

Gender Issues And Concerns In Education: Basis For A Gender Development Plan

ROCHEL A. RANES, M.A.

Jose Rizal Memorial State University, Dipolog Campus
rochelranes@jrmsu.edu.ph

ROSENDA B. BORRES, M.A.

rosendaborres@jrmsu.edu.ph

Abstract — This study aimed to determine gender issues and concerns in education as perceived by the JRSMU students which shall serve as basis for the Gender and Development Plan. Specifically, this aimed to determine the different forms of gender issues and concerns in education in terms of language, facilities, classroom activities and acceptance of third sex. As well as the significant relationship between the profile of the respondents and the different forms of perceived gender issues and concerns in education. The researchers used a descriptive survey method of research. A self-made questionnaire was used in gathering data and an interview was conducted to the respondents and officials of gender and development.

The result revealed that the respondents moderately observed and experienced gender issues and concerns in education in terms of language used and facilities available. It also revealed that there was a significant relationship between the gender of the respondents and different gender issues and concerns in education. Thus, gender identity is a factor of discrimination. Moreover, there was no significant relationship between the course of the respondents and the different forms of perceived gender issues, therefore, respondents are not stereotyping in courses.

It is recommended that JRMSU System should be aware and use the exact language when referring to the different gender. The Gender and Development office may include on the GAD plan and budget a gender responsive comfort room; GAD office may conduct program to constantly monitor the instructional materials to be free from any form of gender bias and gender sensitivity training must be regularly conducted.

Keywords — *Gender Issues, Language Used, Facilities Available, Classroom Activities, Acceptance of the Third Sex*

I. Introduction

The term gender equality is an issue that has been debated for a long time. This issue is rooted from the gender discrimination in the society lie salary gaps, occupations, athletics, media, literature, college admission, language and recently the existence of multi-gender. Gender equality and discrimination have been topics of interest to the international and national organizations which led to the many laws and policies that would address the concern of discrimination.

The United Nation (UN) ensures that all its actions promote and protect gender equality and women's empowerment. Advancing gender equality and empowering women are widely

recognized as ends in themselves as well as means to achieve the UN goals of sustainable peace and security, human rights protection, and sustainable economic and social development. UN saw that women are not afforded the same inheritance rights and property rights as men, nor are they allowed to testify in court. Women and girls constitute the majority of refugees and displaced persons, and are increasingly targeted by combatants. Sexual violence and other grave violations of women's dignity inflict severe suffering on victims. Discrimination in laws and institutions with respect to employment, property and inheritance rights, reproductive health, and marriage and family matters heighten women's vulnerability both in conflict and post conflict.

Philippines addressed gender discrimination by approving laws which minimize gender discrimination. The former President of the Philippines, Fidel V. Ramos approved "Philippine Plan for Gender- Responsive Development" (1995-2025), which states that all government-owned and controlled corporation at the national, sub-national and local levels are directed to take appropriate steps to ensure the full implementation of the policies/strategies and programs outlined in the plan, to institutionalized, Gender and Development (GAD) efforts in government by incorporating GAD concerns as spelled out in the plan.

In JRMSU, a seminar about Gender awareness cum orientation of Magna Carta for Women (RA 9210) was conducted and the students to be aware of the laws and regulations about gender discrimination. Thus, the activity was conducted through the vision of university president in strengthening and promoting a holistic approach in the equality of the role of men and women in nation-building. An enhanced Gender and Development Focal Point System Structure has been also put in place to address gender gap and discrimination.

The dedication and commitment of the GAD Focal Point System leads to the researchers' interest to measure the different forms of gender discrimination in JRMSU System which can be basis for gender development plan.

Literature Review

In response to the Philippine Plan for Gender Responsive Development, the Philippine Commission on Women thru Joint Circular no. 2012-01 proposes guidelines for the preparation of Annual Gender and Development Plans and Budget to implement the Magna Carta of women. The purposes of the circular are to describe the guidelines and procedures for the formulation, development, submission, implementation, monitoring and evaluation of results of agency annual GAD plans and budgets (GPBs) and to provide the mechanics for the development of programs, activities and projects (PAPs) to respect, protect and fulfil the rights of women at the socio-cultural, economic and political spheres.

Pursuant to the Magna Carta of Women and the General Appropriators Act (GAA), all government departments, including their attached agencies, offices, bureaus, state universities and

colleges (SUCs), government-owned and controlled corporations (GOCCs), local government units (LGUs) and other government instrumentalities shall formulate their annual GPBs within the context of their mandates to mainstream gender perspective in their policies, programs and projects. Further, GAD planning should be integrated in the regular activities of the agencies, the cost of the implementation of which shall be at least five percent (5%) of their total budgets.

As an action of Jose Rizal Memorial State University, the institution established the Gender and Development office under the direct supervision of the Vice President of Research and Extension. The Gender and Development office is built throughout the whole satellite campuses of the system. The purpose of the Gender and Development office is to assure equality among gender through the implementation of gender and development plans.

In relation to the study, gender issues and concerns in education which include language, facilities, classroom activities and acceptance of the third sex. Language as defined by the Philippine Commission of Women is the use of sexist term no matter how subtle, is the most persuasive institution of socialization. Facilities refer to the structural design and the rooms in the building in relation to gender equality. Classroom activities refer to the learning experience set by the instructors in consonance with gender equality. Lastly, is the acceptance of the university to the existence of third sex. All these were measured in the study of gender issues and concerns in education.

II. Methodology

The descriptive method was used in acquiring information about the perception of the respondents in gender issues and concerns in Jose Rizal Memorial State University, Dipolog Campus during the Academic Year 2017-2018. This was also aided with unstructured interviews to gain more valid information that would further support or enhance the result of this study. The respondents of this study were the selected students and in JRMSU, Dipolog Campus. The total number of respondents was selected through random sampling. Questionnaires and interviews were utilized by the researchers in gathering information. These were made in regards to the perception of the respondents on the gender issues and concerns in education.

III. Results and Discussion

Table 1 shows the respondents' gender. As presented on the table, all types of gender were considered in the current study. However, most of them were females and males. These are the two genders that are dominant among the genders classified. The most dominant gender considered in the study is still female because according to Magna Carta of Women, they are usually the ones who experienced discrimination. However, according to section 3 of the Magna Carta of Women,

all individuals are equal as human beings by virtue of the inherent dignity of each human person. Thus, all gender identify are considered in the study.

Table 1 Profile of the Respondents in Terms of Gender

Gender	F	%
Male	140	40.00
Female	163	46.60
Lesbian	22	6.29
Gay	23	6.57
Bisexual	2	0.57
Total	350	100.00

Table 2 reveals the percentage distribution of the respondents in terms of their courses. It can be gleaned on the table that majority of the respondents were BS Criminology and Education Courses. As per record of JRMSU, Dipolog Campus Registrar, in the school year 2016-2017, out of 4,393 students, there were 1,054 students enrolled in Education courses and 1,125 were in Criminology. The Commission on Higher Education (CHED) is advising college students to go for "priority courses" for them to get financial assistance and to land in-demand jobs that could help spur economic growth. The agency has updated its list of priority courses that are identified based on national development plans, manpower demands until 2018 and a study of the Department of Labor and Employment that determined the in-demand and hard-to-fill courses, skills and jobs that match the projected employment requirements of key industries until 2020. These two courses are belonging to the priority courses of CHED.

Table 2 Profile of the Respondents in Terms of Course

Course	F	%
BEED	88	25.10
BSED Math	12	3.43
BSED English	34	9.71
BSED MAPEH	36	10.30
BSED Filipino	20	5.71
AB Mass Com	30	8.57
BSIT	32	9.14
BS Criminology	98	28.00
Total	350	100.00

Table 3 Computed Weighted Mean on the Perceived Forms of Gender Issues and Concerns in Education in Terms of Language, Facilities, Classroom Activities and Acceptance of Third Sex

Gender Issues on language used	Mean	Interpretation
1. During classes, teachers still use the words policeman, chairman, congressman and the like when referring to certain professionals.	3.91	Moderately Observed/Experienced
2. Teachers speak of generic masculine terms like mankind or "man" (when referring to humanity) "guys" or "officers & men".	3.43	Moderately Observed/Experienced
3. Modules and handouts use of singular masculine pronouns (he, his, him) as default to refer to a person of whatever gender.	3.79	Moderately Observed/Experienced
4. When discussing occupations, there is always use of unnecessary gender markers like "male nurse" is by default assumed to be female.	3.32	Observed/Experienced
5. The ordering of words is male-female phrases "man & wife" or "boys and girls".	3.44	Moderately Observed/Experienced
Average Weighted Mean	3.578	Moderately Observed/Experienced
Gender Issue on the Facilities Available		
1. CR's in JRMSU are not gender responsive especially for girls.	3.85	Moderately Observed/Experienced
2. There is no visible special laws for PWD's in all offices.	3.65	Moderately Observed/Experienced
3. Women with kids have no safe place where they can leave their children.	3.97	Moderately Observe/Experienced
4. Gays & Lesbian experienced confusion on the CR that they are going to use.	3.77	Moderately Observed/Experienced
5. There is no seating places for pregnant women and senior citizens when waiting for school transaction.	3.66	Moderately Observed/Experienced

Average Weighted Mean	3.78	Moderately Observed/Experienced
Gender Issue on the Classroom Activities		
1. Leadership on group activities are given to boys.	2.87	Observed/Experienced
2. Some classroom activities involve differentiation between boys & girls.	2.23	Fairly Observed/Experienced
3. Physical activities are usually given to boys while girls are given writing activities.	3.02	Observed/Experienced
4. When activities involve reading and language arts, these are usually given to girls.	2.87	Observed/Experienced
5. When activities involve Mathematics and Science, these are usually given to boys.	2.37	Fairly Observed/Experienced
Average Weighted Mean	2.672	Observed/Experienced
Gender Issue on the Acceptance of the Third Sex		
1. Gays/Lesbian are not allowed to cross-dressed or have a long hair.	2.55	Fairly Observed/Experienced
2. Gays/Lesbians are discouraged when involved in same sex relationship.	2.64	Observed/Experienced
3. Gays are discriminated on male populated courses.	3.22	Observed/Experienced
4. Gays and Lesbians are denied on their rights for free expression because of the homophobic climate of the university.	2.09	Fairly Observed/Experienced
5. Gays and Lesbians experience harassment in school.	2.43	Fairly Observed/Experienced
Average Weighted Mean	2.586	Fairly Observed/Experienced

Legend:

Weight	Range of Values	Description
5	4.21 - 5.00	Highly Observed/Experienced
4	3.42 - 4.20	Moderately Observed/Experienced
3	2.61 - 3.40	Observed/Experienced
2	1.81 - 2.60	Fairly Observed/Experienced
1	1.00 - 1.80	Not Observed/Experienced

Table 3 shows the computed weighted mean on the different forms of perceived gender issues and concerns in education in terms of Language, Facilities, Classroom Activities and Acceptance of the Third Sex among JRMSU, Dipolog Campus students. Findings revealed that most of the respondents "moderately observed/experienced" gender discrimination in terms of Language and in terms of Facilities. While in terms of Classroom Activities, discrimination was "observed/experienced" while "fairly observed/experienced" in terms of Acceptance of Third Sex.

This means that most of the respondents observed gender discrimination in terms of Language Used and Facilities Available. Majority of the instructors or even the students practice using some masculine terms and they only used the pronoun "he" when referring to students without implying if its boy or girl.

According to Fred R. Shapiro, sexism, in language exists when language devalues members of a certain gender. Sexist language in many instances promotes male superiority. Sexism in language affects consciousness, perceptions of reality, encoding and transmitting cultural meanings and socialization. Moreover, according to Magna Carta of Women Section 13, "the state shall ensure that gender stereotypes and images in educational materials and curricula should be adequately and appropriately revised and gender sensitive language shall be used at all times.

In terms of facilities, women have no safe place where they can leave their children. All they can do is just to bring their children to every class they are going to attend. According to a 2011 report from the Institute for Women's Policy Research (IWPR), in 2005, a Child Care Initiative aimed at increasing the capacity for infants and toddlers of students and faculty members as well as improving on-campus childcare facilities. In addition to aids and grants, student-parents can also take advantage of unique community college childcare facilities. Available at many community college campuses, these facilities are often an affordable option for parents. College-based care is not just convenient for student-parents, but also provides all the care, education and related services of a private childcare facility.

This corroborates with Magna Carta of Women in Section 22, the state shall further ensure support services that will enable women to balance their family obligations and works responsibilities including, but not limited to, the establishments of Day Care Centers and breast-feeding stations at the workplace, and providing maternity leave pursuant to labor code and other pertinent law. The second concern is the facilities; CR's are not gender responsive because it has no concrete lock.

Table 4 Mean Distribution on the Different Forms of Perceived Gender Issues and Concerns in Education

Different Forms of Perceived Gender Issues and Concerns	Average Weighted Mean	Interpretation	Rank
1. Gender Issue on Language Used	3.578	Moderately Observed/Experienced	2
2. Gender Issue on the Facilities Available	3.78	Moderately Observed/Experienced	1
3. Gender Issue on the Classroom Activities	2.672	Observed/Experienced	3
4. Gender Issue on the Acceptance of the Third Sex	2.586	Fairly Observed/Experienced	4
Total Average Weighted Mean	3.154	Observed/Experienced	

Table 4 presents the mean distribution on the different forms of perceived gender issues and concerns in education. This implies that most of the students in JRMSU Dipolog Campus experienced gender issues and concerns in terms of facilities available, especially for those women with kids, who have no safe place where they can leave their children, and all they can do is to bring their child to every class they are going to attend.

According to Magna Carta of Women, Section 8 that the state as the primary duty-bearer, shall refrain from discriminating against women and violating their rights; protect women against discrimination and from violation of their rights by private corporations, entities, and individuals; and promote and fulfil the rights of women in all spheres, including their rights to substantive equality and non-discrimination.

Table 5 Test of Relationship between the Profile of the Respondents in terms of Gender and the Different Forms of Perceived Gender Issues and Concerns in Education

Factors Compared	Different Forms of Perceived Gender Issues and Concerns in Education					
Respondents' Gender	Level of Significance	Degrees of freedom (df)	Tabular value (tv)	Computed chi-square (x)	Interpretation	Action/Decision
	$\alpha=0.05$	9.00	16.919	21.081	Significant relationship	H_0 was rejected

Table 5 shows the test of relationship between the Profile of the Respondents in terms of Gender and the Different Forms of Perceived Gender Issues and Concerns. As shown in the table, the respondents' gender and the different form of perceived gender discrimination have a significant relationship; thus, hypothesis was rejected. This implies that gender has a bearing on the different perceived gender discrimination on the students of JRMSU, Dipolog Campus.

Table 6 Test of Relationship between the Profile of the Respondents in terms of Course and the Different Forms of Perceived Gender Issues and Concerns in Education

Factors Compared	Different Forms of Perceived Gender Issues and Concerns in Education					
Respondents' Course	Level of Significance	Degrees of freedom (df)	Tabular value (tv)	Computed chi-square (x)	Interpretation	Action/Decision
	$\alpha=0.05$	16.00	26.296	18.295	No Significant relationship	H_0 was accepted

Table 6 shows the test of relationship between the Profile of the Respondents in terms of Course and the Different Forms of Perceived Gender Issues and Concerns. As shown in the table, the respondents' course and the different form of perceived gender discrimination had no significant relationship; thus, hypothesis was accepted. This implies that course has no bearing on the different perceived gender issues and concerns in education on the students of JRMSU, Dipolog Campus. There was no stereotyping in courses. One instance is the passage of Republic Act No. 7192 which granted women in the Philippines equal access to the service academies. In 1993, the first batches of female cadets were accepted by the Philippine Military Academy. In JRMSU, it is observable that women also enrolled and are accepted in the male dominating courses like Criminology and engineering and there are few numbers of male enrollees on female dominated courses like AMDNA and Midwifery.

IV. Conclusion

Based on the findings of the study, the researchers conclude that gender issues and concerns in education are moderately observed in language used and available facilities which is an indicator that sexist language exists in their classes or discussions. Moreover, gender identity is a factor of discrimination but JRMSU, Dipolog Campus is not practicing stereotyping in courses.

REFERENCES

- [1] Berta Este-Volart (1998). Gender Inequality. Retrieved at <http://yorku.academia.edu/BertaEsteveVolart>
- [2] CEDAW (2008). Convention on the Elimination of All Forms of Discrimination Against Women. Retrieved at <http://www.un.org/womenwatch/daw/cedaw/>
- [3] Goldberg (1968). Gender Bias and Critique of Student Writing. Retrieved at <http://www.csudh.edu/ccauthen/575S12/haswell-haswell.pdf>
- [4] Laura, M. (2005). Gender Discrimination in Workplace. Retrieved at <http://www.aauw.org/2014/08/08/videos-battling>
- [5] Magna Carta of Women. (2012). Implementing Rules and Regulations. Retrieved at <https://www.google.com.ph/search?q=cedaw&oq=cedaw&aqs=chrome..69i57j015.17120>
- [6] Philippine Commission on Women. (2009). Guidelines for the Preparation of Annual Gender and Development Plans and Budget to Implement the Magna Carta of Women. Retrieved at <http://www.pcw.gov.ph/>