

***Facilitating Tabuk City National High School
Employees Gender and Development Seminar-Workshop
Through Cooperative and Collaborative Learning Approaches***

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Abstract

Gender and development (GAD) is one of the Millennium Development Goals of the United Nations. Hence, the Philippine schools ensure gender-sensitive learning environments. The study focus on cooperative and collaborative learning approaches as the strategy in facilitating employees' GAD Seminar- Workshop. It assesses participants' awareness level on GAD laws, mandates, and issues before and after using cooperative-collaborative learning approaches in a training and their differences measured. Participants' perceptions on the extent of effect of the approaches in attaining training objectives is considered and correlation along sex and subject department affiliation is tested. The study involves 51 of the actual 92 seminar participants. Mean, T-test, and ANOVA are used to interpret data gathered through pre and post seminar survey questionnaires. Findings reveal that employees were aware of GAD information "to moderate extent" with responses mean of 2.78 before the seminar was conducted; this increases to "great extent" of 4.01 mean after the GAD training. Participants also perceive that the strategy has a "very great extent" of effect in attaining the training goals of the in-service training as reflected by a TAM of 4.20 on the training aspects with no significant differences associated along department affiliation but with significant one along sex variable; women perceive very great extent while men perceive great extent of the strategy's effect. The study recommends the cooperative and collaborative learning approaches to be sustained and promoted to other institutions as training methodology. Finally, researches on adult male learning approaches be conducted to raise GAD awareness level.

Keywords: Gender and Development; Employees, Cooperative and Collaborative Learning Approaches

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Introduction

Gender and Development got the attention of the world for decades now. As a matter of fact, the United Nations agreed to have better situations of women throughout the world. As a State Party to the United Nations Millennium Declaration in 2000 that gave birth to the Millennium Development Goals, the Philippines is committed to ensure that the country's development planning efforts focus on an MDG-responsive policy framework and legislation to eradicate poverty and achieve sustainable human development. Hence, the creation of gender laws and mandates or policies and advocacy campaign of these to all the masses and government bureaus is now a priority to member countries.

In August 2009, Philippines marked a milestone with the passage of RA 9710 or the Magna Carta of Women (MCW), which is a comprehensive women's human rights law. This seeks to eliminate discrimination against women by recognizing, protecting, fulfilling, and promoting the fundamental rights of Filipino women as expounded by the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

It is the Department of Education's mission to ensure that students learn in a child-friendly, gender-sensitive, safe and motivating environment conducive to learning. Hence, school personnel themselves must be gender sensitive. This of course entails employees to live and model a culture of gender awareness and sensitivity. This would be impossible without the employees' awareness and deep understanding on gender laws, mandates, policies, and issues. Furthermore, the Department of Education identified Gender and Development as one of the areas in the Basic Education Research Agenda.

As one of the Gender and Development implementing institution, the school feels a moral obligation to find a better alternative to conventional lecture used in seminars to improve the level of employees' awareness on the gender laws mandates, and issues. Based on the preliminary survey conducted to 98 cooperating employees comprising 61% of the school employees, there is only slight awareness on: Statistics on gender issues in the Philippines; Gender Neutral languages; GAD Vision-Mission, Goals, and Objectives; and Primary Health Care Benefit Package for DepEd employees; Solo Parent's welfare act and parental leave. There is only "an awareness to some extent" recorded along the topics: Solo Parent's welfare act and parental leave; Magna Carta of Women; and Paternity and Maternity Leave CSC rulings. Also, employees only have moderate awareness on the following topics: Child Protection on Sexual Abuse; Difference Between Sex and Gender; and the Anti Violence Against Women and their Children Act. The proponent-researcher believes that full knowledge on these Gender Laws, Mandates and Issues is truly needed for employees to be able to truly live a gender sensitive life and set a gender-sensitive learning environment in the classroom. The previous year's GAD training generally attained a mean rating of 3.31 numerical value with a descriptive value of "excellent" based on a 4-point Likert Scale from the participants. However, it is undeniable that there were hearsays that the activity was exhausting as it took the participants almost 15 hours for a one-way trip and that there was information overload compared to "other GAD activities". Because of this, the proponent as per suggestion of one of the School Review and Evaluation Committee, personally asked honest opinions about the delivery of the GAD training 2016. As a

result, some commented that there was information overload, some speakers were boring, and some topics discussed were not appreciated.

Related literatures reflect the same need to enhance GAD programs. There is a need to strengthen advocacy on gender law to empower women by way of increasing their level of awareness of their rights and other gender issues. Viewing Philippines in the global arena, the Philippine Commission on Women (PCW) sees from the 2003 Human Development Report, that the Philippines' Human Development Index (HDI) is estimated at 0.654, placing the country in the 114th rank out of 186 countries. The country's HDI value is 0.040 lower than the world index, and 0.029 lower than the HDI of the East Asia and the Pacific region. HDI provides a composite measure of three basic dimensions of human development: health, education and income.

Women's development, health, and education truly need attention to help ensure the nation's development. Gender equality is the indispensable key to the nation's progress. And this requires above all the women's awareness of their rights and other gender relevant issues.

According to the Philippine Commission on Women, violence against women (VAW) appears as one of the country's pervasive social problems. In the 2008 National Demographic and Health Survey conducted by the National Statistics Office, one in five Filipino women age 15-49 has experienced physical violence since age 15. It is indeed alarming that despite efforts to address the concern, VAW still persists. This is just one angle of the whole picture which prompt every concern citizen to act immediately for women empowerment.

Palangdao et. al. (2015) studied "Gender Awareness of the Faculty, Staff and College Students of ASSIST. The study primarily aimed to assess the level of awareness and the perception of the faculty, staff and college students of ASSIST on gender equality. Specifically, it assessed the level of awareness of the male and female faculty, staff and college students of ASSIST on the gender law. The significant findings of the study reveal that in terms of the awareness level of the three groups of respondents whether male or female on the gender law, they do not vary significantly from each other. The researchers attributed this to the activities initiated by the College to acquaint its people regarding the gender law i.e. conduct of seminars and integration of gender and development in the subjects of the faculty especially those teaching the Social Science subjects. Due to this, the students are aware of the gender law. Also, among the respondents' personal profile found to affect significantly their level of awareness on the gender law is the age for the staff, which means that the older the employee he tends to be more aware of the law.

Overseas, Das (2011) researched on "A comparative study on the level of awareness about constitutional and legal rights among working and non-working women of Kokrajhar Town". He aimed to know whether the women folk of their society were aware of their constitutional and legal rights in India. He believed that it was necessary to know whether they realize the significance of empowerment for their own benefit. Even after 64 years from the commencement of Indian constitution the plight of women is still very pitiable. As a democratic country India gives priority on the principles of liberty, fraternity, equality and justice. Indian constitution provides various rights necessary for securing women's empowerment. Among his findings

were that highly educated women have more awareness and understanding of constitutional rights than the women with no education; majority of the respondents (122) have less awareness about government schemes for the development of children and women. Only 28 respondents are aware of these schemes; and, regarding the laws against sexual exploitation, majority of the respondents (100) does not know any laws. There are 30 respondents who have sufficient awareness about the laws. Only 20 respondents have a little bit awareness about the law against sexual offences.

Das (2011) reviewed in his paper the study which Sundaram (2011) conducted about the Socio-economic empowerment of women in Mizoram. In this study Sundaram tried to highlight the current status of women in Mizoram and the hindering factors in acquiring equal status with men. He concluded that effective implementation and utilization of women empowerment program will safeguard the interests of women.

Another foreign study was that of by Parveen (2007), which aims to determine the social status of rural women and their level of gender awareness in three villages within the Mymensingh district of Bangladesh. The findings of the study indicated that the majority of the rural women, based on sample investigated, were not aware of gender inequality experienced because traditional beliefs kept them in the shadow of their fathers, husbands and sons. To improve this situation, some practical steps should be done not only by the major intervening agencies. Strategies aimed at empowering women must address both their practical and strategic gender needs. The study recommended that efforts need to be made to arouse people's concern and create awareness of gender differences, with particular emphasis on poorer farm households. Needing much attention are the areas on education, income, nutrition, reproductive health, dowry, early marriage, son preference, legal rights and violence against women.

In the advent of the 21st century, cooperative and collaborative approach in the classroom and adult trainings became the trend as it is found effective in effecting learning to participants. According to Clare (2015) cooperative learning is an instructional strategy that simultaneously addressed academic and social skill learning by students. It is an instructional strategy and has been reported to be highly successful in the classroom because of its increasing need for interdependence in all levels, providing students with the tools to effectively learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight. While, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning refines traditional student-teacher relationship in the classroom because activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities in which students team together to explore a significant question or create a meaningful project. She explains that there has been a shift from individual competencies to group competencies and a shift in both learning institutions and the workplace. Value is placed on how individuals can work as part of a team and this emphasis on team building should be an integral part of any learning environment.

In the study conducted by M. Prince (2004), by which he examined the evidence for the effectiveness of active learning encompassing cooperative learning, collaborative

learning, and problem-based learning, he found some of the evidence for active learning as compelling and should stimulate faculty to think about teaching and learning in non-traditional ways.

The proposed study is similar to the above cited one on using active learning approaches, only that the proposed study focuses on applying cooperative and collaborative learning approaches to effect learning. Also, the participants are school employees, instead of students.

As a main concern, the researcher is committed to find more effective approaches in delivering the mandated GAD topics or contents, hence this action research which ventured on the use of cooperative-collaborative approaches in conducting GAD activity this 2017.

The study focused on the facts attached to Facilitating Tabuk City National High School Employees Gender and Development Seminar-Workshop through Cooperative and Collaborative Learning Approaches.

The study aimed to answer the following specific questions: First, what is the level of awareness of the participants on GAD laws, mandate and issues before the conduct of the seminar? ; Second, what is the level of awareness of the participants on GAD mandate and issues after the conduct of the seminar using the collaborative and cooperative strategies?; Third, is there a significant difference between the Pre and Post-test Mean Scores on the Level of Awareness of the Employees on Gender and Development Related Laws, Mandates and Issues?; Fourth, what is the perceived extent of effect of the cooperative and collaborative learning approaches in attaining the training objectives?; and Fifth, is there a significant difference on the perceived extent of effect of the Cooperative and Collaborative Learning Approaches as a strategy in meeting the training objectives along the moderator variables of sex and department affiliation?

As an Action Research Methodology, the following were employed:

A. Innovation, Intervention, and Strategy

With the problems presented through feedback from the conducted Mid-year GAD Seminar 2016, the researcher as one consultant to the conduct of Mid-year GAD Seminar 2017 was directed by the school head to develop the training package; capitalizing on cooperative and collaborative approaches as methodology in facilitating the proposed GAD activity the proponent crafted the package. Upon approval of the action research the tapped proponent adopted the program for In-Service Training Proposal with the following objectives: to increase awareness level on gender laws/mandates and issues; to enjoy leisure time and enhance psycho-social skills through team building activities; and to have spiritual retreat and express renewal of commitment to the Department of Education's goals.

Training Methodology

To realize the In-Service Educational Training Workshop, the following methodologies were employed to address holistic development needs of employees on the intellectual /mental, physical, psycho-social, spiritual, and professional needs:

Cooperative and Collaborative Learning Approaches. The TCNHS Gender and Development Seminar-Workshop 2017 employed non-traditional methods in carrying out the identified topics. Maximizing the benefits of a seashore venue, delivery of content used cooperative and collaborative learning embodying group dynamics which were convenient to participants in an outdoor setting. This effected intellectual development as it creatively fed information on gender laws and issues to participants. Facilitation was done by a core group, and small groups were organized for the discussion and presentation of topics and carrying out the team building, physical wellness, and retreat activities.

a. Coordination. Close coordination was done with the school head and other consultants. Committees on the following were identified and were timely given copies of the memorandum: Program and attendance; Food; Accommodation; transportation; Medics; group facilitators; Lights and Sounds.

b. Delivery of GAD topics. During the workshop proper, the pre-identified eight groups with the lead facilitators were given one topic each to study together on a given 50- minute breakaway session. Each group came up with their topic presentation not exceeding 20 minutes. The employee-participants learned from one another by this strategy. Specifically, the assigned groups collaborated and resolved to use the following to deliver their respective topics: game for Statistics on Gender Issues in the Philippines; radio broadcasting with infomercials for Anti-Violence Against Women and their Children Act and Primary Care Benefit Package for DepEd employees; simulated television talk show for Solo Parent's Welfare Act and Parental Leave; skit for Child Protection Policy on Child Sexual Abuse; while speech choir with *Salidummay* and *Uggayam* (chant in the Cordillera) was used to deliver the topic Magna Carta of Women. From the presentation of each group, all other participants to the GAD training were expected to have learnt by raising their awareness level on the topics presented.

c. Facilitation of Physical Wellness Program. Physical exercise tailored for both men and women were employed for the first hour of second and third days in consideration to physical wellness of the employee-participants. Tips on caring for one's were given as participants do the physical exercises.

d. Provision of Free-hours. Free hours were part of the School Recreation Program to give employee-participants space to have peace with themselves as individuals. Self-assessment for the SY 2016-2017 and planning for the next SY 2017-2018 were also done at these hours. Those who maximized this had enough time for leisure.

e. Facilitation of Team building activities. Outdoor group games were aligned to develop the psycho-social skills of the employee-participants.

f. Conduct of Spiritual Retreat. Wellness wouldn't be complete without feeding the spirit. This 1 hour and 30-minute activity lead the employee-participants to reflect on their worth as men/women and their purposes on earth, and specifically in the Department of Education. This provided springboard to the last activity which was the commitment building.

g. Facilitation of Commitment building. To wrap up the event, renewal of commitment to the mission-vision-goals of the Tabuk City National High School was done by the employee-participants in a group presentation of their pledge of commitment. This hoped to encourage everyone to develop in their profession.

B. Research Methodology

Participants.

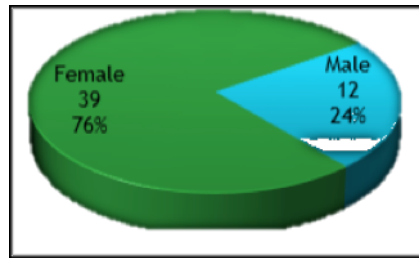


Figure 1. Participants as to Sex

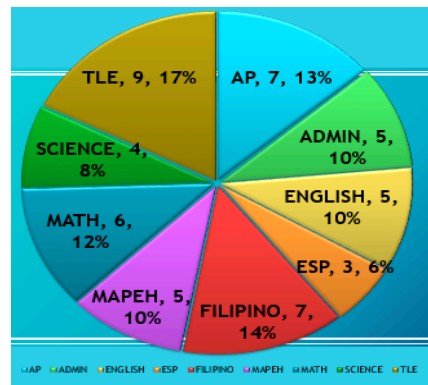


Figure 2. Participants as to Department Affiliation

The purposive sampling done resulted to the study's inclusion of all the employees of Tabuk City National High School who committed and those who actually participated in the Midyear Gender and Development Seminar 2017. There were 92 employees who answered the pre-seminar survey questionnaires while only 51 of the actual 92 or employee-participants willingly answered and submitted the post-evaluation survey questionnaires. Among them were 39 female (76%) and 12 male (24%) employees. As to department affiliation, 7 (13%) were from the Faculty of Araling Panlipunan or Social Studies; 5 (10%) were from the administrative personnel; and from the Faculties of English -5 or (10%); Edukasyon sa Pagpapakatao or Values Education- 3 (6%); Filipino 7 (14%); Music, Arts, and Physical Education -5 (10%); Mathematics 6 (12%); Science 4 (8%); and Technology and Home Economics (TLE)- 9 (17%).

Data Gathering Methods. In order to come up with the needed data, the researcher coordinated with the tapped proponent for the midyear training for the conduct of pre-event survey to TCNHS employees who committed to attend the seminar and the post-event survey in the post evaluation of the training which was answered by the employee-participants before the closing program.

The researcher sought free prior and informed consent from the participants before the conduct of the study. Confidentiality was ensured to maintain the participants' anonymity.

Data Analysis. To enlighten issues under study, the researcher used the Weighted Mean computation for Problems number 1, 2, and 4; and Analysis of Variance on problems 3 and 5.

The 5 -point Likert Scale was used to interpret responses mean on participants self-declared level of awareness on the Gender Laws, Mandates, and Issues; and on the extent of effectiveness of approaches applied in delivering the GAD Training topics. Class interval is computed by using the formula Highest Response Value (5)- 1, divided by number of response values; that is $(5-1)/5 = .80$.

The 5-Point Likert Scale	
Scale Values	Description
4.21-5.00	Very Great Extent
3.41-4.20	Great Extent
2.61-3.40	Moderate Extent
1.81-2.60	Little Extent
1.00-1.80	Very Little Extent

This section presents the summary of findings pertaining to the research questions addressed through presentation of results in numerical and textual form.

a. Level of awareness on the Gender and Development laws, mandates, and issues before the conduct of the GAD Seminar-Workshop

The following table shows the employees' level of awareness on the Gender and Development laws, mandates, and issues before the conduct of the GAD Seminar-Workshop

Table 1. Summary of Employees' Awareness Level on GAD- related laws, mandates, and issues before the conduct of the GAD Outdoor Seminar-Workshop

Indicators		Mean of Numerical Response	Descriptive Value (Level of Awareness)
no.	Selected Gender Laws and Mandates		
1.	Magna Carta of women	2.67	Moderate Extent
2.	Anti-Violence Against Women and their Children Act	3.60	Great Extent
3.	Paternity and Maternity Leave CSC Rulings	3.24	Moderate Extent
4.	Solo Parent's Welfare Act and Parental Leave	2.54	Little Extent
5.	Primary Care Benefit Package for DepEd employees	2.43	Little Extent
6.	Child Protection Policy on Child Sexual Abuse	3.45	Great Extent
7.	Statistics on Gender Issues in the Philippines	2.35	Little Extent
8.	Gender Neutral Languages	2.38	Little Extent
9.	Difference between "Sex" and "Gender"	3.52	Great Extent
10.	Gender and Development Vision- Mission-Goal of the Philippines	2.43	Little Extent
11.	Appropriate physical wellness exercises for men/women	2.00	Little Extent
Total Average Weighted Mean (TAWM)		2.78	ME

Table 1 shows that the employees' awareness on the Gender and Development laws, mandates, and issues before the conduct of the GAD Seminar-Workshop is TO SOME EXTENT with a Total Weighted Average Mean of 2.78. The employees possessed awareness to great extent along Anti-Violence Against Women and their Children Act with a mean of 3.60; Difference between "Sex" and "Gender" with a mean of 3.52; and Child Protection Policy on Child Sexual Abuse with a mean of 3.45. While a mean of 2.0 was reflected on other related gender laws and mandates. This shows that there is also a need to advance the GAD awareness advocacy just what Parveen (2007) recommends based on his findings on the low awareness level of women on the gender laws.

b. Employees' level of awareness on the Gender and Development laws, mandates, and issues after the conduct of the GAD Seminar-Workshop facilitated through cooperative and collaborative learning approaches

The following table shows the employees' level of awareness on the Gender and Development laws, mandates, and issues before the conduct of the GAD Seminar-Workshop

Table 2. Summary of Employees' Awareness Level on GAD laws, mandates, and issues after the conduct of the GAD Outdoor Seminar-Workshop

	Indicators	Total No. of Respondents (N)	Mean	(Level of Awareness)
A1	Magna Carta of women	51	4.00	Great Extent
A2	Violence Against Women and their Children Act	51	4.19	Great Extent
A3	Paternity and Maternity Leave CSC Rulings	51	4.15	Great Extent
A4	Solo Parent's Welfare Act and Parental Leave	51	3.87	Great Extent
A5	Primary Care Benefit Package for DepEd employees	51	4.06	Great Extent
A6	Child Protection Policy on Child Sexual Abuse	51	4.21	Very Great Extent
A7	Statistics on Gender Issues in the Philippines	51	3.71	Great Extent
A8	Gender Neutral Languages	51	3.83	Great Extent
A9	Difference between "Sex" and "Gender"	51	4.25	Very Great Extent
A10	Gender and Development Vision- Mission- Goal of the Philippines	51	3.83	Great Extent
11	Appropriate physical wellness exercises for men/women	51	3.98	Great Extent
	Total Average Weighted Mean (TAWM)	51	4.01	GE

The result reflected on Table 2 above shows that there is an awareness among employees on the Gender and Development laws, mandates, and issues to a great extent after the conduct of the GAD Seminar-Workshop with a Total Weighted Average Mean of 4.01. A group total average weighted mean difference of 1.19 is revealed when awareness level of employees is compared before and after the facilitation of GAD Seminar workshop through cooperative and collaborative learning approaches. awareness to very great extent is reflected along topics on Difference between "Sex" and "Gender" with a mean of 4.25; and Child Protection Policy on

Child Sexual Abuse with a mean of 4.21. While awareness to great extent is revealed among the rest of the topic, with Violence Against Women and their Children Act recording a mean of 3.60; and Statistics on Gender Issues in the Philippines with the lowest mean of 3.71.

The improvement can be partly attributed to the cooperative and collaborative approaches employed in facilitating the GAD Seminar Workshop.

c. Significance of the difference between the pre and post-test Mean Scores on the Level of Awareness of the Employees on Gender and Development Related Laws, Mandates and Issues

Table 3. Paired Samples Test Result on Significance of the Difference Between Pre and Post Test

	N	Correlation	Sig.
PRETESTMEAN & POSTTESTMEAN	51	0.064	0.653

	Differences Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-Test & Post Test	-1.23	0.666	-12.633	50	0.000

The obtained significance value is 0.00 which is lower than 0.05, this means that there is a significant difference between the Pre-test and Post-test. In conclusion, the level of awareness of the employees increases after the seminar-workshop facilitated through Cooperative and Collaborative approaches.

d. The extent of effect of the Cooperative and Collaborative Learning Approaches among the Employees in attaining the training objectives

Table 4. The perceived extent of effect of the cooperative and collaborative learning approaches in attaining the training objectives

	Aspect Indicators	Sub Means	Description
A	Coordination and Organization of Training Committees	4.15	GE
B	Facilitation of GAD Seminar Topics	4.13	VGE
C	Enjoyment of Leisure Time and Enhancement of Psycho-Social Skills	4.32	VGE
D	Conduct of Spiritual Retreat and Renewal of Commitment to DepEd	4.21	VGE
	Total Average Mean	4.20	GE

The table shows that the obtained total average weighted mean is 4.20, which means that the cooperative and collaborative learning approaches were perceived to have A GREAT EXTENT of effect in the attainment of the Gender and Development Training objectives among TCNHS employees.

- e. **The significance of the difference on the perceived extent of effect of the Cooperative and Collaborative Learning Approaches as a strategy in meeting the training objectives along the moderator variables of sex and department affiliation**

Table 5.1. Correlation of employees' level of awareness on GAD laws, mandates, and issues in terms of sex

ANOVA of Sex Groupings					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.0414	1	1.0414	4.4458	0.04
Within Groups	11.4777	49	0.2342		
Total	12.5191	50			

The p-value which is 0.04 is lower than 0.05, it means that there is a significant difference in the perceptions of the participants on the extent of effect of the GAD Seminar-Workshop facilitated through cooperative and collaborative learning approaches along sex. This can be further explained by the obtained means of the two groups which is reflected below. The female group has obtained the higher mean of 4.361 while the male group has 4.045 mean. In conclusion, the female employees perceived a greater degree of effect to VERY GREAT EXTENT than their male counterparts of GREAT EXTENT of the cooperative and collaborative learning approaches in attaining the training objectives.

Table 5.2. Correlation of employees' level of awareness on GAD laws, mandates, and issues in terms of departmental affiliation

ANOVA of Department Affiliation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.4961	8	0.1870	0.7126	0.679
Within Groups	11.0230	42	0.2625		
Total	12.5191	50			

The p-value which is 0.679 is higher than 0.05, which means that there is **NO SIGNIFICANT DIFFERENCE** in the perceptions of the participants on the extent of effect of the cooperative and collaborative learning approaches along Department Affiliation on the attainment of GAD training objectives.

Conclusions

In conclusion, the awareness of TCNHS employees on the Gender and development-related laws, mandates, and issues was to a moderate extent before the facilitation of the GAD seminar-workshop through cooperative and collaborative learning approaches, which signifies need for improvement. It improved to a great extent after the seminar-workshop which was facilitated by cooperative and collaborative learning approaches. This signifies increased awareness level among employees. It also presumes that employees' sex, and departmental affiliation have nothing significant to do with their level of awareness on GAD- related laws, mandates, and issues. Furthermore, the employee-participants perceived extreme level of effectiveness of the cooperative and collaborative learning approaches applied in facilitating the Gender and Development Seminar-Workshop in meeting the program objectives. And finally, the cooperative and collaborative learning approaches were perceived to have **a great extent** of effect in the attainment of the Gender and Development Training objectives among TCNHS employees; there exists a significant difference along sex with the **female** employees perceiving a **greater degree of effect** of the cooperative and collaborative learning approaches in attaining the training objectives as compared to their male counterparts; while department affiliation has no significant correlation on the employees perceived extent of effect.

It is then recommended that the school shall continue to conduct Gender and Development Seminar-Workshops and other related activities for TCNHS employees aimed at raising their awareness level on GAD laws, mandates and issues using cooperative and collaborative learning approaches. Similarly, other schools and institutions should consider adopting the cooperative and collaborative learning approaches as methodology in conducting their GAD and other training-workshops. Moreover, the School GAD Focal person and the committee must continue finding ways to enhance the approach especially on the delivery of Gender and Development-related content topics. And finally, research on male adult learning approaches should be undergone.

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The Researcher

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