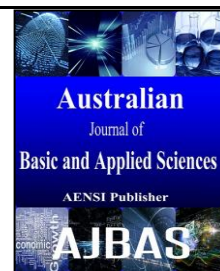




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Gender and Development Program: An Evaluation of Equality and Equity in SDSSU

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ABSTRACT

Background: The implementation of Gender and Development Program in Educational Institution in consonance with the mandate of RA 7192 aims toward a better gender equity and better education for both men and women. In this article it tries to analyze and assessed some ways of mainstreaming gender taken place in the Gender and Development Program of Surigao del Sur State University. **Objective:** It sought to analyze the extent to which GAD has been able to mainstream gender in education, and whether there is a difference between the perception of students and teachers towards the implementation of GAD. Researcher made questionnaire was used. **Results:** It was found out that the GAD Program was implemented yet it was not a priority concern for the institution, not strictly implemented and institutionalized. Moreover, the result shows a difference between the perception of students and teachers towards GAD implementation. The respondents have proposed solutions that would help in the institutionalization of Gender and Development in SDSSU Cantilan Campus. **Conclusion:** The Commission on Higher Education has spearheaded a call for partnership among Higher Education in strengthening gender equality, development and peace; and reaffirming their commitment in having gender disparity and women empowerment in the higher education sector. With this, the Surigao del Sur State University must institutionalized the Gender and Development Program to promote equality and equity.

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INTRODUCTION

More than three decades had passed since the issue of women's role in development was discussed on the international agenda at the 1975 First World Conference on Women held in Mexico. Since then numerous fundamental changes have been introduced by policymakers and practitioners working on issues related to low income women in developing countries. One of these changes is the is the Gender and Development approach which focuses on the socially constructed basis of differences between men and women and the need to challenge existing gender roles and relation. It aims to redefine traditional gender role expectations and to meet women's practical gender needs. This has become a central pillar of development discourse, policy and practice. Yet, critical reviewers of gender mainstreaming as a practice agreed that its transformatory potentials has remained unfulfilled and the institutionalization of gender in development organizations is not what gender and development theorist and practitioners would have liked (Mukhopdhyay, 2014). It is in this paper that the researcher attempted to examine if there is an

imbalance in educational participation among men and women. Particularly, the study would like to answer the question, if the policies and guidelines of Gender and Development Program have been institutionalized in Surigao del Sur State University.

Aside from the issues of women's participation in education and nation building, there is also a widespread gender beliefs cling to the idea that men are more aggressive, sexual, competitive, and social dominant than women. In social psychology, this position is clearly represented by social dominance theory and the construct of social dominance orientation. Social Dominance Theory (SDT) views social conflict and group oppression as "manifestations of the same basic human predisposition to form group – based social hierarchies". A considerable amount of research has demonstrated that women are considerably lower in social dominance orientation than men. This means that those who have high social dominance orientation such as men, tend to endorse hierarchy-enhancing ideologies. But in a research presented by Sidanius, Pratto and Sinclair (2006), they examined individual changes scores among men and women using data collected over 4 ½ year period of

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participants' college careers. Based on their research there is an inverse linear relationship between social dominance orientation and educational exposure. Which means that increasing educational exposure appears to depress the expression of social dominance orientation. In accordance to this, Gender bias and inequality is also a major problem encountered in an educational system. According to the American Association of University there is a clear message to both boys and girls that girls are not worthy of respect and that appropriate behavior for boys includes exerting power over girls or over other weaker boys (Chapman, 2000).

Gender equality is very central to the economic and human development in a country. Removing inequalities gives societies a better chance to develop. When women and men have equal roles, economies grow faster, children's health improves, and less corruption occurs. Thus gender equality is very important to human right. Kofi Annan (2001) once said that, "gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance." Subrahmanian (2005) said that "International consensus on education priorities accords an important place to achieving justice in the educational sphere." There is a need to promote gender parity or equal participation of girls and boys in all forms of education and gender equality which is ensuring educational equality between boys and girls. Gender equality means that both males and females have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development. Parity and equity are the building blocks of equality in education (Pearson, 2000).

In the Philippine educational system, teachers and administrative staff are committed and accounted for providing classroom instruction and better institution with results that are manifested in high performance level in terms of student outcomes. The former are dedicated to the well-being of their clients and the community they serve, taking into account their cultural diversity, group aspirations and what are values in education. However the country by nature is very bias and is very patriarchal. And with of these teachers are less likely to perform their duties because of their biases, judgements and predispositions (Fitzsimmons, G. 2008). In solution to this, policies and laws had been mandating all government offices to take an appropriate step to ensure that full implementation of the policies and programs and to institutionalize Gender and Development efforts by incorporating GAD concerns in their planning, programing and budgeting processes.

Theoretical Background:

This study was anchored on the concept of Gender Mainstreaming. It is a strategy that claims to make women's and men's experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes. It assesses the implications for women and men of any planned action, including legislation, policies and programmes in any area and at all levels. According to Rees (2002), mainstreaming as the systematic integration of equal opportunities for women and men into organizations and cultures and into all programmes, policies and practices; into ways of seeing and doing. However, according to Charlesworth (2005), Gender Mainstreaming was used as a trap to line to demonstrate policy compliance, but often only partially understood. Sometimes this is a result of lack of gender sensitization, lack of understanding of strategy, process and objectives.

This study was also conceptualized to suit with the problem which arises in the Philippine school system and the mandate of our constitution to implement gender and development in every educational institution. The Republic Act 7192 or the "women in development and nation building act" promotes the integration of women as full and equal partners of men in developing and building a nation. Thus, this study aimed to assessed the implementation of Gender and Development in Surigao del Sur State University as stipulated into the Constitution as perceived by students, faculty and staff. Furthermore, it sought to discover the problems encountered in the implementation of GAD Program and its possible solutions.

Research Methodology:

The study used descriptive survey research to determine the profile of the students and faculty members of Surigao del Sur State University Cantilan Campus in the implementation of Gender and Development Program.

Participants and Procedure:

The study was conducted in Surigao del Sur State University Cantilan Campus. Cantilan is the second class municipality and is known as the "Cradle of Towns" in the province of Surigao del Sur. The respondents were the students enrolled in the said University. It is the second largest campus of Surigao del Sur State University in terms of population. The students were enrolled in two programs, the Bachelor of Business Management and Bachelor of Computer Engineering. Faculty and staff were also respondents of this study.

In getting the samples for the students, Sloven's formula was employed. This method used to calculate the sample size given the population size and the margin of error. The study intended only two programs for students in order to have closer gap with the other two respondents, the faculty and staff.

These two programs were selected using the fishbowl technique. This was done by simply writing the names of the programs in SDSSU Cantilan in small rolled pieces of paper which are later placed in a container and then draws out the first two of paper. While in the samples for teachers and staff, universal sampling was used. Among the respondents 153 or 73.6% of which were female while 55 or 26.4% were males. There was a greater number of female respondents since most of the faculty and staff were females and only few were males. In terms of their educational attainment, most of the respondents were undergraduates or at the tertiary level (65.1%), while others were degree holders (34.9), where in all of the respondents that are degree holders either a faculty or staff of the University.

Researcher made questionnaire was used in this study which was validated by the experts of this field and was also subjected to reliability test to obtain the reliability index at 0.05 level of reliability. The instrument covers components in the implementation of Gender and Development Program such as its Priorities and Relevance, Planning, Implementation, Monitoring and Evaluation, Problems encountered in the implementation of the program and proposed solutions to the problem.

Statistical Treatment:

Descriptive statistics were used in describing the data that collected, and the responses to the different

questions in the interview was described in terms of their weighted mean score. Furthermore, One-Way Analysis of Variance (ANOVA) was used to analyze the significant difference at 1% and 5% level of significance on the extent of implementation of Gender and Development in the school system of Surigao del Sur State University Cantilan Campus as perceived by both students and teachers.

RESULTS AND DISCUSSION

The study employed the descriptive method which tackled and revealed the relationships that existed, practices that prevailed, and assessments that implemented the Gender and Development Program in Surigao del Sur State University Cantilan Campus. Descriptive research involves description, recording, analysis and interpretation of the present nature of the situation which were applied in this study.

Gender and Development Program is an approach used to integrate women's and men's needs and experiences into its components such as the Priorities and Relevance, Planning, Implementation, Monitoring and Evaluation, and the Funding and Other Sources. Table 1 showed the respondents assessment as to the extent of GAD implementation to its component. On the average, the GAD Program implementation has a weighted mean of 3.56 which was verbally interpreted as much implemented.

Table 1: Extent of the Implementation of Gender and Development

INDICATORS	WEIGHTED MEAN	ADJECTIVAL DESCRIPTION
Priorities and Relevance	3.6	Moderately implemented
Planning	3.8	Much implemented
Implementation	3.7	Much implemented
Monitoring and Evaluation	3.3	Moderately implemented
Funding and Other Sources	3.4	Moderately implemented
AVERAGE WEIGHTED MEAN	3.56	Much Implemented

As assessed by students, faculty and staff the level of the implementation of Gender and Development Program was much implemented. In terms of "priorities and relevance" the respondents are one in their views with a weighted mean of 3.6 and are verbally interpreted as "moderately attained". With regards to the planning of Gender and Development programs and activities they noted that GAD performance was moderately attained with a weighted mean of 3.8. With respect to the implementation Gender and Development in terms of its strategies it has a weighted mean of 3.7 and in terms of monitoring and evaluation it has a weighted mean score of 3.3, which verbally interpreted as "moderately implemented". As to the funding and other sources of the program, the respondents assessed it as moderately attained with a weighted mean of 3.4.

It is the commitment of the Commission on Higher Education and with the Presidents of State

Universities and Colleges, Other Public and Private Higher Education Institutions as to the pursuant of Magna Carta of Women to pursue capacity – building on gender and development (GAD), peace and human rights education for teachers and all those involved in the education sector. Furthermore, the Institution must ensure the grant access of women to higher education, despite the fact that various socio-economic, cultural and political obstacles. Lastly the Commission also identified various GAD activities of higher education institutions which contributed to the proper institutionalization of Gender and Development programs. Furthermore, effective utilization of the GAD Budget was also identified in State Universities and Colleges to develop and maintain GAD projects that would effectively assist the constituencies of the localities where they are situated.

Table 2: Analysis of Variance on the Significant Difference on the Implementation of Gender and Development

	Sum of Squares	Df	Mean Square	F	Critical Value		Decision	Interpretation
					1%	5%		
Between Groups	0.7	4	0.175	14.89	4.04	2.70	Ho rejected	The difference of the extent of GAD Implementation is statistically significant
Within Groups	0.047	29	0.00162					
Total	0.747	33						

Using the Analysis of Variance (ANOVA), the extent of implementation of Gender and Development in the school system as perceived by both students and teachers was showed that the F-value at 5% level of significance was 14.89 which was greater than the critical value of 4.04 and 2.70 at 1% and 5% level of significance, respectively. This means that the computed data rejected the null hypothesis that there was no significant difference on the extent of implementation of Gender and Development in the school system as perceived by both students and teachers. This implies further that every indicator under the extent of implementation of Gender and Development varied from each other. Which means further that each indicator had distinct and separate activities made and done from the other indicators. The lists of activities of Gender and Development Program in Surigao del Sur State University may also indicate that there are lots of activities scheduled and participated by the faculty and administration and less for the students. Which could also explain, why they perceived Gender and Development Program differently.

This result was supported with the study of Piálek, (2008) that there is a consequence among many developed organizations who are undertaking gender mainstreaming. The most interesting fact about the vast number of analyses about gender mainstreaming is the consistency with which they tell of GAD influenced policies failing to implement

GAD approaches in practice. It focuses upon the contemporary process of gender mainstreaming in development organizations – a term that specifically refers to a ‘process of organizational change’ that aims to explicitly develop the ‘use of GAD approaches within all projects and programs’ of development institutions in order to achieve ‘a vision of development that creates gender equitable social change’ in society. Moreover, it takes an approach that specifically details the ‘organizational process’ element of change inferred in the term.

Mills (1996) also supported that there is a disturbing gap between what teachers believed about student’s attitudes toward female gender values and what students actually believed. Moreover, the findings were also supported with the documentary of the National Science foundation (2005) that the gender gap in technology education would seem to substantiate the notion that boys are more interested in technology and computer related fields than girls. Aside from this, female is more likely to enrol in teacher education courses, nursing, cosmetics and culinary, since these are courses which show the role of female in a society, being the caretaker of the family. Likewise, the study of Proctor and Phimister (1995) asserted that, the division of labor between men and women, that had begun in gatherer societies developed into a relationship of inequality in settled farming communities.

Table 3: Problems in the Implementation of Gender and Development

ISSUES AND CONCERNS	WEIGHTED MEAN	ADJECTIVAL DESCRIPTION	RANK
• There is inadequate GAD facilities and equipment.	3.4	Serious	1
• There is a lack of awareness of the school constituents and the community on GAD program.	3.3	Serious	3
• There’s inadequate Information Education Communication materials on gender concern like poster, brochures, books etc.	3.3	Serious	3
• There are no programs, projects and activities conducted to address the needs of its clients.	3.3	Serious	3
• There’s lack of support from administration, faculty/staff as regard to implementation of GAD program.	3.2	Serious	7
• There’s a lack of manpower to enable the GAD Committee to deal with seemingly demanding work/responsibilities on GAD related program/activities.	3.2	Serious	7
• There is inadequate knowledge on GAD concerns/issues of faculty members which enable them to effectively advocate against gender discrimination.	3.2	Serious	7
• There is a weak support from the government, GO and NGO’s on GAD program.	3.2	Serious	7
• There is an insufficient funding resource for GAD program.	3.2	Serious	7
• There is no establish GAD Center	3.1	Serious	10.5
• The schedule of GAD activities sometimes are in conflict with the academic programs.	3.1	Serious	10.5
• The school has failed to incorporate gender perspectives in school policies and programs particularly relating to women’s	3	Serious	12

participation.			
AVERAGE WEIGHTED MEAN	3.2	SERIOUS	

The problems encountered in the implementation of GAD program were ranked according to its weighted means. These problems were inadequate of GAD facilities and equipment which was ranked first with a weighted mean of 3.4 and verbally interpreted as very serious. There was a lack of awareness of the school constituents and the community on GAD program, inadequate Information Education Communication materials, and there were no programs of GAD which were assessed as other problems in the implementation of GAD Program.

With the variety of serious problems encountered by the institution, it can be said that the University have not yet institutionalized GAD

program. One of the factors that could explain this is the adjustment period of the institution, since it is still a 3 year old University and is experiencing academic and administrative changes. Another one is that it was only recently that GAD desk or office was established because before GAD program was part of the Extension Program, which explains why is it that there is an inadequate supply of facilities and equipment for GAD program. As of now, a new coordinator or committee is designated for the University to meet the demands of its clients regarding gender issues. In accordance to these problems, respondents have suggested possible solutions to the problems in the implementation of Gender and Development Program.

Table 4: Proposed Solutions for the Improvement of the Implementation of Gender and Development

INDICATORS	WEIGHTED MEAN	ADJECTIVAL DESCRIPTION	RANK
1. The Administrators must implement RA 7192.	4.3	Extremely relevant	1
2. GAD representation should be involved in the planning and development.	4.2	Very relevant	2
3. The faculty/staff and students and community as well must be provided with seminar/training on Gender and Development.	4.1	Very relevant	3
4. The GAD Committee must have a comprehensive but workable annual GAD Plan.	4	Very relevant	6.5
5. GAD working Committee/s and sub-committee/s should be formally appointed with de-loading to be able to cater the needs of its clientele.	4	Very relevant	6.5
6. The establishment of a GAD Center that will cater to the men/women's needs in school and community as well.	4	Very relevant	6.5
7. The needs of clients must be addressed through programs, projects and activities.	4	Very relevant	6.5
8. Integrate gender issues and concerns in subjects taught by the faculty.	4	Very relevant	6.5
9. Strengthen linkages with GO/NGOs as partners on GAD related activities.	4	Very relevant	6.5
10. Development, reproduction and distribution of Information Education Communication (IEC) materials on GAD.	3.9	Relevant	11
11. GAD bulletin boards, materials and facilities shall be regularly maintained to facilitate the needs of the clients.	3.9	Relevant	11
12. Implement the 5% GAD allocation for GAD programs and projects.	3.9	Relevant	11
AVERAGE WEIGHTED MEAN	4.0		

Table 4 above shows that the respondents recommends that Administrators must extremely implement RA 7192 with a weighted mean of 4.3. Republic Act 7192 is cited as "Women in Development and National Building Act" which means that women's role in nation building is equal to that of men and that the state shall provide an equal rights opportunities with men. There is a need for a GAD representation to be involved during planning and development and a GAD working committees with a well-established GAD Center so that they could have more time attending to the needs of the school and the community on gender related concerns, which is ranked as the second most important solutions. GAD center or office will served as an easy access for the clients if ever they have issues and concerns, thus GAD office would also

mainstream gender into the functions of the University. Furthermore, there is a need to reproduce and developed Information Education materials on GAD, integrate gender issues and concerns in subjects taught of the faculty, and bulletin boards and materials to facilitate the needs of clients. Lastly, the institution must implement the 5% GAD allocation for GAD programs and projects. The 1995 General Appropriations Act (GAA) was passed into law with Section 27, a general provision, now known as the GAD Budget Policy, mandating all departments, bureaus, offices and agencies to set aside at least five percent of their appropriations for projects designed to address gender issues.

Conclusion:

The Commission on Higher Education has spearheaded a call for partnership among Higher Education in strengthening gender equality, development and peace; and reaffirming their commitment in having gender disparity and women empowerment in the higher education sector. It was observed from the data presented that Gender and Development was implemented in Surigao del Sur State University, but not yet institutionalized. To help the University institutionalize Gender and Development program as a mandate of the Commission on Higher Education, respondents proposed solutions such as to implement RA 7192 and an active involvement of the faculty, staff and students in the planning and development of the University. Thus with this, it allows a greater opportunity for the GAD program to implement its functions, to have more time attending the needs of the school and the community on gender related concerns. With the active participation of students, faculty and staff of SDSSU on the implementation and monitoring of GAD program, this would ensure gender equity and equality in the educational process.

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