

# LSPU GAD BEST PRACTICES: BASIS FOR ACTIVITY MANUAL

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**ABSTRACT :** The study sought to assess the best practices of LSPU a basis for activity manual. The indicators such as Gender and Development (GAD) Awareness from the training of LSPU and Practices as to gender issues and gender roles. The training needs were assessed to know the least indicators to be focused on the training program to mainstream GAD awareness and practice of LSPU, Using the descriptive and developmental methods of research, an online survey questionnaire was formulated by the researcher and the data was gathered from LSPU University wide. Non-Random purposive sampling was used to determine the favorable respondents of the study. Weighted mean and standard deviation were used to analyze the statistical data gathered in the study in assessing the training needs of the respondents to mainstream the GAD best practices of the LSPU University wide. It was revealed that only the indicator on gender awareness as to training and seminars has resulted to Strongly Agree. The three (3) remaining, GAD awareness as to policies, GAD practices as to gender issues and gender roles, resulted to strongly agree. This can be inferred that LSPU fully aware on the GAD policies and GAD practices of their respective University. The majority of the respondents are male and female, mostly are higher officials, of LSPU University wide. This can be concluded that female dominants over male and they are proportioned as to LSPU positions. LSPU University wide are conducting seminars and training on Gender and Development, and are fully aware on GAD policies in their respective University.

**KEYWORDS :** *Gender and Development, GAD Awareness, GAD Practices, Gender Issues, Gender Roles*

## I. INTRODUCTION

Gender equality is considered a critical element in achieving Decent Work for All Women and Men, in order to effect social and institutional change that leads to sustainable development with equity and growth. Gender equality refers to equal rights, responsibilities, and opportunities that all persons should enjoy, regardless of whether one is born male or female. The fundamental equality before the law of women and men is the legal mandate in Gender and Development, which is provided for in the 1987 Philippine Constitution. This recognition is carried out through Republic Act No. 7160 or the Local Government Code of 1991 (LGC), and Republic Act No. 7192 known as the Women in Development and Nation Building Act. These national legislations were enacted as part of the Philippine Government's commitments to the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Millennium Development Goals (MDGs) to pursue women's empowerment and gender equality in the country. Accordingly, the government issued Executive Order No. 273 approving and adopting the Philippine Plan for Gender-Responsive Development (PPGD), 1995-2025 wherein agencies and local government units are mandated to institutionalize Gender and Development (GAD) by incorporating the GAD concerns spelled out in the PPGD in their planning, programming, and budgeting processes. Thus, the Magna Carta of Women (Republic Act No. 9710) enacted on August 14, 2009 is the latest law that pushes the government's action by adopting gender mainstreaming as a strategy to promote and fulfil women's human rights and eliminate gender discrimination in government systems, structures, policies, programs, processes, and procedures. LSPU University wide mainstreaming down to the Barangay Unit, the types of services provided to address specific needs of women and men; and types of services in the following areas such as Education and Health. Shelter and Housing, Women's and Child Protection against Violence, Environmental protection, Welfare and community development, Agricultural, and other economic activities. The processes and mechanisms installed as well as the capabilities developed and built within the barangay to deliver such services. Establishing enabling structures and mechanisms, representation and participation of women in local special body and other councils, access to and use of information, allocation of resources. Gender responsiveness through policy issuances and ordinances and building capacities to address gender issues and concerns.

In the study of Romero, et.al. 2020, LSPU Officials are somewhat aware of gender issues within the Municipality and their gender roles that need to be given consideration for harmonizing and mainstreaming. Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modelling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences. Bandura believed in "reciprocal determinism", that is, the world and a person's behavior cause each other, while behaviorism essentially states that one's environment causes one's behavior, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one's psychological processes (one's ability to entertain images in minds and language).

Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. Lawrence Kohlberg, suggested that children had made a cognitive judgement about their gender identity before they selected same sex models for sex typed behaviors. The child knows that he or she is a male or a female, but the child fails to realize that gender is a constant attribute. Most three-year-olds had reached this stage. Gender stability. The child knows that their gender is stable over time. A child in this stage knows that boys will grow up to be men and that girls will grow up to be women.

The child knows a person gender stay the same regardless of changes in the person's activities or appearance. For example, A 6 or 7 year old who had reached this stage knows a person gender stay the same when a person dress up like a member of the other sex or when a person does cross-sex activities. When a child had achieved gender consistency, they are highly motivated to make their behavior consistent with their self-concept of their own gender.

A schema is a mental framework of understanding which grows bigger as we learn more about the world around us. Even at the age of two a child will know what sex they are and will have the beginnings of a gender schema, although it will be very poorly developed and stereotyped. A small child is likely to believe, for example, that trucks and buses are driven by men, that long hair is for females and that football is a boy's game. As he grows older, however, he will understand that there is a behavioral and mental overlap between the sexes.

High and low gender schematized children some children have more developed gender schemas than others, which is reflected in the kind of toys they choose to play with and what activities they are willing to partake in. In a study conducted by Levy and Carter (1989) less gender schematized children chose toys offered to them in the experiment on the basis of whether they wanted them or not. Highly gender schematized children made the choice based on what they believed to be correct for their gender.

This theory doesn't explain why some children become more gender schematized than others, nor does it explain why children are already choosing same-sex friends and toys appropriate to their gender before the development of a gender schema at the age of two. However, this theory is supported by a lot of evidence and it is favored by many psychologists.

## II. METHODOLOGY

The descriptive and developmental methods of research are used in the study to assess the training needs in developing a training program for mainstreaming the awareness and best practices on Gender and Development of LSPU University wide. The study also measured the acceptability of the given measures relative to the development of a training program for mainstreaming the awareness and practices on Gender and Development of LSPU University wide. The respondents were chosen through a non-probability, purposive sampling technique, specifically the LSPU University.

The results were drawn using statistical methods; frequency, mean, and standard deviation to assess the training needs of the respondents for developing a training program for mainstreaming the awareness and best practices on Gender and Development of LSPU University wide.

## III. RESULTS AND DISCUSSION:

In this study, data were gathered from the scorecard on the training needs for mainstreaming the awareness and best practices on Gender and Development of LSPU University wide the respondents whose profile was presented below.

**Table 1.** Respondents' profile as to gender, LGU positions, and municipalities

The data below presents the profile of the 50 respondents from selected from LSPU University wide as to gender

Respondents Profile	Number of Respondents	Percentage
<b>GENDER</b>		
Male	15	30%
Female	35	70%
<b>LSPU</b>		
STA. CRUZ	13	26%
LOS BANOS	10	20%
SAN PABLO	15	30%
SINILOAN	12	24%

From the 50 who were the subject of the study, 70% are female and 30% male, this can be inferred those female respondents dominates over the male.

Majority of the LSPU respondents from Sta. Cruz and SanPablo with 26% and 30% respectively and 10 to 12 have 20% and 24% of the number of respondents.

Following, data were gathered from the scorecard on the training needs assessment to mainstream Gender and Development of LSPU as to awareness and best practices.

**Table 2. Training needs assessment as to TRAINING AND SEMINARS.**

Indicators	WM	SD	VI
1. LSPU offers an excellent leadership development program for the gender awareness.	4.51	0.9	Strongly Agree
2. There is equal opportunity for the advancement of gender awareness.	4.63	0.56	Strongly Agree
3. LSPU continues to grow and expand its services by developing trainings and seminars for the gender awareness.	4.51	0.78	Strongly Agree
4. LSPU coaches the community to develop gender awareness.	4.53	0.68	Strongly Agree
5. LSPU supports effort by the people obtain training about gender awareness.	4.60	0.67	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.63</b>	<b>0.60</b>	<b>Strongly Agree</b>

Table 2 implies that the respondents as to training and seminars **strongly agree** on the given indicators as reflected by the weighted mean scores of 4.63 with a standard deviation of 0.60.

The above data shows that the respondents believe the need more on leadership development program and GAD awareness. Likewise, a need to grow and expand the services by developing trainings and seminars for gender awareness.

People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modelling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Further, GAD training and seminars are important for the LSPU for them to be fully equipped and be part of the best practices to be implemented in the succeeding plan of activities.

**Table 3. Training needs assessment as to POLICIES.**

Indicators	WM	SD	VI
1. Developing and implementing sustainable development policies that are in line with norms and standards on gender awareness.	4.57	0.68	Moderately Agree
2. Ensure that macroeconomic policies create decent work and sustainable increase awareness based on gender, age, income and other context.	4.57	0.57	Strongly Agree
3. Promote decent green jobs and adequate wages for agricultural and informal worker, especially for gender-responsive employment policies.	4.57	1.63	Strongly Agree
4. Ensure sustainable population policies grounded in sexual and health rights including the provision of universally accessible quality health services information and education.	4.57	0.82	Strongly Agree
5. Ensure access to water, with a goal of reducing unpaid care workers, private safe sanitization for all people.	4.57	0.57	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.57</b>	<b>0.44</b>	<b>Strongly Agree</b>

Table 3 below illustrates that the respondents as to policies **strongly agree** on the given as reflected by the weighted mean scores of 4.57 with a standard deviation of 0.44.

The above data shows that the respondents are fully aware on GAD policies of the LSPU they belong. All the given measures are seen to be fully practiced by the LSPU.

Accordingly, the government issued Executive Order No. 273 approving and adopting the Philippine Plan for Gender-Responsive Development (PPGD), 1995-2025 wherein agencies and local government units are mandated to institutionalize Gender and Development (GAD) by incorporating the GAD concerns spelled out in the PPGD in their planning, programming, and budgeting processes.

On this note, the LSPU should have fully institutionalize the GAD in their planning, programming, and budgeting processes.

**Table 4. Training needs assessment as to GENDER ISSUES.**

Indicators	WM	SD	VI
1. Adequate information on Gender sensitivity and unawareness on gender and development.	4.57	0.63	Strongly Agree
2. Identified gaps or differences between men and women.	4.57	0.81	Strongly Agree
3. Equal status of men and women in national development and gender inequality.	4.60	0.56	Strongly Agree
4. Recognized women's participation in development.	4.70	0.47	Strongly Agree
5. Structured/strategic mechanisms to support GAD program and policies of the government.	4.70	0.97	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.63</b>	<b>0.42</b>	<b>Strongly Agree</b>

Table 4 illustrates that the respondents as to genders issues **strongly agree** on the given indicators as reflected by the weighted mean scores of 4.63 with a standard deviation of 0.42.

As to GAD best practices, the LSPU is fully practicing the advocacies of the same. As to note, the gaps or differences of two (2) genders are not clarified thus equality is not promoted well. Gender sensitivity is fully practiced.

Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

**Table 5. Training needs assessment as to GENDER ROLES.**

Indicators	WM	SD	VI
1. Developing and implementing sustainable development policies that are in line with norms and standards on gender awareness.	4.57	0.80	Strongly Agree
2. Ensure that macroeconomic policies create decent work and sustainable increase awareness based on gender, age, income and other context.	4.53	0.70	Strongly Agree
3. Promote decent green jobs and adequate wages for agricultural and informal worker, especially for gender-responsive employment policies.	4.60	0.60	Strongly Agree
4. Ensure sustainable population policies grounded in sexual and health rights including the provision of universally accessible quality health services information and education.	4.60	0.60	Strongly Agree
5. Ensure access to water, with a goal of reducing unpaid care workers, private safe sanitization for all people.	4.57	0.80	Strongly Agree
<b>OVERALL MEAN</b>	<b>4.53</b>	<b>0.60</b>	<b>Strongly Agree</b>

Table 5 illustrates that the respondents as to gender roles **strongly agree** on the given indicators as reflected by the weighted mean scores of 4.53 with a standard deviation of 0.49.

Gender roles are fully practiced by the LSPU. The Magna Carta of Women (Republic Act No. 9710) enacted on August 14, 2009 is the latest law that pushes the government's action by adopting gender mainstreaming as a strategy to promote and fulfil women's human rights and eliminate gender discrimination in government systems, structures, policies, programs, processes, and procedures.

LSPU University provide services to address specific needs of women and men; and types of services in the following areas such as Education and Health.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

The data gathered led to the formulation of the findings that from the 50 LSPU subject of the study, 70% are female and 30% male, this can be inferred those female respondents dominates over the male.

With data gathered, it was revealed that the respondents **strongly agree** on the parameters given as to professional advancement, institutional preparedness, and marketability, linkages, and individual preparedness parameters.

This can be inferred that the faculty members being subject for this study believes on the professional advancement that developing and publishing books can be contributed to them to be used in planning a plan of action of LSPU University wide.

On the other hand, the gathered data implies that the respondents as to training and seminars strongly agree on the given indicators as reflected by the weighted mean scores of 4.63 with a standard deviation of 0.60, as to policies strongly agree on the given as reflected by the weighted mean scores of 4.57, genders issues strongly agree weighted mean scores of 4.63, and gender roles strongly agree the weighted mean scores of 4.53 respectively.

The researchers, therefore, recommend more training program on mainstreaming gender awareness as provide to the best practices of LSPU University wide. This will promote a wider knowledge of the LSPU officials on gender roles, issues and practices by sending them more GAD advocates in trainings and seminars to guide them and fully embrace the advocacies of GAD.

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