rights, gender identity and preferences.	3.53	3.30	2.38	3.36	MA
9	Increasing rate of teenage pregnancy that resulted to drop-outs of female students.	3.64	3.43	2.56	3.48	MA

10	Women in the adopted barangays lack knowledge and information on disaster risk management	3.36	3.34	2.34	3.23	MA
11	Poor appreciation of GAD by other barangay officials/folks in the extension adopted barangays.	3.24	3.26	2.29	3.12	MA
12	Lack of appreciation of GAD Focal Committee members on the importance of GAD.	3.26	3.29	2.29	3.13	MA
	Overall	3.35	3.32	2.30	3.21	MA

Note. MA – Moderately Aware

Mean Range	Description
1.00 – 1.49	Not Aware
1.50 – 2.49	Slightly Aware
2.50 – 3.49	Moderately Aware
3.50 – 4.49	Aware
4.50 – 5.00	Highly Aware

#### 2.4. gender roles

Generally, the respondents were “aware” of gender roles ( $M = 3.77$ ) as to productive roles ( $M =$

3.60), reproductive roles ( $M = 3.75$ ), and community managing roles ( $M = 3.96$ ).

**Table 5. Awareness of Respondents on Gender Roles**

Indicators	Students	employees	Communit	Over	Descripti
	M	M	ity	all	on
<b>Productive Roles</b>					
1 Men are the primary breadwinner in the family.	3.68	3.77	3.03	3.61	A
2 Men are expected to do physical labour engineering and leadership as compared to women.	3.70	3.83	3.12	3.64	A
3 Production or economic activity usually dominated by men.	3.64	3.72	3.01	3.56	A
<b>Average</b>	<b>3.67</b>	<b>3.78</b>	<b>3.05</b>	<b>3.60</b>	<b>A</b>
<b>Reproductive Roles</b>					
1 Domestic activity such as housekeeping, care of the sick and children are mostly done by women.	3.84	3.81	3.12	3.74	A
2 Women are expected to do household chores, teaching and nursing.	3.83	3.82	3.17	3.75	A
3 Mother/housewife is primary women’s	3.84	3.83	3.11	3.75	A



work.					
	<b>Average</b>	<b>3.84</b>	<b>3.82</b>	<b>3.13</b>	<b>3.75</b>
					<b>A</b>
<b>Community Managing Roles</b>					
1	Women have the right to vote, run for election, and hold public office.	4.02	4.02	3.20	3.91
2	Women have an equal right to education as men.	4.05	4.07	3.26	3.95
3	Women have the right to join leisure, sports, and cultural activities.	4.12	4.03	3.33	4.01
	<b>Average</b>	<b>4.06</b>	<b>4.04</b>	<b>3.26</b>	<b>3.96</b>
					<b>A</b>
<b>Overall</b>		<b>3.86</b>	<b>3.88</b>	<b>3.15</b>	<b>3.77</b>
					<b>A</b>

Note. A – Aware

### 3. Significant difference in the level of awareness of the respondents when grouped by profile.

Independent samples t-test was used to compare the awareness of male respondents and female respondents to GAD (see Table 6). Results showed that there was no significant difference between their awareness of National GAD mandates

and Laws ( $t = 1.12; p = .262$ ), government agencies integrating GAD ( $t = 1.74; p = .082$ ), gender issues ( $t = 1.45; p = .146$ ), reproductive roles ( $t = .284; p = .77$ ), community managing roles ( $t = .707; p = .48$ ), and gender roles in general ( $t = 1.45; p = .146$ ).

On the other hand, it was found out that male respondents were more aware of productive roles than female respondents,  $t = 2.96, p < .01$ .

**Table 6. Respondents' Gender and Development Awareness When Grouped by Sex**

Dimension	Gender	<i>M</i>	<i>SD</i>	Difference	<i>t</i> (1180)	<i>p</i>	95% CI	Interpretation
National GAD Mandates and Laws	Male	3.28	.86	.06 <sup>ns</sup>	1.12	.262	[-.04, 16]	NS
	Female	3.22	.95					
Government Agencies Integrating GAD	Male	3.97	1.00	.10 <sup>ns</sup>	1.74	.082	[-.01, 22]	NS
	Female	2.97	1.00					
Gender Issues	Male	3.26	.82	.07 <sup>ns</sup>	1.45	.146	[-.02, .17]	NS
	Female	3.19	.89					
Productive Roles	Male	3.70	.98	.17 <sup>**</sup>	2.96	.003	[.06, .27]	S
	Female	3.53	.91					
Reproductive Roles	Male	3.76	.97	.01 <sup>ns</sup>	.284	.77	[-.09, .12]	NS
	Female	3.75	.97					

## V. Conclusion

Data leads to better decisions and better policies. The data on the present level of awareness of stakeholders of ISU-Ilagan implies a need for the Campus to strengthen its GAD programs. Many say that one cannot give what one does not have. Increase the level of awareness of stakeholders by conducting trainings and seminars and other activities on GAD programs.

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