

## Awareness, Knowledge and Implementation of Gender and Development Concepts and Activities of CAPSU Sigma Faculty, Staff, and Students

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### Abstract

Gender and Development (GAD) is an essential issue in higher education institutions globally, and universities must ensure gender equality and inclusion in their policies, practices, and activities. However, little research has been done to investigate the level of awareness, knowledge, and implementation of GAD concepts and activities in higher education institutions, particularly in the province of Capiz, Philippines. To address this gap, a study was conducted at the Capiz State University (CAPSU) Sigma campus, with the aim of assessing the level of awareness, knowledge, and implementation of GAD concepts and activities among the faculty, staff, and students. The study used a descriptive research design that incorporated both quantitative and qualitative methods, and a total of 331 respondents were included in the study. The study found that the overall level of awareness of the CAPSU Sigma community on GAD concepts is moderately aware, with the highest mean scores for faculty and staff in Gender Identity and Gender Roles, and for students in Gender Equality and Gender Identity. The CAPSU Sigma community is knowledgeable about GAD mandates, with the highest mean scores in Republic Acts 6949 and 10398. Regarding the extent of implementation of GAD activities, the CAPSU Sigma community perceives it as mostly implemented, with Community Extension Training on Livelihood and Webinars on Violence against Women and Children being the top implemented activities. The study's findings have implications for developing strategies and programs to promote gender equality and inclusion in the university's policies and practices. The study's use of both quantitative and qualitative methods and its use of thematic analysis and statistical analysis techniques add to the existing literature on research methodology in gender and development studies. Overall, the study provides insights into the level of awareness, knowledge, and implementation of gender and development concepts and activities among the faculty, staff, and students of CAPSU Sigma.

**Index Terms** — Inclusion, Community Extension, Gender Equality, Livelihood, Mandates, Webinars

### I. INTRODUCTION

Gender and development (GAD) are a crucial concern in higher education institutions worldwide, and universities must take action to ensure gender equality and inclusion in their policies, practices, and activities. In the Philippines, several studies show that the implementation of GAD is a critical factor in achieving sustainable development goals. The Office of Gender and Development (OGAD) plays a vital role in promoting and integrating gender mainstreaming and gender-responsive approaches in universities' policies and programs. However, there is a lack of studies that investigate the level of awareness, knowledge, and implementation of GAD concepts and activities among the faculty, staff, and students of higher education institutions, particularly in the province of Capiz.

A related study to support the claim that the implementation of Gender and Development (GAD) is crucial for sustainable development goals in the Philippines is the research conducted by Regalado [1] entitled "Assessing the Integration of Gender and Development (GAD) in the Research and Extension Programs of a State University in

the Philippines." The study aimed to evaluate the level of GAD integration in the research and extension programs of a state university in the Philippines. The findings revealed that the integration of GAD in the research and extension programs was still limited, and there is a need to strengthen the implementation of GAD policies and programs in higher education institutions.

Furthermore, another related study by Gomez [2] entitled "Gender Sensitivity of Teacher Education Curriculum in the Philippines" investigated the gender sensitivity of teacher education curriculum in the Philippines. The study showed that gender sensitivity was not adequately integrated into the curriculum, and there is a need to reformulate the teacher education curriculum to ensure gender-responsive approaches in higher education institutions. These studies support the claim that there is a lack of studies that investigate the level of awareness, knowledge, and implementation of GAD concepts and activities among the faculty, staff, and students of higher education institutions in the province of Capiz, emphasizing the importance of conducting such studies.

Gender and development (GAD) are a crucial concern in higher education institutions. Universities must take action to ensure gender equality and inclusion in their policies, practices, and activities. In this regard, the study entitled "Awareness, Knowledge, and Implementation of Gender and Development Concepts and Activities of CAPSU Sigma" aims to assess the level of awareness, knowledge, and implementation of GAD concepts and activities among the faculty, staff, and students of the Capiz State University (CAPSU) Sigma campus.

Gender equality and women's empowerment are fundamental human rights that have gained significant attention over the years. GAD is recognized as a development approach that promotes gender equality and women's empowerment. Several studies show that the implementation of GAD is a critical factor in achieving sustainable development goals. The study by Dela Cruz, Valencia, and Fider [3] aimed to explore the status of Gender and Development (GAD) programs in Philippine higher education institutions. The study found that most of the universities surveyed had established GAD offices or committees and had developed GAD policies and programs. However, the implementation of GAD programs varied across institutions, with some universities having more comprehensive and integrated programs than others. The study also found that there was a need for more training and capacity building programs to enhance the knowledge and skills of faculty and staff in implementing GAD programs. Thus, it is crucial to investigate the level of awareness, knowledge, and implementation of GAD concepts and activities in CAPSU Sigma.

### **Statement of the Problem**

The study sought to answer the following answer:

1. What is the demographic profile of the respondents in terms of age and gender?
2. What is the level of awareness of CAPSU Sigma faculty and staff and students on Gender and Development (GAD) concepts?
3. What is the level of knowledge of CAPSU Sigma faculty and staff and students on Gender and Development (GAD) mandates?
4. What is the extent of implementation of Gender and Development Activities of CAPSU Sigma?
5. Is there is a significant difference in the level of awareness, knowledge, and extent of implementation in terms of the demographic among the faculty and staff and students?
6. Is there is a significant relationship on the level of awareness, knowledge, and extent of implementation among the CAPSU Sigma faculty and staff and students?

The literature review shows that there are few studies that focus on the assessment of the level of awareness, knowledge, and implementation of GAD concepts and activities in higher education institutions in the Philippines. However, some studies were conducted in different parts of the world, and the findings suggest that GAD concepts and activities are essential for achieving gender equality and women's empowerment. On the other hand, in the study by Karim, Islam, and Jahan [4] the authors aimed to explore the awareness and perception of gender mainstreaming among faculty members of a public university in Bangladesh. The study found that most of the

faculty members had a moderate level of awareness and perception of gender mainstreaming. However, the study also revealed that there were gaps in understanding the concepts and principles of gender mainstreaming, and there was a need for more training and awareness-raising programs to promote gender mainstreaming in the university. The study by Shankar, Mirchandani, and Gunda [5] aimed to explore the gendered experiences of academic staff in higher education institutions in India. The study found that academic staff experienced gendered barriers and discrimination in various aspects of their work, including career progression, access to resources and support, and work-life balance. The study also revealed that there was a need for more inclusive policies and practices that promote gender equality and diversity in higher education institutions.

One of the reasons why this study is necessary is that, no research has been conducted specifically under the Office of Gender and Development (OGAD) of CAPSU Sigma. The OGAD plays a vital role in promoting and integrating gender mainstreaming and gender-responsive approaches in the university's policies and programs. However, there is no available information on the level of awareness, knowledge, and implementation of GAD concepts and activities among the faculty, staff, and students of CAPSU Sigma. Another gap that this study aims to address is the lack of studies that investigate the experiences of faculty, staff, and students with gender-related matters. This information is crucial in identifying the issues and challenges that the university faces in promoting gender equality and addressing gender-related concerns.

Furthermore, there is also a need to determine if there is a significant difference in the level of awareness, knowledge, and extent of implementation among the faculty, staff, and students based on their demographic profile. This information can help the university formulate targeted strategies and programs to address the specific needs and concerns of different groups. As mentioned by the United Nations' 2030 Agenda for Sustainable Development emphasizes the importance of gender equality and women's empowerment as key drivers for sustainable development. The agenda includes a specific goal on achieving gender equality and empowering all women and girls, highlighting the need for comprehensive and integrated programs and policies that address the root causes of gender inequality and discrimination. Overall, these studies and the UN agenda highlight the importance of promoting gender equality and inclusion in higher education institutions and the need for comprehensive and integrated programs and policies that address the root causes of gender inequality and discrimination.

In conclusion, this study addresses the gaps in knowledge and provides a comprehensive assessment of the level of awareness, knowledge, and implementation of GAD concepts and activities in CAPSU Sigma. The findings of this study can contribute to the enhancement of the university's GAD programs and activities and can serve as a basis for the development of policies and strategies that promote gender equality and inclusion in the university. Furthermore, this study is vital in assessing the level of awareness, knowledge, and implementation of GAD concepts and activities in CAPSU Sigma. The findings of this study can help the university formulate policies and strategies to enhance its GAD programs and activities.

### **Theoretical Framework**

Theoretical Framework: Social Learning Theory, the social learning theory, developed by Albert Bandura [6], can be a relevant theoretical framework to explore the study on the awareness, knowledge, and implementation of gender and development concepts and activities among CAPSU Sigma faculty, staff, and students. The social learning theory emphasizes how individuals acquire knowledge, attitudes, and behaviors through observation, imitation, and reinforcement within a social context.

Relevance to the Study:

1. **Knowledge Acquisition:** The social learning theory suggests that individuals acquire knowledge by observing and imitating others. In the context of gender and development concepts and activities, CAPSU Sigma faculty, staff, and students may learn about these concepts through various sources, such as formal education, role models, peers, and media. The theory helps to understand how awareness and knowledge of gender and development can be disseminated within the CAPSU Sigma community.

2. **Role Modeling:** The theory emphasizes the role of role models and influential figures in shaping attitudes and behaviors. In the study, faculty members who actively promote gender and development concepts can serve as positive role models for both staff and students. Their behavior and actions can influence the awareness and implementation of gender and development activities within the CAPSU Sigma community.
3. **Observational Learning:** According to the social learning theory, individuals learn by observing others and the consequences of their behaviors. In the context of gender and development, if faculty, staff, or students observe positive outcomes or rewards associated with implementing gender and development activities, they are more likely to adopt similar behaviors. Conversely, if they observe negative consequences or lack of support, they may be less inclined to engage in such activities. Understanding the impact of observational learning can provide insights into the implementation of gender and development initiatives at CAPSU Sigma.
4. **Reinforcement:** The theory highlights the importance of reinforcement in shaping behavior. Positive reinforcement, such as recognition, rewards, and institutional support, can motivate individuals to actively participate in gender and development activities. Conversely, the absence of reinforcement or negative consequences may deter implementation efforts. Analyzing the presence or absence of reinforcement mechanisms can help identify factors influencing the implementation of gender and development concepts and activities at CAPSU Sigma.
5. **Self-Efficacy:** Social learning theory also emphasizes self-efficacy, which refers to an individual's belief in their ability to perform a specific behavior. High self-efficacy related to gender and development activities can positively influence implementation efforts. Assessing the self-efficacy levels of CAPSU Sigma faculty, staff, and students can provide insights into their readiness and confidence in implementing gender and development initiatives.

In summary, the social learning theory provides a comprehensive framework to examine the awareness, knowledge, and implementation of gender and development concepts and activities among CAPSU Sigma faculty, staff, and students. It helps to understand the role of knowledge acquisition, role modeling, observational learning, reinforcement, and self-efficacy in shaping attitudes and behaviors related to gender and development. By considering these factors, the study can identify barriers and facilitators to implementation and provide recommendations for enhancing awareness and implementation efforts at CAPSU Sigma.

### Conceptual Framework



Figure 1, Conceptual framework of the study

The conceptual framework provided above aims to investigate the relationship between demographic factors (age and gender) and the level of awareness, knowledge, and extent of implementation of Gender and Development (GAD) concepts among the faculty, staff, and students of CAPSU Sigma. Different components of this conceptual framework:

#### **Independent Variable: Demographic Profile (Age and Gender)**

The demographic profile of the respondents, specifically their age and gender, is considered as the independent variable. Age will be categorized into different groups (e.g., 20-30, 31-40, 41-50, etc.), and gender will be categorized into male and female (or other relevant categories). These demographic factors are essential as they

provide insights into the characteristics of the participants, which may influence their level of awareness, knowledge, and implementation of GAD concepts.

### **Dependent Variables**

#### a) Level of Awareness of GAD Concepts

This variable measures the extent to which respondents are aware of Gender and Development concepts. It can be assessed using surveys or questionnaires that include questions related to GAD principles, policies, and objectives. By examining the level of awareness, researchers can gain insights into the general understanding of GAD among the participants.

#### b) Level of Knowledge of GAD Mandates

This variable measures the extent of knowledge among respondents about the specific mandates and guidelines related to Gender and Development. It can be evaluated through questionnaires or assessments that include questions on GAD laws, policies, and institutional frameworks. Assessing the level of knowledge helps in determining the participants' familiarity with the specific mandates and guidelines of GAD.

#### c) Extent of Implementation of GAD Activities

This variable assesses the degree to which GAD activities are implemented by CAPSU Sigma. It can be measured using indicators such as the presence of GAD programs, policies, and initiatives within the institution. Examining the extent of implementation provides insights into the practical application of GAD concepts within the organization.

#### Control Variable: Demographic Factors

Demographic factors, apart from age and gender, are considered control variables in this conceptual framework. These factors include educational background, work experience, socioeconomic status, etc. By including these variables as controls, the framework aims to account for their potential influence on the level of awareness, knowledge, and implementation of GAD activities. This helps ensure that any observed differences or relationships between the independent and dependent variables are not solely attributed to demographic variations.

### **Hypotheses**

a) Hypothesis 1: There is a significant difference in the level of awareness, knowledge, and extent of implementation among the faculty, staff, and students in terms of their demographic characteristics (age and gender). This hypothesis suggests that demographic factors may influence the level of awareness, knowledge, and implementation of GAD concepts.

b) Hypothesis 2: There is a significant relationship between the level of awareness, knowledge, and extent of implementation of GAD among the CAPSU Sigma faculty, staff, and students. This hypothesis implies that a relationship exists between the level of awareness, knowledge, and implementation of GAD concepts within the institution.

To test these hypotheses, appropriate statistical analyses, such as t-tests or ANOVA, can be used to examine differences in awareness, knowledge, and implementation based on demographic variables. Additionally, correlation analysis or regression analysis can be conducted to explore the relationship between the level of awareness, knowledge, and implementation of GAD. The results obtained from these analyses will provide insights into the impact of demographic factors on GAD awareness, knowledge, and implementation within CAPSU Sigma.

In summary, the conceptual framework provides a structured approach to study the relationship between demographic factors and the level of awareness, knowledge, and implementation of GAD concepts. It

## II. METHODOLOGY

The study titled "Awareness, Knowledge and Implementation of Gender and Development Concepts and Activities of CAPSU Sigma" aimed to examine the level of awareness, knowledge, and implementation of gender and development concepts and activities among the faculty, staff, and students of Capiz State University (CAPSU) Sigma Satellite College. The study was conducted from July 2022 to March 2023 and was carried out using a descriptive research design that incorporated both quantitative and qualitative methods. The study was conducted at the CAPSU Sigma Satellite College in the Philippines, with a total of 331 respondents comprising 13 faculty members, 3 staff members, and 315 students. The researchers used a researchers-made survey questionnaire and interview guide and has been validated by the panel of experts. To determine the appropriate sample size for the study titled "Awareness, Knowledge and Implementation of Gender and Development Concepts and Activities of CAPSU Sigma," the Cochran formula was utilized with a 95% confidence level and 5% margin of error, and a stratified random sampling technique was employed to ensure that the sample was representative of the entire population of the Capiz State University Sigma Satellite College.

In addition, the researchers used t-tests to determine if there was a significant difference in the level of awareness, knowledge, and extent of implementation in terms of the demographic among the faculty, staff, and students. They also utilized Pearson correlation to investigate if there was a significant relationship between the level of awareness, knowledge, and extent of implementation among the CAPSU Sigma faculty, staff, and students. Mean and frequency counts were also used in the study.

The study's findings can contribute to the growing body of literature on gender and development in higher education institutions, especially in the province of Capiz. The results can provide insights into the level of awareness, knowledge, and implementation of gender and development concepts and activities among the faculty, staff, and students of CAPSU Sigma. These findings can serve as a basis for developing strategies and programs to promote gender equality and inclusion in the university's policies and practices. The study's use of both quantitative and qualitative methods and its use of thematic analysis and statistical analysis techniques add to the existing literature on research methodology in gender and development studies.

## III. RESULTS, DISCUSSION AND CONCLUSIONS

Table 1 Demographic profile of the respondents in terms of age and gender

Age	Frequency	Percentage
20 years old and below	166	50
21 to 30 years old	154	47
Above 30 years old	11	3
<b>Total</b>	<b>331</b>	<b>100</b>
<b>Gender</b>		
Male	113	34
Female	208	63
LGBTQIA+	10	3
<b>Total</b>	<b>331</b>	<b>100</b>

Table 1 presents the Demographic profile of the respondents in terms of age and gender. The data provided shows the frequency and percentage of age and gender distribution among the participants in the study titled "Awareness, Knowledge and Implementation of Gender and Development Concepts and Activities of CAPSU Sigma". The study included 331 participants, out of which 50% were aged 20 years old and below, 47% were between the ages of 21 to 30 years old, and only 3% were above 30 years old.

In terms of gender distribution, 63% of the participants were female, 34% were male, and 3% identified as LGBTQIA+. These findings are relevant to the study on awareness, knowledge, and implementation of gender and development concepts, as they suggest that there may be gender and age-based differences in the level of awareness and knowledge of gender and development concepts. For instance, younger students in the study by Lent et al [7]. reported higher levels of science interest and self-efficacy, which could indicate that younger individuals may have a greater interest in learning about gender and development concepts. Additionally, the finding that female students reported lower levels of science interest and self-efficacy than male students suggests that there may be a gender-based gap in awareness and knowledge of gender and development concepts that needs to be addressed.

Similarly, the study by Neff and Weeden [8] found that there is gender-based differences in the perception of knowledge. Specifically, the study found that men were more likely to overestimate their knowledge, while women were more likely to underestimate their knowledge. This finding is relevant to the study on awareness, knowledge, and implementation of gender and development concepts, as it suggests that women may be less likely to perceive themselves as knowledgeable in this area, even if they possess a high level of understanding. This could impact their willingness to engage in gender and development activities and may lead to a gender-based gap in implementation of gender and development concepts. This information is important as it provides insight into the demographic profile of the participants and allows for a better understanding of the sample characteristics. It can also be used to analyze potential differences in awareness, knowledge, and implementation of gender and development concepts based on age and gender.

Table 2 Level of awareness of CAPSU Sigma faculty and staff and students on Gender and Development (GAD) concepts

<b>Level of Awareness Statements</b>	<b>Mean</b>	<b>Verbal Interpretation Student</b>	<b>Mean</b>	<b>Verbal Interpretation Faculty and Staff</b>
1. Gender Roles is often referred to as a sex role, is a social role that includes a variety of actions and attitudes that are typically regarded as proper, appropriate, or desirable for a person based on that person's sex.	2.93	Moderately Aware	3.50	Highly Aware
2. Gender Needs are requirements for men and women to advance their rank.	2.73	Moderately Aware	3.31	Moderately Aware
3. Gender Identity are the individual's perception of their own gender.	3.06	Moderately Aware	3.63	Highly Aware
4. Gender equity is a	2.81	Moderately	3.44	Moderately

component of how social justice is typically interpreted.		Aware		Aware
5. Gender Equality is a reference to girls, boys, and women having equal rights, obligations, and opportunities.	3.11	Moderately Aware	3.50	Highly Aware
6. Gender Integration is the process of determining how any proposed action, such as legislation, laws, or programs, would affect women, men, and people with other gender identities.	2.83	Moderately Aware	3.38	Moderately Aware
7. Gender Analysis is an analysis of how men, women, girls, and boys are affected by differences in gender roles, activities, needs, opportunities, and rights/entitlements in particular situations or contexts.	2.89	Moderately Aware	3.38	Moderately Aware
8. Gender Sensitive are policies that allow for the unique circumstances surrounding the lives of Both men and women should work to remove disparities and encouraging equitable resource allocation, taking into consideration, and take gender into consideration.	2.78	Moderately Aware	3.38	Moderately Aware
9. Gender Mainstreaming are the method of	2.82	Moderately Aware	3.50	Highly Aware



evaluating and considering the effects on women and men of any planned action, such as laws, policies, or programs, across all domains, at all scales, and by all parties involved.				
10. Women in Development is founded on the understanding of the significance of the roles and status of women in the process of development.	2.85	Moderately Aware	3.38	Moderately Aware
11. Women and Development is the idea is founded on an understanding of the significance of women's roles and status in the development process. It aims to increase development aid while paying particular emphasis to the role of women.	2.90	Moderately Aware	3.44	Moderately Aware
<b>Grand Mean</b>	<b>2.88</b>	<b>Moderately Aware</b>	<b>3.44</b>	<b>Moderately Aware</b>

The data provided in Table 2 presents the mean scores for the level of awareness of CAPSU Sigma faculty, staff, and students on Gender and Development (GAD) concepts. A comprehensive analysis of the data reveals the grand means, top two means with their respective statements, and the least mean for each group. The grand mean represents the overall average level of awareness across all statements for each group. For students, the grand mean is 2.88, indicating a moderately aware level of understanding. Similarly, for faculty and staff, the grand mean is 3.44, also reflecting a moderately aware level of awareness.

Examining the data, the two statements with the highest mean scores for each group are noteworthy in understanding their relatively stronger awareness of specific concepts, for students, the statement "Gender Equality" (mean = 3.11) receives the highest mean score. This suggests that students demonstrate a moderate level of awareness regarding the importance of equal rights, obligations, and opportunities for girls, boys, and women. Among faculty and staff, the statement "Gender Identity" (mean = 3.63) receives the highest mean score, indicating a highly aware level of understanding of the individual's perception of their own gender.

Conversely, the statement with the least mean score indicates the area where both groups have the lowest level of awareness, the statement "Gender Needs" receives the least mean score for both students (mean = 2.73) and faculty and staff (mean = 3.31). This suggests that there is room for improvement in the understanding of the requirements for men and women to advance their rank among both groups. It is important for CAPSU Sigma to recognize the relatively stronger awareness of gender equality among students and the highly aware understanding of gender identity among faculty and staff. This information can help tailor educational programs and interventions to further enhance understanding in these areas. Additionally, efforts should be directed towards increasing awareness and understanding of gender needs to ensure a comprehensive understanding of GAD concepts among the participants. By addressing the areas of lower awareness, CAPSU Sigma can work towards fostering a more inclusive and gender-sensitive educational environment.

The result of the study was being supported by the study conducted by Ali et al. [9] aimed to assess the level of gender mainstreaming in higher education institutions in Pakistan. The researchers used a mixed-methods approach, which involved the collection of both qualitative and quantitative data from 200 respondents who were selected from six higher education institutions in Pakistan. The major findings of the study include: Gender awareness: The study found that there is a lack of gender awareness among the faculty, staff, and students of higher education institutions in Pakistan. The respondents showed a low level of knowledge and understanding of gender issues, which indicates a need for increased awareness and training. Gender equality: The study found that there are gender disparities in terms of access to education and employment opportunities. Female students and staff members reported facing discrimination and unequal treatment based on gender. Male dominance in decision-making processes and gender-based violence were also identified as major issues. Women's empowerment: The study found that there is a need for increased efforts to empower women in higher education institutions in Pakistan. The respondents reported that women face challenges in accessing leadership positions and decision-making roles, and they are often not given the same opportunities for professional development and training as their male counterparts. In conclusion, the study highlights the need for increased efforts to promote gender mainstreaming in higher education institutions in Pakistan. This includes addressing gender disparities and promoting gender equality and women's empowerment through awareness-raising, training, and policy interventions.

Table 3 Level of knowledge of CAPSU Sigma faculty and students on Gender and Development (GAD) mandates

Level of Knowledge Statements	Mean	Verbal Interpretation Student	Mean	Verbal Interpretation Faculty and Staff
1. Republic Act (RA) 6949 s. 1990 declaring March 8 of every year as National Women's Day; Republic Act (RA) 10398 declaring November 25 as the National Consciousness Day for the Elimination of violence against women and children	3.62	Very Knowledgeable	4.06	Very Knowledgeable
2. Limited access to relevant information, education, and communication (IEC) resources on Gender Sensitivity	3.41	Knowledgeable	3.50	Knowledgeable

3. Students or personnel who are solo parents, PWDs and IPs, especially women, suffer constraints in accessing scholarship programs for college dependents.	3.51	Very Knowledgeable	3.94	Very Knowledgeable
4. Limited relevant information, education, and communication (IEC) activities regarding Sexual Harassment in the Workplace and in the university.	3.43	Knowledgeable	3.69	Very Knowledgeable
5. Students or personnel's have limited knowledge on gender-sensitive/related programs and projects.	3.27	Knowledgeable	3.44	Knowledgeable
6. Students or personnel's have limited knowledge on, and participation in, GAD-related programs and initiatives	3.34	Knowledgeable	3.31	Knowledgeable
7. Students or personnel's have limited knowledge on, and participation in, GAD-related programs and initiatives	3.36	Knowledgeable	3.56	Very Knowledgeable
8. Students or personnel have limited knowledge on gender-related issues and manifestations of gender inequality being experienced by students, personnel, and eve at home.	3.36	Knowledgeable	3.31	Knowledgeable
<b>Grand Mean</b>	<b>3.41</b>	<b>Knowledgeable</b>	<b>3.60</b>	<b>Very Knowledgeable</b>

The table 3 data presented in the table focuses on the level of knowledge of CAPSU Sigma faculty, staff, and students regarding Gender and Development (GAD) mandates. Analyzing the data comprehensively, we can examine the grand means, top two means with their respective statements, and the least mean for each group. The grand mean represents the overall average level of knowledge across all statements for each group. For students, the grand mean is 3.41, indicating a knowledgeable level of understanding. Similarly, for faculty and staff, the grand mean is 3.60, reflecting a very knowledgeable level of knowledge.

When looking at the individual statements, the two with the highest mean scores for each group are worth highlighting, as they indicate areas where the participants exhibit a stronger understanding, for students, the statement regarding the declaration of National Women's Day (mean = 3.62) receives the highest mean score. This suggests that students possess a high level of knowledge regarding Republic Act (RA) 6949, which declares March 8 as National Women's Day. Among faculty and staff, the statement concerning the declaration of November 25 as the National Consciousness Day for the Elimination of violence against women and children (mean = 4.06) receives the highest mean score. This indicates that faculty and staff have a very knowledgeable understanding of Republic Act (RA) 10398, which designates November 25 as the National Consciousness Day for addressing violence against women and children.

Conversely, the statement with the least mean score signifies the area where both groups have the lowest level of knowledge, the statement addressing limited knowledge of gender-related issues and manifestations of gender inequality (mean = 3.31 for both students and faculty and staff) reveals an opportunity for improvement. This implies that there is room for increasing knowledge among participants regarding the experiences of gender inequality and related issues faced by students, staff, and even within their own homes. Overall, CAPSU Sigma demonstrates a good level of knowledge among its faculty, staff, and students regarding GAD mandates. The participants exhibit particular strength in understanding the designated days for women and the elimination of violence against women and children. However, efforts should be directed towards enhancing knowledge about gender-related issues and manifestations of gender inequality. By addressing this area of lower knowledge, CAPSU Sigma can foster a more comprehensive understanding of GAD mandates, ensuring a more inclusive and informed approach to gender-related matters within the university community.

The result of the study has been supported and affirmed by different authors based on the result of its study, the study conducted by Amatorio and Bandong [10] found that while the state university they investigated had established gender and development (GAD) policies and programs, there were still challenges in promoting gender equality, particularly in the areas of leadership and decision-making. The study also revealed the importance of the active participation and involvement of both men and women in promoting GAD in higher education.

The study by Garcia and Tan [11] found that while most teachers in the Philippines showed a moderate level of gender sensitivity in the implementation of the K to 12 curricula, there were still significant gaps in terms of addressing gender stereotypes and biases. The study recommended the inclusion of gender-sensitive teaching strategies and materials in teacher education programs.

Moreover, Abayan and Bagunu [12] highlighted the importance of promoting gender equity in STEM education and identified best practices in the University of the Philippines Visayas, such as the establishment of a gender office and the incorporation of gender-sensitive perspectives in curriculum and teaching strategies. Tan and Wong's [13] analysis of the policy environment for promoting GAD in Philippine higher education institutions found that while there were existing policies and guidelines, there were still gaps in policy implementation and monitoring. The study recommended the need for stronger accountability mechanisms and the involvement of different stakeholders in policy formulation and implementation.

Finally, Bandong and Castro's [14] case study of a Philippine university's efforts in gender mainstreaming in teacher education revealed the importance of building a gender-sensitive institutional culture and providing training and resources to faculty and students. The study also highlighted the need for ongoing monitoring and evaluation of gender mainstreaming efforts. These studies suggest that while there are existing policies and programs for promoting gender equality in Philippine higher education, there are still significant challenges and gaps that need to be addressed to ensure the effective implementation of gender mainstreaming efforts. Data shows that both students and faculty/staff have a good level of knowledge on GAD mandates, but there is still room for improvement in some areas, particularly in increasing knowledge and participation in GAD-related programs and initiatives. The results suggest the need for more IEC activities and training programs to promote gender sensitivity and awareness among CAPSU Sigma students, faculty, and staff.

Table 4 Extent of implementation of Gender and Development Activities of CAPSU Sigma

<b>Extent of Implementation Statements</b>	<b>Mean</b>	<b>Verbal Interpretation Student</b>	<b>Mean</b>	<b>Verbal Interpretation Faculty and Staff</b>
1. Webinars on Teenage Pregnancy"	3.00	To Moderate Extent	3.38	To Moderate Extent
2. Virtual training on livelihood	3.02	To Moderate Extent	3.00	To Moderate Extent
3. Community extension training on livelihood	3.04	To Moderate Extent	3.56	To a Large Extent
4. Training and National Disaster Risk Reduction Management	3.13	To Moderate Extent	3.31	To Moderate Extent
5. Webinar to students and personnel on Gender Sensitivity	3.17	To Moderate Extent	3.38	To Moderate Extent
6. Webinars to students on Anti-Sexual Harassment/ Pre-recorded Video Presentations	3.14	To Moderate Extent	3.38	To Moderate Extent
7. Online symposium on RA 11313 (Safe Spaces Act)	3.00	To Moderate Extent	3.19	To Moderate Extent
8. In-house reviews per campus and conduct GAD related researches	3.03	To Moderate Extent	3.31	To Moderate Extent
9. Webinars on Violence against women and children (VAWC)/ film showing	3.07	To Moderate Extent	3.56	To a Large Extent
10. National, International and	3.07	To Moderate Extent	3.50	To a Large Extent

Local webinars and virtual trainings (GAD related)				
11. Webinar on the different laws and legislations that guide gender mainstreaming initiatives	3.02	To Moderate Extent	3.13	To Moderate Extent
12. Development and reproduction of IEC materials on the following topics: RA 9262 (Anti-Violence Against Women and their Children Act of 2004); RA 8353RA (The Anti-Rape Law of 1997); RA 7877 (Anti-Sexual Harassment Act of 1995); RA 9208 as amended by RA 10364 (Expanded Anti-Trafficking in Persons Act of 2012); RA 9710 (Magna Carta of Women)	3.07	To Moderate Extent	3.31	To Moderate Extent
13. Webinar on Integrating in Gender in Classroom Instruction	3.05	To Moderate Extent	3.06	To Moderate Extent
14. Webinar on Gender Sensitivity	3.08	To Moderate Extent	3.44	To Moderate Extent
15. Webinars, online symposium and meetings to the	3.04	To Moderate Extent	3.25	To Moderate Extent

faculty and staff:				
Basic Sex and Gender Concepts				
<b>Grand Mean</b>	<b>3.06</b>	To Moderate Extent	<b>3.32</b>	<b>To Moderate Extent</b>

The data of table 4 provided in the table focuses on the extent of implementation of Gender and Development (GAD) activities at CAPSU Sigma. By analyzing the grand means, top two means with their corresponding statements, and the least mean for each group, we can gain a comprehensive understanding of the extent of implementation.

The grand means represent the average level of implementation across all statements for each group. For students, the grand mean is 3.06, indicating a moderate extent of implementation. Similarly, for faculty and staff, the grand mean is 3.32, also reflecting a moderate extent of implementation. Examining the individual statements with the highest mean scores for each group helps identify the areas where the implementation has been more extensive:

Among students, the statement regarding community extension training on livelihood (mean = 3.04) receives the highest mean score. This suggests that there has been a moderate extent of implementation regarding community extension activities related to livelihood among students. For faculty and staff, the statement about community extension training on livelihood (mean = 3.56) has the highest mean score. This indicates that there has been a relatively large extent of implementation of community extension activities related to livelihood among faculty and staff.

On the other hand, the statement with the least mean score highlights the area where implementation has been relatively limited, the statement concerning webinars on Teenage Pregnancy (mean = 3.00 for students and 3.38 for faculty and staff) indicates that the extent of implementation in this area has been relatively moderate. There is an opportunity to enhance the implementation of webinars addressing teenage pregnancy among both students and faculty/staff.

Overall, CAPSU Sigma has implemented GAD activities to a moderate extent. The institution has made progress in areas such as community extension training on livelihood, virtual training, webinars on gender sensitivity and violence against women and children, and the development of IEC materials on relevant laws. However, there is room for improvement, particularly in implementing webinars on teenage pregnancy. By focusing efforts on expanding and enhancing the implementation of GAD activities, CAPSU Sigma can further promote gender sensitivity, address key gender-related issues, and provide a more inclusive and supportive environment for its students, faculty, and staff. Continued investment in training, symposiums, and research related to GAD can help elevate the extent of implementation and create a positive impact within the CAPSU Sigma community.

Similar studies affirmed the result of this study indicating from different authors like Bulaong's [15] study focused on the assessment of GAD programs in public higher education institutions in Region V, Philippines. The study found that although GAD programs are being implemented, there is still a need for improvement in terms of institutionalization and sustainability. This highlights the importance of not only implementing GAD programs but also ensuring that they are integrated into the institutional culture and are sustained over time. The study suggests the need for the development of comprehensive policies and guidelines to ensure the effectiveness and sustainability of GAD programs in higher education institutions.

Bañares et al. [16] examined the implementation of gender mainstreaming and women's empowerment programs in Philippine higher education institutions. The study found that while there is some progress in implementing GAD programs, there is a need for more comprehensive policies and guidelines to ensure the sustainability and effectiveness of these programs. The study highlights the need for more support and resources to ensure the success of GAD programs. It also suggests that institutions need to recognize the importance of gender mainstreaming and women's empowerment programs in achieving gender equality in higher education.

Dimaano and Racho's [17] study assessed gender mainstreaming practices in state universities and colleges in Calabarzon, Philippines. The study found that while GAD programs are being implemented, there is a need for more support and resources to ensure their effectiveness. The study suggests that institutions need to provide adequate resources, including funding, facilities, and personnel, to support GAD programs. Additionally, the study highlights the importance of leadership support and commitment in promoting and sustaining GAD programs in higher education institutions.

Overall, these studies emphasize the need for more comprehensive policies, guidelines, and resources to ensure the effectiveness and sustainability of GAD programs in higher education institutions. They also highlight the importance of institutionalizing GAD programs and ensuring leadership support and commitment to promoting gender equality in higher education. Furthermore, the results suggest that CAPSU Sigma has been successful in implementing GAD activities, but there is still room for improvement. The findings could help the university identify which activities are more effective and which ones need more attention and improvement, leading to the development of a more comprehensive and effective GAD program.

Table 5 Significant difference in the level of awareness, knowledge, and extent of implementation in terms of the demographic among the faculty and staff, and students

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Awareness	Between Groups	3.755	2	1.878	3.34	0.04
	Within Groups	184.311	328	0.562		
	Total	188.066	330			
Knowledge	Between Groups	0.748	2	0.374	0.5	0.61
	Within Groups	247.28	328	0.754		
	Total	248.028	330			
Implementation	Between Groups	0.434	2	0.217	0.41	0.67
	Within Groups	175.145	328	0.534		
	Total	175.579	330			

Table 5 presents the significant difference in the level of awareness, knowledge, and extent of implementation in terms of age. The study examined the differences in awareness, knowledge, and implementation of a program among participants of different age groups. The findings showed that there was a significant difference in the level of awareness across age groups, with the older participants being less aware of the program compared to the younger ones. However, there were no significant differences in knowledge and implementation across different age groups.

Specifically, the results of the ANOVA analysis revealed that the between-groups difference in awareness was significant ( $F=3.34$ ,  $p=.04$ ), but the between-groups differences in knowledge and implementation were not significant ( $F=.5$ ,  $p=.61$  and  $F=.41$ ,  $p=.67$ , respectively). The study suggests that efforts should be made to improve awareness of the program among older participants, while maintaining similar levels of knowledge and implementation across all age groups.

The study by Cai and Zhou [18] examined the relationship between health literacy, age, and preventive health behaviors among middle-aged and older adults in China. The findings showed that older adults had lower health literacy than younger adults and were less likely to engage in preventive health behaviors. This highlights the importance of improving health literacy and promoting preventive health behaviors among older adults in China. The study by Kim and Kim [19] investigated age differences in health information-seeking behaviors among Korean adults. The results showed that older adults were less likely to seek health information compared to younger adults, which may contribute to their lower levels of health awareness. This highlights the need to develop strategies that target older adults to increase their health information-seeking behaviors and improve their health outcomes.



Furthermore, Ross, Frier, and Crighton [20] explored the factors associated with the uptake of fall prevention interventions among community-dwelling older adults. The findings showed that older adults were less likely to participate in fall prevention interventions due to lack of awareness and perceived barriers. This emphasizes the importance of increasing awareness among older adults about fall prevention interventions and addressing perceived barriers to improve their participation in such interventions. Overall, these studies suggest that age-related differences in health literacy, health information-seeking behaviors, and awareness play a crucial role in the health outcomes of older adults and need to be addressed to improve their health and wellbeing.

Significant difference in the level of awareness, knowledge, and extent of implementation in terms of gender

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Awareness	Between Groups	4.305	2	2.153	3.84	0.02
	Within Groups	183.761	328	0.56		
	Total	188.066	330			
Knowledge	Between Groups	3.364	2	1.682	2.26	0.11
	Within Groups	244.664	328	0.746		
	Total	248.028	330			
Implementation	Between Groups	2.033	2	1.017	1.92	0.15
	Within Groups	173.546	328	0.529		
	Total	175.579	330			

Table 6 presents the significant difference in the level of awareness, knowledge, and extent of implementation in terms of gender. The data presented in the ANOVA table shows the results of a study that aimed to investigate the difference in the level of awareness, knowledge, and extent of implementation between genders. The study involved measuring these variables in a sample of participants and then comparing the means of each group using ANOVA.

For awareness, the ANOVA shows a statistically significant difference in means between groups ( $F(2, 328) = 3.84$ ,  $p = 0.02$ ), indicating that there is a significant difference in the level of awareness between genders. Further analysis such as post-hoc tests would be required to identify which groups are significantly different from each other.

For knowledge, the ANOVA shows no statistically significant difference in means between groups ( $F(2, 328) = 2.26$ ,  $p = 0.11$ ), indicating that there is no significant difference in the level of knowledge between genders.

For implementation, the ANOVA shows no statistically significant difference in means between groups ( $F(2, 328) = 1.92$ ,  $p = 0.15$ ), indicating that there is no significant difference in the extent of implementation between genders.

Overall, the results suggest that there is a significant difference in the level of awareness between genders, but no significant differences in knowledge or implementation. This could indicate that interventions aimed at increasing awareness should consider gender differences in their approach. However, further research is needed to confirm these findings and explore the underlying reasons for the observed differences.

The result of the study has been being reinforced by the following study, the study by Kim et al. [21] aimed to investigate gender differences in health knowledge and healthy behaviors among middle-aged and older adults in Korea. The results showed that women had higher levels of health knowledge than men, but there were no significant differences in healthy behaviors between genders. This suggests that women may have better access to health information or be more proactive in seeking out information about health. The meta-analysis by Shadish and Baldwin [22] examined the effectiveness of different types of interventions in improving marital and family therapy outcomes. The results showed that interventions that targeted both men and women were more effective than those that targeted only one gender. This suggests that including both partners in therapy may be more effective in improving marital and family relationships. Miller's [22] cross-national analysis investigated the

gender gap in environmental knowledge in 18 countries. The results showed that women had higher levels of environmental knowledge than men in most of the countries examined. This suggests that women may be more attuned to environmental issues and may have greater interest in and awareness of environmental problems.

Gabbidon et al. [23] examined gender differences in knowledge and attitudes towards cybercrime in college students. The results showed that women had higher levels of knowledge and were more concerned about cybercrime than men. This suggests that women may be more aware of the risks associated with technology and may be more cautious in their online behavior. Overall, these studies suggest that gender differences exist in various domains, such as health knowledge, healthy behaviors, marital and family relationships, environmental knowledge, and attitudes towards cybercrime. Understanding these gender differences can inform interventions and policies that aim to improve outcomes in these domains.

Table 8 Significant relationship on the level of awareness, knowledge, and extent of implementation among the CAPSU Sigma faculty and staff, and students

		Correlations		
		Awareness	Knowledge	Implementation
Awareness	Pearson Correlation	1	.556**	.564**
	Sig. (2-tailed)		<.001	<.001
	N	331	331	331
Knowledge	Pearson Correlation	.556**	1	.627**
	Sig. (2-tailed)	<.001		<.001
	N	331	331	331
Implementation	Pearson Correlation	.564**	.627**	1
	Sig. (2-tailed)	<.001	<.001	
	N	331		331

\*\* . Correlation is significant at the 0.01 level (2 -tailed).

The table presents the results of a study that aimed to investigate the relationship between the level of awareness, knowledge, and extent of implementation among the CAPSU Sigma faculty and staff, and students. The study involved measuring these variables in a sample of participants and then analyzing the correlations between them using Pearson correlation coefficients.

The major findings of the study suggest that there is a significant positive relationship between the level of awareness and knowledge ( $r = .556$ ,  $p < .001$ ), between the level of awareness and implementation ( $r = .564$ ,  $p < .001$ ), and between the level of knowledge and implementation ( $r = .627$ ,  $p < .001$ ) among the CAPSU Sigma faculty and staff, and students. These findings indicate that as the level of awareness and knowledge increases, the level of implementation also increases.

The results of this study have important implications for interventions aimed at improving awareness, knowledge, and implementation among CAPSU Sigma faculty and staff, and students. For example, interventions aimed at increasing awareness could also focus on increasing knowledge to promote better implementation of targeted practices. Further research is needed to confirm these findings and explore the underlying reasons for the observed relationships.

One related study that may support these findings is "The relationship between knowledge and practice in oral health behaviors among Iranian students: a cross-sectional study" by Moshkelgosha et al. [24]. The study aimed to investigate the relationship between knowledge and practice of oral health behaviors among Iranian students using a similar method of measuring variables and analyzing correlations. The results showed a significant positive correlation between knowledge and practice ( $r = .431$ ,  $p < .001$ ), indicating that as knowledge increases, the practice of oral health behaviors also increases. These findings suggest that interventions aimed at improving knowledge of oral health behaviors could also promote better implementation of those behaviors among students.

## CONCLUSIONS

Based on the findings of the study, the following conclusions were being drawn;

1. The study highlights the need for targeted interventions to enhance awareness and knowledge of gender and development concepts among different age groups and genders.
2. CAPSU Sigma faculty, staff, and students show moderate awareness of Gender and Development (GAD) concepts, with variations in different areas that require improvement.
3. CAPSU Sigma students, faculty, and staff possess a generally knowledgeable understanding of Gender and Development (GAD) mandates, although some areas of knowledge score higher than others.
4. The implementation of Gender and Development (GAD) activities in CAPSU Sigma is mostly effective, with certain areas needing attention and improvement.
5. Participants of different age groups and genders demonstrate significant differences in awareness levels, while knowledge and implementation remain consistent across these groups.
6. The study reveals a positive relationship between awareness, knowledge, and implementation, emphasizing the importance of enhancing awareness and knowledge for effective implementation of GAD concepts and activities.

### RECCOMENDATIONS

Based on the conclusions of the study, the following recommendations were being drawn:

1. Tailored interventions should be implemented to enhance awareness, knowledge, and implementation of gender and development concepts, considering the specific needs and preferences of different age groups and genders.
2. To improve awareness on GAD concepts, CAPSU Sigma should provide comprehensive information and training programs, integrate GAD concepts into relevant courses, and organize seminars and workshops.
3. CAPSU Sigma should offer additional training and educational opportunities on gender equality and related laws and policies, along with initiatives that promote gender equality and diversity within the campus.
4. CAPSU Sigma should prioritize and effectively implement successful GAD activities, while giving attention to improving the implementation of specific activities. Institutionalization and sustainability of GAD programs should be emphasized.
5. Implement policies and programs that promote gender equity and inclusion, including gender and diversity education, GAD programs and activities, policies protecting LGBTQ+ rights, and a safe and inclusive learning environment.
6. Efforts should be made to improve awareness among older participants and female participants, while maintaining consistent levels of knowledge and implementation across all age groups and genders. Further research is needed to understand the differences in awareness and develop effective strategies.
7. Integrate interventions to enhance awareness, knowledge, and implementation among CAPSU Sigma faculty, staff, and students, and conduct further research to identify effective strategies for promoting these factors.

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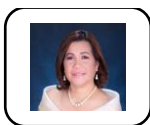
### AUTHORS PROFILE



Dr. Jhonnell J. Abalajon is a highly accomplished individual in hospitality management. They recently completed their Doctorate in Hospitality Management at Philippine Women's University, with the official graduation date set for July 29, 2023. Abalajon has made significant contributions to the academic community through their research and publications. They co-authored a journal article titled "Perception of the Students Towards the Bachelor of Science in Hospitality Management Department Home-Based Internship Program of Capiz State University," published in *Sosiohumaniora: Jurnal Ilmiah Ilmu Sosial dan Humaniora* on January 31, 2023. Abalajon's research also includes studies on the perception of fourth-year BS Hospitality Management students towards working in the hospitality industry and the impact of community extension programs on Capsu Sigma faculty and students.

In recognition of their outstanding work, Abalajon was awarded the Best Paper at the Universitas Brajiwaya BRAVO – International Conference on Entrepreneurship, Innovation, and Creativity in 2022. They hold important roles within the industry and academic organizations, serving as a Regional Director in Region VI and being a member of the Trainers and Advocates Association of the Philippines (TAAP), Council of Hotel and Restaurant Educators of the Philippines, and Association of Administrators in the Hospitality, Hotel, and Restaurant Management Educational Institutions (AAHRMEI).

Overall, Dr. Jhonnell J. Abalajon's extensive educational background, research achievements, and active involvement in professional organizations demonstrate their dedication to advancing knowledge in hospitality management and making a significant impact in their field.



Dr. Annalie G. Campos is a highly accomplished education professional with over 25 years of impressive experience. She currently holds the esteemed positions of Professor VI and Satellite College Director at Capiz State University Sigma Satellite College. As Professor VI, she brings extensive knowledge and expertise to the academic community, earning respect for her dedication to teaching and research. Dr. Campos' leadership as the Director ensures the effective functioning of the satellite college, fostering academic excellence and student development. Her strong research background has led to valuable insights and recommendations, contributing to the overall growth of the education field. With her extensive experience, research contributions, and exceptional leadership, Dr. Annalie G. Campos plays a vital role in shaping the institution's success and inspiring the academic community.



Dr. Ginalyn J. Obien is a highly accomplished professional with over 10 years of outstanding contributions in community engagement, research, and education. As Chairperson of the Community Extension Service Office at Capiz State University Sigma Satellite College, she has shown exceptional leadership and a deep commitment to serving the community. Dr. Obien is also a dedicated researcher and mentor, providing invaluable support to students in their academic and research pursuits. Her educational achievements, including a Doctorate in Philosophy in Science Education, showcase her expertise and dedication to continuous learning. With her extensive experience, commitment to research and mentorship, and impressive academic qualifications, Dr. Ginalyn J. Obien is a respected professional making significant contributions to the field of education. She is an asset to Capiz State University Sigma Satellite College and the broader academic community.



Dr. Roselyn P. Cabantud is a highly accomplished education professional, renowned for her community engagement and notable achievements. With a Doctorate in Philosophy in Education, she exemplifies a commitment to advanced learning and expertise in the field. For over five years, Dr. Cabantud has been the Extension Coordinator at Capiz State University Sigma Satellite College, showcasing exceptional leadership and organizational skills. She effectively coordinates extension activities and fosters

valuable community partnerships, bridging the gap between the university and the local community. Dr. Cabantud's dedication to community engagement facilitates impactful initiatives that align with the university's mission and contribute to positive social change and development. Her multidisciplinary background and experience make her a valuable resource for students and faculty. Through her exemplary leadership and dedication to education and community engagement, Dr. Roselyn P. Cabantud has left a significant impact on Capiz State University Sigma Satellite College, promoting holistic development, and creating positive change in society.



Leizl Seraspe-Alfonso is a highly accomplished professional with an impressive educational background and extensive experience in business and education. She holds a Doctor of Business Management degree, specializing in Hospitality Management, and is currently pursuing a second doctoral degree in Doctor of Education with a major in Educational Management. As the Program Chairman of the Hospitality Management Department at Capiz State University, Sigma Campus, she oversees and leads the program's effective implementation and development. Additionally, she serves as an Accreditor for the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP), Inc., contributing her expertise to ensure quality standards in higher education institutions. Leizl also holds several international professional certifications, including as an APIEM Certified Event Educator, APIEM Certified Event Manager, APIEM Certified Event Planner, and Certified Guest Service Professional. These certifications recognize her exceptional skills in events management and guest service within the hospitality industry. With her impressive educational background, leadership role, accreditations, and international certifications, Leizl Seraspe-Alfonso is a highly qualified and accomplished professional in hospitality management and education, contributing to the advancement of the industry and ensuring high standards of education and service.



Ramy Lloyd L. Lotilla, EDD, is a dedicated faculty member at Capiz State University Sigma Satellite College in Sigma, Capiz. With an impressive educational background and extensive experience, Ramy Lloyd has held various important roles within the university. They currently serve as OIC Director – Climate Change Management at Capiz State University in Roxas City since January 10, 2023, leading efforts related to climate change initiatives. Additionally, Ramy Lloyd is the Chairperson for Research and Development at Capiz State University Sigma Satellite College, actively promoting and supporting research activities within the institution. They also serve as the Chairperson of the Intellectual Property Management Office, demonstrating a commitment to protecting and managing the institution's intellectual property rights. Ramy Lloyd has held other significant positions in the past, including Inspection Officer of Equipment/Infra, School Publication Adviser, Campus Statistician, Research Coordinator, and Industry Immersion Coordinator. In these roles, they have contributed to various aspects of the university's operations and academic development. Furthermore, Ramy Lloyd has been involved in several notable research projects covering topics such as food and beverage service training, tourist satisfaction during the COVID-19 pandemic, reading comprehension improvement, sustainable development goals knowledge, and climate change awareness and mitigation practices. Through their dedication to education, research, and leadership, Ramy Lloyd L. Lotilla has made valuable contributions to Capiz State University Sigma Satellite College and the field of education.



Sofronio O. Hervias Jr. is an accomplished individual with a strong educational background and notable achievements in the field of education. He has successfully completed his Master of Science in Industrial Education at Iloilo Science and Technology University formerly West Visayas Science and Technology, demonstrating its commitment to academic excellence and specialized knowledge in their field. His commitment and dedication have been recognized through a service award at Capiz State University in the Philippines. Furthermore, he held the esteemed position of faculty regent in 2019. This role demonstrates their leadership abilities and their active involvement in decision-making processes within the academic community. As a faculty regent, User has played a vital role in representing the interests of their colleagues and working towards the betterment of the institution.



Jenny B. Muriguia is a respected professional in hospitality management, currently an Assistant Professor III and pursuing her Doctorate in Hospitality Management at Philippine Women's University. She has made significant contributions to the field through research, resulting in a patent and copyrights. As an Assistant Professor III, she plays a vital role in educating and mentoring students, preparing them for successful careers in the industry. Her commitment to continuous learning and academic excellence is commendable, reflecting her passion for advancing the hospitality industry. Jenny B. Muriguia's impact as an educator and researcher makes her an asset to the academic community and the future of hospitality management.