

Excerpts from the Preliminary Report on the Status of Women in an Educational Setting: The Case of the University of the Philippines (Diliman)

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Background and Research Problem

Scholars in the study of women are one in saying that males occupy a dominant position in many aspects of life in the Philippines except in making a decision inside the home.¹ In the area of politics, Tancangco² has shown that over the period 1978-1988, males have been the predominant candidates in elections. Not more than 16% among females have entered into candidacy for both national and local elections in the Philippines.

In the economic sphere, job opportunities that are open to women are those activities that serve as extensions of their role of mothering, taking care of the children and teaching. Hence, the tasks often extended to them are usually those of teacher, nurse, midwife, social worker, saleslady and other tasks in the service sector.³

In the prime educational institution in the Philippines, the University of the Philippines, the concern for gender issue has been given impetus quite recently upon the creation of the University

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¹Carolyn Israel Sobritchea, "The Ideology of Female Domesticity: Its Impact on the Status of Filipino Women," *Review of Women's Studies*, Quezon City: University Center for Women's Studies, Vol. 1, No. 1, p. 29.

²Luzviminda Tancangco, "Women in Politics in Contemporary Philippines." Typescript. (Forthcoming in the *Philippine Journal of Public Administration* XXXIV, 4 October, 1990, p. 25).

³Rodriguez, Luz-Lopez 1990 "Patriarchy and Women's Subordination in the Philippines." *Review of Women's Studies*, Quezon City: University Center for Women's Studies, Vol. 1, No. 1, p. 23.

Center for Women Studies located at the UP Diliman Campus in Quezon City. One of the initial interests of the academics and researchers affiliated with the Center is to understand the status of women in the campus itself prior to learning about gender-related issues in its external milieu. The research program is entitled "A Comprehensive Assessment of the Status and Needs of Women in the University of the Philippines" which will serve as the groundwork for a total program of Research, Action, Advocacy and Service (RAAS) for women in the UP.

One of the four modules to understand gender-related concerns in the UP Campus in Diliman focuses on the statistical data kept on file by its Human Resources and Development Office.

The main concern is to be able to generate a sociodemographic profile of the UP Campus community at Diliman, the first campus established by the state university. Other campuses are situated in Manila (the health complex of the UP System), in the province of Laguna (the UP Los Baños which is primarily an agricultural complex) and in another region (the UP Visayas Campus). Eventually, similar research activities will be undertaken in these campuses too.

Briefly, the major argument in this module is that gender differences may be noted at the UP Diliman in terms of the nature of their involvement in the major activities of the university (i.e., in the formulation of policies and in the implementation of basic programs of the university), and availment of incentives and opportunities. More specifically, it is hypothesized that the critical role of formulating and implementing policies usually performed by the top executives (normally occupied by faculty members in the university) are dominated by males. On the other hand, the females perform the teaching function which is considered to be an extension of the task of "mothering".⁴

Methodology

The data provided by Human Resources Development Office (HRDO) which were encoded into the microcomputer served as the basic source of information in this project. To date, the data provided by this office had been summarized and statistically analyzed. The data gathered focus on the academic-research-training institutions of UP Diliman Campus and excluded other units performing primarily administrative support functions for UP Diliman

⁴*ibid.*, p. 23.

and the entire UP System. Furthermore, the universe included in the analysis focus on the staff with a regular appointment in the university. This study excludes other workers who work on a contractual basis in some projects of the university.

The computerized information immediately available for analysis are with respect to such variables as sex, age, civil status, current rank (based on the standardized classification adopted by the Philippines' Department of Budget and Management--herein referred to as the DBM rank), educational attainment and sectoral affiliation of UP employees (faculty, research or administrative). Difference of means tests and chi-square tests were performed to examine gender differences in terms of age, sex, civil status, length of service in UP, rank and educational attainment, controlling for sectoral affiliation. Differences were also studied among faculty members with executive positions.

There are three levels of executives in the University. The first level includes those who perform key executive functions such as the president and the vice presidents who coordinate all activities in the different campuses. Also included here is the chancellor of the UP Diliman Campus as he is responsible in coordinating all the major activities in this campus. The chancellor is assisted by the vice chancellor and is considered as part of this category of executives.

The second level encompasses the deans and directors of major units/colleges who serve as the linkpin between the chancellor and their respective academic units. The third level includes the directors or heads of programs within an academic-research-training college or unit.

The cut-off date for the data sets analyzed was June 30, 1990.

Other Activities to Be Performed

Other data available which were not computerized will be sampled from the records filed by the HRDO and will be included in a subsequent report. These data include rate of mobility (i.e., number of steps a person has moved using the DBM scale for comparability across sectors), research opportunities and other incentives made available to the staff.

Furthermore, comparisons in terms of profile, opportunities and incentives will be assessed to determine if there are gender differences across colleges/units which are predominantly female, male or middle-ranged in terms of gender distribution.

Highlights of Initial Findings

The General Population. Being an academic institution, it is surprising that UP Diliman has a big administrative arm (comprising 39.6%) of the entire UP Diliman population (numbering 2,924) manning its academic-research-training units. This group supports the faculty constituting 46.7% of the entire population. The smallest segment is the Research and Extension Personnel Staff (REPS) having only a total of 13.6%.

The females (numbering 1,611) constitute the biggest group compared to males (with only 1,313). The females edge out the males particularly in the faculty and the research sectors, bearing out Rodriguez' (1990) argument that teaching is dominated by females because it is an extension of the role of "mothering." However, it would be of interest to note that in the key sector of the campus (such as the faculty), gender differences are significantly noted particularly in average DBM rank in the university. Males have a higher rank compared to the average rank of the female mentors even if the males are younger (41.3 years old vis-a-vis 42.1 among the females) and with nearly the same mean number of years of service in UP (15.6 for the males and 15.8 for the females). This difference may be attributed to the fact that male faculty members are also better prepared academically. A bigger percentage of the males (39.8 % in all) as against only 36.3 % of the females have obtained a doctorate degree or some Ph.D. units. This difference is statistically significant. It can thus be asked if male and female differences in educational attainment is a gender issue. Are males and females the same in educational level upon entry into UP? How much longer is the conversion process for the two groups to be able to achieve the highest level of education? Is gender ever an issue in the conversion process? (We hope to answer these questions in the subsequent phase of this research module).

In the case of the REPS group, male and female differences are not noted for such factors as DBM grade level (females average 13.92 as against the males' average of 13.35), mean number of years of service in UP (females average 11.66 years while males had 11.62) and age level (males averaged 35.5 years old vis-a-vis the females' average of 37.3). While gender differences are not noted for these variables, it is noticeable that males are the favored group among the REPS because they have equally achieved the average rank of the females even if more than half of them (54.5%) have attained only a college education or less. On the other hand, majority of the females (59% in all) have acquired

more than a college education. This difference in level of educational attainment is statistically significant in a chi square test.

Among the administrative support staff in the academic community, the females are the ones who have a higher DBM grade level (7.23) compared to their male counterparts (5.43) even if they have a shorter length of service in UP. The female support staff averaged 13.84 as against 16.39 years of service among the males. The high rank of the females may be traced to the fact that the females have a higher educational attainment (close to 65 % have a college education or more) as against the males who cluster in the less-than college educational attainment (numbering 83.6 %).

The Faculty Administrator. Among the administrators (totalling 202 in all) the males (54% altogether) outnumber the females. Gender differences is punctuated when their distribution in the different levels of management is examined. Of the 93 female administrators, 60.2% occupy the third level or the lowest level in the hierarchy of managers in the university campus at Diliman. Most of the females are directors or heads of programs within their respective colleges or units. On the other hand, most of the males occupy the first and second level positions (constituting 57% of the total male population).

Both male and female executives are married (75.1% of the males vis-a-vis 66.7% of the females) and with the age of nearly 47 years for both (46.86 among males as against 46.76 among the females).

How about the educational attainment of the faculty executives in the UP Diliman Campus? The data we obtained show that faculty executives have attained a higher education than the average faculty member, indicating the higher expectation for academic preparation among the executives. Of the 202 faculty executives, 45.5% have obtained a Ph.D. while 10.9% are pursuing this degree. Hence, more than half of them (56.4% in all) are pursuing or have achieved the peak of the educational ladder.

In comparing male and female administrators in terms of educational attainment, data show that no significant differences are noted among them. There is nearly an equal number of male and female administrators who have achieved a Ph.D. Among the female administrators, 45.2% have Ph.D.s. On the other hand, 45.9% of the males achieved this level.

However, in terms of rank, females are significantly lower than the males. Males have an average of 23.86 of grade level as against 22.89 among the females. Because of this difference, it is

not surprising why males have registered a higher annual average earning of P129,268.80 as against only P116,951.40 among the females.

The implication of these findings is that stiffer requirements seem to be imposed on the female executives. In spite of the fact that male and female executives have achieved nearly the same level of education, more females executives have lower ranks, have lower salaries and converge in the lowest rung in the managerial hierarchy of the university.

Initial Conclusions

This study has shown that while females are more in number compared to the males, there are indications of discrimination in favor of the males as they occupy or perform key positions of responsibility in the university. Stiffer requirements seem to be imposed on the female before she could assume a high ranking position of an executive. Males with a lower educational preparation are able to occupy a higher rank as an administrator. The same can be said for the REPS.

It is not clear whether differences in rank among the faculty can be attributed to sex differences. The lower level of education among the females in comparison to the males seem to be the indicative factor for their lower rank vis-a-vis the males. But the question of gender differences in length of time needed towards the completion of a Ph.D. degree is one factor that will be asked in the subsequent phase of this project. Do women faculty in the UP take a longer time to complete a Ph.D. in comparison to the males?

The initial data on differences in the requirements for males and females to occupy a high position in the executive group and the REPS is surprising considering that the University of the Philippines is noted for being progressive and a leading exponent of social equity. One can foresee how much greater this problem is multiplied in other settings or institutions that are less progressive as UP.

It is indeed imperative to gain an understanding of the factors that facilitate or impede male and female differences in their career patterns and opportunities in an educational system like UP. Measures that can be formulated to curb policies and practices favoring any particular gender can only be undertaken if there is a comprehensive understanding of the factors influencing these differences. The findings herein is only the beginning of the multifarious queries that can be posed about male-female differences in their role and standing in the UP system.