



SEX DISAGGREGATION

of

TARLAC STATE UNIVERSITY

FACULTY, PERSONNEL, AND STUDENTS



2017

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FOREWORD

Tarlac State University – Gender and Development conducts annual discussion and analysis on the sex-disaggregated data of significant contributor in the university. Among such are the administrative officials, faculty, personnel, and students.

Sex-disaggregated data are data on specific people separated by sex. The Gender Statistics depend on the sex-disaggregated data which reflects the actualities of the existences of men and women and policy issues identifying with sex. Data are gathered and classified independently for men and women. They take into consideration the estimation of contrasts among men and women on different social and financial measurements and are one of the necessities in getting sexual orientation insights. Be that as it may, sex insights are more than data disaggregated by sex. Having data by sex does not ensure, for instance, that ideas, definitions, and strategies utilized in data creation are imagined to be reflected on sexual orientation roles, relations and imbalances in the community.

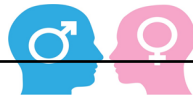
This research depicts the outcomes of the sex-disaggregated data of Tarlac State University faculty, personnel, and students for the academic year 2016-2017 which was conducted from September to December 2018. The data presented in this research were gathered from the Human Resource Development Management Office (HRDMO), Office of the University Registrar, Scholarship and Endowment Office, Sports Development Management Office, and the University Medical Clinic. The sex-disaggregated data usually begin with the analysis and discussion of male and female TSU employees, followed by TSU graduates and enrollees. Data on scholarship, student-athletes and medical cases among employees and students are likewise included in this research.

As a base necessity of the Philippine Commission on Women (PCW), this research functions as the baseline for the Gender and Development Plan and Budget containing 5% of the aggregate GAA. The disaggregated data demonstrates the genuine set-up of Tarlac State University depicting the gender issues primarily on the number of people in a specific college/office/unit. Furthermore, this research may also function as a gauge for future gender studies about in the university. Further examination on the reason and impacts of the number of male and female might be required as a top to bottom study.



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SEX DISAGGREGATION

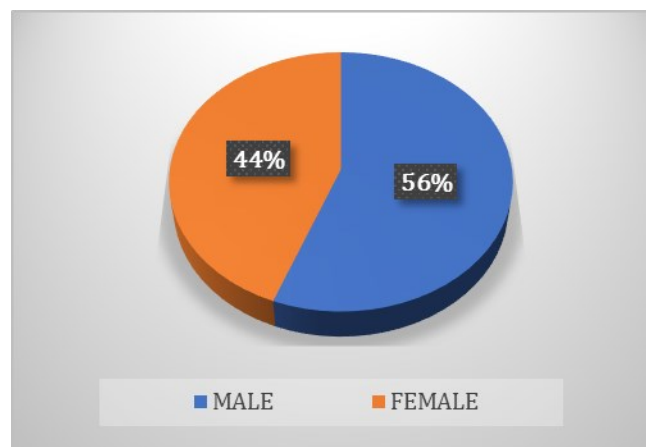
Gender and development involve the understanding of the circumstance of both sexes in a given setting. The Tarlac State University – Gender and Development Office constantly accumulate and analyze sex-disaggregated data of employees and students to distinguish sex issues among the aforementioned-stakeholders. The gathered sex-disaggregated data of the TSU employees and students were accurately validated by the Human Resource Management and Development Office.

This is not just focused on understanding the circumstance of women in particular yet of both sexes with the end goal to grow better policies and programs. The accompanying data will distinguish both fair-mindedness and differences as far as the number of employees and students of the Tarlac State University utilizing the descriptive method for research. This discussion, in any case, is delimited to inspecting sexual orientation or gender issues dependent on quantitative data.

A. SEX-DISAGGREGATED DATA OF TSU EMPLOYEES

Based on the data gathered from the Human Resource Development and Management Office, the TSU employees composed of administrative officials, administrative support personnel with plantilla positions, personnel without plantilla positions, and teaching personnel with plantilla positions.

Chart 1
Male and Female TSU Employees



The chart above shows that the population of male TSU employees is massive compared to that of female employees. The male employees have a total of six hundred seventy-six (676) with an allotment of fifty-six percent (56%) whereas female employees have a total of five hundred thirty-four (534) with an allotment of forty-four percent (44%). This indicates that there is a gender the disparity in terms of job opportunity in the University but of minimal instances, as shown in the portion of the pie chart. The administrative officials of the University include the president, vice presidents, directors, deans, and heads of different offices and colleges were identified.

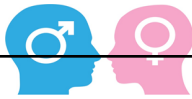
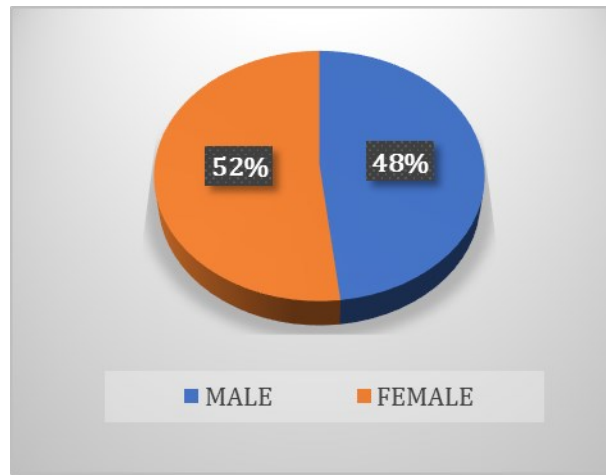
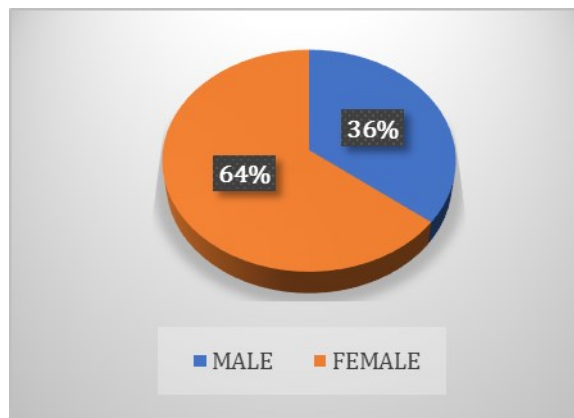


Chart 2
Administrative Officials



The chart above shows the portion of male and female administrative officials of this University. There is an unequal number of administrative officials containing fifty-two percent (52%) female and forty-eight percent (48%) male. This data suggests that there is a need for an equal opportunity for the position of an administrative official. The population of the female administrative officials has a total of twenty-eight (28) whereas male administrative officials' population has a total of twenty-six (26).

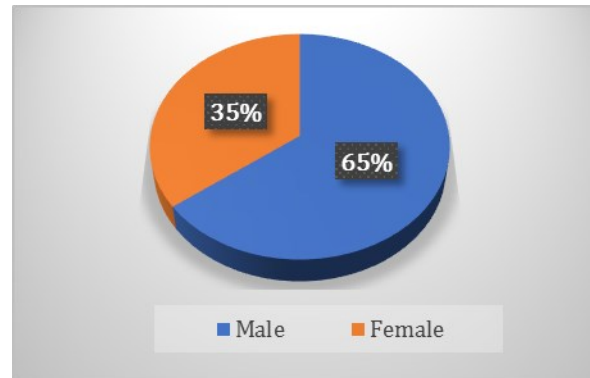
Chart 3
Administrative Support Personnel with Plantilla Positions



With the population of administrative support personnel with plantilla position, the male population is outnumbered by twenty-eight percent (28%). The administrative support personnel had a total number of one hundred eighteen (118); seventy-six (76) goes to the female population with sixty-four percent (64%) whilst forty-two (42) fall in with the male population with thirty-six percent (36%). This administrative support personnel was designated among different offices and units in the university. In this data, it could be seen that there is a gender disparity in terms of the administrative support personnel.

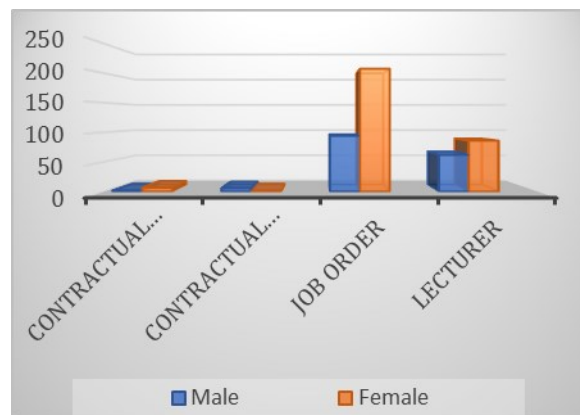


Chart 4
TSU Employees without Plantilla Positions



The illustration above shows the portion of the employees without plantilla positions. Employees without plantilla position constitute the contractual (teaching and non-teaching), job-orders, and lecturers. Based on the gathered data, the male population obtained the greater percentage of sixty-five percent (65%) having a position without plantilla in the university. Employees without plantilla positions belong to the different offices and units in the university incorporating a total number of four hundred sixty-six (466). It dominated the female population acquiring only thirty-five percent (35%) of the total population. In light of this, gender disparity still exists likewise positions without plantilla is very common to male employees than female employees.

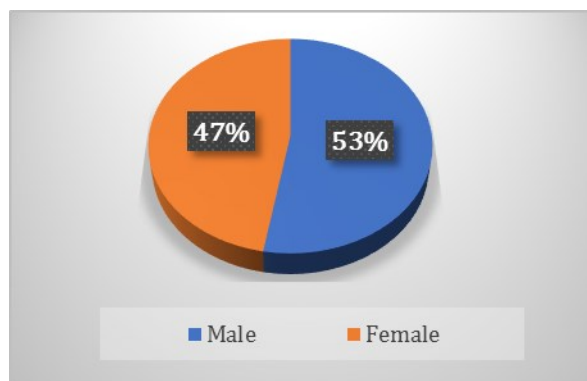
Figure 1
TSU Employees without Plantilla Positions



In this figure, the data on male and female employees without plantilla positions. Most of these non-item employees were job order positions garnering three hundred one (301) or sixty-five percent (65%) of its proportion. Female job-orders obtained ninety-four (94) low as compared to male job-orders holding two hundred seven (207) employees. It was followed by the lecturer position comprising a total number of one hundred forty-eight (148); sixty-two (62) for female lecturers and eighty-six (86) for male lecturers. On the other hand, having the least number of job-order category is the contractual, both teaching and non-teaching. It only has seventeen (17) total including two (2) female and seven (7) male teaching contractual however six (6) female and two (2) male were under non-teaching contractual.

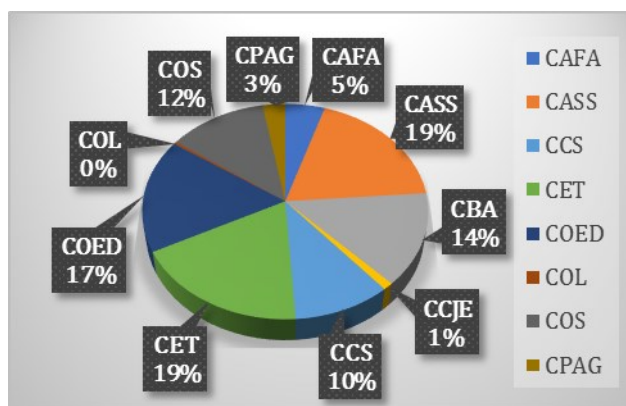


Chart 5
Teaching Personnel with Plantilla Positions



The total number of teaching personnel with plantilla positions is two hundred eighty-six (286); one hundred thirty-five (135) of which are female and one hundred fifty-one (151) were males. In this regard, the data on teaching personnel with plantilla positions is almost equal having the proportion of forty-seven percent (47%) for female and fifty-three percent (53%) for a male. Hence, it can be suggested that there is still needs to have equal opportunities to be given by both male and female for the teaching personnel with plantilla position.

Chart 6
Percentage of Teaching Personnel with Plantilla Position Per College

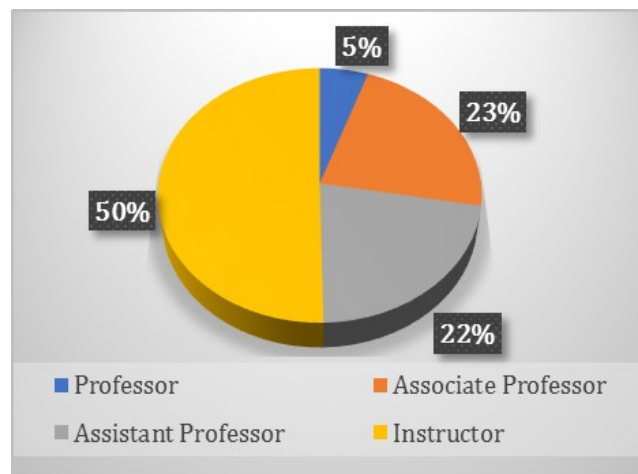


This chart depicts the percentage contribution among the ten colleges in the University. As demonstrated in the above data, the College of Arts and Social Science and the College of Engineering and Technology has both the highest percentage of teaching personnel with plantilla positions with nineteen percent (19%). The College of Arts and Sciences obtained a total number of fifty-four (54) whereas the College of Engineering and Technology accumulated a total number of fifty-three (53). The College of Education, on the other hand, took the second highest percentage of teaching personnel with plantilla positions by seventeen percent (17%) or a total of forty-nine (49). The College of Business and Accountancy obtained a total number of forty (40) teaching personnel with plantilla positions of which it has a fourteen percent (14%).



Moreover, the College of Science has a total of thirty-five (35) teaching personnel with plantilla position comprising twelve percent (12%) of the total percentage in the University. Hence, the College of Computer Studies had ten percent (10%) or a total of twenty-nine (29) teaching personnel with plantilla position. The College of Architecture and Fine Arts obtained a total of fourteen (14) or five percent (5%). On the other side, the remaining three colleges has the least number of teaching personnel with plantilla positions. The College of Public Administration and Governance has a total of eight (8) or three percent (3%); the College of Criminal Justice Education has three (3) faculty members or one percent (1%) in the total percentage; and the College of Law which has the least teaching personnel with plantilla position with only one or 0.3%.

Chart 7
Positions of Male Faculty Members with Plantilla Positions



This illustration above indicates the proportion of the positions of male faculty members with plantilla positions. Based on the gathered data, half of the male faculty members in the University from the different colleges are with the instructor positions. There are three colleges which have the highest number of male instructors; the College of Engineering and Technology with seventeen (17), the College of Computer Studies with fourteen (14), and the College of Business and Accountancy with twelve (12) male instructors. On the contrary, the percentage between the associate professor and assistant professor is not far apart from each other with twenty-three percent (23%) and twenty-two percent (22%) respectively. The college which has the highest number of associate the professor was the College of Engineering and Technology with fourteen (14) male faculty members.

The College of Engineering and Technology with a total of eight (8) and the College of Education with a total number of seven (7) were the colleges with the highest number of male assistant professors. Eventually, having the least male faculty goes to the professor position with only five percent (5%) of the total proportion. Only the College of Arts and Social Sciences with a total number of five (5) obtained the highest number of the male professor. In this regard, it could be suggested that male faculty members are encouraged to level up their skills and competencies to have a higher academic position in the university.

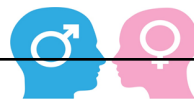
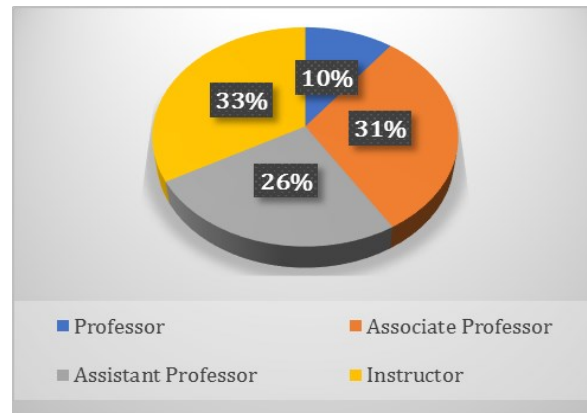
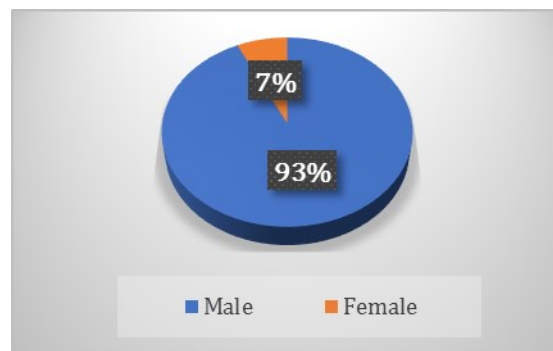


Chart 8
Positions of Female Faculty Members with Plantilla Positions



As of December 31, 2017, female faculty members with plantilla position in the university has a total number of one hundred thirty-five (135). Among these female faculty members were; instructors with thirty-three percent (33%); associate professors with thirty-one percent (31%); assistant professors with twenty-six percent (26%); and professor with ten percent (10%). The College of Arts and Social Sciences obtained the highest number of female instructors with a total of thirteen (13) as well as the female assistant professor with a total of eight (8). Likewise, the College of Education gained the highest number of female associate professor with a total of eleven (11) and female professor with a total of seven (7). Even though male faculty members with plantilla positions are much bigger in population, the female faculty members with plantilla positions are more dispersed as well as having the higher academic status in the university. Furthermore, female professors are much higher with 10% of its total proportion than the male professors with only 5% of its total proportion.

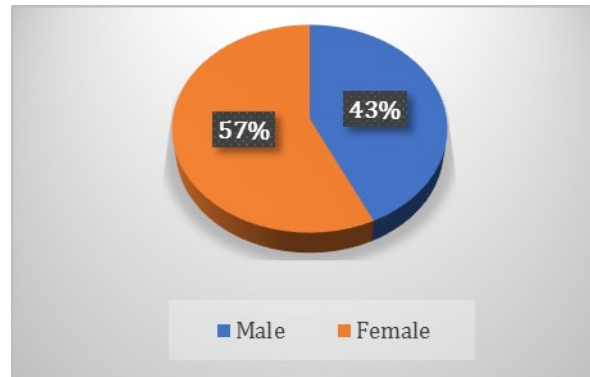
Chart 9
College of Architecture and Fine Arts



The faculty members of the College of Architecture and Fine Arts are dominantly male as shown in the chart above. Gender disparity is obviously seen in this illustration wherein seven percent (7%) or only one plantilla position is given to a female faculty member. The rest of the population was composed of seven (7) male instructors, three (3) assistant professors, two (2) associate professors, and a male professor or a total of ninety-three percent (93%).

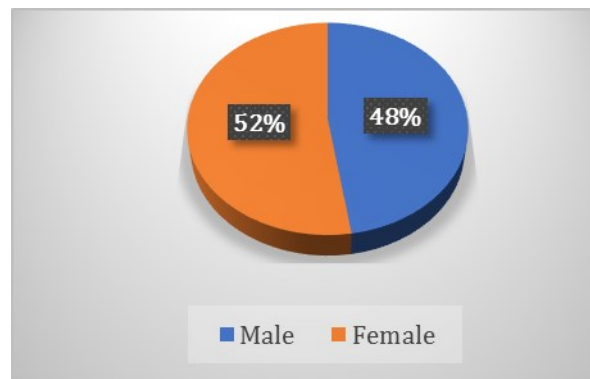


Chart 10
College of Arts and Social Sciences



In the College of the Arts and Social Sciences, female faculty members have the higher percentage with fifty-seven percent (57%) than the male faculty members with forty-three percent (43%) in the total population. There are fifty-four (54) plantilla positions given to its faculty members; thirty-one (31) to the female faculty members and twenty-three (23) to the male faculty members. The college has the highest number of female instructors with a total of thirteen (13) and male instructors with a total of nine (9). It was followed by the female assistant professor with eight (8) and male assistant professor with five (5). Female associate professors have a total number of seven (7) whereas male associate professors in this college have a total of four. Furthermore, the college has three (3) female professors and five (5) male professors.

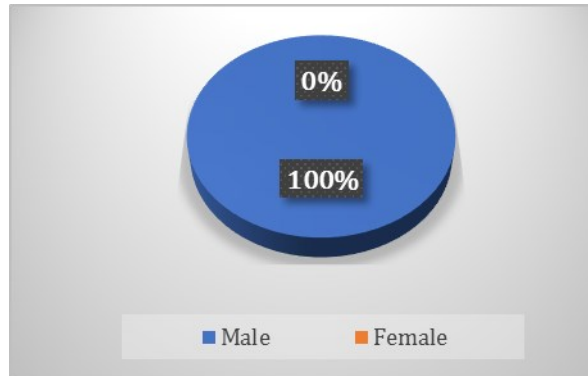
Chart 11
College of Business and Accountancy



The College of Business and Accountancy obtained a total of forty (40) plantilla positions. Fifty-two percent (52%) or twenty-one (21) were occupied by the female faculty members and the other forty-eight percent (48%) were occupied by the male faculty members. The college has seventeen (17) instructor plantilla positions; twelve from male faculty members and five from female faculty members. Majority of the plantilla positions fall under the associate professor with a total of twelve (12); nine females and three males and assistant professor with a total of ten (10); six from female faculty and four from male faculty. Additionally, the college has only one female professor.

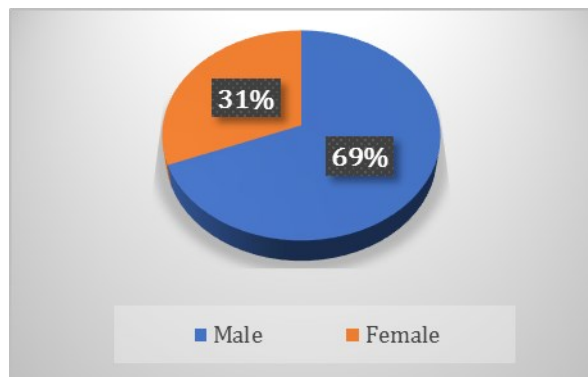


Chart 12
College of Criminal Justice Education



This illustration shows that there is a gender disparity with regards to the faculty members with plantilla positions. Being one of the least faculty population in the university, the College of Criminal Justice Education is dominated by male faculty members with plantilla position. Based on the chart above, there is no female faculty granted plantilla position. There are only three (3) male instructors given plantilla position. This suggests that the college should be open to giving the opportunity to the female faculty members of the college to grant plantilla positions in an academic position.

Chart 13
College of Computer Studies



In the College of Computer Studies, most of its faculty members are male comprising sixty-nine percent (69%). The other thirty-one percent (31%) of its population is female. There are twenty-nine (29) plantilla positions occupied in the college disseminated to nine (9) female faculty members and twenty (20) male faculty members. Fourteen (14) of the male faculty members are instructors, four are assistant professors, and two are associate professors. On the other hand, among the nine (9) female faculty members, five are instructors, three are assistant professors, and one is an associate professor.

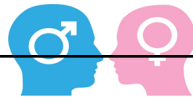
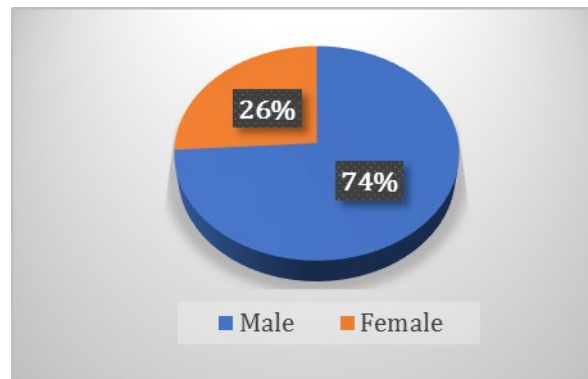
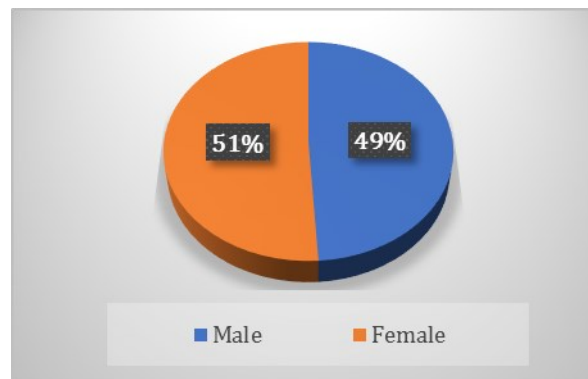


Chart 14
College of Engineering and Technology



The College of Engineering and Technology was one of the highest numbers of plantilla positions in the university along with the College of Education. Majority of which are male faculty members with seventy-four percent (74%) where twenty-six percent (26%) goes to the female population. Overall, there are fifty-three (53) plantilla positions distributed to fourteen (14) female faculty members and thirty-nine (39) male faculty members. With the fourteen plantilla positions given to the female faculty members, four of which are female instructors, five were associate professors and five were assistant professors. Along with the plantilla positions given by the male faculty members, seventeen (17) of which were male instructors, eight were male assistant professors and fourteen (14) of which were associate professors.

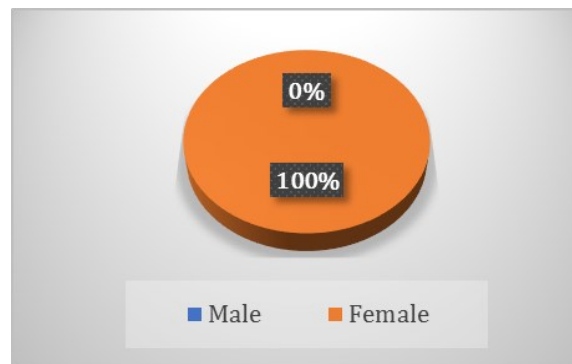
Chart 15
College of Education



The College of Education has a total of forty-nine (49) plantilla positions in the university. The proportion of the plantilla positions is almost equal with fifty-one percent (51%) for female and forty-nine percent male (49%). Having twenty-nine (29) plantilla positions, five were female instructors, six were assistant professors, eleven were associate professors, and seven were female professors. In contrary, twenty plantilla positions for the male faculty members can be disseminated to the seven male instructors, seven assistant professors, four associate professors, and two were professors.

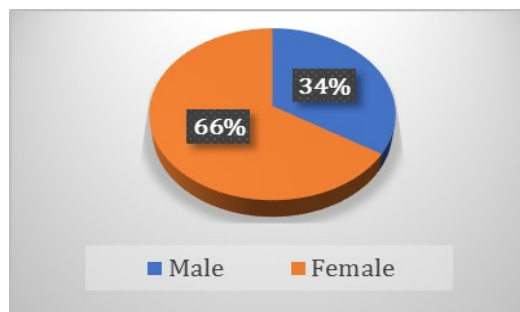


Chart 16
College of Law



The College of Law has only one plantilla position which belongs to the female faculty member. There is a single female instructor.

Chart 17
College of Science



The College of Science has a total number of thirty-five (35) plantilla positions. Sixty-six percent (66%) of which belongs to the female faculty members and thirty-four percent (34%) of which belongs to the male faculty members. Majority or six (6) of the male faculty members with plantilla positions were instructors. Five (5) of which were male associate professors and only one male faculty member was given plantilla position of assistant professor.

At the same time, most of the female faculty members who were given plantilla positions in the college were female associate professors with a total of eight (8). The female associate professor and assistant professor positions were also granted in the college with six (6) plantilla positions respectively. Furthermore, three of which also belonged to the female professors of the college.

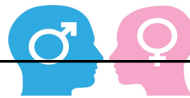
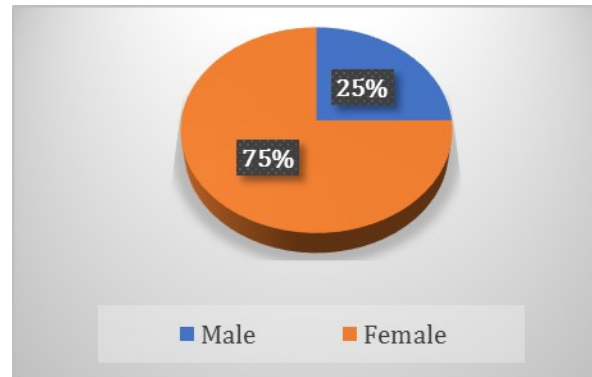


Chart 18
College of Public Administration and Governance

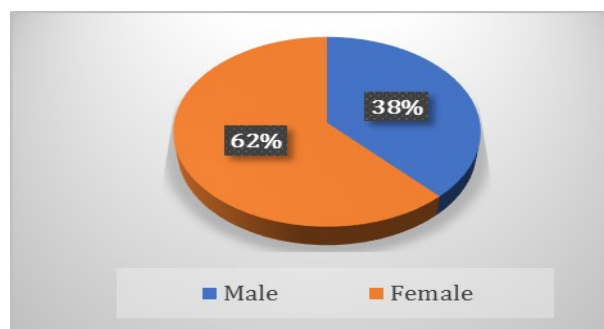


The College of Public Administration and Governance holds eight plantilla positions for its faculty members. Seventy-five percent (75%) or six (6) of which were given to the female faculty members composing five (5) female instructors, and one (1) associate professor. A quarter or twenty-five (25%) on the other hand were given to its male faculty members. Two of which are composed of one male instructor and one assistant professor.

B. SEX-DISAGGREGATED DATA OF TSU GRADUATES

The graduate statistics of Tarlac State University in the academic year 2016-2017 are presented in the succeeding analysis and discussion. Nevertheless, the analysis and discussion are only limited to utilizing descriptive method as an analysis of collective information on the graduates of the university. Furthermore, an in-depth analysis of identifying gender disparities as well as the issues and problems of students may be needed.

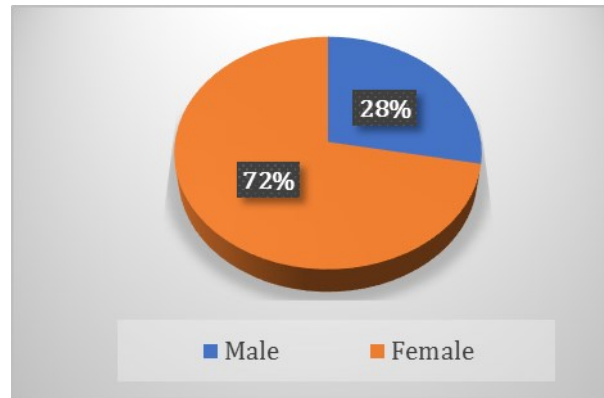
Chart 19
Percentage of Male and Female Graduates of A.Y. 2017



Based on the data given by the Office of Admission and Registration, there are three thousand thirty-one (3,031) graduates of the university last academic year 2016-2017. It has been found that the majority of graduates are female who came from different programs. It composed of sixty-two percent (62%) or a total of one thousand eight hundred seventy-three (1,873). On the other hand, the thirty-eight percent (38%) or a total of one thousand one hundred fifty-eight (1,158). This shows that more female students obtain higher education than male students.

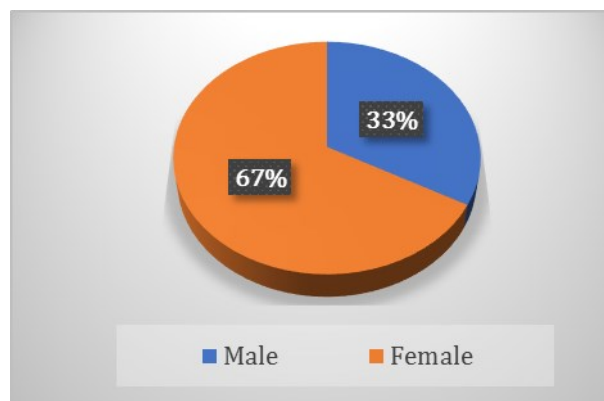


Chart 20
Graduates of Doctorate Program



In terms of a number of graduates in the doctorate programs, male accounts for twenty-eight percent (28%) while seventy-two percent (72%) are female. This suggests that more female students pursue the highest level of academic degree. Which is consistent with the findings of Alon and DiPrete (2015) stating that women attain a master's, professional, and doctoral degrees at rates that exceed men. Same with last year's result, education still tops the list of the most number of graduates in the doctorate program with having 15 graduates, 12 of which are females while 3 of are males. On the other hand, the College of Public Administration and Governance constitutes the least number of students who have successfully earned their doctorate degree, having only 1 male graduate for this academic year.

Chart 21
Graduates of the Masters' Program



For this academic year 2016-2017, the university was able to produce one hundred eight (108) graduates of Masters' program which is a bit higher to last year's roll of successful graduates having ninety-five (95) graduates from last year. Out of 108 graduates for this academic year 67% of which are female or 72 graduates which is twice the number when compared to male graduates of master's program with only having 33% or thirty-six (36) male graduates. The program with the most number of graduates is Master of Business Administration with forty-one (41) graduates or 36% of the total graduates for the said school year while the least number of graduates for the master's program comes from the College of Computer Studies having only one male graduate for this academic year.

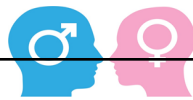


Table 1
Overall Graduates of Undergraduate Program

NUMBER OF GRADUATES	%
67	2.31
281	9.67
920	31.66
380	13.08
543	18.69
390	13.42
7	0.24
76	2.62
123	4.23
118	4.06
2906	99.97

The table above shows the total number of graduates from the university in the academic year 2016-2017. It will be deduced that the university has yielded much of its graduates from the College of Business and Accountancy (CBA) that constitutes 31.66% of the total graduates from the academic year 2016-2017. This suggests that much of the students in the university prefer to work in the business or industrial sector after they graduate. With the stiff and competitive labor market that is highly in need of fresh graduates who have a solid background and training from the field of business and accountancy, students would prefer to hold a degree in business and accountancy for them to have a higher chance of securing a stable job after graduation. This is evident with what is shown on the table since there is a significant difference of 13% from the second to the highest number of graduates from the academic year 2016-2017 which is the College of Education (COED). This is the case for there is this notion that teachers have a lower pay grade when compared to the people working in the business and industrial sector. Added to this, students believe that the life of a teacher is more tedious and taxing especially with the increased rates of teachers committing suicide in the Philippines. But on the positive note, the 18.69% of graduates is a good indicator and enough contribution to the labor market considering the fact that there is a need for more educators in the Philippines especially with the introduction of the K-12 program in the country.

On the other hand, the College of Law (COL) had the lowest number of graduates for the academic year 2016-2017 comprising of 0.24% of the total graduates followed by College of Architecture and Fine Arts (CAFA) yielding 2.31% of graduates. Nevertheless, the university should not be heightened for yielding a low number of graduates from these colleges for it is understandable that Tarlac is a small province and only a few students would pursue a degree in Laws after they have graduated from the college. Also, these courses are a bit costly and would require a longer period of time for you to complete it. Since students mostly prefer to have a stable job immediately so that they would be able to help their family or relatives, they would rather prefer to enroll in courses that have a shorter duration in completing, are not that expensive, and most especially that are in demand. Based on last years' total number of graduates, it will be noted that CBA and COED still bag the top and second spot of yielding a higher number of graduates from the university. While College of Law (COL) and College of Architecture and Fine Arts (CAFA) still have the lowest rates of graduates. It can be inferred that the choice of students in choosing and completing an undergraduate program does not change rapidly. Though it will also be deduced that even though CBA and COED have the same rankings with regards to the number of graduates, the total number of graduates has declined by almost 59.79% from last year which is of course based on the data that was given by the University Registrar and the data that were culled out from the previous sex- disaggregation profile.

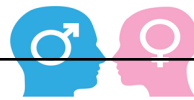
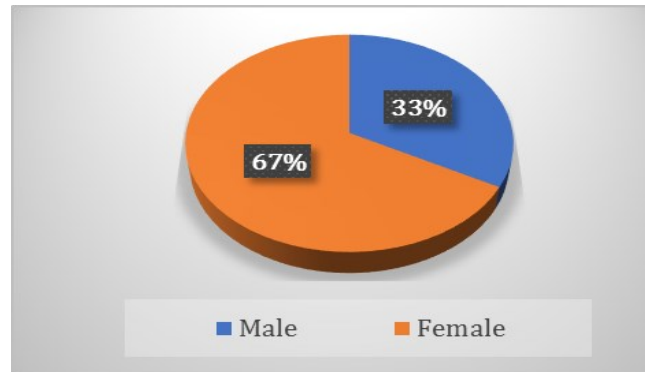


Chart 22
Graduates of Undergraduate Program



Looking closely at the figure, Figure 22 illustrates the gender difference in the total number of graduates that the university has been able to yield. With the majority of the total number graduates from the academic year, 2016-2017 are female which constitutes 61.53% of the population of the total graduates, outnumbering the male graduates from the academic year 2016-2017 that only constitutes 38.44% of the total population. Having said that, it safe to conclude that the university has yielded more female graduates than a male from the academic year 2016-2017. This is consistent with the findings of the National Statistics Coordination Board (NSCB) in 2012, arguing that for more than a decade women college graduates continues to outnumber men college graduates mostly because women undergraduates are often seen as “better students, i.e. they work harder, perform better, and less likely to drop-out in school” (Licuanan 2012, p. 2 as cited in Quismundo, 2012; Gaskel, 1984). Nevertheless, even though there are more female college graduates than men Licuanan (2012) concurs that the labor market still favors men mostly because there are more men employed or accepted in the labor market rather than women. Added to this, Licuanan (2012) mentioned that at present women still occupy lower positions in the organizational hierarchy when compared to men and that the average basic daily pay of the women are seen to be lower than men. Thus, it will be inferred that at present even with the increasing rates of women graduating from the universities they still remain so underrepresented in the positions in the labor market and organizational hierarchy that involves high decision-making. Which clearly implies that “there is still a wide gap in the participation rates of women in decision-making” (*Ibid.*), thus having unequal opportunities available to women- with them often seen in the careers of domestic responsibilities e.g. home economics and men in the managerial and marketing responsibilities.

Figure 22 also shows that out of all the colleges in the university the female-dominated college comes from the College Business and Accountancy (CBA) constituting 38.31% of all the female graduates from the academic year 2016-2017. Next to CBA is the College of Education (COED) with 23.66% of female graduates. Given that the CBA and COED are among the most female-dominated colleges in the university, the high percentage of female graduates in the undergraduate program 61.97% comes from these two Colleges with the highest number of enrollment as well. This is consistent with the data that were derived from the previous sex-disaggregation profile with that it can be inferred that the number of female-dominated college graduates does not change rapidly and that the choice of the undergraduate program does not change very easily. Lastly, it can be inferred that even though business courses are dominated by females it does not guarantee a female graduate to be employed in the labor market where it requires more decision-making skills. As mentioned previously, at present, there is still a wide gap in the participation and employment opportunities of women in the labor force when compared to men.

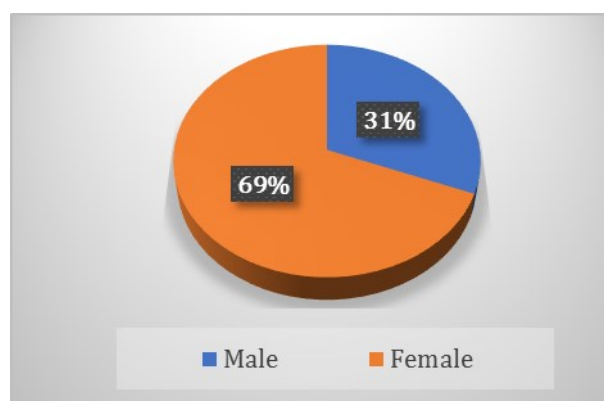


On the other hand, it can be seen on the figure that the least female-dominated colleges are from the College of Law (COL) which constitutes 0.28% of the total female graduates followed by College of Criminal Justice and Education (CCJE) yielding 2.80% of the total female graduates for the academic year. Though the number of graduates in the undergraduate programs is minimal, it will still be noted on the figure that the women graduates from the COL have outnumbered the male graduates of COL by 0.10%. This implies that there are more female graduates having a degree in Laws this may be due to the fact that females are known to be more hardworking, studious, perform better in school, have lower rates of drop-out and have the capacity to finish a degree when compared to men. Also, in a male-dominated field like the Criminal Justice Education the 2.80% of female in this colleges are sufficient enough to infer that at this present time there is a much greater acceptance of women in the field of Criminal Education-that women are not only exclusive to domestic responsibilities and that they have already surpassed the traditional social expectations i.e. to be the homemaker of the family.

Looking at the number of male graduates of the academic year 2016-2017, it can be seen that the male-dominated colleges in the university come from the College of Engineering and Technology (CET) which constitutes 26.86% of the total population of the male graduates and 10.32% of all the total graduates. This is the case for it is already expected that male graduates would dominate the above-mentioned colleges since most of the times males would tend to prefer to choose these undergraduate courses partly because of the nature of the course. It is also presumed that due to the gendered nature of engineering and technical courses males would tend to dominate such. This is consistent with Jacobs (1995), Charles and Bradley (2002), England and Li (2006), Mann and DiPrete (2013), Morgan, Gelbiser and Weeden (2013) findings arguing that the graduating rates of science, technology, engineering, and mathematics (STEM) degrees are much higher among males than females.

CBA follows next is the male-dominated courses which constitute 21.04% of the total male graduates and 8.09 of the total population of the graduates. Although CBA is a female-dominated course, it still produced the second to the highest male graduates. A probable reason for the large chunk of graduates in this college is that at present, the labor market is highly in need of more male graduates who hold a degree in business management. It can also be noted that college which has the lowest number of male graduates are the College of Law (COL) with only 0.18% of the male students in the university has graduated. Followed by the College of Public Administration and Governance (CPAG) yielding 1.34% of the total male graduates.

Chart 23
College of Architecture and Fine Arts

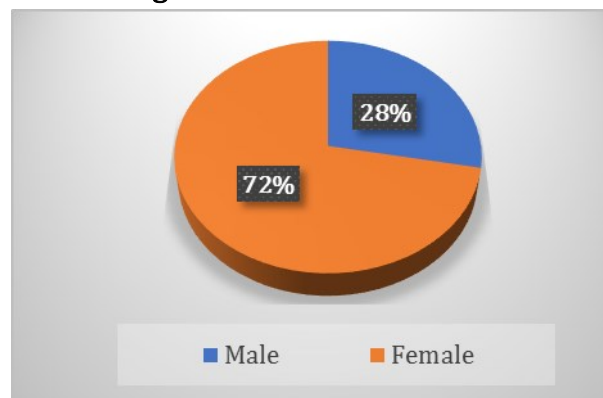




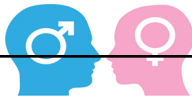
The College of Architecture and Fine Arts (CAFA) is among the least populated college in the university, yielding only 2.31% of the total number of graduates in the university. It can be seen in the figure that there is a 37% difference in the number of male graduates from female graduates within the college. This implies that there is a wide gap between the number of males and females that have studied Architecture and Fine Arts, this may be due to the nature of the work in these fields. Studies have shown that the reason for the wider gap of male and female graduates in the architecture and fine arts field is embedded in a deep societal and structural issues in a society (Youde, 2017). Since most of these fields demand a lot of time in the individual, women are in conflict in choosing between their career and taking care of their respective families (i.e. even at an industrialized society of women are stereotyped to be the homemaker of the family). Also, the results of the study Alon and DiPrete (2015) shows that the main reason why most males prefer architectural and fine arts field because males believe that these fields are more interesting and challenging since men are seen to be less averse than female when choosing and finishing an undergraduate course.

Being a male-dominated College, CAFA was able to produce 34 male graduates in Architecture and 12 male graduates in Advertising. In contrast, CAFA was able to yield 12 female graduates in the Architectural field and 9 female graduates in the Advertising field. Hence, Architecture is still a more popular choice for male enrollees, while advertising is at par on the popularity of choice for an undergraduate degree.

Chart 24
College of Arts and Social Sciences



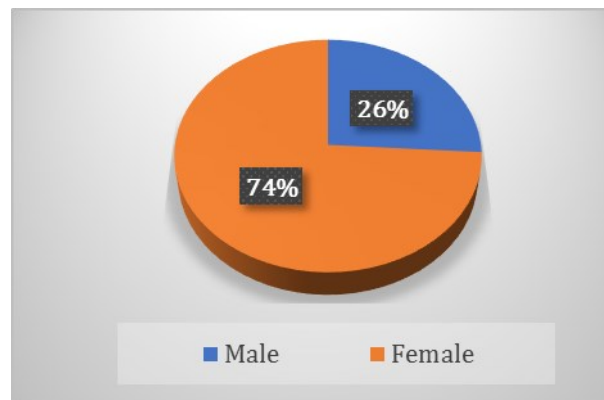
The College of Arts and Social Sciences (CASS) ranks fifth in the Colleges that have produced the majority of graduates in TSU comprising of 281 or 9.67% of the total graduates for this academic year, this is comparatively low from the last year's figure with CASS yielding 577 graduates last academic year. This is the case for it is to be noted that the College of Criminal Justice Education (CCJE) is no longer part of CASS i.e. CCJE has already become an autonomous college for this academic year. It will be seen on the table that there is a clear difference in the total number of male graduates with female graduates in the College of Arts and Social Sciences with females comprising the bulk of its graduates having 72% or 202 students compared with the male graduates from the college with only having 79 graduates or 28%. With the 44% disparity of male and female graduates from this college, it can concur that the courses offered in CASS are gender specific. This is consistent with the findings of Gaskell (1984) stating that females would likely pursue courses and be in the field of journalism, social work, and counseling when compared to men who would most likely dominate the technical and STEM courses. A probable reason for this case is partly because of nature of these courses since jobs in these fields require less physical work and more of having good interpersonal and social skills which are the common characteristics that women possess.



Furthermore, studies have shown that women tend to choose studies with explicit social context such as our social work, arts, communications and languages than STEM courses.

Comparing it with last year's sex dis-aggregation data, it will be noted that there is no significant difference with the disparity in the number of graduates from CASS between last year and this year. Both academic year i.e. 2015-2016 and 2016-2017 have the same rates of female and male graduates i.e. 72% to 28% with, of course, female graduates dominating this college. This implies that the rate of female and male graduates from this college does not change rapidly. With that in mind, this confirms the findings of Gaskell (1984) which was mentioned in the last paragraph. Further, it will be deduced that even in this modern era course in this college are predominantly influenced by societal norms i.e. the traditional gendered fields are still being followed.

Chart 25
College of Business and Accountancy

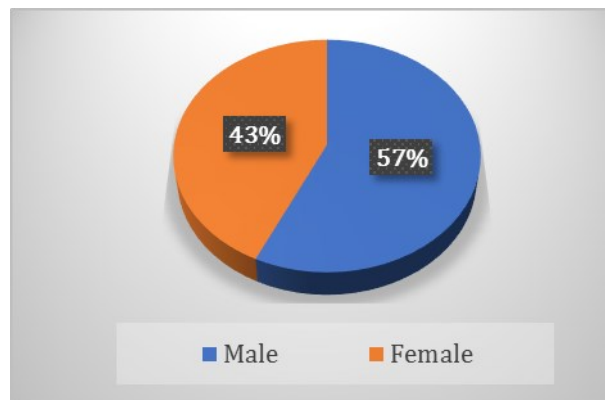


Gender disparity in terms of graduates is pronounced in the College of Business and Accountancy. The figure above shows that out of the 920 graduates in the academic year 2016-2017, 74% are females while only 26% comprise of male graduates from the college. One of the reasons that can be argued in this case is that, as mentioned in the previous sections, females would mostly dominated the business courses due to the notion that these fields would be “useful” to them since at present the labor market is highly in need of workers in these fields thus there would be higher chances of securing a job after graduation e.g. clerical jobs such as being a secretary or an executive assistant in a company. In line with this, it is to be understood that much of the clerical training that is preferred by most industrial and business sectors are embedded in the curriculum of business and accountancy courses. Thus, as Gaskell (1984) would concur, clerical jobs would be preferred by most female undergraduates since there is a notion among females that “clerical work is where work is available for women in a competitive labor market” (*Ibid.*, p. 97). As mentioned earlier, due to the stiff and competitive market economy job stability and security would be the number one basis on why women would rather choose this career path rather than giving more value on wages (Alon & DiPrete, 2015).

Aside from the relative availability of the clerical jobs, it is believed that this career path has “higher status, more security and better working conditions than any other blue-collar work” (Gaskell 1984, p. 97). This is the case for women are more concerned about their perceived working environment i.e. desirable occupations that are more supportive to women. Thus, it may be claimed that in the 21st century, women are much wiser, practical and more decisive when it comes to choosing and creating their future career path.



Chart 26
College of Computer Studies



The College of Computer Studies (CCS) is among the colleges that have not much gender disparity among its graduates. Though, CCS is a bit dominated by male graduates which is comprised of 218 or 57% when compared to the female graduates that is comprised of 162 or 43% it can still be claimed that there is not much of a difference between the two, because It will be seen on the figure that there is only 14.74% difference between the number of male and female graduates. Which means to say that male and female graduates from this college are on par with each other and that there is only a minimal gap between the two.

It will be argued that even though jobs in these fields are predominantly populated by males, at present, there is now a growing acceptance of females in the field of information technology. Mostly due to the changing social structure and social environment that is why it can be evidently seen on the figure that there is only a minimal gap between the two sexes. This is of course due to the influx of social movements in the current century particularly with the lobbying and restructuring of new policies and opportunities available to female graduates of information technology. Since much of the literature says that during the 20th-century women were seen to be under-represented in the ICT sector employment with women in the global ICT sector only comprised of 20 percent of ICT specialists (Gurumurthy & Chami, 2014).

Furthermore, because of the changing social structure females are now more likely to consider a technology-related career (Tandon, 2012 as cited in Gurumurthy & Chami, 2014). Also, “a new hybrid of jobs presents a promising avenue for women” (Gurumurthy & Chami 2014, p. 19) such as “bioengineering, digital media, data informatics, telemedicine and other unique combinations of ICT skills and domain expertise in every imaginable field” (*Ibid*, 2014). Lastly, with the growing restructuring of the public policies regarding the employment of women in the field of information technology there is also a growing provision on the allocation of budget in basic ICT skills training among women, continued access for both women and men to resources specifically with financial and material resources with emphasis on high quality ICT infrastructures such as public libraries and schools, equitable learning initiatives and provisions most specially to the developing countries such as the African and Asian countries, and a more systematic approach needed for the development of a gender-responsive digital literacy program (Gurumurthy & Chami, 2014).

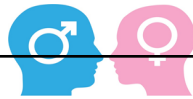
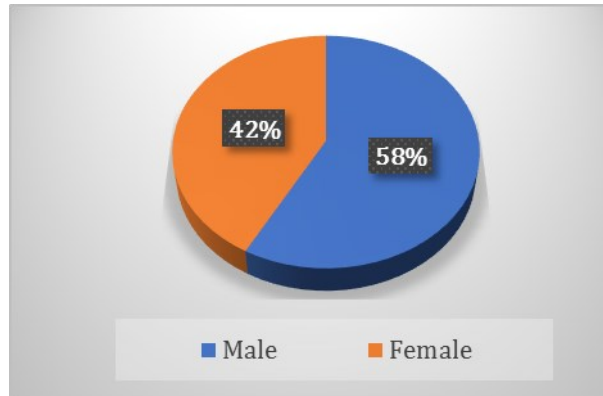
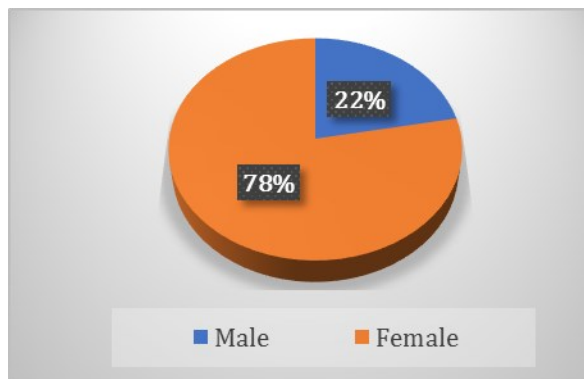


Chart 27
College of Criminal Justice Education



Being the new autonomous college from TSU, the College of Criminal Justice Education (CCJE) has yielded 118 graduates for this academic year, 68 of which are males that constitutes 58% of the total male graduates from the college while 50 female undergraduates or 42% of the total graduates from the college have successfully graduated receiving a degree in criminal justice education. The figure denotes an almost equal number of graduates from CCJE considering the fact that due to societal norms it is expected that this college would be a male-dominated college. But statistics show that this is not supposed to be the case, with that it can be implied that at present there is an increasing acceptance of females in the field of criminology, the era of stereotyping men to dominate this field has already reached its age. Furthermore, this clearly means that this field no longer genders specific and that this goes to show that what men can do and contribute in the field of criminology can be also be contributed by women aspiring to enter in this field. Lastly, this means that the skills, abilities, and attitude needed in order to hold these degrees and to find a job in the future are not gender specific.

Chart 28
College of Education



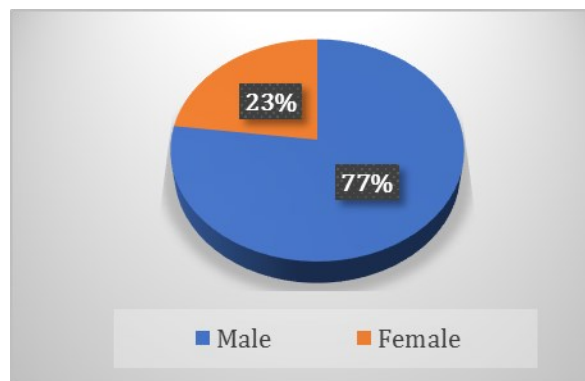
With a total of 543 graduates for the academic year 2016-2017, the College of Education (COED) has yielded 120 male graduates or 22% of the total graduates from the college and 423 female graduates or 78% of the total graduates from the college. The 55.8% disparity between the male and female graduates tells that education is overwhelmingly dominated by the female. This data is parallel with the nationwide data on the number of public school teachers. In the public secondary schools alone, 77.06 percent comprises of female teachers while 22.94 percent are only male teachers.



This is due to the embedded structural and stereotypical social norms in the society that women are contextualized as helpful and caring and are still seen to be the primary caregivers in families which are all the qualities or traits that the field of teaching requires. In line with this, women are by nature more patient and nurturing than men that is why due to the societal expectations imposed on women based on their innate characteristics, women mostly dominate the teaching field.

Also, “women may be more attracted to the profession than men in part because they can work the same schedules as their children” (Rich 2014, p. 2) and that teachers can take a few years out of work to stay at home with babies or toddlers and return to the profession easily (Rich, 2014; Anderson, n.d). Furthermore, as mentioned in the previous discussion the pay-off for the teaching field is quite lower compared to other fields. Since men give more value to wages rather than the nonpecuniary aspects of the job due to the societal expectations that men should be the provider of the family thus they should have a higher income to sustain the needs of his family.

Chart 29
College of Engineering and Technology



The figure above shows the percentage of graduates in the College of Engineering and Technology (CET), it will be seen on the figure that 77% or 300 graduates are male while 23% or 90 graduates are only female with having 53.84 gender disparity in the number of graduates which clearly depicts CET to be a male-dominated college. One of the major reasons why CET is considered to be a male-dominated is rooted on the stereotypical and societal norms wherein men are expected to be in these courses partly because of the nature of the fields i.e. men are more adept in solving complex mathematical equations when compared to women. Since these courses are mostly involved in solving complex mathematical equations, where men are found to be good at, they would more likely to choose these courses since for them this might more interesting and useful for them in the future and choosing these courses or fields would further train and flourish their intellectual ability.

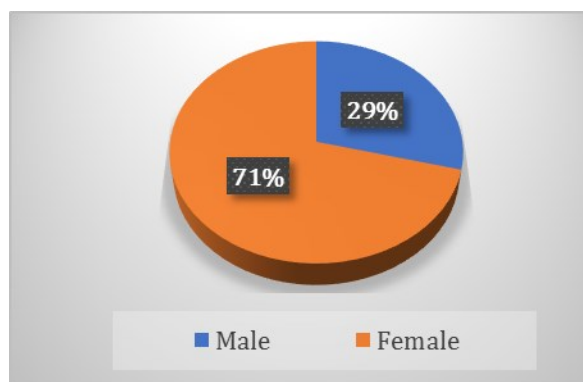
Added to this complexity is that these fields require more physical tasks which makes more advantageous than women since by nature men have always stronger than women. Also, men would tend to choose these courses since it is believed that jobs in these fields offer a higher payoff than any other jobs in the market economy which compliments with the notion or societal expectation that men should earn more than their spouse since men are considered to be the main provider of the family. This may explain the logic on why men would rather put more value on wages for their future jobs or the pay-off that they get from their future jobs than on the stability and security of the jobs- which are more evident with women as discussed earlier.



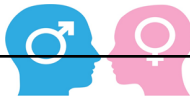
Much of the literature reviewed concedes with the arguments stated above, such as Gaskell (1984), Alon and DiPrete (2015), and Marcus (2017). All of the authors mentioned above seem to have similar findings with their study. Wherein, Gaskell (1984) found out that a larger chunk of the population of high school boys would tend to dominate the industrial education courses when they reach their college life which Alon and DiPrete (2015) & Marcus (2017) would agree with that stamen since both of their findings revealed that much of the enrollees and graduates from the STEM courses are males due to the embedded notion that these are the courses where they are good at and where they will be able to apply their innate intellectual ability. Also, these authors have seen observed that another factor why men would mostly choose STEM and industrial courses is that men enjoy the camaraderie of the industrial education program. In line with this, Alon and DiPrete (2015) & Gaskell (1984) studies have shown that colleges become only male or female-dominated when male or female undergraduate students would choose courses that are male or female-dominated. The bad side of having a male-dominated industry is that women start to think that the odds or industry where you are working at is against you. Thus, having a snowball effect on the representation of women in the engineering industry. Lack of visibility of female models in the industry clearly feeds gender disparity. Statistics have shown that there is only one (1) female engineer among Forbes' top 100 CEOs (Connell, 2017). Which is consistent with the report of the Organization for Economic Cooperation and Development stating that "lack of professional role models for girls in STEM fields is one of the reasons why relatively few girls enter such careers" (Cabico, 2018) thus feed gender disparity.

Moreover, aside from the lack of female role models in the STEM fields, gender discrimination and sexual harassment in the workplace are seen to be one of the cause in having a wide gender gap of professional women working in the science, technology, engineering, and math industries. Based on the global statistics that was derived from the PEW Research Center Survey of US adults it showed that twenty percent of women in STEM industries say that their gender has made it harder for them to succeed in work. Added to this, the survey revealed that thirty-six percent of women in STEM jobs say that they have experienced sexual harassment in the workforce. Thus, creates a hostile environment for women leading to more female STEM workers leaving the workplace due to the macho workplace culture issues.

Chart 30
College of Law

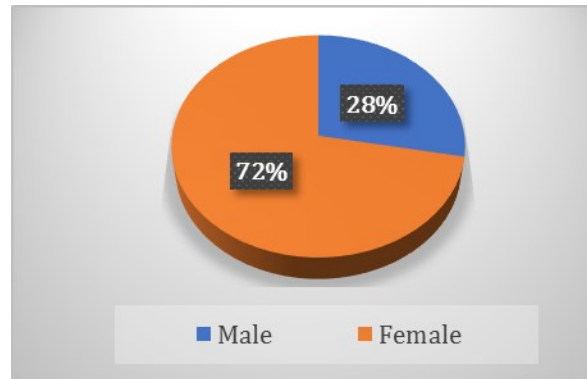


For the academic year 2016-2017, the College of Law has produced 7 graduates, 2 which are male and 5 are female. With the relatively few numbers of graduates from the college, it can be implied that it is not just the popularity of choice of post-graduate program in the province the sole reason why there is a low turn-out of graduates from this college. A lot of factors can be looked into and may affect



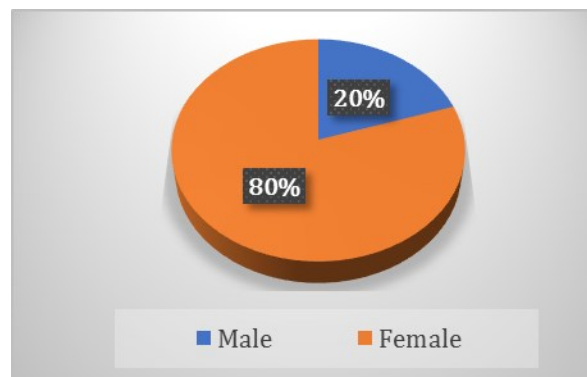
the low turn-out of graduates for the College of Law such as the material and financial resources since it is expected that this already a post-graduate program and that students would rather choose to work first after they graduate from their undergraduate degree than taking the post-graduate degree immediately after their graduation. Also, it is understandable that due to the nature of the program i.e. the complexity of the topics to be covered and the severity and stress-related factors that may interfere in course of taking the degree which may explain the low turn-out of graduates.

Chart 31
College of Science



The College of Science has always been part of the least populated colleges in the university yielding only 4.23% of the total graduates this academic year. It will be seen in the figure that there is a wide gap between the number of male graduates (28%) to female graduates (72%) the justification of this phenomena, has already been explained in the previous discussions (Refer to College of Engineering and Technology for a wider understanding of this figure).

Chart 32
College of Public Administration and Governance



The College of Public Administration and Governance (CPAG) like the CBA and COED are among the most female-dominated colleges in the university. With a total of 76 graduates or a total of 2.62% of the total graduates from the university. It will be seen in the figure that CPAG comprises of 61 female graduates or 80% of the total graduates from the college while only 20% of graduates are the only male. This may be due to the changing social structure. In the onset of the 21st-century public administration, there is now a growing acceptance of female graduates occupying this field. Since the formal



launch of the United Nations Development Program on Gender Equality in Public Administration that sought to increase its attention to addressing gender equality in public administration and governance.

With the launch of the UNDP's program regarding public administration and gender equality, it has paved the way for women to occupy more positions in public administration. Furthermore, the reason for the growing acceptance for women to occupy positions in public administration is that women are seen to be firmer in their decision making which helps companies, industries, and government institution to perform better. Studies have shown "that companies perform best financially have the number of women in the leadership roles" (n.a. 2016, p. 1).

Aside from the better performance of women in public governance, women's contribution to policy, legislation and decision making have benefited everyone. Women have always been present in legislating policies related to gender equality issues and have always been part of passing laws that would combat gender-based violence in the society such as universal access of the vulnerable sector on education and health.

C. SEX-DISAGGREGATED DATA ON TSU ENROLLMENT

Based on the data given by the Office of Admission and Registration, the number of male and female enrollees among the different colleges in the university were presented. Furthermore, the exploration of the enrollment data in the university is crucial to recognize gender disparities and trends on the students which may have an effect on the school undertakings and policies.

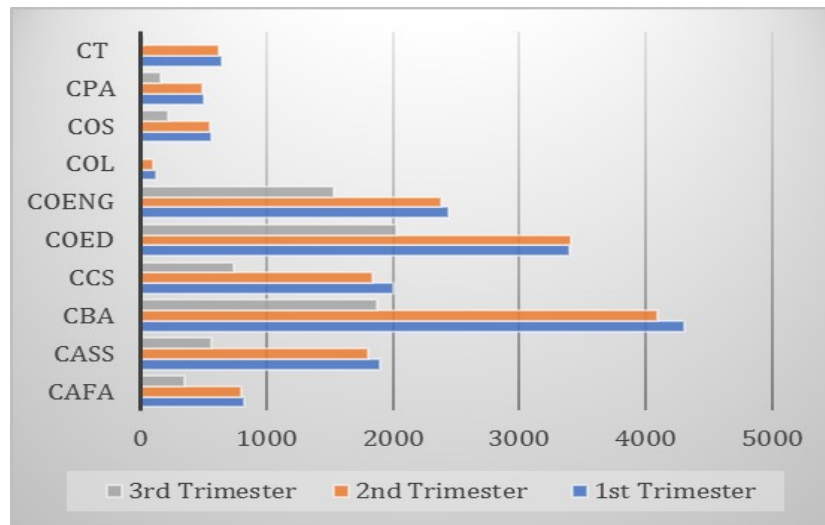
Table 2
Enrollment Statistics of Doctorate, Master's, and Undergraduate Degrees

Program	1 st Trimester	2 nd Trimester	3 rd Trimester
Doctorate Degree	53	57	59
Master's Degree	816	827	952
Undergraduate Degree	15,842	15,210	6,508
TOTAL	16,711	16,094	7,519

The table above exhibits the total number of enrollees per degree from the first trimester up to the 3rd trimester. It manifests that the Undergraduate Degree has the most student enrollees with ninety-five percent (95%). Master's degree program comprises the four-point-nine percent (4.9%) of the enrollees. The doctorate degree is considered as the least enrollees for the whole semester with only 0.3%. It is notable that the number of student/enrollees from the different programs are in-depth exclusively with the doctorate degree.



Figure 2
Comparison on the Enrollment Rate Per College

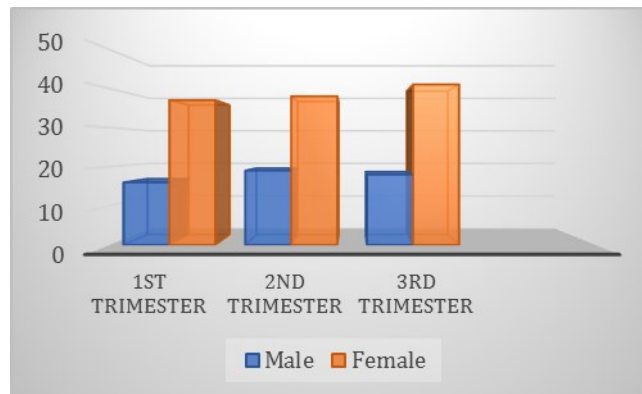


In this figure, the comparison between the enrollment rate per trimester is presented. It is obviously manifested that enrollment rate declining on the second and third trimesters. The College of Business and Accountancy has the most declined enrollees during the second trimester with two hundred fourteen (214). It was followed by the College of Computer Studies with one hundred sixty-seven (167). The College of Arts and Social Sciences, on the other hand, has a total of one hundred one (101) decrease in its enrollment rate. Furthermore, the remaining colleges of the university has declined its enrollment rate with minimal decrease; the College of Arts and Social Sciences has sixty-three (63), the College of Technology has twenty-five (25), the College of Law has twenty-one (21), the College of Architecture and Fine Arts has nineteen (19), the College of Science has twelve (12), and the College of Public Administration and Governance has eight. Nevertheless, the College of Education did not decline its enrollment rate, but it continued to grow by 0.3% or a total of eleven (11). It could be also noticed that when it comes to the third trimester, enrollment rate decreases extremely due to the fact that third trimester is only intended to give students to make up for a course that they failed or the students who want to gain an advantage in their degree.

Among the ten colleges in the university, The College of Business and Accountancy has the highest number of enrollees with twenty-six percent (26%) or four thousand three hundred nine (4,309) students in the first trimester. The College of Education comes next with twenty-one percent (21%) or three thousand four hundred two (3402) students. On the other hand, the College of Engineering ranks third on having the highest number of enrollees with fifteen percent (15%) on the total population or two thousand four hundred forty-one (2441) students. Both of the College of Arts and Social Sciences and the College of Computer Studies ranks fourth on the number of enrollees with twelve percent (12%); CASS has a total of one thousand nine hundred five (1,905) students whereas CCS has two thousand two (2002) students in total. Moreover, both the College of Architecture and Fine Arts and the College of Technology obtained four percent (4%) of the total proportion with six hundred eighteen (618) and six hundred forty-three (643) students respectively. Five percent (5%) of which also obtained by the College of Science and College of Public Administration and Governance; COS has a total of five hundred sixty-three (563) and CPAG has a total of four hundred ninety-eight (498) students. On the contrary, the College of Law has the least number of enrollees for the past three trimesters with only one percent (1%) with a total of one hundred twenty-five (125) students.



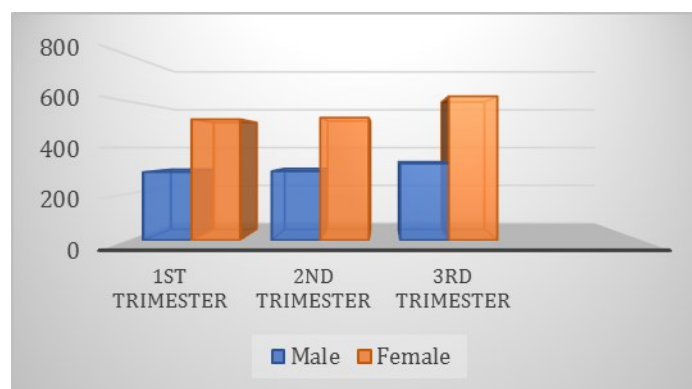
Figure 3
Enrollment Rate on the Doctorate Degree Program



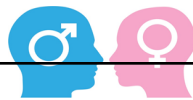
Considering that the doctorate program has the least enrollees in the university, it is clearly presented that enrollees are predominantly female. In the first trimester, there is a total of thirty-seven (37) female enrollees and sixteen (16) male enrollees. The female enrollees in this program are forty percent (40%) higher than that of male enrollees in the first trimester. On the second semester, a total of thirty-eight (38) female enrollees and nineteen (19) male enrollees were identified.

Eventually, female enrollees have increased by forty-one (41) female enrollees and male enrollees went down by eighteen (18). Therefore, it could be noted that the enrollment rate among female students is truly remarkable with thirty-four percent (34%) higher on the second trimester and thirty-eight higher on the third trimester than the male enrollees. This implies that majority of the enrollees who continue the highest level of education, doctorate degree, are female students.

Figure 4
Enrollment Rate on the Masters' Degree Program

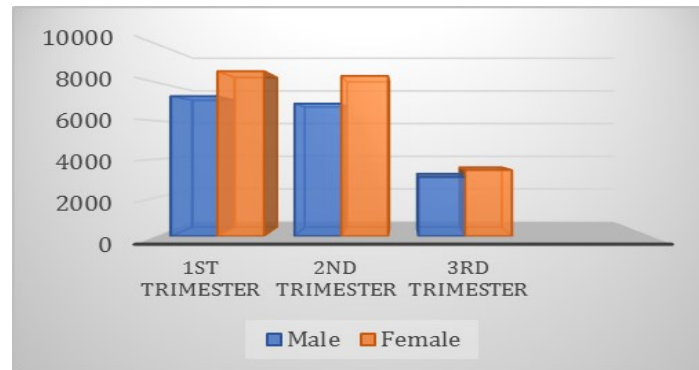


This illustration presents the number of male and female enrollees in the master's degree program for the academic year 2016-2017. There are total of eight hundred sixteen (816) enrollees in the master's degree program; Sixty-four percent (64%) or five hundred twenty-two (522) of which are female students and thirty-six percent (36%) or two hundred ninety-four (294) are male students in the first trimester. In the second semester, the enrollment rate among the students increased by eleven (11).



The female enrollees have a total of two hundred ninety-eight (298) and male enrollees have a total of five hundred twenty-nine (529). This shows that majority of the enrollees were composed of a female student with twenty-eight percent (28%) higher than male students. Third trimester’s enrollment rate has the greater increase having thirty-eight percent (38%) on the total population for the whole trimester. Female enrollees increased by thirty-three (33) with a total of three hundred thirty-one (331) and male enrollees increased by ninety-two (92) with a total of six hundred twenty-one (621).

Figure 5
Enrollment Rate on the Undergraduate Degree Program



The undergraduate degree program has the highest number of enrollees from all different colleges in the university which covers the ninety-five percent (95%) of the total population of the university. From the first trimester, there is a total of fifteen thousand eight hundred seventy (15,870) enrollees. Fifty-four percent (54%) or eight thousand five hundred seventy (8,570) of which were composed of female enrollees where the other forty-six percent (46%) or seven thousand two hundred seventy-two (7,272) male enrollees. The enrollment rate on the second trimester has declined by five percent (5%) or six hundred thirty-two (632); three hundred eighty-seven (387) were male and two hundred forty-five (245) were female. Furthermore, the third trimester had six thousand five hundred eight (6,508) enrollees composing of fifty-three percent (53%) or three thousand four hundred thirty-seven (3,437) female students and forty-seven percent (47%) or three thousand seventy-one (3,071) male students. It could be observed that the population of the undergraduate degree program is mainly composed of female enrollees with fifty-four percent (54%).

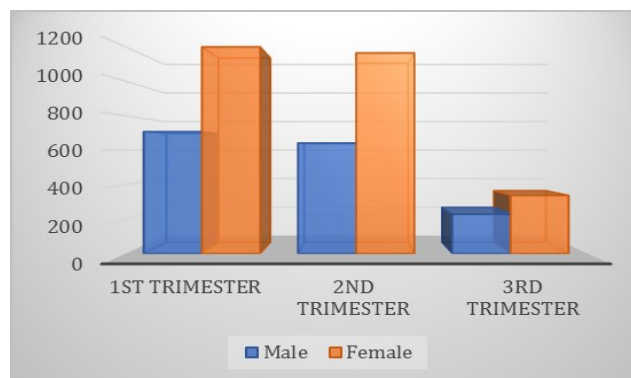
Figure 6
College of Architecture and Fine Arts





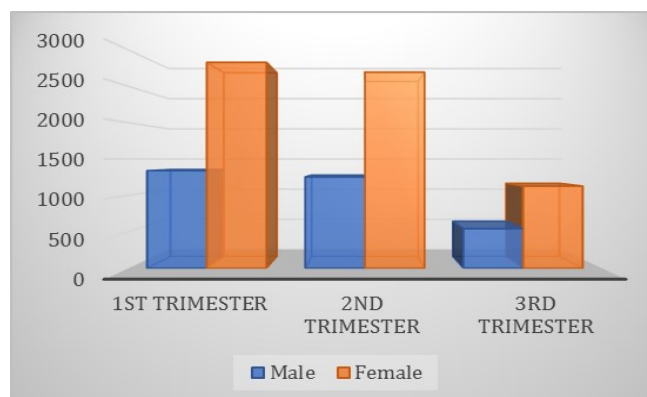
The College of Architecture and Fine Arts was considered as one of the least numbers of students in the university. There is a total of eight hundred twenty (820) students who were enrolled in the first trimester. Gender disparity is obviously seen in the figure above with sixty percent (60%) or four hundred ninety-four (494) male students and forty percent (40%) or three hundred twenty-six (326) female students in the first trimester. When it comes to the second trimester, the segmentation remained the same with sixty percent (60%) or four hundred eighty-two (482) male enrollees and forty percent (40%) or three hundred nineteen (319) female enrollees. On the other hand, there are two hundred ten (210) or fifty-nine percent (59%) of male enrollees on the third trimester whereas forty-one percent (41%) of which were female enrollees. As a result, there is a declined number of enrollees with two percent (2%) and fifty-six percent (56%) in the second and third trimester respectively.

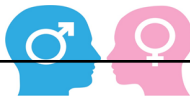
Figure 7
College of Arts and Social Sciences



The College of Arts and Social Sciences offers four programs including AB Communication, AB English, AB Psychology, and BS Criminology. It has a total of one thousand eight hundred four (1,804) enrollees. Unlike in the CAFA, female enrollees dominantly exist in the enrollment rate. It has a ratio of 1414:2396 or seven hundred seven (707) male students and one thousand one hundred ninety-eight (1,198) female students on the first trimester. The enrollment rate in the second trimester dropped by six percent (6%); the total population of male enrollees is now six hundred forty-one (641) as well as female enrollees with one thousand one hundred sixty-three (1,163). On the third trimester, enrollment went down by sixty-eight percent (68%) with two hundred twenty-eight (228) male enrollees and three hundred thirty-seven (337).

Figure 8
College of Business and Accountancy

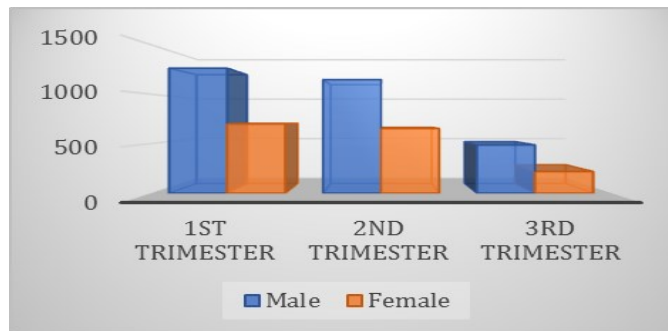




The data on the enrollment rate shows that the College of Business and Accountancy has the highest number of population in the whole university. As compared to the number of enrollees in the male and female population, female enrollees are particularly higher than that of male enrollees. On the first trimester, there is sixty-eight percent (68%) female enrollees with a total of two thousand eight hundred twenty-five (2,825) while thirty-six percent (36%) or one thousand three hundred thirty-nine (1,339) are there in male enrollees.

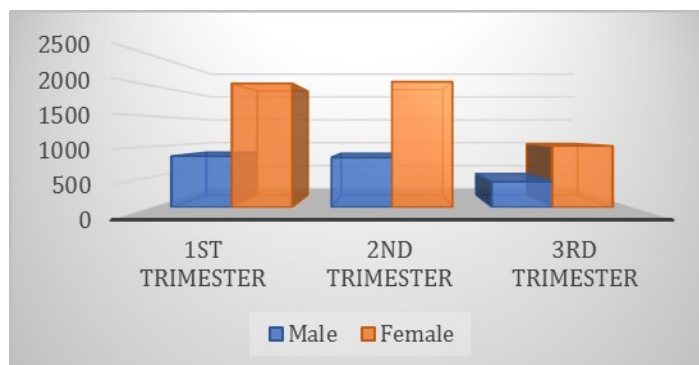
The percentage of female enrollees is the same on the subsequent trimester with a total of one thousand two hundred fifty-three (1,253) male enrollees and two thousand six hundred ninety-two (2,692) female enrollees. Furthermore, the enrollment rate during the succeeding trimester was lowered by five percent (5%). As a result, there are one hundred thirty-three (133) female and eighty-six (86) male who did not enroll. It could also be noted that there is a total of five hundred forty-four (544) male enrollees and one thousand one hundred twenty-eight (1,128) female enrollees. It declined by fifty-seven percent (57%).

Figure 9
College of Computer Studies



The College of Computer Studies' enrollment rate is presented in the figure above. It shows that the population of enrollees is primarily composed of male students having sixty-four percent (64%) or one thousand two hundred sixty-one (1,261). The remaining thirty-six percent (36%) or a total of six hundred ninety-nine (699) female enrollees. The enrollment rate in the second trimester dropped by eight percent (8%) comprising of mostly male enrollees with a total of one hundred sixteen (116) and of forty-six (46) female enrollees. The number of enrollees on the third trimester is seven hundred six (706); four hundred eighty-seven (487) male enrollees followed by two hundred nineteen (219) female enrollees.

Figure 10
College of Education





Based on the data above, the College of Education comprises two thousand eight hundred seventy-seven (2,877) students or twenty-one percent (21%) of the total population in the university. Gender disparity occurs in the College of Education due to the fact that majority or the seventy-one percent (71%) of its population are female enrollees. A total of two thousand eight hundred seventy-seven (2,877) are female students whereas eight hundred forty-one (841) or twenty-nine percent (29%) are composed of male enrollees during the first semester. Out of all colleges in the university, only the College of Education maintained its enrollment rate. There is a total of two thousand eight hundred eighty-three (2,883) enrollees in the second trimester in which twenty-two (22) were added to the male population. Likewise, there are twenty-eight (28) female enrollees who were increased in the population. Furthermore, seventy-two (72%) were still dominated by the female enrollees over twenty-eight of that of male enrollees. On the last trimester, there are four hundred twenty-two (422) male enrollees and one thousand eight (1,008) female enrollees who were recorded on the enrollment statistics of the college.

Figure 11
College of Engineering

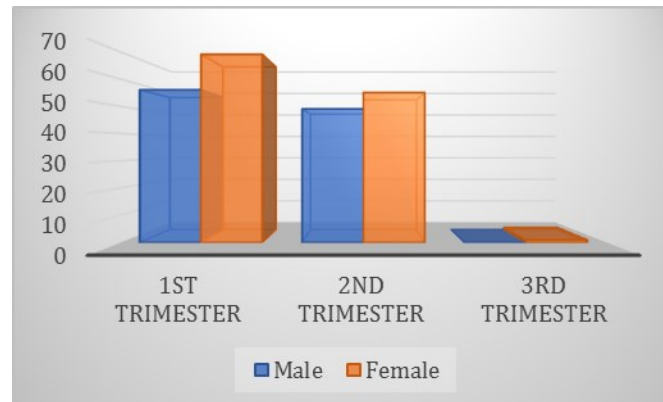


Based on the data gathered, the College of Engineering has a population of over a thousand enrollees in the whole trimester. Apparently, there are two thousand three hundred ninety-seven (2,397) enrollees in the first semester comprising seventy-two percent (72%) or one thousand seven hundred thirty-five (1,735) of male enrollees and twenty-eight percent (28%) or six hundred sixty-two (662) female enrollees. Majority of the students in the college are male enrollees showing enormous gender disparity between male and female enrollees. Hence it could be noted that there are one thousand six hundred eighty-eight (1,688) or 73% of male enrollees whereas six hundred forty (640) or 27% female enrollees on the second trimester.

In this data, although male enrollees are the majority on the enrollment rate, it turned out that it also has a higher number of declined enrollees with forty-seven (47) or 68% as compared to twenty-two (22%) female enrollees having 32% declined enrollees. On the last note, there is a total of one thousand four hundred seventy-four (1,474) enrollees on the third trimester; one thousand sixty-five (1,065) or 72% of which are male and four hundred nine (409) or which were female.

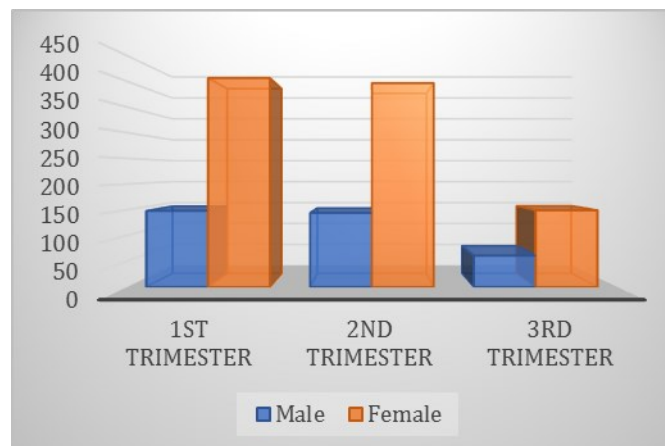


Figure 12
College of Law



Having the least number of enrollees, the College of Law obtained a total of one hundred twenty-five (125) enrollees. Sixty-nine (69) or 55% of which are female enrollees and fifty-six (56) or 45% were male enrollees. Although this college has the least number of enrollees, it could be noted that the portion is almost equal with 53% and 47% on the second trimester. Therefore, there are total of fifty-five (55) female enrollees and forty-nine (49) male enrollees respectively.

Figure 13
College of Science



The College of Science has a total of five hundred fifty-four (554) enrollees on the first trimester. It is recorded that four hundred six (406) or 73% of which were female enrollees and one hundred forty-eight (148) or 27% of which are male enrollees. In this college, gender equality exists because of the number of female enrollees whose percentage is higher than male enrollees. Male enrollees in the second trimester have one hundred forty-four (144) followed by three hundred ninety-six (396) female enrollees. The proportion of male and female enrollees maintained its record by 73% or female and 27% male. On the third trimester, two hundred ten (210) is the total population of enrollees with one hundred forty-nine (149) or 71% and sixty-one (61) or 29%.

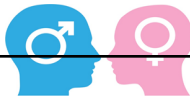
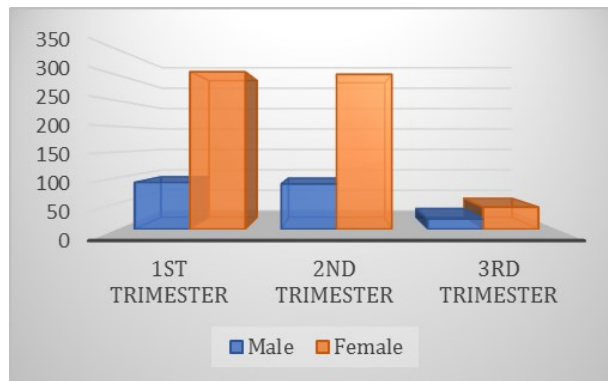
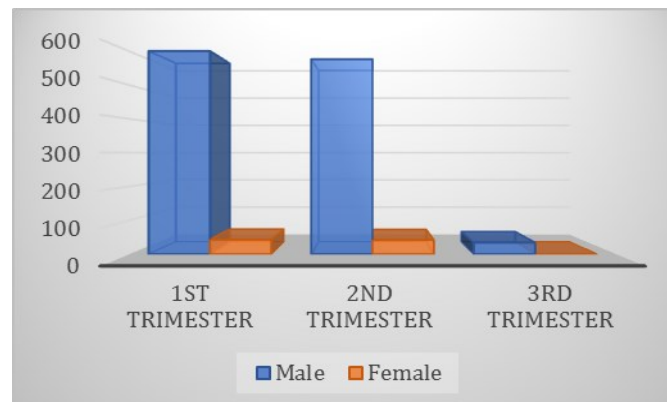


Figure 14
College of Public Administration and Governance

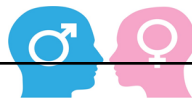


The College of Public Administration and Governance obtained three hundred ninety-seven (397); three hundred six (306) female enrollees and ninety-one (91) male enrollees on the first trimester. In the figure above, it shows that enrollment in the Bachelor of Public Administration and Governance is more delightful among female than male enrollees. This sustains the data on the second trimester in which out of eight hundred eighty-nine (389) total population, three hundred one (301) or 77% comes from the female population as opposed to 23% or eighty-eight (88) male enrollees. On the other side, there are sixty-three (63) enrollees on the last trimester which composed of 68% female enrollees and 32% male enrollees.

Figure 15
College of Technology



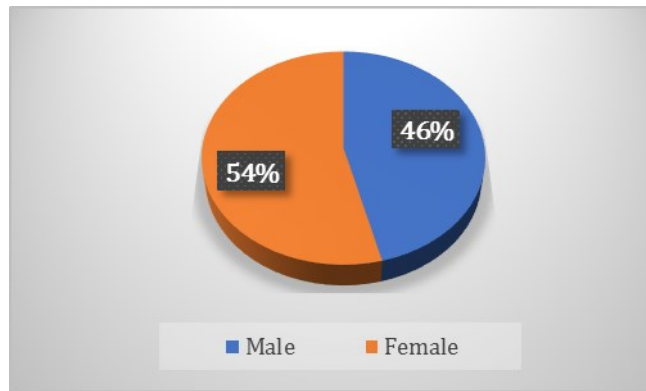
Sex-disaggregated data on the College of Technology reveals that Industrial Technology, Information Technology, and other courses in the college is not a usual course to a female student. It could be noted on the first trimester, out of six hundred forty-three (643) population, six hundred (600) of which were male and forty-three (43) of which were female. It is clear that gender disparity is standard in terms of enrollment rate because the population is 93% male and only 7% are there in female enrollees. On the second trimester, six hundred eighteen (618) is the total number of enrollees; five hundred seventy-six (576) male and forty-two (42) female. However, the fact that this College is mainly composed of male enrollees, it also has a higher number of male enrollees who did not enroll with a total of twenty-four (24). Lastly, there are thirty-four (34) male enrollees and no female enrollees who enrolled in the third trimester.



D. SEX-DISAGGREGATED DATA OF TSU ATHLETES

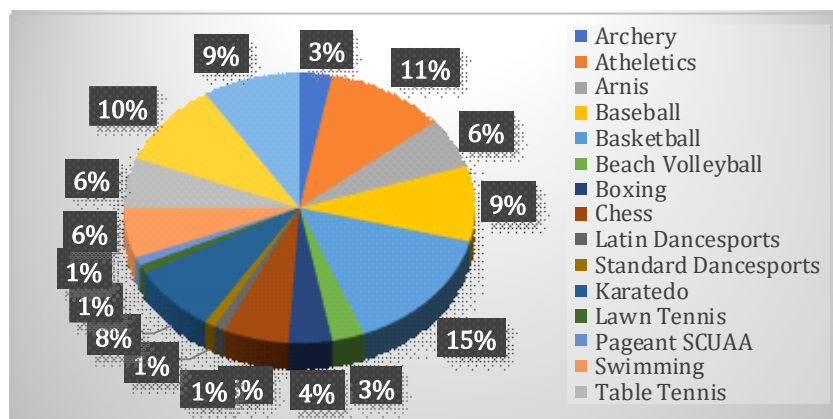
The sex-disaggregated data on the TSU athletes were discussed based on quantitative research. Being one of the leading university in the region, Tarlac State University constantly provide assistance to the students who excel in various sports.

Chart 33
Sex-disaggregated Data on TSU Athletes

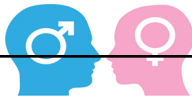


In reference to the Student Development Office, the number of male and female athletes in the university. The figure above shows the data on the number of male and female student-athletes in which a total number of one hundred forty-four (144) student-athlete in the university. Out of which, fifty-four percent (54%) or a total of seventy-eight (78) belongs to the male population. The forty-six percent (46%) on the other side belongs to the female population with a total of sixty-six (66). This data

Chart 34
Distribution of Athletes Per Event



Out of the one hundred forty-four (144) student-athletes that were given in the previous analysis, the distribution of student-athletes per event was presented. Basketball category got the highest percentage of an athletic event with fifteen percent (15%) or twenty-one (21). It was followed by the Athletics event with eleven percent (11%). Furthermore, Taekwondo was the third highest athletic event during the academic year 2016-2017 wherein it obtained a total of fourteen players. Volleyball and Baseball on the other side were ranked fourth highest number of student-athletes with thirteen (13) players or nine percent (9%) respectively.

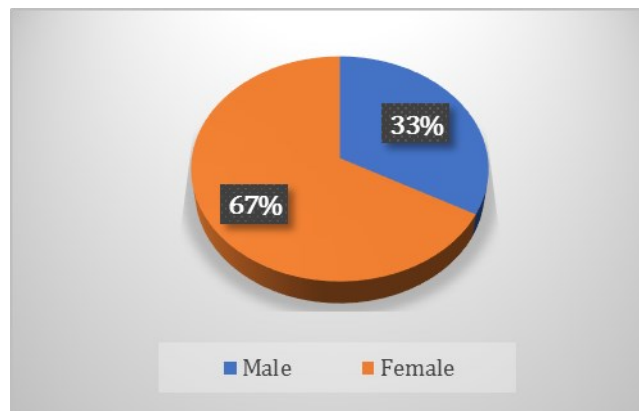


Likewise, Karatedo was fifth among the highest number of student-athletes of all the athletic events in the university accumulating eleven players or eight percent (8%) of the total population. At the same time, events such as arnis, chess, swimming, and table tennis obtained the same number of players per event with six percent (6%) respectively. On top of that, boxing is the next highest athletic event covering four percent (4%) or a total of six. Seemingly, archery and beach volleyball acquired three percent (3%) (or a total of five (5) and four (4)) each on the proportion of the athletic events. Among other things, dancesports (Latin and standard), lawn tennis, and SCUAA pageant have the least number of players/participants with only 1% each due to those require a single or double player.

E. SEX-DISAGGREGATED DATA OF TSU SCHOLARS

The following data shows the percentage of male and female scholars of Tarlac State University for the academic year 2016-2017. The data was gathered through the Office of Admission and Registration. The data were analyzed through the use of descriptive along with quantitative method. Moreover, the analysis and discussion of the following data determine if gender disparity exists or do not exists in the given context.

Chart No. 35
Student Scholars for Academic Year 2016-2017



In the 1st and 2nd semester of 2016-2017, the Tarlac State University has a total of three thousand five hundred twenty-six (3,526) scholars from the thirty-five (35) scholarship providers. As the shown in the given data above, the sixty-seven percent (67%) or the two thousand three hundred fifty-nine of the recipients came from the female scholars. Whilst, the other thirty-three percent (33%) which comprises one thousand one hundred sixty-seven of the recipients are male scholars. It was found out that most of the scholarship grantees are female which means female students are given the opportunity to avail and be granted any scholarship in the university.

Their scholarship providers came from the University-Funded, this includes the Dependent Children of Barangay Official which has a total number of thirty (30) scholars; thirteen (13) males and seventeen (17) females. The Dependent Children of TSU Faculty/Personnel grants fifty-seven (57) scholarships among the students of TSU; these are composed of twenty-nine (29) males and twenty-eight (28) females. Likewise, the Presidential Decree 577 – AFP Educational Benefit System grants ten (10) scholars including six (6) males and four (4) females. The Scholarship Program for Differently Abled Individuals has four (4) scholars; three (3) males and one (1) female. On the other hand, the TSU-



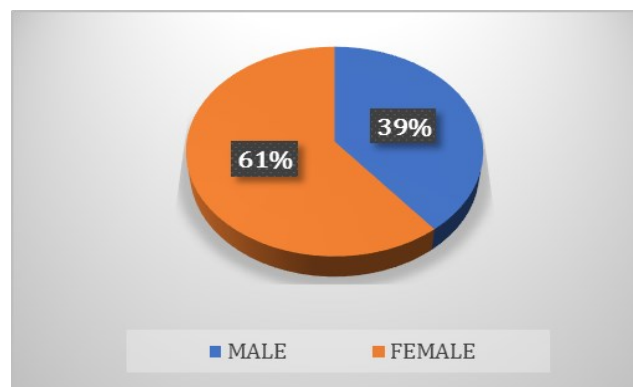
Student Leadership Scholarship Program gives scholarship privilege among six (6) males and three (3) females that is a total of nine (9) scholarship grantees whereas the TSU-Board of Regents grants five (5) scholarship along with one (1) male and four (4) females. Among the Scholarship Providers, TSU-College Scholarship was the second highest number of scholarship grants with the total number of six hundred thirty-four (634) student scholars. Among these scholars are four-hundred eighty (480) female and one hundred fifty-four (154) male scholars. In the TSU-University Scholarship (Full), there are a total of three hundred sixty-three (363) scholars; two hundred seventy-six (276) female and eighty-seven (87). The TSU Faculty/Personnel grants two (2) scholarships from male scholars. Furthermore, the National Community for Indigenous People Scholarship Program grants sixty (60) slots came from twenty-five (25) male students and thirty-five (35) female students of TSU.

Under the CHED-DND-PASUC Scholarship, they permit sixteen (16) scholarships provided that four (4) males and twelve (12) are given grants. Congressional and STUFAP also give scholarship opportunity to those students who met the standard average in order to be granted. Those scholarship programs include ESGP-PA (4P'S), TD-1 Sagip Party List, TD-1st District, TD-3rd District Cong. Noel Villanueva, TD-Akbayan, TD-Buhay Party List, TD-Butil Party List, TD-Diwa Party List, and TD-Sen. Antonio F. Trillanes IV. The ESGP-PA (4P'S) grants two hundred seventy-four (274) scholars for eighty-nine (89) male and one hundred eighty-five (185) female scholars. The TD-1 Sagip Party List, on the other hand, was the fourth (4th) highest scholarship grants among TSU students with three hundred fourteen (314) scholars; ninety-four (94) male and two hundred twenty (220) female scholars. Moreover, the TD-1st District grants one hundred twenty-eight (128) scholarships consist of thirty-seven (37) males and ninety-one females. Based on Table 1. Scholarship Providers, the TD 3rd District Cong. Noel Villanueva was the leading scholarship provider in the university with the total number of one thousand (1000) student scholars which includes six hundred forty-nine (649) female scholars and three hundred fifty-one (351) male scholars. The TD-Akbayan grants eleven (11) scholarships among two (2) males and nine (9) females.

F. SEX-DISAGGREGATED DATA ON MEDICAL CASES AMONG STUDENTS AND PERSONNEL

The following discussion concentrates on the quantitative aspect of the students, teaching personnel, and non-teaching personnel who had medical cases in the university. Furthermore, the data from the University Clinic will not only determine the number of medical cases occurred but also their sex.

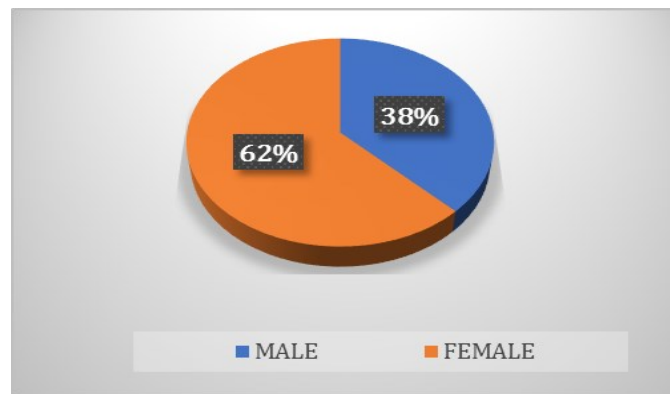
Chart 36
Sex-disaggregated Data on Medical Cases





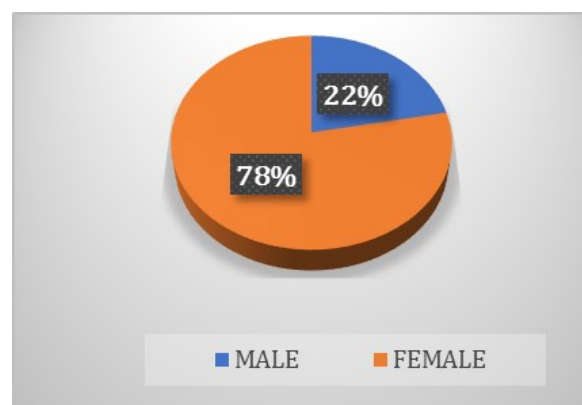
Based on the data that has been gathered through the University Clinic, more female students/teaching and non-teaching personnel are prone to various diseases. There is a total of nine hundred fourteen (914) female who has medical cases comprising sixty-one percent (61%) of the total number of medical cases in 2016-2017. A total of five hundred ninety-one (591) male who has medical cases coming from students, and teaching and non-teaching personnel in the university. It only shows that medical cases among female dominantly occur in the university than of the male population. Therefore, this suggests that female students and personnel should have regular checkups and should maintain their health.

Chart 37
Teaching Personnel with Medical Cases



The chart above manifests that in terms of medical cases among the teaching personnel, the majority are female which has obtained sixty-two percent (62%) or a total of one hundred thirty-one (131). Upper respiratory tract infections (URTI) was figured of being the most medical case occur to the female teaching personnel with a total of twenty-three (23) followed by allergy/hypersensitivity and asthma both with a total of twelve (12). Having the least number of medical cases, the male population of teaching personnel in the university has been reported of having seventy-nine (79) cases. Among all medical cases, Upper respiratory tract infections (URTI) has the highest number of male teaching personnel with a total of twenty (20) cases. Moreover, allergy/hypersensitivity and hypertension occur to the male teaching personnel both with a total of eight (8) cases. Likewise, this indicates that the University Clinic should treat Upper respiratory tract infections (URTI) to prevent its progression.

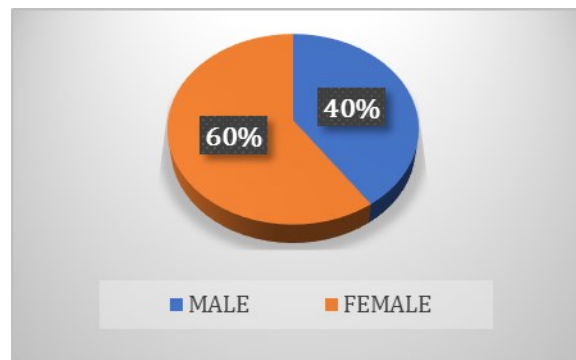
Chart 38
Non-Teaching Personnel with Medical Cases



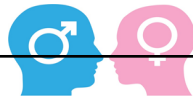


There is a total of four hundred fourteen (414) non-teaching personnel who's been reportedly having a medical case in the academic year 2016-2017. Out of those 414 non-teaching personnel, majority or the seventy-eight percent (78%) are female with a total of two hundred fifty-seven (257). From the other side, the one hundred fifty-seven (157) or the twenty-two percent (22%) belonged to the male non-teaching personnel. Among the medical cases that have been recorded by the University Clinic, Upper respiratory tract infections (URTI) has the most medical case for both female and male non-teaching personnel with a total of fifty-nine (59) and twenty-nine (29) respectively.

Chart 39
Students with Medical Cases



In terms of medical cases, it was shown that eight hundred eighty-one (881) students of the university are recorded of having severe and less severe diseases in 2016-2017. It was shown that the great majority of female students who have reportedly undergone medical cases is higher by twenty percent (20%). The female students have sixty percent (60%) or a total of five hundred twenty-six (526) whereas male students have a total of three hundred fifty-five (355) or forty percent (40%). Come as no surprise, upper respiratory tract infections (URTI) has the highest cases among all other medical cases with a total of one hundred thirty-eight (138) due to the ever-changing weather. Aside from that, allergy/hypersensitivity, acid peptic disorder, asthma, urinary tract infection (UTI), and acute thrombocytopenic purpura (ATP) frequently experienced by both male and female students.

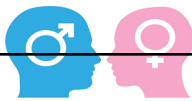


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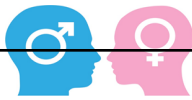


APPENDICES



**Sex-Disaggregated Data of TSU Employees
As of December 31, 2017**

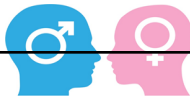
		FEMALE	MALE
1	Administrative Officials		
	President	1	0
	Vice Presidents	3	1
	Directors	8	14
	Deans	5	5
	Heads	11	6
	TOTAL	28	26
2	Administrative Support Personnel with Plantilla Positions	76	42
3	Employees without Plantilla Positions		
	Contractual (Teaching)	2	7
	Contractual (Non-teaching)	6	2
	Job Order	94	207
	Lecturer	62	86
	TOTAL	164	302
4	Teaching Personnel with Plantilla Positions Per College		
	Professor	14	8
	Associate Professor	42	34
	Assistant Professor	34	37
	Instructor	41	76
	TOTAL	131	155
5	Faculty Members with Plantilla Positions Per College		
	CAFA		
	Professor	0	1
	Associate Professor	0	2
	Assistant Professor	0	3
	Instructor	1	7
	TOTAL	1	13
	CASS		
	Professor	3	5
	Associate Professor	7	4
	Assistant Professor	8	5
	Instructor	13	9
	TOTAL	31	23



	CBA		
	Professor	1	0
	Associate Professor	9	3
	Assistant Professor	6	4
	Instructor	5	12
	TOTAL	21	19
	CCJE		
	Professor	0	0
	Associate Professor	0	0
	Assistant Professor	0	0
	Instructor	0	3
	TOTAL	0	3
	CCS		
	Professor	0	0
	Associate Professor	1	2
	Assistant Professor	3	4
	Instructor	5	14
	TOTAL	9	20
	CET		
	Professor	0	0
	Associate Professor	5	14
	Assistant Professor	5	8
	Instructor	4	17
	TOTAL	14	39
	COED		
	Professor	7	2
	Associate Professor	11	4
	Assistant Professor	6	7
	Instructor	5	7
	TOTAL	29	20
	COL		
	Professor	0	0
	Associate Professor	0	0
	Assistant Professor	0	0
	Instructor	1	0
	TOTAL	1	0

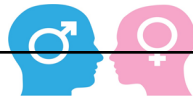


	COS		
	Professor	3	0
	Associate Professor	8	5
	Assistant Professor	6	1
	Instructor	6	6
	TOTAL	23	12
	CPAG		
	Professor	0	0
	Associate Professor	1	0
	Assistant Professor	0	1
	Instructor	5	1
	TOTAL	6	2
	GRAND TOTAL	534	676
		1,210	

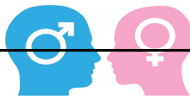


**SUMMARY OF GRADUATES
ACADEMIC YEAR 2016-2017**

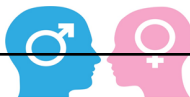
	JANUARY 2017			JUNE 2017			SEPTEMBER 2017			TOTAL A.Y. 2016 -2017
	MALE	FE- MALE	TO- TAL	MALE	FE- MALE	TO- TAL	MALE	FE- MALE	TOTAL	
COLLEGE OF ENGINEERING										
Graduate Programs										
Master of Science in Civil Engineering	0	0	0	0	0	0	0	0	0	0
Master of Science in Electrical Engineering	2	1	3	0	0	0	0	0	0	3
Master of Science in Electrical Engineering Non-Thesis	0	0	0	0	0	0	0	0	0	0
Sub Total			3			0			0	3
Baccalaureate Programs										
Bachelor of Science in Civil Engineering	11	3	14	39	18	57	27	10	37	108
Bachelor of Science in Electrical Engineering	2	0	2	28	1	29	3	3	6	37
Bachelor of Science in Mechanical Engineering	0	0	0	40	3	43	4	2	6	49
Bachelor of Science in Industrial Engineering	0	0	0	10	20	30	8	3	11	41
Bachelor of Science in Electronics Engineering	4	0	4	18	12	30	4	0	4	38
Sub Total			20			189			64	273
COLLEGE OF ARCHITECTURE AND FINE ARTS										
Baccalaureate Programs										
Bachelor of Science in Architecture	0	0	0	34	12	46	0	0	0	46
(Also Awarded Certificate in Drafting Technology, Certificate in Building Technology and Utilities, and Certificate in Computer Aided Design and Drafting)										
Bachelor of Fine Arts Major in Advertising	0	1	1	12	8	20	0	0	0	21
(Also Awarded Three-Year Certificate in Fine Arts Major in Advertising Design and Illustration)										
Sub Total			1			66				67



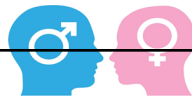
COLLEGE OF EDUCATION												
Graduate Programs												
Doctor of Education												
Major in Industrial Education Management	0	0	0	1	0	1	1	0	1	0	1	2
Major in Educational Management	0	5	5	0	3	3	1	4	5	13		
Master of Education												
Major in Educational Management	0	2	2	0	6	6	1	6	7	15		
Major in Guidance and Counseling	1	0	1	0	0	0	0	1	1	2		
Major in Mathematics	0	0	0	2	0	2	0	0	0	2		
Major in Technology and Livelihood Education	2	0	2	2	2	4	1	1	2	8		
Major in English	0	0	0	2	1	3	2	1	3	6		
Major in Filipino	0	0	0	0	2	2	0	0	0	2		
Major in Physical Science	0	0	0	0	1	1	0	0	0	1		
Major in Pre-School Education	0	1	1	0	2	2	0	0	0	3		
Sub Total			11			24			19	54		
Baccalaureate Programs												
Bachelor of Elementary Education												
Generalist	2	5	7	29	155	184	0	1	1	192		
Pre-School Education	1	2	2	1	14	15	0	0	0	18		
Bachelor of Secondary Education												
Major in Mathematics	0	0	0	9	20	29	1	0	1	30		
Major in Physical Science	0	1	1	8	14	22	0	0	0	23		
Major in Social Studies	0	0	0	11	31	42	0	0	0	42		
Major in Technology and Livelihood Education	0	2	2	3	31	34	0	0	0	36		
Major in Music, Arts, Physical Education and Health	2	2	4	8	20	28	0	0	0	32		



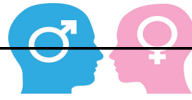
Major in English	0	3	3	11	0	51	0	0	0	0	54
Major in Filipino	0	2	2	1	26	27	0	0	0	0	29
Bachelor of Physical Education											
Major in School Physical Education	0	0	0	8	22	30	4	0	4	4	34
Bachelor of Science in Industrial Education											
Major in Industrial Arts	3	1	4	23	9	32	1	0	1	1	37
Sub Total			26			494			7		493
COLLEGE OF BUSINESS AND ACCOUNTANCY											
Graduate Programs											
Doctor of Business in Accountancy	0	1	1	1	0	1	0	0	0	0	2
Master of Business Administration	0	0	0	2	4	6	7	28	35	41	
Sub Total			1			7			35		43
Baccalaureate Programs											
Bachelor of Science in Accountancy	5	15	20	20	33	53	0	1	1	74	
Bachelor of Science in Accounting Technology	9	41	50	33	111	144	8	49	57	251	
Bachelor of Science in Business Administration											
Major in Financial Management	4	11	15	20	150	170	3	13	16	201	
Major in Marketing Management	5	14	19	58	117	175	11	13	24	218	
Major in Business Economics	0	0	0	7	7	14	1	5	6	20	
Major in Government Accountancy	0	1	1	0	1	1	0	0	0	2	
Bachelor of Science in Entrepreneurship	3	2	5	6	17	23	0	0	0	28	
Bachelor of Science in Hotel and Restaurant Management	1	0	1	41	84	126	0	0	0	127	
Sub Total			111			705			104		920



COLLEGE OF COMPUTER STUDIES												
Graduate Programs												
Master of Science in Information Technology	0	0	0	0	0	0	0	0	0	0	1	1
Master of Information Technology	0	0	0	0	0	0	0	0	0	0	0	0
Sub Total												1
Baccalaureate Programs												
Bachelor of Science in Computer Science	1	0	1	24	19	43	1	0	0	1	1	45
Bachelor of Science in Information Technology	11	2	13	112	80	192	14	15	29	29	234	
Bachelor of Science in Information Systems	6	4	10	15	5	20	4	2	6	6	36	
Laddered Programs												
Associate in Information Technology	9	0	9	0	1	1	0	2	2	2	12	
Associate in Computer Technology	0	1	1	18	27	45	3	4	7	7	53	
Sub Total			34			301			45		380	
COLLEGE OF TECHNOLOGY												
Baccalaureate Programs												
Bachelor of Science in Industrial Technology												
Major in Electronics and Information Technology	1	0	1	25	6	31	1	0	1	1	33	
Major in Mechatronics Technology	2	0	2	28	1	29	1	0	1	1	32	
Bachelor in Industrial Technology												
Major in Automotive Technology	2	0	2	17	0	17	1	0	1	1	20	
Major in Electrical Technology	0	0	0	26	0	26	0	0	0	0	26	
Bachelor of Science in Nutrition and Food Technology	0	4	4	0	0	0	0	0	0	0	4	
Laddered Programs												
Two-Year Certificate in Electrical Technology	0	0	0	2	0	2	0	0	0	0	2	
Sub Total			9			105			3		117	



COLLEGE OF PUBLIC ADMINISTRATION												
Graduate Programs												
Doctor of Public Administration	1	0	1	0	0	0	0	0	0	0	0	1
Master of Public Administration	1	1	2	4	6	10	3	2	5	17		
Master of Public Administration Major in HM	0	0	0	0	0	0	2	0	2	2		
Diploma in Public Administration												
Major in Human Resources Management and Development	0	0	0	0	0	0	1	1	2	2		
Sub Total			3			10			9	20		
Baccalaureate Programs												
Bachelor of Public Administration	0	1	1	15	60	75	0	0	0	76		
Sub Total			1			75			0	76		
COLLEGE OF HUMAN KINETICS												
Baccalaureate Programs												
Bachelor of Physical Education	2	0	2	0	1	1	0	0	0	3		
(Also Awarded One-Year Certificate in Sports Coaching and Officiating)												
Sub Total			2			1				3		
COLLEGE OF SCIENCE												
Graduate Programs												
Master of Arts in Nursing – Non-Thesis	0	2	2	1	2	3	0	0	0	5		
Sub Total			2			3			0	5		
Baccalaureate Programs												
Bachelor of Science in Chemistry	0	0	0	8	18	26	0	5	5	31		
(Also Awarded Three-Year Certificate in Chemical Technician												
Bachelor of Science in Nursing	0	0	0	5	14	19	0	0	0	19		
Bachelor of Science in Mathematics	0	0	0	8	20	28	3	1	4	32		
Bachelor of Science in Environmental Science	0	0	0	5	13	18	0	1	1	19		
Bachelor of Science in Food Technology	0	0	0	4	17	21	1	0	1	22		
Sub Total			0			112			11	123		

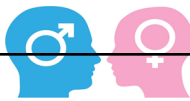


COLLEGE OF ARTS AND SOCIAL SCIENCES												
Baccalaureate Programs												
Bachelor of Arts in English	0	0	0	11	36	47	1	3	4	51		
Bachelor of Arts in Communication	1	2	3	37	79	116	5	12	17	136		
Bachelor of Arts in Psychology	0	0	0	23	69	92	1	1	2	94		
Bachelor of Science in Criminology	27	17	44	41	33	74	0	0	0	118		
Sub Total			47			329			23	399		
COLLEGE OF LAW												
Baccalaureate Programs												
Bachelor of Laws	0	0	0	2	5	7	0	0	0	7		
Sub Total			0			7			0	7		
TOTAL			271			2,428			321	3,020		

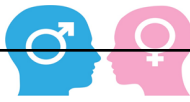


**ENROLLMENT STATISTICS
ACADEMIC YEAR 2016-2017**

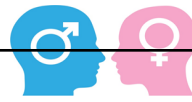
COURSE	1st TRIMESTER			2nd TRIMESTER			3rd TRIMESTER		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
COLLEGE OF ENGINEERING									
Graduate Programs									
Master of Science in Civil Engineering	20	3	23	15	3	18	30	8	38
Major in Structural Engineering									
Master of Science in Electrical Engineering Major in Power Systems	20	1	21	30	2	32	19	3	22
Baccalaureate Programs									
Bachelor of Science in Civil Engineering	713	346	1,059	697	334	1,031	435	215	650
Bachelor of Science in Electrical Engineering	372	53	425	354	52	406	226	37	263
Bachelor of Science in Electronics Engineering	181	66	247	183	63	246	212	43	164
Bachelor of Science in Industrial Engineering	173	162	335	165	155	320	105	94	199
Bachelor of Science in Mechanical Engineering	296	35	331	289	36	325	178	20	198
TOTAL	1,775	666	2,441	1,733	645	2,378	1,114	420	1,534
COLLEGE OF BUSINESS AND ACCOUNTANCY									
Graduate Programs									
Doctor of Business Administration	3	5	8	4	7	11	2	8	10
Master of Business Administration	44	93	137	41	98	139	61	128	189
Master of Business Administration (Non-Thesis)	0	0	0	0	0	0	1	1	2
Baccalaureate Programs									
Bachelor of Science in Accountancy	164	388	522	144	304	448	60	183	243
Bachelor of Science in Accounting Technology	178	563	741	172	567	739	85	289	374



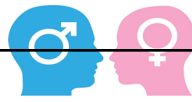
BSBA – Business Economics	45	46	91	42	48	90	14	15	29
BSBA – Financial Management	217	743	960	194	722	916	85	290	375
BSBA – Marketing Management	416	670	1,086	409	649	1,058	186	240	426
Bachelor of Science in Entrepreneurship	46	60	106	39	57	96	16	11	27
Bachelor of Science in Hotel and Restaurant Management	273	355	628	253	345	598	98	100	198
TOTAL	1,386	2,923	4,309	1,298	2,797	4,095	608	1,265	1,873
COLLEGE OF PUBLIC ADMINISTRATION									
Graduate Programs									
Doctor of Public Administration (Administration of Socio, Eco. Dev.)	2	1	3	2	3	5	2	1	3
Diploma in Public Administration (Human Resources Man. & Development)	1	2	3	3	2	5	0	1	1
Master of Public Administration (Health Management)	6	12	18	5	15	20	6	13	19
Master of public Administration (Non-Thesis)	1	4	5	2	5	7	1	5	6
Master of public Administration	3	44	75	26	43	69	27	41	68
Baccalaureate Programs									
Bachelor of Public Administration	91	306	397	88	301	389	20	43	63
TOTAL	132	369	501	126	369	495	56	104	160
COLLEGE OF ARTS AND SOCIAL SCIENCES									
Baccalaureate Programs									
Bachelor of Arts in Communication	256	475	731	244	485	729	103	200	303
Bachelor of Arts in English	54	186	240	51	184	235	13	35	48
Bachelor of Arts in Psychology	86	328	414	77	299	376	13	25	38
Bachelor of Science in Criminology	311	209	520	269	195	464	99	77	176
TOTAL	707	1,198	1,905	641	1,163	1,804	228	337	565



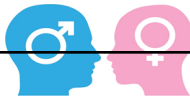
COLLEGE OF SCIENCE											
Graduate Programs											
Master of Arts in Nursing with Spe. In Nursing Service Administration (Non-Thesis)	1	0	1	1	1	0	1	1	1	0	1
Master of Arts in Nursing with Spe. In Nursing Service Administration	4	4	8	6	4	4	10	3	6	6	9
Baccalaureate Programs											
Bachelor of Science in Chemistry	35	84	119	32	76	108	11	25	36		
Bachelor of Science in Mathematics	35	77	112	33	73	106	19	39	58		
Bachelor of Science in Environmental Science	26	46	72	29	51	80	14	20	34		
Bachelor of Science in Nursing	19	66	85	18	64	82	5	30	35		
Bachelor of Science in Food Technology	33	133	166	32	132	164	12	35	47		
TOTAL	153	410	563	151	400	551	65	155	220		
COLLEGE OF COMPUTER STUDIES											
Graduate Programs											
Master of Information Technology	32	9	41	29	7	36	29	7	36		
Master of Science in Information Technology	1	0	1	0	1	1	4	1	5		
Baccalaureate Programs											
Associate in Information Technology	19	3	22	8	4	12	1	0	1		
Associate in Computer Technology	40	50	90	36	49	85	7	5	12		
Computer Basic Course	1	0	1	0	0	0	0	0	0		
Bachelor of Science in Computer Science	145	93	238	137	86	223	59	24	83		
Bachelor of Science in Information Systems	92	68	160	79	60	139	36	29	65		
Bachelor of Science in Information Systems Major in Business Analytics	41	34	75	42	32	74	23	6	29		
Bachelor of Science in Information Technology	483	240	723	448	228	676	226	112	338		
BSIT Major in Hardware and Embedded Systems	1	0	1	1	0	1	1	0	1		



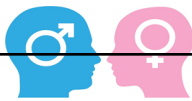
BSIT Major in Networking and Administration	94	45	139	84	41	125	20	7	27
BSIT Major in Technical Service Management	167	95	262	137	82	219	58	25	83
BSIT Major in Web and Mobile Application	178	71	249	173	71	244	56	11	67
TOTAL	1,294	708	2,002	1,174	661	1,835	520	227	747
COLLEGE OF LAW									
Baccalaureate Program									
<u>Bachelor of Laws</u>	56	69	125	49	55	104	0	1	1
TOTAL	56	69	125	49	55	104	0	1	1
COLLEGE OF EDUCATION									
Graduate Programs									
Doctor of Education Major in Education Management	9	27	36	8	24	32	13	30	43
Doctor of Education Major in Industrial Education Management	1	2	3	2	2	4	1	1	2
MAED Major in Administration and Supervision	0	0	0	0	0	0	0	0	0
MAED Major in Educational Management	40	158	198	36	118	154	37	137	174
MAED Major in English	33	47	80	24	50	74	26	59	85
MAED Major in Filipino	13	37	50	16	30	46	11	32	43
MAED Major in Guidance and Counseling	13	330	46	13	31	44	11	33	44
MAED Major in Mathematics	0	1	1	18	14	32	26	39	65
MAED Major in Physical Science	13	28	41	15	27	42	16	31	47
MAED Major in Pre-School Education	0	1	1	1	31	32	2	29	31
MAED Major in Technology and Livelihood Education	23	46	69	20	50	70	20	48	68



Baccalaureate Programs	164	681	845	156	671	827	87	337	424
Bachelor of Elementary Education-Generalist	11	91	102	10	83	93	4	19	23
Bachelor of Elementary Education-Pre-School	72	243	315	66	216	282	27	111	138
Bachelor of Secondary Education Major in English	26	141	167	26	134	160	18	73	91
Bachelor of Secondary Education Major in Filipino	53	103	156	53	100	153	23	50	73
Bachelor of Secondary Education Major in Mathematics	110	132	242	103	132	235	73	94	167
Bachelor of Secondary Education Major in MAPEH	35	57	92	35	57	92	14	25	39
Bachelor of Secondary Education Major in Physical Science	75	117	192	74	112	186	42	70	112
Bachelor of Secondary Education Major in Social Studies	52	258	310	51	260	311	29	139	168
Bachelor of Secondary Education Major in Technology and Livelihood Education	65	14	79	60	14	74	12	3	15
Bachelor of Science in Industrial Education-Industrial Arts	90	92	182	81	87	168	38	25	63
Bachelor of Physical Education	21	12	33	20	13	33	15	10	25
Bachelor of Physical Education Major in School Physical Education	34	3	37	38	77	115	24	3	27
Bachelor of Technical Teacher Education Major in Civil Technology									
Bachelor of Technical Teacher Education Major in Food and Service Management	9	35	44	8	31	39	8	32	40
Professional Education	24	57	81	38	77	115	8	17	25
TOTAL	986	2,416	3,402	972	2,441	3,413	585	1,447	2,032



COLLEGE OF ARCHITECTURE AND FINE ARTS											
Baccalaureate Programs											
Bachelor of Fine Arts Major in Advertising	65	56	121	62	47	109	22	20	42		
Bachelor of Science in Architecture	429	270	699	420	272	692	188	123	311		
TOTAL	494	326	820	482	319	801	210	143	353		
COLLEGE OF TECHNOLOGY											
Baccalaureate Programs											
Bachelor of Industrial Technology Major in Automotive Technology	152	0	152	151	0	151	6	0	6		
Bachelor of Industrial Technology Major in Electrical Technology	101	1	102	98	1	99	11	0	11		
BSIT Major in Electronics and Information Technology	126	32	158	121	32	153	1	0	1		
BSIT Major in Mechatronics Technology	221	10	231	206	9	215	16	0	16		
Bachelor of Science in Nutrition and Food Technology	0	0	0	0	0	0	0	0	0		
TOTAL	600	43	643	576	42	618	34	0	34		
GRAND TOTAL	7,583	9,128	16,711	7,202	8,892	16,094	3,420	4,099	7,519		



SUMMARY OF STUDENT ATHLETES PER EVENT

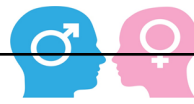
EVENT	MALE	FEMALE	TOTAL
Archery	2	3	5
Athletics	11	5	16
Arnis	7	2	9
Baseball	0	13	13
Basketball	9	12	21
Beach Volleyball	2	2	4
Boxing	0	6	6
Chess	4	4	8
Dancesports (Latin)	1	1	2
Dancesports (Standard)	1	1	2
Karatedo	6	5	11
Lawn Tennis	2	0	2
Pageant SCUAA	1	1	2
Swimming	5	3	8
Table tennis	3	5	8
Taekwando	6	8	14
Volleyball	6	7	13
GRAND TOTAL	66	78	144

SUMMARY OF SCHOLARSHIP PROVIDERS AND NUMBER OF BENEFICIARIES BY SEX

No.	SCHOLARSHIP PROVIDER	GENDER	
		FEMALE	MALE
UNIVERSITY-FUNDED			
1	Dependent Children of Barangay Hall	17	13
2	Dependent Children of TSU Faculty/Personnel	28	29
3	Presidential Decree 577 – AFP Educational Benefit System	4	6
4	Scholarship Program for Differently Abled individuals	1	3
5	TSU-Student Leadership Scholarship Program	3	6
6	TSU-Board of Regents	4	1
7	TSU-College Scholar (Partial)	480	154
8	TSU-University Scholarship (Full)	276	87
9	TSU Faculty/Personnel	0	2
10	National Community for Indigenous People	35	25
CHED			
11	CHED-DND-PASUC	12	4

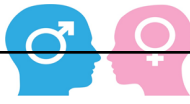


CONGRESSIONAL & STUFAP			
ESGP-PA (4P's)	185	89	
TD-1 Sagip Party List	220	94	
TD-1 st District	91	37	
TD-3 rd District Cong. Noel Villanueva	649	251	
TD-AKBAYAN	9	2	
TD-Buhay Party List	25	18	
TD-Buhay Party List	53	35	
TD-Diwa Party List	17	6	
TD-Sen. Antonio F. Trillanes IV	23	10	
OTHER GOVERNMENT AGENCIES/LGU			
DOST	27	25	
LGU-Camiling Tarlac Scholarship Grant	13	6	
City Government of Tarlac-ESP	50	32	
City Government of Tarlac-Technical Vocational Scholarship Program	2	2	
PRIVATE AND INDIVIDUAL SPONSORS			0
D'Luxe Bags Phils. Inc.	6	1	
Dr. Kim Seong Yong Scholarship Program	11	13	
Gelio Scholarship Program	7	6	
PLDT Smart Foundation, Inc. 2G-Gabay Guro Program	8	2	
Royal Institution, Inc. Philippines	0	3	
SM Foundation, Inc. Scholarship Program	10	4	
TSU-Alumni Asso. Inc. Scholarship	2	0	
TS-Athletic Scholarship Grant	69	84	
TSU-President Commission on Culture and Arts	21	15	
TSU-ROTC	1	1	
Yokohama Tire Phils., Inc.	0	1	
TOTAL	2,359	1,167	

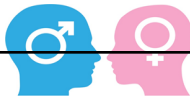


SUMMARY OF MEDICAL CONDITIONS BY SEX

CONDITION	STUDENTS		TEACHING		NON-TEACHING	
	Female	Male	Female	Male	Female	Male
Abdominal Colic	1	0	0	0	0	0
Abrasion/Trauma/Laceration	11	21	0	0	2	4
Age/Diarrhea	9	5	2	0	12	2
Allegry/Hypersensitivity	39	29	12	8	23	12
Amoebiasis	2	0	0	0	0	0
Anemia	7	0	2	0	4	0
Ankle Sprain	5	2	1	0	0	0
Anxiety	2	2	0	0	1	0
AOM/AS	18	8	3	1	5	5
APD	35	8	2	1	6	7
Appendicitis	0	0	1	0	0	0
Arthritis	0	3	2	1	4	5
Asthma	31	13	12	1	10	4
ATP	25	22	3	4	10	9
Bell's Palsy	0	1	0	0	0	0
Blepharitis	3	1	0	0	1	0
Bronchitis	12	8	5	2	7	4
Burns	0	0	1	0	0	0
Cap	0	0	0	0	1	0
Carbuncle	10	9	1	0	3	1
Carpal Tunnel Syndrome	0	1	0	0	0	0
Cat Bite	1	0	0	0	0	0
Cellulitis	0	0	0	0	0	0
Cerebral Conclusion	0	0	0	0	0	1
Cervical Strain	0	0	1	0	0	0



Chestpain	1	0	0	0	0	0	0	0	0	0
Chicken Pox	3	2	0	0	0	0	0	0	0	1
Cholelithiasis	0	1	0	0	0	0	0	0	0	0
Conjunctivitis	11	8	0	0	0	0	0	0	5	0
Constipation	1	1	0	0	0	0	0	0	0	0
Costochondritis	9	3	1	1	2	3	3	3	4	4
Cyst/Mass	5	3	0	0	0	0	0	0	2	0
Dengue Fever/Typhoid Fever	3	3	0	0	0	0	0	0	0	1
Dermatitis	9	4	0	0	0	0	0	0	2	0
Dextroscoliosis	1	0	0	0	0	0	0	0	0	0
Dog Bite	0	0	0	0	0	0	0	0	0	0
Electrolyte Imbalance	0	1	0	0	0	0	0	0	0	0
Fever/SVI	22	21	3	3	5	14	14	14	7	7
Folliculitis	0	1	0	0	0	0	0	0	0	0
Fracture	1	0	0	0	0	0	0	0	0	0
Fungal Infection	0	1	0	0	0	0	0	0	0	0
Gerd	8	5	7	7	1	7	7	7	3	3
Hemorrhoids	1	2	0	0	2	0	0	0	1	1
Hepatitis	1	3	0	0	0	0	0	0	0	1
Hernia	1	1	0	0	0	0	0	0	0	0
Herpes Zoster	2	0	0	0	0	0	0	0	2	3
Hordeleum	14	8	0	0	1	2	2	2	1	1
Hormonal Imbalance	2	0	0	0	0	0	0	0	0	0
Hyperacidity	2	1	0	0	0	0	0	0	0	0
Hyperreactive Airway Dse	2	0	1	1	0	0	0	0	0	0
Hypertension	5	7	4	4	8	12	12	12	9	9
Hyperthyroidism	2	0	0	0	1	1	1	1	0	0
Hyperurecemia/Dyslipidemia	1	1	7	7	2	3	3	3	3	3
Hyperventilation	1	0	0	0	0	0	0	0	0	0



	2	1	2	1	2	1	3	1
IHD								
Infected Wound	14	10	4	0	1	0	1	2
Insect Bite	5	3	0	0	0	0	1	2
Laryngitis	1	0	4	2	1	2	1	0
Ligament Tear	0	1	0	0	0	0	0	0
Lung Ca	0	0	0	0	0	0	1	0
Lymphadenopathy	1	0	0	0	0	0	0	0
Lymphodenitis	1	0	0	0	0	0	1	0
Measles	3	3	0	0	0	0	0	0
Minor Operation	0	0	0	0	0	0	0	0
Muscular/Lumbar Strain	21	15	3	2	8	2	8	14
MVP	0	0	0	0	0	0	0	0
Myoma	0	0	0	0	0	0	1	0
Nephrolithiasis	1	0	0	0	0	0	0	0
Osteomyelitis	1	0	1	0	0	0	0	0
Paronychia	6	4	0	0	0	0	1	0
Parotitis	1	2	0	0	0	0	2	0
Peripheral Neuropathy	0	1	3	1	2	1	2	1
Pharyngitis	12	8	2	3	5	3	5	5
Pneumonia	6	1	2	0	2	0	2	1
Polyp	0	0	0	0	0	0	1	0
Prostate Cancer	0	0	0	0	0	0	1	0
PTB	1	0	0	0	0	0	0	1
Scoliosis	1	2	2	0	0	0	0	0
Seizure	0	1	0	0	0	0	0	0
Sinusitis	1	0	0	0	0	0	0	0
Soft Tissue Contusion	1	1	0	0	1	0	1	0
STI	1	3	0	0	0	0	0	0
Tendonitis	2	1	0	0	3	0	3	3



Ulcer	1	0	0	0	0	1	0	0
Ungiectomy	0	1	0	0	0	0	0	0
Urolithiasis	3	3	1	1	2	1	3	3
Urti/Cough	77	61	23	20	59	24		
Urticaria	3	2	1	5	3	3	3	3
UTI	29	9	5	1	10	3	3	3
Varicela Zoster	3	4	0	1	1	0	0	0
Vascular Headache	7	7	4	0	4	4	4	4
VED	2	1	3	1	1	1	2	2
TOTAL	526	355	131	79	257	157		

VISION

TARLAC STATE UNIVERSITY is envisioned to be a premier University in the Asia Pacific.

MISSION

TARLAC STATE UNIVERSITY commits to promote and sustain the offering of quality and relevant programs in higher and advance education ensuring equitable access to education for people empowerment, professional development, and global competitiveness.

1. Provide high quality instruction through qualified, competent and adequately trained faculty members and support staff.
2. Be a premier research institution by enhancing research undertakings in the fields of technology and sciences and strengthening collaboration with local and international institutions.
3. Be a champion in community development by strengthening partnership with public and private organizations and individuals.

CORE VALUES

E xcellence and Enhanced Competence
Q uality
U nity
I ntegrity and Involvement
T rust in God, Transparency and True Commitment
Y earning for Global Competitiveness

TSU-CGAD VISION

TSU-Center for Gender and Development (CGAD) is envisioned as the leading office of Gender Awareness and Responsiveness to the University's institutional plans in consonance with the Philippine Plan for Gender Responsive Development (PPGRD) 1995-2025.

TSU-CGAD GOALS

TSU-CGAD aims to promote gender-consciousness-raising, advocacy and affirmative action that would include training/educational programs, information dissemination, research, extension and documentation.

TSU-CGAD OBJECTIVES

1. To conduct trainings and seminars on gender sensitivity in order to elevate awareness on gender concerns/issues in the TSU community.
2. To encourage and strengthen instruction, research, extension, and advocacy programs on gender equality.
3. To institutionalize the integration of gender concepts in academic curricula.
4. To serve as an avenue in resolving gender-related concerns.