Appendix F:

PROFILE ON FAMILY RESPONSIBILITIES

Many variables were used to measure family responsibilities, including marital status, number of elderly relatives living with the faculty member, number of children under 16 years of age, having a domestic helper(s), time spent caring for and teaching their own children each day, time spent on activities connected to their children each day, and time spent doing household chores each day.

Marital Status

The respondents were asked "What is your marital status?" The answers were whether they were single, married and lived with spouse, married but live separately, divorced and widowed. The results will be discussed by looking closely at gender and disciplines.

Marital Status by gender (table 97)

Approximately twenty-six percent of the respondents were single, seven percent men and nine percent women. More than half of the respondents were married and lived with their spouses, thirty-nine percent men and twenty-four percent women. Only nine percent of the respondent are married but live separate from their spouses, two percent men and six percent women.

Further analysis indicated that there is a statistically significant difference between male and female faculty members in marital status. The p value is less than .05 ($p = .000$).

Table 97: Marital status by gender

Marital Status	Gender		Total	p
	Male	Female		
Single	32 (7%)	83 (18%)	115 (26%)	.000 **
Married & living with spouse	171 (39%)	107 (24%)	278 (63%)	
Married but live separately	11 (2%)	29 (6%)	40 (9%)	
Divorced	0	2 (<1%)	2 (<1%)	
Widowed	3 (1%)	3 (1%)	6 (2%)	
Total	217 (49%)	224 (51%)	441 (100%)	

Marital Status by gender and discipline (table 98)

Twenty-eight percent of the respondents in female-dominated disciplines were single, two percent of men and twenty-six percent of women. Fifty-eight percent of them were married and lived with their spouses, twenty-seven percent of men and thirty-one percent of women. Twelve percent of them are married but live separately, three percent of men and nine percent of women. Only two percent of them were widowers: one percent were men and one percent were women.

For those in male-dominated disciplines, twenty-one percent of them were single. Of those, ten percent were men and eleven percent were women. Seventy-one percent of them were married and lived with their spouses, sixty-one percent of men and eleven percent of women. Only seven percent of them were married but lived separately, four percent were men and four percent were women. Only one percent of them were a widower and were men.

For those in balanced disciplines, twenty-eight percent of them were single, eleven percent of men and seventeen percent of women. Sixty-two percent of them were married and lived with their spouses, thirty-seven percent of men and twenty-five percent

of women. Seven percent of them were married and lived separately, one percent of men and six percent of women. Only one percent of them were divorced and were women. Two percent of them were a widower: one percent of men and one percent of women.

The Pearson Chi-square indicated that there is statistically significant difference between male and female faculty members in marital status in all types of disciplines. The p value is less than .05 (p = .000 for female-dominated discipline, p = .003 for male-dominated discipline and p = .007 for balanced discipline). See table.

Table 98: Marital status by gender and discipline

Discipline	Marital Status	Gender		Total	p
		Male	Female		
Female-dominated	Single	4 (2%)	45 (26%)	40 (28%)	.000 **
	Married	46 (27%)	53 (31%)	90 (58%)	
	Separated	5 (3%)	15 (9%)	19 (12%)	
	Widowed	1 (1%)	1 (1%)	2 (2%)	
	Total	56 (33%)	114 (67%)	170 (100%)	
Male-dominated	Single	10 (10%)	11 (11%)	21 (21%)	.003 **
	Married	62 (61%)	11 (11%)	73 (71%)	
	Separated	4 (4%)	3 (3%)	7 (7%)	
	Widowed	1 (1%)	0	1 (1%)	
	Total	77 (75%)	25 (25%)	102 (100%)	
Balanced	Single	18 (11%)	28 (17%)	46 (28%)	.007 **
	Married	62 (37%)	42 (25%)	104 (62%)	
	Separated	2 (1%)	11 (6%)	13 (7%)	
	Divorced	0	2 (1%)	2 (1%)	
	Widowed	1 (1%)	1 (1%)	2 (2%)	
	Total	83 (50%)	84 (50%)	167 (100%)	

Number of elderly relatives living with the family member

The respondents were asked "How many elderly do you care for?" The results will be discussed by looking closely at gender and disciplines.

Number of elderly relatives living with the family members by gender (table 4.70)

Nearly eighty percent of the respondents did not have any elderly relatives living with them, forty-one percent men and thirty-eight percent women. Approximately eleven percent of the respondents have one elderly relative for whom they provide care, four percent men and seven percent women. Ten percent of respondents provided care for two or more elderly relatives, four percent men and six percent women.

Further analysis indicated there is no statistically significant difference between male and female faculty members and the number of elderly relatives form whom they provide care. The p value is greater than .05 (p = .124).

Table 99: Number of elderly relatives living with the family member

Number of elderly at home	Gender		Total	p
	Male	Female		
0	181 (41%)	166 (38%)	347 (79%)	.124
1	17 (4%)	32 (7%)	49 (11%)	
2	16 (4%)	22 (5%)	38 (8%)	
3	2 (<1%)	3 (1%)	5 (2%)	
4	0	1 (<1%)	1 (<1%)	
Total	216 (49%)	224 (51%)	440 (100%)	

Number of elderly relatives living with the family member by gender and discipline (table 100)

Seventy-seven percent of the respondents in female-dominated discipline did not have any elderly relatives living with them, twenty-eight percent men and forty-nine percent women. Thirteen percent of them had one elderly relative for whom they provide care, three percent men and ten percent women. Ten percent of them respondents

provided care for two or more elderly relatives, two percent men and eight percent women.

For those in male-dominated disciplines, seventy-seven percent of them did not have any elderly relatives living with them, sixty percent men and eighteen percent women. Thirteen percent of them had one elderly relative for whom they provided care, seven percent men and six percent women. Ten percent of them respondents provided care for two elderly relatives, eight percent men and one percent women.

For those in balanced disciplines, eighty-two percent of them did not have any elderly relatives living with them, forty-three percent men and thirty-nine percent women. Nine percent of them have one elderly relative for whom they provide care, three percent men and six percent women. Approximately nine percent of them respondents provided care for two or more elderly relatives, three percent men and six percent women.

The Pearson Chi-square indicated that there was no statistically significant difference between male and female faculty members in number of elderly relatives living with the family member in all types of disciplines. The p value is greater than .05 ($p = .246$ for female-dominated discipline, $p = .102$ for male-dominated discipline and $p = .440$ for balanced discipline). See table.

Table 100: Number of elderly relatives living with the family member by gender and discipline

Discipline	Number of elderly	Gender		Total	p
		Male	Female		
Female-dominated	0	48 (28%)	83 (49%)	131 (77%)	.246
	1	5 (3%)	17 (10%)	22 (13%)	
	2	3 (2%)	14 (7%)	17 (9%)	
	3	0	1 (1%)	1 (1%)	
	Total	56 (33%)	117 (67%)	171 (100%)	
Male-dominated	0	61 (60%)	18 (18%)	79 (77%)	.102
	1	7 (7%)	6 (6%)	13 (13%)	
	2	9 (8%)	1 (1%)	10 (10%)	
	Total	77 (75%)	25 (25%)	102 (100%)	
Balanced	0	72 (43%)	65 (39%)	137 (82%)	.440
	1	5 (3%)	10 (6%)	15 (9%)	
	2	4 (2%)	6 (4%)	10 (6%)	
	3	2 (1%)	1 (1%)	3 (2%)	
	4	0	1 (1%)	1 (1%)	
	Total	83 (50%)	83 (50%)	166 (100%)	

Number of children under 16 years of age

The respondents were asked "How many children under 16 years of age do you have?" Results will be discussed by looking closely at gender and disciplines.

Number of children under 16 years of age by gender (table 101)

More than half of the respondents do not have children under sixteen years of age, twenty-eight percent men and thirty-four percent women. Approximately twenty percent of them have one child younger than sixteen, eleven percent men and nine percent women. Eighteen percent of respondents had more than one child under sixteen, ten percent men and eight percent women.

Further analysis indicated that there is no statistically significant difference between male and female faculty members concerning their number of children under sixteen years old. The p value is greater than .05 (p = .236). See table.

Table 101: Number of children under 16 years of age by gender

Number of children	**Gender**		**Total**	**p**
	Male	Female		
0	125 (28%)	151 (34%)	276 (62%)	.236
1	46 (11%)	40 (9%)	86 (20%)	
2	39 (9%)	29 (7%)	68 (12%)	
3	6 (1%)	5 (1%)	11 (2%)	
Total	216 (49%)	225 (51%)	441 (100%)	

Number of children by gender and discipline (table 102)

Sixty-seven percent of the respondents in female-dominated discipline did not have children under sixteen years of age, twenty percent men and forty-seven percent women. Approximately seventeen percent of them had one child younger than sixteen, seven percent men and ten percent women. Sixteen percent of respondents had more than one child under sixteen, six percent men and ten percent women.

For those in male-dominated disciplines, sixty-five percent of them did not have children under sixteen years of age, forty-seven percent men and eighteen percent women. Nineteen percent of them had one child younger than sixteen, thirteen percent men and six percent women. Sixteen percent of respondents had more than one child under sixteen, fifteen percent men and one percent women.

For those in balanced disciplines, fifty-six percent of them did not have children under sixteen years of age, twenty-six percent men and thirty percent women. Twenty-four percent of them had one child younger than sixteen, thirteen percent men and eleven

percent women. Twenty percent of respondents had more than one child under sixteen, eleven percent men and nine percent women.

The Pearson Chi-square indicated that there is no statistically significant difference between male and female faculty members in number of children under sixteen in all types of disciplines. The p value is greater than .05 (p = .464 for female-dominated discipline, p = .244 for male-dominated discipline and p = .814 for balanced discipline). See table.

Table 102: Number of children by gender and discipline

Discipline	Number of Children	Gender		Total	p
		Male	Female		
Female-dominated	0	34 (20%)	81 (47%)	115 (67%)	.464
	1	13 (7%)	17 (10%)	30 (17%)	
	2	9 (5%)	14 (8%)	23 (13%)	
	3	1 (1%)	3 (2%)	4 (3%)	
	Total	57 (33%)	115 (67%)	172 (100%)	
Male-dominated	0	48 (47%)	19 (18%)	67 (65%)	.244
	1	13 (13%)	6 (6%)	11 (11%)	
	2	14 (13%)	1 (1%)	15 (14%)	
	3	2 (2%)	0	2 (2%)	
	Total	77 (75%)	26 (25%)	103 (100%)	
Balanced	0	44 (26%)	50 (30%)	94 (56%)	.814
	1	21 (13%)	18 (11%)	39 (24%)	
	2	16 (19%)	14 (8%)	30 (17%)	
	3	3 (2%)	2 (1%)	5 (3%)	
	Total	84 (50%)	84 (50%)	168 (100%)	

Having a domestic helper(s)

The respondents were asked "Do you have domestic helpers?" Results will be discussed by looking closely at gender and disciplines.

Having a domestic helper(s)by gender (table 103)

Approximately fifty-four percent of the respondents did not have any domestic helper(s), twenty-seven percent men and twenty-seven percent women. Forty-six percent do have domestic helpers. Of these, twenty-two percent were men and twenty-four percent were women.

Further analysis indicated that there is no statistically significant difference between male and female faculty members in terms of having a domestic helper(s). The p value is greater than .05 (p = .865).

Table 103: Having a domestic helper(s) by gender

Having a domestic helper	Gender		Total	p
	Male	Female		
Yes	118 (27%)	120 (27%)	238 (54%)	.865
No	99 (22%)	104 (24%)	203 (46%)	
Total	217 (49%)	224 (51%)	441 (100%)	

Having domestic helpers by gender and discipline (table 104)

Fifty-three percent of the respondents in female-dominated discipline did not have any domestic helper, twenty percent men and thirty-three percent women. Forty-six percent of them have domestic helpers, thirteen percent men and thirty-three percent women.

For those in male-dominated discipline, fifty-eight percent of them had domestic helpers, forty-three percent men and fifteen percent women. Forty-two percent of them had domestic helpers, thirty-two percent men and ten percent women.

For those in balanced discipline, fifty-two of them did not have domestic helpers, twenty-three percent of men and twenty-nine percent women. Forty-eight percent of

them do not have domestic helpers, twenty-seven percent men and twenty-one percent women.

T-test statistic technique showed that there is no statistically significant between male and female faculty members in having domestic helpers. The p value is greater than .05 (p = .159 for female dominated discipline, p = .986 for male-dominated discipline and p = .165 for balanced discipline).

Table 104: Having a domestic helper(s) by gender and discipline

Discipline	Domestic helper	Gender		Total	p
		Male	Female		
Female-dominated	No	35 (20%)	50 (33%)	85 (53%)	.159
	Yes	22 (13%)	44 (33%)	66 (46%)	
	Total	57 (33%)	114 (67%)	171 (100%)	
Male-dominated	No	49 (37%)	24 (18%)	73 (55%)	.968
	Yes	36 (28%)	21 (16%)	57 (44%)	
	Total	76 (75%)	26 (25%)	102 (100%)	
Balanced	No	41 (25%)	40 (25%)	81 (50%)	.165
	Yes	46 (29%)	34 (21%)	80 (50%)	
	Total	84 (50%)	84 (50%)	168 (100%)	

Time spent taking care for their own children each day

The respondents were asked "How long do you spend time taking care of your children?" Results will be discussed by looking closely at gender and disciplines.

Time spent taking care for their own children each day by gender (table 105)

The results from the survey show that male faculty members spent more time than female faculty members taking care their own children each day. Men spent, on average, 47.59 minutes, where women spent approximately 42.15 minutes. The T-test statistical technique indicated that there is no statistically significant difference between male and

female faculty members in terms of time spent taking care for their children each day. The p value is greater than .05 (p = .505).

Table 105: Time spent taking care their own children each day by gender

Gender	Mean	Standard Deviation	p
Male	47.5883	85.77419	.505
Female	42.1455	85.55880	

Time spent taking care for their own children each day by gender and discipline (table 106)

Of faculty members in female-dominated disciplines, men spent, on average, 50.83 minutes, where women spent approximately 36.10 minutes. For those in male-dominated disciplines, men spent 42.31 minutes; whereas, women spent 22.39 minutes. For faculty members in balanced disciplines, men spent less time taking care for their own children each day than women. Men spent 50.25 minutes, but women spent 56.43 minutes.

The T-test statistical technique indicated that there is no statistically significant difference between male and female faculty members in terms of time spent taking care for their children each day. The p value is greater than .05 (p = .296 for female-dominated disciplines, p = .208 for male-dominated disciplines, and p = .669 for balanced disciplines).

Table 106: Time spent taking care for their own children each day by gender and discipline

Discipline	Gender	Mean	Standard Deviation	P
Female-dominated	Male	50.8333	95.29053	.296
	Female	36.0976	82.01396	
Male-dominated	Male	42.3051	74.20565	.208
	Female	22.3851	47.68001	
Balanced	Male	50.2463	89.62296	.669
	Female	56.4320	97.09041	

Time spent on activities connected to their children each day

The respondents will be asked "How many hours do you spend on activities connected to you children each day?" Results will be discussed by looking closely at gender and disciplines.

Time spent on activities connected to their children each day by gender (table 107)

Male faculty members spent less time than female faculty members on activities connected to their children each day. Men spent 86.18 minutes on activities connected to their children each day, while women spent 92.04 minutes on these activities daily. T-test statistical analysis indicated there is no statistically significant difference between male and female faculty members in spending time on activities connected to their children each day. The p value is greater than .05 (p = .684).

Table 107: Time spent on activities connected to their children each day by gender

Gender	Mean	Standard Deviation	p
Male	86.1838	130.21203	.684
Female	92.0375	167.96031	

Time spent on activities connected to their children each day by gender and discipline (table 108)

Male faculty members from female dominated disciplines spent more time than their female colleagues from the same type of discipline in activities connected to their children. Men spent, on average, 87.41 minutes, while women spent roughly 78.66 minutes in performing the same task.

For those faculty members in male-dominated disciplines male faculty members spent more time than the female faculty members from the same type of discipline in activities connected to their children. Men spent, on average, 82.41 minutes; whereas, women spent 78.78 minutes in activities connected to their children each day.

For those faculty members in balanced disciplines, men spent 89.05 minutes, but women spent 114.39 minutes in activities connected to their children each day.

The T-test statistical technique indicated that there is no statistically significant difference between male and female faculty members in terms of time spent teaching and taking care of their children each day. The p value is greater than .05 (p = .739 for female-dominated disciplines, p = .914 for male-dominated disciplines, and p = .267 for balanced disciplines).

Table 108: Time spent on activities connected to their children each day by gender and discipline

Discipline	Gender	Mean	Standard Deviation	P
Female-dominated	Male	87.4074	141.38367	.739
	Female	78.6585	170.55614	
Male-dominated	Male	82.1695	130.91241	.914
	Female	78.7819	155.05870	
Balanced	Male	89.0496	122.96164	.267
	Female	114.3914	167.65158	

Time spent doing household chores each day

The respondents were asked "How many hours do you spend time to do household chores each day?" Results will be discussed by looking closely at gender and disciplines.

Time spent doing household chores each day by gender (table 109)

Male faculty members spent less time than female faculty members doing daily household chores. On average, men spent 29.04 minutes doing their daily household chores; whereas, women spent 57.98 minutes. The T-test statistical technique indicated there is a statistically significant difference between male and female faculty members on time spent doing their daily household chores. The p value is less than .05 (p = .000).

Table 109: Time spent doing household chores each day by gender

Gender	Mean	Standard Deviation	p
Male	29.0442	44.96941	.000 **
Female	57.9775	65.91192	

Time spent doing household chores each day by gender and discipline (table 110)

Male faculty members from female-dominated disciplines spent less time than their female counterparts on doing household chores each day. Men spent approximately 44.07 minutes, while women spent about 63.48 minutes.

For those faculty members in male-dominated disciplines, male faculty members spent 26.51 minutes, but female faculty members spent 73.75 minutes.

For balanced disciplines, men spent about 38.49 minutes; whereas, women spent about 65.12 minutes.

The T-test statistical technique indicated that there is a statistically significant difference between male and female faculty members in terms of time spent teaching and taking care of their children each day. The p value is less than .05 (p = .001 for female-dominated disciplines, p = .001 for male-dominated disciplines, and p = .001 for balanced disciplines).

Table 110: Time spent doing household chores each day by gender and discipline

Discipline	Gender	Mean	Standard Deviation	P
Female-dominated	Male	44.06863	18.6111	.001**
	Female	63.47983	49.2683	
Male-dominated	Male	26.5085	41.97989	.001**
	Female	73.7470	94.26197	
Balanced	Male	38.4885	46.83720	.001**
	Female	65.1193	57.51274	

Appendix G:

PROFILE ON SOUTHEAST ASIAN CONCEPTS

Four crucial variables were used to measure perceptions on Southeast Asian concepts. They are kinship, patronage, turn-taking and seniority system.

Kinship System

The respondents were asked, " How close are you to your department head?", "How long have you known your department head?" and "How much have you interacted with your department head in the past year?" Each measurement was considered individually due to differences in scale. Results will be discussed by looking closely at gender and disciplines.

Kinship system by gender (table 111)

There is no difference between men and women relative to two variables on the kinship system: closeness to department head and interaction to department head. There was evidence of gender differences in one of the variables measured kinship system (time knowing department head). Men tended to know the department head longer than women.

Table 111: Kinship system by gender

Southeast Asian concepts	**Gender**	
Kinship system	**Male**	**Female**
- Closeness to department head		
Not at all (%)	9	10
Somewhat close (%)	21	21
Rather close (%)	16	13
Very close (%)	6	5
χ^2	1.799	
P	.615	
- Average time knowing department head (years)	17	15
P	.034*	
- Average time Interaction with department head (hrs/wk)	8	10
P	.071	
Patronage system		
(score)	5.31	6.47
P	.012*	
Turn-taking		
(score)	13.27	12.98
P	.657	
Seniority system		
- Age	46	44
P	.002*	
- Experience	21	19
P	.014*	

Kinship System by gender and discipline (table 112)

For female-dominated discipline, both male and female respondents reported the same degree of closeness to the department head: eighty-seven percent of males and seventy-four percent of women. This is true for average time knowing the department head (sixteen years for men and fourteen years for women) average time interaction with the department heads per week (eight hours for men and ten hours for women). Further analysis indicated that there is no statistically significant difference between male and female faculty members on any of variables measuring the kinship system.

For those in male-dominated discipline, both male and female respondents reported the same degree of closeness to the department head: eighty-two percent of males and ninety percent of women. This is true for average time knowing the department head (seventeen years for men and sixteen years for women) average time interaction per week with the department heads (eight hours for men and nine hours for women). Further analysis indicated that there is no statistically significant difference between male and female faculty members on any of variables measuring the kinship system.

For those in balanced-discipline, both male and female respondents reported the same degree of closeness to the department head: eighty-seven percent of each male and women. This is true for average time knowing the department head (sixteen years for men and fifteen years for women) average time interaction per week with the department heads (seven hours for men and nine hours for women). Further analysis indicated that there is no statistically significant difference between male and female faculty members on any of variables measuring the kinship system.

Table 112: Kinship System by gender and discipline

Southeast Asian concepts	Gender	
	Male	Female
Female-Dominated Disciplines		
Kinship system		
- Closeness to department head		
Not at all (%)	5	15
Somewhat close (%)	16	24
Rather close (%)	12	14
Very close (%)	7	7
χ^2	3.547	
P	.315	
- Average time knowing department head (years)	16	14
P	.177	
- Average time Interaction with department head (hrs/wk)	8	10
P	.302	
Patronage system		
(score)	6.04	6.82
P	.347	
Turn-taking		
(score)	14.04	12.13
P	.069	
Seniority system		
- age	46	44
P	.100	
- experience	20	19
P	.358	
Male-Dominated Disciplines		
Kinship system		
- Closeness to department head		
Not at all (%)	12	3
Somewhat close (%)	25	16
Rather close (%)	22	13
Very close (%)	6	3
χ^2	2.159	
P	.540	
- Average time knowing department head (years)	17	16
P	.394	
- Average time Interaction with department head (hrs/wk)	8	9
P	.807	
Patronage system		
(score)	4.88	5.02
P	.877	
Turn-taking		
(score)	13.12	14.76
P	.335	
Seniority system		
- age	47	45
P	.194	
- experience	23	19
P	.046*	

Southeast Asian concepts	Gender	
	Male	Female
Balanced Disciplines		
Kinship system		
- Closeness to department head		
Not at all (%)	10	10
Somewhat close (%)	21	24
Rather close (%)	14	11
Very close (%)	6	4
χ^2	.996	
P	.802	
- Average time knowing department head (years)	16	15
P	.417	
- Average time Interaction with department head (hrs/wk)	7	9
P	.136	
Patronage system		
(score)	5.21	6.44
P	.118	
Turn-taking		
(score)	12.89	13.61
P	.495	
Seniority system		
- age	45	43
P	.123	
- experience	19	18
P	.474	

Patronage System

The respondents were asked, "Other than activities related to academic affairs, how often did your department heads ask you to do some favor for him/her?", "How often do you perform favors your department head has asked of you, other than those related to academic affairs?", "Other than activities related to academic affairs, how often did you do some?" and "How often did your department heads return a favor you had done for him or her?" Four variables used to measure patronage system were added using an additive scale to create a patronage system score.

Patronage System by gender (table 113)

Male faculty members have a lower patronage system score than female faculty members, 5.31 to 6.47 respectively. T-test statistical analysis is applied to test for the

differences of mean on the patronage system score between male and female faculty. The results show there is a statistically significant difference between male and female faculty members on a score of patronage system. The p value is less than .05 (p = .012).

Table 113: Patronage System by gender

Gender	Mean	Standard Deviation	p
Male	5.3127	4.42880	.012**
Female	6.4737	5.20010	

Patronage System by gender and discipline (table 114)

For female-dominated discipline, male respondents have a lower patronage score than female faculty members. The patronage score for men is 6.04; whereas, the score for women is 6.82.

For those in male-dominated discipline, male faculty members also have a lower patronage score than female faculty members, 4.88 for men and 5.02 for women.

For those in balanced-discipline, male faculty members have a higher patronage score than female faculty members. The patronage score for men is 5.21, while the score for women is 6.44.

The T-test statistical technique indicates there is no statistically significant difference between male and female faculty members on the patronage score. The p value is greater than .05 (p = .347 for female dominated-discipline, p = .877 for male dominated-discipline and p = .118 for balanced discipline).

Table 114: Patronage System by gender and discipline

Discipline	Gender	Mean	Standard Deviation.	p
Female-dominated	Male	6.0370	4.77975	.347
	Female	6.8171	5.24041	
Male-dominated	Male	4.8847	3.82245	.877
	Female	5.0232	4.10146	
Balance	Male	5.2136	4.68673	.118
	Female	6.4439	5.41501	

Turn-taking system

The respondents were asked, "How would you say your present workload related to publication compared to the loads assigned to your colleagues?", "How would you say your present teaching loads compared to the load assigned to your colleagues?", "How would you say your present workload related to community work compared to the loads assigned to your colleagues?" and "How would you say your present workload related to social and community service compared to the loads assigned to your colleagues?" Results will be discussed by looking closely at gender and disciplines. Four variables used to measure the turn-taking system were added using an additive scale to create a turn-taking score.

Turn-taking system by gender (table 115)

Male faculty members have a slightly lower score than females, 13.27 to 12.98 respectively. The T-test statistical technique is applied to examine the differences of mean on the turn-taking score between male and female faculty members. The results show that there is no statistically significant difference between male and female faculty members on turn-taking score. The p value is greater than .05 (p = .657).

Table 115: Turn-taking system by gender

Gender	Mean	Standard Deviation	p
Male	13.2717	6.94859	.657
Female	12.9838	6.66890	

Turn-taking system by gender and discipline (table 116)

For female-dominated discipline, male respondents have a higher turn-taking score than female faculty members. The turn-taking score for men is 14.04; whereas, the score for women is 12.13.

For those in male-dominated discipline, male faculty members also have a lower turn-taking score than female faculty members, 13.12 for men and 14.76 for women.

For those in balanced-discipline, male faculty members have a slightly lower turn-taking score than female faculty members. The turn-taking score for men is 12.89, while the score for women is 13.61.

The T-test statistical technique indicates there is no statistically significant difference between male and female faculty members on the turn-taking score. The p value is greater than .05 ($p = .069$ for female dominated-discipline, $p = .335$ for male dominated-discipline and $p = .495$ for balanced discipline).

Table 116: Turn-taking by gender and discipline

Discipline	Gender	Mean	Standard Deviation	p
Female-dominated	Male	14.0370	6.26469	.069
	Female	12.1341	6.47649	
Male-dominated	Male	13.1220	7.55753	.335
	Female	14.7591	6.83577	
Balanced	Male	12.8881	6.84637	.495
	Female	13.6086	6.78194	

Seniority System

Age

The respondents were asked, "How old are they?" Results will be discussed in details by looking at gender and disciplines.

Age by gender (table 117)

The average age of the respondents is forty-five years old. Male faculty members are, on average, slightly older than female faculty members. The average age on men is forty-six but that of women is forty-three. The T-test statistical technique indicated that there is a statistically significant difference between men and women in terms of age. The p value is less than .05 (.002).

Table 117: Age by gender

Gender	Mean	Standard Deviation	p
Male	46.18	8.124	.002 **
Female	43.85	7.645	

Age by gender and discipline (table 118)

For female-dominated discipline, male respondents are older than female respondents, 46.35 for men and 44.24 for women.

For those in male-dominated discipline, male faculty members are also older than female faculty members, 47.60 for men and 45.21 for women.

For those in balanced-discipline, male faculty members are older than female faculty members, 44.75 for men and 42.89 for women.

The T-test statistical technique indicates there is no statistically significant difference between male and female faculty members on the average age. The p value is greater than .05 (p = .100 for female dominated-discipline, p = .194 for male dominated-discipline and p = .123 for balanced discipline).

Table 118: Age by gender and discipline

Discipline	Gender	Mean	Standard Deviation	p
Female-dominated	Male	46.35	7.964	.100
	Female	44.24	7.790	
Male-dominated	Male	47.60	8.343	.194
	Female	45.21	6.811	
Balanced	Male	44.75	7.878	.123
	Female	42.89	7.656	

Experience

The respondents were asked, "How long they have been working at this particular workplace." Results will be discussed in details by looking at gender and disciplines.

Experience by gender (table 119)

The respondents have spent approximately twenty years working as public servants. Male faculty members averaged longer than females. Male faculty members have spent approximately twenty-one years in public service, while females have spent only nineteen. The T-test statistical technique indicates there is a statistically significant

difference between male and female faculty in terms of experience. The p value is less than .05 (p = .014).

Table 119: Experience by gender

Gender	Mean	Standard Deviation	p
Male	20.71	8.070	.014 **
Female	18.87	7.597	

Experience by gender and discipline (table 120)

For female dominated-discipline, male faculty members averaged longer than females. Male faculty members have spent approximately twenty years in public service, while females have spent only nineteen.

For those in male-dominated discipline, male faculty members have spent approximately twenty-three years in public service, while females have spent only twenty years.

For balanced discipline, male faculty members have spent nineteen years in public service; whereas, female faculty members have spent eighteen years.

The T-test statistical technique indicates there is no statistically significant difference between male and female faculty in terms of experience.
The p value is greater than .05 (p = .315 for female-dominated discipline, p = .074 for male-dominated discipline and p = .400 for balanced discipline).

Table 120: Experience by gender and discipline

Discipline	Gender	Mean	Std.	P
Female-dominated	Male	20.39	8.035	.358
	Female	19.23	7.587	
Male-dominated	Male	22.51	8.324	.046**
	Female	18.71	7.844	
Balanced	Male	19.27	7.598	.474
	Female	18.43	7.573	