SELF-CONCEPT AND SOCIAL MOBILITY OF FEMALE FACULTY IN HIGHER EDUCATION INSTITUTION

Glenda Morcilla Dimaano

College of Teacher Education, Batangas State University, Philippines

ABSTRACT

Self-concept is one of the keys in a person's social mobility. It will help him either to succeed or fail. This study determined the self-concept and the social mobility of the female faculty at Batangas State University JPLPC-Malvar, Philippines. Respectively, it dealt with the following: the respondents' profile in terms of status of employment, department and number of years in service, and their awareness on their self-concept and social mobility. This study also sought the significant relationship between their profile and their social mobility which served as basis for recommendations in enhancing the self-awareness of female faculty members. The data used in the study were obtained from the standardized questionnaire and a researcher-made questionnaire that were validated by a pool of experts. The results of the computation and analysis of data revealed the computed mean in each parameter and the relationship of the variables mentioned. The results exposed that the female faculty members have a slightly high ($\bar{x}$=3.10) self-concept. Results also revealed most of the respondents are contractual faculty, belonged to CABEIHM Department and have been teaching for about 5 years and below. Using the Chi-square as statistical tool, it was shown that status of employment, department, and number of years in service had significant relationship with the respondents' assessment of their social mobility. The aforementioned findings prompted the researcher to recommend a seminar workshop for the female faculty members to enhance their self-awareness that can help them to perform their job well. Also, the results suggest programs for the Gender and Awareness focusing on women empowerment.

Keywords: Female faculty; self-concept; social mobility; higher education

1. INTRODUCTION

In the world today where numerous opportunities are available, self-confidence leads to either success or failure of people. A person who has higher self-confidence is more likely to have a better job than those who do not have. Boosting one's self not only attracts opportunities but also develops personality. Having this attitude will help individuals to be confident enough to face the challenges of this world.

In this fast-changing world, everyone needs a sense of self-concept that defines an individuals' identity. This awareness of oneself enables people to determine their strengths and weaknesses. This coincides with people's real self, the belief of oneself which includes other elements and sexuality. People knowing every aspect of themselves have the bigger advantage to succeed as they are conscious of options and career paths

to go through. This consciousness or self-concept is one of the causes of social mobility of an individual (Limpingco and Tria, 2006).

The investigation of social mobility is a significant aspect of social separation. Stratification alludes to the way toward setting people's apathetic layers. Social mobility is a chest part of social delineation framework in light of the fact that the structure, nature, reach and level of social mobility relies upon the actual idea of social separation framework. Individuals are perceived in the public arena through the status they possess and the jobs they establish. The general public and individual are dynamic. Individuals are regularly captivating in unending undertaking to upgrade their situations with the general public, move from lower position to higher position and secure unrivaled work.

According to Baliao and Parcon (2011), social mobility is the capacity to move between friendly classes. It is estimated by changes in the word-related status of people or gatherings. It is likewise the development of an individual starting with one economic wellbeing then onto the next. Social mobility is characterized as a development of an individual or gathering from one social class or social layer to another. Individuals may move upwards or descend down the social stepping stool within their lifetime, starting with one age then onto the next. Everybody has a similar possibility of climbing. This is the thing that lies behind the possibility of correspondence of chance.

One goes through many changes as one ages. In early occasions, ladies are viewed as low-class individuals. Their solitary reason in life is to be a spouse to their better half and mother to their kids. So, ladies had less lawful rights and vocation openings than men. These days, women are employed in occupations originally only accessible to men. They have a solid self-idea. They trust in their abilities and capacities which is why they can work in various fields. In America, the encouraging calling is one of the huge fields of work for ladies. In the last part of the 1980s, more than twice as numerous ladies were instructed in rudimentary and secondary schools than men. In school, ladies held distinctly around 33% of the instructing positions amassed in training, social help, home financial aspects, nursing and library science. A little segment of ladies in school and colleges were in actual sciences, designing, agribusiness and law. In United States, 45% of the utilized laborers were ladies, however they are offered a little in the dynamic work. Notwithstanding, according to the Equal Pay Act of 1963, ladies in 1970 were paid around 45%, not as much as men for similar positions and 32 percent less in 1988. Proficient ladies did not get advancements and reward given to their male partners. Working ladies regularly confronted sex segregation in positions (Vatter, 1994).

There are two sorts of social mobility, structural and exchange mobility. Structural mobility, otherwise called upward mobility, alludes to the limit of a person to move higher in a social or financial class. It is additionally a development up or down the social stepping stool because of changes in the design of society, not to singular endeavors. The adjustment in the stepping stool depends less upon an individual's conduct than primary changes in the public arena. Then again, exchange mobility called descending mobility alludes to the development of individual in a lower social or financial class. The extent of the social class remains something very similar.

Self-concept and social mobility are both important to each other. They are interrelated. How women assess themselves affect their social status in life. Women in this modern time are positive and highly secure about themselves. They can also do what men can do. If they have this sense of self-concept, they can perform their job effectively. They can either receive a promotion or an increase in their salary.

Hence, the researcher deems the conduct of this study focusing on female faculty members as significant. This exploration of relationship of self-concept and social mobility can provide an understanding on the role that comprehensive awareness of own self plays in female faculty members' decision in designing their career paths in the teaching profession. Female faculty members in Philippine universities occupy administrative and teaching positions. This allows them to fully discover themselves and their potentials that can influence how they decide on career opportunities mobilizing their lives.

The above cited circumstances serve as the reasoning of this exploration focusing on the social mobility among the female workforce at Batangas State University JPLPC-Malvar, Philippines. The researcher accepted that it is ideal to direct the exploration among female employees as they involved the greater part of the situation in the college. Female employees were picked as the respondents to change the old ideas on ladies being second rate as formed by history itself. This can give the freedom to reevaluate sexual orientation jobs and mobility that will prompt social improvement. This undertaking can likewise advance Gender and Development (GAD) programs as the establishment sticks to the activities of the public authority on sexual orientation fairness. The aftereffect of this examination can likewise assist the researcher with monitoring the impact of self-idea to one's mobility and transmit this idea among their future understudies as they show their field of specialization. The aftereffect of this research can assist individuals with being more mindful of oneself for themselves to be fruitful in their chosen profession. Ascending the social stepping stool brings challenges,

however, the difficulties give individuals more solidarity to accept, believe in themselves and keep arriving at the highest point of achievement.

2. MATERIALS AND METHODS

The researcher employed the descriptive method in this study. According to Ariola (2006), descriptive method is inclined with questions and problems that are based on the appreciation of current phenomena, events or state of affairs. Likewise, descriptive method might be portrayed as basically the endeavor to decide, depict or recognize what is.

The distinct technique was utilized to depict qualities of a populace being examined. The qualities are used to portray the circumstance or the number of inhabitants in all out plot otherwise called graphic classifications. Spellbinding examination for the most part goes before informative exploration.

The respondents are comprised of 41 female faculty members of Batangas State University JPLPC-Malvar, Philippines. These respondents are employed as faculty members in the mentioned institution. They were chosen as the respondents of the study due to their experience in social mobility, having previously worked and held different positions in other institutions before being employed as faculty members while accomplishing duties and responsibilities as mothers and wives to their respective families which is central to the study's primary objective. The researcher utilized questionnaires as the primary tools in gathering the needed information in the study. Two sets of questionnaires were used to determine the respondents' self-assessment on self-concept and their social mobility. The first set is the Tennessee Self- Concept Scale (TSCS) while the second set covers the social mobility of the respondents.

The Tennessee Self-Concept (TSCS) of Fitts and Warren (1996) was utilized in determining the level of self-concept of the respondents. It is a standardized test, which consists of 100 self-descriptive statements to portray the subject's own picture of self. Response to the statements is based on a five-point Likert scale which has the following verbal interpretation: 1.00–1.80 = completely false, 1.81–2.60 = mostly false, 2.61–3.40 = partly true, and partly false, 3.41–4.20 = mostly true and 4.21–5.00 = completely true. For scoring purposes, the number assigned for each response alternative corresponds to each assigned weight which means that the weight assigned for option 5 is 5. The assigned weights, significant in scoring the response scale weights for negative items, have all been reversed on the score sheet in order to permit a simple, unified scoring system. By this system, a respondent who says "completely false" to a negative item obtains a high score as he does when he says "completely true" to a positive item. Thus, high scores uniformly mean positive self-direction.

The instrument is a self-administering test for individuals or groups and according to Fitts and Warren (1996) can be used with subjects aged 12 or higher and having at least a sixth-grade reading level. It is simple, widely applicable, well standardized and multi-dimensional in its description of self-concept that it has become a popular and important instrument even among contemporary researchers in studying and understanding human behavior. These are the reasons why the researcher decided to utilize the TSCS in this investigation.

For the social mobility questionnaire, five items enabled the respondents to assess their social mobility in terms of exchanged mobility and another five items for structural mobility. Prior to the questionnaire proper, the respondents' profile covering their employment status, assigned department, and length of their service was surveyed through a checklist. In preparing the questionnaire, the researcher considered the concept of social mobility in both structural and exchange mobility. The researcher included the reasons why a certain person decided to transfer to another workplace. To facilitate the interpretation of the computed mean and composite mean, the following mean ranges with their corresponding verbal interpretations were used: 3.51–4.00 = Strongly Agree/Highly Encountered; 2.50–3.50 = Agree/Encountered; 1.50–2.49 = Slightly Agree/Slightly Encountered; 1.00–1.49 = Disagree/Not encountered.

Four experts validated the researcher-made questionnaire. These experts were comprised of a campus Gender and Development (GAD) focal person, two doctorate degree holders of Educational Management, and a licensed psychometrician. These experts assessed the consistency and alignment of the item statements to the constructs measured. Comments and suggestions provided by the experts were considered in the revision of the questionnaire. After the validation, pilot testing of the questionnaire was conducted to a group of 30 female faculty members who did not serve as respondents of the study. The computed Cronbach's Alpha of 91.37 established the reliability of the pilot-tested questionnaire.

After the approval of the research title, the researcher gathered information about the study. A letter asking permission to administer the research questionnaire to the target respondents which were the female faculty of the university was submitted to the administrator of the campus. After the approval, the researcher provided two questionnaires, the standardized Tennessee self-concept and the validated researcher-made questionnaire. After the validation, the researcher personally distributed the copies of the questionnaires and

immediately retrieved them after they were answered by the respondents. After retrieving, the researcher tabulated and tallied the collected data with the help of the statistician. After the tabulation, the researcher analyzed and interpreted the gathered data using frequency and percentage, mean and chi-square. The result was used as the basis for the conclusions and recommendations of the study.

3. RESULTS AND DISCUSSION

1. Employment status

The first variable under the respondents' profile is the status of employment. Looking at this variable was deemed significant as this served as an important input for the correlation analysis.

Table 1: Distribution of the Respondents' Profile in Terms of Employment Status

Status of employment	Frequency	Percentage
Permanent	8	19.51
Contractual	29	70.73
Part-Timer	4	9.75
Total	41	100

As can be gleaned from Table 1, contractual faculty has the highest number compared to other status. This was due to the reason that there were limited available permanent or plantilla positions for state colleges and universities resulting to a few female permanent faculty at Batangas State University JPLPC-Malvar, Philippines.

Nunn et al. (2007) studied the factors influencing social mobility. The research uncovered that moms, ethnic minorities, and crippled individuals endure especially huge work punishments. In spite of the fact that in the course of the last 30 years, situations have improved for moms in the contemporary work market, for instance in the United Kingdom, a few rebuffs any break in the business. Ladies getting back to work, specifically experience critical trouble in taking up past business positions and acquiring levels, frequently bringing about participating time work in lower status work.

2. Department

The second profile variable sought is the department where each female faculty belong to, categorized as College of Accountancy, Business, Economics and Hospitality Management (CABEIHM), College of Arts and Sciences (CAS), College of Engineering and Computing Sciences (CECS), College of Industrial Technology (CIT), and College of Teacher Education (CTE). The profile of the respondents in terms of department involved was determined and interpreted using frequency and percentage revealed in Table 2.

Table 2: Distribution of the Respondents' Profile in Terms of Department

Status of employment	Frequency	Percentage
College of Accountancy, Business, Economics and International Hospitality Management (CABEIHM)	14	34.15
College of Arts and Sciences (CAS)	7	17.07
College of Engineering and Computing Sciences (CECS)	8	19.51
College of Industrial Technology (CIT)	3	7.32
College of Teacher Education (CTE)	9	21.95
Total	41	100

Table 2 divulges the frequency and percentage dissemination of the respondents when grouped according to their department. The data shows that out of 41 respondents, 14 or 34.15% belong to CABEIHM Department, nine or 22% to CTE Department, eight or 20% to CECS Department, seven or 17.07% to CAS Department and three or seven percent to CIT department.

It could be gleaned from the table that most of the respondents belong to CABEIHM Department. This is because they have the highest number of students. CIT Department has the lowest number of respondents as most of the courses offered are supervised by male faculty.

3. Number of years in service

The third profile variable is the number of years in service. The respondents' profile in terms of years in service range from 11 years and above, 6–10 years and 5 years and below. The data is presented through frequency and percentage distribution as shown in Table 3.

Table 3: Distribution of the Respondents' Profile in Terms of the Total Number of Years in Service at the University

Status of employment	Frequency	Percentage
11 years and above	4	9.76
6–10 years	9	21.95
5 years and below	28	68.29
Total	41	100

The table shows the respondents' profile in terms of total of years in service at this university. It illustrates that out of 41 female faculty members, only 4 or 9.76% of the respondents were teaching between 11 years and above. Twenty-eight of the respondents or 68.29% were teaching for about five years and below.

It can be inferred that those who belong to the group of faculty members who were teaching from 5 years and above are contractual. They prefer to transfer to another workplace due to some circumstances. The female faculty in the 11 years and above chose to retire.

Malabanan and Reyes (2013) examined the struggle of working women in Batangas State University Main Campus 1, Philippines concentrating on psychological dilemma in the workplace. She found out that four challenges confront female faculty: lower residency and advancement rates, longer time advancement, lower consistency standards, and lower work fulfillment.

These challenges diminished the probability that female faculty will remain at the university; lower efficacy and productivity of faculty; and make an academic career less satisfying.

4. Respondents' assessment on their self-concept

This part of the study determined the assessment of the respondents on their self-concept. It was analysed and interpreted through determining the mean of each item. Results were tabulated and interpreted in Table 4.

Table 4: Respondents' Assessment on Their Self-concept

Item statement	Mean	Verbal interpretation
I have a healthy body	3.73	Mostly True
I am attractive person	3.41	Mostly True
I consider myself a sloppy person	2.22	Mostly False
I am a decent sort of person	3.98	Mostly True
I am an honest person	4.05	Mostly True
I am a bad person	1.59	Completely False
I am a cheerful person	3.90	Mostly True
I am calm and easygoing person	3.61	Mostly True
I am a nobody	1.88	Mostly True
I have a family that would always help me in any kind of trouble	4.49	Completely True
I am a member of a happy family	4.37	Completely True
My friends have no confidence in me	1.95	Mostly False
I am a friendly person	4.17	Mostly true
I am popular with men	2.56	Mostly false
I am not interested in what other people do	2.71	Partly True/False
I do not always tell the truth	1.95	Mostly False
I get angry sometimes	3.20	Partly True/False
I like to look nice and neat all the time	3.98	Mostly True
I am full of aches and pains	1.90	Mostly False
I am a sick person	1.78	Completely False
I am a religious person	3.44	Mostly True
I am a moral failure	1.46	Completely False
I am a morally weak person	1.68	Completely False
I have a lot of self-control	3.85	Mostly True
I am a hateful person	1.59	Completely True
I am losing my mind	1.44	Completely True
I am an important person to my friends and family	4.17	Mostly True
My family does not love me	1.32	Completely True
I feel that my family does not love me	1.46	Completely True
I am popular with women	2.80	Partly True/False
I am mad at the whole world	1.27	Completely True
I am hard to be friendly with	1.76	Completely True
Once a while I think of things too bad to talk about	2.68	Partly True/False
Sometimes when I am not feeling well, I am cross	2.68	Partly True/False
I am neither too fat not too thin	3.54	Mostly True
I like my looks just the way they are	3.51	Mostly True
I would like to change some parts of my body	2.10	Mostly True
I am satisfied with my moral behavior	4.02	Mostly True

Table 4: Respondents' Assessment on Their Self-concept (Continued)

Item statement	Mean	Verbal interpretation
I am satisfied with my relationship with God	3.88	Mostly True
I ought to go to church more	3.66	Mostly True
I am satisfied to be just what I am	3.90	Mostly True
I am just as nice as I should be	3.90	Mostly True
I despise myself	1.90	Mostly True
I am satisfied with my family relationships	4.05	Mostly True
I understand my family as well as I should	4.24	Completely True
I should trust my family more	4.17	Mostly True
I am as sociable as I want to be	3.78	Mostly True
I try to please others, but I don't overdo it	3.24	Partly True/False
I am no good at all from a social standpoint	2.68	Partly True/False
I do not like everyone I know	2.17	Mostly False
Once in a while., I laugh at a dirty joke	3.39	Partly Ture/False
I am neither too tall not too short	3.63	Mostly True
I don't feel as well as I should	2.66	Partly True/False
I should have more sex appeal	2.71	Partly True/False
I am as religious as I want to be	3.44	Mostly True
I wish I could be more trustworthy	3.41	Mostly True
I shouldn't tell so many lies	3.24	Partly True/False
I am as smart as I want to be	3.73	Mostly True
I am not the person I would like to be	2.37	Mostly True
I wish I didn't give up easily	3.02	Partly True/False
I treat my parents as well as I should	4.12	Mostly True
I am too sensitive to things my family say	3.46	Mostly True
I should love my family more	4.20	Completely True
I am satisfied with the way I treat other people	3.88	Mostly True
I should be more polite to others	3.73	Mostly True
I ought to get along better with other people	3.27	Partly True/False
I gossip a little at times	2.90	Partly True/False
At times I feel like swearing	3.00	Partly True/False
I take good care of myself physically	3.93	Mostly True
I try to be careful about my appearance	3.51	Mostly True
I often act like I am "all thumbs"	3.24	Partly True/False
I am true to my religion in my everyday life	3.68	Mostly True
I try to change when I know I'm doing things that are wrong	3.54	Mostly True
I sometimes do very bad things	2.27	Mostly True
I can always take care of myself in any situation	3.63	Mostly True
I take the blame for things without getting mad	2.85	Partly True/False
I do things without thinking about them first	2.27	Mostly False
I try to play fair with my friends and family	3.88	Mostly True
I take a real interest in my family	4.15	Mostly True
I give in to my parents	3.95	Mostly True
I try to understand the other fellow's point of view	3.98	Mostly True
I get along with other people	3.88	Mostly True
I do forgive others easily	2.80	Partly True/False
I would rather win than lose a game	3.59	Mostly True
I feel good most of the time	3.80	Mostly True
I do poorly in sports and games	3.56	Mostly True
I am a poor sleeper	2.93	Partly True/False
I do what is right most of the time	4.05	Mostly True
I sometimes use unfair means to get ahead	2.54	Partly True/False
I have trouble doing the things that are right	2.10	Mostly Ture
I solve my problems quite easily	3.41	Mostly True
I change my mind a lot	2.78	Partly True/False
I try to run away from my problems	2.44	Mostly False
I do my share of work at home	3.44	Mostly False
I quarrel with my family	2.29	Mostly False
I do not act like my family thinks I should	2.29	Mostly False
I see good points in all the people I meet	3.29	Partly True/False
I do not feel at ease with other people	2.54	Mostly Ture
I find it hard to talk with strangers	2.88	Partly True/False
Once a while I put off until tomorrow what I ought to do today	2.80	Partly True/False
Composite mean	3.10	Slightly High

Legend: Verbal Interpretation, 1.00–1.80 = Completely False; 1.81–2.60 = Mostly False; 2.61–3.40 = Partly True; Partly False; 3.41–4.20 = Mostly True; 4.21–5.00 = Completely True.

Table 4 describes the second variable which is the respondents' assessment of their self-concept. The statement with the highest mean of 4.49 describes the respondents having families that would always help them in any kind of trouble which is interpreted as completely true. The item dealing that they are mad at the whole world ranked lowest with 1.27 and has an interpretation of completely false.

It can be gleaned that female faculty at Batangas State University JPLPC-Malvar, Philippines come from supportive families. Dizon (2008) asserts that the amount of the individual's regard about appearance, family and acknowledgment from others all ascribe to self-idea. Building self-concept depends on the experiences of a person. Since they came from favorable families, they might have high self-concept.

On the other hand, their unfavorable response with the statement indicating that they are mad at the whole world signifies that female faculty have high self-concept. They are aware of themselves for they know how to deal with life's circumstances. Awareness of oneself distinguishes the person's self from the other selves that others see. People want to become better or more important than who they perceive they are, and they may depart too widely from the real self and establish an obtainable image that may cause them to blame others through the process of externalization (Limpingco and Tria, 2006).

According to Oishi (2010) as cited by Delos Reyes and Magtibay (2013), self-idea is created from individual encounters, reflection on these encounters and criticism from the social climate. It is the psychological representation of oneself. Self-concept begins at an early age. It is one of the most important psychological constructs an individual acquires and it is usually stable over time.

5. Exchanged mobility

Table 5 presents the respondents' assessment on their social mobility in terms of exchanged mobility. Exchanged mobility is the development of a person starting with one position then onto the next inside a similar social level.

Table 5: Respondents' Assessment on Their Social Mobility in Terms of Exchanged Mobility

Item statements	Mean	Verbal interpretation
I decided to transfer in this institution to….		
1. have better salary and working environment	2.85	Encountered
2. be in a workplace which is near to my residence	2.83	Encountered
3. meet new people and learn more things	2.59	Encountered
4. work in an organization with better management	2.73	Encountered
5. avoid stressful work and give more time to my family	2.51	Encountered
Composite mean	2.70	Encountered

Legend: Verbal Interpretation, 3.51–4.00 = Highly Encountered (EA); 2.50–3.50 = Encountered; 1.50–2.50 = Slightly Encountered; 1.00–1.50 = Not Encountered

The table above shows the respondents' assessment on their social mobility in terms of exchanged mobility. Obtaining the highest weighted mean of 2.85, it can be inferred that most of the female faculty members transferred to their current workplace to have a better salary and working environment.

Workers are significantly more worried about the best choice they can make for themselves and their families with respect to business. On the off chance that they do not feel appreciated, they are a lot more liable to attempt to discover where these attributes are critical to the business. In the event that representatives feel appreciated and sense that the businesses are committed to them, they are probably going to respond with dependability to their boss by remaining with them longer, or else, they will leave their managers sometime in the future. Workers need to feel that their administration is esteemed to approve their choice to wait. Giving a year of administration grant is a significant method to do this (Delos Reyes and Magtibay, 2013)

6. Respondents' assessment on their social mobility in terms of structural mobility

Table 6 presents the respondents' assessment on their social mobility in terms of structural mobility. Structural mobility is the movement of a person from a certain position to another higher position. Obtaining the lowest weighted mean of 2.32, female faculty do not want to transfer to another workplace to hold higher position with great expectation. They do not want to be stressed out every day due to work demands.

Table 6: Respondents' Assessment on Their Social Mobility in Terms of Structural Mobility

Item Statements	Mean	Verbal Interpretation
I decided to transfer in this institution to….		
1. find a position which is in meet new people and learn more things in line with my baccalaureate degree	2.68	Encountered
2. be empowered as both leader and manager in making important decisions in the organization	2.68	Encountered
3. perform more challenging tasks	2.68	Encountered
4. hold higher position with great expectation	2.32	Slightly Encountered

Table 6: Respondents' Assessment on Their Social Mobility in Terms of Structural Mobility (Continued)

Item Statements	Mean	Verbal Interpretation
5. handle duties and responsibilities which require both technical and management skills	2.66	Encountered
Composite mean	2.60	Encountered

Legend: Verbal Interpretation, 3.51–4.00 = Highly Encountered (EA); 2.50–3.50 = Encountered; 1.50–2.50 = Slightly Encountered; 1.00–1.50 = Not Encountered

According to Populi and Villano (2015), work requests are perhaps the most well-known wellsprings of business-related pressure. While laborers need moving errand to keep up their advantage and inspiration, and to grow new abilities, it is significant that the requests do not surpass their capacity to adapt. Laborers can typically adapt to requesting work in the event that it is not exorbitant, in the event that they are upheld by administrators and partners, and in the event that they are given the perfect measure of self-rule.

7. Relationship between the respondents' profile and their social mobility

In accordance with the variables listed in the respondents' profile, Table 7 determines the relationship between respondents' profile and their social mobility. Using chi-square, the computed value was presented along with the tabular value and decision for each variable with its equivalent verbal interpretation.

Table 7: Relationship between the Respondents' Profile and Their Social Mobility

Variables	Computed Value	Tabular Value	Decision (Ho)	Verbal Interpretation
Status of employment and social mobility	41.529	12.592	Reject	Significant
Department and social mobility	38.718	21.026	Reject	Significant
Number of years in service and social mobility	18.926	12.592	Reject	Significant

The table demonstrates that when the respondents' status of employment and social mobility were paired, the computed value of 41.529 was found greater than the tabular value of 12.592 at 0.05 level of significance. This means that there was an association between status of employment and social mobility of the respondents. As a result, the null hypothesis is rejected which conveys that there is a statistically significant relationship between the variables.

According to research findings, female faculty members' work openings are substantially more restricted than men. In addition, ladies whose abilities far surpass the positions offered to them are almost certain than men to pull out completely from the work paid for. Their withdrawal disregards a suspicion on regular to conventional mobility that the vast majority will try upward mobility to open doors and create greater opportunities. Ladies have a somewhat enormous scope of administrative occupations open.

The lower the position, the more negative emotions a person has due to feelings of inferiority (Atienza and Ortiz, 2014). Feeling a sense of inferiority makes people think that they must find another job that will fit them.

The table also reveals that when the respondents' department and number of years in service were paired to social mobility, the computed values were 38.718 and 18.926 respectively, which were both greater than the tabular value of 21.026 and 12.592 at 0.05 level of significance. As a result, the null hypothesis is rejected which means that there is a statistically significant relationship between the variables.

4. CONCLUSIONS

Having positive self-concept contributes to social mobility that will help individuals in achieving their life's dreams and aspirations. Although the majority of the respondents occupy contractual positions while teaching business and hospitality courses, they exhibit a high awareness of themselves. This self-awareness or self-concept enables them to make decisions on career paths that can mobilize their lives. As female faculty members, they have a comprehensive understanding of their strengths, weaknesses, and potentials. This systematic understanding of themselves afforded them to make career-oriented decisions that can contribute to their social mobility. This decision making relevant to their career as faculty members was also influenced by their employment status, assigned department, and the number of years they rendered in service as revealed by the significant relationship identified between these variables.

In light of the following conclusions, the researcher recommends that higher officials encourage their employees to attend trainings and seminars that will allow faculty members to fully understand themselves and potentials that can positively enhance their self-concept or self-esteem. Faculty development programs capitalizing on the role of self-concept in female faculty members' social mobility may be initiated by the Office of Gender and Development in collaboration with the university's Human Resource Department.

Phenomenological studies may also be undertaken to capture how self-concept and social mobility manifest in the lived experiences of female faculty members.

REFERENCES

Ariola, M. M. (2006). *Principles and Methods of Research.* Manila: Rex Bookstore.

Atienza, M. A. S. and Ortiz, A. M. A (2014). *Thinking and Emotions at Work of CAS Teaching and Non-teaching Personnel of Batangas State-University-Main Campus I.* Bachelor's Thesis. Batangas State University, Philippines.

Baliao, M. E. and Parcon, C. R. F. (2011). *Society and Culture in a Changing World.* Manila: Rex Bookstore.

Delos Reyes, J. G. and Magtibay, J. M. M. (2013). *Self-Concept and Risk Experienced by Kasambahay in Batangas.* Bachelor's Thesis. Batangas State University, Philippines.

Dizon, P. B. (2008). *Introduction to Psychology.* Quezon City: Rex Printing Company Inc.

Fitts, W. H. and Warren, W. L. (1996). *Tennessee Self-Concept Scale.* 2nd ed. San Diego: Western Psychological Services.

Limpingco, D. E. and Tria, G. E. (2006). *Human Behavior: An Approach.* North Carolina: McFarland Company, Inc., Publishers.

Malabanan, A. B. and Reyes, M. J. M. (2013). *The Struggles of Working Women in Batangas State University-Main Campus I: Psychological Dilemma in The Workplace.* Bachelor's Thesis. Batangas State University, Philippines.

Nunn, A., Johnson, S., Monro, S., Bickerstaffe, T. and Kelsey, S. (2007). *Factors Influencing Social Mobility.* Technical Report. Her Majesty's Stationery Office. [Online URL: http://eprints.Hud.ac.uk/6057/1/rrep450.pdf] accessed on August 7, 2015.

Populi, R. E. and Villano, J. G. G. (2015). *Self-concept and Occupational Stress of Special Education Teachers in Batangas City.* Bachelor's Thesis. Batangas State University-Main Campus I, Philippines.

Oishi, S. (2010). The psychology of residential mobility: Implications for the self, social relationships, and well-being. *Perspectives on Psychological Science* 5(1): 5–21. [Online URL: http://pps.sagepub.com/content/5/1/5.abstract.] accessed May 5, 2017.

Vatter, R. H. (1994). Women in the labor force. *Statistical Bulletin (Metropolitan Life Insurance Company: 1984)* 75(3): 2–10.