

Gender and development implementation in public higher education institutions: A basis for a capability enhancement framework



Eva Joy C. Palma *

College of Education, Northern Iloilo State University, Barotac Viejo Campus, Puerto Princesa, Barotac Viejo, Iloilo, Philippines

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ABSTRACT

This study examines the relationships between awareness, implementation, and satisfaction regarding gender and development (GAD) initiatives among employees and students at a public higher education institution in the Philippines. A cross-sectional survey of 250 participants revealed limited awareness of GAD concepts and laws, with moderate levels of implementation and slight satisfaction reported. Awareness positively impacted satisfaction, and perceptions of GAD implementation further increased satisfaction levels, particularly in the "people" aspect, which mediated the relationship between awareness and satisfaction. The findings suggest that enhanced GAD implementation is needed to meet the growing demands for gender equality, and a "Gender and Development Capability Enhancement Framework" is recommended to strengthen GAD efforts in public institutions.

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1. Introduction

Gender and development (GAD), as defined by the Philippine Commission on Women, is a perspective and process for development that is participatory and empowering, equitable, respectful of human rights, free from violence, and supportive of self-determination and actualization of human potential (Nanni, 2023). It aims for the establishment of gender equality as a significant principle for development decisions, and it supports the notion that women are contributors to development and not merely recipients. To achieve this end, countries around the world work together for collective actions and plans, and among these are the 1980 United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the 1995 Beijing Platform for Action (Freeman, 2019). These caused many nations to enact various laws that required their government agencies to establish mechanisms to advance GAD. In fact, the CEDAW Committee reported that it has fostered the adoption of laws that are supportive of women's empowerment in many countries, such as gender equality law in Mongolia; anti-sex-based

discrimination law in access to land in Rwanda; laws on domestic violence in Turkey, Nepal, South Africa, and the Republic of Korea; laws that criminalize all forms of violence against women in Panama; and anti-trafficking laws in Ukraine and Moldova.

As a state party to CEDAW and in adherence to its constitutional provision that recognizes the role of women in nation-building and ensures fundamental equality of women and men before the law, the Philippine government has passed several laws that promote and protect the rights of women- the Women in Nation-Building Act (RA7192) and the Magna Carta of Women (RA9710). These laws required government agencies, including higher education institutions, government-owned and controlled corporations, and local government units, to adopt a gender mainstreaming approach to promote women's rights and eliminate gender discrimination in their systems, programs, policies, and procedures. The implementation of this is under the watch of the Philippine Commission on Women, an oversight agency for gender and development in the Philippines under the Office of the President.

Despite the global acceptance of gender and development perspectives, gender inequality is still obvious in various institutions worldwide. Though considered a powerful institution for promoting gender equality, diversity, and inclusion in the higher education context and in society at large (Rosa and Clavero, 2022), higher education institutions' implementation of gender and development is still far from success. In the United

* Corresponding Author.

Email Address: yojave_19@yahoo.com.ph

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Corresponding author's ORCID profile:

<https://orcid.org/0000-0003-1772-5940>

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States of America, though substantial gains have been made to empower women in higher education in recent years, much remains to be done (Johnson, 2023). Gender discrimination, in conjunction with caste, class, religious, and cultural barriers, primarily prevents women from receiving proper education in the South Asian region, and women in rural areas are likely to encounter lack of access to economic opportunities, discrimination, domestic violence, illiteracy, and inequality (Ali et al., 2023). In the Philippines, the Commission on Higher Education issued a memorandum to establish the policies and guidelines on gender and development and its implementing rules and regulations to promote GAD in higher education institutions. Yet, the culture that normalizes gender-based violence, the invisibilization of the lesbian, gay, bisexual, and transgender communities, and the privileging of men in higher education institutions are still obvious (Rodriguez, 2019). Some higher education institutions were seen to have encountered problems in GAD implementation, particularly lack of support, inadequate training, non-prioritization, unsustainable implementation of GAD, lack of GAD vision, and significant improvement in the GAD implementation process (Esteban-Pulmano, 2016), and deviation and failure to comply with gender and development mandates, specifically the provisions for budget allocation, program interventions, and GAD office function (Gil, 2021). Basic education institutions even failed to implement five areas of the Gender Responsive Basic Education Policy, as only learners' development and learning delivery were fully implemented (Galamgam et al., 2021).

Many studies on gender and development in higher education focused solely on GAD implementation status, neglecting the essential components for a successful implementation which include the establishment of a GAD knowledge foundation, stakeholders' understanding and

perspective of GAD concepts and laws, and their satisfaction with the implementation. Seeing that previous studies mentioned above show implementation of GAD fell short of delivering the desired outcomes, there is an impending need to explore a new study on gender and development implementation in higher education institutions to fully grasp an outlook from stakeholders' perspective and to determine which aspect of implementation merits more attention.

This study focused on emancipative cultural changes that give rise to gender-egalitarian attitudes and self-expression values. It highlights changes in modern societies that are supportive of women's development, thereby establishing a link between cultural modernity and people who value greater gender equality. The purpose of this quantitative study was to test a theory of descriptive, predictive, and mediating relationships between the level of awareness, the extent of implementation, and level of satisfaction with GAD programs among employees and students in a higher education institution. In particular, the study examined how the extent of implementation influences the predictive relationships between the level of awareness of GAD concepts and GAD laws and the level of satisfaction. The specific objectives of the study included: a) determining the employees' and students' levels of awareness of GAD concepts and GAD laws, extent of GAD implementation in terms of policies, mechanisms, people, programs, projects, and activities; and level of satisfaction with GAD programs; b) determining significant relationships between the variables; c) determining how the GAD implementation (or lack thereof) might replace the need for awareness, or work with it, to impact their satisfaction; and d) identifying implications and drawing conclusions as an input to GAD Capability Enhancement Framework. Fig. 1 shows the paradigm of the study.

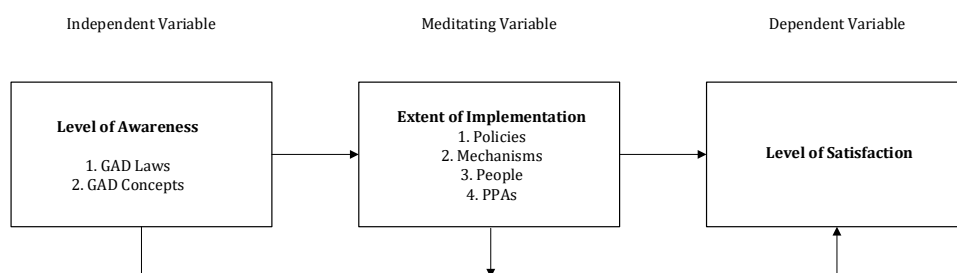


Fig. 1: Paradigm of the study

The paradigm shows the level of awareness of GAD concepts and GAD laws as independent variables and the level of satisfaction as a dependent variable. The mediating variable is the extent of implementation in terms of policies, mechanisms, people, programs, projects, and activities (PPA). These four constructs of the extent of implementation are based on the four entry points of gender mainstreaming as specified in the Enhanced Gender Mainstreaming Framework of the Philippine Commission on Women. Policies are the

organization's official statements and pronouncements of support for gender mainstreaming. Mechanisms are the systems installed within the organization as well as the funds allocated for GAD activities. People are the individuals or groups who possess the authority to approve or validate changes, programs, and projects—the actual execution of an organization's GAD mandate. The framework presents the assumed relationship among variables, in which levels of awareness are assumed to be related to levels of

satisfaction, while the extent of implementation may or may not work with the relationship among independent and dependent variables.

2. Methods

2.1. Research design

This study adopted a non-experimental, cross-sectional research design. Cross-sectional research is an observational study that analyzes data from a population at a single point in time. Researchers often use these studies to measure the prevalence of outcomes, understand determinants, and describe the features of a population (Wang and Cheng, 2020). This study investigated the relationship between the level of awareness of GAD concepts and laws and the level of satisfaction. This also explored how the relationship between these variables is impacted by the presence or lack of GAD implementation, which might replace the need for awareness or work with it to impact their satisfaction.

2.2. Respondents of the study

The respondents of this study are the employees and students of a state-owned higher education institution in the Western Visayas region of the Philippines. The researcher used the G*Power calculator to determine the sample size, setting the parameters at effect size $f^2 = .20$, power $= .90$, error probability $= .05$, and number of predictors $= 6$. The associated calculation yielded the required minimum sample size of 92 respondents, but the researcher included 210 students and 40 employees during the second quarter of 2024. Since the population characteristics of students are diverse and to avoid under-coverage bias, the researcher ensured that every characteristic was properly represented in the sample through stratified random sampling in determining the number of respondents in every academic course. Stratified random sampling is where the population is divided into strata (or subgroups) and a random sample is taken from each subgroup (Taherdoost, 2016). The percentage from the total population of the number of students per academic course was first identified. Then it was ensured that among the 210 student respondents, every academic course was represented with the same percentage in the total population. Of the employees, 50 percent are faculty members and 50 percent are administrative staff.

2.3. Instrument and data collection

The researcher employed a researcher-made instrument consisting of three parts. Part one is a 20-item questionnaire that collected data on the level of awareness while part two is a 30-item questionnaire that collects data on the extent of implementation of GAD programs and part three is a 20-item

questionnaire that collected data on the level of satisfaction. All questionnaires were in 5-point Likert scale type. The research instrument was subjected to face and content validity evaluation to make sure that the quality of the questions was valid and consistent to render an appropriate result. Three expert validators, composed of a Gender and Development focal person, a faculty member teaching research, and a Gender and Development Technical Working Group member, were invited to scrutinize and check the structure, organization, and overall validity of the instrument. They were given a copy of the instruments and an evaluation form, which they subsequently returned with their comments and suggestions after reviewing the items in the instrument. Comments and suggestions were then incorporated by the researcher into the instruments. The revised questionnaire was once again sent to the validators for their confirmation and approval for possible utilization. Also, to check the internal reliability of the instruments, it underwent pilot testing.

The instruments were distributed to 30 students who were non-target respondents to the study, with prior instructions about the purpose and how to answer the instrument. They were also given an informed consent form that indicates they have the right to withdraw from participating. The completed questionnaire was gathered, coded, and encoded using Statistical Package for Social Sciences software. It was tested for reliability and resulted in (Cronbach's alpha) 0.78 and 0.81 for all awareness constructs, 0.76–0.82 for extent of implementation constructs, and 0/84 for level of satisfaction, which are acceptable reliability scores. Upon determination of validity and reliability, a letter requesting approval of the conduct of the study was sent to the chief offices of the higher education institution under study. Upon approval, the researcher distributes the questionnaires to the employees and students, considering the predetermined sample size. The respondents were allotted thirty (30) minutes to answer the instrument. The accomplished instruments were gathered, coded, encoded, and subjected to data analysis.

2.4. Data analysis

The researcher gathered the completed questionnaires, categorized them, assigned codes, and encoded the responses using the Statistical Package for Social Sciences software. Encoded data were analyzed using appropriate statistical tools such as mean, frequency, standard deviation, Pearson r, regression, and mediation analysis. The researcher conducted a regression analysis to ascertain the impact of each type of awareness on the satisfaction level and then employed Baron and Kenny's (1986) causal step approach to investigate how the extent of implementation, or lack thereof, could influence these primary relationships. According to David and Sava (2015), the most common method in mediation analysis within the

non-experimental approach is [Baron and Kenny's \(1986\)](#) causal step approach. According to this method, four conditions must be met to determine whether a variable acts as a mediator from a statistical perspective:

1. There must be a significant relationship between X (awareness) and Y (satisfaction), known as the "c" path.
2. X (awareness) must have a significant relationship with M (extent of implementation), referred to as the "a" path.
3. M (extent of implementation) must also have a significant relationship with Y (satisfaction), known as the "b" path.
4. If M (extent of implementation) is the only significant predictor of Y (satisfaction) when both X and M are included in the equation, this indicates full mediation. Alternatively, if both M and X remain significant predictors of Y, but the strength of the relationship between X and Y (the c' path, or direct effect) weakens compared to the first condition, this indicates partial mediation.

3. Results and discussion

3.1. Level of awareness, extent of implementation, and level of satisfaction

As shown in [Table 1](#), respondents are moderately aware of GAD concepts ($M = 3.05$, $SD = 0.73$) and of GAD laws ($M = 3.03$, $SD = 0.78$). This means that somehow, they are aware of GAD concepts, but to a limited range, and are fairly cognizant of existing GAD-related laws. This may be because of the inclusion of gender and social in the college curriculum. The result is consistent with the findings of previous studies that students possess a moderate understanding of gender laws and mandates ([Generale and Cubing, 2023](#)), and faculty, staff, and students are moderately aware of GAD issues, gender roles, and national mandates. Meanwhile, [Cagang et al., \(2023\)](#) and [Susanti and Mas'udah \(2020\)](#) had different findings as they found out that students (pre-service teachers) are very aware of the GAD mandate and have high gender knowledge and awareness of the school community on some gender issues such as early marriage, domestic violence, women rights in the working industry, reproductive rights, and campus-based sexual harassment. In general, the employees and students of the higher education institution under study are fairly cognizant of GAD concepts and various laws mandating gender and development in government institutions. As suggested by [Manuel \(2024\)](#), awareness can be enhanced by implementing various activities like in-depth academic discussions, local and national gender equality advocacy, seminars, and forums. Also shown in [Table 1](#), respondents perceived all constructs of implementation as "moderate," with mean scores for "policies" ($M = 3.30$, $SD = 0.82$), "mechanisms" ($M = 3.20$, $SD = 0.85$), "people" ($M = 3.31$, $SD = 0.76$), and

"programs, projects, and activities" ($M = 3.25$, $SD = 0.86$). Among the four extents of implementation constructs, "people" has the highest mean, which may indicate that respondents perceived implementation to be more obvious in terms of people, individuals, or groups that legitimize and implement GAD in the institution. Policy implementation is also moderate. The findings of this study are indicative of [Valencia's \(2017\)](#) study, which attributes the effective implementation of gender mainstreaming activities by universities to the strength of its policies which lies on management pronouncements in support of gender activities, and [De Jesus \(2020\)](#) that GAD is often implemented by state universities and colleges in a region in the Philippines. The respondents also view other implementation constructs like "mechanism" and "programs, projects, and activities" as moderately implemented. This means that faculty and students acknowledged their university's attempt to implement gender and development, but only to a moderate extent. This result is related to that of [Ilgan \(2019\)](#), who found that gender and development in higher education institutions were less implemented in research but moderately implemented in areas such as instruction, extension, and production. On the other hand, it is opposite to the result of the study of [Perigo and Mangila \(2020\)](#) in Mindanao, Philippines, that GAD implementation is at the "application level" due to institutionalized GAD activities, interventions guided by the GAD agenda, and frequent conduct of gender analysis in programs and projects.

Additionally, in [Table 1](#), the respondents' level of satisfaction with gender and development is "slightly satisfied" ($M = 3.29$, $SD = 0.77$). Slight satisfaction may have been the result of slightly high scores on items about the existence of various programs and activities linked to the promotion of gender and development, such as the celebration of Women's Month, an anti-violence against women campaign, and orientation on various GAD-related laws. The result is reflective of [Brion and Reginaldo's \(2021\)](#) observation that the institutionalization of GAD in the university program is very close to the ideal, leading to empowering women and addressing inequalities and discrimination. Also related to this is the study of [Wang et al. \(2024\)](#), which found that there is an optimistic picture of gender relations in Chinese schools, assuming they are working towards achieving gender parity for all their pupils.

The extent of GAD implementation is influenced by various factors, including awareness levels, policies, mechanisms, personnel, and programs designed to promote gender equality. As noted by [Lombardo and Bustelo \(2022\)](#), the effective implementation of university policies on sexual harassment depends on multiple elements, such as challenges, resistance, opportunities, and alliances. These factors may include existing formal and informal institutions, structural resistance, and dominant perceptions of gender equality.

Table 1: Level of awareness, extent of implementation and level of satisfaction (N=250)

Categories	Mean	SD	Description
Level of awareness			
GAD concepts	3.05	0.73	Moderately aware
GAD laws	3.03	0.78	Moderately aware
Extent of implementation			
Policies	2.30	0.82	Moderate extent
Mechanism	3.20	0.85	Moderate extent
People	3.31	0.76	Moderate extent
Programs/projects/activities	3.25	0.86	Moderate extent
Level of satisfaction	3.29	0.77	Slightly satisfied

3.2. Relationships between variables

As indicated in Table 2, the level of awareness of GAD concepts has a low positive correlation with the extent of implementation constructs: policies ($r = .372 < .05$), mechanisms ($r = .392 < .05$), people ($r = .356 < .05$), and monitoring and evaluation ($r = .308 < .05$). Meanwhile, the level of awareness of GAD laws also has a low correlation to the extent of implementation constructs: policies ($r = .284 < .05$), mechanisms ($r = .344 < .05$), people ($r = .336 < .05$), and monitoring and evaluation ($r = .306 < .05$). This indicates a significant relationship between the respondents' level of awareness of GAD concepts and laws and their perception of the extent of implementation, implying that as their awareness of GAD concepts and laws increases, so does their perception of the extent of implementation. The result is aligned with Javillonar's et al. (2022) study which found a significant correlation between teachers' awareness of GAD-related laws and their implementation.

A much lower correlation has been found between the level of awareness of GAD concepts and GAD laws, and the level of satisfaction ($r = .278 < .05$), ($r = .279 < .05$), respectively. This may be connected to their anticipation that it is the institution's role to implement various mechanisms to make them aware of the GAD concepts and laws, and they can only be satisfied if these are realized. Meanwhile, respondents' perceptions of the extent of implementation of GAD in terms of policies ($r = .354 < .05$), mechanisms ($r = .332 < .05$), people ($r = .452$

$< .05$), and programs, projects, and activities ($r = .413 < .05$) also have a significant relationship with the level of satisfaction. This indicates that as their perception of the extent of GAD implementation increased, so did their propensity to become satisfied. The result is reflective of the study by Hernandez et al. (2021) that GAD-aligned programs, projects, and activities do not predict the integration of GAD-related functions.

The low correlation coefficient between levels of awareness and extent of implementation may be caused by a moderate level of awareness of GAD concepts and GAD laws. It is worth noting that respondents also perceived the extent of implementation as "moderate," which means that their awareness may also be due to the moderate implementation of GAD. If the implementation of GAD is strengthened, their awareness will improve. Moreover, a low correlation between level of awareness and level of satisfaction means that respondents are less satisfied because they are less aware. Their expectation of the institution to try, like the implementation of programs, projects, and activities that can enhance their awareness, was not achieved, and so their satisfaction level is also low. It is worth noting, however, that there is a moderate relationship between the perceived extent of implementation and level of satisfaction, an indication that the respondents have seen few manifestations of GAD implementation in their respective HEIs but fell short of their expected quality.

Table 2: Correlations

		Extent of implementation constructs				
		Policies	Mechanism	People	MandE	Level of satisfaction
LOA in GAD concepts	Pearson correlation	.372**	.392**	.356**	.308**	.278**
LOA in GAD laws	Pearson correlation	.284**	.344**	.336**	.306**	.279**
Level of satisfaction	Pearson correlation	.354**	.332**	.452**	.413**	

** $p < .01$; MandE: Monitoring and evaluation

3.3. Mediation analysis

Table 3 presents the results of the initial regression analysis, representing the first and second steps in testing the mediation effect. The first column displays the regression analysis, where the level of awareness of GAD concepts and GAD laws are predictor variables, and the level of satisfaction is the outcome variable. The results indicate significant relationships and a model fit ($F(3,246) = 11.35$, $p < .01$), with awareness of GAD concepts and GAD laws accounting for 7.70% of the variance in

satisfaction. However, the relatively low explanatory power suggests that awareness alone does not strongly influence satisfaction. Despite this, both awareness constructs are independently associated with satisfaction, with awareness of GAD laws emerging as the stronger predictor ($b = .155$), confirming the significance of the "c path."

The second column presents the regression analysis results, where the level of awareness of GAD concepts and GAD laws serve as predictor variables, and the extent of implementation is the outcome variable. The model explains 17.80% of the variance

in implementation ($F(3,246) = 28.01, p < .05$) and demonstrates significant relationships. Notably, both awareness constructs independently influence the extent of implementation, with awareness of GAD concepts being the stronger predictor ($b = .366$). This finding confirms the significance of the "a path."

Overall, the results establish meaningful relationships between satisfaction and implementation, fulfilling the first and second steps of [Baron and Kenny's \(1986\)](#) causal step approach for testing mediation.

Table 3: Regression results, non-mediated

Predictor variables	Outcome variables					
	Level of satisfaction			Extent of implementation		
	β	t	Sig.	β	t	Sig.
GAD concepts	.147	1.288	.019	.366	3.399	.001
GAD laws	.155	1.360	.018	.074	.687	.049
Adj. R ²						
F	11.35**			28.01**		

** : p < .01

The level of awareness of GAD concepts and GAD laws accounted for a very low variance in the level of satisfaction. This implies that no matter what the respondents' awareness level, it does not significantly affect their level of satisfaction with GAD implementation. On the other hand, it accounted for a higher variance with the extent of implementation. This is an indication that the awareness level and the extent of implementation may affect one another; as awareness increases, so does the extent of implementation of GAD, and vice versa, as enhanced awareness can only be achieved if there is a strengthened implementation. Higher education institutions may consider fostering awareness of GAD concepts and GAD laws as a foundation for successful GAD implementation.

Table 4 shows the result of the regression analysis, with the extent of implementation constructs as predictor variables and the level of satisfaction as the outcome variable. There was a significant model ($F(3,246) = 17.14, <.01$) showing that the extent of implementation explained 20.60% of the variation in the level of satisfaction. It is noteworthy that all implementation constructs—policies, mechanisms, people, and PPAs—have an independent relationship with the level of satisfaction, with "people" emerging as the strongest predictor among the four constructs ($b = .183$). This indicates that the "b path" is also significant. The results indicated that GAD policies, mechanisms, people, programs, projects, and activities have a minimal impact on the satisfaction of respondents.

Table 4: Regression results, the extent of implementation with the level of satisfaction as the outcome variable

OV	PV	β	t	Sig.	Adj. R ²	F	Sig.
LS	Policies	.088	1.117	.027	.206	17.136**	.000
	Mechanism	.106	1.425	.016			
	People	.183	1.968	.050			
	PPA	.181	2.046	.042			

** : p < .01; OV: Output variable; PV: Predictor variable

Table 5 presents the mediated regression framework, incorporating the level of awareness constructs (awareness of GAD concepts and awareness of GAD laws) and the extent of implementation constructs (policies, mechanisms, people, and PPAs) as predictor variables. These variables were simultaneously regressed with the level of satisfaction as the outcome variable. The analysis yielded a strong relationship and a well-fitting model ($F(3,246) = 12.15, p < .01$), where awareness and implementation together accounted for 21.20% of the variance in satisfaction.

Notably, when both the independent variables (levels of awareness) and the mediator variable (extent of implementation) were included in the

regression model, the explained variance slightly increased. However, the results indicate no significant direct relationship between any of the predictor variables and satisfaction. This suggests that when the extent of implementation is considered, the direct effect of awareness on satisfaction becomes insignificant, demonstrating full mediation.

These findings suggest that the extent of implementation significantly mediates the relationship between awareness and satisfaction. Specifically, employees' perception of the extent of GAD program implementation strengthens the link between awareness and satisfaction.

Table 5: Regression results, mediation of extent of implementation with level of satisfaction as the outcome variable

CV	PV	β	t	Sig.	Adj. R ²	F	Sig.
LS	GAD concepts	.009	.079	.937	.212	12.15**	.000
	GAD laws	.113	1.059	.291			
	Policies	.085	1.064	.289			
	Mechanism	.079	1.050	.295			
	People	.165	1.777	.077			
	PPA	.171	1.927	.055			

** : p < .01; OV: Output variable; PV: Predictor variable

The respondents' awareness levels and perceived extent of implementation accounted for 21% of the variance in the level of satisfaction, which is low. This is an indication that their awareness and their perception of implementation contribute to their satisfaction only to a minimal degree. It is obvious in [Table 1](#) that respondents' awareness is low, and they perceived GAD implementation as moderate, an indication that higher education institutions under study still have much to be done to improve their gender and development pursuits. Amid the complex process of having the mandate translated, reflected, and implemented in their internal management system, higher education institutions under study need to improve in a lot of areas particularly policies, enabling mechanisms, people in charge, and programs, projects, and activities. The result of the study is encapsulated in [Peterson and Jordansson \(2022\)](#) that slow progress in the early phases of gender mainstreaming implementation in academia can be explained by organizational translation theory, as it highlights the complexity of the process and how even mandatory government directives can be lost in translation. As pointed out by [Manuel \(2024\)](#), clear communication is essential in disseminating and explaining GAD policies, guidelines, and procedures to faculty, staff, and students. This guarantees everyone understands their roles and responsibilities in promoting gender equality.

4. Conclusion

The findings of this study demonstrate how awareness of gender-related concepts and laws, as well as the extent of GAD implementation within the institution, influences the satisfaction of employees and students as they possess a moderate cognizance of GAD concepts and of the existing laws related to gender and development. They collectively viewed that the institution has moderately implemented gender and development in its policies, has established few enabling mechanisms, and designated personnel, and conducted a limited number of GAD programs, projects, and activities. Despite having pointed out the need for strengthening the implementation of GAD in their institution, employees and students expressed slight satisfaction.

The awareness level and extent of implementation affect one another, as enhanced awareness can only be achieved if there is strengthened implementation. The institution may consider fostering awareness of GAD concepts and GAD laws as a foundation for successful GAD implementation. The extent of implementation minimally impacts the level of satisfaction, an indication that respondents have seen few manifestations of GAD implementation but fell short of their expectations. It is noteworthy that all the implementation constructs mediate the relationship between awareness and satisfaction levels, which means that if the institution increases or strengthens

its implementation of GAD, employees' and students' awareness and satisfaction will be facilitated.

GAD implementation in the higher education institution under study is still in its infancy, but it has in some way relentlessly pursued gender and development in its policies, established mechanisms, put people in place to facilitate implementation, and consented to the conduct of programs, projects, and activities. There is a need to beef up its implementation by strengthening its gender-responsive policies, enabling mechanisms, getting people involved, networking, programs, projects, and activities, and monitoring and evaluation. The participation of people is crucial in the implementation process, further highlighting the need to give priority to foundation formation as well as the institution of policies, mechanisms, and people prior to implementation.

5. Implications and recommendations

Implementation of GAD in higher education institutions can be associated with various factors ranging from awareness levels, policies, mechanisms, people, and programs and projects that are obviously made to advance gender and development efforts. Full awareness of GAD concepts and laws by all personnel in the institution should be given more emphasis to stimulate a wider perspective on GAD and to grasp possible GAD issues affecting employees, students, and other stakeholders. A tailored intervention in the form of orientation activities, seminars, forums, and advocacy activities to enhance awareness, knowledge, and implementation of gender and development should be conducted in a manner that caters to the specific needs and preferences of different age groups, genders, courses, employees' length of service, and other social categories. Consistent with the Human Development Perspective, gender and development in higher education institutions evolved with cultural modernity and emerging values of gender equality, prompting the need to navigate its implementation with the imminent tides of the demands for gender equality in modern times.

This current study has certain limitations as it primarily focuses on stakeholders' perceptions of the extent of implementation rather than determining the actual implementation level through the evaluation tools prescribed by the oversight agency. Despite these limitations, the researcher remains confident that the result of this study will help as a basis for capability enhancement of gender and development in higher education institutions and other government agencies. Given the findings, a Gender and Development Capability Enhancement Framework is recommended.

The Gender and Development Capability Enhancement Framework is a structured guide for GAD implementers to strengthen GAD implementation in their institutions. With this framework as a keystone, the researcher crafted a

handbook entitled "Gender and Development Capability Enhancement Framework: Paving for a GAD-responsive Institution." The framework, as shown in Fig. 2, mainly focuses on four major areas:

1. Knowledge Formation;
2. Capability Objectives;
3. Strategic Key Points;
- and 4. Monitoring, Evaluation, and Reporting.

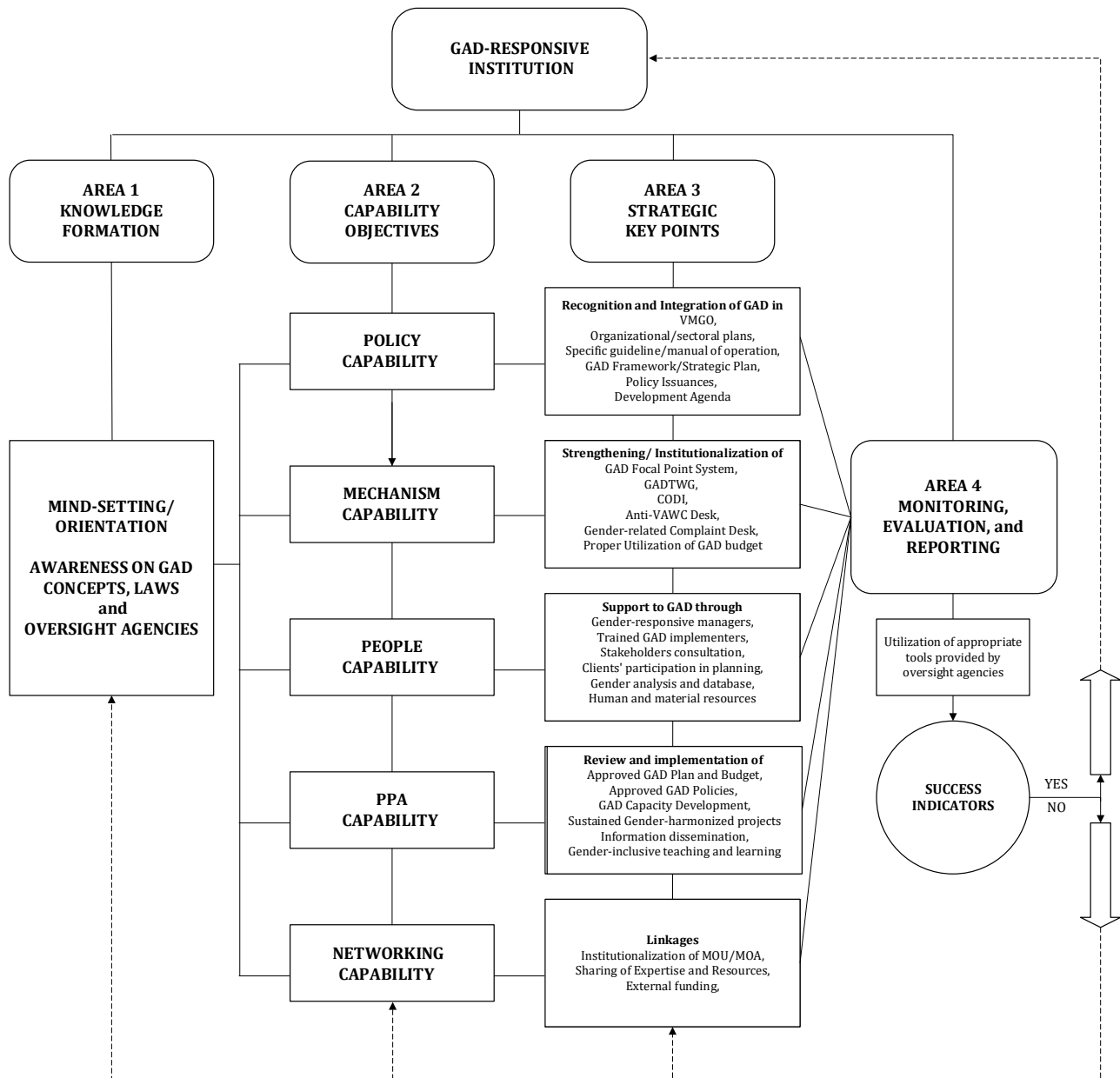


Fig. 2: Proposed gender and development capability enhancement framework

Knowledge formation, the first area of the framework, is considered the most essential aspect. The institution needs to develop awareness of GAD concepts and laws among its personnel first before other capability objectives are given attention. To develop a gender perspective, the institution must intensify orientation, seminars, training, and workshops for all personnel which include but are not limited to, GAD orientation, gender sensitivity training, orientation on specific GAD international mandates, orientation on GAD laws in the Philippines, and gender analysis training, among others. Among the important laws and mandates in the Philippines to be included in the orientation and training are the Magna Carta of Women, the Women in Nation Building Act, the Anti-Sexual Harassment

Law, the Safe Spaces Act, Memorandum Order No. 1 Series of 2015 of the Commission on Higher Education, among others. Likewise, personnel should be familiar with the appropriate oversight agencies for gender and development, including the Philippine Commission on Women, the Commission on Higher Education, and the Department of the Interior and Local Government. Likewise, personnel should be oriented with basic tools for the assessment of gender implementation.

Area 2 are set of capability objectives that encompass policy capability, mechanism capability, people capability, programs, projects, activities capability, and networking capability. The framework suggests that these five capability objectives are major priority areas to embed the

culture of gender and development in the fabric of the institution. First among the capability objectives is "policy capability" which is the institution's capacity to endorse gender and development as a crucial and justifiable issue, as demonstrated in its official statements, pronouncements, vision, mission, goals, strategic plans, and other commitments to gender and development. "Mechanism capability," is defined as the potential of the organization to install systems or facilitating mechanisms for the success of GAD efforts. This also refers to the capacity of the institution to establish processes and allocate funds for utilization in GAD-related programs, projects, and activities. Meanwhile, the institution's "people capability" refers to its ability to empower individuals or groups who take on the responsibility of gender and development. It refers to the relevant stakeholders who assume the task of gender mainstreaming. The term "people" encompasses not only the heads of the organization but also those who diagnose problems, implement actions, facilitate, monitor, and evaluate the implementation, and those who benefit from it. Further, "programs, projects, and activities capability" refers to the practical execution of an organization's GAD plans. In addition, networking capability refers to the institution's ability to establish linkages with other institutions for knowledge or even resource sharing.

Area 3 of the framework outlines the strategic key points for each capability objective which can direct the institution's priority actions towards achieving capability objectives. The first set of strategic key points indicates that for the institution to achieve policy capabilities, it should include a GAD perspective in its vision, mission, goals, and objectives, as well as in its national, sectoral, and local plans, specific guidelines, manual of operation, strategic plan, and other policy statements and issuance. In higher education institutions, a policy requiring all instructional materials to use gender-fair language or images is a very good example. Meanwhile, existing policies need a regular review to ensure GAD responsiveness.

The second set of strategic key points, which focuses on the capability of mechanism, suggests that for an institution to become gender-responsive, there is a need to improve the systems that carry out the implementation of GAD policies. A functional GAD focal point system and GAD technical working group, a committee on decorum and investigation, an anti-violence against women and children desk, and a gender-related complaint desk, are some of the administrative bodies that will oversee, facilitate, implement, monitor, and ensure the proper utilization of the budget to ensure sustained GAD implementation.

The third set of strategic key points aimed to strengthen people's capabilities within the institution. The framework suggests support for GAD implementation by all the stakeholders, from top management to the bottom. This is exemplified by an approved GAD plan and budget, as well as the integration of the GAD perspective in the

institution's operations. There is also a need to consult stakeholders on GAD issues affecting them to tailor programs and projects that meet their needs.

The fourth set of strategic key points focuses on enhancing the capabilities of GAD programs, projects, and activities that are strategic gateways to mainstream GAD. The framework recommends the approval and implementation of a GAD plan and budget, approved GAD policies, and a GAD capacity development plan. For higher education institutions, there is a need to implement gender-responsive and inclusive teaching and learning, sustained gender-harmonized research projects, extension projects, and production initiatives. Local government units and other government agencies may prioritize the implementation of gender-harmonized infrastructure projects, social and economic initiatives, and enterprise development. A government institution should consistently strive to disseminate information to advance its GAD advocacy and education campaign, as evident in the GAD section on its website, GAD bulletin, and information, communication, and education materials, among others.

The fifth strategic key point is supportive of networking capability. Linkages with other government institutions or even private institutions can create opportunities for collaboration, sharing of expertise and resources, exchange of experiences and strategies, and sometimes may become a source of external funds for GAD-related activities.

Area 4 in the framework is monitoring, evaluation, and reporting of GAD accomplishments. The framework does not recommend any tool for monitoring or template for reporting, as these are provided by GAD oversight agencies. The Gender Mainstreaming Evaluation Framework by the Philippine Commission on Women and the Gender Responsive LGU Ka Ba by the Department of Interior and Local Government may be used as tools in determining compliance with GAD. There is also a Harmonized Gender and Development Guidelines for hard and soft projects undertaken by government institutions to ensure gender-responsiveness. The framework suggests that government institutions can use these tools to internally audit and check their compliance with gender and development prior to the official GAD audit. If the success indicators are obvious and tangible, with all the indicators present, then an institution can be confident that it is GAD-responsive. If otherwise, the result is not favorable, the framework suggests going back to the three areas and checking which among the foundation requirements, capability objectives, or strategic key points merit more attention and focus.

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Compliance with ethical standards

Ethical considerations

Before the distribution of the research instrument, respondents were requested to read and sign the Informed Consent Form, which indicated the purpose and objectives of the study, the methods of how the study will be conducted, the benefits and implications of the result of the study, their rights to withdraw from participating, and the procedure for filling up the instrument. The researcher has treated the confidentiality of information and anonymity of respondents' names with the utmost consideration throughout the data collection and analysis process.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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