

Gender and Development Implementation in Selected State Universities and Colleges in Region IV-A: Basis for the Development of Academic Related Activities

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Abstract: This study attempted to determine the status of gender and development implementation in selected State Universities and Colleges in Region IV-A with an end view of developing academic related activities. This study used the descriptive survey method of research to determine the extent of the implementation of gender and development and its differences to the three groups of respondents. The respondents of the study were the 414 students, 66 faculty and 20 administrators from different universities and colleges in region IV A. The instruments used in gathering the data were demographic profile checklist and the researchers' made questionnaire in gender and development. The statistical treatment used were frequency, percentage and paired t-test in determining the extent and differences of the implementation of gender and development. The data revealed that majority of the student and administrator respondents are female; in terms of ordinal position, majority of the respondents are second born in the family; in terms of family structure, majority of the student respondents are with their father and mother, faculty and administrator respondents, majority are single. In terms of the gender and development implementation, majority of the indicators are "high extent" which imply that status of implementation of gender and development according to administrator, faculty and student respondents are adequately evident. There is no significant difference between the administrator, faculty, and student respondents in the status of gender and development implementation. Their perceptions are the same.

Keywords: Gender and development, state universities and colleges, academic related activities, planned, implemented

1. Introduction

The Department of Education (DepEd) issues the enclosed Gender-Responsive Basic Education Policy in line with its Gender and Development (GAD) mandate as stipulated in the 1987 Philippine Constitution, Republic Act (RA) No. 9710 or the Magna Carta of Women (MCW), RA 10533 or the Enhanced Basic Education Act of 2013, and the Philippines' International Human Rights Commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of the Child

(CRC) among others. Through this policy, the DepEd commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights, in the provision and governance of basic education. This is in line with the DepEd's mandate to ensure access to quality basic education for all.

This policy is consistent with the DepEd's vision, mission, values, and mandate. Culturally determined gender ideologies define rights and responsibilities and what is 'appropriate' behaviour for women and men. They also influence access to and control over resources, and participation in decision-making. These gender ideologies often reinforce male power and the idea of women's inferiority. Culture is sometimes interpreted narrowly as 'custom' or 'tradition', and assumed to be natural and unchangeable. Despite these assumptions, culture is fluid and enduring. The systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender. Gender analysis is a valuable descriptive and diagnostic tool for development planners and crucial to gender mainstreaming efforts. The methodology and components of gender analysis are shaped by how gender issues are understood in the institution concerned. There are a number of different approaches to gender analysis, including the Gender Roles or Harvard framework, and Social Relations Analysis. The Gender Roles framework focuses on describing women's and men's roles and their relative access to and control over resources. The analysis aims to anticipate the impacts of projects on both productive and reproductive roles. It takes the household, rather than the breadth of institutions, as the unit of analysis and tends to assume that women are a homogeneous category. In contrast, the Social Relations approach seeks to expose the gendered power relations that perpetuate inequities. This analysis moves beyond the household to include the community, market, and state institutions and so involves collecting data at all these levels. It uncovers differences between women, divided by other aspects of social differentiation such as class, race and ethnicity. The aim is to understand the dynamics of gender

relations in different institutional contexts and thereby to identify women's bargaining position and formulate strategies to improve this. It has proved challenging to adopt this approach in operational work.

Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviors, aspirations and needs of women and men are equally valued and favored. Girls and women have made major strides since 1990, but they have not yet gained gender equity. The disadvantages facing women and girls are a major source of inequality. All too often, women and girls are discriminated against in health, education, political representation, labor market, etc.—with negative consequences for development of their capabilities and their freedom of choice. Gender roles are heavily influenced by biology, with male-female play styles correlating with sex hormones, sexual orientation, aggressive traits, and pain. Furthermore, females with congenital adrenal hyperplasia demonstrate increased masculinity and it has been shown that rhesus macaque children exhibit preferences for stereo typically male and female toys. This has inspired the researcher to conduct a study focusing on the gender development implementation in selected universities and colleges in Region IV-A.

A. Hypothesis

There is no significant difference in gender and development when respondents are grouped based on their profile variables.

2. Methods

A. Research design

This study utilized descriptive research design, which, according to Fain (2013) "describe(s) and explain(s) the nature and magnitude of existing relationships without necessarily clarifying the underlying causal factors in the relationship." This study is both descriptive and correlational. According to Zulueta and Costales (2003), the descriptive part of the study is a fact-finding study with adequate and accurate interpretation of the findings. It describes what is and it also depicts with emphasis on what actually existed such as current conditions, practices, situations or any phenomena. The descriptive part of the research pertains to describing the organizational commitments, time management skills and administrative effectiveness of the manager respondents. It is correlational, in that, it seeks to find a correlation between the demographic profile variables of the respondent managers (age, gender, civil status, educational attainment and length of service as a manager) and that of organizational commitment, time management skills and administrative effectiveness. Fraenkel and Wallen (2007) explains that correlational studies are descriptive studies too because "correlational research...describes an existing relationship between variables." The authors further explain that in correlational research "the relationships among two or more variables are studied without

any attempt to influence them...there is no manipulation of variables in correlational research."

B. Participants

The respondents of this study are the selected state universities and colleges in CALABARZON. The total population and subjects of this research study are the twenty-two (22) State Universities and Colleges. There are three (3) from Cavite, four (4) from Laguna, three (3) from Barangas, one (1) from Rizal, and three (3) from Quezon with a total of fourteen (14) state universities, while state colleges are three (3) from Cavite, two (2) from Batangas, one (1) from Rizal, and two (2) from Quezon. Respondents consist of 414 students, 66 faculty members and 20 administrators from different universities and colleges in Region IV-A.

C. Instruments and procedures

The research instrument is the Survey Questionnaire on Gender and Development to be answered by students, administrators and faculty from state universities and colleges in CALABARZON.

The items for evaluation used a Five-Point Likert Scale as follows:

- | | | |
|---|---|-----------|
| 5 | As Planned/As Implemented to a very high extent | 4.50-5.00 |
| 4 | As Planned/As Implemented to a high extent | 3.50-4.49 |
| 3 | As Planned/As Implemented to some extent | 2.50-3.49 |
| 2 | As Planned/As Implemented to a low extent | 1.50-2.49 |
| 1 | As Planned/As Implemented to a very low extent | 1.00-1.49 |

Means that are at least 3.50 were considered strengths; means that are below 3.50 were considered as weaknesses. To test the reliability of the questionnaire, five non-sample respondents were requested to answer the questionnaire. Their answers were tested for reliability using the Cronbach α . An α that is at least 0.7 is considered to pass the reliability test. If the α is less than 0.7, the questionnaire where the non-sample respondents made significant differences, were simplified. After the simplification, the questionnaire was administered to the same five non-sample respondents. To test the validity of the questionnaire the responses of the five non-sample respondents were tested for significance using a one-sample T-test. Where the test was not significant, the questionnaire is considered to be valid. Where the test was significant, the items with significant tests were simplified. After the simplification, it was administered again to the five non-sample respondents. A letter of request to conduct data gathering was to the Dean of each Universities and Colleges in CALABARZON. Upon receipt of approved request, the researcher administered questionnaire through channel of each schools. The data gathered was tabulated into readable forms, specifically tables.

D. Data analysis

To ensure a valid reliable and objective analysis and interpretation of data, statistical tests are applied by the researcher in order to answer the specific problems of the investigation. Frequency and Percentage were used to provide

the profile of the respondents in terms of gender, ordinal position and family structure. Paired t-test was used to determine the status of gender and development as planned and as implemented according to administrators, faculty members and students. Kruskal-wallis test was used to determine the significant differences between the responses of the three groups of respondents.

3. Results and discussion

After a thorough analysis, the following is revealed as findings on the status of gender and development implementation in selected State Universities and Colleges in Region IV-A with an end view of developing academic related activities.

The table shows the gender of student respondents, 120 or 29 percent are male while 294 or 71 percent are female. The gender of faculty respondents, both male and female are 33 or 50 percent while the gender of administrators respondents, 8 or 40 percent are male and 12 or 60 percent are female. Majority of the student and administrator respondents are female.

The table shows the ordinal position of student respondents, 31 or 7 percent are first born, 349 or 84 percent are second born, 21 or 5 percent are third born, and 13 or 3 percent are fourth born and above; for faculty respondents, 21 or 32 percent are first born, 28 or 42 percent are second born, 11 or 17 percent are third born, and 6 or 9 percent are fourth born or above, while the administrators respondents, 7 or 35 percent are first born, 4 or 20 percent are second and third born, and 5 or 25 percent are fourth born and above while the administrators respondents, 7 or 35 percent are first born, 4 or 20 percent are second and third born, and 5 or 25 percent are fourth born and above. Majority of the student, faculty and administrators' respondents are second born in the family. Adler's classic description of the

effects of birth order contains the following features: that children of the same family are not born into the same environment. The second child is born into a different psychological situation than the first. It is not the actual order of the birth, but the psychological situation which is important. If the eldest is feeble-minded, the second may assume the role of a first-born. Marked difference in age between siblings tends to reduce competition between them. 4) Birth order is not an absolute determinant, only an influence. The reaction of the parents to the child is at least as important.

The table shows the family structure of student respondents, 394 or 95 percent are with mother and father, and 20 or 5 percent are with single parent. Majority of the student respondents are with their father and mother.

The table shows the family structure of faculty and administrators' respondents. 27 or 41 percent and 7 or 35 percent are married respectively, 39 or 59 percent and 11 or 55 percent single respectively, 1 or 5 percent is widow and single parent in administrator respondents only. Majority of the faculty and administrators' respondents are single.

Expected Mean: 3.5

Table shows the result of the extent of the implementation of gender and development according to administrator respondents.

The item "There is orientation of awareness of any gender and development policies and strategies in administrators, faculty and students." with weighted mean of 4.74 interpreted as very high extent, ranks first, followed by item "There is acceptance in gender roles and differences inside the campus." with a weighted mean of 4.71 interpreted as very high extent, third is item "There is equal treatment of male and female during the class, laboratory activities and group activities." with a weighted mean of 4.61 interpreted as very high extent; fourth

Table 1
 Frequency and Percentage Distribution of Respondents' Profile as to Gender

Variables	Students		Faculty		Administrators		TOTAL	
	F	P	F	P	F	P	F	P
Male	120	29	33	50	8	40	161	32
Female	294	71	33	50	12	60	339	68
TOTAL	414	100%	66	100%	20	100%	500	100%

Table 2
 Frequency and Percentage Distribution of Respondents' Profile as to Ordinal Position

Variables	Students		Faculty		Administrators		Total	
	F	P	F	P	F	P	F	P
First	31	7%	21	32%	7	35%	59	12%
Second	349	84%	28	42%	4	20%	381	76%
Third	21	5%	11	17%	4	20%	36	7%
Fourth and Above	13	3%	6	9%	5	25%	24	5%
TOTAL	414	100%	66	100%	20	100%	500	100%

Table 3
 Frequency and Percentage Distribution of Student Respondents' Profile as to Family Structure

Variables	Students	
	F	P
With Mother and Father	394	95%
Single Parent	20	5%
TOTAL	414	100%

Legend: F - Frequency P - Percentage

Table 4
 Frequency and Percentage Distribution of Faculty and Administrators Respondents' Profile as to Family Structure

Variables	Faculty		Administrators		Total	
	F	P	F	P	F	P
Married	27	41%	7	35%	34	40%
Single	39	59%	11	55%	50	58%
Widow	0	0%	1	5%	1	1%
Single Parent	0	0%	1	5%	1	1%
TOTAL	66	100%	20	100%	86	100%

Table 5
 Status of the implementation of gender and development according to administrators

Indicators	Weighted Mean	Interpretation	Rank
There is equal treatment in learning opportunities between male and female.	4.56	Very High Extent	6
There is equal treatment of male and female during the class, laboratory activities and group activities.	4.61	Very High Extent	3
We are satisfied about the direction of gender equality activities in the school.	4.45	High Extent	12
There is acceptance in gender roles and differences inside the campus.	4.71	Very High Extent	2
There is acceptance in social changes inside the campus.	4.58	Very High Extent	5
There is equal representation of women and men in decision-making processes.	4.52	Very High Extent	9
There is orientation of awareness of any gender and development policies and strategies in administrators, faculty and students.	4.74	Very High Extent	1
There is support from the school/unit or gender focal point from the school for your work on gender (mentoring, coaching, detailed assignment, etc.)	4.50	Very High Extent	10
There is observation of gender equality in my department or field of work.	4.48	High Extent	11
There is integration of gender and development in the strategic planning of the school.	4.31	High Extent	13
There is inclusion of gender into policies, administrative instructions and other directives on finance/ procurement/IT/human resources/management services/security.	4.53	Very High Extent	8
There is an issue in gender equality in my school.	4.54	Very High Extent	7
There is fair treatment in paternal and maternal benefits in my school.	4.60	Very High Extent	4
There is equal number of male and female faculty and students in my school.	4.12	High Extent	14
There is a high change of promotion both in male and female employees in my school.	4.08	High Extent	15
Overall Weighted Mean	4.49	High Extent	

is item "There is fair treatment in paternal and maternal benefits in my school" with a weighted mean of 4.60 interpreted as very high extent; fifth is item "There is acceptance in social changes inside the campus." with a weighted mean of 4.58 interpreted as very high extent; sixth is item "There is equal treatment in learning opportunities between male and female." with a weighted mean of 4.56 interpreted as very high extent; seventh is item "There is an issue in gender equality in my school." with a weighted mean of 4.54 interpreted as very high extent; eighth is item "There is inclusion of gender into policies, administrative instructions and other directives on finance / procurement/ IT / human resources / management services / security." with a weighted mean of 4.53 interpreted as very high extent; ninth is item "There is equal representation of women and men in decision-making processes." with a weighted mean of 4.52 interpreted as very high extent; tenth is item "There is support from the school/unit or gender focal point from the school for your work on gender (mentoring, coaching, detailed assignment, etc.)" with a weighted mean of 4.50 interpreted as very high extent; eleventh is item "There is observation of gender equality in my department or field of work." with a weighted mean of 4.48 interpreted as high extent; twelfth is item "We are satisfied about the direction of gender equality activities in the school." with a weighted mean of 4.45 interpreted as high extent; thirteenth is item "There is

integration of gender and development in the strategic planning of the school." with a weighted mean of 4.31 interpreted as high extent; fourteenth is item "There is equal number of male and female faculty and students in my school." with a weighted mean of 4.12 interpreted as high extent; and lastly is item "There is a high change of promotion both in male and female employees in my school." with a weighted mean of 4.08 interpreted as high extent. Majority of the indicators are "high extent" with the overall weighted mean of 4.49 which imply that status of implementation of gender and development according to administrators' respondents are adequately evident.

Expected Mean : 3.5

Table 6 shows the result of the extent of the implementation of gender and development according to faculty respondents. The World Bank, (2001), defines gender as a socially constructed roles and socially scanned behaviors and expectations associated with females and males.

The item "There is acceptance in gender roles and differences inside the campus." with a weighted mean of 4.53 interpreted as very high extent, ranks first, followed by item "There is an issue in gender equality in my school." with a mean of 4.51 interpreted as very high extent, third is item "There is support from the school/unit or gender focal point from the school for your work on gender (mentoring, coaching, detailed assignment, etc.)" with a weighted mean of 4.50 interpreted as

Table 6
 Status of the implementation of gender and development according to faculty members

Indicators	Weighted Mean	Interpretation	Rank
There is equal treatment in learning opportunities between male and female.	4.45	High Extent	5
There is equal treatment of male and female during the class, laboratory activities and group activities.	4.32	High Extent	9
We are satisfied about the direction of gender equality activities in the school.	4.40	Highly Extent	8
There is acceptance in gender roles and differences inside the campus.	4.53	Very High Extent	1
There is acceptance in social changes inside the campus.	4.41	High Extent	7
There is equal representation of women and men in decision-making processes.	4.28	High Extent	11
There is orientation of awareness of any gender and development policies and strategies in administrators, faculty and students.	4.13	High Extent	13
There is support from the school/unit or gender focal point from the school for your work on gender (mentoring, coaching, detailed assignment, etc.)	4.50	Very High Extent	3
There is observation of gender equality in my department or field of work.	4.31	High Extent	10
There is integration of gender and development in the strategic planning of the school.	4.25	High Extent	12
There is inclusion of gender into policies, administrative instructions and other directives on finance/ procurement/IT/human resources/management services/security.	4.42	High Extent	6
There is an issue in gender equality in my school.	4.51	Very High Extent	2
There is fair treatment in paternal and maternal benefits in my school.	4.46	High Extent	4
There is equal number of male and female faculty and students in my school.	4.09	High Extent	14
There is a high change of promotion both in male and female employees in my school.	3.86	High Extent	15
Overall Weighted Mean	4.33	High Extent	

very high extent, fourth is item "There is fair treatment in paternal and maternal benefits in my school." with a weighted mean of 4.46 interpreted as high extent, fifth is item "There is equal treatment in learning opportunities between male and female." with a weighted mean of 4.45 interpreted as high extent, sixth is item "There is inclusion of gender into policies, administrative instructions and other directives on finance/procurement / IT / human resources / management services/security." with a weighted mean of 4.42 interpreted as high extent; seventh is item "There is acceptance in social changes inside the campus." with a weighted mean of 4.41 interpreted as high extent; eighth is item "We are satisfied about the direction of gender equality activities in the school." with a weighted mean of 4.40 interpreted as high extent; ninth is item "There is equal treatment of male and female during the class, laboratory activities and group activities." with a weighted mean of 4.32 interpreted as high extent; tenth is item "There is observation of gender equality in my department or field of work." with a weighted mean of 4.31 interpreted as high extent; eleventh is item "There is equal representation of women and men in decision-making processes." with a weighted mean of 4.28 interpreted as high extent; twelfth is item "There is integration of gender and development in the strategic planning of the school." with a weighted mean of 4.25 interpreted as high extent; thirteenth is item "There is orientation of awareness of any gender and development policies and strategies in administrators, faculty and students." with a weighted mean of 4.13 interpreted as high extent; fourteenth is item "There is equal number of male and female faculty and students in my school." with a weighted mean of 4.09 interpreted as high extent; and lastly is item "There is a high change of promotion both in male and female employees in my school." with a weighted mean of 3.86 interpreted as high extent.

Majority of the indicators are "high extent" with the overall weighted mean of 4.33, which imply that status of

implementation of gender and development according to faculty respondents are adequately evident. This is an exact opposite of the findings of the study conducted by Parveen, Shahnaj. The findings of the study indicate that the majority of the rural women, based on sample investigated, were not aware of gender inequality because of traditional beliefs kept them in the shadow of their fathers, husbands and sons.

Expected Mean : 3.5

Table 7 shows the result of the extent of the implementation of gender and development according to student respondents.

The item "There is acceptance in gender roles and differences inside the campus." with a weighted mean of 4.13 interpreted as high extent, ranks first, followed by item "There is equal treatment in learning opportunities between male and female." with a mean of 4.12 interpreted as high extent, third is item "There is support from the school/unit or gender focal point from the school for your work on gender (mentoring, coaching, detailed assignment, etc.)" with a weighted mean of 4.04 interpreted as high extent, fourth is item "There is equal treatment in learning opportunities between male and female." with a weighted mean of 4.01 interpreted as high extent, fifth is item "There is observation of gender equality in my department or field of work." with a weighted mean of 3.99 interpreted as high extent, sixth is item "We are satisfied about the direction of gender equality activities in the school." with a weighted mean of 3.98 interpreted as high extent; seventh is item "There is fair treatment in paternal and maternal benefits in my school." with a weighted mean of 3.82 interpreted as high extent; eighth is item "There is acceptance in social changes inside the campus." with a weighted mean of 3.78 interpreted as high extent; ninth is item "There is an issue in gender equality in my school." with a weighted mean of 3.67 interpreted as high extent; tenth is item "There is equal representation of women and men in decision-making processes." with a weighted mean of 3.56 interpreted as high extent; eleventh is item "There is

Table 7
 Status of the implementation of gender and development according to student respondents

Indicators	Weighted Mean	Interpretation	Rank
There is equal treatment in learning opportunities between male and female.	4.01	High Extent	4
There is equal treatment of male and female during the class, laboratory activities and group activities.	4.12	High Extent	2
We are satisfied about the direction of gender equality activities in the school.	3.98	Highly Extent	6
There is acceptance in gender roles and differences inside the campus.	4.13	High Extent	1
There is acceptance in social changes inside the campus.	3.78	High Extent	8
There is equal representation of women and men in decision-making processes.	3.56	High Extent	10
There is orientation of awareness of any gender and development policies and strategies in administrators, faculty and students.	3.51	High Extent	11
There is support from the school/unit or gender focal point from the school for your work on gender (mentoring, coaching, detailed assignment, etc.)	4.04	High Extent	3
There is observation of gender equality in my department or field of work.	3.99	High Extent	5
There is integration of gender and development in the strategic planning of the school.	3.25	Some Extent	13
There is inclusion of gender into policies, administrative instructions and other directives on finance/ procurement/IT/human resources/management services/security.	3.42	Some Extent	12
There is an issue in gender equality in my school.	3.67	High Extent	9
There is fair treatment in paternal and maternal benefits in my school.	3.82	High Extent	7
There is equal number of male and female faculty and students in my school.	3.02	Some Extent	15
There is a high change of promotion both in male and female employees in my school.	3.23	Some Extent	14
Overall Weighted Mean	3.70	High Extent	

Table 8
 Contingency Table for Kruskal-Wallis of Administrator, Faculty and Student Respondents

Group	Mean	Rank	Kruskal-Wallis ANOVA	Interpretation
Administrators	4.49	1	2.12	Not Significant
Faculty	4.33	2	Critical Value: .05 = 5.95 .01 = 9.20	
Students	3.70	3		
Weighted Mean	4.17			

Table 9
 Proposed academic activities for the implementation of gender and development

Activities/Target	Objectives/Strategies	Sources of Funds	Persons Involve	Time Frame	Expected Outcome
A. Administrators Development Include the gender and development in their common general education subjects.	To improve the curriculum and syllabus content of the general education subjects.	School Funds 400,000.00	VPAA Deans Department Heads	Before the start of school year	At least 98% of the curriculum and syllabi are revised with gender and development awareness
B. Faculty Development In-Service Training, workshops and group dynamics about Gender and Development	To enhance the knowledge of faculty members on the guidelines and implementation of gender and development.	School Funds, Local Sources 300,000.00	Top Management Deans Department Head Faculty	Year Round	At least 98% of the stakeholders better understand gender and development and with proper implementation.
C. Student Development Seminars, symposiums, and workshops by department or unit.	To let the students fully aware of the gender and development program, guidelines and it's implementation.	School funds/ Depart-mental Budget 100,000.00	Office of Student Affairs, Respective Department or Unit Students Students Govern-ment	Every semester	95% of the students are more aware and guided of the implementa-tion of gender and development

orientation of awareness of any gender and development policies and strategies in administrators, faculty and students." with a weighted mean of 3.51 interpreted as high extent; twelveth is item "There is inclusion of gender into policies, administrative instructions and other directives on finance/ procurement/IT/humanresources/managementservices/security ." with a weighted mean of 3.42 interpreted as to some extent;

thirteenth is item "There is integration of gender and development in the strategic planning of the school." with a weighted mean of 3.25 interpreted to some extent; fourteenth is item "There is a high change of promotion both in male and female employees in my school." with a weighted mean of 3.23 interpreted to some extent; and lastly is item "There is equal number of male and female faculty and students in my school."

with a weighted mean of 3.02 interpreted to some extent.

Majority of the indicators are to a "high extent" with the overall weighted mean of 3.70 which imply that status of implementation of gender and development according to student respondents are adequately evident.

Table 8 presents that in terms of significant difference of the three groups of respondents, administrators are rank first with a mean of 4.49, faculty with a mean of 4.33 while students with a mean of 3.70 rank the lowest. It also presents that the computed weighted mean of 4.17 with the H- value of 2.12 which is lower than 5.95 at 0.5 and 9.20 at .01 levels of significance. Therefore, there is no significant difference in terms of the three group of respondents in the gender and development implementation. Their perceptions are the same.

Based on the findings, related academic activities is hereby proposed. The academic activities is being designed by the researcher to improve the awareness and purpose of gender and development in the field of education, more so to establish the equality of gender. This academic activity are to be proposed for the continuous awareness of the implementation of gender and development to students, faculty and administrators of selected universities and colleges in Region IV A.

4. Conclusions and recommendations

As shown by the results of the study, the following conclusions were drawn: majority of the student and administrators respondents are female; in terms of ordinal position, majority of the respondents are second born in the family; in terms of family structure, majority of the student

respondents are with their father and mother, faculty and administrators respondents, majority are single. In terms of the status of gender and development implementation, majority of the indicators are "high extent" which imply that status of implementation of gender and development according to administrators, faculty and student respondents are adequately evident. There is no significant difference between the administrator, faculty, and student respondents in the status of gender and development implementation. Their perceptions are the same.

It is recommended that the top management should continue the awareness program about gender and development through symposium, seminars and training by inviting speakers from department of education and CHED to faculty members. Administrators and faculty should implement activities pertaining to gender and development like group dynamics among administrators and faculty, also to include to their lessons. University Student Council must design student activities with the objective of awareness to gender and development program.

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