



GENDER MAINSTREAMING AMONG THE FACULTY OF THE KALINGA-APAYAO STATE COLLEGE

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Abstract: *This study aimed to make an objective assessment on the status of the gender and development program among the faculty of the Kalinga-Apayao State College. Specifically, it endeavored to describe the level of awareness of the faculty on gender issues, extent of implementation of gender mainstreaming programs and activities, and to propose objectives to enhance the Gender and Development program of the Kalinga-Apayao State College. Descriptive Statistics were used to analyze the research data. Triangulation from a variety of sources: interview, observation, and analysis of documents were used to validate the data collected.*

The study revealed that the faculty members are moderately aware on gender issues. It also revealed that gender mainstreaming activities are moderately implemented. On a positive note, the faculty members proposed ten (10) objectives that can help in the formulation of a Gender and Development Framework for the state college. It is recommended that gender mainstreaming must be institutionalized through concrete steps, mechanisms, and processes in all parts of the organization. This includes providing extensive and intensive training to teachers and the development of clear policies to guide the Gender and Development Program of the College. The conduct of high-quality gender-sensitive research is also highly recommended.

Keywords: *Gender studies, Gender mainstreaming, Higher Education Institution*

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INTRODUCTION

In the last two decades of the 20th century, the use of gender in academia increased greatly, outnumbering uses in the social sciences. Frequently but not exclusively, this indicates acceptance of the feminist theory of human nature.

Gender in common usage refers to the differences between men and women. Although gender is commonly used interchangeably with sex within, the academic fields of cultural studies, gender often refers to purely social rather than biological differences. Moreover, gender is one component of the sex system, which refers to the set of arrangements by which a society transforms biological sexuality into products of human activity, and in which these transformed needs are satisfied.

Since the 1950's the term gender has been increasingly used to distinguish a social role and/or personal identity. Sexologist John money wrote in 1955 that the term is used to signify all those things that a person says or does to disclose himself or herself as having the status of a boy/man or girl/woman, respectively. Elements of gender include clothing, speech patterns, movements and other factors not limited to biological sex.

Over the course of the 1970's, the feminist movements took gender into their own usage to describe their theory of human nature. This theory explains that human nature is essentially epicene and social distinctions based on sex are arbitrarily constructed. Matters pertaining to this theoretical process of social construction were labeled as matters of gender (Kaminer, 1998).

Different gender studies over the years have accepted the definition that gender is an acquired identity, influenced by the interplay of so many factors in one's experiences and environment. As a person grows up, society and its media among others- shape her or his identity based on social expectations and learned behaviors associated with her or his sex (NCRFW,1993).

Successful sustainable development activities require the support and participation of both men and women. Both men's and women's roles, responsibilities, needs, access to resources and decision- making and the social relations that must be considered in project planning, implementation and evaluation.



History and experience show that so long as the different roles of women and men have remained invisible to development planners, the development process itself is slowed down and distorted.

Gender mainstreaming is the process of ensuring that all of our work, and the way we do it, contributes to gender equality by transforming the balance of power between women and men. Gender mainstreaming activities include Institutional frameworks, policies and legislation at all levels to uphold women's rights and contribute to gender equality.

Organisations, institutions and governments responsible for work need to demonstrate accountability to women. Specific funds need to be allocated to these processes.

The Kalinga-Apayao State College as an educational institution that aims for progress and development should then be aware of the gender roles that its personnel are performing and gender issues and concerns that they are dealing with.

The teaching personnel being the forefront in the transmission of knowledge and values and their roles in capability- building should take active parts in determining their gender role as educators in order to understand the conflicts, concerns and issues that they deal with in order for them to contribute to the development goals not only the college but most importantly of the stakeholders.

THEORETICAL/ CONCEPTUAL FRAMEWORK

Women and men are partners in development. In this context, the Gender and Development approach acknowledges that to address needs and concerns, development policies and programs must take account of both women's and men's roles and responsibilities within the organization or in a community and their relationship to each other.

The need to include gender perspectives in development frameworks provide a more people- centered approach and ensures the participation of all concerned.

Gender mainstreaming is the public policy concept of assessing the different implications for women and men of any planned policy action, including legislation and programs, in all areas and levels. Mainstreaming essentially offers a pluralistic approach that values the diversity among both women and men (True, J. 2010).

The concept of gender mainstreaming was first proposed at the 1985 Third World Conference on Women in Nairobi, Kenya. The idea has been developed in the United



Nations development community. The idea was formally featured in 1995 at the Fourth World Conference on Women in Beijing, China, and was cited in the document that resulted from the conference, the Beijing Platform for Action. Particularly, the Platform for Action stated:

In addressing the inequality between men and women in the sharing of power and decision-making at all levels, Governments and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes so that before decisions are taken, an analysis is made of the effects on women and men, respectively.

Most definitions conform to the UN Economic and Social Council formally defined concept: Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender and particularly the role of women is widely recognized as vitally important to development issues. This often means a focus on gender- equality, ensuring participation, but includes an understanding of the different roles and expectation of the genders within the community. As well as directly addressing inequality, attention to gender issues is regarded as important to the success of development field have incorporated advocacy and women empowerment into their work(AusAID,1995).

Gender analysis focuses on understanding and documenting the differences in the differences in gender roles, activities, needs and opportunities in a given context. Gender analysis involves the disaggregation of quantitative data by gender. It highlights the different roles and learned behavior of men and women based on gender attribute.

These vary across cultures, class, ethnicity, income, education, and time; thus gender analysis does not treat women as a homogenous group or gender attribute as immutable (H. Feldstein and J. Jiggins, 1994).

Applied to development interventions, gender analysis helps (a.) identify gender based differences in access to resources to predict how different members of households, groups and societies will participate in and be affected by planned development interventions (b)



permit planners to achieve the goals of effectiveness, efficiency, equity, and empowerment through designing policy reform and supportive program, and (c) develop training packages to sensitize development staff on gender issues and training strategies for beneficiaries (Feldstein, 1994).

In the last decades there has been a growing awareness within the development community of the complex and inextricable relations between conflicts, peace, and gender development. By definition, development programs aim to alleviate poverty, and improve livelihoods. However, there can be unintentional and negative consequences, as development initiatives can at times exacerbate existing societal or political tensions that ultimately lead to conflict. Recent research indicates that women and men experience conflict and cope in different ways. This implies that gender roles need to be understood to respond adequately through programming and policy. The inclusion of gender perspectives provides a more people – centered approach that ensures maximum participation all concerned in development issues (Sanam Naraghi Anderlini, 2007).

SIGNIFICANCE OF THE STUDY

Awareness of the feedback and recommendations of this study will give school development planners a basis for decision- making on how teachers will participate in and benefit from development activities. The findings of the study will serve as a guide for teachers in interacting not only with fellow educators but also with students.

OBJECTIVES

This research endeavored to attain the following objectives:

1. Describe the level of awareness of the Faculty on Gender Issues;
2. Determine the extent of gender mainstreaming programs and activities in the Kalinga-Apayao State College;
3. Propose objectives for the KASC Gender and Development Program

METHODOLOGY

Research Design

The Kalinga-Apayao State College was selected as the study area. In answering the research questions, a cross-sectional, descriptive study design was chosen. Ethical permission to carry out the current study was obtained from the Vice President for Academic Affairs.



Data Collection and Analysis

Inferential statistical analysis was carried out by using SPSS for WINDOWS (version 13; SPSS Inc, Chicago). Descriptive statistics were used to determine the mean and standard deviation. Frequencies were used to determine the number and percent of respondents and for back-ground information about the employees. The null hypothesis was tested at the 0.05 level of significance, using the Chi-square to test whether there are significant relationships in the level of awareness on gender issues and on the extent of gender mainstreaming activities as perceived by the respondents with respect to their age, sex, civil status, and highest educational attainment. One-way analysis of variance (ANOVA) was used to determine the differences between the subgroups of the sample on the implementation of gender mainstreaming activities.

In scoring, the average score was calculated for each indicator and then this score was re-coded as less aware (indicated by the average score of 1.00 to 1.66), moderately aware (1.67 to 2.33), or much aware (2.34 to 3.00). The overall mean score was then calculated.

The data collected were carefully tabulated, organized, analyzed and interpreted using the following statistical tools: Frequency and Percentages were used to treat the data on the personal and professional characteristics of the faculty. Weighted Mean was used to describe the levels of awareness of faculty.

Participants

Faculty members from the different institutes, specializations and with different duties were selected. Both males and female faculty were eligible for inclusion in the study. Employees were then randomly selected and were assured that the data collected would be confidential and that they had the right to withdraw from the study at any time they wished without any forces placed on them.

A total of 150 questionnaires were sent out. A total of 100 completed questionnaires were received back. This gives a total response rate of 66.67 percent. Among the 100 respondents, 44% are 21-30 years old, 43% are 31-40 year old and 17% are 41-50 years old; 38 % are male while 62% are female. On their civil status, 80% are married while 15% are single with 5% either separated or widowed. Most of the respondents are master's degree holders with 61% while 22% are bachelor's degree graduates and the remaining 17% are



doctorate degree holders. Furthermore, 73% are permanent, 22% contractual and 5% are part-time instructors.

Table 1. Demographic characteristics of the Respondents (N=100)

Age	Frequency	Percentage
21-30	44	44
31-40	43	43
41-50	17	17
51 and above	6	6
Sex		
Male	38	38
Female	62	62
Civil Status		
Married	80	80
Single	15	15
Separated/Widow	5	5
Highest Educational Attainment		
Bachelor's Degree	22	19
Master's Degree	61	61
Doctorate Degree	17	20
Status of Appointment		
Permanent	73	73
Contractual	22	22
Part time	5	5

RESULTS AND DISCUSSIONS

Table 2. Awareness of Faculty on Gender Issues

Gender Issues	Mean	Description
1. Economic Marginalization of Women	1.96	Moderate
2. Political Subordination of Women	2.42	Much
3. Multiple Burden of Women	2.35	Much
4. Violence Against Women	2.24	Moderate
5. Gender discrimination/differentiation	2.32	Moderate
6. Sex Versus Gender	2.56	Much
7. Invisibility of Women in History	2.21	Moderate
8. Roots of Gender Bias	1.87	Moderate
9. Sexual Harassment	2.52	Much
TAWM	2.27	

The table shows that the faculty members are moderately aware on gender issues as shown by the total average weighted mean of 2.27. The table also reveals that the respondents are much aware on the concept of sex versus gender (2.56), sexual harassment (2.52) political



subordination of women (2.42) and multiple burdens of women (2.35). Respondents however registered moderate awareness along gender discrimination/ differentiation, violence against women, invisibility of women in history, economic marginalization of women, and roots of gender bias.

This finding is surprising because the respondents are college teachers who are in the forefront in the transmission of knowledge and values. The finding is inconsistent with a report during the International Congress on Women's role in History and nation- building (1998) which stated that most professionals are much aware on gender issues.

A clarification is needed here. This is not to say that the Kalinga State University has not answered the call of the UNDP (1995) for the active role of teachers in promoting gender awareness. In fact, the state university has created a Gender and Development Office to implement gender and development programs. Interviews with the respondents reveal that they are aware that they have attended at least one gender sensitivity training initiated by the KASC Gender and Development office but the issues presented were not thoroughly discussed. They are also aware of the creation of a Gender and Development Office but they do not have a clear understanding of what the office does. Most of the respondents stated that only few people are sent on gender sensitivity training and more often than not, the same people are sent. It has been observed also that there are no clear mechanisms on the transfer of information from those sent on training and to the other faculty members of the institution.

The findings imply that the faculty of the Kalinga-Apayao State College has not yet developed a more comprehensive gender policy to answer gender issues and concerns. Being only moderately aware of gender issues they cannot effectively transmit gender relevant knowledge much less promote gender sensitivity.

Table 3. Correlation analysis between the level of awareness on Gender Issues and the personal and professional characteristics of the faculty

Variables	Critical Chi-Square Value	Computed Chi-Square Value	Interpretation
Age	0.514	0.821	Significant
Sex	9.49	33.43	Significant
Educational level	.223	.701	Significant
Institute	0.332	0.947	Significant
Civil Status	.125	.266	Significant
Status of appointment	.883	.659	Not Significant



It is shown on the table that there are significant relationships between the level of awareness of the respondents on gender issues and their age, sex, educational level and civil status. On the other hand, there is no significant relationship between the status of appointment of the faculty and level of awareness on gender issues.

Table 4. Extent of implementation of Gender Mainstreaming Activities in the Kalinga State University

Practices	Mean	Description
1. Organization of a Gender and Development Office	2.65	Much
2. Resource Allocation for Gender & Development Activities	2.65	Much
3. Policy Development	1.92	Moderate
4. Development of a Capacity Building Action Plan	1.67	Moderate
5. Community Level Advocacy	2.37	Much
6. Accessibility and regularity of communication	1.59	Less
7. Gender Analysis through Research	2.36	Much
8. Integration of Gender-based legislations in Planning	2.19	Moderate
TAWM	2.18	

The respondents opined that there is a moderate implementation of gender mainstreaming activities as shown by the total average weighted mean of 2.18. Remarkably, 4 activities were deemed as much implemented, namely organization of a Gender and Development office (2.65), resource allocation for gender & development activities (2.65), community level advocacy (2.37) and gender analysis through research (2.36). The other activities integration of gender-based legislations in planning (2.19), policy development (1.92), development of a capacity building action plan (1.67) and accessibility and regularity of communication (1.59) all fall under the moderately implemented description.

The results suggest that although the institution has already initiated the important steps in mainstreaming gender as shown by the organization of a Gender and Development Office and the allocation of funds for Gender and Development Activities, tangible projects have not yet been fully implemented. This can be due to lack of policy development and non-integration of gender perspectives in planning.



Table 5. Summary of ANOVA on the Implementation of Gender Mainstreaming Activities

Groupings	F .05 Tabular	F-Computed Value	Interpretation
Age	9.4901	0.9475	Not Significant
Sex	.2664	.125	Not Significant
Educational level	.8831	.7016	Not Significant
Institute	2.341	9.263	Significant
Civil Status	.2971	1.3078	Significant
Status of appointment	1.1302	.659	Not Significant

The results of the ANOVA reveals that there are significant differences in the extent of implementation of gender mainstreaming activities along Institute and civil status as shown by the computed F-values of 9.263 (Institute) and 1.3078 (Civil Status) which are higher than the F-tabular value of 2.341(Institute) and .2971 (Civil Status) With regards to the other groupings, no significant differences were determined.

Table 6. Proposed Objectives of the KASC Gender and development program

Objectives	Yes/No	%age	Rank
1. Determine manifestations and forms of gender bias in the institution	Yes	81.3	2
	No	18.7	
2. Identify causes which gave way and continue to contribute to these gender issues	Yes	68.2	6
	No	31.8	
3. Propose changes in policy which could address gender inequality within the institution	Yes	77.3	4
	No	22.7	
4. Formulate a plan of action to address gender issues in the institution	Yes	85.6	1
	No	14.4	
5. To recognize their social responsibility to promote a gender responsive community	Yes	63.8	7
	No	36.2	
6. Integrate gender studies in the curriculum	Yes	79.2	3
	No	20.8	
7. To provide for equitable access of women to services and opportunities in all areas of education and training	Yes	76.6	5
	No	23.4	
8. To accelerate the responsiveness of education and training to the improvement of women's status and their more meaningful participation in the various areas of development	Yes	54.5	9
	No	45.5	
9. To enhance the capacity of the educational system to promote gender- consciousness, women's development and the integration of women in the mainstream of national development	Yes	63.6	8
	No	36.4	



Objectives reported by more than 50% of the faculty members were presented on the result tables. It is hoped that these objectives will provide a clear guideline in the development of a Gender and Development Framework for the Kalinga State University.

The table shows that 85.6 % of the faculty members propose the formulation of a plan of action to address gender issues in the institution followed by 'determine manifestations and forms of gender bias in the institution' with 81.3%.

CONCLUSIONS:

Based on the results of the study, the faculty have given different ratings on the areas being surveyed- their level of awareness on gender issues, their perceptions on the extent of implementation of gender mainstreaming programs/projects/ activities. The faculty members also proposed objectives that can be adapted in the formulation of a Gender and Development Framework that will guide Kalinga State University in its effort to achieve gender equality thus, effectively promote gender-fair education.

RECOMMENDATIONS:

1. Gender mainstreaming must be institutionalized through concrete steps, mechanisms, and processes in all parts of the organization. This involves a shift in policy mechanism which involves: a) the adoption of organizational cooperation on gender issues across all policy areas, levels and departments. b) The use of appropriate policy tools and techniques to integrate the gender variable in all policies and (c) to monitor and evaluate all policies from a gender perspective.
2. There is also a need for high-quality research on gender issues and for more gender-sensitive research in general.
3. Periodic education and training of faculty and supervisors on gender issues through programs, campaigns or information material to be distributed at the time of hiring or training that cover all forms of gender bias and that explain avenues for help or support should be conducted.

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