GENDER AND DEVELOPMENT PROGRAM IN STATE UNIVERSITIES AND COLLEGES: AWARENESS, COMPLIANCE AND WOMEN EMPOWERMENT

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Abstract

This study sought to determine the awareness, compliance, and women empowerment on Gender and Development program of State Universities and Colleges in the Province of Negros Occidental during the School Year 2014-2015. Respondents of this study were the 22 GAD program implementers and 285 teacher-beneficiaries who have been employed during the said school year. This study employed the descriptive research design. Gathering of data was done by administering the self-made questionnaire to all the respondents. Processing of data was done with the use of Statistical Package for Social Sciences (SPSS) software. The data were analyzed according to the research problems. Frequency and percentage scoring were used in determining the respondents' profile. The mean was employed in determining the respondents' extents of awareness, compliance, and women empowerment; the Mann-Whitney U was employed in determining whether or not significant difference existed when respondents were grouped and compared according to selected variables; and Spearman's rho was employed in finding out whether or not significant relationship existed when said major variables were correlated. The study revealed the following results: Of the total GAD implementers, the group with most number of respondents came from the older group; followed by the Catholic group. More than half of the respondents had longer length of service whereas the least number of respondents came from the younger group and the non-Catholic groups. On the other hand, from the total of 285 teacher-beneficiaries, more than half of them came from the group with shorter length of service. The same is followed by the Catholic group. On the other hand, the groups with lesser number of respondents came from those with longer period of service and the non-Catholic.

The respondents' extent of awareness on GAD program was of high extent when taken as a whole across the five areas and even when determined by selected variables; the extent of compliance of the implementers on GAD program was of high extent in all five (5) areas and when considered by selected variables; and respondents' overall extent of women empowerment on GAD program was of high extent with respect to all five (5) areas and when determined by selected variables. The p-values showed significant difference existed between the extents of awareness of the respondents when grouped and compared according to sex, length of service, and civil status, except age and religion; the p-values showed no significant difference existed between the extents of compliance of the implementers on the GAD program when grouped and compared according to selected variables; and the p-values revealed significant difference existed between the extents of women empowerment of the respondents when grouped and compared according to age and length of service, except sex, religion, and civil status. The p-value displayed significant relationship existed between the extent of awareness and extent of compliance; the p-value showed significant relationship existed between the extent of awareness and extent of women empowerment; and finally, the p-value exhibited significant relationship existed between the extent of compliance and extent of women empowerment.

Keywords: Women, Empowerment, GAD Program.

Introduction

The Gender and Development Program (GAD) is a plan of action designed to address gender issues throughout the country. This program raises the awareness of local officials on the issue so they can proactively respond to the problem of violence against women in their communities and become advocates for women's rights and gender equality (Philippine Commission on Women, 2012).

Awareness on this program essentially promotes gender equality which is a very critical element in achieving decent work for all women and men in order to effect social and institutional change. To date, series of Gender Awareness and Development Seminars were conducted in different regions of the country.

Back in 2008, the National Demographic and Health Survey revealed that one in every five women whose age ranges from 15 to 49 has encountered physical violence since age 15. And out of 9,316 women who reported experiencing gender-based violence, only 17 percent sought help from agencies and other service providers. Those victim-survivors sought help from their own family (45 percent), friend/neighbor (28.5 percent), in-laws (14.5 percent), doctor/medical personnel (2.3 percent), police (9.3 percent), social service organization (6.0 percent), and lawyer (1.5 percent) (2012, Philippine Commission on Women). In the same manner, Carballo (2013), a writer in The Manila Times, reported that Filipino working women especially in the field of education are paid just 76% of what their male counterpart gets, indicating that despite growth and development there is still a significant gap in opportunities for men and women in the Philippines. She also stated that women received lower wages compared to men in the same work.

In response to these pressing issues, the Philippine Government mandated all government institutions to make and implement a Gender and Development Program designed to better promote understanding and addressing violence committed against women. Efforts to make governance gender responsive are promoted through legislation, such as the Magna Carta of Women (MCW) which mandates non-discriminatory and pro-gender equality and equity measures to enable women's participation in the formulation, implementation, and evaluation of policies, plans, and programs for national, regional,

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and local development (www.pcw.gov.ph; accessed 12/15/15).

Insofar as compliance is concerned, survey results showed that there had been an increased appreciation of the role of women and men in realizing the vision of the country (pcw.gov.ph; accessed 12/15/15).

To that effect, it brings about a sustained improvement in the well-being of Filipino men and women. Filipino women, therefore, are now considered central to the economy and without their participation development goals cannot be fully reached. This is the very essence of women empowerment.

On this note, the researcher, as an advocate, felt the need to determine the awareness, compliance, and women empowerment on Gender and Development programs of State Universities and Colleges in the Province of Negros Occidental during the School Year 2014-2015 with the purpose of coming up with an objective evaluation as basis for future recommendations; hence, this study.

Statement of the Problem

This study sought to determine the awareness, compliance, and women empowerment on Gender and Development programs of State Universities and Colleges in the Province of Negros Occidental during the School Year 2014-2015.

Specifically, this study sought to answer the following questions:

1. What is the profile of GAD Program implementers according to the following variables:
 - a. age;
 - b. sex;
 - c. length of service;
 - d. religion; and,
 - e. civil status?
2. What is the profile of teacher-beneficiaries according to the following variables:
 - a. age;
 - b. sex;
 - c. length of service;
 - d. religion; and,
 - e. civil status?
3. What is the extent of awareness of the implementers and beneficiaries on GAD Programs according to the following areas and when these areas are taken altogether:
 - a. civil and political rights;
 - b. economic, social and cultural rights;
 - c. physical violence;
 - d. sexual and gender based violence; and,
 - e. psychological abuse?

4. What is the extent of awareness of the implementers and beneficiaries when they are grouped according to the aforementioned variables?
5. What is the extent of compliance of the implementers according to the aforementioned areas and when these areas are taken altogether?
6. What is the extent of compliance of the implementers when they are grouped according to the aforementioned variables?
7. What is the extent of women empowerment of the implementers and beneficiaries according to the aforementioned areas and when these areas are taken altogether?
8. What is the extent of women empowerment of the implementers and beneficiaries when they are grouped according to the aforementioned variables?
9. Is there a significant difference in the extents of awareness of the implementers and beneficiaries when they are grouped and compared according to the aforementioned variables?
10. Is there a significant difference in the extents of compliance of the implementers when they are grouped and compared according to the aforementioned variables?
11. Is there a significant difference in the extents of women empowerment of the implementers and beneficiaries when they are grouped and compared according to the aforementioned variables?
12. Is there a significant relationship between the extent of awareness and extent of compliance?
13. Is there a significant relationship between the extent of awareness and extent of women empowerment?
14. Is there a significant relationship between the extent of compliance and extent of women empowerment?

Hypotheses

In view of the preceding objectives, the following null hypotheses were framed for testing:

1. There is no significant difference in the extents of awareness of the implementers and beneficiaries when they are grouped and compared according to the aforementioned variables.
2. There is no significant difference in the extents of compliance of the implementers when they are grouped and compared according to the aforementioned variables.
3. There is no significant difference in the extents of women empowerment of the implementers and beneficiaries when they are grouped and compared according to the aforementioned variables.

4. There is no significant relationship between the extent of awareness and extent of compliance.
5. There is no significant relationship between the extent of awareness and extent of women empowerment.
6. There is no significant relationship between the extent of compliance and extent of women empowerment.

Materials and Methods

Research Design

This study employed the descriptive research design in determining the extent of awareness, compliance, and women empowerment on the Gender and Development Program.

Descriptive research design is utilized for the purpose of accurately portraying a population that has been chosen because of some specific characteristics. It is also used to determine the extent or direction of attitudes and behaviors (Cristobal and Cristobal, 2013).

Hence, descriptive research design is appropriate for this study as it aims to gather more information

about characteristics within the present field of investigation and it aids in making professional judgments.

Locale of the Study

This study was conducted in all State Colleges and Universities in Negros Occidental during the School Year 2014-2015.

Presently, there are seven (7) State Colleges and nine (9) State Universities all over the Province of Negros Occidental. These State Colleges and Universities offered courses with minimal tuition fees and are therefore very much affordable for the Negrense students.

Respondents of the Study

The respondents of the study were the twenty-two (22) GAD Program Implementers and two-hundred and eighty-five (285) Teacher-Beneficiaries employed during the School Year 2014-2015.

Table 1 below shows the distribution of respondents.

Table 1: Distribution of Respondents

Respondents	Population (N)	Percentage (%)
GAD Program Implementers	22	7.17
Teacher-Beneficiaries	285	92.83
Total	307	100.00

Data Gathering Instrument

A self-made questionnaire was used in gathering the data on the extent of awareness, compliance, and women empowerment on Gender and Development Programs of the State Universities and Colleges in Negros Occidental.

The questionnaire consisted of three parts, namely: Part 1 contained queries on respondents' profile such as their age, sex, length of service, religion, and civil status.

Part 2 was the questionnaire proper for awareness and compliance categorized into five (5) areas, namely: civil and political rights; economic, social and cultural rights; physical violence; sexual and gender based violence; and, psychological abuse. Each area contained seven (7) issues.

Part 3 was the questionnaire for women empowerment with similar areas.

Responses will be interpreted according to the following guide:

Score Range	Interpretation
4.24 – 5.04	Very great extent (Always)
3.43 – 4.23	Great extent (Often)
2.62 – 3.42	Moderate extent (Sometimes)
1.81 – 2.61	Low extent (Rarely)
1.00 – 1.80	Very low extent (Almost never to none)

Validity of the Research Instrument

The research instrument was subjected to face and content validation by a jury of five (5) experts in the fields of research, psychology, administration, and educational management. Three of the five validators are faculty members and researchers of Carlos Hilado Memorial State College-Talisay City Campus. One of them is a practicing statistician. Another validator is a registered psychometrician and head of the Guidance Office of the same institution. The fifth validator is currently the Chief for School Governance and Operation, Division of Bacolod City, Dep-Ed. All of the validators have the necessary masters and doctorate degrees in their own fields of specialization such as in education, research, and psychology.

According to Cristobal and Cristobal (2013), validity is the ability of an instrument to measure what it purports to measure. When a study investigates the common causes of absences, the content of the instrument must focus on these variables and indicators.

The validity status reached a rating of 4.80, interpreted as "Outstanding."

Reliability of the Research Instrument

The research instrument was subjected to reliability testing with the use of Alpha coefficient (frequently called Cronbach Alpha after the man who developed it). This coefficient (α) is a general form of the K20 formula to be used in calculating the reliability of items that are not scored right versus wrong (Frankeel and Wallen, 2010).

The dry-run respondents for this purpose were the five (5) selected secondary public school administrators, ten (10) selected GAD focal persons and fifteen (15) selected female teachers in the Division of Bacolod City.

According to Franenkel and Wallen (2010), reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

The computed reliability values were 0.950 for the awareness, 0.952 for the compliance, and 0.971 for women empowerment. All values were interpreted with "very highly reliable" correlation.

Data Gathering Procedure

The researcher had asked permission through written communication from the administrators of the different state colleges and universities in Negros Occidental. When given permission, the researcher distributed the survey questionnaires and the purpose of the study had been explained.

The gathered data were computed using the Statistical Package for Social Sciences (SPSS) software. SPSS is the most widely used software in social sciences. It is also used in natural science research. It has data entry module and common procedures of social statistics. It has proven useful in market survey research, sales analysis, management reporting, development study, education research, etc. (De Belen and Feliciano, 2015).

Analytical Schemes

This study employed three analytical schemes based on the research objectives. These schemes are descriptive, comparative, and relational.

Objectives 1 to 8 which aimed to find out the profile of implementers and teacher-beneficiaries and the extents of their awareness, compliance, and women empowerment on Gender and Development Programs employed the descriptive analytical scheme.

Objectives 9 to 11 which aimed to find out whether or not significant differences existed between the respondents' extents in awareness, compliance, and women empowerment on Gender and Development Programs when respondents are grouped and compared according to selected variables employed the comparative analytical scheme.

Finally, objectives 12 to 14 which aimed to find out whether or not significant relationships existed when the three preceding major variables (i.e. awareness, compliance, and women empowerment) are correlated employed the relational analytical scheme.

Statistical Tools

The data were analyzed based on the research objectives found in Chapter 1.

Objectives 1 and 2 employed the frequency count and percentage in determining the profile of the implementers and beneficiaries in terms of age, sex, length of service, religion, and civil status.

Objectives 3 to 8 employed the mean in determining the extent of awareness, compliance, and women empowerment on Gender and Development Program. The mean is the intermediate value between other values (Franenkel and Wallen, 2010).

Objectives 9 to 11 employed the Mann-Whitney U-Test in determining whether or not significant differences existed in the extents of awareness, compliance, and women empowerment when respondents are grouped and compared according to selected variables. The Mann-Whitney U-Test is

designed to use the data from two separate samples to evaluate the difference between two treatments or two populations (Gravetter and Walnau, 2012).

Objectives 12 to 14 employed the Spearman's rho in determining whether or not significant relationships existed when the following major variables are correlated: awareness, compliance, and empowerment. Spearman's rho is a measure of the linear relationship between two variables. Computations are done after the numbers are converted to ranks. When converting to ranks, the smallest value on X becomes a rank of 1, etc. (Ffranekel and Wallen, 2010).

Finally, the computed p-values were interpreted using the following guide:

- a. Reject null hypothesis if the p-value is equal to or less than 0.05 level of significance.
- b. Do not reject the null hypothesis if the p-value is greater than 0.05 level of significance.

Conclusions and Recommendations

On the bases of the foregoing findings of the study, the researcher arrived at the following conclusions:

Respondents were substantially informed on their rights through the implementation of the GAD program in their respective institutions.

Implementers have essentially complied with the GAD program designed to curb sexual and gender-based violence which has been perceived as harmful acts that is perpetrated against one's will and is based on socially ascribed differences between males and females.

Respondents recognized that equal rights should exist practically in all aspects between men and women. Thus, women must receive equal treatment and not be discriminated against based on their gender.

Being there in the workplace for a long time and being mature had given respondents the favorable insight as regards the benefit of women empowerment in their respective institutions.

Certain degree of awareness necessitates conformity resulting in an increase appreciation of women's role in realizing their respective institutional objectives.

Likewise, awareness of the same promotes respect for the equally valid roles that women play in the society in relation to men.

Finally, the compliance of the GAD program generates respect for women particularly on the

latter's role not just in their own institutions but also in the society as a whole.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are advanced:

Awareness:

"On providing opportunity for everyone to gain their living by freely chosen or accepted work"

School administrators and GAD program implementers must conduct orientations and make a covenant to all employees recognizing their right to work, which includes the right of everyone to the opportunity to gain his or her living by work which he or she freely chooses or accepts and will take appropriate steps to safeguard this right.

"On encouraging participation in cultural life, enjoy the benefits of scientific progress and to benefit from the protection of the moral and material rights to any scientific discovery or artistic world they have"

As important element of management's commitment, school administrators must assure employees of their fair and equitable access to cultural resources and support; and that the same is made part of the institutional plan.

"On provision and encouragement of women participation in conflict management programs"

School administrators and GAD program implementers should disseminate information through posting on the bulletin boards or series of fora to inform everyone in school communities of the existing policy involving women participation in peace processes as an institutional requirement.

Compliance:

"On protection of individuals' freedom from unwarranted infringement"

A task force must be created to immediately report infringement-related incidents, particularly against women, to authorities for appropriate actions.

"On provision of healthy occupational and environmental conditions"

School administrators and GAD program implementers should review the policy-formulation, priorities and strategies in occupational safety, health and environment at work places. Good practices are essential for prevention and promotion of such measures.

“On developing workplace violence prevention plans for individual worksites”

School administrators and GAD program implementers should conduct an assessment on their worksites and identify more effective methods for reducing the likelihood of incidents occurring.

“On establishing a zero-tolerance policy toward workplace and violence”

School administrators and GAD program implementers should combine their policy with engineering controls, administrative controls and training that can reduce the incidence of workplace violence.

“On conducting social dialogue on sexual harassment”

School administrators and GAD program implementers should conduct a periodic dialogue to establish general rules against harassment. Such rules would promote transparency and participation.

“On conducting fora on other forms of harassment that undermine the dignity of women and men, negate gender equality and can have significant implication”

School administrators and GAD program implementers should work for an organizational culture where discussion and disagreements on matters are accepted, but not personal attacks. Map risks on harassment in the work environment. Clarify roles and responsibilities, as well as measures and solutions that can be initiated if the harassment occurs.

Women Empowerment

“On provision of a well-written and implemented workplace violence prevention policy”

School administrators and GAD program implementers should revisit the policy on workplace violence. The policy should cover all employees, students or clients, visitors, and anyone else who may come in contact with school personnel.

“On conduct of meetings, as the case may be, with other officers and employees, teachers, instructors, professors and students to increase understanding and prevent incidents of psychological abuses against women.”

School administrators and GAD program implementers should conduct a periodic dialogue to all employees, parents, students, and other

stakeholders to establish general rules against abuses of women.

Conflict of Interest

There is no Conflict of Interest in this work.

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