

RELATIONSHIP BETWEEN ECONOMIC STATUS AND
EDUCATIONAL COMMITMENTS
OF TEACHERS

A Thesis
Presented to
The Faculty of the Graduate School
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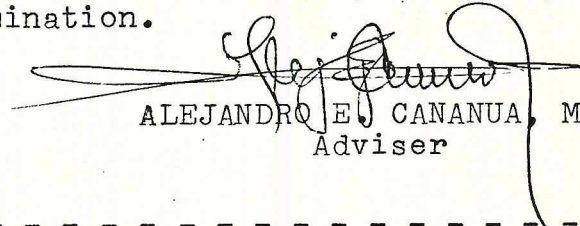
In Partial Fulfillment of the
Requirements for the Degree
Master of Education

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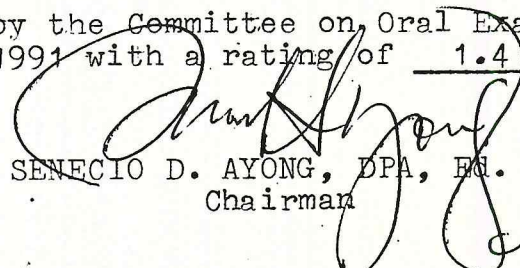
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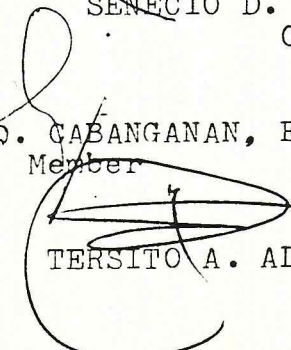
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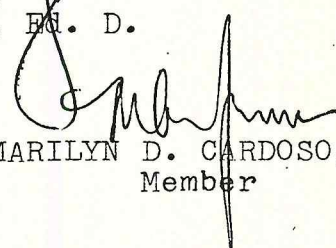

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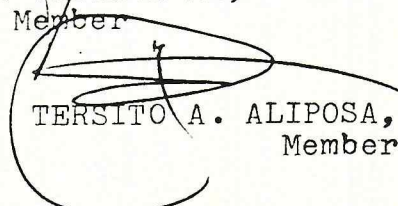
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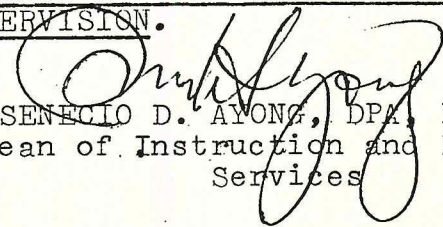

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APL

DEDICATION

With sincerest thoughts and
feelings, the researcher dedicates
this work to his ever dearest and
considerate wife, sons, and daughters
and to the noble cause of education
in building a strong and sturdy
nation.

Fred

Fred

ABSTRACT

This study was conducted to find out the relationship between the economic status and the educational of teachers in the District of Tarangnan-Pagsanghan, Division of Samar, because actual observation of the situation revealed that the role of the teachers have expanded and that they are mandated to perform several educational commitments regardless to their economic status. This study employed the normative-descriptive research method using a questionnaire-checklist as the principal instrument in gathering data. The average monthly per capital income was obtained by dividing the average joint monthly income by the total family members in each area. Generally, this made an average monthly per capital income of 752.73 in the entire district. The average joint monthly expense in the whole district was computed as 4,774.58. On educational commitments. Since the educational commitments of the teachers are mandated by their service, being incumbent in their task as education, they are duty bound to perform these commitments, regardless of their economic status. So, if they lack money to achieve their educational commitments, they have to dedicate their time and effort in order to influence a variety of human behaviour towards school and community development. The teachers should consider the requirements in planning a family in order to limit the family size within their financial resources, thereby alleviating their economic status.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
 Chapter	
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Theoretical/Conceptual Framework	6
Statement of the Problem	10
Null Hypothesis	11
Importance of the Study	11
Scope and Delimitation	13
Definition of Terms	16
2 REVIEW OF RELATED LITERATURE AND STUDIES	19
Related Literature	19
Related Studies	31
Relationship with the Present Study	50
3 METHODS AND PROCEDURES	52
Research Design	52
Instrumentation	52

Validation of the Instrument	54
Sampling Procedure	55
Data Gathering Procedure	56
Treatment of Data	56
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	62
Economic Profile of the Families of Teachers by Supervisory Area	62
Comparison of the Per Capita Income and the Per Capita Expense of the Families by Supervisory Area	68
How the Sources of Income and Expense Contribute to Joint Family Income and Expense	70
Extent of Educational Commitments of Teachers in the District	74
Relationship between Economic Status and Educational Commitments of Teachers by Supervisory Area	77
Summary of Relationship between Economic Status and Educational Commitments of Teachers	80
5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	83
Summary of Findings	84
Conclusions	91
Recommendations	91
Further Research Recommended	94
BIBLIOGRAPHY	96
APPENDICES	100
CURRICULUM VITAE	126
LIST OF TABLES AND FIGURES	130

Chapter 1

THE PROBLEM

Introduction

In this rapid changing society, the teacher's role continues to expand and become even more complex as he executes his educational commitments. His responsibility as a consequence of the "new philosophy of education" has gone far to include the improvement of community life in all its phases. Where before he enjoyed himself after school hours or engaged in productive activities to augment his family income, now he has to go out to the community to campaign for cleanliness, beautification, food production, hold literacy and/or continuing education classes for the out-of-school youth and adults, conduct purok meetings, coordinate with the programs of other government agencies, and do a host of other activities outside the classroom work.¹

The teacher's world of work, therefore, has expanded to an extent where it is now necessary for him to devote

¹Macario Naval and Gaudencio V. Aquino, Administration and Supervision for Philippine Schools. (Quezon City: Phoenix Press, Inc., 1967), p. 177.

practically all of his waking hours to his profession in order to attain a level of proficiency and performance that can measure up to the expanding requirement of his job and meet public expectations.²

Along with this increasing teacher accountability, there seems to arise evidence of a deepening discontent among some, if not all, teachers in the field regarding the expenses they incur in carrying out the duties of their position. These expenses constitute a drain on their incomes, making it increasingly difficult for them to cope with the continually rising cost of living. To those teachers, having to spend from personal funds for the resources needed and activities involved in carrying out their work this task constitute an injustice that may not be true with employees in other government agencies.³

The teacher's so called social obligation cannot be underestimated, nor can be counted by the fingers. They come and go like the days of the week, weeks of the month, and the month of the year. The litany of the teacher's commitments start from the time he enters the school on the first day of classes in June. His job dictates him to wear presentable, decent clothes to win due respect

²Ibid.

³Ibid.

among his co-workers, pupils and the people in the community. While it is true that he is given a clothing allowance, the amount is not even sufficient to buy him a pair of his much-needed official school uniform. How about his casual everyday wear, the bills for beauty soap, pomade, toothpaste, etc? (Female teachers usually find more difficult in stretching their limited income for miscellaneous expenses). And as an alternative, the helpless teacher resorts to incurring debts he needs for a decent living, in and out of the classroom.⁴

In order to win friends and acquaintances among the parents of his pupils, PTA and barangay officials, the teacher cannot simply say "no" to various invitations making him "ninong" at baptismal and wedding ceremonies. The transcendental and beautiful feelings of importance and popularity tickle the bones of the modest mentor. Exceedingly great in hearing someone from a big crowd, along the street, in the marketplace and elsewhere, calling him greatly or loudly, Ninong or Pare. The reality is that the ordinary teacher ordinarily finds difficult in budgeting his meager income. Hence, he becomes a regular hunter of money-lending people and institution to enable him to answer the multitudinous demands of his own family and

⁴Ibid, p. 178.

his multi-dimensional roles in the community, his social obligations, so to speak.⁵

The foregoing idea is strongly supported by the report of the Philippine Public School Teachers Association (PPSTA) Herald as follows: "The numerous expenses incurred by the public school teacher in relation to his job, social obligations, and family needs largely contributed to making his life miserable."⁶

In bringing to light the economic status of the families in the Philippines, Orense of the National Census and Statistics Office Manila, together with his staff, conducted the 1985 Family Income and Expenditure Survey (FIES). The average per capita income was estimated to be ₱4,421 with per capita income in urban areas of ₱5,748 compared to only ₱3,095 in rural areas. The ratio of rural to urban per capita income in 1985 was maintained at the 1971 ratio of 0.53. The average expenditures per person was ₱5,229 as expected, per capita expenditures in the urban were ₱6,916, while in the rural areas, they were ₱3,542, resulting in a rural to urban ratio of 0.51.⁷

⁵Ibid.

⁶"School Expenses Deplete Teachers' Salaries", PPSTA Herald, XXIX (November, 1971), p. 2.

⁷Marcelo M. Orense, 1985 Family Income and Expenditure Survey, Vol. IV, Analytical Report, National Census and Statistics Office, Manila, September 1987, p. 32-34.

Based on the foregoing figures, the NCSO classified the Filipino families into the following economic status with their corresponding monthly per capita income:

<u>Economic Status</u>	<u>Monthly Per Capita Income</u>
Upper class	P8000 - up
Higher Middle Class	P5750 - 7999
Middle Class	P3600 - 5749
Lower Middle Class	P500 - 2999
Lower Class	Below - 500

The researcher's awareness of a number of complaints concerning the teacher's expense in relation to their work, as exemplified in the foregoing accounts, and his personal observation as a teacher on how these expenses affect their professional lives provide the springboard for undertaking this research.

Towards this end, the government has been launching several program thrusts charted and directed towards our sublime task of "Nation Building". Among these thrusts are the following: (1) Nationalism by Quezon, (2) Independence by Roxas, (3) Anti-Insurgency and Import Control by Quirino, (4) Social Justice by Magsaysay, (5) Filipino First Policy by Garcia, (6) Austerity Program by Macapagal, (7) New Society and New Republic by Marcos, and (8) Decentralization, Humanism and Local Autonomy by Aquino.

However, under President Aquino's administration, the most current educational thrust is DECS Order No. 30, s. 1990, issued by Secretary Cariño.⁸ In the enclosure of the same DECS Order, there are four underlying educational principles, which are: (1) Education must inculcate love of country and pride of being a Filipino, (2) Education must develop self-discipline and strong moral character, (3) Education must foster critical and creative thinking and (4) Education is life.

These principles are envisioned towards a new crop of generation who will consider their personal desires secondary to the common good and to produce a changed citizenry. With this concept, teachers, therefore, should continue to mold the young minds for the development of national pride and identity in being a Filipino, not only for a year, but could be for decades.⁹ It is in the foregoing context that the researcher was motivated to conduct this study.

Theoretical/Conceptual Framework

This study is anchored on the philosophy of John Stuart

⁸ Isidro D. Cariño, Secretary of Education, Culture and Sports, DECS Order No. 30, s. 1990.

⁹ Ibid.

Mill¹⁰ that the highest good attainable or "summum bonum" is "The Greatest Good for the Greatest Number", which is inherent in Democracies. He maintained that one should be concerned with the greatest good possible and to him it was obvious that the greatest good lay with the greatest number. One interpretation of this principle is: If I can make another person three times as happy, i. e., pupils and parents, it is my duty to do so inspite of the self-sacrifice it entails, that is, provided all factors equal, and the happiness of other individuals is sufficiently great to warrant the sacrifice.

The greatest happiness of the greatest number could prove a devastatingly dangerous principle, depending upon its interpretation: If it is taken at face value, then it would be valid for a scientist to inflict cancer upon an individual (without the person's consent) in the hope of deriving a cure which will save the majority from this painful disease; furthermore, the cruelties which Hitler's scientists inflicted upon the minority Jews and others would be morally justifiable since they allegedly benefited the majority.¹¹

¹⁰John Stuart Mill, Realms of Philosophy by William S. Sahakian and Mabel Lewes Sahakian, p. 113.

¹¹Ibid.

Jean Jacques Rousseau noted that this principle could prove selfish and based on actual practice in a Democracy, he spoke of a "general will" which he distinguished from the "will of all". The "will of all" is tallying votes of selfish individuals who cast votes which favored their own private interests without consideration for the rights or needs of the minority, whereas the "general will", which ought to dominate in a democratic state, is concerned with the good of the people in general, the needs of humanity - not necessarily what pleases the majority.¹² This justifies the effective implementation of the educational commitments of teachers.

The conceptual model shown in Figure 1, illustrates the total picture of the study. The Department of Education, Culture and Sports is the lead agency given the responsibility in the implementation of the educational commitments, converged into six major headings as follows:

- (1) **Spiritual** and ethical values/personal discipline,
- (2) Love of Country and duties of citizenship, (3) Critical and creative thinking/vocational efficiency, (4) Honesty, integrity, and Public accountability; (5) Community Development through Civic organization, (6) Self-sufficiency through continuing Education of OSY and Adults.

¹²Ibid.

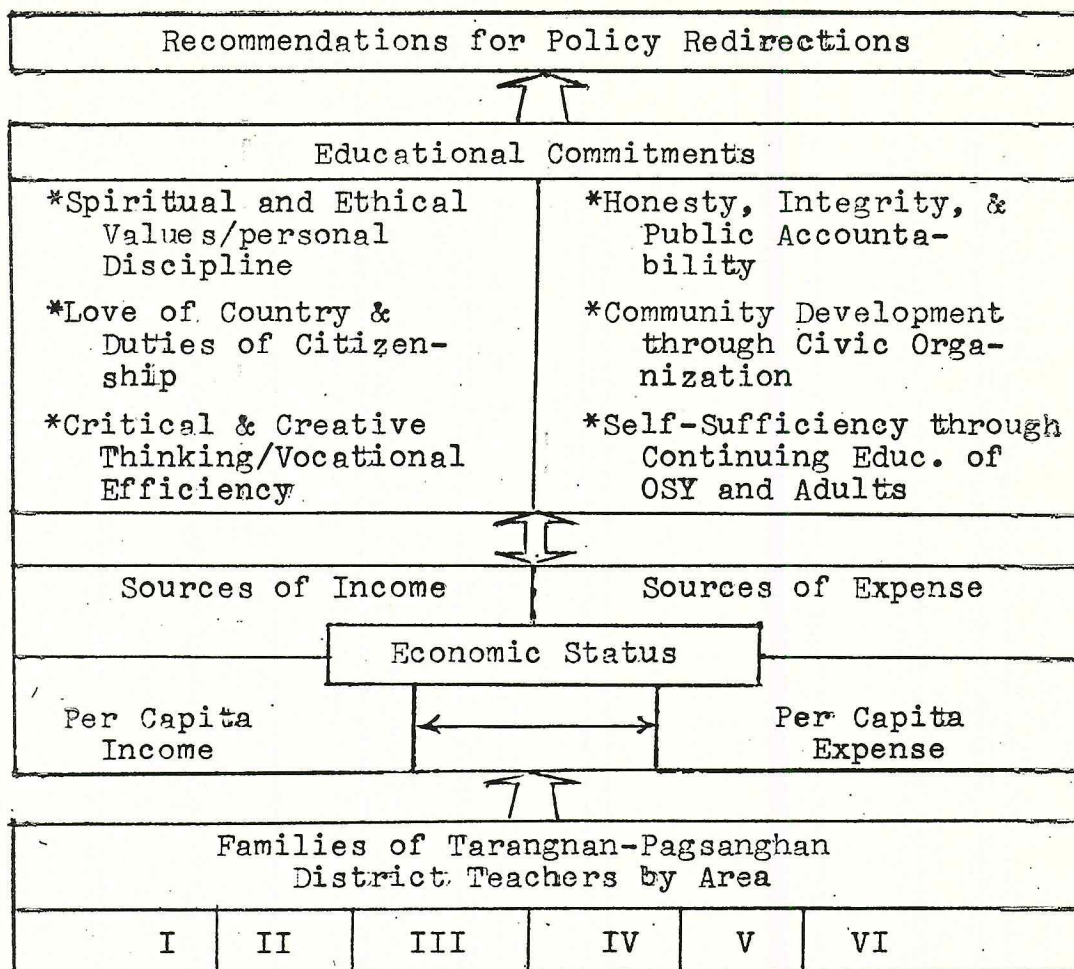


Figure 1. Schema of the Conceptual Framework showing the subjects of the study, the major and sub variables involved with their relationships, and the policy recommendations for policy redirections.

The research environment is the District of Tarangnan-Pagsanghan as divided into six areas. The major variables involved in the study are the educational commitments mentioned above, and the economic status of the family which is determined by the family income and the family expense (both joint and per capita). The relationship among the variables will lead to the results of the study as inputs to policy redirections.

Statement of the Problem

This study attempted to determine the relationship between the economic status and the educational commitments of teachers in Tarangnan-Pagsanghan District. Specifically, it sought to answer the following questions:

1. What is the economic profile of the families of teachers by supervisory area in Tarangnan-Pagsanghan district in terms of:

- 1.1 average family size?
- 1.2 average joint monthly income?
- 1.3 average monthly per capita income?
- 1.4 average joint monthly expense?
- 1.5 average monthly per capita expense?
- 1.6 economic classification or status?

2. Is there a significant difference between the per capita income and the per capita expense of the families

of teachers in the district?

3. How do the sources of income and sources of expense contribute to the joint family income and the joint family expense, respectively?

4. What is the extent of the educational commitments of the teachers in Tarangnan-Pagsanghan District?

5. Is there a relationship between the economic status of the teachers and their educational commitments?

Null Hypotheses

This study attempted to test the following null hypotheses:

1. There is no significant difference between the per capita income and the per capita expense of the families of teachers in Tarangnan-Pagsanghan district.

2. There is no relationship between the economic status of the teachers and their educational commitments.

Importance of the Study

The devotion of civil servants to render prompt and courteous service to the public would enhance a new crop of generation who will consider personal desires secondary to the common good, community interest or national interest.

In keeping with this national goal, the result of this study will be of value to the educationalists, and

other interested parties with a sound basis for considering the economic status of teachers and for looking into or correcting practices that adversely affect this status.

To the teachers. The results of this study may enlighten the teachers on various strategies that may help them cope up with the present standard of living by engaging in avocational activities that may augment their income and reduce their expenses thereby enabling them to meet the tremendous challenges inherent in their profession.

To the administrators. Through the findings of this study the administrators will be guided in understanding the needs and problems of the teachers, especially as they relate to their educational commitments. This may also make them supportive of the avocational activities of the teachers that may, in some ways, alleviate their economic status, thereby giving them a realistic view of the importance and reasonableness of the higher remunerations to be given to teachers. If warranted, they could then take positive steps to provide the teachers with basic compensation and other benefits reasonable enough to enable them to render service to others, rather than to self alone, thus making them more efficient and effective in the performance of their duties.

Hopefully, the findings of this study will benefit

the teachers as agents of change, by providing them insights into their economic status and their educational commitments to Nation Building. It may also enable the administrators to understand the plight of the teachers so that they can do something to help teachers alleviate their standard of living which is necessary in carrying out their educational commitments.

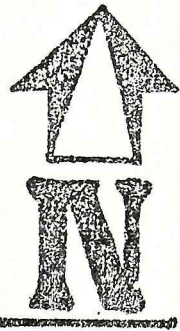
Finally, the findings of this study may provide the teachers with a clearer picture of the nature of their income and the extent of their expenditures that could serve as a guide for them to review their spending practices and adopt practical measures to minimize, if not totally avoid financial problems so that they can fully perform their educational commitments.

Scope and Delimitation

This study was focused on the relationship between the economic status and the educational commitments of teachers in Tarangnan-Pagsanghan district, division of Samar, during the school year 1990-1991. The economic status of teachers includes among others the sources of income, the joint family income, the joint family expense, and the difference between the per capita income and the per capita expense. This study involved 134 teachers

NORTHERN SAMAR

EASTERN SAMAR



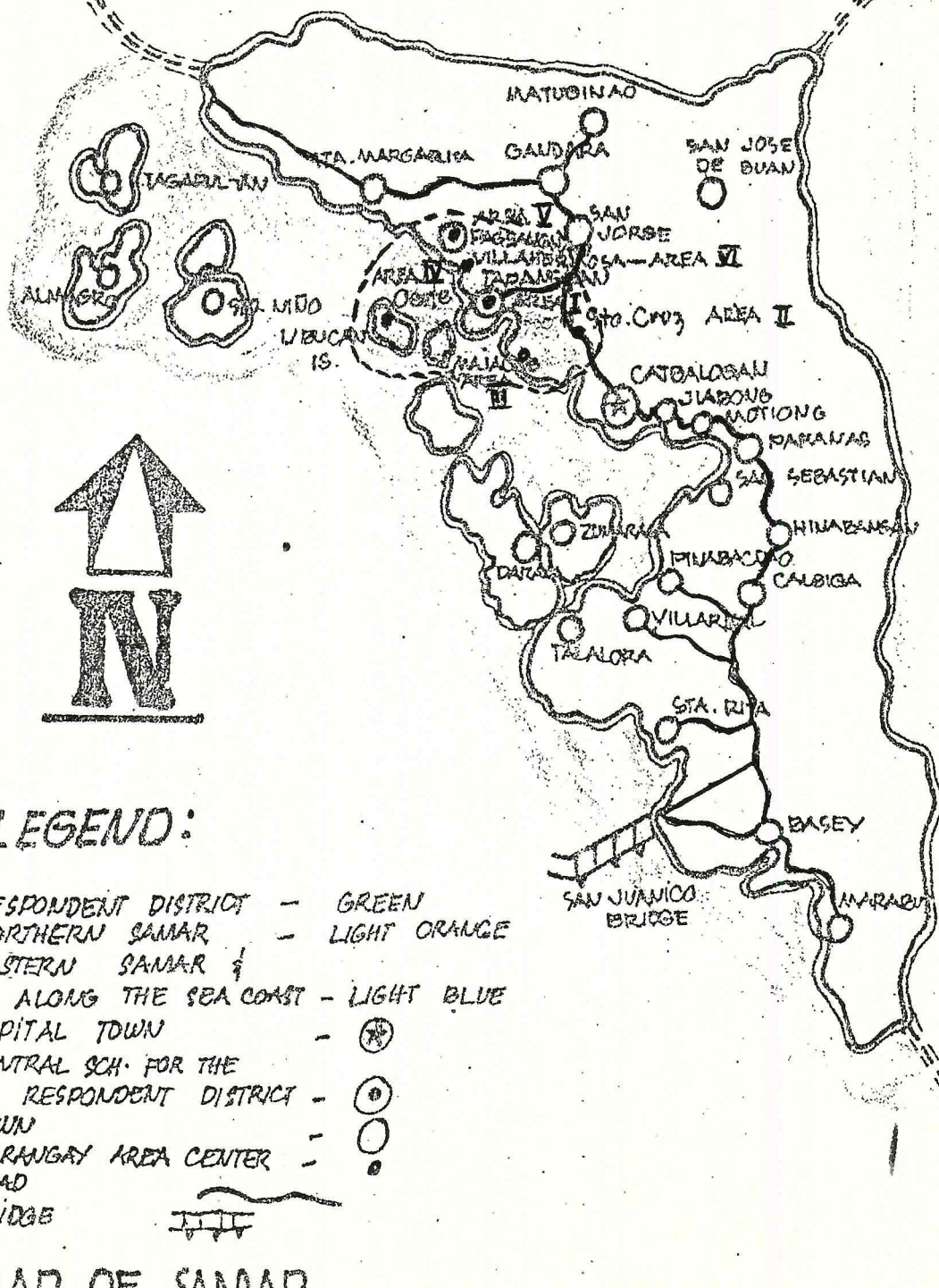
LEGEND:

COLOR

- RESPONDENT DISTRICT - GREEN
- NORTHERN SAMAR - LIGHT ORANGE
- EASTERN SAMAR - LIGHT BLUE
- ALONG THE SEA COAST - LIGHT BLUE
- CAPITAL TOWN - *
- CENTRAL SCH. FOR THE RESPONDENT DISTRICT - (circle with dot)
- TOWN - (circle)
- BARANGAY AREA CENTER - (small circle)
- ROAD - (line with cross-ticks)
- BRIDGE - (line with vertical bars)

MAP OF SAMAR

SHOWING THE LOCATION OF TARAANGHAN -
PAGSANGHAN DIST. and THE SIX AREA CENTERS



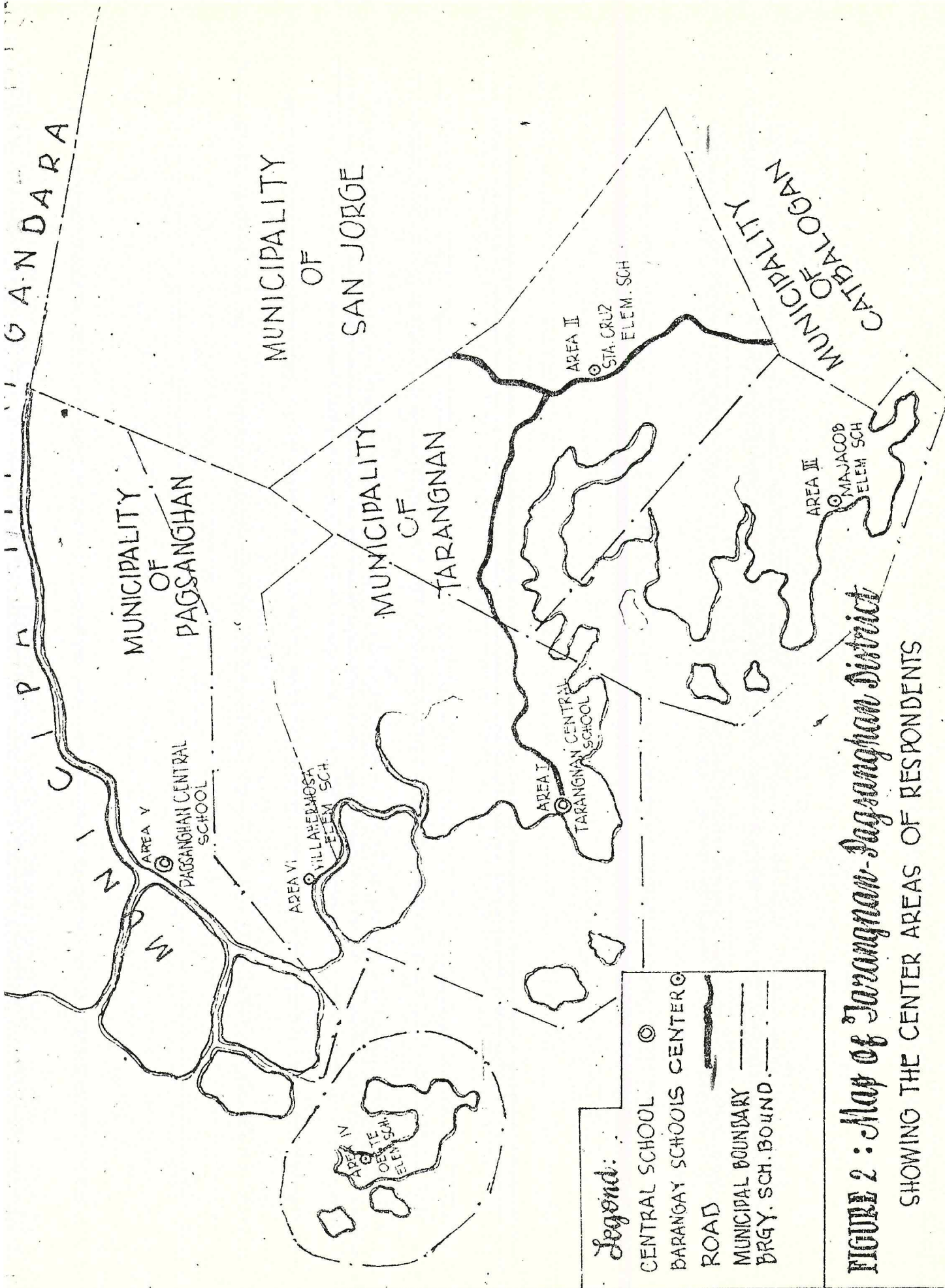


FIGURE 2 : Map of Tarangnan-Pagsanghan District

SHOWING THE CENTER AREAS OF RESPONDENTS

(out of 152 teachers in the district) distributed by areas under the sampling procedure in Chapter 3. The husband and wife are counted as one.

Definition of Terms

As used in this study, the terms are operationally defined as follows:

Average family expense. It is obtained by dividing the total expense of the families by the number of families.

Average family income. It is obtained by dividing the total income of the families by the number of families.

Celebrations. These are ceremonial activities held in connection with important school and or community events such as inauguration of new-erected school buildings, induction ceremonies of newly-elected officers of purok organizations or Parent-Teacher-Association, etc.

Contributions. This refers to amounts collected from public elementary school teachers for such purposes as the financing of community-school activities, e. g., athletic meets, jambo-rallies, agro-industrial fairs, and for national fund-raising/campaigns.

Educational commitments. As used in this study, it refers to the duties and responsibilities of teachers to be performed towards nation building.

Economic status. As used in this study, it refers to the economic classification of the family, such as; upper class, middle class, etc., as evidenced by their per capita income as of 1985.¹³

Family expense. It refers to the expense or disbursements made by the family during the calendar year 1990-1991, including all expenses in relation to farm or business operations, investment ventures, purchase of real property and other disbursements which do not involve personal consumption.¹⁴

Family income. Total family income includes primary (earnings) income and income from other sources received by all family members during the calendar year 1990-1991 - as participants in any economic activity or as recipients of transfers, pensions, grants, etc.¹⁵

Per capita expense. Is obtained by dividing the total family expense by the total number of family members.

Per capita income. Is obtained by the total family income by the total number of family members.

Rural areas. This refers to barangays of all muni-

¹³Orense, loc. cit.

¹⁴Ibid, p. 35.

¹⁵Ibid.

cipalities other than provincial capitals.¹⁶

Urban areas. This refers to all places within the boundaries of chartered cities and provincial capitals and Metropolitan Manila and the poblacion of municipalities other than provincial capitals.¹⁷

¹⁶The BGS (Bureau of Census and Statistics) Survey of Household Bulletin, "Family Income and Expenditures: 1971, Series No. 34".

¹⁷Ibid.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related information categorized as related literature and related studies. The related literature were reviewed from books, periodicals, documents, and speeches while the related studies were obtained from unpublished works like thesis and other research papers. It also includes a brief explanation on how those information relate to or differ from the present study.

RELATED LITERATURE

The perennial task of education, according to Quisumbing¹⁸, is to bring about change, to form and transform the total person, his intellect, his emotion, his will; to realize the faculties, the capabilities and talents God gave him and to develop him into full personhood. This task may take us a lifetime to fulfill, because a change in human heart does not take place in four days, nor in four years, but in a whole lifetime. That is the difficulty with education -- because we plant and continue planting and the

¹⁸Lourdes R. Quisumbing, Secretary of DECS, The Philippine Journal of Education, Message 1987 Educators Congress May 20-22 Teachers Camp, Baguio City, Vol. LXVI, p. 152.

time to reap seems to remote. The outcome and the output have to undergo a long process.

As paraphrased by Cariño,¹⁹ the Department of Education, Culture and Sports is determined to implement programs and projects towards the realization of the teachers educational commitments. These commitments are anchored on Article XIV, Section 3 (2) of 1987 Philippine Constitution.

This constitutional mandate serves as guidepost for re-thinking and formulating a philosophy unique to Philippine setting but global in perspective.²⁰

The theme of the Educators Congress from May 20-22, 1987, Teachers Camp, Baguio City was about Equity and Quality Education for National Unity and Progress. Former DECS Secretary, Quisumbing, emphasized in her speech about the film they viewed entitled, "A Time to Plant and a Time to Reap" and the first line of the Ecclesiastes "for everything, there is a season; a time a place for everything under the heavens". In the light of the country's political and socio-economic development, this is certainly a time to plant, so that future generations of Filipinos may reap.

¹⁹Isidro D. Cariño, Secretary of DECS, DECS Order No. 30, s. 1990.

²⁰Ibid.

There was a time to destroy and to uproot. There was a time to fight and to overthrow, and even to hurt. Now is the time to heal and reunite. This first line of the Ecclesiastes applies to the national scenario, but it is especially meaningful to the education sector.²¹

In the revolution on February 25, 1986 our nation has experienced tremendous changes. We have lived through very crucial events, great upheavals and transformation in government, in private sector and our lives as individuals. And so our people have established themselves firmly in the records of human history. Our people have awakened from the passive resignation and have developed a heightened sense of awareness, concern and involvement in events that effect their destiny. As a result, the Filipino people have grown.²²

Thus, national unity is very important goal because unless we become one nation we will have none at all. Unless we join hands and hearts together, our country will continue to be torn apart. Unless we harmonize together all the divisive elements and conflicting forces, unless we play the same tune and sing anew song for our country

²¹ Quisumbing, loc. cit.

²² Ibid.

we will find ourselves in anarchy.²³

Thus, even after the February revolution, we have not been able to rebuild. We have not been able to reconstruct. We could easily have recovered from the economic bankruptcy that we inherited from the past regime. The international community looks at us with favor, business is raring to go, but here we are, divided among ourselves, creating instability with our jealousies, conflicts, greed, and selfishness. We have not been able to surmount the obstacle and weaknesses of our personal and national psyche. The bottom line is we cannot bring about progress, unless we are united.²⁴

Access to quality education is the mandate of the Constitution for the education sector to fulfill. It is the duty of the state to protect and promote the right of all citizens to quality education to all levels, and to make appropriate steps to make such education accessible to all. The problem of equity is addressed by this provision partly through the establishment of a system of scholarship grants, student loan program, subsidies and other incentives.²⁵

²³Ibid.

²⁴Ibid.

²⁵Ibid, p. 153.

Another aspect that leads to the development of a nation is "the framework for values education", as enunciated by Sutaria. For purposes of the framework, values are defined as standards and principles for judging what is correct or incorrect, what is worth or not worth attaining, what is desirable or undesirable. They may be viewed as terminal (end-states) or instrumental (modes of behavior) values. Value education, therefore, is the development and formation of values which provide students with standards of behavior deemed desirable or even necessary by a group of people.²⁶

The DECS education framework seeks to remedy the moral debilitation observed in society, attempt to respond to the need for peace, national unity and reconciliation and addresses the national goals of alleviating mass poverty and promoting equitable sharing and enlightened utilization of our scarce national resources. Furthermore, it is intended "to promote a sense national identity, cultural consciousness, moral integrity and spiritual vigor" as provided in the Education Act of 1982. This converges with the constitutional mandate "to build a just and humane

²⁶Minda C. Sutaria, Undersecretary of Education, Culture and Sports, The Philippine Journal of Education, Vol. LXVI, p. 248.

society" (Preamble of the 1987 Constitution). In fact, the article of education (Article XIV, Sec. 3-2) views education as the instrument and process by which society is bound by common goals and aspirations and enumerates specific values; and ideals which the school system shall inculcate in the young.²⁷

Pursuant to Proclamation No. 1081 issued last September 29, 1972, Decree No. 6 known as the Educational Development Decree of 1972. This decree institutes meaningful reforms that will decidedly improve the quality of life as a part of the curriculum. One of the objectives is to provide for a broad general education that will assist each individual in his development as a whole human being useful to his fellowmen and to his country.²⁸

However, Cariño²⁹ emphasized that teachers should demonstrate awareness about acceptance of and support for the Filipino Philosophy of Education - *Edukasyong Filipino, sa Diwa, Sa Isip, Sa Salita at sa Gawa*. The basic mandate of this philosophy is to educate not the kind provided by

²⁷Ibid.

²⁸Andres, Tomas and Francisco, Felizardo, Curriculum Development in the Philippines: Setting, National Book Store, Inc., Metro Manila, 1989, p. 26.

²⁹Isidro D. Cariño, Secretary of Education, Culture and Sports, DECS Order No. 30, s. 1990.

the traditional vertical transmission of knowledge, but as a dynamic intersectoral process of nurturing learner's potentials and capabilities for acquiring knowledge and skills, developing values and attitudes and a set of work ethic essential for a responsible and productive life in society. Our education must be designed for the Filipino who will be imbued with the commitment to serve his country first before seeking his own interest, who will abide of the principles that:

1. Education must inculcate love of country and pride in being a Filipino.
2. Education must develop self-discipline and strong moral character.
3. Education must foster critical and creative thinking.
4. Education is life.

Nevertheless, the teachers need to improve their living conditions. The demands of teaching tasks and responsibilities differ from those other employees in the government. Teachers work does not end in school but extends even at home. They are looked up to as models by students, parents and community, hence the need to bring back their respectable status and prestige during the pre-war years. As the modest mentor and implementor of the program, the enviable position of a teacher in the

community often places him in the labyrinth of a never-ending social commitment which tends to tax his purse heavily this inevitably and adversely affecting this meager income.³⁰

So, in this situation it involves the problem of salary, two theories that have some implications to financial remunerations are here presented and discussed to provide supplementary information. The first theory is that of the "motivator/hygiene factor" of Herzberg, as cited by Uris³¹. According to this theory, developed after an exhaustive study on motivation, there are two sets of conditions that affect a man at work: the first is called "motivator" (the five most important of which are achievement, recognition, the work itself, responsibility and advancement), and the second, the "hygiene factors" (the five most important of which are the company policy and the administration, supervision, salary, interpersonal relations and working conditions). The factors involved in producing job satisfaction, i.e., the motivators are separate and distinct from the factors that lead to

³⁰Fernando B. Sanchez, San Isidro Elementary School, San Nicolas, Pangasinan, The Modern Teacher, Vol. XXXVI, No. 1, June 1987.

³¹Auren Uris, Mastery of Management, (Chicago: Illinois, Playboy Press, 1968), pp. 41-42.

job dissatisfaction, i.e., the hygiene factors. The opposite of job satisfaction, Herzberg suggested, is not job dissatisfaction, but rather, no job satisfaction; and similarly, the opposite of job dissatisfaction is not satisfaction, but no job dissatisfaction. To prevent job dissatisfaction, therefore, a separate set of favorable conditions (hygiene factors) have to be present in the working situation. Likewise, to provide satisfaction or motivation, another set of favorable conditions (the motivators) needs to pervade the work environment.

An interesting finding about salary which French³² points out, based on Herzberg's theory, is that salary affects satisfaction or dissatisfaction with a job. Appropriate financial compensation seems to be necessary to prevent job dissatisfaction as well as to contribute to high satisfaction. In addition, the amount of salary was found to be less critical as a dissatisfier than the equity of salary. That is, inequities in salaries tended to contribute more to dissatisfaction than did the absolute level of salaries.

Another theory which has some implications to personal remuneration is the popular "basic needs" concept

³²Wendell L. French, The Personal Management Process, (New York: Houghton Mifflin Company, 1964), pp. 28-31.

of Maslow, as quoted by McGregor.³³ Maslow stressed that there is a hierarchy of needs that exist for the human being. He listed these needs in the following order:

1. Physiological needs - freedom from hunger and the need for shelter.
2. Safety needs - need for protection against danger and threat from the environment or from the people.
3. Social needs - need for love, affection and "belongingness".
4. Ego or esteem needs - needs for self-confidence, for independence, for achievement, for competence, for knowledge.
5. Self-fulfillment needs - need for realizing ones own potentialities, or the need for "self-actualization".

According to this theory, man seeks to satisfy his basic needs in the order as they appear in the hierarchy. His needs at a given level do not dominate his behavior until those immediately below them are satisfied. Man's need for love, for status, for recognition (ego needs), for example, are inoperative when his stomach has been

³³ Douglas Murray McGregor, "The Human Side of Enterprise", in: Walter R. Nord, Concepts and Controversy in Organization Behavior, (Pacific Palisades, California: Goodyear Publishing Company, Inc., 1972), pp. 54-56.

empty for a while (physiological need).³⁴

Any condition towards man's attempt to satisfy a given need tends to make him behave "in ways that tend to defeat organizational objectives. He becomes resistant, antagonistic, uncooperative. But this behavior is a consequence, not a cause".³⁵

McGregor relates the implications of Maslow's theory to the compensation of the organization man. Man is motivated to work in order to fulfill certain basic needs. In fulfilling those needs adequate income takes primary importance, for it provides his family food, clothing, and shelter. In a working organization, this income takes the form of salary, allowances, and fringe benefits. Failure of management to adequately provide for this could result in frustration on the part of the worker, and in behaviors with unsupportive, if not destructive, effects on organizational ends.

The implications of the two theories discussed may boil down to one thing - the importance of adequate financial reward and incentive for work. Dubin elucidates on this point, although it should be made clear that he

³⁴Ibid.

³⁵Ibid.

talks within the context of American culture, when he said:

In our society money does make the world go round. A worker wants economic advancement and economic security for himself and his family. Taking a job is a means to this end. In our society, as Veblen long ago suggested, we have measured most forms of human activity in money terms. Money is the universal medium of exchange that can buy anything from man's brainpower to, it is alleged, woman's virtue. Income remains the all important means for wages and salaries is the major incentive to work.³⁶

Since money is very important for every movement of man, we are going to find whether the per capita income is comensurate to the per capita expense, based on the survey conducted by the National Census and Statistics Office.

Per capita income in 1985 was estimated at P5,599 in nominal terms and P632 in real terms. The rural to urban ratio of per capita income in 1985 was maintained at .53 from the 1971 ratio. In real terms, the urban per capita income continued to decline from P1,036 in 1965 to P993 in 1971 and P920 in 1985. For the first time, real per capita income in rural areas decreased from P484 in 1971 to P451 in 1985. Per capita expense were P4,855, up by 533.8 percent in the fourteen year period from 1971 to 1985. However, at 1971 prices, these represented a

³⁶ Robert Dubin, "Incentive for Work", in: Robert Dubin, Human Relations in Administration. (New Delhi: Prentice-Hall of India Private Limited, 1970), p. 69.

decrease of P28.5 percent during the same period. The decline in real per capita expense was observed in both urban and rural areas, with the urban areas registering P781 and rural areas, P400 in real per capita expense.³⁷

RELATED STUDIES

Since the present study conducted is on the process of implementation, the researcher has not come across studies which show similarities, however, other studies mentioned the teachers' participation in community activities and their socio-economic status. The researcher availed of them only for background information and for whatever insights they could provide.

Lapuz³⁸ made an exploratory study on school and community relationships. Through the use of interview, documentary analysis, and on-the-spot observations, she looked into the participation of the teachers in school and community activities. Among other things, she found that the barrio teachers actively participated in and gave

³⁷Orense, op. cit. p. 35.

³⁸Magdalena C. Lapuz, "Barrio Teachers: School and Community Relationships, an Exploratory Study", (unpublished master's thesis, University of the Philippines, Quezon City, 1971), pp. 40-48.

financial contributions to the following: barrio organizations, graduation exercises, barrio or town fiestas, projects of the school, scouting ceremonies, blessing/inauguration of newly-erected school buildings and multi-purpose pavement, and wedding and baptismal ceremonies.

Lapuz described how barrio teachers participated in athletic competitions, thus:

Athletic meets.... require the barrio teachers' participation. Usually, for national athletic competitions, the district is a pooling ground of local athletes who compete at the district level, the provincial, regional, national, and even in international competitions. Thus, the districts start by grouping the schools with similar enrolments. A program of activities... is prepared by the planning committee. Groups of barrio schools join efforts in selecting and providing practice to pupils in all events; from basketball, softball, volleyball, and track and field which are coordinated by one of the teachers.³⁹

In the course of their participation in these meets, Lapuz found teachers incurred excessive expenses in giving accomodation and billet to pupils and visitors alike. Thus, in preparing for the district level competition and during the actual day of the meet, teachers incurred the following expenses:

1. Contribution of ₱5.00 each to finance the practice of players and participation in the day's event.

³⁹Ibid.

including refreshments.

2. Accomodation of ten pupils by each teacher for two days - one for the practice in the district playground and another for the district level competition. Not only did teachers accomodate pupils but also attended to an additional flock of parents, relative, brothers and sisters who came witness how their athletes fared in the meet.

The study is also revealed that in the provincial and regional meets which followed, every teacher in the district was exacted ₱10.00 and ₱3.50, respectively.

Lapuz found that teachers disliked participating in athletic meets since this taxed them beyond what their job descriptions required them to do.

Jamarolin⁴⁰ explored teachers' participation and/or leadership in school and community activities. Analysis of the questionnaire he issued to his respondents showed that they were involved in the following activities in varying degrees:

1. organization of Parent-Teacher Associations
(PTA)

⁴⁰ Albino Dalman Jamarolin, "A Study of Public School Teachers' Involvement in Some Selected Community-School Activities in the Division of City Schools of Dapitan City from 1967 to 1968", (unpublished master's thesis, Cebu Normal College, Cebu City, 1970), pp. 88-90.

2. organization of the home-room PTA
3. organization of the Purok
4. organization of the youth club
5. organization of adult classes
6. organization of PTA reading club
7. encouragement of better and more home gardens
8. organization of teachers' club for the promotion of community welfare
9. holding.conducting public lectures, public demonstrations, and community assemblies
10. encouragement of more home industries
11. campaign for tax consciousness
12. encouragement of qualified voters to vote
13. encouragement of better home drainage and proper waste and garbage disposal
14. celebration of town or barrio fiesta
15. holding of literacy and musical programs
16. campaign against juvenile delinquency
17. holding of community assemblies in cooperation with the city or barrio officials

Arceo⁴¹ investigated the factors that are likely

⁴¹ Ernesto J. Arceo, "The Role and Status of Male Elementary School Teachers in the Division of Pampanga as Perceived by Men in Elementary Education" (unpublished master's thesis, University of the Philippines, 1968), pp. 95-96.

to keep male teachers from entering elementary school teaching and remaining in it. He found out that the respondents ranked salary as first among these factors. The other factors in the order of their seriousness as perceived by the subjects were:

1. lack of status
2. slow advancement
3. unfavorable working conditions
4. too many extra jobs

Samson's⁴² study on the correlates of occupational aspirations of male teachers touched on teachers' preferences to make teaching as their lifetime career. The following were some of the findings of the study:

1. 11.9% of the respondents teachers chose to leave the Bureau of Public Schools to look for other jobs.

2. Their reasons for having left teaching are:

- a. lack of interest
- b. low compensation
- c. do not like the ways supervisors treat them

⁴²Pedro V. Samson, "Correlates of Occupational Aspirations of Male Teachers" (unpublished special problem, University of the Philippines, 1971), pp. 62-64.

3. This group intended to leave teaching within ten year starting 1970.

4. Teachers who chose to leave teaching prefer to go into other government agencies, business, and farming.

Samson recommended that family allowances should be given to male teachers to make up for the high cost of living.

Yasay⁴³ conducted a study on teachers' professional attitudes. He requested teachers to state their feelings about problems arising from school situations and asked how they would react if confronted with similar hypothetical situations.

Data returns from 541 forms were classified in terms of age, sex, educational attainment, civil status, length of teaching experiences, religion, and security status.

Yasay found that there was indication of a continuous and steady degenerations of the morale of teachers. This decline in morale was attributed to meager

⁴³Manuel R. Yasay, "A Study of the Professional Attitude and Behavior of the Public Elementary School Teachers Ilocos Norte", (unpublished master's thesis, Far Eastern University, Manila, 1953).

salary, i. e., majority of those who abandoned teaching had been prompted by the inadequacy of income to meet life's need. Yasay also mentioned that failure to attend to the needs of the teachers could be enough cause for them to develop unfavorable attitude toward their job.

Sahagun⁴⁴ in her study on the socio-economic status of teachers, was able to get responses from the teachers concerning their estimated income and expenses through the questionnaire and interview. Of the 315 questionnaires she issued, 270 were returned. While 25 of those who did not respond were personally interviewed using the questionnaire as guide; thus a total of 295 teachers responded to both questionnaire and interview.

Some of the significant findings of the study were:

1. That 87.79 percent of the respondents thought that their salary was too much inadequate to meet their family's needs and obligations;
2. That the teacher's average net monthly income

⁴⁴ Evangelina T. Sahagun, "Socio-Economic Status of Teachers of Bacarra, Bangui, and Pagudpud District, Division of Ilocos Norte", (unpublished master's thesis, Northern Christian College, Laoag City, 1972), pp. 102-107.

was P8.87 lower than his average monthly expenses;

3. That this deficit was incurred even without having spent for other needs and obligations, like going to school for professional advancement, hiring house-helpers, sending dependents to school, and others;

4. That teachers' having to use their personal funds for classroom aids and devices contributed to the draining of their financial resources. A Teacher's average monthly expense for these materials was P5.03.

The study recommended among others:

1. That Government Service Insurance System should put up cooperative stores wherein teachers can get their needs at fair and just prices;

2. That in time of exigencies, teachers should be allowed to buy on credit and pay in the form of salary deductions;

3. That higher salaries sufficient for the teacher's needs, obligations, and responsibilities, should be given;

4. That teachers should intensify their efforts in vocations like poultry and swine raising, fish culture, farming, and household industries to augment their income.

An examination of their purposes will differentiate the Sahagun work from the present study. The former

pictured the socio-economic status of teachers, delineating income and expenses as they relate to the teachers' standard of living, while the latter seeks to pinpoint the educational commitment of teachers' as influenced by their economic status.

Orbeso⁴⁵ on the basis of the findings and interpretations of his study, the following conclusions were drawn:

1. The salary of a teacher in the District of Almagro is far from being enough to meet the needs of his family and to cope with the steadily increasing costs of living. The teacher lives on a net yearly income of ₱3,129.72 or an average of ₱260.81 a month. Because this income is not enough, he is obliged to borrow money from private persons or apply for loans from private or government lending institutions in times of exigency.

2. The expenditures incurred by the teacher in connection with his duties and responsibilities, for which he uses personal funds, constitute a significant

⁴⁵ Teotimo M. Orbeso, "Almagro District Teachers' Expenses in Performing Their Duties", District of Almagro, Division of Samar, (unpublished master's thesis, Philippine Normal College, Manila, 1976), pp. 116-126.

amount that depletes his salary.

3. Attendance in in-service training programs causes the teacher economic difficulties because of the personal expenses involved.

4. The District of Almagro has been inadequately provided with supplies and equipment for use by the teachers in their classroom. Consequently, teachers buy their own classroom materials with money from their own pockets.

5. Contributions for the financing of community school activities and those collected in national fund-raising campaign also add to the teacher's expenses. In spite of the statutory provision, unauthorized contributions in various forms are collected from teachers.

6. Apparently due to his relationship with the community because of his sex, teaching is more expensive to the male teacher than the female.

7. Social and leadership responsibilities in the community and his profession cost the head teacher much more personal expenses than the classroom teacher.

8. The provincial teacher spends more than the permanent teacher in connection with his work.

9. The intermediate teacher tends to spend more than the primary teacher.

10. The single teacher tends to spend more professional growth, celebrations and socials, and instructional aids and materials than the married teacher.

In the light of the interpretation and findings, the following recommendation were offered:

1. The teacher basic salary should be raised to compare favorably with those of other professions that require similar qualifications and to make up for the big expense teachers incur in doing their work.

2. Since teachers are obliged to do much work aside from classroom teaching, they should be given extra compensation for extra work not only in terms of financial remuneration but also of defraying expenditures which they inevitably incur in doing the extra work.

3. As an incentive for good work performance of teachers, a significant increase in teachers' efficiency should also have a corresponding increment in their salary.

4. The organization of credit unions that will extend loans at minimal interest to needy teachers.

5. The government should look into the possibility of extending public school teachers food and clothing allowances.

6. The granting of special hardship allowance to teachers in hazardous areas should be implemented to

enable them to make up for their big expenses in counteracting or meeting risks peculiar to their place of work.

7. The increments in salary corresponding to an increase in educational qualifications from the basic four-year degree may have to be reviewed to find out if the difference in salary justifies the big expense, effort, and sacrifice a teacher bears in attending activities for professional advancement.

8. Teacher's meeting should, as much as possible, be held only when they are indispensably needed to minimize expenses on the part of the teachers and to avoid frequent disruption of classes.

9. Seminars, workshops, and similar other in-service training programs should be adequately funded in order to free the participating teachers from the burden of financing them.

10. Seminars, workshops and other in-service training should be well planned and managed to make them productive and thus avoid financial wastage on the part of both the government and the participating teachers.

11. Workshops and seminars should include training in making classroom devices and materials so that teachers will learn better to make their own, and thus minimize personal expenses in buying them.

12. There should be an adequate supply of instructional aids and other school supplies in order to free the teachers from having to buy them with money from their own pockets.

13. The distribution of supplies and equipment in the school division should, as much as possible, be equitable so that each district receives as much share as others, and so that teachers benefit equally from them.

14. There should be an adequate supply of instructional aids and other school supplies in order to free the teachers from having to buy them with money from their own pockets. These supplies should be good quality to make them last longer. Although quality supplies and equipment cost more, in the long run availing of them will be more economical.

15. The distribution of supplies and equipment in the school division should, as much as possible, be equitable so that each district receives as much share as others, and so that teachers benefit equally from them.

16. A typewriter, which is a very essential equipment not only for the preparation of official correspondence and numerous school reports but also for the voluminous paper work of the teachers in connection with their classroom work, should be provided each elementary school in order to minimize expense of the teachers and

barrio school administrators who usually travel to the poblacion to have their communications and official correspondence typed. If one typewriter for every school is financially not feasible, at least one for every two or three neighboring or adjacent schools should be made available.

17. The local school boards should exert more efforts to generate resources for stabilizing the Special Education Fund of the two municipalities by improving the method of collecting the one percent additional tax on real property provided under Section 4 of Republic Act No. 5447, otherwise known as the Special Education Fund Act. They should take necessary action to get the municipalities' shares of this fund from the National Government so that the public elementary schools can use the additional funds to buy supplies and equipment, finance athletic meets, construct or repair school buildings, and for other purposes which otherwise could result in teachers' additional expenditures.

18. The payment of honoraria for the services of teachers during referendum and similar undertakings should take into consideration the risks and difficulties involved in conducting them. Teachers serving in areas where travel is risky and difficult, as in the sea-girt municipalities of Almagro and Sto. Niño, should receive more than those

assigned in less risky places, to defray the enormous expenses borne.

19. A more practicable and realistic mode should be designed for the effective implementation of Republic Act No. 4725 prohibiting collections of unauthorized contributions from teachers and pupils.

Collections of contributions for national fund drives should be placed in the office of the Municipal Mayor and made direct from the parents, not through school children in order to relieve the teachers from being obliged to pay for those unable to give their shares. Shifting the responsibility of collecting such contributions to other offices will free the teachers from this task.

20. Adequate funds for the holding of such activities as athletic meets (barrio meet, municipal meet, district meet, provincial meet, regional meet, pambansang palaro), jambo-rallies, agro-industrial fairs, and the like, should first be assured before the activities are held in order to free the teachers from having to extend financial support for them.

21. The present salary range (as provided under Schedule A of Republic Act No. 5168 differentiating the head teacher's pay from that of the classroom teacher

may have to be reviewed to see if the barrio school administrator received a reasonably higher pay than the classroom teacher to compensate for the wider scope of his duties and his leadership responsibilities.

22. There seems to be a need to look into the possibility of reducing the present experience requirement of ten years (as provided under Section 5 of Republic Act No. 4670), as a basis of extending permanent appointments to provisional teachers rendering efficient and faithful service. This will reduce the expenses they have to make for the six areas.

23. A study similar to the present work may be conducted in the metropolitan area to find out if the findings of this study are also true to urban teacher residents.

24. Studies may also be conducted to look into how teachers in other parts of the Philippines live on their present income and what kind of life style they can have with that income.

Azcarraga⁴⁶ conducted a study of 18 areas of ad-

⁴⁶Luis Noble Azcarraga, "A Study of Administrative Problems Affecting the Performance of Public Elementary Grades Teachers in Buhi, Camarines Sur", (unpublished master's thesis, University of Nueva Caceres, Naga City, 1972), pp. 74-76.

ministrative problems affecting teaching performance in Camarines Sur, using questionnaire and interview. His findings showed that all the teacher-respondents were affected in varying degrees by these administrative problems those which affected the majority of the teachers were:

1. inadequacy of textbooks
2. insufficiency of supplies
3. inadequacy of supplies
4. lack of reference books, and
5. lack of course of study, manuals, teaching side, and other instructional materials.

On the first problems, 99.56 percent of the teachers were affected; on the second, 99.54 percent; on the third, 99.54 percent; on the fourth, 97.79 percent; and on the fifth, 96.02 percent.

The preponderance of the foregoing problems was confirmed by Fornolles⁴⁷ in her study which disclosed, among other things, that the following problems of teachers were most prominent in classroom instruction:

⁴⁷ Angelina A. Fornolles, "The Problems of Public Elementary Schools in the Division of Mandaue City During the School Year 1969-1970", (unpublished master's thesis, University of the Visayas, Cebu City, 1971), pp. 74-77.

1. limited supplies of manuals and guides in school
2. lack of textbooks and workbooks
3. insufficient government supply of instructional materials
4. lack of funds for co-curricular activities
5. difficulty of securing materials needed in testing, and
6. lack of reading materials.

The study showed that in their efforts to improve classroom instruction, teachers obliged themselves to secure these things by using their own money.

Another study whose findings were similar to those of Azcarraga and Fornolles was that of Mahuten.⁴⁸ He grouped the teachers' problems into eight major areas, namely:

1. those encountered with regard to school supplies and use of instructional materials;
2. those relative to the school plant and school equipment;
3. those affecting teachers in their participation

⁴⁸ Damaso Ramirez Mahuten, "A Study of the Problems of Barrio School Teachers in the District of Gandara, Samar", (unpublished master's thesis, Arellano University, Manila, 1972), pp. 50-59.

in the promotion of the community-school program;

4. those having to do with teachers' interpersonal relations;

5. those in connection with teaching-learning situations;

6. problems of professional growth;

7. problems in connection with classroom organization, management, supervision, routine organization, teacher discipline, and behavior; and

8. problems with school administrations.

Each of these major problem-areas was in turn broken down into more specific ones. Some of the specific problems which seriously affected the teachers were:

1. the principal's or district supervisor's imposition of 100% payment of quotas for voluntary contributions;

2. the principal's or supervisor's pressuring them to organize a patrol of either boy scouts, girl scouts, cub scouts or brownies, all of which were a responsibility which they felt to be beyond their capacity;

3. the supervisor's appreciation and expectation of a lavish and expensive kitchen preparation on their party every time he made his supervisory visits;

42. the influence of monetary gifts on their supervisor's decision regarding transfers or promotions;
5. difficulty in furthering advanced studies due to distant locations of colleges and universities;
6. lack of school desks for the children;
7. no professional books, magazines, and other reading materials for sale in their station;
8. dilapidated classrooms;
9. poor toilet facilities, and
10. poor library facilities.

Relationship with the Present Study

The literature reviewed from different sources of information are related to the present study in the sense that they are concerned with the major variables involved in the study, such as; economic status and educational commitments. Among the such-variables under the economic status are sources income and expense, the joint and per capita income, and the joint and per capita expense. Under the educational commitments, there are six major aspects that go with their tasked and services as follows: (1) Spiritual and ethical values; (2) love of country, synthesized duties and citizenship; (3) critical and creative thinking; (4) honesty and integrity; (5) School and com-

munity development; and (6) continuing education.

With regard to the research literature, the studies reviewed are related to the present study in so far as the major and/or sub-variables are concerned. They differ, however, in the setting of the study, in the school where they were undertaken, and the period covered by the study.

Chapter 3

METHODS AND PROCEDURES

This chapter discusses the method and research design, the instrumentation, validation of the instrument, the sampling procedure, the data gathering, and the treatment of data gathered, including the statistical measures used in hypotheses testing with their corresponding formulas and assessment scales.

Research Design

This study employed the normative-descriptive research method using a self-made questionnaire-checklist as the principal instrument in gathering data. This was supplemented by documentary analysis to elicit additional information on various aspects not possibly satisfied by the use of the questionnaire especially on the salary and other benefits of the teachers per payroll. Personal interviews and observation was also resorted to in order to cross-check the initial responses gathered through the use of the principal instrument that may be doubtful to the researcher.

Instrumentation

In getting the information desired, the principal

instrument utilized was the questionnaire-checklist. This was supplemented by other techniques as previously discussed.

Questionnaire. The questionnaire was divided into four major parts as follows: Part I: Economic Profile of the Respondents; Part II: Sources of Income and Expense divided into two sub-parts: (A) Sources of income which contribute to the joint monthly income of the family; (B) Sources of expense which contribute to the joint monthly expense of the family; Part III: Educational commitments of teachers in the form of services that contribute towards school and community development. The joint family income and expense divided by the number of members in the family constituted the per capita income and per capita expense, respectively; Part IV is an open-ended question soliciting comments and suggestions regarding their economic status and educational commitments.

The questionnaire was so formulated as to enable the respondents to answer the questions with maximum ease and accuracy. Instructions are adequately provided for to avoid ambiguous responses from the respondents.

Documentary analysis. The researcher made optimum use of available records that were expected to yield data needed for this investigation. Records (payroll, services

report, report of enrolment and attendance, abstract of salary deductions, etc.) of the district and division office were examined and analyzed to get information on salary rates and some of the items under the first part. Likewise, official records of school heads and the school treasurers and district treasurer were examined to obtain information on teachers contributions.

Interview. Unstructured personal interview was resorted to in order to verify or cross-check the initial responses gathered through the use of the questionnaire.

Observation. After the data were gathered the researcher observed the actual conditions of the respondents to find out whether their responses to the questionnaire correspond to their actual economic status and their achievements in school and community development at the time the study was conducted.

Validation of the Instrument

The questionnaire was first submitted to the adviser, to other professors and the district supervisor of Tarangnan-Pagsanghan, for comments as regards the duties and responsibilities of teachers. Suggestions were solicited and incorporated to enrich the instrument. During the pre-oral examination, the panel of examiners also offered some

suggestions for the improvement of the instrument and their suggestions were duly considered in the final revision thereof.

Before the final copies of the questionnaire was reproduced, and distributed to the teachers, it was subjected to a dry-run among teachers of the coastal districts who were graduate students in Samar State Polytechnic College to solicit more suggestions for the final revision of the instrument to insure its validity and realibility. Final revision was made after such suggestions, and recommendations were thoroughly analyzed and considered. Then the final approval of the questionnaire by the adviser was sought, especially with regard to the language used with the type of respondents.

Sampling Procedure

The district of Tarangnan-Pagsanjan is sub-divided into six areas, three of which are under a principal and three are under a head teacher. The total number of teachers in these six areas is 152, 18 of whom are husband and wife. Since both husband and wife represent only one family, their responses was only taken as one. Therefore, subtracting the 18 husbands and wives from 152, made a total of only 134 teachers' families involved as respondents

to this study. Obviously, this study used the so-called parameter sampling where the whole population parameter was taken as samples. To facilitate the collation and treatment of data the 134 teacher respondents were distributed by areas according to the district grouping as follows: Area I, 29; Area II, 20; Area III, 18; Area IV, 24; Area V, 22; and Area VI, 21.

Data Gathering

The researcher, with the permission from the district supervisor and the Schools Division Superintendent, distributed the questionnaires personally to the teachers in one of the district meetings. During the distribution of the questionnaires the researcher explained thoroughly how the instrument would be accomplished to insure accuracy, sincerity and honesty of responses. Those who were not able to return the questionnaires in due time were visited personally by the researcher in their respective stations or schools in order to ensure a high percentage of retrieval.

Treatment of Data

The data gathered were tallied in a master sheet tabulated, presented, analyzed, and interpreted quantita-

tively and qualitatively using the most appropriate statistical processes. For simple numerical facts, as in the presentation of the economic profile of the respondents, the totals and averages were used. The average monthly per capita income were determined by dividing the average joint monthly income by the size of the family. Likewise, the average per capita expense was the quotient of the average joint monthly expense and the size of the family. To compare the per capita income and the per capita expense of the families of teachers, the t-test for non-independent samples was used applying the following formula:⁴⁹

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N-1)}}$$

Where:

t = the computed statistical value

\bar{D} = Mean of the difference between
 X_2 and X_1

⁴⁹L.R. Gray, Common Statistics for Educational Research. (New York: McGraw-Hill Publishing Co. Inc., 1981), p. 261.

ED^2 = the summation of squares of
the differences

ED = sum of the difference between
 X_2 and X_1

N = the number of items summed up

The computed value was compared with the tabular value at .05 level and five degrees of freedom.

To determine the economic status of classification of the families the scale established by the NCSO as of 1985 was used as shown below:

<u>Economic Status</u>	<u>Monthly Per Capita Income</u>
1. Upper class	P8000 - up
2. Higher Middle Class	5750 - 7999
3. Middle Class	3000 - 5749
4. Lower Middle Class	500 - 2999
5. Lower Class	Below - 500

Based on the above scale the researcher developed a five-point arbitrary descriptive and numerical scale to convert the monthly per capita income into weighted mean so that it would have a common measure with the educational commitments whose data are also expressed in weighted means, thereby making the two major variables associable. To do this, the researcher tallied the frequencies of the

families' average per capita income by area falling under each of the economic status or classification as follows: Upper class, 5; Higher Middle Class, 4; Middle Class, 3; Lower Middle Class, 2; and Lower Class, 1.

The frequencies thus tallied were multiplied by the corresponding weight under each column to get the weighted frequency, which were then summed up to obtain the total weighted frequency. The frequencies under each column were also summed up to get the total frequency. The total weighted frequency divided by the total frequency equals the weighted mean of each area. Summing up the weighted mean of each area divided by the six areas equals the grand weighted mean for all the areas. The weighted mean of each area and the grand weighted mean of the six areas were interpreted as follows:

4.51	-	5.00	Upper Class	(UC)
3.51	-	4.50	Higher Middle Class	(HMC)
2.51	-	3.50	Middle Class	(MC)
1.51	-	2.50	Lower Middle Class	(LMC)
1.00	-	1.50	Lower Class	(LC)

For the sources of income and the sources of expense the weighted means were just ranked to determine which of the sources most dominantly contribute to the joint income and the joint expenses of the family, as the case

may be.

To find how the economic status of the teachers relate to their educational commitments, the Pearson Product-Moment Coefficient of Correlation (r) was used applying the following formula:⁵⁰

$$r = \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{EX^2 - \frac{(EX)^2}{N} \quad EY^2 - \frac{(EY)^2}{N}}}$$

Where:

- r = Coefficient of correlation
- X = Economic status of teachers
- Y = Educational Commitments of the Teachers
- E = the summation of this items under X or Y
- N = is the number of items to be summed up under each variable

The value of r was interpreted using the following legend:

- .00 - .20 - Negligible correlation
- .20 - .40 - Low correlation
- .40 - .70 - Substantial Correlation
- .70 - 1.00 - High to Very High Correlation

⁵⁰Ibid, p. 258.

To determine the significance of the value of r reference was made to the Table of Critical Values of r and the Alpha Level of Significance was set at .05 level and four degrees of freedom.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents a detailed discussion of the findings of the study as they are presented in tabular form. It includes a thorough analysis and interpretation of data and rationalization on the implications of such findings.

Economic Profile of the Families of Teachers by Supervisory Area

Table 1 shows among others the average family size, the joint monthly family income, the joint monthly family expense, the average per capita income, the average per capita expense, and the economic classification or status.

As to average family size, which is obtained by dividing the total family members by the number of respondent families, area I registers 29 respondents families with a total family members of 182, thus making an average family size of six (expressed in whole number as the rest). The other areas reveal the following: Area II, 19 families with 121 members or an average family size of six. Area III, likewise, with 17 families, makes a total of 121 members thereby yielding an average family size of seven. Area IV,

Economic Profile of the Families of Teachers in Tarangan-
Pagsanghan District by Supervisory Area
During the School Year 1990-1991

Table 1

Super- visory Area	No. of Fam- il- ies	Total Mem- bers	Ave. Size	Joint Family Income	Joint Family Expense	Ave. Mo. Income	Ave. Mo. Per Capita Income	Ave. Joint Monthly Expense	Ave. Mo. Per Capita Expense	Econo- mic Status
I	29	182	6	144,200	147,900	4,972.41	792.31	5,100.00	812.64	LMC
II	19	121	6	82,930	83,102	4,364.74	685.37	4,373.79	686.79	LMC
III	17	121	7	103,630	100,100	6,095.88	856.45	6,064.71	852.07	LMC
IV	24	144	6	114,478	113,816	4,769.92	794.99	4,742.33	790.39	LMC
V	22	136	6	97,799	97,916	4,445.41	719.11	4,450.86	719.97	LMC
VI	20	117	6	78,174	78,316	3,908.70	668.15	3,915.80	669.37	LMC
Total	131	821	37	621,211	624,150	28,557.06	4,516.38	28,647.49	4,531.23	LMC
Average	22	137	6	103,535.16	104,025	4,759.51	752.73	4,774.58	755.21	

Legend:

LMC - Lower Middle Class

with 24 families and a total members of 144 has an average family size of six. Area V, with 22 families, makes a total members of 136, thus making an average family size of six. Area IV, has 20 respondent families with a total family members of 117, hence an average family size of six. All in all, out of 134 respondent families, there were 131 who returned the questionnaires, despite the persistent follow-up by the researcher. These 131 families made a total of 821 members and an average family members of 137 in every area. The six areas have a total family size of 37 and an average family size of 6.

The joint monthly family income is obtained by adding all the earnings of the members of the family with a job as to any source of income. Thus, each area reveals the following joint monthly income: Area I, 144,200.00; Area II, 82,930.00; Area III, 103,630.00; Area IV, 114,478.00; Area V, 97,799.00; and Area VI, 78,174.00 making a total of 621,211.00 with an average of 103,535.16.

Likewise, the joint monthly family expense is obtained by adding all the expenses of all members of the family. These expenses are represented by the following areas: Area I, 147,900.00; Area II, 83,102.00; Area III, 103,100.00; Area IV, 113,816.00; Area V, 97,916.00 and Area VI, 78,316.00 with a total of 624,150.00 thus, making an

average of 104,025.00.

As gleaned from the data, the joint monthly family expense of 624,150.00 in the whole district generally exceeds the joint monthly family income of 621,211.00. It is only in Area III and IV where the joint family income exceeds the joint expense. This shows that teachers in the district generally experience a shortage of their income in relation to their expense.

The average joint monthly income is obtained by dividing the joint monthly income of all the families in each area by the number of families in the area. Consequently, each of the six areas reveals the following average joint monthly income: Area I, 4,972.41; Area II, 4,364.74; Area III, 6,095.88; Area IV, 4,769.92; Area V, 4,445.41; and Area VI, 3,908.70. This makes an average joint monthly income of 4,759.51 in the whole district.

With regard to the average monthly per capita income of the families of teachers, the researcher divided the average joint monthly income by the total family members in each area. The table reveals the following average monthly per capita income: Area I, 792.31; Area II, 685.37; Area III, 856.45; Area IV, 794.99; Area V, 719.11; and Area VI, 668.15. Generally, this makes an average monthly per capita income of 752.73 in the entire district.

As to average joint monthly expense, the table reflects the following: Area I, 5,100.00; Area II, 4,373.79; Area III, 6,064.71; Area IV, 4,742.33; Area V, 4,450.86; and Area VI, 3,915.80 in the whole district the average joint monthly expense is 4,774.58.

The average monthly per capita expense is obtained by dividing the joint monthly family expense by the total family members in each area. The data reveals the following monthly per capita expense by area: Area I, 812.64; Area II, 686.79; Area III, 852.07; Area IV, 790.39; Area V, 719.97; and Area VI, 669.37. In the entire district the average monthly per capita is 755.21.

Based on the economic classification scale established by the NCSO as of 1985, the teachers' families in the district of Tarangnan-Pagsanghan are classified as "lower middle class", as indicated by the average per capita income of 752.73 which falls within the range of 500-2999, as established by the NCSO.

The foregoing economic profile of the families of the teachers in the district of Tarangnan-Pagsanghan reveals that the teachers are economically deficient as evidenced by the shortage of their income in relation to their expense. Many teachers in all the six areas attribute this situation to various factors among which are as follows:

(1) meager salary, (2) large family size, (3) over commitment to school and community service, and (4) lack of spare time for avocational activities. However, some teachers, especially in Areas III and IV do not share the same belief because they are engaged in some productive endeavors like fishing, small scale farming, retail merchandizing, and other activities that help augment their family income and minimize family expense without necessarily neglecting their educational and social obligations. While they admit that their meager salary as teachers is not enough to maintain their family, they do not believe that it could be a good reason for not performing their educational commitments. On the other hand, they believe that their subordinates in these avocational activities could even be utilized in performing their extra obligations because of their debt of gratitude in terms of job opportunities and other humanitarian considerations. They also admit that large family size could be a cause of economic insufficiency only if the utilization of the services of the family members is not maximized. They say that the larger the family, the more productive it becomes if dependency is highly discouraged. "It is just a matter of management", they usually conclude.

Comparison of the Per Capita
Income and the Per capita
Expense of the Families
by Supervisory Area

Shown in Table 2 is the comparison between the per capita income (PCI) and the per capita expense (PCE) of the families in Tarangnan-Pagsanghan district by supervisory area. Area I, has a PCI of 792.31 and a PCE of 812.64, thus making a difference of 20.33. Area II, with the PCI of 685.37 and a PCE of 686.79 yields a difference of 1.42. Following the same order of presentation, all other areas reveal the following PCI, PCE, and Difference (D) respectively: Area III, 856.45, 852.07, and -4.38; Area IV, 794.99, 790.39, -4.60; Area V, 719.11, 719.97, and -.86; Area VI, 668.15, 669.37, and -1.22. On the whole, the PCI in the six areas is 4,516.38 and the PCE is 4,531.23, hence, an over all difference of 14.85. This yields an average PCI of 752.73 and an average PCE of 755.21, thus making an average difference of 2.475. In comparing the two variables, the researcher employed the t-test for non-independent samples to test the null hypothesis that "there is no significant difference between the per capita income and per capita expense". Since the computed t-value of .66 is less than the table value of 2.015 at .05 level of significance and five degrees of freedom, the foregoing H_0 is accepted. Statistically, there is no significant

Table 2

Comparison Between the Per Capita Income
and the Per Capita Expense
of the Families by
Supervisory Area

Supervisory Area	Average Per Capita In- come (X_1)	Average Per Capita Ex- pense (X_2)	Difference : (D)	Computed t-Value :	Table t-Value
I	792.31	812.64	20.33		
II	685.37	686.79	1.42		
III	856.45	852.07	-4.38		
IV	794.99	790.39	-4.60		
V	719.11	719.97	0.86		
VI	668.15	669.37	1.22		
Total	4,516.38	4,531.23	14.85	.66	2.015
Average	752.73	755.21	2.475		
Interpretation				Insignificant	

difference between the per capita income and the per capita expense of the teachers in the district. This means that the teachers cannot spend what they do not have. So instead of spending money to perform their commitments, they use their time and effort. This is an indication that the teachers should strive harder to augment their income through avocational activities, otherwise the government should institute measures to increase the teachers' salaries and other fringe benefit, whenever possible, if only to meet the upsurge of inflation and currency devaluation.

How the Sources of Income
and Expense Contribute to
Joint Family Income
and Expense

Table 3-A and B, present how the sources of income and expense contribute to the joint family income and expense, respectively.

Joint family income. Table 3-A, specifically reveals how the sources of income contribute to the joint family income. Of the ten sources of income, only the "income from government employment as teachers" "fully contributes" to the joint family income as indicated by the weighted mean of 4.96, hence, rank one. "Additional income from farming industry" ranks number two and is being assessed

Table 3

How the Sources of Income and Expense
Contribute to the Joint Family
Income and Expense

A. Joint Family Income

Sources of Income	: FC (5)	: HC (4)	: MC (3)	: SC (2)	: NC (1)	: Total	: Weighted Mean	: Rank
Income from government employment as teachers	126 (630)	5 (20)	0 (0)	0 (0)	0 (0)	131 (650)	FC 4.96	1
Additional income from fishing industry	1 (5)	3 (12)	9 (27)	21 (42)	97 (97)	131 (183)	NC 1.40	4
Additional income from farming industry	0 (0)	1 (4)	5 (15)	69 (138)	56 (56)	131 (213)	SC 1.63	2
Income from wholesale and retail merchandising	0 (0)	0 (0)	9 (27)	8 (16)	114 (114)	131 (157)	NC 1.20	5
Income from assistance or subsidy from abroad	0 (0)	1 (4)	1 (3)	5 (10)	124 (124)	131 (141)	NC 1.08	6
Income from domestic assistance or subsidy	0 (0)	0 (0)	1 (3)	4 (8)	126 (126)	131 (137)	NC 1.05	9
Income from interest deposit and loan	0 (0)	1 (4)	1 (3)	4 (8)	125 (125)	131 (145)	NC 1.07	7
Income from rentals of property	0 (0)	0 (0)	2 (6)	4 (8)	125 (125)	131 (139)	NC 1.06	8
Income from cottage	0 (0)	0 (0)	0 (0)	3 (6)	128 (128)	131 (134)	NC 1.02	10
Income from other service jobs	4 (20)	3 (12)	11 (33)	10 (20)	103 (103)	131 (188)	NC 1.44	3
Total	131 (655)	14 (56)	39 (117)	128 (256)	998 (998)	1310 (2082)	15.91	
Grand Weighted Mean	5.00	4.00	3.00	2.00	1.00		1.59	

Legend:

- 4.51 - 5.00 Fully Contributes (FC)
- 3.51 - 4.50 Highly Contributes (HC)
- 2.51 - 3.50 Moderately Contributes (MC)
- 1.51 - 2.50 Slightly Contributes (SC)
- 1.00 - 1.50 Not Contributes (NC)

by the teachers as "slightly contributes" with the weighted mean of 1.63. The other eight remaining sources of income do "not contribute" to the joint family income as evidenced by their corresponding weighted means, arranged from highest to lowest, as follows: income from other service jobs, 1.44, rank three; additional income from fishing industry, 1.40, rank four; income from retail and wholesale merchandising, 1.20, rank five; income from assistance or subsidy from abroad, 1.08, rank six; income from interest deposit and loan, 1.07, rank seven; income from rentals of property, 1.06, rank eight; income from domestic assistance or subsidy, 1.05, rank nine; and the lowest and rank ten is income from cottage industry, 1.02. Evidently, the sources of income "slightly contribute" to the joint family income.

Joint family expense. As shown in table 3-b, there are three sources of expense that "highly contribute" to the joint family expense. These sources, with their corresponding weighted means and rank as follows: (1) expense for food, clothing, and shelter, 4.15, rank one; (2) expense for education of the family, 3.95, rank two; and (3) expense for instructional services, 3.65, rank three. With the exception of "expense for recreational activities", rank four, which "slightly contributes" with the weighted mean

of 2.26, all the other remaining sources "moderately contribute" to the joint family expense, hence, the ranks of five up to ten. None of the sources either "fully contributes" or "not contributes" to the joint expense of the family. Generally speaking, the sources of expense "moderately contribute" to the joint family expense as indicated by the grand weighted mean of 3.19.

The foregoing result is a clear indication that in terms of income, the sources of income are not sufficient to sustain a considerable socio-economic standard of living. For this reason, the teachers have to tighten their resources and limit their expense as evidenced by the assessment of "moderately contribute" with respect to sources of expense. Consequently, the teachers economic status continues to remain at the level of "lower middle class". Yet, they strive to perform their high educational commitments as mandated by the services.

Extent of Educational Commitments of Teachers in the District

Table 4, illustrates the extent of educational commitments of teachers in the district as a major area of responsibility. All the six major tasks of the teachers "highly contribute" to their educational commitments with their weighted means ranging from 3.97 to 3.57 with a grand

Table 4

Extent of Educational Commitments of Teachers
in Tarangnan-Pagsanghan District

.80

Educational Commitments	FC (5)	HC (4)	MC (3)	SC (2)	NC (1)	Total	Weighted Mean
Inculcate and strengthen spiritual, ethical and personal discipline aggrandisement to public and general welfare.	21 (105)	65 (260)	38 (114)	7 (14)	0 (0)	131 (493)	HC 3.76
Inculcate love of country, teach the rights and duties of citizenship and appreciate the role of national heroes in the historical development of the country.	28 (140)	71 (284)	23 (69)	9 (18)	0 (0)	131 (511)	HC 3.90
Encourage critical and creative thinking, broaden scientific and technical knowledge, and promote vocational efficiency and habits of industry.	15 (75)	67 (268)	39 (117)	10 (20)	0 (0)	131 (480)	HC 3.66
Entrone the virtues of honesty and integrity and transparency of the rule of law.	26 (130)	78 (312)	20 (60)	7 (14)	0 (0)	131 (516)	HC 3.94
Facilitate purok meetings and coordinate with other agencies and civic organizations in the campaign for food production, sanitation and beautification.	35 (175)	66 (264)	21 (63)	9 (18)	0 (0)	131 (520)	HC 3.97
Intensify literacy, values transformation, and encourage economic self-sufficiency through non-formal and continuing education of OSY and adults in the community.	13 (65)	61 (244)	45 (135)	12 (24)	0 (0)	131 (468)	HC 3.57
Total	138 (690)	439 (1632)	186 (558)	54 (108)	0 (0)	786 (2988)	22.80
Grand Weighted Mean	5.00	4.00	3.00	2.00	0		HC 3.80

Legend:

4.51 - 5.00	Fully contributes	(FC)
3.51 - 4.50	Highly contributes	(HC)
2.51 - 3.50	Moderately contributes	(MC)
1.51 - 2.50	Slightly contributes	(SC)
1.00 - 1.50	Not contributes	(NC)

HC

.57

Table 3
(Cont'd.)

B. Joint Family Expense

Sources of Expense	FC (5)	HC (4)	MC (3)	SC (2)	NC (1)	Total	Weighted Mean	Rank
Expense for instructional services	8 (40)	71 (284)	50 (150)	2 (4)	0 (0)	131 (478)	HC 3.65	3
Expense for community and public service	2 (10)	22 (204)	55 (54)	52 (18)	0 (6)	131 (517)	MC 3.95	8
Expense for education of the family	47 (235)	51 (204)	18 (54)	9 (18)	6 (6)	131 (517)	HC 3.95	2
Expense for food, clothing and shelter	44 (220)	65 (260)	19 (57)	3 (6)	0 (0)	131 (543)	HC 4.15	1
Expense for fuel, light and water	10 (50)	37 (148)	71 (213)	12 (24)	1 (1)	131 (436)	MC 3.33	4
Expense for transportation and communication	10 (50)	25 (100)	65 (195)	28 (56)	3 (3)	131 (404)	MC 3.08	6
Expense for laundry and cosmetics	1 (5)	13 (52)	52 (156)	61 (122)	4 (4)	131 (339)	MC 2.59	9
Expense for medical and health services	8 (40)	32 (128)	68 (204)	19 (38)	4 (4)	131 (414)	MC 3.16	5
Expense for taxes, gifts and contribution to others	9 (45)	27 (108)	43 (129)	50 (100)	2 (2)	131 (384)	MC 2.93	7
Expense for recreational activities	0 (0)	6 (24)	32 (96)	83 (166)	10 (10)	131 (296)	SC 2.26	10
Total	139 (695)	349 (1396)	473 (1419)	319 (638)	30 (34)	1310 (4178)	31.90	
Grand Weighted Mean	5.00	4.00	3.00	2.00	1.00		MC 3.19	

Legend:

- 4.51 - 5.00 Fully Contributes (FC)
- 3.51 - 4.50 Highly Contributes (HC)
- 2.51 - 3.50 Moderately Contributes (MC)
- 1.51 - 2.50 Slightly Contributes (SC)
- 1.00 - 1.50 Not Contributes (NC)

weighted mean of 3.80. These major tasks arranged from highest to lowest as follows: (1) facilitate purok meeting and coordinate with other agencies and civic organizations in the campaign for food production, sanitation and beautification, 3.97; (2) entrone the virtues of honesty and integrity and transparency, and the rule of law, 3.94; (3) inculcate love of country, teach the rights and duties of citizenship and appreciate the role of national heroes in the historical development of the country, 3.90; (4) inculcate and strengthen spiritual, ethical and personal discipline and subordinate personal aggrandisement to public and general welfare, 3.76; (5) encourage critical and creative thinking, broaden scientific and technical knowledge, and promote vocational efficiency and habits of industry, 3.66; and (6) intensify literacy, values transformation, and encourage economic self-sufficiency through non-formal and continuing education of OSY and adults in the community, 3.57.

The high educational commitments of the teachers, is an integral part of their normal function as educators and agents of social change because education is a change and a social process. It follows therefore, that they have to perform their educational commitments as demanded by the service regardless of their economic status. Since they

cannot escape from this tremendous responsibility, they have to think of ways and means to ameliorate their socio-economic status. Obviously, teachers should engage in productive activities that would augment their income and minimize their expense. Aside from their employment as teachers, they should take into consideration the other possible sources of income if only to meet the possible sources of expense.

Relationship Between Economic
Status and Educational Com-
mitments of Teachers by
Supervisory Area

Table 5-A and B, illustrate the relationship between the economic status and educational commitments of teachers in the district. Table 5-A, clearly shows that the economic classification or status of the teachers in Tarangnan-Pagsanghan District is classified as "lower middle class" based on the NCSO economic classification standard with their weighted means as follows: Area I, 1.93; Area II, 1.89; Area III, 1.82; Area IV, 1.88; Area V, 1.86; and Area VI, 1.85 with a grand weighted mean of 1.8717.

The foregoing result is a clear indication of the urgent need to consider the financial plight of teachers which is the basic source of their livelihood, should be raised to a level that can provide them with enough

Table 5

Relationship Between Economic Status and
Educational Commitments of Teachers
by Supervisory Area

A. Economic Status

Supervisory Area	UC :8000-up: (5)	HMC 5750-7999: (4)	MC 3000-5749: (3)	LMC 500-2995: (2)	LC 0-499: (1)	Total	Weighted Mean
I	0 (0)	0 (0)	0 (0)	27 (54)	2 (2)	29 (56)	LMC 1.93
II	0 (0)	0 (0)	0 (0)	17 (34)	2 (2)	19 (36)	LMC 1.89
III	0 (0)	0 (0)	0 (0)	14 (28)	3 (3)	17 (31)	LMC 1.82
IV	0 (0)	0 (0)	0 (0)	21 (42)	3 (3)	24 (45)	LMC 1.88
V	0 (0)	0 (0)	0 (0)	19 (38)	3 (3)	22 (41)	LMC 1.86
VI	0 (0)	0 (0)	0 (0)	17 (34)	3 (3)	20 (37)	LMC 1.85
Total	0 (0)	0 (0)	0 (0)	115 (230)	16 (16)	131 (246)	11.23
Grand Weighted Mean	-	-	-	2.00	1.00		1.8717

Legend:

8000 - up	Upper Class	(UC)
5750 - 7999	Higher Middle Class	(HMC)
3000 - 5749	Middle Class	(MC)
500 - 2999	Lower Middle Class	(LMC)
0 - 499	Lower Class	(LC)

Table 5
(Cont'd.)

Supervisory Area	: FC (5)	: HC (4)	: MC (3)	: SC (2)	: NC (1)	: Total	: Weighted Mean
I	7 (35)	15 (60)	6 (18)	1 (2)	0 (0)	29 (115)	HC 3.97
II	1 (5)	12 (48)	5 (15)	1 (2)	0 (0)	19 (70)	HC 3.68
III	4 (20)	9 (36)	3 (9)	1 (2)	0 (0)	17 (67)	HC 3.94
IV	5 (25)	10 (40)	6 (18)	3 (6)	0 (0)	24 (89)	HC 3.71
V	3 (15)	10 (40)	6 (18)	3 (6)	0 (0)	22 (79)	HC 3.59
VI	3 (15)	12 (48)	5 (15)	0 (0)	0 (0)	20 (78)	HC 3.90
Total	23 (115)	68 (272)	31 (93)	9 (18)	0 (0)	131 (498)	22.79 Mean
Grand Weighted Mean	5.00	4.00	3.60	2.00	-		3.7983

Legend:

4.51 - 5.00 Fully Contributes (FC)
 3.51 - 4.50 Highly Contribute (HC)
 2.51 - 3.50 Moderately Contributes (MC)
 1.51 - 2.50 Slightly Contributes (SC)
 1.00 - 1.50 Not Contributes (NC)

resources for a decent living.

Table 5-B, reveals that the six major tasks of teachers' educational commitments (see table 4) are summed up by supervisory area. Each area shows the over all educational commitments as follows: Area I, 3.97; Area II, 3.68; Area III, 3.94; Area IV, 3.71; Area V, 3.59; and Area VI, 3.90 with their grand weighted mean of 3.7983.

As gleaned from the data, the entire district has a "high educational commitments" although their economic status is very much lower to cope with their needs in performing their educational and social obligations.

Summary of Relationship Between
Economic Status and Educational
Commitments of Teachers

Table 6 presents, the summary of relationship between economic status and educational commitments of teachers. The result of the hypothesis testing reveals a computed r value of .003 which denotes negligible correlation. Since this computed r value of .003 is less than the table r value of .811 at .05 level and 4 degrees of freedom, the null hypothesis that "there is no significant relationship between economic status and educational commitments of teachers" is accepted. Therefore, there is no correlation between the economic status with an average weighted mean

Table 6

Summary of Relationship Between Economic Status
and Educational Commitments of Teachers

Supervisory Area	Economic Status	Educational Commitments	Computed r Value	Table r Value
I	1.93	3.97		
II	1.89	3.68		
III	1.82	3.94		
IV	1.88	3.71		
V	1.86	3.59		
VI	1.85	3.90		
Total	11.23	22.79	.003	.811
Average	1.8717	3.7983		
Interpretation			Insignificant	

of 1.8717 which belongs to the fourth level and the educational commitments with an average weighted mean of 3.7983 which belongs to the second level of assessment. This implies that the economic status of teachers is not sufficient to warrant their high educational commitments. In other words, the teachers have to perform their high educational commitments regardless of their economic status. It is not surprising therefore, that the teachers experience a shortage of their income in relation to their expense.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendations based on the results of the study.

Summary

This study was conducted to find out the relationship between economic status and educational commitments of teachers in the District of Tarangnan-Pagsanghan, Division of Samar.

Specifically, this study sought to answer the following questions: (1) What is the economic profile of the families of teachers by supervisory area in Tarangnan-Pagsanghan district in terms of: (1.1) average family size? (1.2) average joint monthly income? (1.3) average monthly per capita income? (1.4) average joint monthly expense? (1.5) average monthly per capita expense? (1.6) economic classification or status? (2.) Is there a significant difference between the per capita income and the per capita expense of the families of teachers in the district? (3) How do the sources of income and sources of expense contribute to the joint family income and the joint family expense, respectively? (4) What is the extent of educational

commitments of teachers in Tarangnan-Pagsanghan District?

(5) Is there a relationship between the economic status of the teachers and their educational commitments?

This is a descriptive study. The data were gathered through the use of questionnaire. The documents, interview, and observation were also utilized to give viable facts to the study. Furthermore, dissertations, thesis, books, magazines, newspapers and other publications were read if only to give more meaning and substance to this particular study.

The subjects of this study consisted of 134 public elementary school teachers in the District of Tarangnan-Pagsanghan, Division of Samar, 131 accomplished and returned the questionnaires. This study covered only one school year 1990-1991.

In order to facilitate the fielding and retrieval of the questionnaires from the teacher respondents, permission was sought from and duly granted by the schools Division Superintendent.

The statistical tools employed in this study were weighted mean, t-test for non-independent samples, and the Pearson Product-Moment Coefficient of Correlation (r).

Findings

The data were tabulated, analyzed, discussed, and

interpreted. The findings are herewith presented in accordance with the order of the specific questions:

1. As to economic profile of the teachers, the following are the findings:

1.1 The average family size was obtained by dividing the total family members by the number of respondent families, Area I, registered 29 respondent families with a total family members of 182, thus making an average family size of 6.28. The other areas revealed the following: Area II, 19 families with 121 members or an average family size of 6.57. Area III, likewise, with 17 families, made a total of 121 members thereby yielding an average family size of 7.12. Area IV, with 24 families and a total members of 144 had an average family size of 6.00. Area V, with 22 families, made a total members of 136, thus making an average family size of 6.18. Area VI, had 20 respondent families with a total family members of 117 hence an average of family size of 5.85. All in all, the 131 respondent families made a total of 821 members and an average family members of

136.83 in every area. The six areas had a total family size of 37.80 and an average family size of 6.30.

- 1.2 Consequently, each of the six areas revealed the following average joint monthly income: Area I, 4,972.41; Area II, 4,364.74; Area III, 6,095.88; Area IV, 4,769.92; Area V, 4,445.41; and Area VI, 3,908.70. This made an average joint monthly income of 4,759.61 in the whole district.
- 1.3 The average monthly per capita income was obtained by dividing the average joint monthly income by the total family members in each area. The tabulation indicated the following average monthly per capita income. Area I, 792.31; Area II, 685.37; Area III, 856.45; Area IV, 794.99; Area V, 719.11; and Area VI, 668.15. Generally, this made an average monthly per capita income of 752.75 in the entire district.
- 1.4 The average joint monthly expense was reflected in the presentation of the following: Area I, 5,100.00; Area II, 4,373.79; Area III, 6,064.71; Area IV, 4,742.33; Area V, 4,450.86;

and Area VI, 3,915.80 in the whole district the average joint monthly expense was 4,774.58.

- 1.5 The average monthly per capita expense was presented by the following area: Area I, 812.64; Area II, 686.79; Area III, 852.07; Area IV, 790.39; Area V, 719.97; and Area VI, 669.37. The entire district obtained 755.21 average monthly per capita expense.
- 1.6 Based on the economic classification scale established by the NCSO, the teachers' families in the district of Tarangnan-Pagsanghan were classified as "lower middle class" as indicated by the average per capita income of 752.73 which falls within the range of 500-2999.

2. In comparing the per capita income and the per capita expense, the researcher employed the t-test for non-independent samples to test the null hypothesis that "there is no significant difference between the per capita income and per capita expense".

- 2.1 Since the computed t-value of .66 is less than the table value of 2.015, at .05 level of significance and five degrees of freedom, the foregoing null hypothesis is accepted,

Therefore, there is no significant difference between the per capita income and the per capita expense of the teachers in the district.

3. As to how the sources of income and sources of expense contribute to the joint family income and the joint family expense respectively, the result of the study reveals the following:

3.1 Of the ten sources of income, only the "income from government employments as Teachers" "fully contributes" to the joint family income as indicated by the weighted mean of 4.96. "Additional income from farming industry" is assessed by the teachers as "slightly contributes" with the weighted mean of 1.63. The other eight remaining sources of income do "not contribute" to the joint family income. Evidently, the sources of income "slightly contribute" to the joint family income.

There are three sources of expense that "highly contribute" to the joint family expense. These sources, with their corresponding weighted means, are as follows: (1) expense for food, clothing, and shelter, 4.15; (2) expense for

education of the family, 3.95; and (3) expense for instructional services, 3.65. With the exception of "expense for recreational activities", which "slightly contributes" with the weighted mean of 2.26, all the other remaining sources "moderately contribute" to the joint family expense. None of the sources either "fully contributes" or "not contributes" to the joint expense of the family. Generally speaking, the sources of expense "moderately contributes" to the joint family expense as indicated by the grand weighted mean of 3.19.

4. With regard to the extent of educational commitments of the teachers in Tarangnan-Pagsanghan District, the findings reveal that the major area of responsibility of the teachers is there educational commitments.

4.1 All the six major tasks of the teachers "highly contributes" to their educational commitments with their weighted means ranging from 3.97 to 3.57 with a grand weighted mean of 3.80. These major tasks are arranged from highest to lowest as follows: (1) facilitate purok meetings and coordinate with other agencies and civic organizations in the

campaign for food production, sanitation, and beautification, 3.97; (2) entrone the virtues of honesty and integrity and transparency, and the rule of law, 3.94; (3) inculcate love of country, teach the rights and duties of citizenship and appreciate the role of national heroes in the historical development of the country, 3.90; (4) inculcate and strengthen spiritual, ethical and personal aggrandisement to public and general welfare, 3.76; (5) encourage critical and creative thinking, broaden scientific and technical knowledge, and promote vocational efficiency and habits of industry, 3.66; and (6) intensify literacy, values transformation, and encourage economic self-sufficiency through non-formal and continuing education of OSY and adults in the community, 3.57.

The high educational commitments of the teachers, is an integral part of their normal function as educators and agents of social change because education is a change and a social process.

5. The relationship between the economic status of

the teachers and their educational commitments, was determined by applying the Pearson r .

5.1 The hypothesis testing reveals a computed r value of .003 which denotes negligible correlation. Since the computed r value of .003 is less than the table r value of .811 at .05 level and 4 degrees of freedom, the null hypothesis that "there is no significant relationship between economic status and educational commitments of teachers" is accepted. Therefore, there is a big disparity between the economic status with an average weighted mean of 1.8717 which belongs to the fourth level and the educational commitments with an average weighted mean of 3.7983 which belongs to the second level of assessment. This implies that the economic status of teachers is not sufficient to warrant their high educational commitments.

Conclusions

In the light of the findings and interpretations just presented, the following conclusions are drawn:

1. On the economic profile. The average family size

of six in the entire district is too big for an average joint family monthly income of 4,759.51 which makes an average family monthly per capita income of 752.73. Since the average per capita expense of 755.21 is higher than the per capita income by 2.47 pesos, it can be concluded that the teachers in the district suffer an average shortage of ₱2.47 every month. Hence, their economic classification is "lower middle class" with a monthly per capita income ranging from 500-2999 pesos.

2. An PCI and PCE compared. As evidenced by the hypothesis testing on the PCI and the PCE, which reveals that there is no significant difference between the PCI and the PCE, it can be concluded that the teachers strive to "tighten their belts" within the limits of their financial resources, for they cannot spend what they do not have.

3. On Sources of income and expense. The overall assessment of the sources of income and the sources of expense, which reveals that the sources of income "slightly contributes" to the joint family income, while the sources of expense moderately contribute to the joint family expense is an indication that the teachers slower in tapping sources of income than the source of expense, thus resulting in more expense than income.

4. On educational commitments. Since the educational

commitments of the teachers are mandated by their service, being incumbent in their task as educators, they are duty bound to perform these commitments, regardless of their economic status. So, if they lack money to achieve their educational commitments, they have to dedicate their time and effort in order to influence a variety of human behavior towards school and community development.

5. On economic status and educational commitment.

The hypothesis testing which reveals that there is no significant relationship between economic status and educational commitment, is an indication that the performance of educational commitment is not so much affected by economic status. Therefore, there are other factors to consider in the performance of educational commitments, such as: (1) industry and dedication, (2) good public relation, (3) values formation, (4) humility, and (5) love and concern for people. With the above factors, the teacher does not need to spend his own money in order to perform his educational commitments.

Recommendations

Based on the foregoing conclusions the following recommendations are made:

1. The teachers should consider the requirements in

planning a family in order to limit the family size within their financial resources, thereby alleviating their economic status.

2. The teachers should engage in avocational activities to augment their per capita income and minimize their per capita expense so that they can save more for their social and educational obligations as they come.

3. The teachers should top all possible sources of income to meet the possible sources of expense, otherwise, the government has to provide higher salaries and other fringe benefits.

4. The teachers should try to maintain good health at all times so that they will have the necessary endurance in the performance of their educational commitments.

5. The teachers should endeavor to manifest industry and dedication, good public relation, values formation, humility, and love and concern for people so that they will serve as paragon of virtues in the community, thereby making it easier for them to influence the positive behavior of the people without necessarily spending their own money in effecting school and community development.

Further Research Recommended

1. Relationship Between Economic Status and Performance of Teachers.

2. Livelihood Projects of Teachers in Tarangnan-Pagsanjan District.

3. Prospects of Teachers Cooperative as Avocational Endeavor of Teachers.

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APPENDICES

APPENDIX - A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 3, 1990

The Dean of Instruction and Related Services
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to submit for approval one of the following topics for my research paper preferably topic No. 1:

1. RELATIONSHIP BETWEEN ECONOMIC STATUS
AND EDUCATIONAL COMMITMENTS OF
TEACHERS
2. TEACHERS EXPENDITURES FOR PROFESSIONAL
IMPROVEMENT
3. PARENTS' ATTITUDE TOWARD SCHOOL DISCIPLINE

I hope for your early and favorable action on this request.

Very truly yours,

ALFREDO P. LOCAÑAS
Researcher

Recommending Approval:

TERSITO A. ALIPOSA, Ph.D/Ed. D.
Chief, Research/Extension/Publication

APPROVED:

SENECIO D. AYONG, DPA/Ed. D.
Dean of Instruction & Related Services

APPENDIX - B.

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

APPLICATION FOR ASSIGNMENT OF ADVISER

Name LOCAÑAS ALFREDO PERDAGORDA
(Family Name) (First Name) (Middle Name)

Candidate for Degree in MASTER OF ARTS IN ADMINISTRATION
AND SUPERVISION

Title of Proposed Thesis:

RELATIONSHIP BETWEEN ECONOMIC STATUS AND
EDUCATIONAL COMMITMENTS
OF TEACHERS

Name of Requested Adviser: ALEJANDRO E. CANANUA

Approval of Adviser Strongly Recommended

(SGD.) ALEJANDRO E. CANANUA (SGD.) ALFREDO P. LOCAÑAS
Requested Adviser's Researcher's
Signature Signature

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed. D.
Dean, Instruction & Related Services

APPENDIX - C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 18, 1991

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request that I be schedules on January 22, 1991 to defend my thesis proposal entitled RELATIONSHIP BETWEEN ECONOMIC STATUS AND EDUCATIONAL COMMITMENTS OF TEACHERS, to give enough time to refine my manuscript during the remaining months of this school year 1990-1991.

In this connection, I am submitting herewith five copies of my thesis proposal for distribution to the Dean and the panel members.

I hope for your efavorable action on this matter.

Very truly yours,

(SGD.) ALFREDO P. LOCANAS
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Adviser

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean, Instruction & Related Services

APPENDIX - D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 7, 1991

The Schools Division Superintendent
Division of Samar
(Thru the District Supervisor
Tarangnan-Pagsanghan District
Tarangnan, Samar)

Madam:

I have the honor to request permission to field my questionnaire on the study entitled "RELATIONSHIP BETWEEN ECONOMIC STATUS AND EDUCATIONAL COMMITMENTS OF TEACHERS" in the district of Tarangnan-Pagsanghan, Division of Samar, for the school year 1990-1991 to meet my partial requirement for the degree Master of Arts in Education which I am presently pursuing in the Samar State Polytechnic College, Catbalogan, Samar.

Enclosed is the copy of the questionnaire which I shall distribute to the teachers in the district of Tarangnan-Pagsanghan, Division of Samar.

I am anticipating my sincere gratitude for your favorable consideration in this regard.

Very truly yours,

ALFREDO P. LOCANAS
Researcher

Recommending Approval:

ELEUTERIO IG. ORQUIN
District Supervisor

APPROVED:

LYDIA MIRAS LOPEZ
Schools Division Superintendent

APPENDIX - E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

June 3, 1991

The Dean
School of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

S i r :

I have the honor to request that I be scheduled on June 14, 1991 to defend my thesis entitled "RELATIONSHIP BETWEEN ECONOMIC STATUS AND EDUCATIONAL COMMITMENTS OF TEACHERS".

In this connection, I am submitting herewith six copies of my thesis for distribution to my adviser, the chairman of the panel examineers.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) ALFREDO P. LOCANAS
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Adviser

APPROVED:

(SGD.) SENECHIO D. AYONG, DEA/Ed. D.
Dean, Instruction & Related Services

APPENDIX • F

COMPUTATION OF ~~t~~-VALUE ON THE DIFFERENCE BETWEEN THE PER CAPITA INCOME AND THE PER CAPITA EXPENSE OF TEACHERS

Supervisory Area:	Ave. Per Capita Income (X_1)	Ave. Per Capita Expense (X_2)	Dif- ference : (D)	Square of the Difference (D^2)
I	792.31	812.64	20.33	413.3089
II	685.37	686.79	1.42	2.0164
III	856.45	852.07	-4.38	19.1844
IV	794.99	790.39	-4.60	21.1600
V	719.11	719.97	0.86	0.7396
VI	668.15	669.37	1.22	1.4884
	4,516.38	4,531.23	14.85	457.8971
	EX ₁	EX ₂	ED	ED ²
			2.475	
			\bar{D}	

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N-1)}}} \\
 &= \frac{2.475}{\sqrt{\frac{457.8977 - \frac{220.5225}{6}}{6(6-1)}}} \\
 &= \frac{2.475}{\sqrt{\frac{457.8977 - 36.75375}{6(5)}}}
 \end{aligned}$$

COMPUTATION OF T
(Cont'd.)

$$= \frac{2.475}{\sqrt{\frac{421.14395}{30}}}$$

$$= \frac{2.475}{\sqrt{14.038132}}$$

$$t = \frac{2.475}{3.7467495}$$

$$t = .66$$

Where:

t = the computed statistical value

\bar{D} = mean of the difference

D^2 = square of the difference

N = No. of pairs compared

Σ = summation

t = .66 computed t-value

2.015 table value

at .05 level of significance

Interpretation:

Since the computed t-value of .66 is less than the table t-value of 2.015 at .05 level and 5 degrees of freedom the H_0 is accepted. Therefore, there is no significant difference between the Per Capita Income and Per Capita Expense.

APPENDIX - G

COMPUTATION OF THE R VALUE ON THE RELATIONSHIP
BETWEEN THE ECONOMIC STATUS AND THE
EDUCATIONAL COMMITMENTS OF TEACHERS

Supervisory Area	X	Y	X ²	Y ²	XY
I	1.93	3.97	3.7249	15.7609	7.6621
II	1.89	3.68	3.5721	13.5424	6.9552
III	1.82	3.94	3.3124	15.5236	7.1708
IV	1.88	3.71	3.5344	13.7641	6.9748
V	1.86	3.59	3.4596	12.8881	6.6774
VI	1.85	3.90	3.4225	15.2100	7.2150
	11.23	22.79	21.0259	86.6891	42.6553
	EX	EY	EX ²	EY ²	EXY

$$\begin{aligned}
 R &= \frac{EXY - \frac{(EX)(EY)}{N}}{\sqrt{\left[EX^2 - \frac{(EX)^2}{N}\right] \left[EY^2 - \frac{(EY)^2}{N}\right]}} \\
 &= \frac{42.6553 - \frac{(11.23)(22.79)}{6}}{\sqrt{\left[21.0259 - \frac{(11.23)^2}{6}\right] \left[86.6891 - \frac{(22.79)^2}{6}\right]}} \\
 &= \frac{42.6553 - \frac{255.9317}{6}}{\sqrt{\left[21.0259 - \frac{126.1129}{6}\right] \left[86.6891 - \frac{519.3841}{6}\right]}} \\
 &= \frac{42.6553 - 42.6552}{\sqrt{\left[21.0259 - 21.0188\right] \left[86.6891 - 86.5640\right]}}
 \end{aligned}$$

COMPUTATION OF THE R^2
(Cont'd.)

$$= \frac{.0001}{\sqrt{[.0071] [0.1251]}}$$

$$= \frac{.0001}{\sqrt{.00088821}}$$

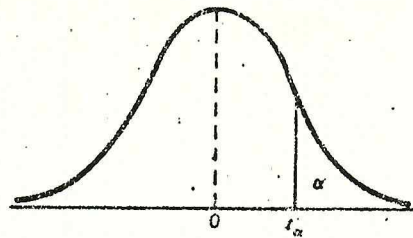
$$r = \frac{.0001}{.0298}$$

$$r = .003$$

Interpretation:

Since the computed r value of .003 is less than the table r value of .911 at .05 level and 4 degrees of freedom, the H_0 is accepted. Therefore, there is no significant relationship between the economic status and educational commitments.

TABLE A.5*
Critical Values of the t Distribution



ν	α				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314	12.706	31.821	63.557
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.821
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
inf.	1.282	1.645	1.960	2.326	2.576

*Table A.5 is taken from Table IV of R. A. Fisher, *Statistical Methods for Research Workers*, Oliver & Boyd Ltd., Edinburgh, by permission of the author and publishers.

Level of significance for two-tail test

df (N - 2)	.10	.05	.02	.01
1	.988	.997	.9995	.9999
2	.900	.950	.980	.990
3	.805	.878	.934	.959
4	.729	.811	.882	.917
5	.669	.754	.833	.874
6	.622	.707	.789	.834
7	.582	.666	.750	.798
8	.549	.632	.716	.765
9	.521	.602	.685	.735
10	.497	.576	.658	.708
11	.476	.553	.634	.684
12	.458	.532	.612	.661
13	.441	.514	.592	.641
14	.426	.497	.574	.623
15	.412	.482	.558	.606
16	.400	.468	.542	.590
17	.389	.456	.528	.575
18	.378	.444	.516	.561
19	.369	.433	.503	.549
20	.360	.423	.492	.537
21	.352	.413	.482	.526
22	.344	.404	.472	.515
23	.337	.396	.462	.505
24	.330	.388	.453	.496
25	.323	.381	.445	.487
26	.317	.374	.437	.479
27	.311	.367	.430	.471
28	.306	.361	.423	.463
29	.301	.355	.416	.456
30	.296	.349	.409	.449
35	.275	.325	.381	.418
40	.257	.304	.358	.393
45	.243	.288	.338	.372
50	.231	.273	.322	.354
60	.211	.250	.295	.325
df	.05	.025	.01	.005

Level of significance for a one-tail test.

APPENDIX - J

SURVEY QUESTIONNAIRE
(For Teachers)

February 7, 1991

Sir/Madam:

The undersigned is presently working on a thesis entitled: "RELATIONSHIP BETWEEN THE ECONOMIC STATUS AND EDUCATIONAL COMMITMENTS OF TEACHERS".

In this connection, you have been chosen as a respondent to this study. Please accomplish this questionnaire to the best of your knowledge and ability. Rest assured that the information you will furnish will be kept highly confidential.

Your sincere and honest responses to the questions will make the researcher very much obliged to you.

Yours, truly,

ALFREDO P. LOCAÑAS
Researcher

PART I - Economic Profile

1. Name _____ Age _____ Sex _____ C.S. _____
2. Position _____
3. School _____
4. Highest Educational Qualification _____
5. Number of Years in the service _____
6. Number of children _____
7. Number of dependents other than children _____
8. Estimated joint monthly family income _____
9. Estimated joint monthly family expense _____

PART II - Sources of Income and Expense

- A. Joint Family Income. To what extent do the following sources of income contribute to the joint monthly income of your family? Please encircle the number under the column corresponding to the source of income at the leftmost column, such as: 5, fully contribute (FC); 4, highly contribute, (HC); 3, moderately contribute (MC); 2, slightly contribute (SC); and 1, not contribute (NC).

Sources of Income	FC (5)	HC (4)	MC (3)	SC (2)	NC (1)
1. Income from government employment as teachers	5	4	3	2	1
2. Additional income from fishing industry	5	4	3	2	1
3. Additional income from farming industry	5	4	3	2	1
4. Income from wholesale and retail merchandizing	5	4	3	2	1
5. Income from assistance or subsidy from abroad	5	4	3	2	1
6. Income from domestic assistance or subsidy	5	4	3	2	1
7. Income from interest, deposit and loan	5	4	3	2	1
8. Income from rentals of property	5	4	3	2	1
9. Income from cottage industries	5	4	3	2	1
10. Income from other service jobs.	5	4	3	2	1

- B. Joint Family Expense. To what extent do the following sources of expense contribute to the joint monthly expense of your family? Please encircle the number under the column corresponding the sources of expense at the leftmost column, such as: 5, fully contribute (FC); 4, highly contribute (HC); 3, moderately contribute (MC); 2, slightly contribute (SC); and 1, not contribute (NC).

Sources of Expense	: FC (5)	: HC (4)	: MC (3)	: NC (2)	: NC (1)
1. Expense for instructional services	: 5	4	3	2	1
2. Expense for community and public services	5	4	3	2	1
3. Expense for education of the family	5	4	3	2	1
4. Expense for food, clothing and shelter	5	4	3	2	1
5. Expense for fuel, light and water	5	4	3	2	1
6. Expense for transportation and communication	5	4	3	2	1
7. Expense for laundry and cosmetics	5	4	3	2	1
8. Expense for medical and health services	5	4	3	2	1
9. Expense for taxes, gifts and contributes to others	5	4	3	2	1
10. Expense for recreational activities	5	4	3	2	1

PART III - Educational Commitments

To what extent do your service contribute to the following educational commitments towards nation building? Please encircle the number under the column to the educational commitments at the leftmost column, such as: 5, if fully contribute (FC); 4, if highly contribute (HC); 3, if moderately contribute (MC); 2, if slightly contribute (SC); and 1, if not contribute (NC).

Educational Commitments: FC : HC : MC : SC : NC					
	(5)	(4)	(3)	(2)	(1)
1. Inculcate and strengthen spiritual, ethical and personal discipline and subordinate personal aggrandisement to public and general welfare.	5	4	3	2	1
2. Inculcate love of country, teach the rights and duties of citizenship and appreciate the role of national heroes in the historical development of the country.	5	4	3	2	1
3. Encourage critical and creative thinking, broaden scientific and technical knowledge, and promote vocational efficiency and habits of industry.	5	4	3	2	1
4. Entrone the virtues of honesty and integrity and uphold public accountability, transparency and the rule of law.	5	4	3	2	1
5. Facilitate purok meetings and coordinate with other agencies and civic organizations in the campaign for food production, sanitation and beautification.	5	4	3	2	1
6. Intensify literacy, values transformation, and encourage economic self-sufficiency through non-formal and continuing education of OSY and adults in the community.	5	4	3	2	1

PART IV - What comments and suggestions can you give regarding the economic status and educational commitments of teachers in the district?

Thank You!

APPENDIX - K

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Maynila

April 2, 1990

DECS O R D E R
No. 30, s. 1990

BAYAN MUNA, BAGO ANG SARILI: EDUCATIONAL COMMITMENT

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Vocational School Superintendent/Administrators

1. The Department of Education, Culture and Sports is determined to implement programs and projects toward the realization of a commitment: "Bayan Muna, Bago ang Sarili". It is anchored on Article XIV, Section 3 (2) of the 1987 Philippine Constitution.
2. On the basis of this mandate, guideposts for re-thinking and reformulating a philosophy of education unique to Philippine setting but global in perspective is presented in the inclosure to this Memorandum.
3. Immediate dissemination of the contents of this Order is desired.

(SGD.) ISIDRO D. CARINO
Secretary

Incl.: As stated

Reference: N o n e

Allotment: 1-2-3-4--(M.O. 1-87)

To be indicated in the Perpetual Index
under the following subjects:

EMPLOYEES
POLICY
PUPILS
SCHOOLS

STUDENTS
TEACHERS
VALUES EDUCATION

(Inclosure to DECS Order No. 30, s. 1990)

BAYAN MUNA, BAGO ANG SARILI: EDUCATIONAL COMMITMENT

I. Introduction

Education entertwines with the process of development. As a change agent, education is charged with the gargantuan responsibility of transforming society. As the great leveller, it is considered to be the medium for social mobility. As the engine of economic growth, education is believed to be the source of the brains and brawns of the country's workforce. Education is tasked with even the survival of society itself.

Education as a multipurpose institution is expected to assume a variety of roles. This may be gleaned from Article XIV, Sec. 3, par. 2 of the 1987 Philippine Constitution, which states that "All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.

II. Philosophy of Philippine Education

On the basis of the constitutional mandate we should formulate a philosophy of education that would reflect the kind of society we want to develop and the kind of society we want to build. Our philosophy of education must be rooted in our culture and anchored on our values and beliefs as a people. With this as framework, we should express in forthright terms what we expect education to achieve in response to the needs of the learner and the demands of society. Let me express, thus, my vision for education as guideposts for rethinking and reformulating our philosophy of education.

A. Mission of Education

The basic mandate of education is to educate not the kind provided by the traditional vertical transmission of knowledge, but as a dynamic inter-

sectoral process of nurturing learner's potentials and capacities for acquiring knowledge and skills, developing values and attitudes and a set of work ethic essential for a responsible and productive life in society.

B. Principles

1. Education must inculcate love of country and pride of being a Filipino.

Our education must be designed for the Filipino who will be imbued with the commitment to serve his country first before seeking his own interest who will think of "Bayan Muna, Bago ang Sarili".

2. Education must develop self-discipline and strong moral character.

Values development must be integrated into the fabric and web of the school system. Everybody in the school hierarchy must serve as role models.

3. Education must foster critical and creative thinking.

The climate in the classroom must encourage free thinking and intellectual sharing of ideas and diverse beliefs. Divergent production of ideas must be given free rein.

4. Education is life.

Education must approximate life situations. Skills to earn a living and learning how to live meaningfully should be given impetus in the teaching-learning process.

IIIA Issues/Problems

- A. Need to improve further the living conditions of teachers in public schools.

The demand of teaching tasks and responsibilities differ from those of other employees in government. Teachers work does not end in school but extends

even at home. They are looked up to as models by students, parents and community, hence, the need to bringback their respectable status and prestige during the pre-war years.

- B. Need to upgrade the salaries of teachers in the private schools.

Salaries of private school teachers are dependent on tuition fees. A study has to be made to upgrade their salaries and fringe benefits to grant equal levels with their counterpart in the public schools.

- C. Lack of classroom facilities and textbook shortage.

The need for classrooms and textbooks has accumulated through the years, hence, there is a need to have alternative schemes to resolve the problem. This should be done before the next school year opens.

- D. Need to improve the quality of graduate in all levels.

Focus shall be on effective delivery of educational services to the end of imposing the quality of graduates in all levels in the educational ladder. While they are expected to excel academically they should likewise develop values of self-discipline, respect for elders, honesty, love of country, pride in being a Filipino - all virtues in effective living.

The battlecry in schools is "Ang Bayan Ko Muna, Bago Ang Sarili.

- E. Need to investigate cases of graft and corruption.

Reports of graft and corruption in the procurement of books supplies, and materials for instruction and for construction of new classrooms are rampant. DECS has to look into this end if indeed graft and corruption exist, these should be immediately attended to with speed and dispatch to give due process to those involved.

F. Need to Develop and National Language

There is a need to pursue more vigorous program of developing an national language acceptable even to the minorities.

IV. Goals and Objectives

A. Long-Term

1. Improve basic education
 - * Follow-up NESC evaluation (1982-1989)
 - * Monitor- SEDP implementation started 1989
 - * Narrow the gap between what is and what should be in infrastructure programs.
 - * Provide adequate books and instructional materials.
 - * Develop dedicated and morally upright teachers in both elementary and secondary education levels.
2. Pursue a strong program of values formation
National discipline and honesty will be stressed.
3. Inculcate in the youth a feeling of pride in being a Filipino.
4. Develop and mastery of the 3 Rs and rational and creative thinking.
5. Pursue a program for the development of a national language.

B. Short-Term

1. Provide continuous training programs for teachers to upgrade mastery of subject matter, competence in teaching skills, learner's assessment and personhood.
2. Provide management training for effectiveness to top management levels such as regional directors, bureau directors and under-secretaries to evolve and effective operating and management team.
3. Provide personnel training programs for rank and file employees.

4. Continue working for the betterment of the teachers working and living conditions. Study possibilities and providing additional benefits and incentives like housing and low interest loans and other motivation schemes to encourage teachers to devote full-time to teaching with dedication.
5. Work for moral regeneration in all levels of DECS hierarchy.

Call on all sectors for cooperation in bringing about moral regeneration to make the Department one to which every member will be proud to belong.

6. Study present organization of DECS to streamline the structure and effect cost reduction to minimize bureaucratic practices and institute more effective management.
7. Eradicate graft and corrupt practices. An in-depth analysis of purchases of textbooks requisitions, supplies and materials for construction will be made.
8. Maintain open communication with organization that truly represent the students and teachers to clear up potential and present problems. Sincere effort will be made to search for areas that will address student/teacher problems.
9. Provide incentives to motivate honor students to take up teaching. We need to interest young people to become teachers of unquestioned dedication and commitment.
10. Hold dialogues with the Press at least twice a month to keep the public informed of development in education.
11. Reduce overhead expenses at the DECS main office by reducing the number of under-secretaries from 1 to 2 to 3 and eliminating all positions of assistant secretaries.

12. Review control function of DECS on private schools. Only a minimum of control will be affected and final check/control will be on the private school outputs.
13. Justify need for additional funds from government through long-term development loans and/or congressional commitment of funds.
14. Institute a program of transparency in all aspects of DECS activities at all levels. Put up a complaints ~~units~~ to curtail undesirable practices and activities of personnel and give them due process.
15. Call for review of curricular offerings in colleges and universities to determine their relevance in the decade of the 90's.

V. Implementing Guidelines

A. On Basic Education

1. Strengthen the delivery of basic education on the basis of the evaluation of the NESC (New Elementary School Curriculum)
2. Monitor closely the implementation of the SEDP (Secondary Education Development Program)

B. On Values Formation

1. Formation and inculcation of values shall focus on Filipino identity and nationhood.
2. Internalization of "Bayan Muna Bago ang Sarili" through cognitive and effective processes.

C. On Graft and Corruption

- a. Systematize bureaucratic transactions for efficient and effective delivery of educational services.

2. Investigate with speed and dispatch cases to insure due process.

D. On Public School Teachers and Other Personnel

1. Give additional incentives and fringe benefits
2. Recognize outstanding achievements and give due awards and merit.

E. On State Colleges and Universities

1. Rationalize existence of state colleges and universities.
2. Review curricular programs and offerings.

F. On Internal Audit

1. Establish the Office of Internal Audit under the secretary's Office.
2. Monitor transactions to insure transparent and effective delivery services.

G. On Tuition Fees

1. Conduct dialogues and consultations with duly recognized representative organizations of schools, parents and students.
2. Monitor government subsidy to private education.

H. On Reorganization

1. Review the Department Hierarchy
2. Implement a voluntary retirement scheme.

VI. Conclusion

Having set the thrusts and guideposts for improving education and raise it to the level of quality Filipinos deserve we look forward to the

evolvment of a Philippine philosophy of education that is uniquely Filipino but global in perspective. We shall aim at equity, relevance, quality, efficiency, and effectiveness at all levels in the educational ladder. We shall rationalize the distribution of resoufces to reach even the remote barangays and thereby improve the quality of people's lives in that sector for education is tasked with the survival of society.

CURRICULUM VITAE

NAME	: ALFREDO P. LOCAÑAS
ADDRESS	: Oeste, Tarangnan, Samar
DATE OF BIRTH	: September 19, 1945
PRESENT STATION	: Classroom Teacher
STATION	: Oeste Elementary School
PREVIOUS OFFICE	: National Statistics Office
CURRICULUM PURSUED	: Master of Education
MAJOR	: Administration & Supervision
CIVIL STATUS	: Married

EDUCATIONAL BACKGROUND

Elementary	Oeste Elementary School Oeste, Tarangnan, Samar 1955 - 1958
Secondary	Christ the King College Calbayog City 1952 - 1962
College	Christ the King College Calbayog City 1963 - 1968
Course	Bachelor of Science in Elementary Education

CIVIL SERVICE ELIGIBILITY

Teacher (Elementary) Examination, August 24, 1969

HONORS/AWARDS

- Certificate of Recognition . . . Elected as permanent SPL
(BPS) BSC PHASE I & II
Scouting Fundamentals and
Program
Planning Courses, Nov. 7,
1986
- Certificate of Recognition . . . For Meritorious and Out-
standing Accomplishment
rendered in Oeste Elemen-
tary School SY 1989-1990
- Seventh Placer Teachers' Competitive
Examination 1968

SCHOLARSHIP GRANTS

- Magna Carta for Teachers (RA 4670) Samar State Polytechnic
College, Catbalogan, Samar, SY 1990-1991

CO-CURRICULAR ACTIVITIES

- President Teaching Staff
Oeste Elementary School
1986 - 1987
- Vice President Regular Masteral Students
SSPC
Summer 1987
- Adviser Barangay Council
Oeste, Tarangnan, Samar
1980 - 1990
- Coach for Volleyball Municipality of Almagro,
Tagapul-an, Sto. Niño,
Sta. Margarita, Gandara,
and SNAS 1977
- Barangay Secretary Oeste Barangay Council
(While still in NSO)
1980 - 1985

President Region Teachers' Association
Island Barangay Schools
1989 - 1990

Vice President Tarangnan Teachers' Association
Tarangnan-Pagsanghan District
1989 - 1990

TRAININGS/SEMINARS AND WORKSHOPS ATTENDED

District Echo Work-Conference on Social Studies, G.M.R.C.
Adult Education and Home Economics, held at Sto. Niño
Samar, March 3 to 5, 1969.

Work-Conference on Manpower Development Through Improved
Instruction and Action Research held at Catbalogan,
Samar, from March 15-21, 1970.

District Echo-Conference on Continuous Progression held
in Almagro, Samar on September 1-3, 1971.

District Echo-Seminar Workshop focused on Continuous
Progression Scheme, The New Social Studies, Health
and Population Education, Filipino, Elementary Mathe-
matics, Language Testing, Music & Physical Education,
held in Sto. Niño, Samar on October 8-9, 1972.

District Echo Work-Conference on the Implications of
Presidential Decrees, General Orders and Letters of
Instruction for Education, Educational and the New
Society, and the Role of the School and Community in
the New Society, held in Almagro, Samar, on November
7-8, 1972.

Basic Training Course for Scout Masters, held at Sta.
Margarita, Samar on July 30 - Aug. 2, 1973.

District Echo Seminar-Workshop of National, Provincial
Municipal and Barrio Officials, Lay Leaders, School
Officials and Teachers on Strengthening Moral Values
Through Education held in Almagro, Samar on October
9 - 11, 1974.

District Re-Echo DEC-CSC Jet Course and Seminar in Music
and Science held at Tarangnan, Samar on June 8-10, 1976.

Samar Division Sports Clinic, held at Samar School of Arts and Trades from July 28-30, 1976.

Division Seminar-Practicum in Art Education, held at Catbalogan, Samar on August 16-18, 1976.

District Re-Echo Seminar Workshop on Determining a Pupils Reading Level in English, held at Tarangnan, Samar on October 20-22, 1976.

District Echo Educational Media Seminar-Workshop held at Tarangnan, Samar on January 13-14, 1977.

Pampurok na Seminar at gawaing kapulungan sa Baylinggualismo, noong ika 18 ng Enero, 1977.

First Division Educational Media Seminar Workshop held at Catbalogan, Samar on August 9-13, 1976.

BSO PHASES I & II Scouting Fundamentals and Program Planning Courses, held at RUC 2, Catbalogan, Samar on Nov. 7, 1986.

District Re-Echo Seminar-Workshop on Values Education and Adolescent Sexuality held at Tarangnan, Samar on November 19-21, 1986.

Teachers Formation Program VI part I held at the BSP Bldg., Catbalogan, Samar on November 22-26, 1988.

LIST OF FIGURES AND TABLES

LIST OF FIGURES AND TABLES

Figures

	Page
1. Schema of the Conceptual Framework	9
2. Map of Samar	14
3. Map of Tarangnan-Pagsanghan	15

Tables

1. Economic Profile of the Families of Teachers in Tarangnan Pagsanghan District by Supervisory Area During the School Year 1990-1991	63
2. Comparison Between the Per Capita Income and the Per Capita Expense of the Families by Supervisory Area	69
3. How the Sources of Income and Expense Contribute to the Joint Family Income and Expense	71
4. Extent of Educational Commitments of Teachers in Tarangnan-Pagsanghan District	75
5. Relationship Between Economic Status and Educational Commitments of Teachers by Supervisory Area	78
6. Summary of Relationship Between Economic Status and Educational Commitments of Teachers	81