



Institutionalizing Teaching and Non-Teaching Gender Equality to Improve the Services in State Universities and Colleges of the Philippines

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ABSTRACT

The study aimed to assess gender equality among teaching and non-teaching employees focusing on: rights, duties, benefits/privileges and opportunities. It also determines how the gender equality affects the performance and services rendered by the institution in terms of student performance in the board examinations. The descriptive method was employed using validated questionnaire and conducting interview to a sample of 432 employees of Isabela State University System. Data gathered were analyzed through the Statistical Package for the Social Sciences, frequency counts, percentage, weighted mean and f-test. Gender equality as to rights reveal that the respondents strongly agree that husbands and wives deserve equal respect by the family members; parents should give their sons and daughters equal access to education; and agree that husbands and wives should have equal roles in decisions on investments and spending money. As to duties, they agree that loyalty of both spouses should be observed; and must have equal responsibility in providing the needs of the family. In terms of benefits and privileges, they strongly agree that husbands and wives should be provided with equal medical care including their sons and daughters; they agree that men and women should have equal chance for promotion at work; accomplishment of both spouses must be given due recognition; parents should provide daughters with as much inheritance as sons, and as much authority over the use of the inherited funds. As to opportunities, they agree that both sexes should have equal opportunities to become leaders and heads of offices and organizations; employment opportunities are open for both; and to be engaged in income generating activities; social and recreational activities. In lieu of the data from the civil service commission, the career services which is composed of the executive of teaching and non-teaching employees, the male dominated the female employees with a slight difference of 66 or 6% (66 out of 1,104). This result will lead to development of both sexes; and economic stability of the society will be attained which means to institutionalize the gender equality. Thus, advocacy for gender equality should be sustained and strengthened and institutionalized.

Keywords: Benefits, duties, gender equality, opportunities

INTRODUCTION

Gender Equality Defined

Gender Equality (GE) as a major concern of Gender and Development (GAD) is a trending program of the Philippine Government in collaboration with the rest of the countries in the world. The program is aimed to address many concerns and issues pertaining men and women which has been undermined for so long which brought to wrong notions on the roles, rights, and privileges of men and women that led to unequal treatments of both sexes especially on the side of women. GAD is a process of attaining development which is participatory and empowering, equitable, free from violence, respect of human rights, supportive of self-determination and fulfilment of human potentials. It aims to achieve gender equality (GE) as an essential tool that should be incorporated and reflected in development strategies. This is the principle emphasizing the equality of men and women and their right to enjoy equal conditions realizing their full human potentials in order to participate and contribute to and benefit from the results of development, and with the State recognizing that all human beings have dignity enjoying their rights and freedom (NCRFW, 2002).

GE is more than a goal itself. It is a prerequisite for meeting the challenges of alleviating poverty, encouraging sustainable development and promoting good governance (United Nations Entity for Gender Equality and the Empowerment of Women, 2012). With this, it is noteworthy to consider therefore that it is an important component of development. So far, people behind GE in the GAD program exerted efforts in its implementation to both public and private sectors in many countries. Indeed, positive feedbacks were received implying that this program is relevant to the need of every country and its people. More so, GE can

be measured through the existing practices of families and institutions. This can be done by knowing their perceptions, convictions and advocacies as far as their rights, duties, responsibilities, benefits/privileges and opportunities in life are concerned.

Moreover, public and private agencies are incorporating GAD plan to programs, projects and activities. The Philippine Commission on Women (PCW), formerly the National Commission on the Role of Filipino Women

(NCRFW) initiated in formulating the priority agenda for women's empowerment and gender equality (NCRFW, 2006); NEDA (2011). Anent to this, international organizations and national governments' collaborations on the issue of GE is quite increasing, and the emphasis is to improve women's plight as well as their societies (Belal, 2009). GE should be based on providing the same opportunity to men and women, boys and girls, to participate completely in the development of their societies and to achieve self-fulfillment (Gumba, 2013); (UNESCO, 2000). It is considered both as a human rights issue and as a prerequisite of sustainable development (United Nations Population Fund, 2013). In many countries, the pursuit of GE and women's empowerment has achieved major accomplishments in the past years. The gender responsive laws, policies and programs in place and the institutional and enabling mechanisms in national government agencies and local government units are a result of continuing advocacy of government and its partners among lawmakers, people's organizations, civil society groups, and the academe (Women's Edge Plan (2014).

The National Economic and Development Authority (NEDA) ensure that GAD issues and concerns, gender equality and women's empowerment are mainstreamed. Likewise, a clear understanding on GE enable men and women in the society to confirm their gender roles as cited by International Labor Organization, this are learned behaviors in a given society. They condition activities, tasks and responsibilities which are perceived as male or female. Gender roles are affected by age, sex, class, race, ethnicity and religion and by the geographical, economic and political environment (Rikken, 2012). More importantly, awareness on the role of men and women is not enough. It should be coupled with acceptance of both. Men and women need not to compete with one another; instead they should complement each other, making them as partners for development.

Student Populations in the University

In the undergraduate student population, most universities today exhibit a higher proportion of female students than male students. Based on the body of research on how female faculty members contribute to forging meaningful connections with students, faculty gender equality has gained prominence as a component of student recruitment efforts and as a tactic to retain more students.

Teaching and Non-Teaching Employees of the Philippines

The Civil Service Commission (CSC) is tasked with, among other things, keeping and maintaining the Philippine Civil Service's bureaucracy-wide human resource (HR) records. Being the major HR institution, the CSC constantly develops records as it keeps track of all of the activities related to HR management, including actions, programs, and policies. These records are included in the HR records. These documents serve as a strategic input for HR administration, management, budget allocation, decision-making, and performance in achieving its objectives and mission. The Commission has a responsibility to assure the accuracy and timeliness of the statistical data and inventory of government human resources since it is crucial for research and studies as well as the creation of policies and programs, budget allocation, and decision-making. The comparative Inventory of Government Human Resources System (IGHR) reports was produced by the Civil Service Commission (Inventory of Government Human Resources - Inventory of Government Human Resources, 2014)

Table 1: Report by Classification of Positions, from 2016 to 2022 (Source: Civil Service Commission)

Classification of Positions	2016	2017	2018	2019	2020	2021	2022 As of June 30
Career	1,526,450	1,647,891	1,652,748	1,541,891	1,591,719	1,597,973	1,654,575
Non-Career	179,579	187,227	186,284	186,750	170,582	157,451	165,882
Job Orders/Contract of Service	595,162	657,067	661,169	669,347	653,816	582,378	642,077

As shown in table 1 an increase in the career and non-career service were observed from years 2016 to 2018. However, a decrease was observed from 2018 to 2019 and an increase was observed from 2019 to 2022.

Table 2: Career and Non-Career Service Report By Classification of Position, by Geographical Distribution As of June 30, 2022 (Source: Civil Service Commission)

Region	Career	Non-Career	Total	%
Region 01	82,266.00	13,609.00	95,875.00	5.27%
Region 02	63,993.00	3,126.00	67,119.00	3.69%
Region 03	138,818.00	17,206.00	156,024.00	8.57%
Region 04	197,280.00	14,818.00	212,098.00	11.65%
Region 05	95,867.00	7,073.00	102,940.00	5.65%
Region 06	118,662.00	9,148.00	127,810.00	7.02%
Region 07	100,949.00	10,522.00	111,471.00	6.12%
Region 08	89,045.00	6,297.00	95,342.00	5.24%
Region 09	65,913.00	6,426.00	72,339.00	3.97%
Region 10	85,299.00	10,516.00	95,815.00	5.26%
Region 11	71,720.00	6,706.00	78,426.00	4.31%
Region 12	76,489.00	6,069.00	82,558.00	4.54%
NCR	351,319.00	41,613.00	392,932.00	21.58%
CAR	37,615.00	3,362.00	40,977.00	2.25%
CARAGA	62,025.00	6,099.00	68,124.00	3.74%
BARMM	17,315.00	3,292.00	20,607.00	1.13%
TOTAL	1,654,575.00	165,882.00	1,820,457.00	
%	90.89%	9.11%		

Table 3: Career and Non-Career Service Report By Major Subdivision, by Geographical Distribution As of June 30, 2022 (Source: Civil Service Commission)

Region	NGA	GOCC	SUC	LWD	LGU	Total	%
Region 01	61,779	429	5,212	732	27,723	95,875	5.27%
Region 02	44,818	1009	2,818	696	17,778	67,119	3.69%
Region 03	104,870	2922	5,134	2270	40,828	156,024	8.57%
Region 04	137,228	881	5,628	2564	65,797	212,098	11.65%
Region 05	75,608	807	2,630	1192	22,703	102,940	5.65%
Region 06	84,823	653	6,029	1253	35,052	127,810	7.02%
Region 07	76,847	1005	3,425	1246	28,948	111,471	6.12%
Region 08	66,799	637	4,509	512	22,885	95,342	5.24%
Region 09	51,799	215	2,440	692	17,193	72,339	3.97%
Region 10	65,152	470	3,195	1144	25,854	95,815	5.26%
Region 11	57,089	368	1,307	1625	18,037	78,426	4.31%
Region 12	62,151	886	1,999	1010	16,512	82,558	4.54%
NCR	268,484	67320	14,279	0	42,849	392,932	21.58%
CAR	23,969	367	1,958	472	14,211	40,977	2.25%
Caraga Region	48,400	419	1,212	570	17,523	68,124	3.74%
BARMM	4,927	42	3,583	133	11,922	20,607	1.13%
TOTAL	1,234,743	78,430	65,358	16,111	425,815	1,820,457	
%	67.83%	4.31%	3.59%	0.88%	23.39%		

Table 4: Career Service Report By Level of Position, by Major Subdivision As of June 30, 2022 (Source: Civil Service Commission)

Major Subdivision	1st Level	2nd Level	Total	%
National Government Agencies	181,718	1,019,550	1,201,268	72.60%
Government Owned and Controlled Corporations	40,784	26,793	67,577	4.08%
State Universities and	15,117	45,137	60,254	3.64%

Colleges				
Local Water District	8,444	4,703	13,147	0.79%
Local Government Units	189,973	122,356	312,329	18.88%
TOTAL	436,036	1,218,539	1,654,575	
%	26.35%	73.65%		

Table 5: Non-Career Service Report By Status of Appointment, by Major Subdivision As of June 30, 2022 (Source: Civil Service Commission)

Major Subdivision	Coterminous	Casual	Contractual	Elective	Total	%
National Government Agencies	7,276	5,717	20,455	27	33,475	20.18%
Government Owned and Controlled Corporations	1,613	8,121	1,119	0	10,853	6.54%
State Universities and Colleges	119	2,784	2,201	0	5,104	3.08%
Local Water District	165	2,398	401	0	2,964	1.79%
Local Government Units	11,358	75,096	9,029	18,003	113,486	68.41%
TOTAL	20,531	94,116	33,205	18,030	165,882	
%	12.38%	56.74%	20.02%	10.87%		

Table 6: Career Service Report By Sex, by Level of Position, by Geographical Distribution As of June 30, 2022 (Source: Civil Service Commission)

REGION	1ST LEVEL			2ND LEVEL			TOTAL			
	Male	Female	Sub-Total	Male	Female	Sub-Total	Male	%	Female	%
Region 01	10,590	8,502	19,092	21,852	41,322	63,174	32,442	4.58%	49,824	5.26%
Region 02	9,119	7,294	16,413	17,943	29,637	47,580	27,062	3.82%	36,931	3.90%
Region 03	16,777	14,087	30,864	39,719	68,235	107,954	56,496	7.98%	82,322	8.70%
Region 04	26,109	20,443	46,552	51,285	99,443	150,728	77,394	10.93%	119,886	12.66%
Region 05	10,000	8,300	18,300	27,331	50,236	77,567	37,331	5.27%	58,536	6.18%
Region 06	13,604	11,963	25,567	29,982	63,113	93,095	43,586	6.16%	75,076	7.93%
Region 07	13,789	9,153	22,942	33,533	44,474	78,007	47,322	6.68%	53,627	5.67%
Region 08	9,681	8,562	18,243	26,353	44,449	70,802	36,034	5.09%	53,011	5.60%
Region 09	10,011	5,089	15,100	24,172	26,641	50,813	34,183	4.83%	31,730	3.35%
Region 10	12,116	8,447	20,563	26,352	38,384	64,736	38,468	5.43%	46,831	4.95%
Region 11	7,883	6,384	14,267	22,553	34,900	57,453	30,436	4.30%	41,284	4.36%
Region 12	8,049	12,179	20,228	18,888	37,373	56,261	26,937	3.80%	49,552	5.23%
NCR	70,815	61,236	132,051	92,271	126,997	219,268	163,086	23.04%	188,233	19.89%
CAR	6,301	4,926	11,227	9,938	16,450	26,388	16,239	2.29%	21,376	2.26%
CARAG A	9,395	6,490	15,885	20,427	25,713	46,140	29,822	4.21%	32,203	3.40%
BARMM	6,189	2,553	8,742	4,952	3,621	8,573	11,141	1.57%	6,174	0.65%

TOTAL	240,428	195,608	436,036	467,551	750,988	1,218,539	707,979		946,596	
GRAND TOTAL										1,654,575
%	55.14%	44.86%		38.37%	61.63%		42.79%		57.21%	

Table 7: Non-Career Service Report By Sex, by Geographical Distribution As of June 30, 2022 (Source: Civil Service Commission)

REGION	TOTAL			
	Male	%	Female	%
Region 01	8,227	8.47%	5,382	7.82%
Region 02	2,066	2.13%	1,060	1.54%
Region 03	9,621	9.91%	7,585	11.03%
Region 04	8,787	9.05%	6,031	8.77%
Region 05	4,323	4.45%	2,750	4.00%
Region 06	5,187	5.34%	3,961	5.76%
Region 07	8,167	8.41%	2,355	3.42%
Region 08	3,922	4.04%	2,375	3.45%
Region 09	3,702	3.81%	2,724	3.96%
Region 10	5,947	6.13%	4,569	6.64%
Region 11	4,206	4.33%	2,500	3.63%
Region 12	3,295	3.39%	2,774	4.03%
NCR	21,698	22.35%	19,915	28.95%
CAR	2,110	2.17%	1,252	1.82%
CARAGA	3,351	3.45%	2,748	3.99%
BARMM	2,480	2.55%	812	1.18%
TOTAL	97,089		68,793	
GRAND TOTAL				165,882
%	58.53%		41.47%	

Tables 2 to 5 shows the report on the total employees under career and non-career services as provided by the civil service commission while table 6 to 7 shows the report on the total employment grouped by sex. It is observed that the career services employees are dominated by female with a total of 946,596 employees while the non-career services are dominated by male with a total of 97,089 employees.

With the desire to continually take actions for gender equality towards gender and development advocacy, educational institutions like the Isabela State University System, give full support to its implementation. Hence, this study aims to establish a profile of the respondents in terms of sex, age, civil status, religion, number of years in the service, and monthly salary, determine gender equality among the respondents in terms of rights, duties, benefits/privileges, and opportunities, determine if there is a significant difference on gender equality among the respondents in terms of their selected profile and determine how the gender equality affects the performance and services rendered by the institution.

METHODOLOGY

Research Design

The descriptive method was used in this study to assess gender equality as to rights, duties, benefits and privileges and opportunities among employees of the Isabela State University System; while descriptive correlational method was used to determine if there exist a significant relationship between their mentioned views on gender equality and their sex, age, civil status, religion, number of years in the service, and monthly salary. A total sample of 432 teaching and nonteaching employees participated in this study from the nine (9) campuses of the Isabela State University System. A survey questionnaire whose content validity was checked served as the instrument in gathering the data. Part one covers the respondents' profile and Part two is the gender equality components on rights, duties, benefits and privileges and opportunities. This was validated using the interview method. Before gathering the data, the researcher asked the consent first from authorities and respondents after explaining clearly what the study is all about and in what way the respondents would participate in the study. Frequency and percentage count were used to gauge the respondents' profile and views regarding gender equality as to rights, duties, responsibilities, and benefits/privileges. The f-test on the

other hand was used to establish if these said views can be associated with their sex, age, civil status, religion, number of years in the service, and monthly salary.

RESULTS AND DISCUSSIONS

Respondents' Profile

Out of 432 respondents, 241 or 55.79% are females and 191 or 44.21 % are males. In terms of age, 265 or 61.34% belong to age bracket 31-50 years; 93 or 21.53 % belong to age bracket 51-60; while 70 or 16.2% are aging 21-30 years; and 4 or .93% are 61 years and above. It can be said therefore that majority are aging 31-50 years. As to their status, majority are married, comprising of 382 or 88.43%; 45 or 10.42% are single; and 5 or 1.16% are widow. As to religion, most of the respondents are Roman Catholic with 383 or 84.03%; 25 or 5.79% are Iglesia ni Cristo; 12 or 2.75 are Born Again; and 32 or 7.41% belong to other religions. This can be attributed to the fact that Roman Catholic is the most dominant religion in the country. As to the number of years in the service, 230 or 53.24% have rendered 11-20 years; 80 or 18.52% are 21-25 years; 43 or 9.95% are 26-30; 40 or 9.26% are 6-10; 30 or 6.94% are 1-5; and 9 or 2.08 are 31 years and above. As to their monthly income, 140 or 32.41% have a monthly income of 30,001-40,000; 117 or 32.41% receive 40,001-50,000; 95 or 21.99% receive 20,001-30,000; 55 or 12.73% receive 10,001-20,000; 20 or 4.63% receive 50,001-60,000; and 5 or 1.16% receive 60,001 and above. The data reveal that most of the respondents are average income earners which still could hardly make both ends meet considering the present costs of living.

Table 8: Assessment of GE among the respondents on four concerns: as to their rights, duties, benefits/privileges and opportunities.

Gender Equality Items (N=432)	Mean	Interpretation
RIGHTS		
1. Husbands and wives should have equal roles in decisions about investments and spending money.	4.69	Strongly Agree
2. Parents should give their sons and daughters equal access to education.	4.27	Strongly Agree
3. Decisions in the family need to be done equally by both spouses.	3.44	Agree
4. Husbands and wives deserve equal respect by the family members.	2.87	Fairly Disagree
5. Husbands and wives should practice their respective religions/beliefs.	2.66	Fairly Disagree
DUTIES		
1. Husbands and wives should have equal responsibility for child care.	4.03	Agree
2. Husbands and wives should have equal responsibility to contribute to the family income by having a job.	3.57	Agree
3. Loyalty of both spouses should be observed in their marital relationship.	3.06	Fairly Disagree
4. Husbands and wives must have equal responsibility in providing the needs of the family.	2.72	Fairly Disagree
5. Husbands and wives should share equally in house work such as cooking, washing dishes house cleaning, etc.	2.62	Fairly Disagree
BENEFITS/ PRIVILEGES		
1. Men and women should be treated equally on jeepneys, buses and trains.	4.54	Strongly Agree
2. Parents should provide daughters with as much inheritance as sons, and as much authority over the use of the inherited funds.	3.7	Agree
3. Husbands and wives should be provided with equal medical care including their sons and daughters.	3.53	Agree
4. Men and women should have equal chance for promotion in work.	3.22	Fairly Disagree

5. Accomplishments of both spouses must be given equal recognition.	2.69	Fairly Disagree
OPPORTUNITIES		
1. Both men and women should have equal opportunities to become leaders and heads of offices/organizations.	3.87	Agree
2. Both men and women should have equal opportunities to social and recreational activities.	3.71	Agree
3. Both men and women should have equal opportunities to sports activities.	3.67	Agree
4. Both men and women should have equal opportunities to be engaged in income generating activities.	3.49	Agree
5. Employment opportunities should be equal for both sexes.	3.36	Fairly Disagree

The data in the table above shows respondents' GE as to their rights, duties, benefits/privileges and opportunities. As to their rights, the respondents strongly agree (4.69) that husbands and wives deserve equal respect by the family members; they likewise strongly agree (4.27) that parents should give their sons and daughters equal access to education; they agree (3.44) that husbands and wives should have equal roles in decisions about investments and spending money. They fairly disagree (2.87) that they should practice their own religion because what has been practice is to have common religion for both spouses and their children as a manifestation for a strong unity in the family. They fairly disagree (2.66) that decisions in the family need to be done equally by both spouses. This means that husbands are still regarded by the society as the head of the family which entitles him to make major decisions. This does not conform to Hobsbawm (2005) wherein he cited, the family is, however, undergoing profound change. A recent authoritative cross-cultural study of the family identified the twentieth century as the century that marked the significant decline of patriarchal family arrangements, that is, the unchallenged rule of men over women and children. New forms of the family are emerging as a result of changing social structures, including growing numbers of blended families and female-headed households. The increasing diversity of family formations, and of roles within households, is opening up new opportunities to challenge traditional notions of gender relations (Hobsbawm, E. ,2005).

Relative to duties, the respondents agree (4.03) that loyalty of both spouses should be observed in their marital relationship; they also agree (3.57) that both husbands and wives must have equal responsibility in providing the needs of the family; on the other hand, they fairly disagree (3.06) that husbands and wives should share equally in household work; they fairly disagree (2.72) that both husbands and wives should have equal responsibility of children; and they fairly disagree (2.62) that both spouses have equal responsibility to contribute to the family income by working. This means that since husbands are regarded as the major bread winner in the family and so household work and taking care of the children are the primary responsibilities of the wives.

In terms of benefits and privileges, the respondents strongly agree (4.54) that husbands and wives should be provided with equal medical care including their sons and daughters; they agree (3.7) that men and women should have equal chance for promotion at work; they also agree (3.55) that accomplishment of both spouses must be given due recognition; they agree (3.53) that parents should provide daughters with as much inheritance as sons, and as much authority over the use of the inherited funds; and they fairly disagree (3.22) that men and women should be treated equally on jeepneys, buses, and trains. It implies that women should be given more favor or deserves better treatment than men which is still being practice today as a proof that men are known of their being respectful and gentlemen to women.

As to opportunities, the respondents agree (3.7) that both men and women should have equal opportunities to become leaders and heads of offices and organizations; they agree (3.71) that employment opportunities should be equal to both sexes; they likewise agree (3.67) that both men and women should have equal opportunities to income generating activities; they also agree (3.49) that both men and women should be given equal opportunities to social and recreational activities. This is parallel to the UN Report (1995) that "Equal rights, opportunities and access to resources, equal sharing of responsibilities for the family by men and women, and a harmonious partnership between them are critical to their well-being and that of their families as well as to the consolidation of democracy" (United Nation Population Fund, 2013).

On the other hand, they fairly disagree (3.36) that both men and women should have equal opportunities to sports activities. Their disagreement as per interview conducted with them can be attributed to the multi roles of women at work and at home chores and children's concerns except for few women who really prioritized and are focused in sports. In general, the finding means that it is natural for human beings regardless of sex, age, and status in life to fulfil or achieve all areas of development such as physical, educational, social and economic so as to attain self-actualization (Esteban, 1990); (ILO, 2000).

Table 9: Significant Difference on Gender Equality of respondents in terms of their gender, age, civil status, religion, number of years on service and monthly salary using ANOVA F-test at the level of significance Alpha of 0.05

Profile	Significance (F)	Alpha (A)	Analysis	Decision	Significance
Sex	0.973	0.05	F> A	Ho is Accepted	Not Significant
Age	0.921	0.05	F> A	Ho is Accepted	Not Significant
Civil Status	0.821	0.05	F> A	Ho is Accepted	Not Significant
Religion	0.957	0.05	F> A	Ho is Accepted	Not Significant
Number of Years in Service	0.994	0.05	F> A	Ho is Accepted	Not Significant
Monthly Salary	0.949	0.05	F> A	Ho is Accepted	Not Significant

As shown in the table, the computed F- significance values of 0.973, 0.921, 0.821, 0.957, 0.994, and 0.949 for the profile gender, age, civil status, religion, number of years on service and monthly salary, respectively; are greater than the critical level of significance Alpha A of 0.05. There is no significant difference on gender equality as to their rights, duties, benefit/ privileges and opportunities among the rights, duties, benefits/privileges and opportunities among the respondents and their selected profile on gender, age, civil status, religion, number of years on service and monthly salary.

This indicates that GE among the respondents are not affected by their gender, age, civil status, religion, number of years on service and monthly salary. Profile on gender, age, civil status, religion, number of years on service and monthly salary do not influence their assessment on gender equality in terms of their rights, duties, benefits and privileges and opportunities. It implies that both husbands and wives or men and women of the Isabela State University System commonly enjoy rights duties, benefits and privileges and opportunities. This can be attributed to the impact of the Gender and Development Program of the university and of the country which led to empowerment of men and women. The result affirms Adelaida & Israel's study on gender equity wherein they concluded that there was no significant correlation found between gender equity and the personal and family-related factors and decision-making patterns of rural mothers (Adelaida, M. V. & Perlita R. Israel, 2011).

Table 10: State Universities and Colleges of Region 2 - Detailed Agency Report by Classification, by Level of Position, by Sex As of June 30, 2022 (Source: Civil Service Commission)

DEPARTMENT / AGENCY	CAREER			NON-CAREER			GRAND TOTAL
	Male	Female	Subtotal	Male	Female	Subtotal	
Batanes State College	20	25	45	5	5	10	55
Cagayan State University	401	383	784	0	0	0	784
Isabela State University	585	519	1,104	26	26	53	1,157
Nueva Vizcaya State University	285	264	549	1	1	5	554
Quirino State University	122	135	257	3	3	11	268
Subtotal	1,413	1,326	2,739	35	35	79	2,818

Table 10 shows the report on the career and non-career services employees in region 2. The career services are dominated by male with a total of 1,413 employees while non-career services are dominated by female with a total of 79 employees. As of June 30, 2022, there are 585 males, 519 females with a total of 1,104 employees for career services while 26 male and 26 females belong to non-career services. Also as noted in the table a slight difference was observed on the career services (66) and no difference was observed for the non-career services

of Isabela State University (ISU). This is a manifestation that gender equality and gender development had already started in this university. The study of Asuncion (2014) is one of the good examples that the Isabela State University has increase its board examination passing rate. It shows from their results, that the passing rate in the April 2010 up to October 2015 of Criminologist Licensure Examinations of the five (5) campuses offering BS Criminology in ISU is higher than the national passing percentage in the nine (9) examination periods of CLE from April 2010 to October 2014. This shows that the university is capable of continuing to offer this program, but it still has to improve in terms of services (Asuncion, 2020).

CONCLUSIONS

Inasmuch as gender equality is considered as a vital component of gender and development, this should be embraced and practiced by all individuals, families and societies. Making it as part of one's culture like the employees of the Isabela State University System will surely equate to the total and genuine development of all humans regardless of race, age, sex, religion, and economic status in life. It is also observed that the career services which is composed of teaching and non-teaching personnel in the executive position is dominated by male with a slight difference while the non-career services have no difference. With regards to the services rendered by the institution the study of Asuncion (2020) is one of the proofs that the services is good and noted an increase in the board examination. The board examination is one of the key factors and reflections of good services of the teaching and non-teaching employees of the Isabela State University. A study of Ko (2022), also explained that there is Statistically significant effects of female professors were readily seen in the results. The career advancement of the female teachers, however, has been adversely impacted. Universities may implement programs that improve faculty gender equality and offer incentives as a set of corrective measures. Another indication of the university's dedication to faculty diversity and equity is the Gender and Development initiatives. At the departmental level, the department may roll out new initiatives for dividing teaching responsibilities fairly, promoting openness, and emphasizing the value of student engagement as much as research outcomes. As a result of more active female faculty members, students may remain longer and more students may graduate. In the light with the findings and conclusions of the study.

It is recommended that Employees of the Isabela State University system may resort to other sources of living to augment their income as long as their main task in the university will not be adversely affected and Advocacy for Gender Equality and Gender and Development Program should be sustained and strengthened in all sectors of the government in the national and international levels. In addition, female teachers in the university should be involved in the middle and top positions decisions as supported by the study of O'Meara, K. (2018) that Female teachers typically provide more departmental services, which slows advancement and lowers research output, it is highly suggested to address the unfair treatment of female faculty members and keep them on the faculty: transparency, clear criteria for faculty evaluations, and an opt-out option for time-consuming and administrative duties.

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