

AWARENESS ON GENDER AND DEVELOPMENT (GAD) PROGRAM AMONG GUIMARAS STATE COLLEGE PERSONNEL: BASIS FOR GENDER MAINSTREAMING

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ABSTRACT

This study was conducted to determine awareness on the implementation of Gender and Development (GAD) program among personnel of the Guimaras State College and that will serve as basis for gender mainstreaming. Out of 150 members of the faculty (98) and staff (52) of the college were the respondents of this study adapting the Australian Red Cross: Organizational Assessment and World Health Organization Gender Assessment Tools for the profile and awareness on GAD and secondary data for gender initiatives of the college in implementing the program. Of 150 respondents, 139 responded; and data revealed that majority were aging between 21-40 years old, female and mostly bachelor's degree holders. Almost half are staff personnel. From the faculty members, the highest are instructors with professors being the lowest. Results also revealed that all are aware of the GAD policy/program, the technical capacity of personnel assigned, the organizational culture that is going through and the corresponding accountabilities in the process of implementing GAD and the political will to support gender mainstreaming initiatives. There is a significant relationship on the level of awareness on GAD, specifically on policy/programs, technical capacity, organizational culture, accountability and political will among personnel of Guimaras State College taken as a whole and when categorized according to their personal profile. Further, gender initiatives have been instituted in the college as evidenced by annual GAD Plan and Budget and Annual Accomplishment reports submitted to the Philippine Commission on Women (PCW) and Commission on Higher Education (CHED), among others.

Keywords: gender and development (GAD), awareness, personnel, mainstreaming, GSC

INTRODUCTION

Background of the Study

The Philippine Constitution recognizes the fundamental equality before the law of women and men. The Magna Carta of Women (MCW) or RA 9710 and other laws enshrine this policy. The Philippines also subscribes to the provisions of the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Beijing Platform for Action (BPFA), the Millennium Development Goals (MDGs) and similar international conventions and commitments. (PCW-NEDA-DBM Joint Circular No. 2012-01).

The explicit stipulations on the fundamental equality between men and women and other sections of the Philippine Constitution, the New Family Code of the Philippines, and the single statement in the Medium Term Philippine Development Plan or MTPDP ("Women, who constitute half of the nation's population, shall be effectively mobilized") provided the base upon which the Philippine Development Plan for Women (PDPW) could spring. Executive Order 348 which approved and adopted the PDPW, steady strides had been taken, building upon previous gains, towards institutionalizing gender concerns. Likewise, Republic Act 7192, the Women in Development and National-Building Act, and its corresponding Implementing Rules and Regulations, specifically mandated the formulation of a Philippine Plan for Gender-Responsive Development (PPGD), 1995-2025. (Plan Framework of the Philippine Plan for Gender-Responsive Development 1995-2025)

Recognizing that the economic, political and socio-cultural realities affect women's current condition, the State affirms the role of women in nation building and ensures the substantive equality of women and men (CHED Gender and Development Handbook, 2014).

Accordingly, gender equality is a basic human right and a necessary condition for the elimination of poverty and attainment of national social and economic development. And that, the principle of basic human rights calls for equal civil, political, economic, social and cultural rights for all individuals. But, gender equality is difficult to achieve. Although there has been much progress, women in the Philippines and elsewhere still trail men in their political representation, economic opportunities, health and well-being and other outcomes. (United Nations Country Team. 2006)

Though Executive Order (EO) No. 273 (Approving and Adopting the Philippine Plan for Gender-Responsive Development (PPGD 1995-2025) which mandates agencies to incorporate and reflect GAD concerns in their agency performance commitment contracts, annual budget proposals and work and financial plans and pursuant to the MCW and General Appropriations Act (GAA) mandating all government departments, including their attached agencies, offices, bureaus, including state, universities and colleges (SUCs) formulate their annual GAD Plan and Budgets (GPBs) to mainstream gender perspectives in their policies, programs and projects. And, that GAD planning shall be integrated in the regular activities of the agencies and the cost of implementation of which shall be at least five percent (5%) of their total budgets. (CHED GAD Handbook. 2014). This was supported by the Gender and Development Accord of the Philippine Higher Education Institutions with a Declaration of Commitment and Partnership signed by heads of agencies and/or agency representatives on the 12th day of October, 2011 at UP Diliman, Quezon City.

However, gender concerns on campus showed that there is a need for gender balance in education, as in other parts of the world that women seem to be at the short end of the socioeconomic relations between men and women. Education is where this imbalance can begin to be addressed. (Kintanar. 2013)

Guimaras State College, on the other hand is mandated to integrate Gender and Development (GAD) in the college in its regular programs, projects and activities. However, there is no concrete basis to gauge how this program is being undertaken; hence this initial study is to be conducted to serve as basis on mainstreaming GAD as it envisions of becoming a gender responsive academic institution.

Statement of the Problem

This study aimed to determine the level of awareness on Gender and Development (GAD) among personnel of Guimaras State College.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of age, sex, highest educational attainment, and position?
2. What is the level of awareness on Gender and Development among the personnel of Guimaras State College?
3. Are there significant relationships in the level of awareness on Gender and Development among Guimaras State College personnel taken as a whole and when categorized according to their personal profile?
4. What gender initiatives have been undertaken that will serve as input to further mainstream GAD in the college?

Framework

This study focused on the belief that development is everybody's concern. Everyone in the society regardless of age, sex, religion, ethnicity or class, has the right to equal opportunities to achieve a better life. It is government's role and its duly mandated authority, to secure development for its citizens and to ensure equitable distribution of resources in a society.

GSC as a government academic institution is mandated to implement the GAD program that can initiate change toward a gender responsive development. Firstly, it has the machinery and mechanisms for reaching out to people, its personnel, the student-clients and the community as a whole. These mechanisms could determine women's needs, address their concerns and promote their effective participation, including feedback if indeed government programs and projects make a difference in their lives. Secondly, GSC has resources and expertise that allow it to set national priorities and determine the extent of their allocation for competing social and economic demands. However, instrumental to this, is the question as whether the personnel are aware and if aware to what extent they understand how GAD is to be taken as an approach to realizing equal opportunities and benefits for both men and women; and to the extent of identifying initial initiatives GSC has provided towards becoming a gender responsive academic institution.

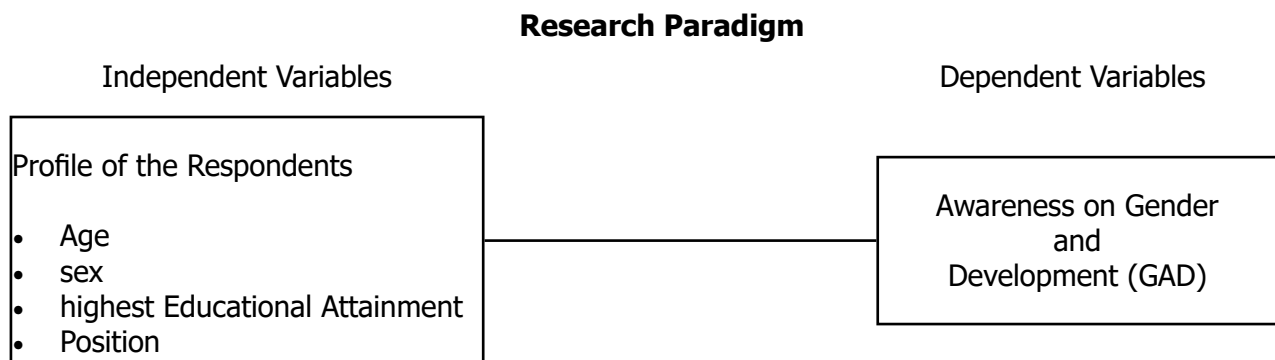


Figure 1. Schematic diagram on the GAD awareness among personnel of the Guimaras State College as influenced by the personal profile of the respondents

REVIEW OF RELATED LITERATURE

Gender and Development

GAD approach is not just focused on the biological inequalities among sexes: men and women, however on how social roles, reproductive roles and economic roles are linked to Gender inequalities of: masculinity and femininity (<http://cn2collins.wordpress.com/2013/03/19/the-wid-wad-gad-approach-on-gender-development/>).

In the Philippines and around the world, there is a growing recognition that development and poverty reduction cannot be achieved without equal access by all groups to decision-making, planning, political participation, education, and productive resources. Moreover, the Gender Relations Hierarchical relations of power between women and men that tend to disadvantage women are a big problem of the society nowadays, and gender equality is difficult to achieve. Although there has been much progress, women in the Philippines and elsewhere still trail men in their political representation, economic opportunities, health and well-being and other outcomes (Promoting Gender Equality in the Philippines Journal, January 2006).

The Gender and Development (GAD) perspective calls for a synthesis of the issues of materialist political economy and the radical-feminist issues of patriarchy and ideology (patriarchal ideology). Drawing on the socialist-feminist perspective, the GAD approach argues that women's status in society is deeply affected by their material conditions of life and by their position in the national, regional, and global economies. GAD also recognizes that women are deeply affected by the nature of patriarchal power in their societies at the national, community, and household levels. Moreover, women's material conditions and patriarchal authority are both defined and maintained by the accepted norms and values that define women's and men's roles and duties in a particular society (Sen and Grown 1987, as seen in Parpart, Connelly, and Barriteau, 2000).

Gender

According to Cherry, Gender refers to the personal sexual identity of an individual, regardless of the person's biological and outward sex. How people define masculinity and femininity can vary based on the individual's background and surrounding culture. Differing societal expectations in different cultures establish the behavioral, psychological and physical attributes that are associated one gender or another (<http://psychology.about.com/od/>).

Gender is one that makes it possible to distinguish biologically founded sexual differences between women and men from the culturally determined differences between the roles given to or undertaken by women and men in a society. It is easy to understand the biological differences between men and women, as these are universal (Moser, 1993).

The Canadian International Development Agency (2007) further stated that gender alludes not simply to women or men but to the relationship between them and the way it is socially constructed. These socially constructed differences are not always so easily discernible. The concept of gender assists us in recognizing the socially constructed roles and relationships defined for men and women within a society. These roles and relationships are learned, change overtime and have wide variations within and between cultures.

Gender Roles and Needs

Razavi and Miller (1995) discussed that gender roles are affected by a number of factors such as age, class, race, ethnicity, religion and ideologies, in addition to the geographical, economic and political environment.

Roles may be flexible, rigid, similar or different as well as they may be complimentary or conflicting. Policies and social structures are instrumental in institutionalizing the maintenance and replication of the social construction of gender.

Bertrand (2006) presented that eighty percent of the world's 20 poorest countries have suffered from a major conflict in the past 15 years.

In Sub-Saharan Africa, conflicts have taken an increasing toll on development prospects, with almost half of all countries, and one in five Africans, directly or indirectly affected by conflict. As women and men have different needs and play different social and economic roles in restoring war-torn societies, it is particularly important to ensure that post-conflict interventions are inclusive. There is a substantial body of literature on men's and women's different experiences of conflict that demonstrate that there are high short- and long-term costs to countries' development if they fail to address gender-specific needs. The United Nations Security Council Resolution 1325 (2000) recognizes the distinction between women's and men's needs and calls on all actors involved in negotiating and implementing peace agreements to adopt a gender perspective. This perspective includes paying attention to the special needs of women and girls during repatriation and resettlement, rehabilitation, reintegration and post-conflict reconstruction. Increasingly, the need to examine notions of "masculinities" is also part of an improved response to post-conflict needs.

Gender Equality

The journal on Promoting Gender Equality in the Philippines (January 2006) discussed that the international community has identified and targets for promoting gender equality in several key international instruments. As a signatory to these instruments, the Philippines share these commitments to gender equality. The key international instruments are as follows:

The International Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), known as the Women's Bill of Rights, signed by the Philippines 1979, and the Optional Protocol, ratified in 2003, defines what constitutes discrimination against women and obligate government to take action to promote the rights of women.

The Beijing Declaration and Platform Action (BPA, 1995) has been implemented within the framework of the 30-year Philippine Plan for Gender Responsive Development. It includes agreements for eliminating discrimination against women, eradicating poverty, adopting measure towards placing women in key positions and it provides recommendations concerning unpaid work.

Justin Green, for example, noted that women are better educated than men, Improved Gender Dimension, Agencies with a mandate for the advancement of women established within and by governments for integrating gender concerns in development policy and planning. This is reflected in the growing prominence of gender strategies for development institutions and their programs, the emergence of compelling approaches for gender mainstreaming, and the development of indicators for tracking performance. The agricultural research community has built on this progress to pursue increasingly more substantive approaches to gender as reflected most recently in the improved gender dimensions of the new CGIAR research programs.

The CGIAR Research Program on Aquatic Agricultural Systems will address underlying gender norms such as discrimination and inequality. Efforts to date have focused on addressing the symptoms/consequences of inequalities and not the root causes. Unless women are truly empowered and the power dynamics shaping social and economic disadvantage change, sustainable progress towards development goals is unlikely to be achieved. Transformative interventions that address the social norms and power relations causing disparities in resources, markets and technologies also are needed, along with innovative organizational change processes and activities that ensure that gender integration becomes part of standard agricultural research in development practice.

Aquatic Agricultural Systems (AAS) designed a transformative gender research in development strategy to help pursue its goals of widespread, deep and lasting impacts. AAS recently convened a workshop on Building Coalitions, Creating Change: An Agenda for Gender Transformative Research in Agricultural Development to help foster this approach. The workshop brought together a wide range of researchers and development practitioners from various development sectors to review the current state of knowledge on gender transformative approaches, and distill learning that can be applied in the design and implementation of the work of the CGIAR research programs and other new development programs.

Gender on Social Policy

The study of the United Nations Research Institute for Social Development examined the task that gender plays on social policy. A gender perspective on social policies in the South, as in the North until quite recently, has remained on the margins of these debates. This project attempts to move the gender analytical framework closer to the centre of social policy thinking. From their different regional perspectives, the research papers prepared for the project map out the complex ways in which social policies are filtered through social institutions—families and communities; markets; care arrangements.

Attention to gender also reveals the extent to which inequalities (of class, gender and region) are being intensified as a consequence of shifts in the global economy, and processes of privatization and commercialization taking place within countries. Women's unpaid care work continues to form the bedrock on which social protection is subsidized, with erosions in state provisioning impacting most strongly on women. Despite women's increasing participation in paid work, labor markets continue to reproduce gender-based segmentations and inequalities in wages/income, work-related social benefits, and social security.

Gender Mainstreaming

Gender mainstreaming in government was formally introduced by the National Commission on the Role of Filipino Women (NCRFW) in 1994 as a strategy to implement the gender equality policy of the State. Since then, various efforts have been undertaken by agencies to make it a regular commitment of their respective organizations. All these efforts of government agencies continue up to this day. (www.pcw.gov.ph/gmef) Retrieved Nov. 14, 2014.

On the other hand, an undergraduate study conducted by G. Gamarcha, et al., revealed that all personnel of Guimaras State College are aware of the GAD policy/program, the technical capacity of personnel assigned and the organizational culture that is going through and the corresponding accountabilities in the process of implementing GAD in the college and the political will to support gender mainstreaming initiatives.

METHODOLOGY

Research Design

The descriptive research design was used in the study to determine GAD awareness level among personnel of Guimaras State College and the initiatives undertaken by the college to pursue gender mainstreaming. Descriptive research is conclusive in nature, as it gathers quantifiable information that can be used for statistical inference on your target audience through data analysis (Penwarden, 2014).

Respondents of the Study

A total of 150 respondents which included the 98 faculty members and 52 administrative staff were the respondents of the study.

Data Gathering Instrument

The questionnaire that was employed to gather data for the study was adapted from Australian Red Cross: Organizational Assessment Tool and WHO Gender Assessment Tool. The questionnaire was made up of two parts: Part One, Personal Information, elicited data on the respondents' sex, age, highest educational attainment, and position or designation; Part Two, Gender Assessment Checklist. Information on the gender initiatives undertaken by the college was consolidated from the documentation reports on file.

Data Gathering Procedure

Permission from the College President was granted for the conduct of survey to the personnel of Guimaras State College using the adapted questionnaire, administration of instruments was done by students while, data on GAD initiatives done by the college was personally consolidated based on the accomplishment reports on file.

Statistical Treatment of Data

The data were collected, sorted, and tabulated based on the requirements of the study. The following statistical tools were used in analyzing and evaluating the data using the MS Excel Analysis Tool Pak VBA (Visual Basic Application), Frequency, ANOVA, percent and mean.

RESULTS AND DISCUSSION

Profile of the respondents categorized according to variables

The profile of the respondents is presented in Table 1. Out of 150 respondents, only 139 responded. Results revealed that majority (69.06%) of them aged between 21-40 years old followed by those 41 years old and above (30.22%). As to sex, just more than half (56.83%) were females and the rest were males (43.17%). As to their educational attainment, majority (78.42%) were Bachelors' degree holders, with few (25 or 17.98%) having masters' degrees while only 5 (3.6) having doctoral degrees. With regard to their position in the college, it showed that almost half (49.64%) of them belonged to the administrative staff, followed by instructors (33.09%) with only few from the professional positions. This only means that the college has more young members of the faculty and staff.

Table 1. Profile of the respondents

Age	F	%
20 and below	1	0.72
21-40 years old	96	69.06
Above 40 years old	42	30.22
Total	139	100.00
Sex		
Male	60	43.17
Female	79	56.83
Total	139	100.0
Educational attainment		
Bachelor's Degree	109	78.42
Master's Degree	25	17.98
Doctoral Degree	5	3.6
Total	139	100.0
Position		
Instructor	46	33.09
Asst. Prof.	16	11.51
Asso. Prof.	5	3.6
Professor	3	2.16
Staff	69	49.64
Total	139	100.0

GAD awareness on policy/program

Table 2 presents the awareness among personnel of Guimaras State College on GAD policy/program. Data showed that they were aware of the GAD policy/program of the college. Looking into the individual item, the highest having a mean of 3.86 was on "that step taken to ensure equal participation of women and men." This implies that respondents had already prior knowledge of the GAD program of the college.

Table 2. GAD awareness among the personnel of Guimaras State College

Aspect 1- Policy/Program	Mean	Interpretation	Variance
I am aware ...			
of the Vision, Mission, Goals and Objectives of Gender and Development of the Guimaras State College.	3.76	Aware	1.14
that men and women participate in implementation, design, monitoring and evaluation of Gender and Development.	3.73	Aware	0.91
that steps taken to ensure equal participation of women and men.	3.86	Aware	0.81
of the policy or program considers life conditions and opportunities of women and men.	3.80	Aware	1.03
Total	3.78	Aware	0.97

Scale: 1.00-1.80 = Strongly not Aware

3.41-4.20 = Aware

1.81-2.60 = Not Aware

4.21-5.00 = Strongly Aware

2.61-3.40 = Moderately Aware

GAD awareness in terms of technical capacity

Table 3 presents awareness on GAD among personnel of GSC in terms of technical capacity. Results revealed that they were aware and in terms of individual item the highest mean was 3.81 for both items on "that there is a person and/or division responsible for gender", and "that there are project planning, implementations, evaluation and advisory teams consist of members who are gender sensitive." This means that gender advocacies had already been conducted by technical personnel assigned.

Table 3. GAD awareness in terms of technical capacity

Aspect 2 – Technical Capacity	Mean	Interpretation	Variance
I am aware...			
that there is a person and/or division responsible for gender.	3.81	Aware	1.27
that staff have been trained to have the necessary knowledge and skills to carry out their work with gender awareness.	3.76	Aware	1.07
that there are project planning, implementations, evaluation and advisory teams consist of members who are gender sensitive.	3.81	Aware	0.98
that gender analysis is built into our program planning and implementation procedures.	3.71	Aware	1
Total	3.77	Aware	1.08

Scale: 1.00-1.80 = Strongly not Aware

3.41-4.20 = Aware

1.81-2.60 = Not Aware

4.21-5.00 = Strongly Aware

2.61-3.40 = Moderately Aware

GAD awareness in terms of organizational culture

In the aspect of organizational culture, the respondents were aware of the GAD program. Looking into the individual items in Table 4, it further revealed that the item with highest mean of 3.87 was "that the College has made significant progress in mainstreaming gender into our operations and programs." This implies that GAD initiatives had already been undertaken in the college as part of the various programs.

Table 4. GAD awareness in terms of organizational culture

Aspect 3-Organizational Culture	Mean	Interpretation	Variance
I am aware...			
that the gender issues are taken seriously and discussed openly by men and women.	3.71	Aware	0.98
that the College has a reputation for integrity and competence in gender issues amongst leaders in the field of gender and development.	3.83	Aware	0.97
that the staff are committed to the advancement of gender equality.	3.77	Aware	0.9
that the College has made significant progress in mainstreaming gender into our operations and programs	3.87	Aware	0.88
Total	3.79	Aware	0.93

Scale: 1.00-1.80 = Strongly not Aware

3.41-4.20 = Aware

1.81-2.60 = Not Aware

4.21-5.00 = Strongly Aware

2.61-3.40 = Moderately Aware

GAD awareness in terms of accountability

Table 5 presents awareness on GAD among personnel in terms of GAD accountability and data showed that they were aware on this aspect. On the individual item, it further revealed that the highest was on "that the college programs and projects ensure the equal participation of, and benefit to men, women, boys and girls," having a mean of 3.80. This means that the college had initiated gender mainstreaming in its various programs, projects and activities and that respondents had thorough knowledge on the implementation of the GAD program.

Table 5. GAD awareness on accountability

Aspect 4 – Accountability	Mean	Interpretation	Variance
I am aware...			
that the gender impact of projects and programs is monitored and evaluated.	3.71	Aware	0.99
that the College programs and projects ensure the equal participation of, and benefit to, men, women, boys, and girls.	3.8	Aware	1.08
that the gender awareness is included in job descriptions and/or in job performance criteria.	3.72	Aware	0.96
that the data collected for programs and projects are disaggregated by sex.	3.70	Aware	0.90
Total	3.73	Aware	0.98

Scale: 1.00-1.80 = Strongly not Aware

3.41-4.20 = Aware

1.81-2.60 = Not Aware

4.21-5.00 = Strongly Aware

2.61-3.40 = Moderately Aware

GAD awareness in terms of political will

Data in Table 6, revealed that respondents were aware on GAD program in terms of the political will of the college. Based on the individual items listed, it also revealed that they were aware with the highest mean of 3.97 in item which states, "that the college has budgeted adequate financial resources to support our gender mainstreaming initiatives." This only means that these personnel have thorough knowledge on how GAD program is being implemented in the college.

Table 6. GAD awareness in terms of political will

Aspect 5 – Political Will	Mean	Interpretation	Variance
I am aware...			
that the integration of gender equality in programs/projects is mandated.	3.88	Aware	0.98
that the College has a written gender policy that affirms a commitment to gender equality.	3.83	Aware	0.90
that the senior management actively support and take responsibility for the implementation of our policy on gender equality (or for promoting gender equality if no policy exists).	3.86	Aware	0.86
that the College has budgeted adequate financial resources to support our gender mainstreaming initiatives.	3.97	Aware	1.04
Total	3.88	Aware	0.94

Scale: 1.00-1.80 = Strongly not Aware

3.41-4.20 = Aware

1.81-2.60 = Not Aware

4.21-5.00 = Strongly Aware

2.61-3.40 = Moderately Aware

Relationship on GAD awareness on technical capacity among GSC personnel taken as a whole and when categorized according to their personal profile

Table 7 presents the relationship on the level of GAD awareness on technical capacity among GSC personnel taken as a whole and when categorized according to their personal profile. The table showed that the p-value is less than 0.05 alpha level ($0.00 < 0.05$). Hence, there is significant relationship on the level GAD awareness among the GSC personnel taken as a whole and when categorized according to their personal profile.

Table 7. Relationship on GAD awareness on technical capacity among GSC personnel taken as a whole and when categorized according to their personal profile

Control Variables			Technical Capacity 1	Technical Capacity 2	Technical Capacity 3	Technical Capacity 4
Sex, Age, Educational Attainment and Position	Technical Capacity 1	Correlation	1.000	0.775	0.651	0.682
		Significance (2-tailed)	.	.000	.000	.000
		Df	0	133	133	133
	Technical Capacity 2	Correlation	.775	1.000	.716	.701
		Significance (2-tailed)	.000	.	.000	.000
		Df	133	0	133	133
	Technical Capacity 3	Correlation	0.651	0.716	1.000	0.705
		Significance (2-tailed)	.000	.000	.	.000
		Df	133	133	0	133
	Technical Capacity 4	Correlation	0.682	0.701	0.705	1.000
		Significance (2-tailed)	.000	.000	.000	.
		Df	133	133	133	0

Relationship on GAD awareness on organizational culture among GSC personnel taken as a whole and when categorized according to their personal profile

Table 8 presents the relationship on the level of GAD awareness on organizational culture among GSC personnel taken as a whole and when categorized according to their personal profile. The table showed that the p-value is less than 0.05 alpha level ($0.00 < 0.05$). Hence, there is significant relationship on the level GAD awareness among the GSC personnel taken as a whole and when categorized according to their personal profile.

Table 8. Relationship on GAD awareness on organizational culture among GSC personnel taken as a whole and when categorized according to their personal profile

Control Variables			Organizational Capacity 1	Organizational Capacity 2	Organizational Capacity 3	Organizational Capacity 4
Sex, Age, Educational Attainment and Position	Organizational Culture 1	Correlation	1.000	.752	.698	.700
		Significance (2-tailed)	.	.000	.000	.000
		Df	0	133	133	133
	Organizational Culture 2	Correlation	.752	1.000	.783	.783
		Significance (2-tailed)	.000	.	.000	.000
		Df	133	0	133	133
	Organizational Culture 3	Correlation	.698	.783	1.000	.757
		Significance (2-tailed)	.000	.000	.	.000
		Df	133	133	0	133
	Organizational Culture 4	Correlation	.700	.783	.757	1.000
		Significance (2-tailed)	.000	.000	.000	.
		Df	133	133	133	0

Relationship on GAD awareness on accountability among GSC personnel taken as a whole and when categorized according to their personal profile

Table 9 presents the relationship on the level of GAD awareness on accountability among GSC personnel taken as a whole and when categorized according to their personal profile. The table showed that the p-value is less than 0.05 alpha level ($0.00 < 0.05$). Hence, there is significant relationship on the level GAD awareness among the GSC personnel taken as a whole and when categorized according to their personal profile.

Table 9. Relationship on GAD awareness on accountability among GSC personnel taken as a whole and when categorized according to their personal profile

Control Variables			Accountability 1	Accountability 2	Accountability 3	Accountability 4
Sex, Age, Educational Attainment and Position	Accountability 1	Correlation	1.000	.734	.638	.675
		Significance (2-tailed)	.	.000	.000	.000
		Df	0	133	133	133
	Accountability 2	Correlation	.734	1.000	.732	.699
		Significance (2-tailed)	.000	.	.000	.000
		Df	133	0	133	133
	Accountability 3	Correlation	.638	.732	1.000	.737
		Significance (2-tailed)	.000	.000	.	.000
		Df	133	133	0	133
	Accountability 4	Correlation	.675	.699	.737	1.000
		Significance (2-tailed)	.000	.000	.000	.
		Df	133	133	133	0

Relationship on GAD awareness on political will among GSC personnel taken as a whole and when categorized according to their personal profile

Table 10 presents the relationship on the level of GAD awareness on political will among GSC personnel taken as a whole and when categorized according to their personal profile. The table showed that the p-value is less than 0.05 alpha level ($0.00 < 0.05$). Hence, there is significant relationship on the level GAD awareness among the GSC personnel taken as a whole and when categorized according to their personal profile.

Table 10. Relationship on GAD awareness on political will among GSC personnel taken as a whole and when categorized according to their personal profile

Control Variables			Political will 1	Political will 2	Political will 3	Political will 4
Sex, Age, Educational Attainment and Posi- tion	Political will 1	Correlation	1.000	.796	.780	.791
		Significance (2-tailed)	.	.000	.000	.000
		df	0	133	133	133
	Political will 2	Correlation	.796	1.000	.795	.722
		Significance (2-tailed)	.000	.	.000	.000
		df	133	0	133	133
	Political will 3	Correlation	.780	.795	1.000	.773
		Significance (2-tailed)	.000	.000	.	.000
		df	133	133	0	133
	Political will 4	Correlation	.791	.722	.773	1.000
		Significance (2-tailed)	.000	.000	.000	.
		df	133	133	133	0

GAD initiatives undertaken in the college

Guimaras State College implements Gender and Development (GAD) Program as mandated by law. In the process of integrating the GAD program in its various programs, projects and activities in research, extension and instruction, and which include administration and students support, the following initiatives had been undertaken, such as:

1. Creation of the GAD Focal Point System headed by the College President as the Chair, the Vice-Chair, executive committee members and technical working group, with a total members of 35 coming from the different offices/departments and most of them are among the key officials of the college;
2. Approved annual GAD Plan and Budget and Accomplishment Report with endorsement from the Philippine Commission on Women (PCW);
3. Conduct of various programs, projects and activities in collaboration with departments/offices in-charge such as extension for livelihood skills trainings; research for gender studies; support to student services for advocates on gender laws and film showing among others for students; support to administration services such as GAD orientation, pampering day for male and female employees, celebration of women's month;
4. Attendance to training/seminar, workshops and conferences conducted by regional gender resource center (UGSAD), CHED, PCW, and national GAD organization or PAGDAI to enhance capacities of the GFPS;
5. Consultation on gender related concerns with LGU GAD counterparts and community stakeholders.

Conclusions

Based on the findings of the study the following conclusions were advanced:

1. Majority of the respondents were at the age between 21- 40 years old, where females outnumbered their male counterparts and most of them were BS degree holders and administrative staff.
2. The personnel of the Guimaras State College were aware of the Gender and Development (GAD) program in the college in terms of the policy/program, technical capacity, organizational culture, accountability and political will.
3. There is significant relationship in the level of awareness on Gender and Development (GAD) among personnel of the Guimaras State College taken as a whole and when categorized according to their personal age, sex, highest educational attainment and position.
4. GAD initiatives had already been undertaken as part of the Guimaras State College mandate to integrate and mainstream gender in the various programs, projects and activities of the different departments and offices concerned and that will serve as input to the realization of becoming a gender responsive institution

Recommendations

Based on the above conclusions, the following recommendations were made:

1. Since most of the personnel were aware of the programs of the gender and development the school should advocate the program to the students so that anybody will not take it for granted and to avoid any abuse on gender issues.
2. Review of curriculum is needed to integrate Gender and Development (GAD) to all subjects to increase level of awareness and improve perception of students on gender and equality.
3. Development of a gender fair language instructional materials and purchase of more books and reading materials having gender perspectives so as to avoid sexism on campus;
4. Enhance gender mainstreaming efforts by the institution to review existing mandate, development directions, policies, projects and services to address gender equality issues.
5. More studies on GAD should be made to have scientific bases in coming up with relevant and gender responsive program for the College.

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