

Gender Mainstreaming Strategy in Batangas State University Campuses

Ar-Jay D. Perez, Rpm, LPT, MAEd

Program Chairperson, Psychology, Batangas State University-JPLPC Malvar
Malvar, Batangas, Philippines, 4233
E-mail: perez.adc@dsl.edu.ph

Abstract: This study determined the extent of gender mainstreaming strategy in Batangas State University on trilogical functions of higher education relative to instruction, research and community extension services. It involved the GAD Focal Point System members comprised 42 executive committee members and 74 TWG members. The descriptive research design was used with self-constructed questionnaire to gather data. The primary data were supported by responses from semi-structured interview administered to the selected members of GFPS from the ten (10) campuses and resource experts from the Philippine Commission on Women (PCW).

Results revealed gender mainstreaming strategy relative to instruction, research and community extension services in the university campuses were applied to a moderate extent. Issues and concerns reflected involved issues on policy and implementation of gender mainstreaming strategy. Members of the academic community agreed that faculty members found it difficult to integrate GAD perspectives on the courses handled. Moreover, there were concerns related to the utilization of allotted budget as there were no sustainable programs to fully utilize the budget intended for GAD activities. It was noted that there was very minimal presence of programs focusing in the implementation of gender mainstreaming in the campuses. The respondents agreed that the main problem and constraint in gender mainstreaming were related to the implementation of GAD-related policies as there was no clear policy to mainstream gender in the university. Also, there were no full-time staff available in most of the GAD offices in the campuses of the university and limited facilities available in the GAD office.

Keywords: gender and development, gender mainstreaming, trilogical functions.

Citation: Ar-Jay D. Perez. 2018. Gender Mainstreaming Strategy in Batangas State University Campuses. International Journal of Recent Innovations in Academic Research, 2(6): 15-39.

Copyright: Ar-Jay D. Perez., Copyright©2018. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Introduction

The concept of gender and development is now widely known in majority of the nations all over the world. National governments allot funds to create policies and programs intended for gender equality, empowerment, anti-discriminatory campaigns and equal opportunities for both men and women which are all associated in the concept of human rights. Laws were created to support the advocacy for human equality and mandatory allotment of fund for human development. Governments with this advocacy take initiative on integrating gender and development programs to serve as an scaffold for the further enhancement of program

development. Specifically, for women, their role, responsibilities and expectation for nation building.

In the Philippines, the government and the private sectors take initiatives on creating policies that support equality between men and women. Policies were created but how far these policies are implemented remain to be a challenging question. There is the query if the GAD advocacy has reached its maximum potential of enlightening the minds of people on which will consider gender equality. The assurance that Filipinos are aware of the existing policies on gender equality and the extent of their knowledge on gender and development will always be subjected to thorough discussion.

Gender and development is relatively new to the millennials. New generation of people perceived it as a concept that focuses on the welfare of women and helping women who were said to be left behind during the past decades. It is a perspective and a process which seeks to achieve gender equality as fundamental value that should be reflected in the development choices. It contends that women are active agents of development and not a passive recipient of development. It changes the perspective that women are just “for the house” and do not have the right for social recognitions like education because as they age they will become house wives and tasked to rear children, stereotype casting of who women are.

For advocates, the concept is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights and supportive of self-determination and actualization of human potentials. The perspective is that humans, more so, women should be allowed to develop their full capabilities and to nurture their potentials. It breaks the traditional belief that women are weak and low-class people of the society. The rise of the concept breaks the perspective that was said to evolve from the cultural stereotypes brought about by the colonizers in the past.

The growth of the perspective was initiated in the early 1970s first recognized as Women in Development (WID). The focus of the movement was respond to the universal ‘male bias’ in development programs by demanding for women’s inclusion through targeted and segregated women-only projects. This approach was then changed into Women and Development (WAD) which focused on women and began to examine the relationship between men and women by recognizing the role of both in the development process.

Until the early 1980s, the approach gender and development (GAD) arose in response to the limitation of the aforementioned approaches to improve the status of women. The latest perspective was then focused on the rights-based and people-centered development that recognizes the legitimacy of gender equality as fundamental value that should be reflected in developmental choices. The approach focused on the social, economic, political and cultural factors that determine how differently women and men participate in, benefit from, and control resources activities.

For women’s international struggle to achieve gender equality, development and peace, September 1995 was the culmination of decades of these global movement where 180 countries gathered in Beijing, China for the Fourth World Conference on Women. They worked on legislative sessions and focused working groups and refined the document that would reflect the issues and concerns of the world’s women at the end of the 20th century. The Beijing Declaration and Platform for action is an agenda for women’s empowerment to

safeguard women's human rights by recognizing the equality of women and men as a platform for social justice and to achieve development and peace.

In the Philippines, the Philippine Commission on Women (PCW) was given an expanded mandate to lead in ensuring that government agencies and private sectors work together in mainstreaming gender bounded with the provisions of the Magna Carta of Women (RA 9710). The PCW assures that the advocacy for gender fairness will be fully implemented by creating programs and policies that will promote the goal and objectives of gender and development. This policy is not only limited to different government agencies, offices, bureaus, instrumentalities and GOCCs but also to state universities and colleges (SUCs).

Pursuant to its mandates as one of the agencies responsible in implementing the Magna Carta of Women, the Commission on Higher Education directs the institutionalization of the required policies, standards and guidelines to build internal capacities in mainstreaming gender and development. This is within CHED and the various functions of higher education in accordance with the function of the state to exercise reasonable supervision and regulation of all educational institutions. This became the rationale for establishing the policies and guidelines on Gender and development in the Commission on Higher Education and Higher Education Institutions (CMO no. 01 series of 2015).

The guidelines seek to introduce and institutionalize gender equality and gender responsiveness and sensitivity in the various aspects of Philippine higher education. The guidelines mandate CHED and HEIs to establish GAD Focal Point System (GFPS) and mainstream gender in the trilogical functions of higher education. These include curriculum development, gender-responsive research programs and gender-responsive extension programs.

Batangas State University, being a higher education institution in the region with ten (10) existing campuses in Batangas Province, is a strong advocate of gender equality visioning to be one of the leading HEIs that promotes gender fairness and values of human dignity. The University has been mainstreaming gender perspective and addressing related issues and concerns by the establishment of a GAD unit headed by an Assistant Director.

Part of the involvement in gender mainstreaming is through formulating policies aligned to the need of its clientele and responding to the welfare of the whole academic community. It involves integrating and advocating gender perspectives in HEIs functions in the areas relative to instruction, research and community extension services through gender responsive policies and programs. Such initiatives are geared to create awareness by educating the academic community and by being committed in abiding to gender-related laws and policies aiming for gender equality and women empowerment.

The University undertakes initial action by following the guidelines prescribed by the Commission on Higher Education. GAD plans are strategically prepared yearly with the five percent budget from the General Appropriation Act (GAA) set for the programs, activities and projects. Offices were installed and adequate number of faculty and personnel were designated to be the members of the GAD Focal Point System (GFPS).

Dissemination of information about gender equality and women's right is also observable either through initiated activities. However, despite the efforts of putting these offices, people and mechanisms, the researcher believes that there is still a need to mainstream gender deeply

not only on the aspect that is visible but also on developing the culture, belief, attitude and practices inside the University on GAD philosophy and initiatives. The researcher believes that the students should imbibe the value of respect for GAD and its vision and not just be attendees to seminars.

The faculty members need to realize the relevant role in integrating GAD concerns. Faculty members should not only attend seminars but also take the initiative to integrate GAD on their teaching strategy, research practices and extension services. These made the researcher study and identify the extent of the university's effort in mainstreaming gender development strategy relative to the areas of higher education which includes instruction, research and extension services after which intervention measures are proposed that will address problems and constraints in the mainstreaming process.

The study aimed to assess the extent of gender mainstreaming strategy in Batangas State University campuses. Specifically, it sought to answer how do the executive committee and technical working group assess the extent of the gender mainstreaming strategy relative to instruction, research and community extension services. Second, is to determine the significant difference on the assessment of two groups when compare. The research also determined the issues and concerns relative to the implementation of GAD programs and the problems and constraints met by the GAD Focal Point System. Lastly is proposing intervention measures to address the problem.

Materials and Method

The descriptive method of research was employed in this study to determine extent of gender mainstreaming strategy relative to instruction, research and community extension services as assessed by the members of the Executive Committee and the Technical Working Group of GAD Focal Point System. According to Pearson, Allyn and Bacon (2010), the descriptive research method is designed to describe the characteristics or behavior of a population in a systematic and accurate fashion. This research design was used and chosen by the researcher in this study because it is the most appropriate method in generating data to achieve the objectives of the study.

The study made use of the quantitative approach, as it involved gathering of primary data used in the assessment of the two groups of respondents on the extent of gender mainstreaming, issues and concerns encountered by the GFPS members and the problem and concerns met in gender mainstreaming in Batangas State University campuses. A researcher-made questionnaire was key gathering tool supported by semi-structured interview of selected GFPS members of the ten campuses of university who identified some issues and concern relative to the implementation of GAD programs.

Batangas State University localized or campus level GAD Focal Point System (GFPS) is composed of 117 members. There were two groups of respondents involved in this study: 42 members of the GFPS executive committee composed of executive directors, deans of colleges, college deans, associate deans and directors for administrative and financial services and 74 members of the GFPS Technical Working Group which includes GAD head secretariat, heads of extension services, research, planning and HR, budget officers, representatives from the non-teaching personnel, presidents of the faculty organizations and presidents of the supreme student councils. For Main I and Main II campuses, research, extension services and planning coordinators of each college were included as part of the

GFPS TWG members. The respondents were purposively selected from the ten campuses of the Batangas State University.

In this study, the researcher utilized a self-constructed questionnaire for data collection. The instrument was validated by the members of the panel of examiners and experts in the field of gender and development before it was administered to the respondents. Major areas of the instrument were also subjected to reliability testing after being piloted to 15 respondents. The instrument was divided into three parts. Part I covered the profile of the respondents. Part II were items that measured the extent of gender mainstreaming strategy relative to instruction, research and community extension services.

The researcher considered items which covered the four entry points of gender mainstreaming, namely; policies, people involved in mainstreaming, enabling mechanisms as well as GAD programs, activities and projects; Part III were questions that determined issues and concerns encountered in the implementation of GAD programs as well as problems and constraints met by the GAD Focal Point System members.

The instrument was subject to face and content validation by expert on gender and development (GAD) and by members of the Panel of Examiners. Test of reliability was based on pilot testing results from 15 respondents. Reliability value was number indicating that after items were subjected to Cronbach alpha as the value was .972 greater than the standard value of .75.

The respondents were instructed to answer the self-constructed questionnaire purposely designed to measure the extent of gender mainstreaming strategy among the Batangas State University campuses. A four-point Likert scale continuum with corresponding ranges and verbal interpretation was used to describe the assessments of the respondents.

As an initial step for data gathering, the researcher engaged in reading of various books, research articles and surfed the internet to gather information on GAD and gender mainstreaming. The concepts were framed to form as items for the initial draft. This was forwarded to the research professor and adviser to validate the content of the said questionnaire. After a series of consultation, approval of the items was given, thus, a dry-run of the questionnaire was conducted to assure the reliability of the questionnaire. After coming up with a revised copy of the questionnaire, the researcher requested for the dates for the distribution and administration.

The researcher sent a letter to the Vice President for Academic Affairs of the University to ask permission to administer the questionnaire. Upon approval, the researcher administered the questionnaire to the respondents. During the administration of the questionnaire, the researcher interviewed some of the selected members of the GFPS on some issues and concerns encountered relative to the implementation of GAD program. A member of GAD resource pool certified by the Philippine Commission on Women was also interviewed. Data were analyzed with the use of appropriate statistical treatment for the interpretation of results.

Results and Discussion

This covers the researcher's presentation, interpretation and analyses of data gathered from the respondents through questionnaire and interviews. The data are presented in the sequence of the research questions raised in the study.

1. Assessment on the Extent of Gender Mainstreaming Strategy

Gender mainstreaming is vital in promoting equality among men and women in the academic institution. Thus, the study aimed to determine the assessment of the two groups of respondents on the extent of gender mainstreaming strategy relative to instruction, research and community extension services.

1.1 Instruction

Table 1 shows the results of the assessment by the members of the Executive Committee and Technical Working Group of the GAD Focal Point System. The members of both group conformed that gender mainstreaming strategy relative to instruction in the university was to a moderate extent reflected in composite means of 2.79 and 2.85, respectively.

Table 1. Gender Mainstreaming Strategy relative to Instruction

Items	ExeCom		TWG	
	WM	VI	WM	VI
1. Elective/minor courses in each program discuss GAD principles.	2.57	ME	2.77	ME
2. There is an existing policy that mandates departments to incorporate GAD in curricular programs.	2.95	ME	2.95	ME
3. Course specifications reflect gender principles specified in Intended Learning Outcomes (ILO)	2.67	ME	2.7	ME
4. There is an existing policy mandating faculty to incorporate GAD attributes on their teaching strategies and learning evaluations	2.95	ME	2.76	ME
5. The administrative officials (directors, deans, chairs) legitimize the implementation of gender related policies on the curricular programs within the university.	3.02	ME	2.96	ME
6. Deans and Department/Program Chairs facilitate the implementation of the gender mainstreaming as reflected in the departments and students' activities and projects.	3.02	ME	2.99	ME
7. Faculty members are responsive to the implementation of gender mainstreaming policy on instruction by conducting GAD related activities participated in by the students.	2.93	ME	2.99	ME
8. Instructors/Professors reinforces topics on gender issues (e.g. VAWC, women's right, etc.)	2.95	ME	2.95	ME
9. Faculty members initiate exploratory classroom activities following the prescribed guidelines of the Philippine Commission on Women (PCW) and other agencies to facilitate gender mainstreaming.	2.62	ME	2.77	ME
10. Faculty members help promote gender equality and sensitivity inside the classroom through giving equally intensive and constructive feedback to male and female students.	3.1	ME	3.16	ME
11. Students can engage on international/national/ local GAD related events as part of curricular requirements	2.81	ME	2.93	ME
12. Faculty members conduct classroom orientation related to gender sensitivity and recognize students as internal clients.	2.76	ME	2.86	ME

13. GAD related consultation activities are conducted by the faculty members during their available hours.	2.6	ME	2.61	ME
14. Each department reviews and revises existing instructional materials and knowledge product to ensure use of gender-fair language and image.	2.62	ME	2.7	ME
15. Relation between teaching content and gender dimension (gender theory, stereotypes, inequalities, etc.) is recalled in every discussion of the instructor/professor.	2.55	ME	2.73	ME
16. Classroom observation form reflects competencies for GAD integration in instructor/professor's teaching pedagogy.	2.52	ME	2.74	ME
Composite Mean	2.79	ME	2.85	ME
Legend: WM = Weighted Mean ME = Moderate Extent	VI = Verbal Interpretation			

In relation to the mandated guidelines, it was appropriately observed that the university ensured gender mainstreaming done by capacity-building on gender and development, peace and human rights, education for educators and all those involved in education.

Members of the executive committee cited gender mainstreaming was observed in instruction at moderate extent by which faculty members helped promote gender equality and sensitivity inside the classroom by giving equally intensive and constructive feedback to male and female students given the highest weighted mean of 3.1. Since majority of the members of the executive committee are deans of the colleges, they are aware and could have observed that regardless of students' sexes, faculty members gave equal opportunities for them to learn, participate and respond inside the classroom as reflected on their classroom observations. Students were given by faculty members appropriate feedbacks on their academic performance through timely monitoring of their academic performance.

The administrative officials including directors, deans and chairs legitimized the implementation of gender-related policies on the curricular programs and these officials facilitated the implementation of gender mainstreaming as reflected on the students' activities and project implemented on their respective department. The Executive committee is aware that there are existing policies mandated by the government to mainstream gender on their respective offices thus they serve as arm to facilitate the implementation of these policies.

It was noticeable that the existing policies that mandate gender mainstreaming strategy on the incorporation of GAD in curricular programs, as well as in teaching strategies and learning evaluations and incorporating them with some of the gender issues were to a moderate extent with weighted mean of 2.95. The assessment could be due to gap on mainstreaming gender on technology and engineering programs since there is a little way to inject GAD concepts on these curricular programs. However, mainstreaming gender is manifested in curricular programs related to social sciences, education and management.

Faculty members were responsive to the implementation of gender mainstreaming policy on instruction by conducting GAD related activities participated in by the students affirmed in weighted mean of 2.93. Each of the colleges of the university has respective extension coordinators and in-charge and these locally designated faculty members tap the help of the professors and instructors of their respective colleges to let the students participate in the GAD-related activities initiated by the Gender and Development Unit. The weighted mean of

2.81 and 2.76 showed students' engagement on some of national and local GAD related events as part of the curricular requirements and conduct classroom orientation by faculty members related to gender sensitivity. Gender mainstreaming strategy on the course specifications by reflecting gender principles specified in the Intended Learning Outcomes (ILO) particularly on social science courses, weighted mean of 2.67.

Other initiatives in instruction such as the use of exploratory classroom activities, consultation activities and instructional material development were to a moderate extent affirmed in weighted mean from 2.62-2.60. Electives/minor courses discussed principles of GAD also to a moderate extent shown in weighted mean of 2.57. Only the minor courses in the curricular programs are social sciences (history, sociology, psychology, politics & governance, economics and anthropology) and humanities (language, philosophy, literature and arts) help students be aware of the involvement of women as well as men on their role in society at large from the earliest until present time.

The second to the lowest weighted mean of 2.55 was on mainstreaming between teaching content and gender dimensions like theories, stereotypes on the discussion of the instructors and professor and lowest rated that the classroom observation forms moderately reflected competencies for GAD integration in instructors and professors' teaching pedagogy, weighted mean of 2.52. Since the instrument for teachers' evaluation is highly standardized and adopted from the West, its content does not directly assess whether gender mainstreaming is manifested on the instructors' teaching pedagogy while inside their respective classroom during observations.

Similarly, members of the TWG assessed that gender mainstreaming was observed in instruction to a moderate extent. Faculty members helped promote gender equality and sensitivity inside the classroom by giving equality intensive and constructive feedback to male and female students. This had the highest weighted mean of 3.16. Such observation could be because the TWG knows how faculty members give equal opportunities for both sexes to learn, participate and respond inside the classroom.

Deans and department chairs facilitate the implementation of gender mainstreaming as reflected in the students' activities and faculty members are responsive in these implementation with the weighted mean of 2.99 and 2.96 respectively. Instructors and professors reinforce topics on gender issues by abiding the existing policy to incorporate GAD in curricular programs, students engaged on national and local GAD-related events and orientations on gender sensitivity and exploratory classroom activities were initiated by the faculty members with weighted means from 2.95 to 2.77.

There were existing policy mandating faculty members to incorporate GAD attributes on their teaching strategies and learning evaluation, classroom observation form moderately reflects competencies for GAD integration and relation between teaching content and gender dimensions are recalled in every discussion with the weighted means of 2.76, 2.74 and 2.73, respectively.

With the second to the lowest weighted mean of 2.7, was that gender principles in the Intended Learning Outcomes (ILOs) in the course specifications of each programs were moderately stipulated in addition to the review and revisions of existing instructional materials and knowledge product to ensure use of gender-fair language and image. The members of the technical working groups perceived less activities on initiating action with

these areas. Worth mentioning is the situation of technology and engineering programs that are very technical in nature where gender issues are the least consideration on creating ILOs and instructional materials.

The lowest weighted mean of 2.61 was that GAD-related consultation activities conducted by the faculty members on their available hours cited to moderately observable. The technical working group conforms that their consultation time are only spent on thesis consultation, preparation of instruction- related materials intended for the subject handled and doing other administrative duties especially those with local designations in research and extension services.

The current study supported the study conducted by Kwesiga and Sswendiwala (2016) that focused on the gender mainstreaming in the university context particularly in instruction. Findings showed that there was need to modify the curriculum where gender in terms of content and process is expected to be integrated. Also, there were concerns on staff and career development opportunities for both women and men. In addition, there was need for gender mainstreaming to address concerns on the integration of gender equality in teaching and learning, student and staff welfare and organizational culture. Their study aimed to assure that resources, opportunities and benefits from the university are equally distributed as well as with women being involved in the formulation of policies and programs and in decision making is expected.

1.2 Research

There is need for gender responsive research programs to support relevant research for the rights of women by developing policy to mainstream gender equality in the HEIs research programs.

Table 2. Gender Mainstreaming Strategy relative to Research

Items	ExeCom		TWG	
	WM	VI	WM	VI
1. Policies and systematic procedures exist in monitoring and evaluating research initiatives and in presenting results of the findings of GAD- related studies.	2.95	ME	2.82	ME
2. There is an existing policy requiring faculty members to engage in GAD related studies.	3.10	ME	3.04	ME
3. There is an existing policy requiring faculty to incorporate GAD issues in their respective area of specialization.	2.93	ME	2.95	ME
4. The GAD office/unit in coordination with research office takes initiative in organizing research colloquium/symposia and research mentoring for appropriate funding.	3.21	ME	3.12	ME
5. The administrative officials (directors, deans, chairs) approve research proposals with GAD attributes.	3.31	ME	3.19	ME
6. The Campus Research Head in partnership with GAD Office facilitate the implementation of gender mainstreaming within the campus through organizing seminars/trainings relevant to GAD researches.	3.29	ME	3.09	ME

7. Faculty members and students engage in research activities to address issues on gender inequality and by supporting gender mainstreaming.	3.02	ME	3.00	ME
8. Students are encouraged to conduct theses/researches aimed to address gender issues.	2.98	ME	3.05	ME
9. Budget is properly allocated for GAD research activities.	3.26	ME	3.19	ME
10. Research Office takes the initiative of organizing GAD related research activities.	3.14	ME	3.00	ME
11. Batangas State University participates in international/national/local research fora to benchmark on latest GAD related issues.	3.31	ME	3.16	ME
12. Batangas State University provides monetary incentives and recognitions to faculty members who intend to publish GAD related researches.	3.24	ME	3.12	ME
13. Batangas State University conducts and organizes internal meetings and research fora to update faculty members, employees and students on recent gender research trends.	3.24	ME	3.23	ME
14. Research Office and GAD Office initiate distribution of Training Needs Assessment (TNA) to obtain quantitative data of needed seminar/training, symposium, etc.	3.21	ME	3.12	ME
15. Research Office and GAD Office gather sex-disaggregated data as basis of their programs, activities and projects.	3.21	ME	3.09	ME
Composite Mean	3.16	ME	3.08	ME
Legend: WM = Weighted Mean ME = Moderate Extent	VI = Verbal Interpretation			

This policy is stipulated to clearly and unequivocally identify the standards for the development, implementation, monitoring and evaluation of HEI efforts to incorporate gender perspective into research projects and activities. As such, the HEIs are required to extend and strengthen their research programs by including gender-related research the GAD plan and budget. Thus, Table 2 shows that the members of both group assessed that gender mainstreaming strategy relative to research in the university was to a moderate extent expressed in the composite means of 3.16 and 3.08, respectively.

There is a moderate extent of gender mainstreaming in research as assessed by members of the executive committee. This is manifested by approving research proposals that were GAD-related and participating in international/national and local fora to benchmark latest GAD related research activities with the highest weighted mean of 3.31. The members of the executive committee, the deans and directors rated this as to moderate extent as they participate in the approval of proposals. The basis of approval depends on the relevance of GAD-related content, benefits that may be derived from the study, stakeholders-beneficiaries and soundness of costing. On the other hand, participation in international/national/local research solely depends on invitations from convenors and organization which support GAD advocacy. These are reasons why assessments were only to a moderate extent. The campus research office and the GAD office are partners in the implementation of gender mainstreaming within the campus by organizing seminars relevant to GAD research.

However, these were initiated in the campus to a moderate extent reflected in weighted mean of 3.29 and 3.26, respectively. These could be in some campuses where request for seminars or invitation to seminars were not accommodated. In a similar manner, the university is expected to organize internal meetings and research to update faculty members, employees and students on recent gender research trends. Also, the university's provision of monetary incentives and recognition to faculty members who publish papers which was moderately observed, shown in weighted mean of both 3.24. These were not highly rated as there possibly was not adequate seminars; More so, there was no published studies despite the provision of funds.

The GAD unit in coordination with the research office was cited to take initiative in organizing research colloquium/symposia and research mentoring for appropriate funding and initiated distribution of training needs assessment (TNA) to obtain quantitative data of needed seminar/training, symposium and gathered sex-disaggregated data as basis of its programs, activities and projects with weighted mean of 3.21. These were moderately done as sex-disaggregated-data study was conducted years back and had not been sustained.

Research Office to a moderate extent took the initiative of organizing GAD-related activities participated by the faculty members and students as part of abiding with the existing policy. These initiatives were considered to address issues on gender inequality and to support gender mainstreaming. This means that gender mainstreaming was moderately observed on these research areas expressed in weighted means of 3.14, 3.10 and 3.02, respectively. However, despite these efforts only few students conducted studies intended to address gender issues, weighted mean of 2.98.

Results also revealed that gender mainstreaming in the policies and procedure when it comes to monitoring and evaluation of GAD-related research initiatives were to a moderate extent as assessed by members of the executive committee expressed in weighted mean of 2.95. Seemingly, it was perceived that there is only minimal effort initiated by the Research Office to pursue researches that address concerns of gender issues like inequality, human rights and other gender-related concerns.

Lastly, policy that requires faculty members to incorporate GAD-related research in their respective area of specialization was lowest in the rank based on the assessment of executive committee justified in weighted mean of 2.93. This is true to faculty members with specialization on technology and engineering who find it difficult to incorporate gender topics in their researches due to lack of relationship between the gender concept and the methodology used in their respective studies.

On the other hand, members of the technical working group assessed the gender mainstreaming effort slightly different from the executive committee with respect to some areas of research where gender mainstreaming was expected shown in the highest weighted mean of 3.23. The technical working group believes that the university's effort to conduct and organize internal meetings and research to update faculty members, employees and students on gender research trends is moderately observable to say that there is a mainstreaming effort relative to research.

The members of the technical working group believed that budget for GAD research activities were properly allocated and the administrative officials took part on this initiatives by approving research proposals with GAD attributes as raised in weighted mean of 3.19.

They also believed that university's participation on national and local research to benchmark GAD activities was at moderate extent.

It was perceived that the university provided monetary incentives and recognition to faculty members who published GAD related researches and concerned offices took initiatives to organize research colloquium/symposia, research mentoring for appropriate funding and facilitating the distribution of Training Needs Assessment (TNA) getting weighted mean of 3.12. The campus research office in partnership with GAD unit facilitated the holding of seminars and training related to gender research and gather sex-disaggregated data as basis of programs, activities and projects. Faculty members and students were encouraged to conduct GAD related studies that address gender issues as affirmed in weighted means of 3.04 to 3.09, respectively.

In addition, the Research Office took initiatives on organizing GAD-related research activities participated by faculty members and students to address gender issues with the weighted mean of 3.00. Apparently, similar to the executive committee, the TWG perceived that there was no concrete policy that required faculty members to incorporate GAD issues in their respective area of specialization, weighted mean of 2.95. It is also observable that there is moderate extent of gender mainstreaming in the policies and procedure in monitoring and evaluating research initiatives, lowest weighted mean of 2.82. As it is, policies and procedure incorporating gender to research are not observable across all programs within the university. While there is no policy that directly stipulates gender mainstreaming in research it was not yet established as part of research culture. There are only few faculty members and students engaged in studies related to gender issues as notice to the number of unpublished research available in the library.

The current study conforms with the study conducted by Shash and Forden (2016) that examined the implementation of gender mainstreaming in post-revolutionary Egypt where semi-structured qualitative interview with gender mainstreaming implementers was conducted. The study emphasized the need to rethink of an implementation of gender mainstreaming and to increase commitment to it on both governmental and organizational level to conduct similar research related to gender movement, women empowerment and human rights. It also emphasized the role of men and culture as keys to success. Building consensus around the issue of equality among women's group was cited helpful. Although progress was found to be slow, the researchers believed that gender mainstreaming has the potential to move equality forward in Arab spring.

1.3 Community Extension Services

The study aimed to determine the extent of gender mainstreaming strategy relative to community extension services. Results are shown in Table 3.

Table 3. Gender Mainstreaming Strategy relative to Community Extension Services

Items	ExeCom		TWG	
	WM	VI	WM	VI
1. There is an existing policy incorporating GAD attributes to extension and community services initiated by the university.	3.24	ME	3.20	ME
2. Extension programs organized by the university exhibit gender sensitivity.	3.19	ME	3.20	ME

3. Memorandum of Agreement (MOA) duly signed by the university and the adopted community addresses and responds on gender related issues.	3.07	ME	3.20	ME
4. Policies in the integration of gender equality on extension and community services are continuously revised and enhanced.	3.14	ME	3.05	ME
5. Administrative officials (directors, deans, chairs) support extension and community services with GAD attributes through proper budget allocation and participation.	3.38	ME	3.36	ME
6. Campus Extension Head facilitates the implementation of the gender mainstreaming within the campus.	3.38	ME	3.30	ME
7. Faculty members and students impart knowledge and use their skills by joining extension and community services that promote women empowerment and gender equality.	3.24	ME	3.22	ME
8. Students engage in socio-civic activities that promote gender fairness and livelihood for women.	3.24	ME	3.14	ME
9. Budget is properly allocated on GAD for extension and community services.	3.40	ME	3.36	ME
10. Extension Services Office takes the initiative of organizing GAD related extension services programs.	3.40	ME	3.32	ME
11. Batangas State University conducts extension projects to address gender issues and concerns in the selected community.	3.38	ME	3.34	ME
12. Batangas State University, with the help of its faculty and students conducts orientation, training and seminar that cater to the welfare and important function of men and women in the society.	3.29	ME	3.31	ME
13. Extension and community programs and activities include GAD attributes.	3.36	ME	3.28	ME
14. Extension programs conducted by the university are based on the findings of GAD related research.	3.10	ME	3.15	ME
15. The Extension Office accepts and implement request of the community to conduct project/activities in their locality.	3.36	ME	3.27	ME
Composite Mean	3.28	ME	3.25	ME
Legend: WM = Weighted Mean ME=Moderate Extent	VI = Verbal Interpretation			

The members of both groups agreed that gender mainstreaming strategy relative to community extension services in the university was to a moderate extent reflected in with the composite means of 3.28 and 3.25 respectively.

It was observable that gender mainstreaming strategy across all areas of community extension services was to a moderate extent. The executive committee cited that the Office of the Extension Services took initiative in organizing GAD-extension services program and the

budget was properly allocated in GAD-related community extension services which had the highest weighted mean of 3.40. The Gender and Development Unit is under the Office of the Extension Services, thus aside from improving the quality of life of people through the application of new knowledge and technology, it also addresses the gender disparity between men and women and promote equality by considering the marginalized sectors including women who are taught empowering skills for productive use.

It is in moderate extent that the Office of the Extension Services facilitated the implementation of gender mainstreaming within the campus. Administrative officials supported community extension services with GAD attributes through proper budget allocation and participation. The university conducted extension project to address gender issues and concern in the selected communities given similar weighted mean of 3.38.

Moderately implemented were the conduct of community extension program and activities which include GAD attributes, orientation, training and seminars on functions of men and women in society with the weighted means of 3.36 and 3.29, respectively. It is moderately observable that policy incorporating GAD attributes, participation of faculty and students in socio-civic activities that promote women empowerment, gender fairness and livelihood for women was likewise moderately done, weighted mean of 3.24. Extension programs organized by the university moderately exhibited gender sensitivity. Policies on the integration of gender equality on community extension services were moderately revised and enhanced with the weighted means of 3.19 and 3.14, respectively. These are the indication that GAD-attributed extension programs were not fully manifested. However, continuous improvements on these aspects are reflected on the future activities.

With the second to the lowest weighted mean of 3.10, it was in moderate extent that extension programs conducted by the university were based on the findings of GAD-related researches. This had low assessment as the executive committee believed that there were only few research-based extension programs initiated by the university. Most project depend solely on the assessment of the Extension Service Office or based on the request of the adopted community. Lastly, actions to address gender issues on community extension services were not stipulated on the Memorandum of Agreement (MOA) signed by both parties. These had the lowest weighted mean of 3.07. This was because it only discussed the terms and conditions between the university and the adopted community.

Similarly, the TWG members perceived that administrative officials supported GAD-related community extension programs through proper budget allocation and participation given highest assessment of 3.36. It was in moderate extent that the university conducted extension projects to address gender issues and concerns in the selected community. As it were, the Extension Service Office takes these initiatives in partnership with different partner agencies and external linkages. The office accepts and implements requests of the community to conduct project within their locality.

It is moderately observable that the university has policy that mandate to incorporation of GAD attributes to community extension services. Extension programs organized by the university exhibit gender sensitivity and MOA duly signed by the university and the adapted community address and respond on gender-related issues are also moderately observable with the weighted mean of 3.20. In addition, extension programs conducted by the university are based on the findings of GAD-related research with the weighted mean of 3.15.

With the second to the lowest weighted mean of 3.14, the members of the technical working group moderately observed that students are encouraged to engage on socio-civic activities that promote gender-fairness and livelihood for women. It is not observable at highest extent since the main goal of these socio-civic engagement and livelihood programs is to help the community increase income generating activities, the demand for gender fairness is only secondary priority. Lastly, revision and enhancement of policy related to mainstream gender on community extension services are not strictly observed with the lowest weighted mean of 3.05. There is no policy that directly stipulated to incorporate gender mainstreaming in community extension services.

The findings support the study conducted by Lind (2006) on the reflection on mainstreaming gender equality in adult basic education programs. The study focuses on the issues of gender equality that need to be taken account in developing countries. Findings showed that here is a need for community support and commitment at the local level for ABLE and gender equality plus the pre- and in-service training of facilitators in gender awareness, as well as adult education methods and relevant content. Attention on the formulation of gender equality policies and objectives of the ABLE must always be taken into consideration. It can be concluded that mainstreaming of gender equality go beyond the education sector, since the problem of gender inequality and limited access to literacy and education are deeply rooted in poverty and its cause and consequences for women and men. To situate this to Batangas State University, it was also determined that there is a need to create policies that will address gender equality on community extension services. Memorandum of Agreements duly signed by the university and the adapted community address and respond gender-related issues.

2. Comparison on the Assessments on Gender Mainstreaming Strategy by the Members of Executive Committee and Technical Working Group

A null hypothesis was posted to determine the significant difference in the assessment of the extent of gender mainstreaming by the two groups of respondents relative to instruction, research and community extension services. Results are shown in Table 4.

Table 4. Comparison on the Assessment of the Gender Mainstreaming Strategy

Variable	t_c	p-value	Decision on H_0	Interpretation
Instruction	-0.656	0.513	Do not Reject	Not Significant
Research	0.822	0.413	Do not Reject	Not Significant
Extension	0.304	0.762	Do not Reject	Not Significant

It can be gleaned from the table that generally there were no significant difference on the respondents' assessments relative to instruction, research and community extension services as could be noted from the t_c value of -0.656, 0.822 and 0.304. The null hypothesis of no significant difference was accepted. This means that the two groups respondents both perceived that gender mainstreaming was done at moderate extent.

In terms of instruction, results revealed the p-value of 0.513 was greater than 0.05 level of significance indicating that the null hypothesis would not be rejected. There was no difference on the assessments of the two groups of respondents. The members of the executive committee and technical working group both perceived that gender mainstreaming relative to instruction was in a moderate extent. They both conformed that faculty members helped promote gender equality and sensitivity inside the classroom by intensive and constructive feedback to male and female students. The inference is there is still a need to

conduct GAD-related consultations for the welfare of the students and the implementation of GAD principles by instructors' and professors' teaching pedagogy.

Results also revealed a p-value of 0.413 greater than 0.05 level of significance suggesting that the null hypothesis would not be rejected. The two groups of respondents assessed that gender mainstreaming in the different aspect of research particularly on the implementation of policies, approval of research proposals, participation on GAD-related research fora and the need to incorporate GAD principles on faculty researches with respect to their area of specialization were to a moderate extent.

Lastly, in terms of community extension services, results revealed a p-value of 0.762 greater than 0.05 level of significance suggesting no significant difference on the assessments of the two groups of respondents. The members of the executive committee and TWG both perceived that gender mainstreaming relative to community extension services was to a moderate extent. Budget was perceived to be properly allocated and GAD-related extensions services were initiated. However, both groups perceived that there should be continuous revision and enhancement on the policy integrating gender perspective to community extension programs.

Relative to the comparison on the extent of gender mainstreaming in the trilogical functions of Higher Education, as perceived by the two respondent groups, results revealed that gender mainstreaming had the highest assessment on the area of community extension services with composite mean of 3.28 and 3.25 respectively. Since the Gender and Development Unit is under the Office of the Extension Services, which is geared to extend services to wider clientele it is highly expected that activities initiated by the office is gender responsive. The area of research had composite means of 3.16 and 3.08, respectively. It can be inferred that research is another instrumentation for delivering GAD-based projects as based on funding linkages to be able to work with the university's activities and projects must be research-based.

Lastly, assessment of the members of the executive committee and TWG revealed that gender mainstreaming was not highly observable in instruction justified in the composite means of 2.79 and 2.85, respectively. The relationship between the teaching content and the gender dimensions like gender theory, stereotypes and inequalities are not observed in the discussions of the instructors and professors in the university. One consideration is that some disciplines with their major courses are highly technical in nature and require less discussion about gender dimensions.

The findings conform with the study of Bjorg (2007) that aimed to examine a non-government organization with its administration and advocates to implement and develop gender mainstreaming and empowerment of gender governance program. It was revealed that both groups conform that organization emphasized women's issue and their role in fighting poverty this was manifested by describing the situation and needs of women in society. The administration and advocates emphasized the importance of gender mainstreaming. Its implementation was based on mainstreaming democracy and human rights concerns in all gender governance programs. Similar to this current study, the members of the executive committee and the technical working group both perceived that gender principles were moderately manifested in Batangas State University. The university abides by mandates related to gender and development and implement gender mainstreaming strategy to promote equality among its stakeholders. However, just like all projects, the processes,

implementation and result are all work in progress, meaning there is always room for improvement.

3. Issues and Concerns Relative to the Implementation of GAD Programs

As with any programs, there are issues and concerns relative to the implementation of GAD. Responses from the questionnaire and semi-structured interview administered to the GFPS members and members of the GAD resource pool certified by the Philippine Commission on Women (PCW) were analyzed. The researcher associated these issues on the entry points of gender mainstreaming strategy namely policies, people, enabling mechanisms and PAPs.

One of the major issues was addressing concerns of students with different sexual orientation or sexual preference. College deans and associate deans found it difficult for LGBT students to conform with the university policy on uniform since some of them deviated from their will, identity and gender principles for equality. As cited in the Student Handbook, it is clearly prescribed that appropriate uniform for male and female students should be worn and that they should followed by the students while within the school premises. The basis on uniform policies is the students' biological sexes.

As cited by the Executive Committee, in the College of Nursing and Allied Health Sciences, transgender students are confused on what uniform to wear during school days and in clinical internship in hospitals. There is a prescribed uniform to be worn by their students for these settings. The confusion lies on the required policies in uniform and grooming as these are policies based on sexual category, strictly male and female.

Same issue is observed at the College of Teacher Education. Hair-cut and styles for female are not allowed among homosexual males in the pre-service education training in preparation for student teaching and teaching proper. The College claims that uniform policy and the hair-cut policies among students should be followed, this is for the College not to send confusing signals on the sexes following gender category. These practices will prepare the students on their actual job in the future. The Associate Dean claims that the policies conform with the DepEd guidelines and in the Teachers' Code of Ethics. To allow the gender expression may somewhat against the teachers' code which is considered as the bible of their profession.

Other issues and concerns involved issues on policy and implementation of gender mainstreaming strategy relative to the areas of instruction. The members of the TWG from the College of Industrial Technology and College of Engineering Architecture and Fine Arts cited that faculty members from their college do not initiate to incorporate gender principles on the Intended Learning Outcomes (ILOs) of the course specifications they teach because of inadequacy in the policy that requires the implementation.

In addition, they found it difficult to incorporate gender principles due to lack of relation and connection to the course. Seemingly, GAD was more relevant to minor courses in social sciences and humanities but was not considered as such in their major courses in engineering and technology. During the interview, one of the members of the TWG mentioned that the nearest instance where students had concepts on gender perspective were in English language and literature. Here, gender was at times incorporated in literary pieces like novels, poems and short stories. Generally, majority of the courses on aforementioned colleges are technical like, thermodynamics, heat and electricity, technology and innovations etc. It was also cited that gender mainstreaming effort lacked dynamism. From an interview, it was shared that this

issue was due to fast pacing and rapid change on the designations, delegations of positions and people designated as member of the GAD Focal Point System. At one point, during the interview, a TWG member refused at first to answer the questionnaire and be the subject of the interview claiming that he was not a member of the GFPS and admitted that he is not knowledgeable on his function as GFPS technical working group member.

Lastly, it was perceived that activities were done for documentation purposes only and for the university to conform to mandates prescribed by the law but the real essence of gender mainstreaming was manifested. It was claimed that attendance to seminars and training was to fulfill their obligation but some of them were not willing to participate on the seminars and training.

As to People involved in the gender mainstreaming effort, it was perceived that faculty members needed trainings and updates on gender mainstreaming strategy. Executive Committee members observed that some of the faculty members were not aware of how to effectively apply gender mainstreaming strategy inferring that faculty members' knowledge on gender mainstreaming was limited to laws that protect the rights of women and girls (e.g. anti-sexual harassment Act, anti-VAWC Law etc.). Knowledge on how to integrate gender concepts and apply it to the work place was very limited. It was cited that faculty members were not participative and open minded of some GAD issues. They perceived that it is a disadvantage on the part of male since they claim that they might also experience the same things.

As it is, there were no faculty members assigned as GAD coordinator in any college in GPB Main Campus I and II. The Extension Services coordinators who have the original duty of proposing and conducting extension services for their respective colleges are those responsible in the implementation of GAD programs. This was an added burden to the extension coordinator as extension service is not a very simple function. This adds on the problem since it limits the coordination of faculty members to participate in the implementation of GAD programs.

On the other hand, for TWG, the issues and concerns involved unavailability of GAD coordinators in the departments and colleges particularly in the Main Campus I and II. GAD coordinators in the extension campuses as faculty members were heavy dwell much of their time in other functions such as instruction. In the case of San Juan and Lobo Campuses, their GAD coordinators had several designations. Some of them were coordinators of other offices like research office, alumni affairs, guidance and counseling, planning, records and general services. This condition limits their time and availability to propose and implement GAD-related programs and activities.

Similarly, it was perceived that the university administration and student leaders tended to focus more on other issues other than GAD. Student leaders focus their activities on leadership training programs and polishing guidelines for the welfare of the students. Also, some student officials admitted they did not have further knowledge about GAD much less know how to incorporate it on their activities and projects.

Based from the interview to a coordinator, the priority of their college was the accreditation of their programs and their performance in licensure exams. As such, their time was more spent in coaching their students to perform when attending GAD training and seminar was less priority.

There was also limited access to resource persons with in-depth experience on gender mainstreaming strategy. Interview shared was observed that the speakers of the seminars about GAD were faculty members of the campus who echoed details from a single training in gender and development. It was mentioned that majority of the outcome of the discussions was very superficial, theoretical but not practical. Lastly, respondents believed that the academic community lacked awareness and subconsciously ignored gender mainstreaming as the unit concerned in the implementation of GAD-related programs. The academic community lacked intrinsic initiative for the continuous development and monitoring of programs.

As to enabling mechanisms, both members of the executive committee and technical working group assessed that there were concerns related to the utilization of allotted budget. There were no sustainable programs that fully utilized the budget intended for GAD activities. As supported by the semi-structured interview with expert from GAD resource pool trained by the Philippine Commission on Women (PCW), institutions do not have clear plan to spend the five percent budget stipulated on the General Appropriation Act (GAA). Budget was only allotted for food for the seminars, tarpaulin and transportation intended for external activities. This was also supported by an interview with the GAD coordinators from extension campuses who cited that there was budget allotted but very limited number of programs, activities and projects for mainstreaming gender initiatives. They claimed that it was hard to justify to the auditors of the Commission on Audit (COA) why the budget stipulated in the GAA was not utilized. In terms of programs, activities and projects (PAPs), respondents cited that there were very minimal programs focusing on the implementation of gender mainstreaming in the campuses. PAPs in instances are only participated by selected students and faculty members. It is considerable that there are needs for programs, activities and project that can be extended to communities for better awareness of the recipient, however, action should be taken first inside the university.

The current study contradicted the findings of the study conducted by Brugere (2014) that addressed environmental issues faced by the Bengalis and their effort on mainstreaming gender. In this study, some of the weakness and issues encountered in mainstreaming gender included lack of tracking of gender-related expenditures in most donor-funded project and programs which differed with the current study as in this study, there was budget allocation but had lack of training.

There were also concerns on keeping track on how much was spent on gender mainstreaming and activities involving gender issues at national level. In contrary to the current study, monitoring of GAD initiatives was strictly implemented in the Batangas State University. The former study found that there was insufficient fund to support gender related activities in the project implementation and monitoring of the impact of the mainstreaming process. It contradicts the findings of the current study since respondents claimed that there was appropriate fund, the problem was the utilization of the budget. It was found out that among the entry points of gender mainstreaming, support on gender training and capacity building at all levels was suggested the project be sustained to ensure that gender mainstreaming becomes “everyone’s business.”

4. Problems and Constraints Met by the GAD Focal Point System Members

The study aimed to determine the problems and constraints met by the members of the GFPS in mainstreaming gender in the university. Table 5 enumerates ten problems met by Executive committee members and TWG of the BatStateU’s GAD Focal Point System.

Table 5. Problems and Constraints met by the GAD Focal Point System

S.No	Problems and Constraints	Frequency	Percentage
1	Implementation of Policies	70	60.34
2	Availability of GAD Staff and Facilities	61	52.59
3	Availability of Linkages	48	41.38
4	Installation of Mechanisms	44	37.93
5	GAD Appreciation and Application	40	34.48
6	Presence of GAD Programs, Activities and Projects	33	28.45
7	Budget Allocation and Utilization	22	18.97
8	Formation of GAD Vision, Goals and Objectives	14	12.07
9	Support from the Management	5	4.31
10	Others	4	3.45

It can be gleaned from the table that 70 or 60.34 percent of the respondents assessed that the main problem and constraint in gender mainstreaming was related to the implementation of GAD-related policies. It was also observed that there was no clear policy to mainstream gender in the university. In addition, the prescribed guidelines stipulated in the CMO No. 1 series of 2015 was not strictly implemented in the university. There were problems in the availability of GAD staff and facilities as cited by 61 or 52.59 percent of the respondents. It is observed that in some of the extension campuses, the GAD units shared with other ancillary units and offices (e.g. extension, research, guidance, scholarship, alumni affairs etc.) of the university. As it was, no full-time staff available in majority of the GAD in the campuses of the university. Most of them are faculty members designated as GAD coordinator/secretariat of their respective campuses. Majority of them have other tasks and designation aside from being GAD coordinator/secretariat.

There were 48 or 41.38 percent of the respondents who assessed that there were also problems in the availability of external linkages that will assist for the further implementation of gender mainstreaming strategy in the university. During the interview, it was cited that there was only limited access to the required technical assistance from other HEIs granted the status of Gender Resource Center (GRC). In addition, support from international linkages that would enhance synergy between national development, gender equality and women empowerment were not observable.

There were problems encountered on the enabling mechanisms installed in university. Forty-four or 37.98 percent of the respondents responded that enabling mechanism were not observable. Funds allocated for GAD activities such as GAD Focal Point System (GFPS) and the Knowledge Management (KM) system were available but not fully utilized as reflected on the audit of the GAD fund conducted by the COA.

Similarly, GAD appreciation and application were not observable at full extent. Faculty members and students attend GAD-related seminars and training only for compliance. Attendance to these seminars were slightly occurred but application of learnings to instructions and other functions were not noticeable. Reechoing of the highlighted GAD topics in the seminars and training attended by the academics were also not observable. Gap between GAD theories and application was always subject of a long discussion as perceived by 40 or 34.48 percent of the respondents. Presence of programs, activities and projects were

also limited. Results revealed that 33 or 28.45 percent of the respondents responded that there were only few activities initiated by the GAD unit in each campus. This was due to the availability of speakers and times constraints due to other school activities other than PAPs.

On the other hand, 22 or 18.97 percent of the respondents found that allocation of budget for GAD activities was provided. The university strictly allots five percent of its budget as stipulated on the General Appropriation Act (GAA). However, there were problems in the utilization. Fourteen or 12.07 percent of the respondents assessed that there were problems on the formulation of vision, goals and objectives. Majority of them believed that GAD has clear vision, goals and objectives. This was highly observable on published gazettes and pamphlets distributed by the GAD Office. Evidently, the difficulty was on attainment of these vision, goals and objective as these are long term initiatives.

Support from the management was also observable to which five or 4.31 percent of the respondents only perceived this area as a problem. The management supports GAD related initiatives by approving GAD-related proposals for the conduct of programs, activities and projects.

The findings of the present study supported the study conducted by Esteban-Pulmano (2016) which cited similar problems and constraints on the implementation of GAD program in SUCs in Region III. Some of the most alarming included the lack of staff and facilities in the GAD units, non-availability of items or permanent position for the staff and limited knowledge about GAD. There were also lack of appreciation from the target clientele and lack of support from the management. Faculty members, staff and students were also found to be uncooperative on the activities and projects conducted by the GAD unit. Also cited, there were linkages to tap and lack of willingness on the part of the staff and coordinators to implement GAD PAPs due to multiple tasks assigned to them other than the teaching load. These results infer that it is still needed to improve most of the areas that require gender mainstreaming.

5. Intervention Measures to Address Gender Mainstreaming Problems and Constraint

As the major output of the study, the researcher prepared intervention measures to address gender issues in Batangas State University based on the findings of the current study relative to the areas of instruction, research and community extension services.

Instruction

Problem: It has been showed that the classroom observation forms do not reflect competencies for the GAD integration in the instructors/professors' teaching pedagogy.

Intervention measure: Formulation of council that will revise and revisit the classroom observation forms used by the deans, associate deans and the department/program chairperson is highly advised. These forms will help in gauging faculty members' success in incorporating gender principles in their teaching pedagogy and learning evaluation. In addition, there were minimal GAD-related consultation activities conducted by the faculty members. It is highly suggested that GAD-attributed student consultation ISO forms may be formulated to effectively mainstream gender perspective among student-clientele.

Problem: There were observed difficulty on finding relationship between teaching content and gender dimensions in every discussion of the instructors/professors were also encountered.

Intervention measure: To invite GAD implementer from a reputable academic institution to train faculty members on how to incorporate gender dimensions on instruction. There were also concerns on the course specifications which do not reflect gender principles specified in the Intended Learning Outcomes (ILOs). Thus, it is highly advised to conduct meeting before the start of the semester that include agenda on how to incorporate gender perspective in the course syllabi. Checking may also be done to ensure that course specifications emphasize how the course may address gender issues.

Research

Problem: It was observable that there were no policy and systematic procedure for the monitoring and evaluation of research initiatives and in presenting the results of the findings of GAD-related studies. There was no existing policy to incorporate GAD issues to the faculty members' respective area of specialization.

Intervention measure: To formulate a council that will review existing research general policy that will require faculty members to incorporate gender perspective on their respective area of specialization. In addition, the council would have the function to create resolution mandating faculty members to incorporate GAD perspective on their research initiatives.

Community Extension Services

Problem: Findings showed that memorandum of agreement signed by the university and the community do not stipulate the action made to address gender-related issues.

Intervention measure: Revisions of the MOAs issued by the extension service may be done to include gender attributes. Addendum to the MOA prioritizing gender welfare in the training services (the role of women in the livelihood program, role of man in maintaining peace and order) may be considered. In addition, sex-disaggregated data study may be contained to monitor sustainability of gender-related concerns.

Problem: There were only few students engaged themselves in socio-civic activities that promote gender fairness and livelihood for women.

Intervention measure: The Student Affairs of the University may consider students' mandatory application of community extension program by participating on at least one community extension service to their respective colleges prior to their graduation.

Other Areas that Need Further Improvement

Problem: There were inadequacy of GAD staff and facilities in the university extension campus. Thus, the GAD unit must provide full-time staff across the ten campuses whose duties must be limited to the implementation of GAD-related functions and implementation of gender mainstreaming strategy on their respective campuses. In addition, unavailability of external linkages to support GAD advocacy was observable.

Intervention measure: Benchmarking to the other State Universities and Colleges (SUCS) which has the best practices in gender mainstreaming and considered to be outstanding implementer. Foreign linkages may also be considered for funding and shared activities and projects.

Conclusion

In the light to the foregoing findings, it was revealed that gender mainstreaming strategy relative to the trilogical functions in Batangas State University is at moderate extent. There was no significant difference between the assessments of the two groups of respondents on the extent of gender mainstreaming strategy in Batangas State University Campuses. There were no sustainable programs that fully utilized the budget intended for GAD activities and there were very minimal presence of programs focusing on the implementation of gender mainstreaming in the campuses. The main problem and constraint in gender mainstreaming is the unavailability of GAD staff, facilities and linkages. The proposed intervention measures may help the university's mainstreaming gender initiatives in the teaching enhancement, collaborative research initiatives and extension programs that promote gender-fairness and livelihood for women.

Based on the findings and conclusions drawn from the collected data, the researcher recommends to proposed intervention measures may be reviewed, evaluated and implemented by the Assistant Director for Gender and Development in the university to its stakeholders. This may also be used as bench mark evidence for the other state university as well as in local government agencies and civil society. Revision and enhancement of policies related to mainstream gender on the trilogical functions is highly recommended. Future researchers may conduct similar study on production and administration as part of higher education functions.

References

1. Batangas State University GAD Focal Point System Memorandum Order No. 334 series of 2014 CHED Memorandum Order No. 1 Series of 2015. Establishing the policies and guidelines on gender and development in the commission on higher education and higher education institutions.
2. Bjorg, R. 2007. Gender mainstreaming and empowerment-concept cooperation programme in Kenya supported by Sweden. Center for African Studies.
3. Brugere, C. 2014. Mainstreaming gender in transboundary natural resources project-the experience of the Bay of Bengal Large Marine Ecosystem (BOBLNE) project. NY, USA. Environmental Development. Elsevier Inc.
4. Caudenberg, R.T., Clycq, N., Nouwenn, W., Praag, L.V. and Timmerman, C. 2016. School-based prevention and intervention measures and alternative learning approaches to reduce early school leaving. Belgium, University of Anwerp.
5. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). United Nations
6. De Torres, M.J. 2016. Gender stereotyping experiences of intermediate pupils in public elementary schools. Master's Thesis. Batangas State University, Batangas City, Philippines.
7. DENR, 2010. Mainstreaming gender responsiveness in project development and management: documentation of training. Quezon City.

8. Dimaculangan, J.A. 2014. Gender role, self-esteem and sexism among BatState-U students. Master's Thesis. Lyceum of the Philippines University, Batangas City, Philippines.
9. Esteban-Pulmano, 2016. Implementation of gender and development program of state universities and colleges in region III: an evaluation. Dissertation. Tarlac State University, Tarlac, Philippines.
10. Hankivsky, O. 2008. Gender mainstreaming in Canada and Australia: A comparative analysis. NY, USA Policy and Society. Elsevier Inc.
11. Hernandez, C. and Javena, Z. 2014. Gender sensitivity program of three municipalities in Batangas Province. Master's Thesis. Batangas State University. Batangas City, Philippines.
12. ILO, 2010. Gender mainstreaming strategies in decent work promotion: programming tools, GEMS toolkit. ILO Regional Office for Asia and the Pacific-Bangkok: ILO Publication.
13. Kwesiga J.C. and Sswendiwala. 2006. Gender mainstreaming in the university context: prospect and challenges of Makerere University, Uganda. Master's. NY, USA. Women's Studies International Forum. Elsevier.
14. Lind, A. 2008. Reflection on mainstreaming gender equality in adult basic education programmes. NY, USA. International Journal of Educational Development, Elsevier Inc.
15. Magna Carta of Women (RA 9710). 2009. An act providing for Magna Carta of Women, 2009.
16. PCW and NEDA. 2007. Harmonized gender and development guidelines (HGDG) for project development, implementation, monitoring and evaluation. Manila, Philippines: Philippine Commission on Women.
17. PCW, 2016. A handbook on the application of enhanced gender mainstreaming evaluation framework. Manila, Philippines: Philippine Commission on Women.
18. Shash F.G. and Forden, C. 2016. Gender equality in the time of change: gender mainstreaming after Egypt's Arab spring. NY, USA Women's Studies International Forum. Elsevier Inc.
19. Summary of Beijing Declaration and Platform for Action. 1996. Minnesota Advocates for Human Rights. 1996.
20. Thompson and McClintock. 2008. Planning, implementing and evaluating an intervention—an overview. USA. Government Printing Office.
21. UP Center for Women's Studies. 2008. Teaching CEDAW: a compendium of teachers' guidelines on integrating a human rights framework in the college curriculum and sample course syllabi with CEDAW application. Manila, Philippines: UP Printing Press.

22. Women in Development and Nation Building Act. 1991. An Act Promoting the Integration of Women as full and equal partners of men in development and nation building and for other purposes.