

Gender Roles Of Philippines State University Officials In The Implementation Of Gender And Development Programs

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Abstract

Since gender discrimination is one of the most pressing issues in the country, university officials are expected to take part in promoting gender equality and sensitizing the whole institution. The University Gender and Development Office (UGADO) aims to promote gender mainstreaming among students, and other people inside the institution. The purpose of this study is to determine the gender roles of university officials in the implementation of the University Gender and Development programs. This study aims to find out if these officials are actively enforcing Gender and Development (GAD) perspectives while doing so. Fifty university officials and GAD Focal Point System (GAD FPS) members served as respondents to the study, 32 university officials and 18 GAD FPS members. The majority of the respondents were involved in the implementation of GAD programs. The study revealed that the roles undertaken in the implementation of GAD programs were dominated by womyn. The study also aimed at describing the status of GAD programs. Presently, only four (4) staff are assigned in the GAD office. UGADO has conducted numerous pieces of training, orientations, and seminars; has funded several programs and researches, and produced several Information Education and Communication materials regarding Gender and Development perspectives. Results of this study show that despite the effort of UGADO to sensitize the entire institution, the university officials have very little assistance in the implementation of its programs and the very high amount of female involved reveals a gender imbalance in the application of these programs.

Keywords: Gender Roles, University Officials, Implementation, Development Programs

Introduction

Gender roles refer to the idea of a society of how men and womyn should act, think, behave, and do tasks. These are based on norms and are different in each society. Men and womyn perform specific tasks according to what their society has imposed. Gender roles first occur at birth, and are affected by four major agents namely: family, education, peer groups, and media. Because of the repeated interactions within these four agents, men and womyn have incorporated those attitudes and expectations as if it was natural when in reality, it is just a stereotype created by society (Boundless, 2015).

Gender roles are often confused with sex roles, as gender roles are stereotypes created by society, but can be done by either men or womyn. Sex roles, on the other hand, are biological roles that only certain sex can perform. For example, pregnancy and breastfeeding are sex roles, because only the female is biologically capable of doing so. However, child-rearing is a gender role, since both sexes, men and womyn can do it, as well as other tasks in the household like cleaning the house, cooking, and fixing the plumbing.

Biological differences aside, men and womyn tend to be more alike than they are different. However, gender stereotypes often, if

not always, exaggerate these differences to set them apart from each other. These cause us to perceive each gender more differently than they are, and this results to even more inequalities.

Just like in some countries, men and womyn are automatically expected to assume gender roles, determined by their sex. This plays an important part in how they grow up fulfilling those stereotypical gender roles, and how they pass on those gender roles to their offspring. In the Philippines, gender roles are greatly influenced by a Western culture where men work outside the house and provide financial support, while the womyn work inside the house to do domestic, unpaid chores.

There is a stereotype that men are assigned for production whereas womyn are assigned for reproduction. Because of this, men have been given financial and political control over their families, leading womyn to be subjugated to their husbands and the government.

To this day, there have been changes in the roles of men and womyn. Men have now been engaged more in domestic chores that only womyn do in the past, and womyn are now more able to participate in paid labor that they are not able to do in the past. However, this does not lessen the work they do in the household, leading to the 'double burden' in womyn's domestic and productive chores. The time required for womyn to do their domestic chores also limits them to improve their productivity and acquire higher, productive roles (Kangas, Haider, Fraser, & Brownie, 2014).

discrimination, and to create a gender-friendly environment for the students and other people in the university. Because of this, it is important to analyze the gender roles among university officials in the implementation of gender and development programs to promote gender equality concepts that they acquired by participating in the GAD programs.

Objectives of the Study

Generally, this study aims to describe the gender roles among officials of Central Luzon State University. Specifically, this study aims:

Despite these changes, inequality persists for womyn. In the workplace, many womyn in management are expected to behave according to their feminine stereotypes where they have to be gentle and mother-like. With this in mind, people notice it more when a female leader acts "unfeminine" and reprimands an employee, but a male leader is "just doing his job". Womyn will tend to be labeled as "emotional", "moody" or "dramatic (Elsesser, 2015).

These kinds of prejudices against men and womyn have led to the formation of Gender and Development (GAD). GAD is a development perspective aimed at promoting gender equality, respect for human rights, and people empowerment (Gender and Development Definition, 2015). Presently, a lot of institutions in the country have established GAD Offices to promote gender equality and sensitivity.

In the university, University Gender and Development Office (UGADO), has continued to extend efforts to promote gender sensitivity to the students, faculty, staff, and other people in the academe through conducting seminars and programs that raise awareness on the matter.

As heads of the university, University Officials are expected to lead the movement to promote gender equality in the institution, thus rendering their services to undertake roles involved in GAD programs that aim to eradicate gender stereotyping and

1. To describe the profile of the respondents;
2. To identify the communication characteristics of the respondents;
3. To determine the level of awareness of university officials on Gender and Development policies;
4. To identify the status of Gender and Development programs that are implemented in the university;
5. To determine the gender roles of university officials in the implementation of GAD programs;
6. To determine the relationship between the profile (age,

educational attainment, religion, civil status, occupation, monthly income, family size, and gender sensitivity training attended) and the level of awareness of the university officials on Gender and Development Policies

7. To determine the relationship between the communication characteristics and the level of awareness of the university officials on Gender and Development policies.

Materials and Method

Theoretical/Conceptual Framework

According to the Social Role Theory, society has formed gender roles where men are expected to assume heavy labor and womyn are expected to assume lighter labor. Hence, the study will look into the roles of male and female officials. These members were assumed to have their tasks and activities to perform. Thus, the applicability of the theory.

Based on the theoretical premise of the Social Role Theory, the profile and communication characteristics influence the respondents' gender role in the implementation of gender and development programs. It shows the relationship between the independent, intervening, and dependent variables as shown in figure 1. The identified independent variables are the profile and communication characteristics of

This study utilized Alice Eagly's Social Role Theory in analyzing the gender role differentiation among university officials. The theory states that socialization causes each gender to learn different skills and acquire specific qualities, thus, creating gender clichés (Moss, 2016). Moreover, it explains that men and womyn behave according to their stereotypical gender roles to conform to society's expectations considering that roles dictated by society to an individual are composed of what is appropriate and what is inappropriate, say, for example, a girl fixing the leaking roof. It is explained that the differences in roles of men and womyn are mostly products of cultural stereotyping, rather than it is an individual's choice.

the respondents. The profile includes age, educational attainment, religion, civil status, occupation, monthly income, family size, and gender sensitivity training attended. Communication characteristics, on the other hand, include the respondent's preferred source of information, language used, the preferred channel of communication, information utilization, and exposure to IEC containing information on gender and development.

The intervening variable is the level of awareness of Gender and Development policies whereas the dependent variables are the status of Gender and Development programs that are implemented in the University, and the gender roles of university officials in GAD programs.

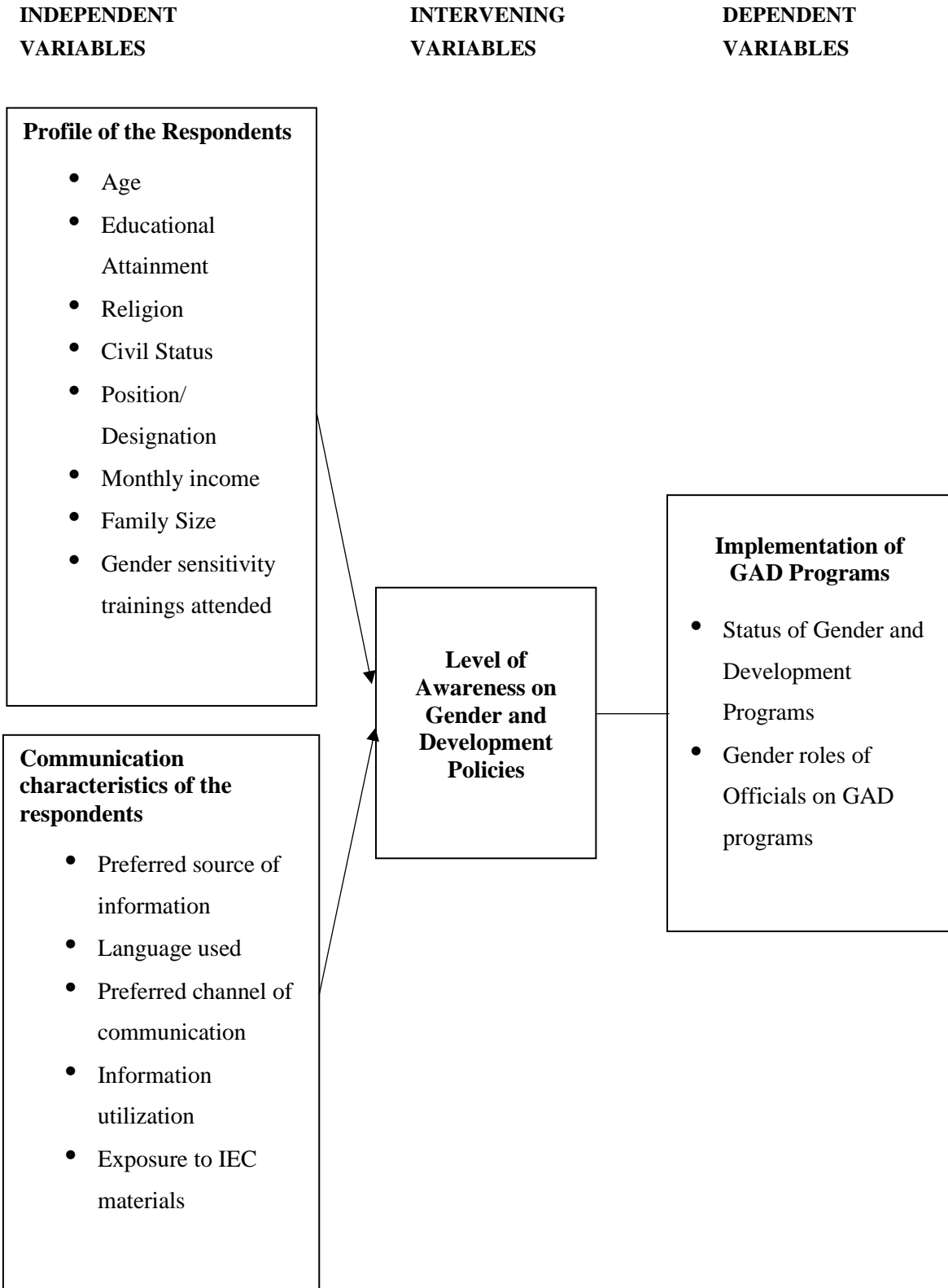


Figure 1. A Model Showing Gender Roles of the University Officials in the Implementation of GAD Programs

Research Design

This study utilized the descriptive method in presenting data. It involves observation, description, and documentation of data gathered. This type of research is used to describe information and may help uncover facts and solutions to the research problems (Polit D.F., 2005). Considering that descriptive research is mainly concerned with finding out “what is”, it is appropriate in narrating the gender roles of the university officials.

Sampling Design and Unit of Analysis

Purposive sampling was used in this study. This is due to the nature of the research and the objectives, where only a limited number of people can serve as primary data sources. The respondents were the university officials of Central Luzon State University. However, not all officials served as respondents, rather, this study only included the University President, Vice Presidents, Deans, and Directors who were

involved in the implementation of GAD programs and activities as well as the GAD Focal Point System members as identified by the university UGADO. The list of CLSU officials that served as respondents of this study was determined based on the list of Administrative Council Members, excluding Presidents of the Faculty Association, Inc., Non-Academic Staff Association, and the Chair of the University Supreme Student Council; and the list of Focal Point System members were asked by the researcher from GAD. The respondents were counted as individuals when conducting the survey.

The researcher identified 67 respondents. They were composed of the University President, four Vice Presidents, 26 Directors, 11 Deans, the University Librarian, the University Science High School Principal, and 25 identified Gender and Development Focal Persons- one of which was the USHS Principal and one was a Director. However, due to various reasons, the researcher was only able to retrieve 50 questionnaires.

Table 1. Designation of the Respondents

Designation	Number of respondents
University President	1
Vice Presidents	1
Directors	21
Deans	9
GAD Focal Persons	18
TOTAL	50

Data Collection Technique

The researcher observed proper protocol in generating data for the study by conducting a courtesy call to the University President asking permission to conduct a study and disseminate questionnaires to the respondents in the area, and to ensure the security of the researcher.

The study used a combination of quantitative and qualitative data. Quantitative was utilized through questionnaires. It was used to identify the independent and intervening variables.

The questionnaires were used to find out primary data such as profile, communication characteristics, and level of awareness of Gender and Development policies. The first part of the questionnaire aimed to know the profile of the respondents. The second part was to learn the communication characteristics of the respondents. The third part was for identifying the level of awareness of Gender and Development policies. The fourth part was used to find out their specific

role in the implementation of the GAD projects and programs.

The researcher also sought help from GAD to find out the qualitative data. She provided a letter of request to obtain documents containing the status of GAD programs.

Statistical Analysis

This study used descriptive statistics in analyzing the data. Nominal data like age, educational attainment, religion, civil status, monthly income, number of members in the family, gender sensitivity training attended, preferred source of information, language used, preferred channel of communication, and gender roles were analyzed using frequency and percentage. Ordinal data like information utilization, exposure to IEC materials, and awareness of GAD policies were analyzed using mean and standard deviation.

family of 78% of the respondents were three to five.

In terms of gender sensitivity training held inside the university, 70% said that they were required to attend at least one to two times a year. According to UGADO, university officials are never required to attend gender sensitivity training, however, they are highly encouraged to attend, unless they are part of the seminar, for which they are required to attend to fulfill their duties. Seventy-two percent of the respondents said they voluntarily attend gender sensitivity training one to two times a year because their positions made it very hard for them to leave work and attend such seminars. For the past five years, 48% said they have attended gender sensitivity training one to two times. Some mentioned that the reason was that they have appointed GAD Focal Persons to attend the said seminars.

Results and Discussions

Profile of the Respondents

Table 2 shows that among the 50 respondents, the majority of them were older between 50-59 years old. Education is one of the most important factors that are likely to affect a person's gender sensitivity. As the result shows, 54% percent of the respondents attained a Doctor of Philosophy. Results show that 84% of the respondents are Catholic, while 16% of them were non-Catholics, like Evangelical Christian, Born Again Christian, Baptist, Church of God, and Methodist. When it comes to their civil status, 76% were married. Forty-four percent of the respondents were high-income earners, having a monthly income of more than PHP50, 000. The numbers of members in the

Table 2. Profile of the Respondents

Descriptive Item	Frequency (n=50)	Percentage (%)
A. Age		
20-29	3	6.00
30-39	4	8.00

40-49	13	26.00
50-59	24	48.00
60-69	6	12.00
B. Education		
BS	13	26.00
MS	9	18.00
PhD	27	54.00
Others	1	2.00
C. Religion		
Catholic	42	84.00
Non – Catholic	8	16.00
D. Civil Status		
Single	10	20.00
Married	38	76.00
Widow/ Widower	2	4.00
E. Income		
10k-19k	8	16.00
20k-29k	9	18.00
30k-39k	3	6.00
40k-49k	7	14.00
50k+	22	44.00
F. Number of members in the family		
3-5	39	78.00
6-10	9	18.00
No answer	2	4.00
G. Gender Sensitivity Training		
Required attendance to gender sensitivity training		
1-2	35	70.00
3-4	7	14.00
5 - 6	2	4.00
7-8	6	12.00
Voluntarily attended gender sensitivity training		
1-2	36	72.00
3-4	6	12.00
5-6	3	6.00
No answer	5	10.00
Number of gender sensitivity training attended for the past five years		
1-2	24	48.00
3-4	8	16.00
5-6	8	16.00
7-8	4	8.00

9+	3	6.00
No answer	3	6.00

Communication Characteristics of the Respondents

For the respondents' preferred source of information concerning gender sensitivity, table 3 shows that 70% preferred experts for interpersonal media sources because most of the respondents are professors, and being in an academic institution, the respondents have their own biases about where a person must be credible, and he/ she must be an expert on a specific field for him/ her to be credible. For broadcast media

Preferred Source of Information

sources, 96% preferred television. Television is a more popular platform than radio since it caters to two senses at the same time, making learning and understanding far easier. For print media sources, 46% preferred posters because it provides a very concise overview of a topic, ensuring that presenters only convey information when necessary. This means they are easier to read and understand, as they are short and simple.

Table 3. Preferred Source of Information of the Respondents

Descriptive Item	Frequency (n=50)	Percentage (%)
Preferred Source of Information		
A. Interpersonal		
Relatives	8	16.00
Friends	7	14.00
Experts	35	70.00
B. Broadcast		
Television	48	96.00
Radio	1	2.00
No answer	1	2.00
C. Poster		
Newspaper	13	26.00
Magazine	13	26.00
No answer	1	2.00

Language Used

Table 4 shows that 88% of the respondents said their primary language/ dialect is Tagalog because it is the main dialect used in Central Luzon.

Table 4. Language Used by the Respondents

Descriptive Item	Frequency (n=50)	Percentage (%)
Primary Language		
Tagalog	44	88.00

English	5	10.00
Others	1	2.00

Awareness of the Difference between Sex and Gender

When asked about the biological differences between men and womyn, 76% answered sex, and for the psychological differences, 92% answered

gender. This means that majority of the respondents can differentiate gender from sex. The respondents are professionals that have at least once attended gender sensitivity training where they learned the difference between sex and gender.

Table 5. Awareness of the Respondents on the Difference between Sex and Gender

Descriptive Item	Frequency (n=50)	Percentage (%)
Biological Differences		
Sex	38	76.00
Gender	12	24.00
Psychological Differences		
Sex	4	8.00
Gender	46	92.00

Used Terms when Referring to Other People/Things

The researcher also asked questions regarding their use of gender-fair terms and phrases. The majority of the respondents said they most often

use the second terms listed, which were more gender-neutral than the first terms which were more traditional terms and phrases used. This shows that the respondents are aware of politically correct terms and phrases and use them in their work.

Table 6. Used Terms when Referring to Other People/Things

Descriptive Item	Freq. (n=50)	%		Freq. (n=50)	%
A. Traditional terms				B. Gender fair terms	
Mankind	8	16.00		People	42 84.00
Manmade	25	50.00		Synthetic	25 50.00
Freshman	17	34.00		First-year student	33 66.00
The best man for the job	5	10.00		The best person for the job	45 90.00
Man the controls	3	6.00		Take charge of the controls	47 94.00
Chairman/Chairwomen	5	10.00		Chairperson	45 90.00
Businessman/Businesswoman	15	30.00		Businessperson	35 70.00
Fireman	14	28.00		Firefighter	36 72.00
Policeman/Policewoman	11	22.00		Police officer	39 78.00

Mailman	10	20.00	Postal Worker/ Letter Carrier	40	80.00
Steward/ Stewardess	5	10.00	Flight attendant	45	90.00
Male Nurse	0	0.00	Nurse	50	100.00
Lady Lawyer	0	0.00	Lawyer	50	100.00
Career Woman	2	4.00	Professional	48	96.00
Fishermen	15	30.00	Fisher folks	35	70.00

Preferred Channel of Communication by the Respondents

For their preferred channel of communication, 94% of the respondents said they preferred face-

to-face communication over mediated communication like phone calls, text messages, and using social media. This is because information can be transmitted in a more detailed manner, and may cause fewer misunderstandings.

Table 7. Preferred Channel of Communication by the Respondents

Descriptive Item	Frequency (n=50)	Percentage (%)
Face to face	47	94.00
Text	1	2.00
Phone calls	1	2.00
Social media	1	2.00

Information Utilization

Overall, the respondents often (4.06) utilize the information they receive regarding gender sensitivity. This indicates that the CLSU officials

apply the concept of GAD professionally and also personally. These respondents are expected to apply GAD concepts because they act as leaders of the university and models for the students.

Table 8. Information Utilization of the Respondents

Respondent's Exposure to IEC Materials regarding Gender and Development

Descriptive Item	Mean	Descriptive Rating
Gender Roles	3.84	Often
Gender Equality	4.06	Often
Gender fair language	3.96	Often
Women's Rights	4.26	Always
Children's Rights	4.20	Always
OVERALL	4.06	Often

The respondents are often exposed (3.53) to print materials about GAD. This is because UGADO has produced four (4) newsletters quarterly, one magazine yearly (1), 11 posters, five (5) leaflets, and one (1) flier in the past year. Additionally, the respondents are rarely (2.54) exposed to audio/

visual materials about GAD. Although UGADO has not published audio/ visual materials, the respondents' exposure may have come from outside sources such as television, the internet, and other broadcast media.

Table 9. Respondent's Exposure to IEC Materials regarding Gender and Development

Descriptive Item	Mean	Descriptive Rating
Print Materials		
Magazine	3.67	Often
Leaflet	3.48	Often
Flyer	3.32	Sometimes
Posters	3.57	Often
Newsletter	3.61	Often
OVERALL	3.53	Often
Audio/Visual Materials		
Infomercial	3.12	Sometimes
Spot	2.63	Sometimes
Plug	2.40	Rarely
Mini Drama	2.42	Rarely
Jingle	2.40	Rarely
OVERALL	2.59	Rarely

Awareness of Gender and Development Policies

Overall, the respondents are aware (3.09) of the different GAD policies. This means that among all stated GAD policies, four of which the respondents are highly aware of- RA 6949 s. 1990 (Declaring March 8 of every year as National

Women's Day), RA 7877 (Anti-Sexual Harassment Act of 1995), RA 8353 (Anti-Rape Law of 1997), and RA 9262 (Anti-Violence against Women and Their Children Act of 2004). The respondents are highly aware of these policies because UGADO is conducting yearly training and seminars regarding the said policies.

Table 10. Respondents' Awareness of Gender and Development Policies

Descriptive Item	Mean	Descriptive Rating
RA 9710 (The Magna Carta of Women)	3.14	Aware

EO 273 (Approving and Adopting the Philippine Plan for Gender-Responsive Development)	2.98	Aware
EO 43 (Pursuing our Social Contract with the Filipino People through the Reorganization of the Cabinet Clusters)	2.42	Slightly Aware
RA 10924 (General Appropriations Act)	3.12	Aware
RA 7192 (Women in Development and Nation-Building Law)	2.92	Aware
RA 6949 s. 1990 (Declaring March 8 of every year as National Women's Day)	3.26	Highly Aware
RA 7877 (Anti-Sexual Harassment Act of 1995)	3.42	Highly Aware
RA 8353 (Anti-Rape Law of 1997)	3.28	Highly Aware
RA 9262 (Anti-Violence against Women and Their Children Act of 2004)	3.32	Highly Aware
OVERALL	3.09	Aware

Gender Roles of the Respondents

To determine the gender roles of the respondents, the researcher first identified the overall number of female and male respondents according to their classification- GAD Focal Persons and University Officials. University Officials were also divided into two- those involved in GAD Programs and those who are not.

Overall, 52% of the respondents are female and 48% are male. The respondents have

28% dominant female GAD Focal Persons and 8% male focal persons. For officials involved in GAD programs and projects, 16% of the respondents are female and are more involved in GAD projects compared to 8% male. Eight percent of the respondents are female officials who are not involved in GAD programs and projects and 32% are male University officials not involved in GAD programs and projects.

Table 11. Distribution of Respondents by Designation and Gender

Descriptive Item		Female	Male	Total	
				Freq. (n=50)	Percentage (%)
GAD Focal Persons	Freq.	14	4	18	36
	%	28	8	-	36
University Officials Involved in GAD Projects	Freq.	8	4	12	24
	%	16	8	-	24
	Freq.	4	16	20	40

University Officials not involved in GAD Projects	%	8	32	-	40
Overall	Freq.	26	24	50	100
	%	52	48	-	100

Roles in Gender and Development Programs

To determine the gender roles of the respondents, the researcher first identified if they are associated with any GAD projects inside the university. Results show that 60% of them were associated with GAD projects, while 40% were not. Among the 30 respondents who said they were associated with GAD projects, 18 of them (36%) were GAD Focal Persons, and the other 12 (24%) were

composed of Deans, Directors, Vice Presidents, and the University President.

Figure 2 shows the Venn diagram of the Respondents and GAD Projects. All of the GAD focal persons are involved in GAD projects and programs and have undertaken specific roles. However, out of the 64% of university officials who are respondents to this study, only 24% are involved in GAD projects and the other 40% are not. Overall, only 60% of the respondents have stated that they are, or were once involved in Gender and Development projects.

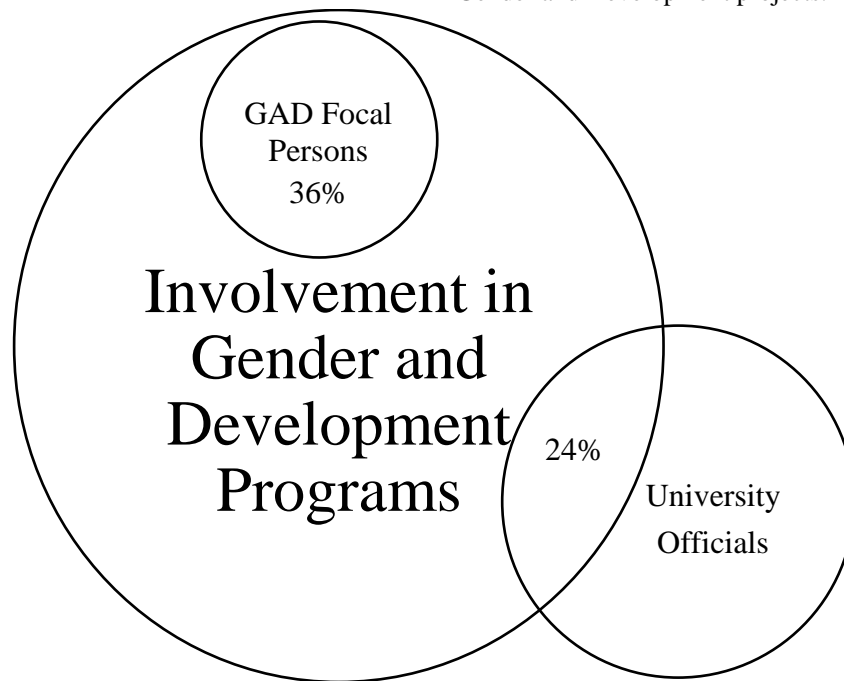


Figure 2. Venn diagram of Respondents’ Involvement in GAD programs

Results show that 16.7% of the respondents who answered “YES” in the abovementioned question about the association with GAD projects have undertaken the role of Project Leader in past GAD projects. Meanwhile, 3.3% have been Assistant Project Leaders, 13.3% have been Supervisors,

60% are GAD Focal Persons, 16.7% have been Facilitators, 13.3% have been Resource speakers, and 13.3% said others, which are as follows: Implementer, Faculty member in a class, Planner, and Beneficiary for GAD-School.

Table 12. Respondents' Involvement and Roles in the Implementation of Gender and Development Programs

Descriptive Item	Responses		Percent of Cases
	N	Percent	
Not Involved in GAD Programs	20	40.0	
Involved in GAD Programs	30	60.0	
Project Leader	5	11.6%	16.7%
Assistant Project Leader	1	2.3%	3.3%
Supervisor	4	9.3%	13.3%
GAD Focal Person	19	44.2%	63.3%
Facilitator	5	11.6%	16.7%
Resource speaker	5	11.6%	16.7%
Others	4	9.3%	13.3%
Total	43	100.0%	143.3%

Gender Roles in Gender and Development Programs

Gender Roles of the Respondents

Of the respondents who are, or have been Project Leaders, 80% are female and only 20% are male. One hundred percent of the Assistant Project Leaders are female and none are male. Seventy-five percent of the Supervisors are male and only 25% are female. For GAD Focal Persons, 79% are female and 21% are male. Sixty percent of the facilitators are female and 40% are male. Of those who have been resource speakers, 80% are female and only 20% are male. This shows that overall, females dominate the roles in implementing GAD programs because they are given more opportunity and responsibility and are trusted more to perform these tasks.

Gender Roles of GAD Focal Persons

One hundred percent of the GAD Focal Persons who are or have been Project leaders and Supervisors are female and male, respectively. Of

all GAD Focal Persons, 78% are female and only 22% are male. Sixty-seven percent of the Facilitators are male, while 75% of the Resource speakers are female. Like the overall result, most of the roles in the implementation of GAD programs are undertaken mostly by the female. This shows a great gender imbalance between males and females among GAD Focal Persons.

Gender Roles of University Officials

Sixty-seven percent of the University Officials who are or have been Project Leaders are female. Of the Assistant Project Leaders, 100% are female. Sixty-seven percent of the Supervisors are male, while 100% of the GAD Focal Persons, Facilitators, and Resource Speakers are female. Given that majority of the university officials involved in the implementation of GAD, programs are female, most of the roles are taken up by females leaving only a small portion of males undertaking tasks in GAD programs.

Table 13. Respondents' Role in the Implementation of Gender and Development Programs by Gender

Descriptive Item	Female		Male		Total	
	Freq. (n=50)	%	Freq. (n=50)	%	Freq. (n=50)	%
Overall						
Project Leader	4	80	1	20	5	100
Assistant Project Leader	1	100	-	-	1	100
Supervisor	1	25	3	75	4	100
GAD Focal Person	15	79	4	21	19	100
Facilitator	3	60	2	40	5	100
Resource speaker	4	80	1	20	5	100
Others	2	50	2	50	4	100
GAD Focal Persons						
Project Leader	2	100	-	-	2	100
Supervisor	-	-	1	100	1	100
GAD Focal Person	14	78	4	22	18	100
Facilitator	1	33	2	67	3	100
Resource speaker	3	75	1	25	4	100
CLSU Officials						
Project Leader	2	67	1	33	3	100
Supervisor	1	33	2	67	3	100
Assistant Project Leader	1	100	-	-	1	100
GAD Focal Person	1	100	-	-	1	100
Facilitator	2	100	-	-	2	100
Resource speaker	1	100	-	-	1	100
Others	2	50	2	50	4	100

Status of GAD Programs and Projects**Profile of the Office**

Since the formation of the GAD Core Group 19 years ago, UGADO has only been declared an

office last 2016 and has only been implementing GAD programs since 2013. It currently has only four staff members in the office. The budget of UGADO, as stated in the RA 10924 (General Appropriations Act) is 5% of the total budget of the university.

GAD ProjectsUniversity GAD Child Development Center (CDC)

CDC is an ongoing program under UGADO for three years. It is a preparatory program where

University employees' children aged 2-5 years old are free to enroll. The said project is a collaboration of the University Gender and Development Office, College of Home Science and Industry; and College of Education. It is a project headed by a Director of the UGADO. It is

supervised by, the GAD Focal Person for the College of Education. Currently, 87 pupils are admitted to the center.

GAD-funded Projects

Tilading Project (Tilapiang Daing)

This project is providing employment opportunities for women in several communities. It is an ongoing project for two years implemented with the support of the College of Fisheries, Freshwater Aquaculture Center (FAC), and the Fish Production Project of the University Business Affairs Program. The tilapia fish is provided by the University Business Affairs Program, and continued knowledge innovation through the conduct of research on the Trading project is provided by the College of Fisheries. Presently, it is being adopted by different communities such as the womyn of Brgy. But, in San Jose City, residents of the Science City of Munoz, as well as in Samar and Leyte.

- Quality of Life and Subjective Well-being of Farmers in Selected Towns of Nueva Ecija
- Genderism and Transphobia in an Academic Community: the CLSU Experience

On-going

- GAD Programs and Projects Profile in Region 3
- Gender Equality as Perceived by the CLSU Community
- Gender Issues and Adjustment Problems of First Year College Students in CLSU
- Sexual Harassment in CLSU Community
- Effects of Bullying on the Academic Performance of ASTS students in Home Technology Subject
- Employability of CLSU College of Fisheries Graduates
- Working-life Balance of Working Mother
- SANIWENG:GAD Dyornal Panliterai-Novo Ecijano

I-Push Mo Yan! An Outreach Livelihood Program for Barangay Sibut, San Jose City

The womyn residents of Barangay Sibut, San Jose City originally claimed the ongoing project that started last 2013. They also started the initial operation of Trading in their community. They also held Capacity Building (regular meetings, monitoring, etc.), Salted-Egg Making, and Mushroom Production. Currently, there are 30 members, and they have already written their constitution and bylaws. Their target this year is to register to DOLE.

GAD-Responsive Researches

UGADO has founded numerous GAD-responsive types of research inside the university. There are currently three completed and eight ongoing studies funded by UGADO:

Completed

- Data Base Management of R&D Program in Agriculture, Forestry, Fishery, and Natural Resources (AFNR)

GAD-Supported Activities/ Projects Initiated by GAD Focal Point System Members

There are also several activities and projects supported by UGADO and/ or initiated by GAD Focal Point System members. There are 17 seminar/ orientations, seven trainings/ extensions, and 11 contests:

Seminar/Orientation

- LGBT 101 Seminar
- Seminar-Workshop on Preparation of GAD-Responsive Research Proposal
- Orientation on Gender and Development
- Seminar-Orientation on Civil Service Rules and Laws
- Jobs Clinic for the Graduating Students

- Gender and Development Orientation and Tila-Ding Training for Catholic Relief Services Beneficiaries
- Feb-I big Symposium
- Pep Talk on Resilience
- Echo-Seminar on Gender, Climate Change, and Sustainable Agriculture and Food Security
- Seminar on Stress Management at Barangay Matingkis
- Seminar-Workshop on Preparation of GAD-Responsive Training Proposal
- FAC Monthly GAD awareness activity
- You, Your Body, and Your Health: Is it Worth the Change?
- Seminar on Anti-Sexual Harassment Act
- Symposium on Men and Women's Health
- Seminar on Gender and Development: Festival 2017
- Seminar on Gender Responsive Child Rearing Practices

Training/Extension

- Training on Livelihood/Income Generation Project and Gender Awareness of 4 CLSU BIDANI Pilot Barangays in Science City of Muñoz
- Fish Processing Demonstration for Livelihood
- Fisheries Foodborne Disease
- Training on Gender and Development and Promotion of Good Nutrition-Through Infant Young Child Feeding
- Livelihood Training in Freshwater Aquaculture Technology
- Training on Promotion of Health Lifestyle in the Community and Gender Awareness
- I-Push Mo Yan!: Hands-on Training on Trading and Salted Egg Making and Training on Mushroom Production

Contest

-

GAD Information Education and Communication

Materials Produced/ Distributed for the past year

- Mud Run
- Fun Run with a Twist
- Literary Music Festival
- College of Agriculture Student's Week
- College of Fisheries Student's Week
- ASTS Student's Week
- VAWC Photo Contest
- Mr. and Ms. Inverted
- First Art Exhibit in Full Blasts 2016
- SANIWENG: GAD Dyornal Panliterari-Novo Ecijano
- Psych Research Congress

GAD Office Initiatives

UGADO has also initiated activities and projects regarding Gender and Development:

- Symposium on Violence against Women and Children
- 1st GAD Regional Research Congress
- 1st amazing Race: Intercollegiate Division
- Brain Enhancement Scientific Training
- Seminar-Workshop on Stress Management and Transformational Leadership
- Annual GAD Planning and Budgeting
- Gender-Fair Language: Seminar-Workshop on Syllabus Writing
- Capacitating GAD Advocates on GAD Mainstreaming Tools
- Orientation on CHED Memorandum No. 1
- Participation in the 18-day Campaign on Violence against Women and Children and National Women's Month Celebration
- VAWC Exhibit
- Capacity-Building on the Conduct of Gender-Responsive R&D Project and Activities of CLARRDEC members

- 4 GAD Newsletters (Quarterly)
- 1 GAD Accomplishment Report Magazine (yearly)
- 11 Posters

- 7 Women’s Month Posters
- 2 Anti-Sexual Harassment
- 1 Anti-Hazing Act
- 1 Gender-Based Violence
- 5 Leaflets
 - Anti-Violence Against Woman
 - Anti-Trafficking Act
- Anti-Sexual Harassment Act
- Special Benefits for Women Employees under Magna Carta of Women
- Gender and Development Program
- 1 Flyer on Anti-Sexual Harassment

Correlation of the Profile and Level of Awareness on GAD Policies

Results show that among all variables, only the number of gender sensitivity training has a strong relationship with the level of awareness of the university Officials on GAD policies. The

positive relationship of these variables shows that the higher the number of gender sensitivity training attended by the respondents over the past five years, the higher their level of awareness of GAD policies.

Table 14. Correlation of the Profile and Level of Awareness on GAD Policies

	Level of Awareness
Age	.122
Education	-.043
Income	.006
Required to Attend Seminar	.022
Volunteered to Attend Seminar	.256
Number of Gender Sensitivity Training Attended	.310*
Religion	.239
Civil Status	.086

Correlation of Communication Characteristics and Level of Awareness on GAD Policies

Table 15 shows that there is a very strong relationship between the level of awareness of GAD policies and the information utilization of the respondents. The positive relationship shows that the higher the level of awareness, the more the respondents utilize the information they gain about gender roles, gender equality, gender-fair

language, women’s rights, and children’s rights. Exposure to print materials on GAD also has a very strong positive relationship with the level of awareness. The higher their exposure to print materials, the higher the level of awareness of the respondents. The same goes for the respondents’ exposure to Audio/ Visual materials on GAD. Table 15 shows the strong relationship where the more exposure to Audio/Visual materials on GAD, the higher their level of awareness is.

Table 15. Correlation of Communication Characteristics and Level of Awareness on GAD Policies

	Level of Awareness
Information Utilization	.484**

Exposure to Print Materials on GAD	.590**
Exposure to Audio/ Visual Materials on GAD	.323*

Conclusions

The university officials attend very little gender sensitivity training either required or voluntarily. Although, they are aware of the different Gender and Development policies and can utilize GAD concepts in their profession.

However, a very small amount of university officials seem to be involved in the planning and implementation of GAD programs. And among those participating in planning and implementation, the majority of them were female and only a small portion is male.

UGADO has initiated, funded, and supported a lot of activities in the past, including training, extensions, seminars, orientations, research, and contests that promote GAD concepts. It has also produced a handful of IEC materials for the past year.

Recommendations

Based on the conclusions, the following recommendations are made:

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