

GENDER AND DEVELOPMENT (GAD) AND COMMUNICATION LITERACIES OF EMPLOYEES IN PUBLIC AGENCIES

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INTRODUCTION

- ➔ Modern times call for modern knowledge, attitude, skills, and practices. The world of work and public service has evolved into a demanding, fast-paced, and highly technological milieu (Beck, 2014; Diab-Bahman & Al-Enzi, 2020).
- ➔ The modern context of literacy is defined as the collection of knowledge, expertise, and perceptions required in continuously changing environments (Filipenco, 2021). Unlike before, when literacy meant the ability to read and write, today's literacy training is essential for maintaining high-quality service delivery.
- ➔ Given the global challenges and the pandemic, ongoing relevant enhancements in public service are necessary (Aguenza & Som, 2012; Dilulio, 2011). This study aims to address these issues and provide a foundation for improving GAD literacy and communication skills among public employees in the province.

OBJECTIVES

This research aims to determine the gender and development (GAD) and communication literacies of employees in public agencies in the municipalities of Tanay and Pililla, Rizal.

- 1 What is the level of GAD and communication literacies of the respondents?
- 2 Is there a significant difference in the level of GAD and communication literacies of the respondents in terms of agency, sex, age, monthly family income, length of service, rank, employment status, and nature of profession?

CONCEPTUAL FRAMEWORK

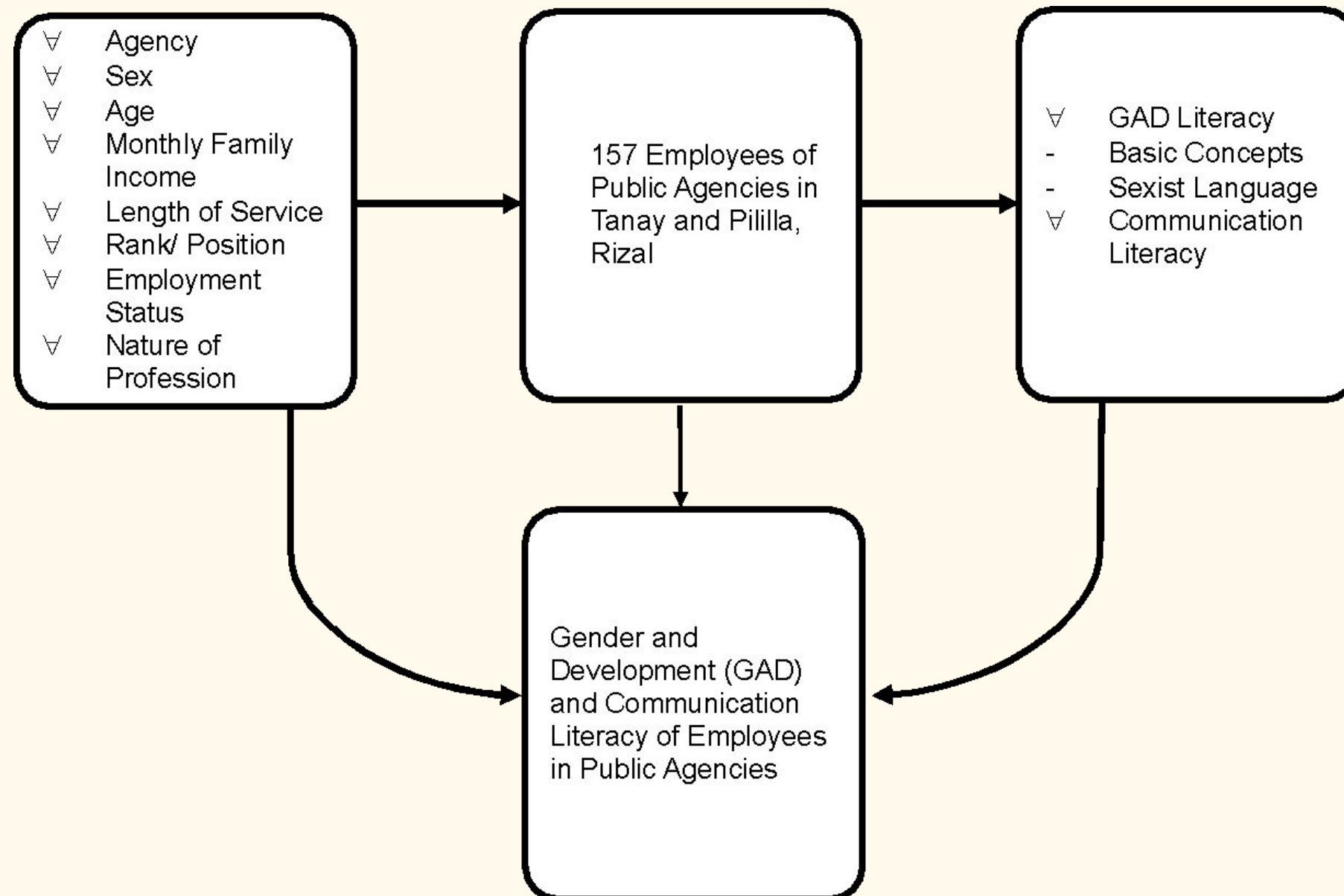
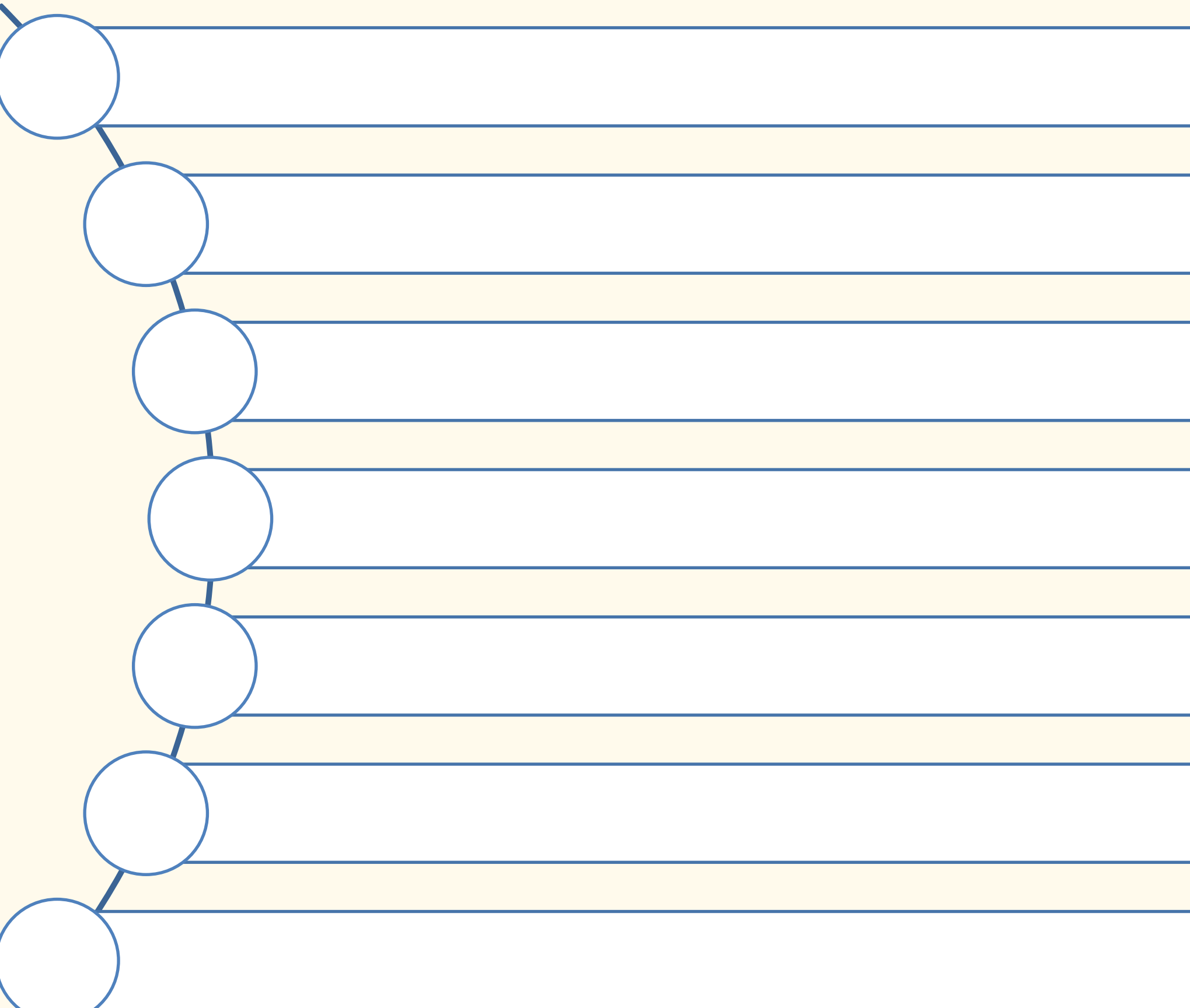


Figure 1. Conceptual Framework of the Study

- the interconnectedness of the frames containing demographic profiles such as agency, sex, age, monthly family income, length of service, rank/ position, employment status, and nature of profession of the 157 respondents to the two aspects of GAD Literacy (basic concepts and sexist language) and Communication Literacy
- components contribute toward determining the overall literacies focused on by the current study.

METHODOLOGY



| Verbal Interpretation | 10 | 20 |
|-----------------------|-------------|--------------|
| High | 6.67 - 10.0 | 13.34 - 20.0 |
| Average | 3.33 - 6.66 | 6.67 - 13.33 |
| Low | 0.00 - 3.32 | 0.00 - 6.66 |

RESULTS AND DISCUSSIONS

Table 2. Level of GAD literacy

| Aspects | Mean | Sd. | VI |
|-----------------|-------|-------|---------|
| GAD Concepts | 6.40 | 1.765 | Average |
| Sexist Language | 6.40 | 1.870 | Average |
| Total | 12.80 | 3.233 | Average |

Table 2 shows the respondents' GAD literacy level, which was found to be average in both GAD concepts and sexist language, yielding a total mean of 12.80. The obtained mean reveals their commonality despite originating from five different agencies and backgrounds. These results suggest that if a higher literacy level is desired, an enhancement program can help. Berling (2000) affirmed that continuous improvement (CI) equips people to deliver better service to the clientele of various organizations, thereby achieving the organizational goals. Moreover, employees who have consideration of future consequences (CFC) produce a higher quality of work than those with lower CFC (Graso & Probst, 2012).

RESULTS AND DISCUSSIONS

Table 3. Level of Communication Literacy

| Aspect | Mean | Sd. | VI |
|------------------------|-------|-------|---------|
| Communication Literacy | 11.52 | 2.999 | Average |

Table 3 shows the respondents' level of Communication Literacy was found to be average, with a mean of 11.52, indicating that they possess knowledge of modern communication to perform daily functions. If higher literacy, however, is desired, results suggest that a communication enhancement program be considered. Ibrahim et al. (2017) posited that communication skills are the top priority at work. In any field, it is considered as core of employability skills (Bharathi, 2011).

RESULTS AND DISCUSSIONS

Table 4

Significant Difference in the Level of Gender and Development (GAD) Literacy of the Respondents in terms of Agency

| | SV | SS | df | MS | F | Sig. | Ho | VI |
|-----------------|----------------|-----------|-----------|-----------|----------|-------------|-----------|-----------|
| GAD Concepts | Between Groups | 64.441 | 4 | 16.110 | 5.813 | .000 | R | S |
| | Within Groups | 421.279 | 152 | 2.772 | | | | |
| | Total | 485.720 | 156 | | | | | |
| Sexist Language | Between Groups | 130.802 | 4 | 32.700 | 11.979 | .000 | R | S |
| | Within Groups | 414.918 | 152 | 2.730 | | | | |
| | Total | 545.720 | 156 | | | | | |

With significant difference:

- Agency
- Sex
- Monthly Family Income
- Employment Status
- Nature of Profession

With no significant difference:

- Age
- Length of Service

CONCLUSIONS

The current study has showed that the respondents possess an average level of GAD and communication literacy.

Further, they have knowledge of the principles of gender and development and modern communication. However, since this knowledge falls on the average level, it was considered wanting, thus, following the notion that it can still be brought to a high or advanced level. Meanwhile, the respondents' literacy level always vary with variables such as agency and monthly family income.

IMPLICATION AND RECOMMENDATIONS

The results of study imply a need for enhancement program in both GAD and modern communication.

- ➔ Public agencies may consider including in their staff development plan the GAD mainstreaming and modern communication seminar-workshops or training courses aimed at advancing the employees knowledge, skills, and practice.
- ➔ Partnerships and collaborations with higher education institutions (HEIs) and other service providers may be established to ensure quick access and sustainability.
- ➔ The GAD focal person may design a long-term comprehensive GAD training plan.



THANK YOU!