

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

Ariel E. San Jose¹

¹Southern Philippines Agribusiness and Marine and Aquatic School of Technology
Malita, Davao Occidental, The Philippines

e-mail: arielsanjose74@gmail.com

ABSTRACT

The aim of this study was not only to evaluate the participants' reactions, learning, behavioral change, and applications of the Gender and Development (GAD) trainings they attended but also to obtain suggestions for the improvement of succeeding trainings. Mixed method was used. Random sampling was applied in selecting the participants. Twenty-eight teachers and staff were involved. Convergence of data and information revealed that GAD trainings 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; planning and organizing of the trainings. It also revealed that the participants highly regarded the applicability of the concepts presented in the GAD trainings. It was suggested that GAD organizers need to strategize and make thorough planning by looking at every detail of the trainings.

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

1) INTRODUCTION

Success of any programs may not be claimed unless an evaluation is conducted. Moreover, no appropriate suggestions for improvement may be offered if there are no accomplished assessments (San Jose, 2019). In the context of gender sensitivity program, several authors mentioned some essential elements of evaluation: gender mainstreaming technology to promote organization maturity (Fesenko & Fesenko, 2017); existing policies (Jahan & Haq, 2019); needs analysis (Rajkamikar, 2019); trainings (Geethakutty, 2020) and planning and implementing of evaluation (Zeeshan, Khan, & Hussain, 2019). However, it is observed that these key and crucial elements are either non-existence or neglected not only in the academic institutions but also in the communities. Krišová, Redai, & Schneider, (2020) attested that schools and educational policy-making in Austria, Czech Republic, and Hungary are in general are unable to address gender inequality issues among their students. Additionally, Cardinosa-Queriones (2018) reported that gender sensitivity issue has been a slow process. Also, Rosa and Clavero (2020) observed that gender equality in higher education today is at a crossroads.

Gender sensitivity evaluation may offer several benefits. Lindsay, Rezai, Kolne, & Osten (2019); Schmidt and Graversen (2020) mentioned that evaluation may lead to development of a conceptual evaluation framework design which can assess gender equality interventions. Likewise, gender sensitivity evaluation can promote realization on the importance of attitudinal aspects of gender-awareness and gender-role ideology (Rrustemi, Locatelli, Schwarz, Lagro-

Janssen, Fauvel, & Clair, 2020); also, academic institutions may realize capacitating human resources, vision, mission, and creating gender-oriented culture (Wigati, 2019); gain better understanding gender dynamics (Holmes, 2019); advocacy (Guerrina, 2017); and develop systematic use of gender lens (Zeeshan et al., 2019).

In the Philippines, patriarchal culture had been embedded due to the long history of colonization. Women are conceived as homemakers, as subordinated to men, and as sexual object (Anonuevo, 2000). Even if there were efforts to correct those cultural role-stereotyping on women, misconceptions and gender biases were not corrected despite Gender and Development (GAD) trainings (Sumadsad & Tuazon, 2016). It is therefore essential to integrate gender-sensitivity issues in the academic curricula and be delivered by trained mentors in an age-appropriate and culturally-sensitive manner (Guerrina, 2017). Gender sensitivity has to be inculcated in the cognition of young males so that they understand and address gender issues with broader perspectives (Sedall, 2019). However, impactful gender-sensitive program in the academe needs strong leadership and actions (Mazzotta, Nardo, Pastore, & Vingelli, 2020).

Research Questions

The primary aim of this study is to determine the evaluation of the participants to the Gender and Development trainings conducted. Particularly, this investigation sought to answer the following relevant questions:

1. What is the level of reactions of the participants for the Gender and Development trainings conducted?
2. What is the level of learning of the participants for the Gender and Development trainings conducted?
3. What is the level of behavioral change of the participants for the Gender and Development trainings they attended?
4. What is the level of applications of the participants for the Gender and Development trainings they attended?
5. What suggestions the participants can offer to improve the conduct of the Gender and Development trainings in the future?

Significance of the Study

The findings of this study may benefit the following individuals or group of individuals:

1. GAD Coordinator. The results of this study would give this individual essential data on how the participants assessed the Gender and Development trainings conducted and make necessary actions to improve the succeeding plans.
2. Faculty and Staff. The results of the study could contribute to the knowledge of these individuals how the most of the personnel gauged the GAD trainings. Also, they could incorporate the results of the study in their lessons about gender and development.
3. Future Researchers. The results of this study could become basis of the future researchers to identify the gap. A possible gap would be the segregation of males, females, and lgbtq+s responses to the trainings and specifically look into their responses.

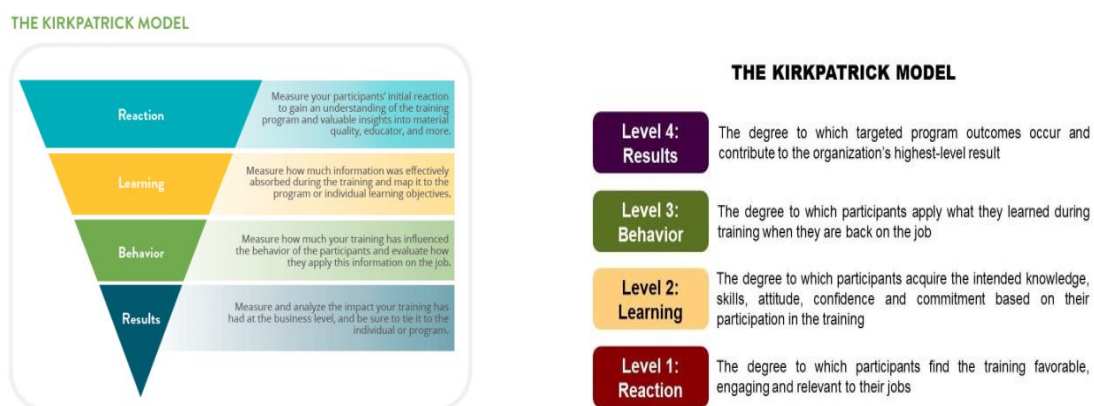
Theoretical Framework

This study was anchored on Kirkpatrick's Evaluation Model. Kirkpatrick's Evaluation Model (KEM) is widely used evaluation technique in measuring the effectiveness of training programs (Chrysafiadi & Virvou, 2013). According to Reio, Rocco, Smith, & Chang (2017), KEM is one of the most well-known and commonly used evaluation models for training and development programs. It is used by various individuals in a variety of sectors to determine the effectivity of the conducted trainings. Miller (2018) mentioned that majority of 81% of HRD executives place

some value on training evaluation and 67% use the Kirkpatrick Evaluation Model. Thus, KEM is by far the most common method.

KEM considers four different levels of criteria: Level 1 Reaction is a measure that tests how people respond to the trainings. Level 2 Learning examines whether they fully comprehended the teaching. Level 3 behavior assesses whether they are applying what they have learned at work, while Level 4 results assesses whether the training has had a positive effect on their performance (Kirkpatrick, 1998). Since the Gender and Sensitivity trainings dictated how the participants considered the trainings, this model was suitable for this study. It also gathered feedback from participants about how the GAD trainings helped them in their understanding about the role of women; about what changes in their attitudes brought by the trainings; and what significant contribution the GAD trainings had brought to their lives specifically in dealing with women.

Figure 1. The Kirkpatrick Model



2) METHODS

Resign Design

This study used the mixed method. The first method was quantitative which according to Ahmad and Massie (2020); Pangemanan, Worang, & Arie (2020); Rakian, Lapian, & Tielung (2020) stresses on objective measurements and numerical analysis. In the context of this study, the Kirkpatrick Evaluation Model (KEM) was used to determine the participants' evaluation of the GAD trainings. The second method is qualitative-evaluative. Brinkman and Kvale (2014) mentioned that the main purpose of qualitative method is to obtain personal confessions, thoughts, narratives, and reflections of the participants. Alase (2017); Rosenthal, 2016; San Jose, Bahket, & Alsalhi (2017) also pointed out that the primary goal of qualitative method is to understand the meaning of human experiences and investigate the worth and value of the experiences while San Jose and Mortos (2017) averred that qualitative method is not the end in itself but a preliminary to understand better the information. In this study, a researcher-made questionnaire will be constructed to cull from the participants their personal encounters with the GAD trainings. In a sense, the qualitative method will triangulate the quantitative data; hence, findings of the study will become reliable.

On the other hand, evaluation method is used to determine how the participants find the trainings and what suggestions they can offer to improve the GAD trainings. Vedung (2017) said that evaluative method usually measures the impact of a particular program. This view is supported by Caraher and Cowburn (2015) who opined that evaluative study highlights the processes that happened in the conduct of the activity. Likewise, other authors mentioned that evaluative method is used to examine the challenges, solutions, and future directions of a program (Raine, Fitzpatrick,

& de Pury, 2017) and better understand the implementations (King, Dawson, Rothberg, & Batmaz 2017). Moreover, San Jose (2019) said that through evaluation of the program, a scientific and well-thought may be conducted.

Research Instruments

Two research instruments used to obtain the essential information. The first instrument was the Kirkpatrick’s Evaluation Model while the second was the researcher-made.

The primary aim of this study is to determine the evaluation of the participants to the Gender and Development trainings conducted.

The first instrument evaluated the participants’ reactions, learning, behavioral change, and application of the GAD trainings. The second instrument was a structured-interview questionnaire which obtained the participants’ experiences on the conduct of the GAD trainings. These instruments were subjected to expert validation. According to Assegaff, Kurniabudi, & Hendri (2016); Bichi, Talib, Embong, Supie, & Khairuddin (2019) validation of research instrument is critical aspect in information gathering. Validation of research-made survey and interview questionnaire make those reliable and credible.

Scale	Scale Interval	Description	Interpretation
5	4.21-5.00	Very High (VH)	The indicator described was always observed or the condition was very high.
4	3.41-4.20	High (H)	The indicator described was frequently observed or the condition was high.
3	2.61-3.40	Moderate (M)	The indicator described was moderately observed or the condition was met.
2	1.81-2.60	Low (L)	The indicator described was rarely observed or the condition is low.
1	1.00-1.80	Very Low (VL)	The indicator described was never observed or the condition is very low.

Research Participants

The participants of the study were the SPAMAST employees who participated in the GAD Gender Sensitivity trainings from 2018-2020. These participants were composed of faculty and staff. However, only those who gave their consents to participate in the study were considered. Twenty-eight individuals willingly participated.

Procedures of the Study

This study followed three phases: mapping and formulation of research proposal; construction of research questions, and gathering of information.

Mapping and formulation of research proposal. Preliminary investigation was conducted through the Filipino Indigenous Methods (FIM) particularly pakikipagkuwentuhan (chatting with people) and patanong-tanong (asking questions). After doing these to approach, the research learned that the Gender and Development (GAD) had conducted two trainings in 2018-2020 which were participated by all employees of SPAMAST; however, no evaluation was conducted.

Construction of instrument and research questions. In the construction of the first research instrument, the researcher patterned the questions from Kirkpatrick Evaluation Model (KEM). KEM has four levels (Reaction, Learning, Behavior, and Results). The researcher constructed four statements for each level. On the other hand, the research questions were open ended focused on the participants’ reactions, learning, behaviors, results, and suggestions.

Gathering of information. The instruments were sent through their emails to the selected participants together with the consent forms. However, the turn-over of responses was not favorable; hence, the researcher gave the questionnaires personally, following the minimum health protocols, to the selected participants.

Analysis of Data. The quantitative data obtained from the survey were collated, tallied, and analyzed while the qualitative information was coded and thematically analyzed.

3) RESULTS AND DISCUSSION

Table 1. Level of Participants' Reactions on Gender and Development Trainings Conducted

Level 1 Reactions	Over-all Mean	Description
1. I was satisfied with the Gender Sensitivity trainings I attended from 2018-2020.	4.10	High
2. The Gender Sensitivity trainings enhanced my knowledge on gender.	4.14	High
3. The Gender Sensitivity trainings were relevant to what I might be expected to do to present, prepare for, or response to any gender issues.	4.10	High
4. The Gender Sensitivity trainings provided contents that were essential to my job in SPAMAST	4.10	High
5. The Gender Sensitivity trainings motivate me to pursue more about the issues of gender.	4.14	High
6. I would recommend similar trainings to be conducted by the SPAMAST GAD office.	4.39	High
Over-all Average Mean	4.16	High

Table 1 presents the level of participants' reactions on Gender and Development (GAD) trainings conducted. It obtained an over-all average mean of 4.16 which was described as high. It suggested that the degree to which participants find the trainings favorable engaging and essential. Among the indicators, the statement "*I would recommend similar trainings to be conducted by the SPAMAST GAD office*" gained the highest mean of 4.39. It implies that the participants believed that the GAD trainings were worth sharing and were convinced that the concepts they obtained from the trainings were significant and beneficial. Gostlow, Marlow, Babidge & Maddern (2017) in their study found that trainers were usually motivated when the trainings had defined relevance to their practice. In this study, the participants likely to recommend the GAD trainings because those trainings generally constitute their performance in the academe. Kodwani and Kodwani (2021) discovered in their investigation that trainees most likely to attend trainings if they understand the essential impact of the trainings to their profession. The researcher assumed that those participants who attended the trainings with mediocrity did not fully deciphered the relevance of the GAD trainings or their doubts were stimulated by the unpreparedness of the organizers - the lack of dissemination of the trainings. Kodwani (2017) trainees' information about the trainings provided significant motivation to trainees attendance. Likewise, pertinent information of the trainings according to Aziz and Ahmed (2011) highly contributed to the trainees voluntary attendance. Thus, the researcher believed that thorough preparations for the trainings needed to be done.

Table 2. Level of Participants' Learning on the Gender and Development Trainings Conducted

Level 2 Learning	Over-all Mean	Description
1. I gained the skills on how to deal with gender issue through the trainings.	4.00	High
2. I understand all the concepts presented in the Gender Sensitivity trainings.	3.96	High

3.	I can apply the knowledge and skills I learned from the Gender Sensitivity trainings at home and at work.	4.14	High
4.	The speakers in the Gender and Sensitivity clearly explained and answered the queries which deepened my understanding.	4.14	High
5.	The speakers' presentation skills helped in me understanding the complex issues about gender.	4.03	High
6.	I had noticed that the Gender Sensitivity trainings changed my colleagues dealing with women.	3.78	High
Over-all Average Mean		4.01	High

Table 2 shows the level of participants' learning obtained from the Gender and Development (GAD) trainings conducted. It gained an over-all average mean of 4.0 described as high. It implies that the participants have acquired the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in the trainings. Among the indicators, the statements, "I can apply the knowledge and skills I learned from the Gender Sensitivity trainings at home and at work," and "the speakers in the Gender and Sensitivity clearly explained and answered the queries which deepened my understanding," both obtained 4.14 with verbal descriptions of high. It indicated that the participants appreciated the applicability of the GAD concepts into their lives and that they appreciated the abilities of the speakers in responding the queries which enlightened their doubts. Chatterjee, Pereira, & Bater (2018) mentioned that learning transfer environment systematically affect the transfer of learning. They further stated that the organization's culture and support the learning transfer factors more than others. Likewise, Kodwani (2018) opined that training transfer climate was linked to perceived training transfer. In this study, it was given that GAD program was a college-wide endeavor and teachers and staff were part of the stakeholders. It was imperative that these individuals needed to acquire knowledge on gender sensitivity concepts because they dealt with all kinds of gender. Thus, their environment greatly influenced their acquisition of the Gender and Sensitivity concepts.

Interestingly, the results of this study on trainers' expertise which influenced the learning transfer concretized Granado's (2019) and Brion's (2020) claimed that trainers' content knowledge, teaching abilities, training style, and credibility significantly affect transfer of learning to the trainees. It implies that organizers of GAD trainings need to invite only those individuals who are practitioners of Gender and Development and not just anybody else.

Table 3. Level of Participants' Behavior on the Gender and Development Trainings Conducted

Level 3 Behavior	Over-all Mean	Description
1. I am applying the concepts I learned from the Gender Sensitivity trainings in my daily work.	4.17	High
2. I noticed changes at my co-workers behaviors after the conduct of Gender Sensitivity trainings.	3.67	High
3. Compared before, I am now motivated to talk about gender sensitivity issues.	3.89	High
4. After the Gender Sensitivity trainings, I am now doing the tasks which were usually for women.	3.85	High
5. The Gender Sensitivity trainings changed my dealings with my co-workers.	3.82	High
6. I am now sensitive to genders compared before.	4.21	High
Over-all Average Mean	3.94	High

Table 3 reveals the level of participants' behavior gained from the Gender and Sensitivity (GAD) trainings. It gained an over-all average mean of 3.94 with a verbal description of high. It implies that the participants are able to apply what they learned from the trainings in their workplaces and at home. Among the indicators, the statement "I am now sensitive to genders compared before" obtained 4.21 with a description of high. It implies that the trainings opened

the participants on the equality and importance of all genders. It also indicated that the trainings changed the perspectives of the participants on how they viewed gender.

Trainees are able to apply what they had learned from the GAD trainings because those trainings discussed correction and evaluation of some views about gender. According to Ran and Huang (2019) error corrections enhanced trainees acquisition of self-regulation skills and self-efficacy which facilitate application of learning. It could be noted that usually GAD trainings involved analysis of cases and those cases were narrated. This technique may also be a contributory factor why the participants were to apply what they learned from the trainings. Gouvea, Santoro, & Cappelli (2017) found that storytelling was an essential tool to register knowledge learned. Story telling supports externalization of tacit knowledge. Thus, the researcher believed that techniques are essential elements in the conduct of trainings for the trainees to decipher the concepts and therefore apply those to their lives.

Table 4. Level of Results of Gender and Development Trainings Conducted

Level 4 Results	Over-all Mean	Description
1. The GAD team had obtained its goals in the conduct of the Gender Sensitivity trainings to the college personnel.	4.21	High
2. I believed all attendees were satisfied with the outcomes of the Gender Sensitivity trainings conducted.	3.89	High
3. Through the Gender Sensitivity trainings, the gaps between men and women's in the college were improved.	3.82	High
4. The Gender Sensitivity trainings were organized.	4.21	High
5. The invited speakers for the Gender Sensitivity trainings were experts.	4.32	High
6. Overall, the Gender Sensitivity trainings conducted were effective.	4.00	High
Total Average Mean	4.07	High

Table 4 shows the level of results of Gender and Sensitivity (GAD) trainings conducted. It obtained an over-all average mean of 4.07 with a verbal description of high. It implies that the trainings had favorable results to the participants. Among the indicators, the statement "The invited speakers for the GAD trainings were expert" obtained 4.32 with a description of high. It implies that the participants were impacted by the speakers' abilities in sharing their knowledge and on answering salient questions raised during the trainings. It further implies that the participants looked into the integrity of the speakers.

The results in the assessment whether the training had positive effect to the performance of the trainees echoed the results of what they had learned from the GAD trainings. 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. It further implies that if the speakers have the ability, efficiency, proficiency, qualification, and skills to communicate, most likely the the trainings will have effective results to the trainees. Thus, communication skills are essential for someone to be considered an effective speaker.

Table 5. Themes and Core Ideas on Gender and Development Trainings Conducted

Themes	Core Ideas	Frequency of Response
Evaluation of the Gender and Development Program	- promotion of knowledge and issues	Typical
	- abilities of speakers	Variant
	- selection of topics	
	- engaging activities	
	- No response	Variant
	- involving other stakeholders	

	- disinteresting participants	
	- organizing the event	
	- limited time	
	- repeating of topics	
	- expertise of speakers	
Application of the Gender and Development Program	- understanding the role of women	General
	- applying GAD concepts	
	- respecting women	Variant
	- becoming sensitive	
	- sharing with others	
Suggestions for Improvement of Gender and Development Program	- strategizing and planning of activities	General
	- including other stakeholders	Variant

Evaluation of the Gender and Development Program

The theme on evaluation of the GAD Program was grouped into two; the favorable and unfavorable aspects of the program. In terms of the favorable aspect, the participants typically liked the GAD program because it promoted understanding and clarified issues on the roles of gender. Few participants were keen on the speakers' ability in delivering the topics and handling the seminar. Still few others enjoyed the topics presented while others enjoyed the engaging activities given to the participants. On the other hand, non-favorable responses obtained variant responses. A handful of participants opted to respond to the question on what they didn't like about the GAD program but few participants observed that the GAD seminars were exclusive only to the employees. They thought that it would be better to involve other stakeholders. Likewise, other few participants mentioned that there were disinterested participants. It showed that those participants were forced to attend the seminars for compliance. Moreover, other few participants disliked the seminars because the events were not fully-organized. The seminars had limited time, repeated topics and invited speakers had no GAD expertise. From these results, it can be implied that the participants although the evaluation were notable, oneness of responses was not achieved - an indication that the participants looked at the webinars in different aspects.

Application of the Gender and Development Programs

Despite the variations of the evaluation results, the participants generally understood the goal of the GAD trainings they attended. They were convinced that the GAD Program they attended had sole aimed promoting the women. Hence, the thought led them to understanding the role of women and steered them to apply the concepts of GAD. It implies that the participants were very aware why GAD trainings were conducted. As results, some participants were able to apply the concepts they learned such as respecting women, becoming sensitive, and sharing with others. It further implies that albeit the participants' general understanding of the GAD training goals, not all apply the concepts they obtained.

Suggestions for Improvement of Gender and Development Program

Generally, the participants suggested that organizers of the GAD trainings need to strategize and plan the activities of the events. This implies that most participants observed the lack of coordination and management in the conduct of the trainings. This also implies that organizers may adopt the proactive concept which means that prior planning need to done and information for the trainings need to be disseminated to the participants ahead of schedule. Variantly, it was also suggested that stakeholders participation to the GAD may be considered. It implies that the participants value the role of the stakeholders in the implementation of the Gender Sensitivity program.

Convergence of Results

The quantitative and qualitative revealed that the GAD trainings brought significant and favorable benefits to their beings. In specifics, the qualitative information revealed that the participants were keen on the speakers' ability to convey concepts, on the choice of topics and on the kind of activities prepared for the training. Though not indicated in the quantitative data, the qualitative information showed that few participants were also observant on who the participants were in the trainings. These participants also observed that no other attendees were invited like industry partners and parents but employees of SPAMAST. Likewise, it was also observed that some attendees attended the trainings with mediocrity. Moreover, it was also observed that the events were not organized as manifested by the time constraints, repetition of topics, and not so competent speakers.

In terms of acquired knowledge, the quantitative and qualitative corroborated. The participants obtained the intended concepts, skills, attitudes, confidence, and commitment. However, quantitatively, the participants considered the speakers' abilities with high regard while qualitatively, the participants observed that the speakers were not competent. This contradiction of results may be attributed to numbers. It could be noted that in quantitative data, most of the participants rated the speakers' abilities as high; qualitatively, only few commented on the speakers' incompetence. This concretized the idea that there was no unanimity of the responses. These results imply that the participants regarded the speakers' knowledge and expertise were relevant ingredients to the training. This was could probably attributed to the participants' orientation because most of the them worked in the academe.

In terms of change of behavior and applicability, the quantitative and qualitative data supported each other. Quantitatively, the participated highly regarded the change in their behaviors and the applicability of the concepts they obtained after they attended the GAD trainings. Both data revealed that the participants became more sensitive.

4) CONCLUSION

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

REFERENCES

- Ahmad, Y. N., & Massie, J. D. (2020). Analysis of job happiness, energy expense and switch production that affect home industry development. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(4).
- Alase, A. (2017). The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach. *International Journal of Education and Literacy Studies*, 5(2), 9-19.
- Anonuevo, C. A. Q. (2000). An overview of the gender situation in the Philippines. *Friedrich-Ebert-Stiftung Philippine Office*.
- Assegaff, S., Kurniabudi, K., & Hendri, H. (2016). Social media success for knowledge sharing: Instrument content validation. *International Journal of Electrical and Computer Engineering*, 6(5), 2447.
- Aziz, S. F. A., & Ahmad, S. (2011). Stimulating training motivation using the right training characteristic. *Industrial and Commercial Training*, 43(1), 53-61.

- Bichi, A. A., Talib, R., Embong, R., Supie, H. S. M., & Khairuddin, N. A. (2019). Development and Validation of Behavioural and Health Sciences Research Instrument. *Indian Journal of Public Health Research & Development*, 10(6), 1437-1443.
- Brion, C. (2020). The role of culture in the transfer of training. *International Journal of Training and Development*, 24(4), 384-393.
- Brinkman, S., & Kvale, S. (2014). Epistemological issues of interviewing. *Interviews: Learning the craft of qualitative interviewing*, 55-82.
- Caraher, M., & Cowburn, G. (2015). Guest Commentary: Fat and other taxes, lessons for the implementation of preventive policies. *Preventive Medicine*, 77, 204-206.
- Cardinosa-Queriones, E. (2018). Gender Sensitivity Issues in Short Stories. *European Journal of Multidisciplinary Studies*, 3(1), 83-92.
- Chatterjee, A., Pereira, A., & Bates, R. (2018). Impact of individual perception of organizational culture on the learning transfer environment. *International Journal of Training and Development*, 22(1), 15-33.
- Chrysafiadi, K., & Virvou, M. (2013). PeRSIVA: An empirical evaluation method of a student model of an intelligent e-learning environment for computer programming. *Computers & Education*, 68, 322-333.
- Fesenko, T., & Fesenko, G. (2017). Developing gender maturity models to project and programme management. *Eastern-European Journal of Interiorise Technologies*, 85(1/3 (85), 46-55.
- Fineman, M. A. (2015). Feminist Legal Theory" (PDF). *Journal of Gender, Social Policy and the Law*. 13 (1): 13–32. Retrieved November 08, 2020.
- Ganguangco, L. M. A. (2019). HIV crisis in the Philippines: urgent actions needed. *The Lancet Public Health*, 4(2), e84.
- Geethakutty, P. S. (2020). Inclusion Problems and Prospects: Introducing Gender in Agricultural. *Inclusive Innovation: Evidence and Options in Rural India*, 183.
- Gostlow, H., Marlow, N., Babidge, W., & Maddern, G. (2017). Systematic review of voluntary participation in simulation-based laparoscopic skills training: motivators and barriers for surgical trainee attendance. *Journal of surgical education*, 74(2), 306-318.
- Gouvêa, M. T. A., Santoro, F. M., & Cappelli, C. (2017). Digital group storytelling in knowledge management: lessons learned in online tutoring. *International Journal of Web Engineering and Technology*, 12(4), 351-372.
- Granado, C. (2019). Understanding the trainers view of the effectiveness of continuing professional training: the case of public servants training. *Revista Complutense de Educacion*, 30(4), 997.
- Guerrina, R. (2017). Gendering European economic narratives: assessing the costs of the crisis to gender equality. In *Gender and the economic crisis in Europe* (pp. 95-115). Palgrave Macmillan, Cham.
- Jahan, I., & Haq, M. I. (2019). Assessment of the Status of Gender Sensitive Migration in Climate Change Adaptation Policies of Bangladesh. *AGUFM*, 2019, NH41C-0937.
- Holmes, R. (2019). *Promoting gender equality and women's empowerment in shock-sensitive social protection*. Working paper 549. London: Overseas Development Institute.
- Kirkpatrick, D. L. (1998). The four levels of evaluation. In *Evaluating corporate training: Models and issues* (pp. 95-112). Springer, Dordrecht.
- King, M. R. N., Dawson, R. J., Rothberg, S. J., & Batmaz, F. (2017). Utilizing a realist evaluative research approach to investigate complex technology implementations. *Journal of Systems and Information Technology*.
- Kodwani, A. D. (2017). Decoding training effectiveness: the role of organizational factors. *Journal of Workplace Learning*.

- Kodwani, A. D., & Kodwani, M. (2021, January). Exploring determinants of pre-training motivation and training effectiveness: a temporal investigation. In *Evidence-based HRM: a Global Forum for Empirical Scholarship*. Emerald Publishing Limited.
- Krišová, D., Rédei, D., & Schneider, C. (2020). Project: Enhancing gender sensitivity of teacher trainee students in Austria, the Czech Republic and Hungary. *Socialni Pedagogika*, 8(1), 112-113A.
- Lindsay, S., Rezai, M., Kolne, K., & Osten, V. (2019). Outcomes of gender-sensitivity educational interventions for healthcare providers: A systematic review. *Health Education Journal*, 78(8), 958-976.
- Mazzotta, R., Nardo, M. T., Pastore, P., & Vingelli, G. (2020). Board composition and gender sensitivity approach in Italian universities. *Meditari Accountancy Research*.
- Miller, B. J. (2018). *Utilizing the Kirkpatrick model to evaluate a collegiate high-impact leadership development program* (Doctoral dissertation).
- Mkandawire, E., Hendriks, S. L., & Mkandawire-Vahlmu, L. (2018). A gender assessment of Malawi's national nutrition policy and strategic plan 2007–2012. *Development Policy Review*, 36, O634-O656.
- Official Gazette (2009, August). RA 9710. <https://www.officialgazette.gov.ph/2009/08/14/republic-act-no-9710/>. Retrieved November 08, 2020.
- Pangemanan, E. G., Worang, F. G., & Arie, F. V. (2020). The influence of brand image and self-image congruence towards brand attachment on fashion items (Case study: Students of Iba, Sam Ratulung University). *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(4).
- Raine, R., Fitzpatrick, R., & de Pury, J. (2017). Challenges, solutions and future directions in evaluative research.
- Rajkarnikar, R. S. (2019). Gender Responsive Budget (GRB) Initiatives in Nepal: Achievements and Challenges. *International Journal of Bio-resource and Stress Management*, 10(3), 219-226.
- Rakian, S. M., Lapian, J. S., & Tielung, M. V. (2020). The analysis of generation Z's consumptive behavior towards apparel product in Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(4).
- Ran, S., & Huang, J. L. (2019). Enhancing adaptive transfer of cross-cultural training: Lessons learned from the broader training literature. *Human Resource Management Review*, 29(2), 239-252.
- Reio, T. G., Rocco, T. S., Smith, D. H., & Chang, E. (2017). A critique of Kirkpatrick's evaluation model. *New Horizons in Adult Education and Human Resource Development*, 29(2), 35-53.
- Rosa, R., & Clavero, S. (2020). The challenge of neoliberalism and precarity for gender sensitivity in academia. *The Gender-Sensitive University*, 16.
- Rosenthal, M. (2016). Qualitative research methods: Why, when, and how to conduct interviews and focus groups in pharmacy research. *Currents in pharmacy teaching and learning*, 8(4), 509-516.
- Rrustemi, I., Locatelli, I., Schwarz, J., Lagro-Janssen, T., Fauvel, A., & Clair, C. (2020). Gender awareness among medical students in a Swiss University. *BMC Medical Education*, 20(1), 1-8.
- San Jose, A. E., Bahket, R., & Alsalhi, H. H. A. (2017). Teach us the way we want: Teaching approach for special needs students. *European Journal of Special Education Research*.
- San Jose, A. E. (2019). We need your help: An evaluation of students' tutorial experiences in mathematics and science. *Journal of Humanities and Social Sciences Invention*, 1(1), 1-7.
- San Jose, A. E., & Mortos, A. R. (2017). Am i my brother's keeper? buddy approach in improving students' attendance. *International Journal of English Research*, 3(3), 46-51.

- Schmidt, E. K., & Graversen, E. K. (2020). Developing a conceptual evaluation framework for gender equality interventions in research and innovation. *Evaluation and Program Planning, 79*, 101750.
- Scales, A. (2006). *Legal Feminism: Activism, Lawyering, and legal Theory*. New York: University Press.
- Sedall, C. (2019). *Gender Diversity in Academe: Communication Skills, Promotion and Leadership Opportunities Examined* (Doctoral dissertation, Youngstown State University).
- Sumadsad, C., & Tuazon, A. (2016). Gender and Development (GAD) Awareness in a Higher Education Institution. *International Journal of Educational Science and Research (IJESR), 6*(3).
- Thornton, M. (2003). Feminist Legal Theory: An Introduction ALRCRefJl 13;(2003) 83 Australian Law Reform Commission Reform Journal 5.
- Vedung, E. (2017). *Public policy and program evaluation*. Routledge.
- Wigati, I. (2019). The Social Aspects of Gender-responsiveness in Schools. *Samma: Jurnal Studi Gender, 14*(2), 147-162.
- Zeeshan, A., Khan, M. B., & Hussain, S. (2019). Promoting gender sensitivity: Disaster risk Reduction in Pakistan. *Pakistan Journal of Women's Studies, 26*(2).