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## **Psychology in the Philippines: History and Current Trends**

PATRICIA B. LICUANAN

### **THE WAY WE WERE: THE EARLY YEARS**

Psychology was probably taught in the Philippines as early as the seventeenth century at the University of San Carlos in Cebu and at the University of Santo Tomas (UST) in Manila. Philosophical psychology which was part of the European academic tradition was brought to the Philippines by the Spanish priests. Even when the University of the Philippines was established by the Americans in the early 1900s psychology was part of the Philosophy Department. In 1926, Psychology was taught as a subject separate from Philosophy and a Department of Psychology was established at the UP attached to the School of Education. UST, however, has the distinction of being the first institution to offer a Bachelor of Science in Psychology and master's and doctorate degrees in the field.<sup>1</sup> The Psychology Department of UST was established in the early 1930s. The B.S. Psychology degree was offered in 1948.<sup>2</sup>

After psychology broke away from philosophy, it became closely identified with education until about the 1960s. Departments of psychology relied heavily on education courses particularly those in guidance and counseling to serve as supporting courses in the psychology curriculum. In schools without psychology departments, psychology courses were organized and

This study was made possible through a grant from the Faura Research Center.

1. Sinforoso Padilla and Estefania Aldaba-Lim, "Psychology in the Philippines," *Science Review* (November 1961): 6-10.

2. Alvin Gaerlan, *General Psychology: Understanding Human Behavior* (Manila: National Book Store, Inc., 1983).

offered primarily by colleges or departments of education to serve their needs. Aside from the obvious links between the two disciplines, the tie-up between psychology and education was due, to a large extent, to the available faculty resources. The majority of those teaching psychology courses in and out of departments of psychology, held degrees in Education and usually belonged to the faculty of Education at the same time.<sup>3</sup>

#### THE PIONEERS

Agustin Alonzo received a bachelor's and master's degree in Education from the UP. He received a Ph.D. in Experimental Psychology from the University of Chicago in 1926 and became the first psychologist to become head of the UP Department of Psychology. Isidro Panlasigui received his Ph.D. in Education from the University of Iowa in 1928 and succeeded Alonzo as chairman of UP's Psychology Department. Sinforoso Padilla was probably the first to major in Psychology from the undergraduate to the doctoral level. He had an A.B. Psychology from Willamette in 1924, an M.A. from the University of Oregon in 1926 and a Ph.D. from the University of Michigan in 1928. On his return to the Philippines he reorganized the experimental psychology laboratory and established the Psychological Clinic at the UP in 1932.

Jesus Perpiñan received his B.S.E. degree from Silliman University, his M.A. from Columbia University and his Ph.D. in Psychology from the Iowa State University in 1933. Upon his return to the Philippines he set up the FEU Psychological Clinic and became head of the Department of Psychology. Elias Bumatay received a Ph.D. in Educational Psychology from the University of Texas in 1940. He became the Dean of the College of Education at National University.

Angel de Blas, O.P., a Spanish priest, received his Ph.D. in Philosophy from UST in 1934. He established the Experimental Psychology Laboratory at UST in 1938 and was chairman of the Department of Psychology from its establishment in the early 1930s to 1954 when he was replaced by Emmanuel Vit Samson. Samson, a physician, was chairman of UST's Psychology Department eighteen years.

3. Josefina O. Santamaria, "Psychology in the Philippines: 1960." (M.A. thesis, Ateneo de Manila University, 1961).

Estefania Aldaba-Lim received her undergraduate training in Education at the Philippine Women's University (PWU) and an M.A. in Education from the UP. She went on to the University of Michigan where she received her Ph.D. in Clinical Psychology. She has the distinction of being the first Filipino to receive a Ph.D. in Clinical Psychology. In 1948, she began the psychology program at PWU with the establishment of its Institute for Human Relations. Alfredo Lagmay obtained A.B. and M.A. degrees in Philosophy from the UP before going to Harvard University where he received a Ph.D. in Experimental Psychology in 1955. On his return to the Philippines he became chairman of the UP Psychology Department for twenty-two years.

Mariano Obias received his Ph.D. in Comparative and Physiological Psychology from Stanford University in 1955. After a very brief teaching stint at the UP he soon joined Caltex Philippines as head of their Personnel Department. Jaime Bulatao, S.J. received his Ph.D. in Clinical Psychology from Fordham University in 1961. He established the Department of Psychology at the Ateneo de Manila University.

The pioneers had certain things in common. For one, most of them came from fields other than psychology, the most common of which were philosophy and education. Also, most of them received their advanced psychology training in the United States.

Actually, Aldaba-Lim, Lagmay and Obias may be considered second generation psychologists because they were students of Sinforoso Padilla. They may actually even be considered third generation because according to some sources, Padilla was a student of Agustin Alonzo.

#### THE FRONTIER

The frontier years following the return of the pioneers from graduate training abroad were characterized by activities aimed at establishing psychology as a distinct discipline. Departments of psychology were set up. Institutes and clinics offering psychological services to the community were established. The range of psychology courses offered was increased. The pioneers remember having to teach a broad range of courses because of the lack of other competent faculty members. The first courses taught were General Psychology, Genetic Psychology, Educational Psy-

chology and Tests and Measurements, all these reflecting the links with Education. Gradually, new courses were introduced such as Experimental Psychology, Personality Theory, Abnormal Psychology, Comparative Psychology and Social Psychology.

The pioneers felt the responsibility to introduce and strengthen scientific psychology in their respective schools. There was a lot of resourcefulness necessary to teach the early laboratory courses. Lagmay remembers constructing his own Skinner boxes while Bulatao recalls making mazes and finger dexterity devices. But on the whole, most early experiments had to de-emphasize instruments.

There does not seem to have been much research work done in the early years. Up until the early 1960s only student theses were recorded. UP records<sup>4</sup> list M.A. theses in Psychology as far back as 1922 when Agustin Alonzo wrote "The Psychology of Feeling." In 1935, Estefania Aldaba-Lim wrote a thesis on "Girl's Juvenile Delinquency in the Philippines," and thirteen other theses are listed prior to World War II. Actually most of these theses, while listed under Psychology, were written for degrees in Education.

Early theses from UST reflected a philosophical orientation. Sister Mary Cuenca wrote an M.A. thesis on "An Attempt to Determine the Nature of Dreams" in 1935. Two Ph.D. theses were recorded in 1936: "Pleasure and Happiness" by Josefina Conlu and "Psychology from the Standpoint of Scholasticism" by Melquiades Papa.<sup>5</sup>

Perhaps the first actual Psychology theses came after the war. At the UP, Cornelio Manuel wrote a thesis on "Ink-Blot Study of Imagination" in 1947. Other early Psychology theses from the UP were "A Study of Extra Sensory Perception" by Aurora Miñoza (1953), "The Present Status of the Rorschach Test in the Victoriano Luna General Hospital" by Olga Ruiz de Araña (1954), "A Study of Drugless Healing" by Teresa Goba (1955) and "The Group Rorschach Method: Preliminary Studies on Filipinos" by

4. See Elizabeth Diaz-Manalastas, "The University of the Philippines and the Department of Psychology: A Case for Higher Education," (M.A. thesis, University of the Philippines, 1983).

5. These titles are listed in Elena Polo, ed., *Index of dissertations and theses accepted by the UST, 1904-1981*.

Charlotte Floro (1955). Most of these theses reflected an interest in clinical psychology.

In the area of psychology practice, the first psychological clinic was set up by Sinforoso Padilla at the UP in 1932. The clients at this clinic were mainly students but outsiders were also accepted. Testing (intelligence, personality and vocational), counseling and therapy were the main services offered. Hypnosis was used by Padilla even in those early days. The clinic's activities were suspended in 1941 and it was never reestablished after World War II.

The Institute of Human Relations was established at PWU in 1948 by Estefania Aldaba-Lim. The clinic set-up consisted of a clinical psychologist (Aldaba—lim) as head and a staff consisting of a guidance counselor who was also the chief of the student counseling center, a full-time psychiatric social worker, two consultant psychiatrists who sat with the staff during case conferences and charged with therapy of the more serious cases, two remedial reading specialists, and two junior level psychologists in charge of testing. In 1950, the Institute extended its services to other schools and to the community at large offering diagnostic services, training programs for guidance counselors of the public school system, and the teaching of human relations for secondary schools. The institute also undertook an experimental pilot program for educable mentally retarded children. It also served as the practicum laboratory for psychology students of the PWU. PWU therefore seems to have the earliest recorded systematic practicum program for psychology students.

Outside the school setting, Jaime Zaguirre, psychiatrist and part-time instructor of clinical psychology at the UP set up the first neuropsychological services unit at the V. Luna General Hospital in October 1947 with clinical psychologist Olga Ruiz de Araña. At this unit, psychiatrists, psychologists and social worker composed a team. Natividad Dayan was a psychologist on this team. Their clients were military personnel and civilians. Later, Olga Ruiz de Araña moved to the Veteran's Memorial Hospital to set up a psychological unit there.

It seems that the earliest forms of psychology practice in the Philippines were in the areas of testing, counseling and clinical psychology.

## PASSAGES: THE SIXTIES TO THE EIGHTIES

What has happened in psychology since those early years?

### THE TEACHING OF PSYCHOLOGY AND THE TRAINING OF PSYCHOLOGISTS

From the handful of schools offering degrees in Psychology in the fifties and early sixties, academic programs in psychology have mushroomed. Out of a list of forty-four colleges and universities all over the country compiled from various sources,<sup>6</sup> there are now twenty-three schools offering an A.B. in Psychology, fifteen, a B.S. in Psychology and six offering an A.B. in the Behavioral Sciences or in Guidance and Psychology.

A cursory examination of the undergraduate psychology programs of the UP, PWU, St. Louis University in Baguio, San Carlos University, De La Salle University and the Ateneo shows that the most common courses are: General Psychology, Statistics, Social Psychology, Experimental Psychology, Personality Theories, Psychological Testing and Practicum. Gutang, in her study of fifteen undergraduate programs in Psychology, confirms this observation.<sup>7</sup> Undergraduate programs range from those which teach mainly basic courses such as those mentioned to those which offer very specialized courses, such as Projective Techniques and Rorschach Inkblots.

From the same list of forty-four schools, fourteen offer an M.A. and one an M.S. degree in Psychology while nine schools offer M.A. programs in Education with a major in Psychology and Guidance and Counseling. As proof of the mushrooming of psychology programs, one notices that even schools like the Philippine Statesman College in Cabanatuan City and Zaragosa College in Pangasinan offer an M.A. in Psychology. Most master's degrees offered are general with only five schools offering specializations within the

6. Virgilio Enriquez, *Decolonizing the Filipino Psyche: Philippine Psychology in the Seventies* (Quezon City: Philippine Psychology Research House, 1982); Lourdes Gutang, "The Undergraduate Programs in Psychology," Proceedings of the 15th Annual Convention of the Psychological Association of the Philippines, Conrado Benitez Memorial Hall, Philippine Women's University, 3-5 August 1978; National Manpower and Youth Council, *Schools and Training Institutions—Their Offerings. An Inventory*, 1976; and Philippine-American Educational Foundation, *Profiles of Philippine Universities and Colleges*, 1975.

7. Gutang, "The Undergraduate Programs in Psychology."

M.A. such as Clinical Psychology, Industrial Psychology, Social Psychology, Child Psychology, Experimental Psychology, etc.

Ph.D. programs are few. There are only four schools offering a Ph.D. in Psychology and three other schools offering a Ph.D. in Guidance and Counseling, Educational Psychology or Education major in Psychology. The four schools offering a Ph.D. in Psychology are the Ateneo de Manila University, Manuel L. Quezon University, the University of the Philippines and the University of Santo Tomas.

In general, psychology programs particularly those in the undergraduate and master's level are quite popular and attract a relatively large number of students. Part of the popularity of the undergraduate psychology program is due to the fact that since the abolition of the undergraduate pre-med course, psychology has been used as one of the preparatory courses for medicine.

In 1980, the Psychological Association of the Philippines (PAP) conducted a survey of psychology graduates as a means of evaluating academic programs in psychology.<sup>8</sup> The study surveyed psychology graduates during the period 1965 to 1979 from the following six schools: Ateneo de Manila University, Far Eastern University, Pamantasan ng Lungsod ng Maynila, Philippine Women's University, University of the Philippines and University of Santo Tomas. Five of these schools were selected because they were considered the main producers of psychologists in the country. Pamantasan was chosen primarily to represent government institutions.

When asked why they majored in psychology, the majority (48.7 percent) said they were interested in the area, 21.4 percent took psychology because it led to Medicine and the rest (22.7 percent) gave various reasons such as the possibility of a higher paying job, advice of friends or relatives, to understand one's problems, etc. The survey also found that psychology graduates easily found jobs that made use of their knowledge and training in psychology (66.4 percent). Another 16.8 percent had initial difficulty but eventually also found psychology-related jobs. The rest found jobs that were not at all related to psychology.

8. Ma. Leonora V. de Jesus, "PAP Survey on Psychology Graduates," Proceedings of the 17th Annual Convention of the Psychological Association of the Philippines, Philamlife Auditorium, Manila, 25-27 August 1980, pp. 1-11.



Their first jobs were usually in industry, schools and government in that order. Skills required for the job were testing, training and research with differences observed across schools. While psychology graduates find jobs, the survey revealed that the majority of them earn a relatively low salary and many feel the need for further training to enhance their professional status. In general, graduates find their training relevant but not adequate. Main deficiencies pointed to were inadequate facilities and weak faculty.

Following the survey, the PAP constituted an Accreditation Committee to pursue the goals of standardizing and upgrading psychology curricula and departments on all levels—undergraduate, masteral and doctoral. While initially quite controversial there seems to be growing support for the move to consider the undergraduate degree a general liberal arts degree and the M.A. the professional degree. This orientation implies moving some of the more specialized skills courses from undergraduate programs to M.A. programs and increased specialization on the M.A. level.

The existence of local Ph.D. programs along with the drying up of grants for graduate study abroad have decreased the proportion of psychologists trained abroad and increased the number of locally trained Ph.D.'s. Rita Mataragnon, chairman of the Ateneo de Manila Psychology Department; Elizabeth Ventura, chairman of the UP Psychology Department; Noemi Catalan, chairman of FEU's Psychology Department and Dolores de Leon, chairman of UST's Psychology Department all received their Ph.D.'s locally. Local Ph.D. programs have also changed the profile of the typical Ph.D. student in psychology. Compared to the psychologists who received their Ph.D.'s in the sixties and early seventies who tended to be younger (late twenties and early thirties) and less experienced, the more recent crop of local Ph.D. holders tend to be in their mid- to late thirties, have been in the field longer and were more experienced in the field when they were going through their Ph.D. program. Because they went through Philippine programs and because of their immersion in Philippine psychology before and even during their Ph.D. training, these Ph.D. holders of the eighties tend to be initially better prepared for work in the Philippine setting.

## RESEARCH

In order to get an idea of the trends in research in psychology from the 1960s to the present, the following data sources were tapped: (a) M.A. theses and Ph.D. dissertations from three universities—the Ateneo de Manila University, the University of the Philippines and the University of Santo Tomas; (b) the articles published in the *Philippine Journal of Psychology*; and (c) the papers presented at the PAP Convention.

The titles of all graduate theses and dissertations from Ateneo, UP and UST as far back as 1935 were listed. All in all there were 294 theses listed—120 (40.8 percent) from the Ateneo, 65 (22.1 percent) from the UP and 109 (37 percent) from UST. Papers published in the *Philippine Journal of Psychology* from 1968 when the first volume was published numbered 88. Since the file of PAP convention papers was incomplete, only the more recent ones were analyzed for this paper.

Research in the 1960s reveal dominant interests in the areas of tests and measurements, personality and child development. Personality variables included intelligence, anxiety, creativity, self-concept, values, coping patterns and emotional adjustment. Child development papers covered such areas as child-rearing practices, cognitive and personality development particularly in relation to school and family.

It was in 1961 at the UP that Fe Abasolo-Domingo wrote her famous thesis on "Child-Rearing Practices in Barrio Krusna-Ligas" and Abraham Felipe wrote his M.A. thesis on "Thematic Apperception Technique Analysis of Popular Tagalog Short Stories." In 1969, Phoebe Dauz wrote her thesis on "Preparatory Communications Level of Anticipatory Fear and Reactions of Children to a Stress Situation." Examples of Ateneo M.A. theses from the 1960s are those of Jose P. de Jesus (1965) on "The Relationship Between Self-Acceptance and Creativity," Carmen Alcuaz-Reyes (1966) on "The Acceptance of Traditional Filipino Values and its Correlates" and Ma. Lourdes Arellano-Carandang (1969) on "The Motor and Exploratory Behaviors of Children Who Differ in Nutritional Status."

In the early 1960s, Amanda Tayag and her colleagues at Philippine Normal College began their valuable studies on cognitive development and language learning among children; Pura Flores

at PWU worked in the area of child development; George Guthrie and Pepita Jimenez-Jacobs did their research on child-rearing and personality development in the Philippines; Alfredo Lagmay created his Philippine Thematic Apperception Test; and Jaime Bulatao wrote his first papers on Filipino Values.

The Psychological Association of the Philippines was founded in 1962 and its annual convention held traditionally at the National Science Development Board (now National Science and Technology Authority) pavillion at Taft Avenue became the forum for the reading of scientific papers. Many a student, both graduate and undergraduate, was initiated into the psychology community by reading a paper at the PAP convention.

The concern for tests and measurements, personality and child development continued into the decade of the 1970s. New areas of interest characteristic of the early part of the decade were social psychology and industrial psychology. Theses on such topics as social perception, communication, decision making, attitude change, altruism, reference groups and language emerged. Examples of social psychology theses of the period are: Rene Daquiz's "Evaluative and Descriptive Factors in Sentence Analysis" UP, 1973; Lucita Lazo's "A Comparison of Translation Equivalence Indices" UP, 1974. Floranie Jacob's "Personality Need Patterns and Satisfactory Marital Interaction Among Filipino Couples" Ateneo, 1974; and Anna Miren Gonzalez-Intal's "The Effect of Reward Magnitude on Attitude Change Following Counterattitudinal Advocacy: A Test of Dissonance Vs. Reinforcement Interpretation" Ateneo, 1975.

Because the Ateneo was the first to offer an M.A. with specialization in Industrial Psychology, most of the research in Industrial Psychology in the 1970s were Ateneo M.A. theses. Examples of these are: "Effects of Evaluative Feedback on Productivity and Morale of Industrial Workers" by Ambrose Sanchez in 1973; "The Impact of Organizational Change on Employee Motivation" by Eleanor Lorredo-Alandy in 1973; and "The Appraisal Interview, Its Effectivity as a Supervisory Tool for Developing Employee Potentials in Industry" by Edna Franco in 1974.

The 1970s saw the first thesis written in Pilipino. Amelia Alfonso at UP wrote on "Ang Pag-uulit ng Isang Wika at Pagsasalalin sa Ikalawang Wika: Isang Eksperimento sa Malayang Paggunita" in 1974. At the Ateneo the first M.A. thesis written in

Pilipino was "Ang Pananaw ng Magsasaka sa Pangangalaga at ang Kaugnayan Nito sa Kanilang Pakikipagkapwa-Tao" by Marianita Villariba in 1978.

But perhaps the most significant development of the 1970s was the shift away from the influence of Western (particularly American) psychology with its emphasis on behaviorism and the experimental method toward a more indigenous Philippine Psychology. In general, research in the late sixties and the early seventies mirrored Western psychology in content as well as method. Scientific rigor rather than relevance was the main concern. The late 1970s saw an active questioning of the relevance of Western theory and concepts, an increased interest in larger social issues, in the dynamics of Filipino communities, in the intricacies of the Filipino psyche, in the use of Pilipino as the language of research.<sup>9</sup> In methodology there was a veering away from the experimental approach with more emphasis on more phenomenological field approaches.

The difference in orientation between decades was most evident at the UP where behaviorism and experimentation was most entrenched and therefore the subsequent backlash was felt most strongly. It is interesting to note that in 1973, Amaryllis Torres wrote an M.A. thesis on "The Effects of Shock Avoidance and Communication in a Prisoner's Dilemma game." In 1981, her Ph.D. dissertation was on "The Filipino Worker in a Transforming Society: A Social Psychological Perspective." In 1974, Rita Mataragnon wrote her M.A. thesis on "Cross-Linguistic Validation of Recent Findings on the Semantic Differential: A Comparison of Trait Inferences in the First and Second Language of Bilinguals." In 1980, her Ph.D. dissertation was on "Residential Crowding and Coping Reactions as a Function of Sex, Age and Perceived Control Over One's Environment. Virgilio Enriquez, author of articles such as "Filipino Psychology in the Third World," "Decolonizing the Filipino Psyche" and countless articles in Pilipino, wrote his Ph.D. thesis on "Navajo Suicide: A Multitrait-Multilanguage Approach to Translation Equivalence" and authored an article in 1971 called "Language and Originality: Recall of Postnominal Adjec-

9. Virgilio G. Enriquez, "Filipino Psychology in the Third World," *Philippine Journal of Psychology* 10, No. 1: 3-18; Patricia B. Licuanan, "A Psychologist Looks at Development," Proceedings of the 16th Annual Convention of the Psychological Association of the Philippines, Maryknoll College Auditorium, 11-13 October 1979, pp. 54-59.

tives and Semantically Ill-Formed Sentences as a Function of the Structural Locus of Anomaly.”

The changes in type of content addressed by research as well as in methodology used may be partly due to personal change and growth. However, much of the shift may also be attributed to the differences in the spirit and consciousness of the times. Another interesting study in contrast involves award-winning journalist Ma. Ceres Doyo, who is best known for her daring articles on oppressed groups in our society. Commenting on a recent M.A. thesis at the Ateneo by Sr. Lydia Villegas, O.S.B. (1980) on “Ang Pagmumulat sa mga Pinunong-Manggagawa ng mga Pagawaan sa Metro Manila” she said that she was very impressed by the thesis and she wished she could have done something along that line when she did her own thesis at the Ateneo in 1971. Her own M.A. thesis was on “Establishing and Changing Meaning by Means of Classical Conditioning Using the Paired-Associate Method.”

A significant development of the 1970s was the field of Filipino psychology which might be described as the study of the Filipino psyche in terms of Philippine history, culture and language. The interest in this area gave rise to papers and theses written in Pilipino such as the following UP theses: “Ang Konsepto ng Panahon ng mga Taga-Tiaong” by Erlinda Henson, 1976 and “Ang Mithiin sa Buhay ng mga Magniniyog sa Tayabas, Quezon” by Josefino Regalado, 1981. The work of Virgilio Enriquez on the concept of “Kapwa” typifies work in the field of Filipino Psychology.<sup>10</sup> In 1975, the Pambansang Samahan sa Sikolohiyang Pilipino (PSSP), a multidisciplinary group interested in the Filipino psyche, was established. Their annual conventions are held in Pilipino and their publications are in Pilipino.

Another area of concern that emerged during the relevant seventies and continues to be an important area in the eighties is Psychology and National Development which is the study of the relationship between psychological variables and social, economic and political factors in Philippine society. Work in this area includes research on workers,<sup>11</sup> farmers,<sup>12</sup> rural organiza-

10. See Virgilio Enriquez, “Kapwa Tao,” Proceedings of the 16th Annual Convention of the PAP, Maryknoll College Auditorium, 11-13 October 1979, pp. 29-30.

11. Sr. Lydia Villegas, O.S.B., “Ang Pagmumulat sa mga Pinunong-Manggagawa ng mga Pagawaan sa Metro Manila” (M.A. thesis, Ateneo de Manila University, 1980); Amaryllis T. Torres, “The Filipino Worker in a Transforming Society: Social Psychological Perspectives” (Ph.D. dissertation, University of the Philippines, 1981).

12. Abraham Velasco, “Ang Ikabubuti ng Kainginero: Isang Pagsusuring Sosyo-

tions,<sup>13</sup> development and development programs.<sup>14</sup> In general, work in the area of Psychology and National Development is motivated by a combination of professional interest in the field of development and a personal commitment to genuine human development in the Philippines.

In the field of Clinical Psychology, a major breakthrough of this period is the work of Bulatao in the area of indigenous forms of mental illness and their cure.<sup>15</sup> Bulatao and his students also began to conduct field experiments in parapsychology.<sup>16</sup>

#### PRACTICE

From the few school clinics that extended psychological services to the community, there are probably more than a hundred applied psychology groups existing in the Philippines today. Among the early applied psychology outfits was Ateneo's Central Guidance Bureau (CGB) established in 1960 by James Culligan, SJ, a guidance counselor. In its early years, CGB offered services in counseling, testing for employment and research for business firms. Fr. Bulatao took over in 1960 and Carmen Alcuaz-Reyes in 1971. Today CGB also includes training and development as part of its services.

In 1962, Estefania Aldaba-Lim set up the Philippine Psycholo-

Sikolohikal ng Pagkakaingin sa Pilipinas" (M.A. thesis, University of the Philippines, 1976); Sr. Nimfa Que, S.C.M.M., "The Relationship Between Participative Strategies and Critical Awareness of Farmers" (M.A. thesis, Ateneo de Manila University, 1981); Cynthia R. Concepcion, "Irrigators' Attitudes of Cooperation and Organization and Their Relation to Perceptions of the Management of the Irrigation System" (M.A. thesis, Ateneo de Manila University, 1981).

13. Cristina J. Montiel, "Organizational Dynamics of Rural Groups: A Field of Study" (M.A. thesis, Ateneo de Manila University, 1978).

14. Patricia Licuanan, "A Psychologist Looks at Development," pp. 54-59; idem, "Beyond the Economics of Overseas Employment: The Human Costs," *Philippine Studies* 30 (1982): 262-71; idem, "Psychological Indicators of Development Research Report" (Human Resources Center, Psychology Department, Ateneo de Manila University, 1983); Amaryllis Torres, "Social Welfare Revisited: Is There a Place for Psychologists in the Study of Social Issues?" Proceedings of the 16th Annual Convention of the PAP, 1979; Rita H. Mataragnon, "Some Issues in Low-Cost Housing," Proceedings of the 16th Annual Convention of the PAP, 1979, pp. 68-74; and her "Family Size and Family Welfare Research Report," Population Center Foundation; Rogelia Pe-Pua, "Ang mga Korporasyong Transnasyonal: Mapanghalina, Mapagpanggap," Proceedings of the 16th Annual Convention of the PAP, 1979, pp. 81-85.

15. Jaime C. Bulatao, S.J., "Local Cases of Possession and Their Cure," *Philippine Studies* 30 (1982): 415-25.

16. Jaime C. Bulatao, S.J., "Methodological Considerations in Paranormal Research," Proceedings of the 20th Annual Convention of the Psychological Association of the Philippines, Philamlife Auditorium, 16-18 August 1983.

gical Corporation (PPC), now owned by the Ayala Group of Companies. It specialized in the sale of various psychological tests particularly those marketed by the American Psychological Corporation. The PPC was the first group to go into industrial testing. It seems there was quite a demand for it even then. Exaltacion Ramos and Concepcion Diy were once associated with the PPC. Now the PPC has Flor Punongbayan as General Manager and its services have expanded to include test research and development, administration of professional examinations, research, training on human resources management, assessment center techniques and executive placement.

From these early groups, there exist today a large number of groups offering a wide range of services to various types of clients. These groups vary in professional standards with some being no more than business ventures. The volume of workers who have to be tested for overseas jobs has given rise to testing groups catering mainly to the overseas labor market. It is because of the increase in demand for psychological testing that some abuses have emerged.

The need had been felt for measures to protect and ensure the competent practice of psychology in the Philippines. It is toward this end that the PAP proposed the Psychology Bill, now pending approval at the Batasang Pambansa. If passed, the Bill will provide for the certification of psychometricians and the licensing of practicing psychologists. As early as the beginning of the 1960s a group of government psychologists mainly from the National Mental Hospital (NMH) were pushing for the licensing of psychologists. The proponents of the move felt that this would result in raising the standards of clinical practice and would give professional status to psychologists. However, psychologists like Padilla, Aldaba-Lim and Lagmay who were just about to found the PAP opposed the move. They felt that there were not enough psychologists with the necessary stature to be on the board of examiners and therefore there was a danger that persons outside the profession would control the licensing process. Today, there is much support for the proposed Psychology Bill. It is felt that psychology has the competence as well as the personnel to carry out this project.

Aside from psychometricians, the main psychology practitioners in the Philippines today are the clinical psychologists who

do psychodiagnostics and psychotherapy and are usually based in the school setting, in private clinics and in hospitals, and the industrial psychologists based in business and industry doing personnel and human resource development work. Over the years the clinical psychologists have achieved greater professional identity and status. Psychotherapy used to be the domain of psychiatrists with psychologists relegated to the task of testing for diagnosis. With the increase in the number of trained and experienced clinical psychologists and the "enlightenment of the medical profession," the clinical psychologist has equal claim to the practice of psychotherapy. In the early years, psychologists at the National Mental Hospital were definitely second class citizens. But in 1965, the World Health Organization reoriented mental health services so that the medical and the psychology staff worked as peers. Today, according to Grace Cabaños, chief Senior Clinical Psychologist at NMH, the work of psychologists e.g., psychodiagnostics, psychotherapy, education, training and research is given recognition and there exist good relationships with the other hospital divisions.

Clinical psychology in the Philippines has over the years developed the capacity to handle a wide range of client groups. The clinical practice of Bulatao represents the move away from therapies that tend to be highly rational and verbal. Using transpersonal therapy and altered states of consciousness, his approach to therapy is designed for the Filipino who is not verbal, who is more comfortable with concrete images rather than concepts, who respects an authority figure, who seeks group support and who is basically spiritual. This approach to psychotherapy uses many of the same principles practiced by indigenous healers and is therefore more effective in treating the Filipino masses previously unreached or unreachable by Western style psychotherapy.

The clinical practice of Ma. Lourdes Arellano-Carandang also represents a major development in the area of child and family therapy. In the course of therapy on an individual she usually brings in the family since often, particularly in the Philippine context, the family is part of the problem and could be an important part of the cure.

Since its beginnings in the 1960s, industrial psychology has been predominantly identified with personnel work such as recruitment and assessment. There have been efforts to broaden



the identity of industrial psychologists to involve mainly human resource development. Progress along this line has been slow mainly because most business establishments do not have a human resource development orientation and only have personnel departments with limited functions. But there has definitely been progress over the years as evident in the work of practitioners like Mariano Obias at Caltex, Edna Franco at Philippine Airlines Development Center and consultants like Victor Gamboa, Ricardo Gonzalez and Dennis Ycasiano.

There is a new breed of practitioner typified by the social psychologist in development agencies, predominantly government agencies. A rapidly increasing number of social psychologists are being employed by such agencies as the National Economic Development Authority (NEDA), the Development Academy of the Philippines (DAP), the Ministry of Human Settlements (MHS), the National Irrigation Administration (NIA), the Ministry of Labor and Employment (MOLE), and others. This group does not yet have a definite professional identity and psychologists in these agencies may be classified as rural sociologists, community organizers, community psychologists, researchers, training specialists, etc. Ma. Lourdes Baua at DAP, Lucita Lazo at MOLE, Edna Hernandez at the National Computer Center and Cynthia Concepcion at NIA are part of this new group of psychology practitioners.

### THE CHALLENGE OF THE EIGHTIES

If one were to generalize and to assign labels to the decades in the development of psychology in the Philippines one might loosely refer to the founding fifties, the scientific sixties and the relevant seventies. It is difficult to characterize the 1980s just yet but there are certain key challenges which if faced will probably play a major role in determining the direction of Philippine psychology in the next few years.

### REAFFIRMING PSYCHOLOGY'S SCIENTIFIC TRADITION

The aftermath of the scientific sixties followed by the relevant seventies is a scientific orientation which has been stripped to its

essence—that of being empirical, leading to conceptualization and building a model of psychological reality. The specific methodology for data gathering and analysis is now more open to creativity, resourcefulness and personal style. This perspective has opened the way to a wide range of research methods and at the same time allows new scientific models to develop in order to handle the growing experience with such things as paranormal phenomena.

However, while scientific psychology has become more inviting, few are accepting the invitation. Scientific psychology has suffered a serious decline over the past decade. While the number of psychologists with advanced degrees has grown tremendously, the amount of research and writing in the field has not advanced proportionately. One main factor in this development (or lack of development) is the change in the format of the PAP conventions from a forum for the presentation and discussion of research papers to a meeting for the sharing of professional experience. Over the last few years psychology practice was emphasized and scientific papers were given a minor role. Partly a reaction to the artificial rigor of the laboratory emphasis of the scientific “hey day,” partly a rejection of the academic psychologist with little feel for applied psychology, this anti-intellectual trend is very dangerous to the discipline. A psychology practice that is not grounded on solid research and theory is shallow and short-lived.

Psychology in the Philippines should reemphasize research and writing, and these should not be done by the academics alone. A new breed of psychologist must be developed—the theorizing practitioner. Psychology practice presents a tremendous opportunity for developing a Philippine psychology because experience in the clinical, industrial, organizational or community setting provides valuable data for theory building.

Psychology should avoid the lure of being “practical and marketable” at the cost of its scientific tradition. A reaffirmation of psychology’s scientific tradition is an important task for the eighties.

#### DEVELOPING A GENUINE PHILIPPINE PSYCHOLOGY

Psychologists in the Philippines are now more self-assuredly Filipino. Gone is the unquestioning dependence on the West and

on Western psychological models. Also gone is the counterdependence, the self-conscious avoidance of anything that might be interpreted as Western. In many circles there is genuine and spontaneous awakening of Filipino consciousness that finds expression in the focus on indigenous Filipino phenomena and concepts, in the development of Filipino methods of research and practice in the use of Filipino in teaching and practice, and in responsiveness to national issues. These trends should continue.

There are however some areas that remain relatively untouched by the move towards indigenization and these are the applied fields of testing and industrial psychology. It is in these areas that the researcher-practitioner combination must be harnessed in order to create more Filipino psychological tests, to develop motivational and organizational theories based on Philippine experience and to create intervention strategies for organizations that are not mere adaptations of foreign technology.

There should also be more systematic use of Filipino in psychology.

#### INVOLVEMENT IN NATIONAL DEVELOPMENT

Social psychologists are getting more involved in national development issues long considered the exclusive domain of economists, political scientists and sociologists. There is a growing core of socially committed psychologists who have addressed such issues as the human costs of development and of development programs, the need for people's participation in development, and the colonization of the Filipino psyche. There should be continued efforts toward measuring the psychological impact of social, political, and economic forces in Philippine society. It is the responsibility of psychologists to identify psychological indicators of national development and to develop the appropriate instruments to measure important psychological changes that may be ignored by policy makers and program managers.

Psychologists should show professional concern about possible trends toward national cynicism, opportunism, moral decadence, apathy, and loss of national self-respect.

#### LINKING WITH PSYCHOLOGISTS FROM OTHER DEVELOPING COUNTRIES

While Filipino psychologists are finding that they have increasingly less interests in common with European and American psychologists, there have been little systematic links established with other Third World psychologists, particularly those from neighboring Asian countries. Common concerns such as “de-colonizing” the discipline, local training of psychologists, research and practice, national development, etc., should provide a solid basis for dialogue.

#### RETURNING TO BASICS

While psychology in the Philippines has moved into many new and nontraditional areas such as parapsychology, community psychology, national development, perhaps some traditional areas in the field have been neglected. One such area is the Psychology of Learning which is taught in most undergraduate programs and yet has been relatively unresearched since the 1960s. The development of the field of learning would involve research into the learning process, cognitive psychology, and the development of learning related values. At a time when the educational system is in crisis, there is need to understand how Filipinos learn and develop the attitudes and techniques appropriate for bringing out creativity and a love for learning.

#### PROFESSIONALIZATION OF PSYCHOLOGY

The passage of the Psychology Bill will only be the beginning of the difficult task that lies ahead. The establishment of a licensing examination and the back-up programs for the upgrading of practitioners has to rely on a core of psychologists who are not only committed but also have management ability; who are not only competent practitioners but are also knowledgeable in test construction; who not only possess the appropriate professional standards but are also fair with a lot of common sense.

STANDARDIZATION AND ACCREDITATION  
OF PSYCHOLOGY PROGRAMS

The PAP has begun some efforts aimed at raising the standards of psychology programs in the Philippines. This is a long process that would involve some basic agreement on the objectives of programs at the undergraduate, master's and doctorate levels and the courses that should be taught. After this would come the improvement of teaching and the development of teaching materials. Training of teachers and encouraging psychologists to teach would be an important part of such a program.

These are some of the main challenges for Philippine psychology for the 1980s.