

TRANSLATING THEORY INTO PRACTICE: THE GENDER AND DEVELOPMENT TRAINING EVALUATIONS USING KIRKPATRICK'S MODEL

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ABSTRACT: *The study aimed not only to evaluate participants' reactions, learning, behavioral change, and applications of the Gender and Development (GAD) training attended but also to obtain suggestions for improving future training. A mixed method was used. Random sampling was applied in selecting the participants. Twenty-eight teachers and staff were involved. The convergence of data and information revealed that GAD training brought significant and favorable benefits to the participants. However, the participants were keen on the qualifications of the resource speakers, mediocre attendees, repetition of topics, involvement of other stakeholders, and planning and organizing the training. It also revealed that the participants highly regarded the applicability of the concepts presented in the GAD training. It was suggested that GAD organizers strategize and thoroughly plan by looking at every training detail.*

Keywords: Gender and Development (GAD), Kirkpatrick model, evaluation, training, SPAMAST

1. INTRODUCTION

Any program's success relies on evaluations to assess its effectiveness and identify areas for improvement [1]. For gender sensitivity programs, essential elements of assessment include gender mainstreaming technology for organizational maturity [2], examination of existing policies [3], conducting needs analysis [4], assessing the impact of training [5], and effective planning and implementation of evaluation [6].

These key elements must be addressed not only in academic institutions but also in communities. Unfortunately, schools and educational policy-making in Austria, the Czech Republic, and Hungary have struggled to address gender inequality issues among students [7]. Additionally, achieving gender sensitivity has been a slow and challenging process [8], and gender equality in higher education faces critical challenges [9].

Gender sensitivity evaluation offers several benefits. In reference to [10, 11], it can lead to developing a conceptual evaluation framework to assess gender equality interventions. Additionally, it promotes the recognition of the significance of attitudinal aspects in gender awareness and gender-role ideology [12]. Academic institutions can benefit by realizing the importance of capacitating human resources, aligning with gender-oriented visions and missions, and fostering a gender-oriented culture [13]. Furthermore, gender sensitivity evaluation aids in gaining a better understanding of gender dynamics [14], supports advocacy efforts [15], and encourages the systematic use of a gender lens in various initiatives [6].

In the Philippines, a patriarchal culture deeply rooted in the country's history of colonization has led to the perception of women as homemakers, subordinate to men, and objectified as sexual objects [16]. Despite efforts to address the cultural stereotyping of women through Gender and Development (GAD) training [17], misconceptions and gender biases persist. To effect change, it is crucial to integrate gender-sensitive issues into academic curricula and deliver them through trained mentors in a culturally sensitive manner appropriate for different age groups [15]. In particular, instilling gender sensitivity in young males' cognition is vital to foster their understanding of gender issues from broader perspectives [18]. However, an impactful gender-sensitive program in academia needs strong leadership and action [19].

Research Objectives

The primary aim of this study was to determine the evaluation of the participants in the Gender and Development training conducted. Particularly, this investigation sought to determine the level of reactions of the participants of the GAD training conducted; ascertain the level of learning after the participants attended the GAD training; determine the participants' behavioral change after they participated in the GAD training; assess the level of application of the participants after the GAD training; and ascertain the suggestions of the participants to improve the conduct of the GAD training in the future.

Theoretical Framework

This study utilized Kirkpatrick's Evaluation Model (KEM), a widely recognized technique for measuring the effectiveness of training programs [20]. KEM is highly popular and commonly used in various sectors to evaluate training and development initiatives [21]. In reference to [22], KEM is the most common evaluation method use by many.

KEM incorporates four levels of criteria: Level 1 Reaction measures participants' responses to the training; Level 2 Learning assesses their comprehension of the material; Level 3 Behavior evaluates their application of the learning in the workplace; and Level 4 Results estimate the training's impact on their performance [23]. Given that the GAD training aimed to influence participants' understanding of the role of women, their attitudes, and their ability to interact with women, KEM was a suitable model for this study. It collected valuable participant feedback about how the GAD training positively affected their lives and interactions with other genders.

2. METHODOLOGY

Research Design

A mixed-methods approach incorporating the evaluative method was used. The quantitative method, in reference to [24–26], focused on objective measurements and numerical analysis. In this study, Kirkpatrick's Evaluation Model (KEM) was utilized through a researcher-made questionnaire. The qualitative-evaluative method captured the participants' confessions, thoughts, narratives, and reflections, as mentioned by [27]. In reference to [28–31], the primary goal of the qualitative method is to understand the meaning of human experiences and evaluate their worth and value. The

qualitative data collected through the questionnaire was used to triangulate the findings with the quantitative data for enhanced reliability.

According to [32], the evaluative method evaluated the effectiveness of a particular program. In this study, it was employed to assess the participants' perceptions of the GAD training and gather suggestions for improvement. It also helped highlight the processes in the program's conduct [33], explore challenges, propose solutions, and determine future directions [34]. It also allowed for a thorough and scientific evaluation of the program [35, 36].

Research Instruments

Two research instruments were used. The first instrument was the KEM, and the second was the researcher-made structured interview. The first instrument measured the level of the participant's gender role awareness, while the second instrument obtained the participants' experiences during the GAD training. These instruments were subjected to validation by experts. In reference to [37–38], validation of the research instrument is critical to information gathering. The researcher-made structured interview was validated to make the data reliable and credible.

Research Participants

The study participants were SPAMAST faculty members and staff who participated in the GAD training from 2018–2020. However, only 28 gave their consent to participate.

3.RESULTS AND DISCUSSION

Level of Participants' Reactions

The level of participants' reactions to the GAD training obtained an overall average mean of 4.16, described as high. It suggested that the participants found the training favorable, engaging, and essential. Among the indicators, the statement *"I would recommend similar training to be conducted by the SPAMAST GAD office"* gained the highest mean of 4.39. It implies that the participants believed the GAD training was worth sharing, and they were convinced that the concepts they obtained were significant and beneficial. In reference to [39] trainers were usually motivated when the training had defined relevance to their practice. In this study, the participants recommended the GAD training because it constitute their academic performance. In reference to [40] discovered in their investigation that trainees are most likely to attend training if they understand the essential impact of the activity on their profession. The researcher assumed that those participants who participated in the training fully deciphered the relevance of the GAD training. In reference to [41] trainees' information about the activity significantly motivated them to attend it. Likewise, [42] mentioned that pertinent information about the training highly contributed to the trainee's voluntary attendance. Thus, the researcher believed that thorough activity promotion was necessary so that participants would be well-informed and participate.

Level of Participants' Learning

The participants' learning from the GAD training received an overall average mean of 4.0, indicating a high level of learning. It suggests that the participants successfully acquired the training's intended knowledge, skills, attitudes, confidence, and commitment. Specifically, they appreciated the applicability of GAD concepts in their lives and the

speakers' abilities in explaining and addressing their queries, both of which obtained a high average mean of 4.14.

The study highlighted the importance of the learning transfer environment in influencing the participants' learning transfer. In reference to [43], the organization's culture significantly supports learning transfer factors. In this college-wide GAD program, teachers and staff were vital stakeholders who needed to be equipped with gender sensitivity knowledge since they interacted with individuals from diverse gender backgrounds. Their environment greatly influenced their acquisition of GAD concepts. The findings also supported previous research [41], indicating that the training transfer climate was linked to perceived training transfer. The college-wide GAD program's success depended on the trainers' expertise, content knowledge, teaching abilities, training style, and credibility. These factors significantly influenced the transfer of learning to the participants, aligning with the claims of [44–45].

Scale	Scale Interval	Description	Interpretation
5	4.21-5.00	Very High (VH)	The indicator was consistently observed.
4	3.41-4.20	High (H)	The indicator was frequently observed
3	2.61-3.40	Moderate (M)	The indicator was moderately observed.
2	1.81-2.60	Low (L)	The indicator was rarely observed.
1	1.00-1.80	Very Low (VL)	The indicator was never observed.

Level of Participants' Behavior

The level of participants' behavior gained from the GAD training had an overall average mean of 3.94, described as high. It implies that the participants can apply what they learned from the training in their workplaces and at home. Among the indicators, the statement *"I am now sensitive to genders compared to before"* obtained a 4.21 with a description of high. It implies that the training opened the participants eyes to equality and the importance of all genders. It also indicated that the training changed the participants' perspectives on gender.

Trainees were able to apply what they learned from the GAD training because the trainers focused on the correction and evaluation of gender. In reference to [46], corrections enhance trainees' acquisition of self-regulation skills and self-efficacy, which facilitate learning application. Generally, GAD trainings involve the analysis of cases, and those cases are narrated. This technique explained why the participants could apply what they learned from the training. In reference to [47], narration was essential to registering knowledge learned. Narration supports the externalization of tacit knowledge. Thus, the researcher believed techniques like storytelling or narration were necessary for training because they contextualized trainees' life experiences.

Level of Results of GAD Training

The results of the GAD training obtained an overall average mean of 4.07, described as high. It implies that the training had favorable results for the participants. Among the indicators, the statement *"The invited speakers for the*

GAD training were experts obtained a 4.32 with a description of high. It implies that the participants were impacted by the speakers' abilities to share their knowledge and by answering salient questions raised during the training. It further means that the participants looked into the integrity of the speakers. The results of assessing whether the training positively affected the trainees' performance echoed the consequences of what they had learned from the GAD training. As noticed, the results highly regarded the competence of the speakers. It implies that the trainees greatly rely on the capabilities of the resource speakers. If the speakers have the ability, efficiency, proficiency, qualification, and communication skills, the training will most likely have effective results.

Evaluation of the Gender and Development Program

The themes of evaluation of the GAD training were grouped into two categories: favorable and unfavorable aspects. In terms of the favorable aspect, the participants typically liked the GAD training because it promoted understanding and clarification of issues related to gender roles. However, only some participants were keen on the speakers' ability to deliver the topics and handle the training. Some others enjoyed the issues presented, while others enjoyed the engaging activities given.

On the other hand, non-favorable responses obtained variant responses. A handful of participants responded to the question about what they didn't like about the GAD training. Some participants observed that the GAD training was exclusive to employees. They thought that it would be better to involve other stakeholders. Likewise, other participants mentioned that disinterested participants were forced to attend the compliance training. Moreover, some participants disliked the training because it lacked preparation. The training had limited time and repeated topics, and the invited speakers were not GAD experts. It implies that the training could have been more thoroughly planned. The participants' variant responses indicate that they looked at the training in different aspects.

Application of the Gender and Development Programs

Despite the variations in the evaluation results, the participants generally understood the goal of the GAD training they attended. They were convinced that the GAD training they attended aimed solely at promoting and understanding the roles of different genders. Thus, the acquired concepts steered them to apply them in dealing with other genders, such as respecting women and LGBTQ+ people and becoming sensitive. But despite the participants' general understanding of the GAD training goals, they only apply the concepts they learned.

Suggestions for Improvement of the Gender and Development Program

Generally, the participants suggested that organizers of the GAD training may strategize and plan the activities. It indicates that organizers may adopt the proactive concept,

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which requires prior and detailed planning. It was also suggested that other stakeholders' participation in the GAD training may be considered. It implies that the participants value the role of the stakeholders in implementing the Gender and Development program.

Convergence of Results

The quantitative and qualitative data supported the notion that the GAD training had significant and favorable benefits for the participants. Regarding qualitative feedback, the participants appreciated the speaker's ability to convey concepts effectively and the choice of topics and activities prepared for the training. However, it was noted in the qualitative data that some participants were observant that only SPAMAST employees were invited, not industry partners and parents.

Furthermore, some participants expressed concerns about the level of engagement and competence of certain speakers, which was evident in the qualitative feedback. The quantitative data did not reflect these observations, where most participants rated the speakers' abilities highly. The discrepancy between the two data sets could be attributed to the fact that only a few participants commented on the speakers' incompetence. At the same time, the rest may not have felt as strongly about it.

Despite the variance in their opinions on the speakers' abilities, the quantitative and qualitative data indicated that the participants acquired the intended concepts, skills, attitudes, confidence, and commitment through the training. They reported positive changes in their behavior and increased applicability of the concepts learned. Both data sets revealed that the participants became more sensitive, which suggests that the training positively impacted their attitudes and perspectives.

In summary, the study showed that the GAD training significantly benefited the participants. While there were some discrepancies between the quantitative and qualitative data regarding the assessment of the speakers' abilities, both data sets confirmed that the training was effective in imparting knowledge and influencing behavioral changes among the participants.

4. CONCLUSION

The concept of gender development is not new; however, its implementation remains challenging. Conducting training may be one of the best options in academia; however, thorough planning is essential to address not only the goals but also the intended populations. Organizers need to adopt holistic and proactive approaches. It means that the implementation of the GAD program may not be a one-shot deal. It may be shown year-round so that knowledge dissemination, behavioral change, and concept application may be attained to the fullest. Thus, strategizing and planning may be considered essential aspects of the GAD program

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