



NERISSA S. TANTENGO & FLORISA B. SIMEON

Assessment of Women Studies Specialization in Philippine Normal University: Basis for a New Gender Education Program

ABSTRACT: The study assesses the existing Women Studies Specialization courses offered by the College of Teacher Development thru the Faculty of Behavioral and Social Sciences PNU (Philippine Normal University). This courses will help the university to track down effectively the relevance of subjects taught in Women Studies Specialization as to the number of graduates and employability of graduates. It will also help motivate and transform graduates to be involved in other community advocacies. A descriptive research method was used thru interviews, focused group discussions, and questionnaires. The study used data gathering tools and procedure, such as the questionnaire developed by CHED (Commission on Higher Education), specifically for Tracer Study research. The survey questionnaire was made available to the respondents through the web and the researchers also employed a number of strategies to track the graduates like the use of graduate directory, telephone, mobile phone, social networking sites, look for them in graduate classes during Saturdays, and attending various activities and gathering of the graduates. The study revealed that the graduates of Women Studies Specialization of the Faculty of Behavioral and Social Sciences PNU, from 2003 to 2013, are highly satisfied in the service and learning environment provided by the university; and their acquired skills and competencies during their pre-service were extremely adequate and relevant in current employment.

KEY WORD: Women Studies Specialization; Extension Services; Community Advocacies; Undergraduate Courses; Service and Learning Environment.

RINGKASAN: "Penilaian terhadap Spesialisasi Studi Wanita di Universitas Pendidikan Filipina: Anjakan untuk Program Pendidikan Gender yang Baru". Penelitian ini menilai keberadaan kursus Spesialisasi Studi Wanita yang ditawarkan oleh Bagian Pengembangan Guru melalui Fakultas Perilaku dan Ilmu Sosial PNU (Universitas Pendidikan Filipina). Kursus ini membantu universitas untuk melacak secara efektif relevansi kursus yang diajarkan di Spesialisasi Studi Wanita bagi sejumlah lulusan dan pekerjaan lulusan. Ia juga membantu memotivasi dan mengubah lulusan untuk terlibat dalam advokasi masyarakat lainnya. Metode penelitian deskriptif digunakan melalui wawancara, diskusi kelompok terbatas, dan kuesioner. Penelitian menggunakan prosedur alat pengumpulan data, seperti kuesioner yang dikembangkan oleh CHED (Komisi Pendidikan Tinggi), khususnya untuk penelitian karier alumni. Survei kuesioner tersedia bagi responden melalui web dan peneliti juga menggunakan sejumlah strategi untuk melacak lulusan seperti penggunaan direktori lulusan, telepon, ponsel, situs jejaring sosial, mencari mereka di kelas pascasarjana setiap hari Sabtu, dan menghadiri berbagai kegiatan dan pertemuan dengan para lulusan. Studi mengungkapkan bahwa lulusan Spesialisasi Studi Wanita dari Fakultas Perilaku dan Ilmu Sosial PNU, dari tahun 2003 hingga 2013, sangat puas dengan pelayanan dan pembelajaran yang disediakan oleh universitas; serta keterampilan dan kompetensi yang diperoleh mereka selama pra-layanan sangat memadai dan relevan bagi pekerjaan mereka saat ini.

KATA KUNCI: Spesialisasi Studi Wanita; Penyuluhan; Advokasi Masyarakat; Sarjana; Layanan dan Lingkungan Belajar.

About the Authors: Prof. Nerissa S. Tantengco, Ph.D. and Assoc. Prof. Florisa B. Simeon, M.A. are the Lecturers at the College of Teacher Development, Faculty of Behavioral and Social Sciences PNU (Philippine Normal University) in Manila, the Philippines. Corresponding authors is: tantengco.ns@pnu.edu.ph

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INTRODUCTION

Education as a whole plays a fundamental role in an individual's personal and social development. Its main goal centers on the development of the individual's talent to the fullest and the realization of his/her potential. Thus, education in the 21st century is greatly affected by two strong forces: the information superhighway and globalization (Tantengco, 2001; and PNU, 2008).

Such forces produced positive and negative results. They are positive in the sense that one sees and stresses interconnectedness, multi-diversity, and competitiveness that enable everybody to share without local, national, and international boundaries. They are negative, because it also establishes marginalization, culture of silence, violence, and the crisis of sustainability. With this scenario, education is expected to contribute to the development of creative manpower that can actively participate in the "intelligence revolution" and can adapt to new technologies that nurture responsibility for the management of the natural and physical environment (Dionisio, 2010; Frankel & Lloyd, 2011; and Labajo *et al.*, 2011).

The educational system should also adapt to new trends in society. This can be done through mediating, interacting, and interrelating of societal forces or issues that normally question the roles of women and indigenous communities, urban development, and management of the environment (Clark & Page, 2008; Amott & Mattahaei, 2010; Bordieu & Passeron, 2010; and Hey, 2010).

Transformative education is a systematic, conscious process of molding students into a conscious, active citizen who is committed to social transformation. It covers the whole process of providing social awareness, social conscience, and social commitment in order to develop the youth as responsible, committed citizens for social transformation.

The goal of transformative education is to equip the learners with relevant knowledge and skills for critical and creative thinking, and to make them socially aware about the need to transform the values and institution to effect genuine democracy and development. It seeks to open the minds of students to social realities in order to develop the capacity for correct

analysis of social problems besetting Philippine society. It is a conscious response to mold the desired kind of active, committed, democratic, and national citizenry.

Tracer studies are important tools utilized by many education institutions for several years and it is also known as "alumni survey" or "follow-up survey" (Schomburg, 2010). Graduate and employer surveys constitute one form of empirical study which can provide valuable information for evaluating the results of the education and training of a specific institution of higher education. This information may be used for further development of the institution in the context of quality assurance.

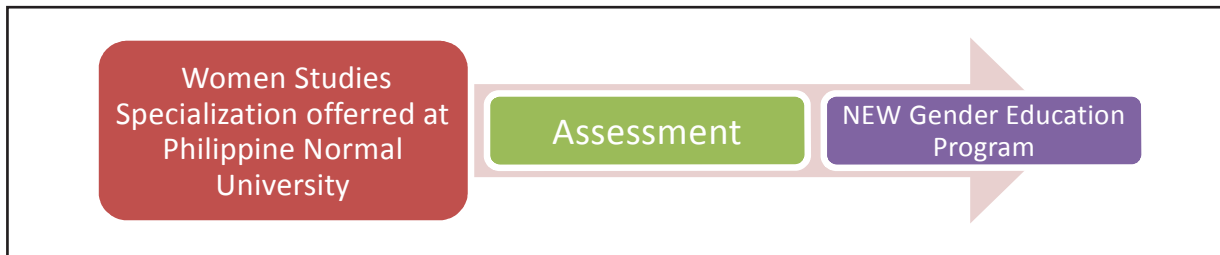
The current undergraduate curricular programs for Women Studies of the University was approved in 2003 and implemented in June of the same year. Now, after ten years of implementation and batches of graduates, the efficiency, relevance and adequacy of the curricular programs need to be studied.

This study review the implementation of the existing curriculum and provide feedback to the University through their graduates and the research data will help determine if the goals and objectives hypothesized to result from the implementation of the curricular programs were met.

In this context, the researchers traced the graduates of Women Studies Specialization of the College of Arts and Social Sciences, now the Faculty of Behavioral and Social Sciences, under the College of Teacher Development from year 2003 to 2013. It will find out from the respondents how effective was the competencies they acquired from the Women Studies specialization and determine if the graduates profited from the training they gained from PNU (Philippine Normal University).

Statement of Purpose/Objectives.

Specifically the study will seek to answer the following questions: (1) How effective are the subjects taught in Women Studies specialization as to: number of graduates and Employability of graduates; (2) How can continuous assessment of courses offered in Women Studies specialization can help motivate and transform graduates to be



Graph 1:
Conceptual Framework of the Study

involved in other community advocacies, such as: community organizer, community planner, and community advocate; and (3) What type of Gender Education Program in Philippine Normal University may be proposed?

Graphical Conceptual Framework. The graphical conceptual framework shows the importance and relevance of Women Studies specialization offered at PNU (Philippine Normal University) as to the acquired competencies, characteristics, and skills that a graduate was able to get for a suitable and sustainable employment.

It seeks to assess how the existing Women Studies specialization will be a tool in the formation of a New Gender Education Program in the College of Teacher Development. See graph 1.

Review of Related Literature. In the tracer study conducted by Carmela T. Mancao (2010), which provides data that the academic community that the ATEM-PLUS program has been worth the resources extended to bring to fruition its goals and mission (Mancao, 2010). Several factors are praiseworthy: that the graduates passed and most of them were in the top ten in the LET (Licensure Examination for Teachers); that they are in the teaching profession; that majority of them are in full-time, permanent status; and that they are satisfied with their first job.

Given these results, the ATEM-PLUS program can unquestionably be offered as an official alternative BEED degree, subject to the consideration and implementation of the various recommendations already stated in several ATEM-PLUS monitoring reports (Mancao & Balagtas, 2008).

Dolores B. Dumas & Judy B. Dumlao (2011) conducted a Graduate Tracer Study of the Bachelor of Elementary Education in BPSU (Bataan Peninsula State University), and it aimed to magnify the current employment status of the BEED (Bachelor of Elementary Education)'s graduates from the school year 2004 – 2009. Specifically, it sought to unveil the employment data of the respondents as to regular/permanent, casual, contractual, self-employed, unemployed, and abroad. It also assessed the viability of the present BEED Program of the BPSU College of Education as to catering the demands of the community and the neighboring provinces (Dumas & Dumlao, 2011).

The study made use of the descriptive survey method, which actually involved two faculty researchers and the thirty percent of the actual 403 graduates, which comprised of 120 respondents from SY (School Year) 2004 – 2009. The main instrument used for gathering data was a questionnaire-checklist based on CHED (Commission on Higher Education) Graduate Tracer Study Format.

The significant findings of this study were as follows: most of the respondents came from the province of Bataan and most were female respondents. There were only 51 respondents who were LET (Licensure Examination for Teachers) eligible and only 2 were CSE (Certificate of Secondary Education) qualified. There were only 5 holders of M.A.Ed (Master of Art in Education) and none among the respondents were holders of Ph.D./ Ed/D. degrees as their highest educational attainment.

As to employment status, 32 were regular/permanent and 19 were contractual.

The curriculum relevance according to the respondents was 75 and those who answered NO did not give any suggestions to further improve the curriculum. Among the competencies measured, communication skills ranked 1st, human relations ranked 2nd, while entrepreneurial skills ranked 6th. It was significant to note that among the 120 respondents, 52 were self-employed.

In 2012, Julius V. Sarabia completed a Special Project for his Master of Education with specialization in Social Science Teaching; and based on his study, he made the following conclusions: (1) the personal information and educational background of the respondents, manifested a direct bearing on the graduates' perception on school profile; (2) the graduates' perception on school profile was shown to have greatly influenced the graduates' perception of the subject areas to undergraduate curriculum, licensure examination and professional practice; (3) the graduates perception on the relevance of the subject areas to licensure examination and employment point to a need for a more enhanced curriculum that explores varied Social Studies content and applications; (4) the graduates perceived their teaching competence as satisfactory based on the quality of BSED or Bachelor in Secondary Education's Social Studies curriculum; (5) the status of the respondents' employability are strong determinants of the graduates' perceptions on the effectiveness of BSED Social Studies curriculum; and (6) suggestions and recommendations proposed by the respondents to enhance the curriculum must be considered to respond to the weaknesses mentioned in the findings (Sarabia, 2012).

He, further, added the following recommendations: (1) inclusion of subjects in the curriculum that will develop the students' communication, human relations, and critical thinking skills; (2) revision of the facilitation methodology in teaching the subjects to a more practical, hands-on training approach; (3) acquisition of more modern information, communication, and technology facilities and equipment by the school; (4) use of tracer study as a marketing tool as well as an evaluation tool to bring about the fit between

the requirements of the employment world and study; and (5) conduct of similar tracer studies involving other programs offered by Bulacan State University as a marketing strategy to recruit new students (Sarabia, 2012).

METHOD

Research Design. The study used a descriptive survey method (Cresswell, 2008; and Locklear, 2012). It is, in part, a curriculum product evaluation that document curriculum effectiveness, relevance, and adequacy by determining how well the products (the graduates) have achieved the goals of their respective programs.

Respondents. The respondents were 16 Women Studies specialization graduates of the University's Women Studies Specialization curricular programs from 2003 to 2013.

Instrument. The study used the following data gathering tools and procedure as to the PNU (*Philippine Normal University*) *Questionnaire on Assessment of Women Studies Specialization for Undergraduate Graduates Batch 2003-2013*. A rating scale intended to determine the adequacy and relevance of the course competencies of the program was included in the questionnaire. The PNU Questionnaire was made available to the respondents through the web. Wherein the respondents can answer the questionnaire directly thru e-mail and send their answers directly to the authors e-mail address.

Data Collection/Procedure. The researchers also employed a number of strategies to track the graduates like the graduate directory covered by the study. As soon as they are located, they were instructed to accomplish the web-based questionnaire. Graduates were also located through telephone, mobile phone, and various social networking sites like Facebook. The researchers even attended several social gatherings and assembly just to meet the graduates but despite the efforts, the study still registered a low return of the research instrument.

Data Analysis. Mean and standard deviations were used to analyze quantitative data while qualitative data was coded and clustered thematically (Lacey & Luff, 2009).

Table 1:
Frequency and Percentage Distribution of Respondents According to Gender

Gender	F	%
Female	8	50%
Male	8	50%
Total	16	100%

Table 2:
Frequency and Percentage Distribution of Respondents According to Age

Age	F	%
21	2	13%
22	4	25%
23	4	25%
24	1	6%
25	0	0%
26	0	0%
27	0	0%
28	0	0%
29	0	0%
30	0	0%
31	3	19%
32	2	13%
Total	16	100%

Table 3:
Frequency and Percentage Distribution of Respondents According to Bachelor's Degree

Bachelor's Degree	F	%
Bachelor of Secondary Education major in Social Science	8	38%
Bachelor of Secondary Education major in History	4	25%
Bachelor of Secondary Education major in English	3	19%
Bachelor of Elementary Education	1	6%
Total	16	100%

FINDINGS AND INTERPRETATION

There are 16 respondents in this study: 8 are females (50%) and 8 are males (50%). See table 1.

The distribution of respondents according to age is 21 to 32. Two 21 years old, four are 22 and 23 years old, one 24 years old, three 31 years old, and two 32 years old. See table 2.

The Bachelor's Degree earned by the respondents on top of their Women Studies specialization shows that 8 or 50% came from the BSE (Bachelor of Science in Education) Social Science program, followed by BSE History with 4 (25%), then BSE English with 3 (19%) and one (6%) from Bachelor of Elementary Education. See table 3.

Based on table 4, fifteen respondents (94%) were employed – fulltime (fourteen of them

are currently teaching), while only one (6%) was unemployed.

Table 5 and 6 is about the transition period of the respondents after finishing college to acquiring their first job. Most of them got their first job right after graduation (15 out of 16). Fourteen (88%) out of the 15 got it by application while the other two (13%) had it by invitation.

The difficulties that they encountered during application for the first job were few job vacancies/lack of position or item and the inadequate experience (25%) followed by mismatch of education qualification (13%), while not meeting paper requirements and lack of political patronage are also on the list of difficulties they encountered (6%), while

Table 4:
Frequency and Percentage of Distribution of Respondents According to Current Employment Status

Responses	F	%
Employed – Full-time	15	94%
Employed – Part-time	0	0%
Self-employed	0	0%
Unemployed	1	6%
Total	16	100%

Table 5:
Length of Time in Acquiring First Job

Responses	F	%
Right after graduation	15	94%
Less than a year	1	6%
More than a year	0	0%
Others	0	0%
Total	16	100%

Table 6:
Conditions in Acquiring First Job

Responses	F	%
By application	14	88%
By invitation	2	13%
Political connection	0	0%
Others	0	0%
Total	16	100%

Table 7:
Difficulties Encountered in Looking for a Job

Difficulties*	F	%	Rank
Few job vacancies/lack of position or item	4	25%	1.5
Inadequate experience	4	25%	1.5
Mismatch of educational qualifications	2	13%	3.5
No answer	2	13%	3.5
Not meeting paper requirement/s	1	6%	5.5
Lack of political patronage	1	6%	5.5
Passing the pre-employment interview	0	0%	9
Passing the pre-employment exam	0	0%	9
Personality factors	0	0%	9
Inadequate knowledge or skills	0	0%	9

* Multiple responses possible

nobody among the respondents consider passing the pre-employment interview and exam, personality factor and inadequate knowledge or skills as a challenge in looking for a job. See table 7.

Regarding factors that facilitating acquisition of first job on table 8, the area of specialization ranked first among the 13 out of 16 respondents (81%), very close at second is

Reputation of the college or university with 11 (69%), on third is Women Studies specialization with 9 (56%), scholastic standing in fourth with 8 (50%), on fifth, is Personality factors with 6 (38%) and lastly, other reasons not specified by the respondents with 1 (6%).

Table 9 shows that 15 out of 16 respondents got their first job which is related to area of their specialization. Refer to table 3,

Table 8:
Factors Facilitating Acquisition of First Job

Reasons*	F	%	Rank
Area of specialization	13	81%	1
Reputation of the college / university	11	69%	2
Women Studies specialization	9	56%	3
Scholastic standing	8	50%	4
Personality factors	6	38%	5
Others**	1	6%	6

Notes: * Multiple responses possible; and **Reasons not specified in the questionnaire

Table 9:
Relation of First Job to Area of Specialization

Responses	F	%
Related	15	94%
Not related	1	6%
Total	16	100%

Table 10:
Relation of First Job to Women Studies Specialization

Responses	F	%
Related	13	81%
Not Related	3	19%
Total	16	100%

Distribution of Respondents According to Bachelor's Degree.

Here are some of the answers given by the respondents, when asked about the relevance of area specialization they earned to their first job:

I taught Araling Panlipunan 7 (Philippine History) and Araling Panlipunan 8 (Asian History). Both are related to Social Science, which is my specialization (statement of Respondent A, 1/7/2015).

It is related since Social Sciences and History subjects talk about concerns and issues of women in the past and in the society (statement of Respondent B, 5/7/2015).

I teach high school Social Studies during my first job (statement of Respondent C, 10/7/2015).

I was hired after graduation as high school Social Studies teacher at Paco Catholic School (statement of Respondent D, 15/7/2015).

While table 10 reveals that though they came from various areas of specializations, 13 out of 16 respondents (81%) find Women Studies specialization related with their first job.

The respondents also express positive relationship of Women Studies specialization to their first job, as follows:

I teach in al girls' school. Women empowerment is greatly highlighted (statement of Respondent E, 20/7/2015).

I somehow incorporate gender sensitive language to Korean students when teaching them (statement of Respondent F, 25/7/2015).

The role of women in the Philippine and Asian history is very evident and as a Women Studies specialization graduate, I was able to impart my knowledge about women's rights and other issues and related lessons (statement of Respondent G, 30/7/2015).

In teaching history, women should not be overlooked. After all, history of humankind is the story of both men and women (statement of Respondent H, 3/7/2015).

I make sure that I will always integrate women and genders (statement of Respondent I, 7/7/2015).

Women's studies enriched my profile as a social studies teacher (statement of Respondent J, 12/7/2015).

I was able to integrate most of my lessons with Women Studies (statement of Respondent K, 17/7/2015).

Whenever I discuss gender concerns and issues in my class I applied what I learned from my specialization. Most importantly, when I am dealing

Table 11:
The Degree of Adequacy and Relevance of Women Studies Curricular Program Competencies.

Scale	Adequacy	Relevance
1.00-1.50	Not Adequate	Not Relevant
1.51-2.50	Somewhat Adequate	Somewhat Relevant
2.51-3.50	Adequate	Relevant
3.51-4.50	Very Adequate	Very Relevant
4.51-5.00	Extremely Adequate	Extremely Relevant

Table 12:
Adequacy and Relevance of Women Studies Curricular Program Competencies

Competencies	Adequacy		Relevance	
	Mean	Interpretation	Mean	Interpretation
1. Communicates learning in Women Studies using different media strategies.	3.44	Adequate	3.50	Relevant
2. Utilizes teaching approaches and methodologies appropriate to the teaching of Women Studies and learning styles of students.	3.56	Very Adequate	3.63	Very Relevant
3. Displays gender skills through the art of questioning.	3.56	Very Adequate	3.63	Very Relevant
4. Exhibit thinking skills based on the ability to draw hindsight, insight, and foresight from data and knowledge generated in/by the discipline.	3.69	Very Adequate	3.75	Very Relevant
5. Demonstrate understanding of gender basic research methods using quantitative and qualitative tools.	3.13	Adequate	3.25	Relevant
6. Demonstrate that they are conversant (possess a basic grasp) in the discipline subsumed.	3.44	Adequate	3.38	Relevant
7. Demonstrate competency in written and oral communication in teaching Women Studies.	3.44	Adequate	3.19	Relevant
8. Identify biases and prejudices on women.	3.88	Very Adequate	3.88	Very Relevant
9. Designs multi-disciplinary approaches and integration in the teaching of Women Studies.	3.56	Very Adequate	3.56	Very Relevant
10. Show sensitivity to socio-economic, cultural and political issues confronting local, national and global.	3.81	Very Adequate	3.75	Very Relevant
Overall Mean	3.55	Very Adequate	3.55	Very Relevant

with girls and boys section, I emphasized respect and fairness in terms of gender (statement of Respondent L, 22/7/2015).

Promoting gender-fair language in instructional material development (statement of Respondent M, 27/7/2015).

I was able to integrate the concept of gender equality, significant of roles of women in transforming the society, contribution in economic growth and women's right and issues in my history subjects (statement of Respondent N, 1/7/2015).

The graduates of Women Studies specialization strongly agree that they were able to gain advantage for employment, as follows:

My school is an all-girls school; they are really looking for teachers who are for gender equality and sensitivity (statement of Respondent O, 5/7/2015).

It somehow helped because it added weight to my scholastic standing (statement of Respondent P, 10/7/2015).

In terms of the hiring process, it's being included on my resume would have contributed for my employment. Likewise, it is also an advantage in teaching lessons related to women (statement of Respondent A, 1/7/2015).

The school entrusted me to handle girl scouts because of women studies specialization (statement of Respondent B, 5/7/2015).

It was an edge over other applicants for the position. It was definitely an advantage in promoting gender sensitivity and social awareness among the learners and my colleagues (statement of Respondent C, 10/7/2015).

It serves as an additional academic credential and likewise, it will help in the organization's

gender and development programs (statement of Respondent D, 15/7/2015).

Teaching history and contextualizing women's role and issues in it is my biggest edge against other teacher's in the district. As a matter of fact I was the most sought and credible resource in tackling gender related seminars (statement of Respondent E, 20/7/2015).

I can inculcate to my students what I learned and how it is important to be a gender sensitive person (statement of Respondent F, 25/7/2015).

Table 11 represents the degree of adequacy and relevance of Women Studies Curricular Program Competencies. The respondents were asked to evaluate the competencies provided Women Studies specialization offered by PNU (Philippine Normal University). In a five-point scale, they have to check 1 for Not Adequate to 5 for Extremely Adequate and using the same scale for relevance, wherein 1 for Not Relevant and 5 for Extremely Relevant. The complete scale used was shown in table 11.

Based on the result of the respondents answer, the respondents find the Women Studies Curricular Program Competencies "Very Adequate" and "Very Relevant" for having an overall mean score of 3.55 for both categories.

Among the ten competencies, "Identify biases and prejudices on women" got the highest mean of 3.88 both for Very Adequacy and Very Relevance; while "Demonstrate understanding of gender basic research methods using quantitative and qualitative tools" registered the lowest mean of 3.13, Adequate and 3.25, Relevant. See table 12.

CONCLUSION

This study made the following conclusions:

Among the 16 respondents 15 are employed and majority of them agreed that they adequately use the skills they learned from Women Studies specialization and PNU (Philippine Normal University) in their current employment.

Fourteen out of the 16 respondents got their first job right after graduation and most of them acquired it by application and only two through invitation. They attributed the reputation of the University for having their first job.

The respondents agreed that they acquired very adequate and very relevant skills during

their training in the university as being presented in table 10. It clearly shows that Women Studies Specialization gain advantage for their employment.

Women Studies specialization is one of the important genres of Transformative education. It clearly shows that through this education, it helps in molding students into a conscious, active citizen who is committed to social transformation.

Women Studies specialization covers the whole process of providing social awareness, social conscience and social commitment to an individual in order to develop the youth as responsible, committed citizens for social transformation.

The researchers present the following recommendations:

Similar tracer studies may be done involving other programs like the Master of Arts in Social Science and History Teaching.

Full implementation of Women on the Agenda as quoted from the Beijing Declaration and Platform of Action relating to "women's empowerment and their full participation on the basis of equality in all spheres of society.

The Social Studies curriculum should be sensitized about gender issues and concepts through the formulation of gender fair materials.

Further studies should be conducted that will help develop and design gender fair curriculum not only in Social Studies but also in subjects where male students excel such as Mathematics, Sciences, and Information Technology.¹

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- Statement of Respondent B, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 5 July 2015.
- Statement of Respondent C, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 10 July 2015.
- Statement of Respondent D, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 15 July 2015.
- Statement of Respondent E, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 20 July 2015.
- Statement of Respondent F, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 25 July 2015.
- Statement of Respondent G, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 30 July 2015.
- Statement of Respondent H, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 3 July 2015.
- Statement of Respondent I, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 7 July 2015.
- Statement of Respondent J, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 12 July 2015.
- Statement of Respondent K, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 17 July 2015.
- Statement of Respondent L, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 22 July 2015.
- Statement of Respondent M, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 27 July 2015.
- Statement of Respondent N, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 1 July 2015.
- Statement of Respondent O, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 5 July 2015.
- Statement of Respondent P, a woman studies specialization graduates of the PNU (Philippines Normal University)'s curricular programs from 2003 to 2013, via her e-mail, in Manila, Philippines, on 10 July 2015.
- Tantengco, N. (2001). *Assessment of Gender Equity in the Secondary Social Studies Curriculum: Basis for a Proposed Guide in Preparing Gender Fair Instructional Materials*. Manila: Centro Escolar University.