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College of Industrial Technology Towards Gendered Curricula

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Abstract
This study is devoted to determining the status of the Industrial Technology (IT) curricula concerning gender-sensitive issues. The impact has not been felt despite the series of curricular revisions leading to gendered curricula. So, the researchers sought to determine the status of the curricular reforms. Also, on the question, why are few women enrolled in the CIT programs? What should be the role of the University in balancing the curricular offerings? The root causes were determined. Recommendations were established to provide an even playing field for both genders. Furthermore, a unique strategy is designed to increase the women's population in the CIT programs. Providing exact support ensures quality workers in the male-dominated world of work.

1. Introduction

"*If women are expected to do the same work as men, we must teach them the same things.*"

- Plato

1.1. Sex and Gender

"Sex and gender" are not interchangeable terms, according to Newman (2021). They should not be switched because sex and gender are two distinct concepts. Additionally, according to Newman, "the physical variations between people who are male, female, or intersex" are classified as "sex." Physiological factors, such as a person's genitalia

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and chromosome makeup, are often used to determine a person's sex at birth. "Natal sex" refers to this assigned sex, whereas "gender" refers to how a person identifies. Gender is not composed of binary components like natal sex. Instead, there is a broad spectrum of gender. Individuals may identify at any point along this spectrum or entirely outside it.

1.2. Gender Equality in Education

Gender equality is defined as "the extent to which national cultures support women's development and achievements" by Lyness and Kropf (2005) in Andreassi and Thompson (2008). According to Dodds (2012), "sex equality/gender equality addresses the different interpretations that are given to the claim that men and women are equal or ought to be treated equally and the arguments used to advance claims for sex equality."

Wilson (2003) talked about the two gender-based goals of the Dakar Framework (Article 7, s. 1 & 5) concerning education: 1) "gender imbalances in primary and secondary education by 2005," and 2) "they are thus described as 'gender parity and gender equality, respectively. Wilson emphasised the political commitments made by the Drakar and Jomtien Frameworks to ensure that these initiatives would promote rights in and through education rather than focusing solely on the number of students or the amount of money invested in education.

Gender equality is not achieved by having an equal number of boys and girls in a class; instead, it is promoted through education, according to Subrahmanian (2005). Pekkarinen (2012) showed that women's educational attainment had caught up to or surpassed men's, particularly in urban areas. Women's growing participation in the workforce has increased their benefits from education. In light of this, the right to access and participation, gender-aware educational environments, processes, outcomes, and meaningful educational outcomes that connect education equality with more general processes of gender justice are all critical.

In low-income countries, gender disparities in enrolment in elementary schools have declined in recent years, according to Psaki, McCarthy, and Mensch (2018). This status has led some observers to believe that these gaps in educational attainment are now only present in secondary and University education. These smaller gaps were reported by Psaki et al. by Lloyd, Kaufman, and Hewett (2000); Wils and Goujon (1998); Hewett and Lloyd (2005) (2018).

Psaki's group cited several research and policy implications, including the fact that: (1) gender gaps must be viewed in the context of a country's stage of educational development, (2) gender gaps in enrolment or attainment do not capture all gender-related barriers to schooling, (3) parity in educational attainment does not necessarily translate into parity in learning, (4) female enrolment disadvantages persist, and (5) in most contexts, it is unlikely that global goals will be met.

1.3. Rationale and Mandates

The World Declaration on Education for All, Jomtien, Thailand (1990), made the statement that "everyone has a right to education," speaking through the Universal Declaration of Human Rights. Additionally, the Commission on Higher Education (CHED) Memorandum Order No. 1 series of 2015 stipulated and highlighted the following authorities, to wit:

(1) The UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) or the International Bill of Rights for Women defines what constitutes discrimination against women. It lays out a strategy for national action to abolish it.

(2) The Beijing Platform for Action (BPFA) promotes women's empowerment. Removing all barriers to their full and equal involvement in economic, social, cultural, and political decision-making at home, at work, and in larger local, national, and global communities. The mission statement of the Beijing Declaration and Platform for Action (CMO 1s. 2015, par. 4) states that equality is an issue of human rights and a prerequisite for social justice.

(3) Article II, Section 14 of the Philippine Constitution from 1987 states that the State shall uphold the fundamental equality of women and men before the law. Republic Act No. 7192, sections 1-

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2, often known as the Women in Development and Nation Building Act, was passed in 1992, reiterates this notion of gender equality and orders all government departments and agencies. This act is to "examine and update all their regulations to remove gender prejudice therein."

(4) What defines substantive equality, governmental obligations, and temporary extraordinary measures are laid down in the Magna Carta for Women (MCW) or Republic Act No. 9710. The MCW Implementing Rules and Regulations (IRR) through CHED required educational institutions to implement a capacity-building program on gender, peace, and human rights education for their officials, faculty, and non-teaching staff and personnel, (4) promote collaboration between and among players of the education sector, (5) encourage the advertising industry, and (6) ensure that educational institutions provide scholarship programs for marginalised women and g (MCW, IRR, Rule IV, Section 6).

(5) The CHED Gender and Development (GAD) Focal Committee and Secretariat were established by CHED Special Order, which coordinated with PCW, the Civil Service Commission, and other co-convenors from public and private HEIs to launch the Commission's GAD program.

1.4. The Gendered Curriculum

Different courses were offered when Iloilo Science and Technology University was established in 1905 (ISAT U Portal, 2022). Specifically, the College of Industrial Technology (CIT) envisions it as the "centre of excellence in technological and scientific education." CIT is also committed to "providing leadership for the attainment of national agenda for sustainable development and global competitiveness through the integration of scientific and technological education needed by industries" (College of Industrial Technology Almanac, 2014). Furthermore, this College is the flagship of the University when it comes to science and technology offerings. To wit:

1. *Bachelor of Industrial Technology major in Architectural Drafting Technology (BIT ADT)*
2. *Bachelor of Industrial Technology major in Automotive Technology (BIT AT)*
3. *Bachelor of Industrial Technology major in Civil Technology (BIT CT)*
4. *Bachelor of Industrial Technology major in Electronics Technology (BIT ELX)*
5. *Bachelor of Industrial Technology major in Electrical Technology (BIT ELT)*
6. *Bachelor of Industrial Technology major in Heating, Ventilating and Air-Conditioning and Refrigeration Technology (BIT HVAC-RT)*
7. *Bachelor of Industrial Technology major in Fashion and Apparel Technology (BIT FAT)*
8. *Bachelor of Industrial Technology major in Food Technology (BIT FT)*
9. *Bachelor of Industrial Technology major in Furniture and Cabinet Making Technology (BIT FCT)*
10. *Bachelor of Industrial Technology major in Mechanical Technology (BIT MT)*
11. *Bachelor of Industrial Technology major in Welding and Fabrication Technology (BIT WFT)*
12. *Bachelor of Science in Automotive Technology (BSAT)*
13. *Bachelor of Science in Electronics Technology (BSELX)*
14. *Bachelor of Science in Electrical Technology (BSELT)*
15. *Bachelor of Science in Hotel and Restaurant Technology (BSHRT)*
16. *Bachelor of Science in Fashion Design and Merchandizing (BSFDM)*
17. *Bachelor of Industrial Technology in Cosmetology (BIT Cosmetology)*

Moreover, most of these courses were considered gendered, like BSHRT, BSELX, BSFDM, BIT FAT, BIT ADT, BIT ELT, and BIT FT. However, male-dominated courses were BSAT, BSELT, BIT AT, BIT CT, BIT ELT, BIT MT, BIT HVACRT, BIT FCMT, BIT WFT, and BIT Cosmetology. Since the establishment of CIT, male enrolment has increased every year. Also, these findings were accurate to the female-dominated courses. Now, how to balance the enrolment is a big question for the administration. This research is conducted to investigate the five years enrolment data and analyse why few men and women enrolled in the CIT programs. However, a series of curricular revisions were initiated. In 2013 the University started revising the curricula in all

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disciplines following the CHED order. Revisions of the course syllabi from Competency-Based (CB) to Outcomes-Based Education (OBE) became the mainstream activities of the University.

Consistent with its vision, mission, goals, and objectives, the University's curriculum has become dynamic. Revisions of the course syllabi contents to OBE are trending not only in the local State Universities and Colleges (SUCs) but in the whole country from 2013 onwards. In 2017, CHED mandated that Higher Education Institutions (HEIs) revise the course contents further to remove gender bias terms. Thus, making the course syllabi a "gendered" one – women empowerment and gender equality. The big question is, why gendered the curriculum? The answer is simple, "equality."

The focus of this study is to translate the efforts of the University in enhancing the curricular offerings to fit graduates into the workplace. Nonetheless, the Office of the University Registrar and Admission (OURA) comparative data on enrollment remains the same. This trend means more male students enrolled in the technology curriculum. Sira & Valenciana (2018) espoused that more male students enrolled in the CIT programs due to the nature of the program. The following were the recommendations of the study, to wit:

1. Upgrade the skills of the students to address the call of industry 4.0.
2. Revisit the course offering and revise it for a more appealing one.
3. Upgrade the facilities of each technology program based on the CHED requirements.
4. Procure state-of-art equipment used in the absorbing industry.
5. Hire competent faculty members with high morale and diverse qualifications.

The recommendations mentioned above were already tackled by the University in 2013. However, in the last five years of students' characteristics of enrollment provided by the OURA, it seems that gender equality was not given more attention, particularly in the tools used in the laboratory. The absence of power tools does not entice incoming first year to enrol in the known male technology course because of this problem.

1.5. The University's Student Internship Program (SIP)

The University's vision and mission statement demonstrate its dedication to providing its students with a high-quality education (ISAT U Quality Manual, 2015). CHED, Technical Education, Skills and Development Authority (TESDA), and Department of Labor and Employment (DOLE) must use SIP in this context. In particular, CIT students are obliged to complete an internship with a specified number of hours from their workplace, turning them into professionals. Along with this, the University is dedicated to offering its students a high-quality education, so it (1) provides student-trainees and student-teaching interns with standards and guidelines on the scope of work, required number of hours, learning objectives, monitoring schemes, and sanctions; (2) establishes the roles and responsibilities of all parties involved and provides proper measures on various situations that may arise during SIP; and (3) upholds its commitment to providing quality education to its students (ISAT U Internship Manual, 2018).

1.6. The Significance of the SIP

Ideally, the academe and industry are partners in designing a curriculum tailored to fit the needs and expectations.

SIP provides benefits to both parties.

Hebron (2020) pointed out that on-the-job training plays a significant role in the development of organisations, enhancing performance, increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. Axons (2010) in Barzegar and Farjad (2011), organisations must constantly adapt to achieve sustained success. An organisation's performance management processes are the primary mechanism for making decisions. Furthermore, Workforce Central (2016) stressed OJT as a training option that allows employers to train new employees (Trainees) on the specific knowledge or skills essential to complete and adequate job performance. However, the mismatch is identifiable in some HEIs. Lal Grero (2019) mentioned mismatch between the education system and the job market is evident in Sri Lanka. So, to ensure job seekers, the provision of internship

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training opportunities was highlighted to reduce the mismatch with particular reference to the soft skills of job seekers. Moreover, in the Philippines, to ensure matching between the industry and academe, Secretary Villanueva of TESDA in Calayag and Barbacena (2014) emphasised the conduct of many pieces of training, including participating HEIs.

1.7. Employability Criterion

Employment after graduation is the ultimate goal of each student, which means that graduates must possess the qualities required by the workplace (Tan & French-Arnold, 2012). Universities should aim to produce well-rounded individuals as workers and active members of the workforce and their communities. The CHED Memorandum Order (2012) assured that attaining these objectives is through the congruence of the graduate's hard and soft skills to the workplace that impact society. CHED Handbook on Typology (2014) also espoused academe to provide experiences for the students to make them resourceful, self-reliant, and life-long learners through the Outcomes-Based Education framework (OBE). The term "graduateness" will replace "employability" if both organisations are dedicated to the graduates' future. Dan (1999) in Tan and French-Arnold (2012) explained that graduateness covers more than just "core skills," "key skills," or "personal transferable skills" and encompasses knowledge, understanding, dispositions, attitudes, and values. Graduateness implies that a graduate has the required attributes that prepare them to contribute to society, not just to conform to employers' expectations. The OJT or the SIP played a vital role in the graduateness. The Department of Labor and Employment Manual (DOLE) (2015) stipulated that SIP is designed to immerse students in a relevant workplace to acquire hard and soft skills.

The data provided by the University Registrar in the last five years showed that the same percentage of female students enrolled in the technology courses. These enrollment characteristics must be changed, considering gender parity and gender equality. The University should ideally follow the CHED's directive and adopt the Special Order-created CHED Gender and Development (GAD) Focal Committee and Secretariat. The directive launched the Commission's GAD program in coordination with Philippine Commission on Women (PCW), the Civil Service Commission (CSC), and other co-convenors from public and private HEIs. Hence, this study was conceived to investigate why a smaller number of female students enrolled in the male-dominated and female-dominated curriculum of the CIT.

2. The Objectives of the Study

This study aimed to determine predictors towards gendered industrial technology curricula.

Specifically, the study is designed to:

1. What is the demographic profile of industrial technology students in terms of enrolment?
2. What is the status of the industrial technology laboratory shops, classrooms, tools and equipment?
3. What is the status of SIP and employability criterion set by the industry?
4. Can gendered industrial technology curriculum, laboratory, and classroom promote gender equality among male-and-female-dominated degree programs?

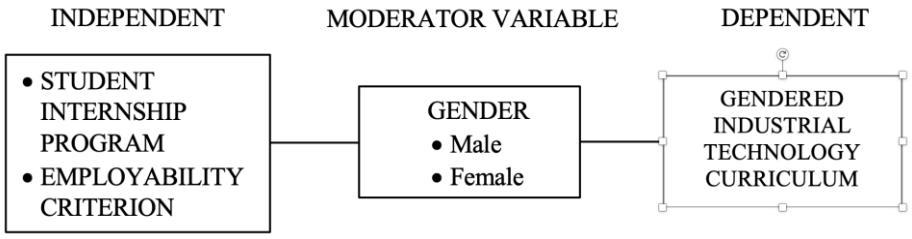

Figure 1: Conceptual Paradigm of the Study.

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3. Methodology

3.1. Research Design

The researchers utilised the descriptive survey method. It was submitted for an in-house review in the Office of the Vice President for Research and Extension, making it officially. The study's primary purpose is to determine the necessity, timeliness, and solution the researchers will address a particular problem. Besides, it covers the CIT student's comparative enrollment data from the OURA. It is validated through the graduation checklist, the industry's SIP evaluation, and the industry's employability criterion. The evaluation focused on investigating why fewer females enrolled in male-dominated courses, as presented by the OURA. The valuable information would entice female students to enrol due to the design of the curriculum.

3.2. Respondents and Sampling Plan

The comparative records from OURA were utilised for this study. The researchers observed the Republic Act 10173, the "Data Privacy Act of 2012." These data comprised the enrolment trends from 2015-2020 relating to the sex (gender) enrolled on each program. Also, course contents, the inventory of the tools and equipment, actual classroom situation, SIP evaluation and employability criterion set by the industry were utilised to obtain qualitative and quantitative data. Moreover, interns were deployed in Iloilo City, Aklan, Capiz, Roxas, Antique, Cebu, Bacolod, Metro Manila, Valenzuela City, Laguna Province, Isabela Province, and Cavite City randomly selected sampling. The Economic Times (2021), each sample has an equal chance of being chosen as part of the sampling procedure known as random sampling. Sampling error occurs when the sample somehow fails to reflect the population accurately. It is crucial for making conclusions to use a sample that was picked at random in order to be a fair reflection of the entire population.

3.3. Instrument and Data Gathering Procedure

The researchers created questionnaires for different parameters. In the enrolment profiling, the official enrolment from OURA was utilised. In determining the status of industrial technology laboratory shops, classrooms, tools, and equipment, the group referred to the actual listing of the tools provided in the respective shops. While in SIP, the researchers use the standard OJT form to gain information. Furthermore, this form stipulated the items related to measuring trainee performance.

Moreover, on the employability criterion, a checklist of identified criteria was provided to gather information from the industry as the basis for SIP's improvement. Finally, citations of the different studies were utilised on whether gendered curricula promote equality for both genders. The results and findings will be the basis for the new model's formulation to entice both genders to enrol on the CIT curricula with no gender bias accepted by a co-worker in their workplace.

The expert group validated the questionnaire and subjected it to reliability testing. Suggestions and recommendations were provided to gather valuable information that could not be answered from the main items. Additional inputs through interviews were utilised to provide essential data for the transparency of the result.

Data Analysis

The gathered data for this study were quantitatively and qualitatively treated. The descriptive analysis used the results to analyse the frequency count, percentage, mean, and standard deviation. All hypotheses were tested at the .05 level of significance. The Statistical Package for Social Science (SPSS) Version 22 were utilised.

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4. Results and Discussion

4.1. Enrolment and Graduation Profile

Figure 2: Enrolment Profile.

Figures 1 and 2 show the enrolment characteristics of the ISAT U-CIT enrolled in a gendered curriculum; most students were female in BSHRT, BIT FAT, and BSFDM, regardless of the academic year. However, in other gendered course such as BIT ADT, BIT ELX, BIT FAT, BIT Cosmetology, and BIT FT, the male dominates it. This finding conforms to the study of Sira, Celda, Sobrepeña, & Valenciana (2016) that the BIT curriculum is male-dominated. Stevens's (2000) survey indicates that women engage in do-it-yourself projects faster than males. This survey results from the availability of power tools in the market. Stevens furthermore discussed that male engagement in do-it-yourself has declined over the last two years.

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In comparison, many women are upgrading to heavy-duty equipment and regularly using these tools. However, to ensure high women's admission and retention, it is highly recommended that CIT allocate more budget to procuring the power tools .

for women to perform what men do in laboratory activities. Moreover, course contents should strictly observe the gender bias competencies for a smooth program transition

1.2. Status of the IT Laboratory Shops, Classrooms, Tools and Equipment

Table 1. Status of the IT Laboratory Shops, Classrooms, Tools and Equipment

Technology Curriculum	Gender inclination for laboratory shops, classrooms, tools and equipment	Status	%
BIT-Architectural Drafting	Both Male and Female	Gendered	
BIT-Automotive	Male	Not Gendered	
BIT-Civil	Male	Not Gendered	
BIT-Electronics	Male	Not Gendered	
BIT-Electrical	Male	Not Gendered	
BIT-Heating, Ventilating and Air-Conditioning-Refrigeration	Male	Not Gendered	
BIT-Fashion and Apparel	Both Male and Female	Gendered	
BIT-Food	Both Male and Female	Gendered	
BIT-Furniture and Cabinet	Male	Not Gendered	**35.3**
BIT-Mechanical	Male	Not Gendered	
BIT-Welding and Fabrication	Male	Not Gendered	
BIT-Cosmetology	Female	Not Gendered	
BS-Automotive	Male	Not Gendered	
BS-Electrical	Male	Not Gendered	
BS-Electronics	Both Male and Female	Gendered	
BS-Hotel and Restaurant	Both Male and Female	Gendered	
BS-Fashion Design and Merchandising	Both Male and Female	Gendered	

Table 1 shows the status of the IT laboratory shops, classrooms, tools and equipment. Out of 17 curricula, six were gendered. It also shows that out of the eleven ungendered curricula, ten are male-

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dominated, and one is female-dominated. This result shows that curricular revisions are leading to the objectives of those, as mentioned earlier, international and national laws towards women's equality and empowerment.

1.3. SIP Program Employability Criterion

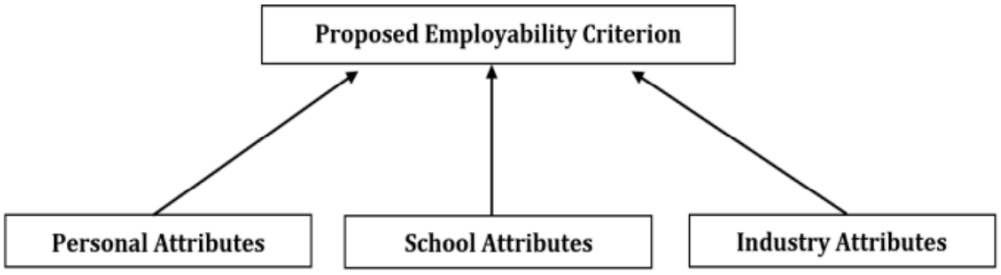

Figure 4: Employability criterion's conceptual paradigm.

Figure 4 shows the employability criterion's conceptual paradigm. The independent variables were the students' personal, school, and industry attributes to meet the industry's requirements. The paradigm represents the congruency of these attributes to the internship program during their stay in the training centres. In order to be considered a graduate by businesses and society, it is believed that the same qualities were demanded of university products (students) who possessed core, key, and attitudinal abilities. Thus, the output of the study is the determined set of skills needed by the industry for employment. Moreover, the inclusivity of the criterion considered the persons with disabilities. Regardless of the disability, companies are willing to accept these groups as long as they can do what the company needs. De Lange, Kooij, and Furunes (2022) "call for and urges future research to provide more conceptual clarity on sustainable employability and its indicators. On the other hand, other members of the world of work must be included, such as persons with disability (PWD). Omar, Paul, Yaakub, and Muslim (2022) provide training and interventions to PWD to become part of the world of work. Supporting close cooperation and shared knowledge on specific knowledge and skill requirements for the workplace would boost self-confidence and close social gaps among other employees. The culture of positive interpersonal interactions and attitudes toward PWD acceptance in the organisation will encourage harmony and bloom tolerance.

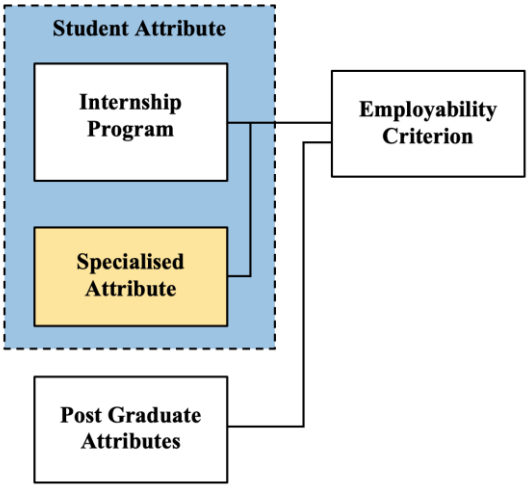

Figure 5. Revised Employability Criterion.

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Nevertheless, Figure 5 shows that the SIP questionnaire covered the student's general and attitudinal attributes towards the workplace. However, the specialised attributes were not.

In the revised paradigm on employability criterion, one must undergo SIP after learning the hard skills from the University. The ISAT U SIP is one of the programs designed to train the upcoming fourth-year students to practice what they learned in their three years of stay in the institution. The SIP serves as the training ground for them to learn the essential activities and acquire skills for the future workplace. Aiken, & Hutton (2022), emphasise that the linkages to lifelong learning are significant in "learning to be," for example, in self-perception and confidence, while employability skills are most prominently located in "learning to do." The model offers a theoretical framework to place this study in the context of lifelong learning provided by the Open University, even though it does not account for learning by adaptation. However, the workplace also demands additional requirements not provided by their alma mater after graduation. Specifically, the employer will ask for postgraduate attributes like national competencies of the TESDA, International certification, and other specialised training. The findings show that the SIP determines general students' attributes and attitudes towards the workplace. Therefore, the researchers proposed a revised employability criterion which projects a non-biased and gendered curriculum for every industrial curriculum, as shown in Figure 5.

1.4. Studies on Gendered Curriculum

Bozgeyikli & Boğazlıyan (2022) on intrinsic motivation and perceived employability as the consequences of career counselling and higher education policies were examined in the context of gender and socioeconomic inequality. The interaction of gender and perceived socioeconomic status did not have a significant moderator impact.

The findings of the Born, Rainhill and Sandberg (2018) group demonstrate how gender stereotypes lead to inequalities in outcomes and decision-making authority. They specifically draw attention to the challenges women in teams with a male majority experience, including internal challenges like lower confidence in their abilities to do the task at hand and external challenges like decreased influence and heightened gender bias. These external and internal limitations will probably interact and operate together, making it difficult for women to succeed in environments where men predominate.

The model above is anchored on Hernaus' (2008) "The Generic Process Transformation Model." The goods and services produced must be transformed to improve the present state into a higher output level through radical redesigning and evolutionary implementation. Sira and Araque (2018) mention that the technology courses of the CIT are male-dominated. Both suggest identifying the strengths and weaknesses of the course to make them relevant to the labour market. It is in this context that the employability criterion (Sira, Valenciana, Celda, Sobrepeña, Villagracia and Estecomen, 2021) were established to enhance the products (graduates) and services (competencies) for job hunting after graduation. The employer's identified employability criterion for the IT program served as the academe's model. Hence, internal and external interventions have been made to improve the services of the University.

5. Conclusions and Implications

Based on the findings, the following conclusions and implications were drawn:

1. Most females characterise the CIT's curricula enrolled regardless of the academic year. Although more women enrolled in the program, men still dominated the whole curriculum.
2. On the status of the industrial technology laboratory shops, classrooms, tools and equipment, out of 17 curricula, six were gendered. This result implies that out of the eleven ungendered curricula, ten are male-dominated, and one is female-dominated. Thus, curricular revisions are needed to meet the objectives mentioned above international and national laws towards women's equality and empowerment.
3. There is still an opportunity for finding more characteristics, even though the previous paradigm accurately reflects the marketability and recruiting trends of the sector, attributes which were not keenly observed during the implementation in the three learning domains. It is assumed that all

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domains were given and acquired by them, making them hireable in the workplace. Nevertheless, in reality, employers wanted more than what the school gave to the graduate. These employers are looking into the Graduateness of the University's product – the students. In this term, Graduateness is the ultimate measurement of the product marketable to employers with a complete set of skills for society and industry.

4. Candidates must go through SIP under the current paradigm for employability criteria after acquiring the necessary hard skills at the institution. The ISAT U SIP is one of the programs that helps to enter fourth-year students get ready to put what they have learned over their first three years of college into practice. Through the SIP, they can learn the core duties and acquire the skills required for the future workplace. However, the workplace after graduation also has additional requirements not provided by their university. The findings show that the SIP influences students' overall qualities and attitudes regarding the job. Postgraduate qualification on the SIP influences both students' overall qualities and attitudes regarding the job-specialised pieces of training, which employers will expressly request. The researchers proposed a redesigned employability model as a result.

5. After obtaining the hard skills at the University, candidates must go through SIP under the updated paradigm for employability criteria. One of the programs, the ISAT U SIP, prepares incoming fourth-year students to put what they have learned throughout their three years at the University into practise. Through the SIP, they can learn fundamental tasks and develop the necessary abilities for the future workplace. After graduation, the workplace, however, also imposes additional criteria not offered by their university. Employers will request postgraduate traits like international certification, national TESDA competencies, and other specialised training. The results demonstrate that the SIP determines students' general characteristics and attitudes toward the job. As a result, the researchers suggested a revised employability standard that calls for a gender-neutral curriculum in every industrial curriculum.

6. Recommendations

1. Spend more money on purchasing power tools and equipment to enable women and men to collaborate effectively. The campaign for career advising is hampered by the paucity of power tools in male and female-dominated courses because there are not any to show off during the natural job orientation for new students.

2. In order to attract employers who are interested in hiring graduates with additional skill sets provided by the alma mater, such as NC 2 or 3 certifications from the TESDA, international certifications, or training specific to the target company's needs, the University may look into potential strategies.

3. Put a greater focus on advanced industrial technology expertise and soft skills to deal with the pressures of the current workplace. The incoming first-year student will enrol in the industrial technology course because cutting-edge tools and equipment support the course offerings. In addition, they have an excellent shop and classroom layout, and they believe that ISAT U will provide the best technical education in the area.

4. The University needs to put more effort into its admissions procedures through career guidance and counselling programs. The Office of Student Affairs (OSAS) should initiate this effort by emphasising its curriculum's emphasis on gender equality and racial and ethnic diversity, which sets it apart from other State Universities and Colleges (SUCs).

5. Track the strengths and weaknesses of each industrial technology curriculum's enrolment status to inform future curricular revisions and academic discussions.

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Conflicts of Interest: The researchers declare no conflict of interest.

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