

## **Gender and Development Implementation in Public Higher Education Institution: Basis for Capability Enhancement Framework**

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### **Abstract**

Mandated by laws, Philippine government agencies including educational institutions are obliged to promote gender and development (GAD) but despite relentless pursuits, various research show that higher education institutions fell short of the expected outcome. There is a need to fully grasp the situation from stakeholders' perspectives and to determine which aspect of implementation merits more attention. This study aimed to test predictive and mediating relationships between level of awareness, extent of implementation, and level of satisfaction among employees and students in a higher education institution. It also determined how the implementation of GAD (or lack thereof) might work with awareness or impact their satisfaction. A cross-sectional study was conducted among 250 employees and students of a public higher education institution in the Philippines using a survey instrument. Results reveal that respondents are aware of GAD concepts but to a limited extent, fairly cognizant of existing GAD laws, view the implementation of GAD as moderate, and are slightly satisfied. Awareness of GAD concepts and laws impacts their satisfaction, and their perception of extent of GAD implementation subsequently increases it. The extent of implementation in terms of "people" has the strongest impact on the level of satisfaction and mediates the relationship between awareness and satisfaction levels. The results prompt the need for the institution to navigate its GAD implementation through the tides of demands for gender equality in modern times. A "Gender and Development Capability Enhancement Framework" is recommended as a guide to strengthen GAD implementation in public institutions.

*Keywords: Gender and Development, gender mainstreaming, cross-sectional, Philippines*