

INFLUENCE OF ECONOMIC STATUS ON THE PROFESSIONAL
GROWTH OF TEACHERS IN NORTHERN SAMAR

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APPROVAL SHEET

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DEDICATION

My humble work is dedicated to

My beloved mother, brothers and sisters

and also to my real friend

- D'FRIENDS

MOLITES

ABSTRACT

This study attempted to determine the influence of economic status on the professional growth of teachers in Northern Samar, particularly in the Pacific town of the second district. This study employed the descriptive-correlational research method using a researchers-made questionnaire-checklist as the principal instrument in gathering data. With regards to the source of expense identified by the teachers from the Pacific towns of the second district of Northern Samar, the following were considered by them to have highly contributed to their families joint expenses: expenses for food, clothing and shelter with a weighted mean of 4.28. Expenses for the education of the family with a weighted mean of 4.01 and, Expenses for fuel, light and water with a weighted mean of 3.61. For the conclusion, the teachers from the Pacific town of Northern Samar showed manifestations of being mature professionally as evidenced by the way they manage their finances and the number of years they manage their finances and the number of years they served as teachers. This was further strengthened indications that they were also concerned with uplifting their professional development by the way of enrolling in masteral and doctoral levels. For the recommendation, a sequel study could be undertaken wherein other variables like age, sex, civil status may be correlated with the spending pattern of the teachers as well as their economic status.

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CHAPTER 1

THE PROBLEM: ITS BACKGROUND

Introduction

Education is self-directing and self correcting process. Before, the life of a man was so simple. His wants and needs were not many and the adjustment for survival was so easy even in attaining the best quality of learning. Later, the growth of education became important as society's demand for it. To most people, education is the guiding and influential force giving the direction which one has to take in his life. It is a widely-accepted fact that it is the process of developing an individual-mentally, socially, morally, physically and even spiritually, thus making him useful member of society (Bertrand, 1950:12).

The education of a person does not end on the day he graduates from school, college or university. His education, to be complete, should be a continuing and permanent process that starts from the cradle to the grave, and takes place anywhere, anytime, and in many ways (Felizardo, 1980:23).

Present day Philippine condition requires that each individual member should be more productive and involved in industrial, agricultural or socio-cultural endeavor in order to relate himself to the rapid change in society's

needs and demands of technology, not only for the present but also for the future. One of the means to cope up with the many changes is relevant and productive education where graduates are self-sufficient, capable of earning a living, thereby become a contributing member of his society.

According to Almirañez (1994:399), the main thrust of Philippine Education today is quality Education. It has its legal bases on the Philippine Constitution and a vision to achieve for Philippines 2000. Ordillas (1996:135) posits that the accepted means of quality education is the attainment of the following objectives: 1) to produce the best in an individual so that he may realize his potentials; 2) to assist the child in becoming a good citizen and a responsible adult able to assume responsibility as a member of his community; and 3) to prepare a person to be a productive member of society, be it as an agriculturist, factory worker or provider of service.

It is the primary duty of schools to produce quality graduates. It must efficiently perform the role of developing through education, graduates who possess the following characteristics of: 1) believing in God; 2) loving to country and people; 3) being proud to be a Filipinos with a rich culture and history; 4) committing to conserve and develop the nation's resources; 5) possessing in the

indigenous and international values; 6) being proficient in Filipino and English; 7) being creative and critical thinkers and life long learners; and 8) being capable of coping with changes in the environment and with competition (Gloria, 1995:247).

One potent instrument to realize the aforesaid thrust is the teacher. His dedication and competence are important forces in the determination of the standard of education. In the modern sense, notwithstanding the availability of modern technology for education, the teachers hold paramount role in the teaching-learning situation. To achieve the desired standard demanded of all schools, their teachers must abide by the provision of Article 1, Section 1 of the Code of Ethics for Teachers which states that "it should be the duty of the teacher to maintain his efficiency at high level by study, travel and other means. He should keep abreast of the trends in education and the development in the world in which he lives." (Isidro, 1979:139-140).

It behooves, therefore, of every teacher to endeavor to keep up with the latest trends, improve and update his competency. With the advent of curricular innovations, and redirection of policies to make Philippine education of good quality and more relevant to the solution of socio-economic problems, teachers must of necessity undergo professional

growth such as enrolling in graduate course, attending seminars, symposium, convention and the like. All efforts of education leaders would turn futile unless teachers and their supervisors respond to the challenge with sincere cooperation plus a firm resolve to update themselves professionally (Tabdi, 1994:5).

There are several factors that motivate teachers to grow professionally (Tabdi, 1994: *passim*). These are: academic excellence, upgrading competence, increase in salary, additional degree, promotion in rank, influence of co-worker and school heads and others. A combination of these motivational factors prompts classroom teachers to go to graduate schools as a means of professional growth. However, this desire of most teachers is hampered and obstructed by certain harsh realities in life. Their socio-economic status, more often than not, poses as a deterrent to pursue such desire of teachers. Researches on socio-economic condition of public school teachers, (Rimando, 1981; Tuazon, 1995; Tabdi, 1994) found out that: 1) Salaries of the respondents were inadequate to meet daily needs; 2) Income of spouses were insufficient; and 3) Income of both respondents and their spouses was insufficient. These findings presuppose that it is impossible to pursue graduate education or attend in-service education under such

circumstances.

Tabdi (1994:9) collaborates this fact when she said that:

For the teachers in the Philippines, one important factor that impedes them from growing professionally is economic. Their financial resource insufficiently serves as a deterrent to professional and educational growth as their salary is barely enough to meet the bare necessities of life. Many of them consider going back to school as a luxury and not a necessity ill-afford.

This researcher observes particularly, in his school division that the surge to obtain a graduate degree among his colleagues and friends is so great that everybody seems to join the bandwagon to graduate schools. Seemingly, the situation observed lives up to the truism that "poverty is not a hindrance to success," so to speak. This aroused the researcher's curiosity to probe into the situation to verify and affirm whether or not economic status had something to do with one's desire for professional growth and explore the unending benefits of professional growth inspite of struggling economic conditions. Moreover, with the full implementation of the Salary Standardization Law, this researcher is interested to know if prospects for professional growth has improved; hence, this investigation.

Statement of the Problem

This study attempted to determine the influence of

economic status on the professional growth of teachers in Northern Samar, particularly in the pacific towns of the second district. Specifically, it will seek to answer the following questions:

1. What is the economic profile of teacher-respondents in the pacific towns of the second district of Northern Samar in terms of:

- 1.1 family size;
- 1.2 joint monthly income;
- 1.3 joint monthly expense;
- 1.4 monthly per capita income; and
- 1.5 monthly per capita expense?

2. What is the profile of the teacher-respondents in relation to their professional growth with respect to:

- 2.1 length of service; and
- 2.2 educational qualification?

3. Is there a significant relationship between the per capita income and the per capita expenses of the families of teachers in the Pacific towns in the second district of Northern Samar?

4. Is there a significant relationship between the economic status of the teachers and their professional growth?

5. As perceived by the respondents, to what extent do sources of income and expenses contribute to the joint family income and expenses?

6. What are the problems encountered by the respondents in relation to their professional growth and the extent to which they are felt?

7. What are the implications of the findings of the study to the professional growth/development of the teachers?

Hypotheses

Based on the aforesaid specific questions, the following hypotheses were tested:

1. There is no significant relationship between the monthly per capita income and per capita expense of the families of teacher-respondents in Northern Samar.

2. There is no significant relationship between the economic status of the teachers and their professional growth.

Theoretical Framework

This study is anchored on the philosophy of John Stuart (Sahakian, 1975:113) that the highest good attainable of "Summum Bonum," 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 for example, it is his 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.

In the community, observation tells us that the services of teachers are easily tapped by the government at a very minimal honorarium as poll clerks, census takers, community leaders, etc. Thus, placing them in the labyrinth of never-ending non-school days to enable them to cope with their duties and responsibilities to their families, to the school, and community. They encompass enviable roles, the nucleus of which is their being primordial mentors of the youth (Lachica, 1989).

Such is the role of the teacher in this contemporary society, sacrificing for the common good of the majority without his knowing that he is already giving so much of himself. The teacher in his quest for personal excellence in his work upgrades and hones himself by means of continuing education to be of greater service to community.

Conceptual Framework

The conceptual model of the investigation is shown in Figure 1.

At the base of the paradigm is the research environment - the four Pacific towns in the second district of Northern Samar from where the respondents were taken. These respondents were selected secondary school teachers and was asked to answer a survey questionnaire relative to the economic profile, sources of income and expenses and their problems on professional growth. Their perceptions were compared to establish the relationship between their economic status and professional growth. This is shown on the second layer of boxes. Relevant data gathered from the survey questionnaire were analyzed. Implications were drawn that serve as bases for planning staff development activities with the end in view of developing qualified and competent teachers contributory to providing quality education in the Pacific area of Northern Samar represented by the third and fourth layers of boxes, respectively.

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 would consider personal desires secondary to the common good, community interest or national interest.

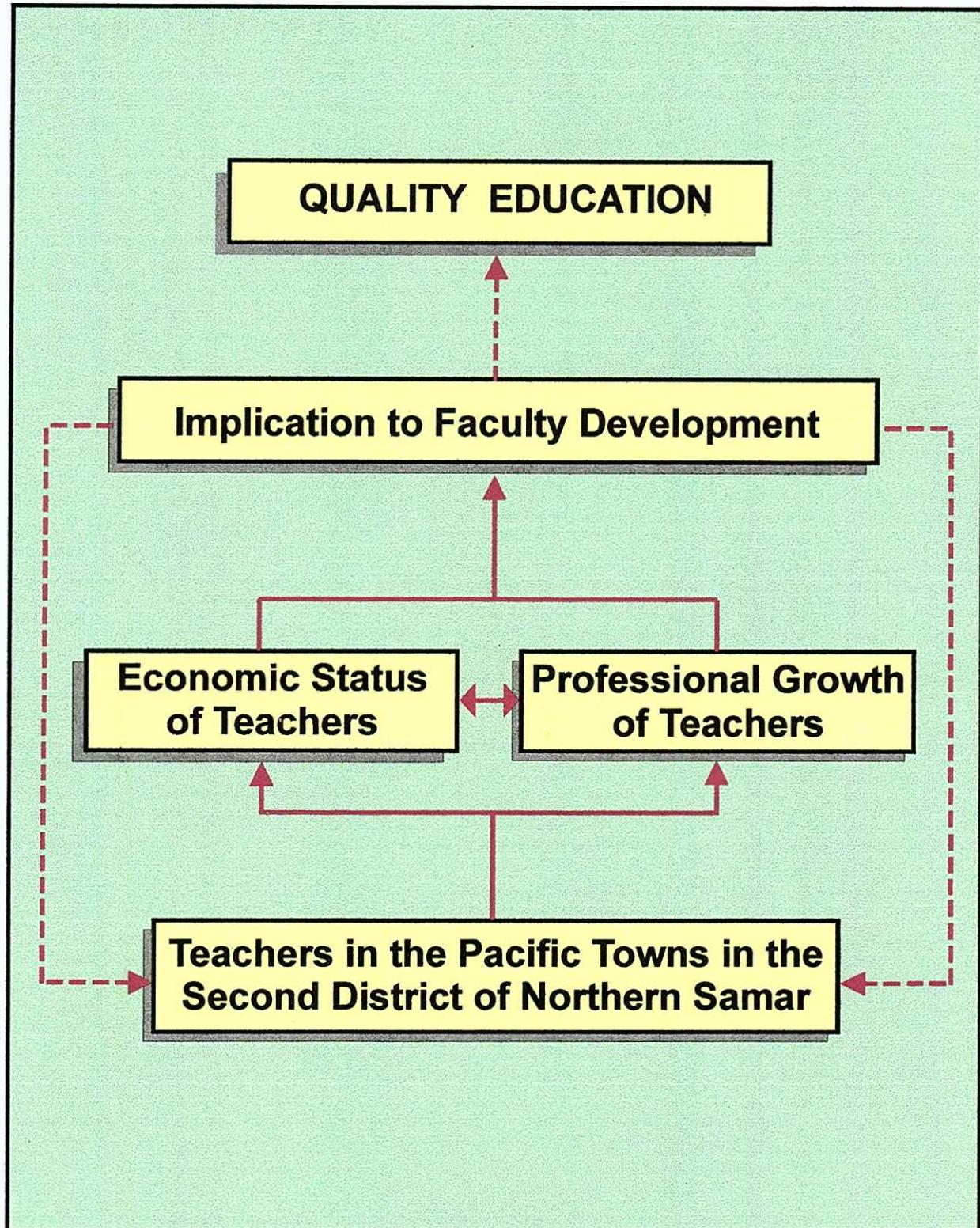


Figure 1. Schema of the Conceptual Framework showing the subjects of the study and the research environment, the major variables involved and the process.

It is in this light that the researcher conducted this study believing that upgrading of teacher's professional background has multiplying effects on students, administrators and supervisors, parents and the whole educational machinery.

To the students, the results of this study would bring them lasting benefits in term of quality, relevant, and useful education as a result of teacher's professional upgrading.

Likewise, this study may provide the teacher with a clearer picture of the nature of their income and the extent of their expenditure that could serve as a guide for them to review their spending and adopt practical measures to minimize, if not totally avoid financial problems so that they can pursue educational programs for their personal and professional growth.

Furthermore, this study would provide a basis for administrative support from administrators and supervisors in terms of expressed permission for teachers' to study, planning staff welfare program to update teaching competencies, skills and abilities and much-needed advice when "the going gets rough" as a result of financial problems.

It would also serve as a guide for the administrators, in making alternative decisions based on priority needs of

the clientele relative to their professional growth particularly in the second district of Northern Samar.

Hopefully, the result of this study may enlighten the teacher-parents in the wise management of income and expenditure to provide for one's professional growth and to other parents for them to realize the significance of professional upgrading and wise use of resources and being able to share this with the children who would turn professionals later.

Finally, for future researchers, the findings would provide them baseline data in undertaking similar study in the future.

Scope and Delimitation

This study focused on determining the relationship between the economic status and the professional growth of Secondary School teachers in the Pacific towns in the second district of Northern Samar.

One hundred forty-five secondary school teachers respondents were randomly selected using lottery sampling from seven national high schools namely: Gamay National high School and Gala Vocational School both were in Gamay, Northern Samar, Mapanas Agro-Fishery National School, Sumuroy Agro-Industrial School in Palapag Northern Samar and the Lapinig (Agro-Industrial School and Potong National high School located both in Lapinig Northern Samar. (Fig. 2)

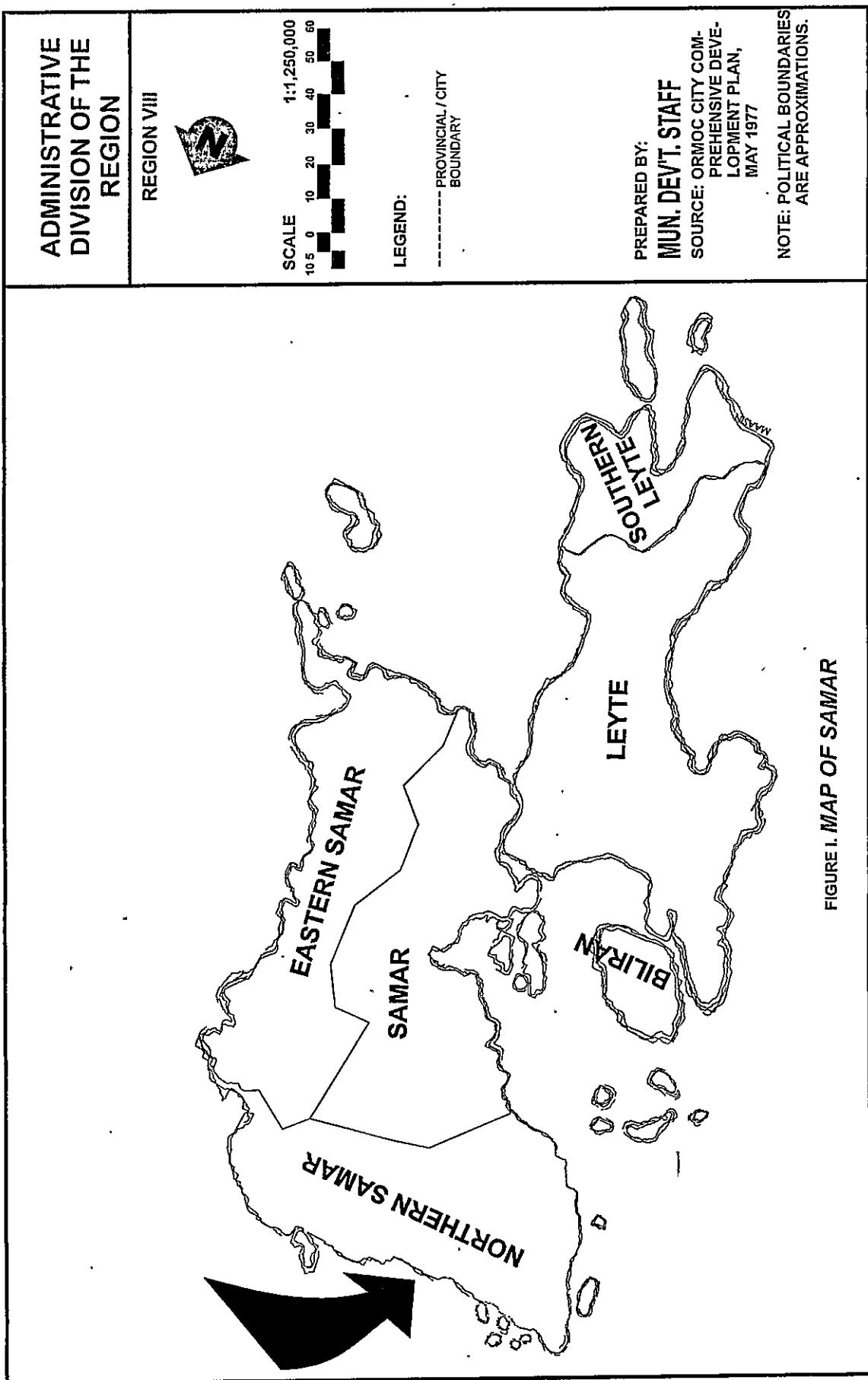


FIGURE I. MAP OF SAMAR

PACIFIC OCEAN

FIG. 2. MAP SHOWING THE PACIFIC TOWNS IN THE SECOND DISTRICT OF NORTHERN SAMAR WITH THEIR CORRESPONDING HIGH SCHOOLS INVOLVED IN THE STUDY.

REGION VIII
MUNICIPALITY
OF
GAMAY
PROVINCE
OF
NORTHERN SAWAR

SCALE 10' 5' 0' 10' 20' 1: 600,000

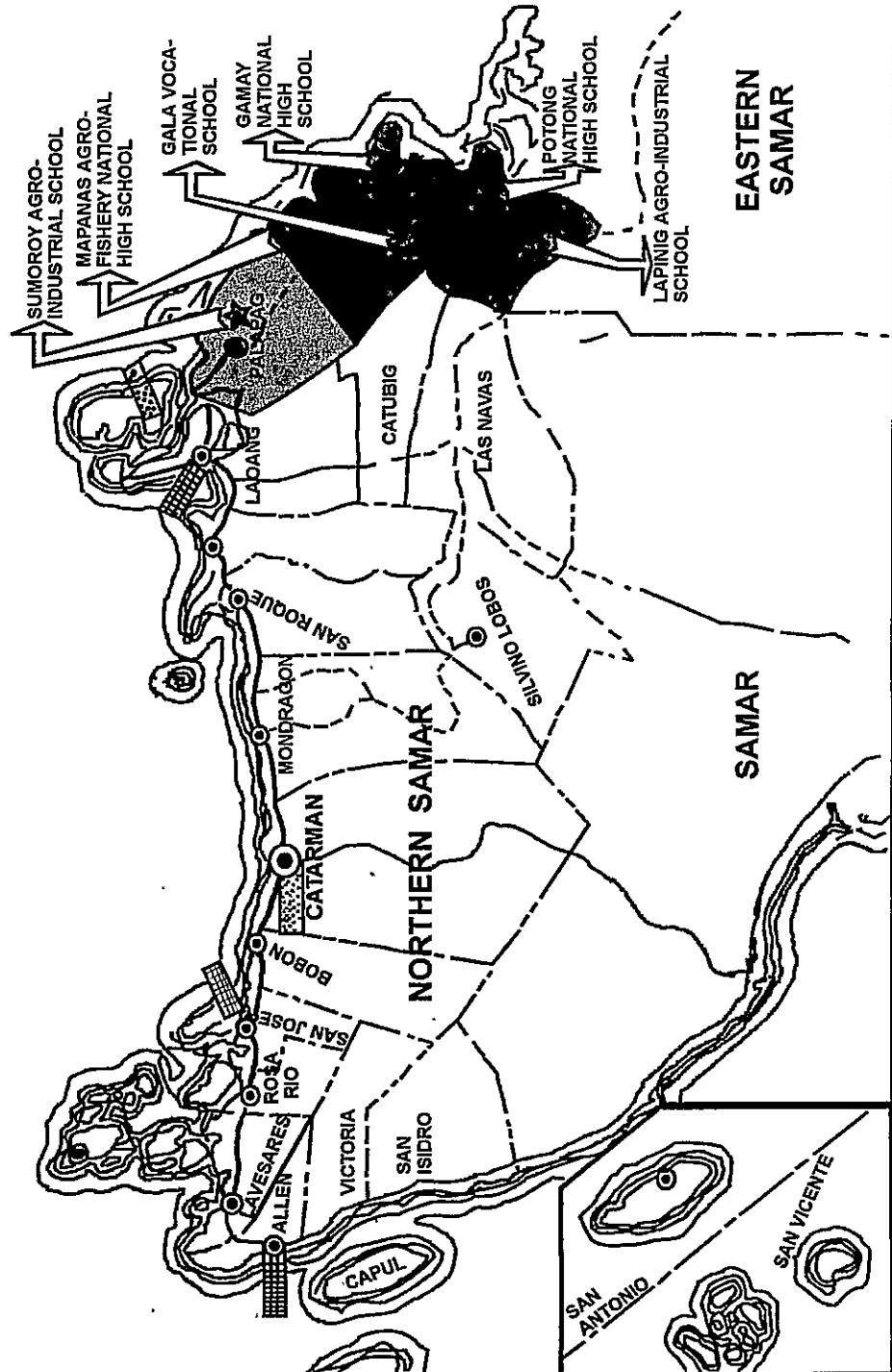
ALL MODES TRANSPORTATION MAP (PROVINCIAL)

LEGENDA

Legend:

- Existing Road
- Proposed/On-Going Road
- Airport
- Seaport
- National High School

PREPARED BY:
MUN. DEV'T. STAFF
SOURCE: NCSO MAP 1970
NOTE: POLITICAL BOUNDARIES
ARE APPROXIMATIONS



This study was undertaken during the SY 1997-1998.

Definition of Terms

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

Average family expenses. It is obtained by dividing the total expenses of the families by the number of families (Drense, 1985:42).

Average family income. It is obtained by dividing the total income of the families by the number of families (Drense, 1985:42).

Average family size. In this study it is obtained by dividing the number of children in all the families considered by the number of families.

Average joint monthly expense. In this study, it refers to the amount expended obtained by dividing the sum of the joint monthly expense by the number of respondent - families.

Average joint monthly income. In this study, it is income obtained by dividing the sum of joint monthly income of the respondents by the number of respondents - families.

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 own capita income (Drense, 1985:31).

Family expense. An expense incurred for whatever is

used or kept for use in the family whether necessities or luxuries (Orense, 1985:42). It refers to the expense or disbursement made by the family during the calendar year including all expenses in relation to farm or business operations, investment ventures, purchases or real property and other disbursements which do not involve personal consumption.

Family income. The value of good and services received by family in a given period of time (Orense, 1985:43). In this study, family income includes primary income and income from other sources received by all family members during the calendar year.

Pacific towns. In this study, they are the towns of Gamay, Mapanas, Lapinig and Palapag which are found in the coastal area of Northern Samar facing the Pacific Ocean.

Professional Growth. A progressive development in order that for one to belong to one of the learned professions: engaging in one of the learned profession or in an occupation requiring a high level of training and proficiency (Hawkins, 1986:663). In this study, it indicates highest educational qualification a teacher achieves.

Per capita expense. It is obtained by dividing the total family expense by the total number of family members (Orense, 1985:45).

Per capita income. It is obtained by dividing the total family income by the total family members.

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 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 Quisumbing (1987:152), is to bring about change, to form and transform the total person, his intellect, his emotions, his will, to realize the faculties, the capabilities and talents God gave him and develop him in 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 time to reap seems too remote.

Bertrand (1950:151) agreed that education is positively correlated with social participation. He further stated that a person's social status is closely related to a number of important characteristics. In other words, if the

social status of an individual is known, many other things can be assumed with reasonable accuracy.

According to Cariño (1990:55) the Department of Education, Culture and Sports is determined to implement programs and project towards the realization of the teachers' educational commitments. These commitments are anchored on Article XIV, Section 3 (2) of the 1987 Philippine Constitution. There was a time to destroy and to uproot. There was a time to fight and overthrow, and even to hurt. Now is the time to heal and reunite. This first line applies to the national scenario, but it is specially meaningful to the educators sector.

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, students loan program, subsidies and other incentives.

As to teaching competence and professional advancement, Santos (1983:811) stated that there is more delight among students when they know that their teacher aside from being a specialist in his field still endeavors to broaden and

deepen his knowledge by continuous reading and other forms of self-study to augment what he has already known.

Pursuant to Proclamation No. 1081 issued last September 29, 1972, otherwise known as Educational Development Decrees of 1972 instituted meaningful reforms that decidedly improved the quality of education as a part of the curriculum. One of the objectives was to provide for a broad general education that would assist individual in his development as a whole human being useful to his fellow men and to his country (Andres and Francisco, 1989:26).

Nevertheless, the teachers need to improve their living conditions. The demand of teaching tasks and responsibilities differ from those other employees in the government. Teachers work does not end in school but extend even at home. They are looked up to as model 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 individual position of a teacher in the community often places him in the labyrinth of a never-ending special commitment which tends to tax his purse heavily thus inevitably and adversely affecting his meager income (Sanchez, 1987:24).

In bringing to light the economic status of the

families in the Philippines, Orense (1985:32-34) of the National Census and Statistics Office, Manila, together with his staff, conducted the 1985 Family and Expenditures Survey (FIES). The average family per capita income was estimated to be P4,421 while in urban areas of P5,748 compared to only P3,095 in rural areas. The ratio of rural to urban per capita income in 1985 was maintained at the 1991 ratio of .53. The average expenditure in the urban was P6,916 while in rural areas, it was P3,542 resulting in rural to urban ratio of 0.51.

An interesting finding about salary which French (1964:28-31) 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 dissatisfaction than the equity of salary. That is, inequities in salaries tended to contribute more dissatisfaction than did the absolute level of salaries.

Ligarte (1992) made mention that our educational system in the Philippines is confronted by various factors viz: 1) The pupils and parents themselves; 2) The teachers; 3) The school administrators; 4) the lack of fund allocation

for vital needs in the lower levels; 5) lack of classrooms, learning materials, and facilities and equipment.

He stated further that only the government can do something concrete to upgrade and improve the present situation. Perhaps the government should increase the salaries of teachers above the poverty line according to National Statistics Office (NSO). The government could perhaps increase teachers opportunities for growth like awarding the best teachers with scholarship grants for graduate studies. The DECS and the Civil Service Commission (CSC) should assess and review the promotional scheme to give better chances for the promotion for deserving and give better chances for more achievement. The DECS should also revise its policies on personal management and recruitment so as to attract and keep the best qualified professional teacher in the service. Problems of teachers should be addressed frontally through a channel for resolving teacher's grievances. Moreover, teacher should not be overloaded with overlapping programs and thrusts where teachers are taken away from their main task - to teach. The success of their efforts would really improve not only the teacher's stature but the educational system as a whole.

Pobre (1993) said in his article on empowerment through enhanced professional and technical skill. As a pool of

rich human resource our professionals can be found in almost walks of life. There is no phase of the national life where no professional is involved. As a matter of fact, we find them deeply involved in programs and projects of the government, in business concerns, and in non-profit institutions.

The complexities of modern activities, both in government and private enterprises, have demanded that only those responsible for their economical efficiency and effective performance be possessed with high degree of knowledge and expertise. In addition, the intricacies of public administration and of business management have reached a level of sophistication that only those who are equipped with highly specialized education and training can cope with a highly specialized education and training can cope with attendant problems.

According to Pobre (1993:58):

The explosion and implosion of knowledge and high technology in the twentieth century, have placed in the hands of man the tools and the means to do awesome things.

He can plumb the ocean depths. He can reach up to the moon and the planets. He can reduce the world into global village through the almost instantaneous transmission of sound and sight.

He can even manipulate the physical regeneration of the human race in the laboratory.

To be a professional is a privilege, not a right. It is privilege derived from the trust and confidence which the

public has reposed upon a particular profession. That must be continuously nurtured. If abused, it can be revoked.

We must seek new formulas, new outlooks, new thrusts, and aspirations. As a man seeks to perfect himself and the society in which he lives, there must be a continuing search for new assumptions and the restructuring of decaying institutions. Innovations and reforms are the contrast alternatives of growth and progress.

There are times when problems cannot be solved by accustomed ways and traditional practices. And yet men of less stern stuff refuse to venture into determined efforts to improve systems that have long existed, no matter how short they fall from the ideal. People are almost afraid to discover, often content to be what they are, and simply kept what they have. This attitude that keeps most men from saying just "one bold step" must be disavowed by those who are committed to the pursuit of the truth.

It is imperative, therefore, that the people doing the battle, the professionals and craftsmen, are armed with necessary skills and expertise to give them a chance to win. And they must win-and win for the future of our children.

Another theory which has some implications to personal remuneration is the popular "basic needs" concept of Maslow. As quoted by McGregor (1972:138) 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 2) safety needs; 3) social needs; 4) ego or esteem needs.

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 in-operative when his stomach has been empty for a while (physiological need).

McGregor relates the implications of Maslow's theory to the compensation of the organization. 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 working organization, this income takes the form of salary, allowances, and fringe benefits. Failure of management to adequately provide for this could result frustration on the part of the worker, and in behaviors with unsupportive, if not destructive, effects on organizational ends.

The implication of the theory discussed may boil down to one thing - the importance of adequate financial reward and incentive for work. Dubin (1974:32) elucidates on this

point, although it should be made clear that he talks within the context of American culture, when he said:

In our society money does not 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. 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 for work.

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 (McGregor, 1972:54-56).

Related Studies

The following completed researches were found to be relevant to the present study. They are summarized here to shed light on the differences and similarities to the present inquiry.'

Pablo (1985) in her study on the relationship of socio-economic status of grade VI pupils and their mathematical abilities found out that the overall performance of the aforesaid pupils was significantly related to their parents income. It proved further that socio-economic status influenced the mathematical abilities of grade VI

pupils.

The study of Pablo and the present study involve the same variable of socio-economic status but they differ in the respondents involved. Pablo's study correlated socio-economic status with mathematical performance of grade VI pupils while the present correlated it with professional growth of teachers.

Ramirez (1994) in his study on the socio-economic conditions of public school teachers in the Division of Negros Oriental revealed that: 1) the salaries of the respondents were not adequate for the daily needs; 2) the income of the respondents spouses were insufficient for a decent living; 4) 81.76% of the respondents allocated money annually for the education of their children. Based in the foregoing findings, she recommended that: 1) Teachers' salaries should be increased correspondingly with the purchasing power of the peso; 2) In attending in-service trainings activities and performing their functions wherein expenses are incurred, teachers should be reimbursed in their actual expenditures; and 3) Teaching aids and devices should be freely provided so the teachers may not be financially disturbed when their leaders visit them and inspect those items. These findings shed more light on the present socio-economic status of teachers particularly because the desire of teachers to achieve professional

growth is deterred by more important expenses like education of the children.

The aforesited study is very much related with the present study because both treated on socio-economic status as variable. The difference is that, the cited study is a status study, while the present research was a correlational one. Moreover, the study of Ramirez involved the elementary teachers, the present study involved secondary school teachers.

Also found correlated with this investigation is the inquiry of Tabdi (1994). She probed into the professional growth of the faculty of Baguio Central University during school years 1990-1994. She found out that: 1) The types of in-service education activities engaged in by the faculty to enhance their professional growth were, faculty meetings/conferences, seminars/workshops, symposium/forum, pursuing degree programs demonstration and conventions; 2) To further develop the professional growth, the faculty subscribed to reading materials; read books newspapers and magazines, affiliated with professional organizations; participated in various activities, and developed a hobby; 3) The factors that motivated the faculty to grow professionally were academic excellence, upgrading competence, additional degree, increase in salary, influence

of co-workers, promotion in rank, university requirement, scholarship and influence of department head; 4) The problems of the faculty in growing professionally were lack of time, lack of incentives and lack of funds, etc..

The present study has some resemblance with Tabdi's research work because both deal with professional growth of teachers. However, they differ in the following ways: 1) The respondents were different - this study employed high school teachers while that of Tabdi, she employed college teachers; 2) Tabdi's study is descriptive - survey type while the present study is descriptive - correlational where professional growth is correlated with the socio-economic status of the secondary school teachers.

A closely - related study of relationship involving professional growth is the investigation of Dizon (1984). He attempted to determine the relationship between professional advancement and teaching efficiency of the faculty of Ilocos Sur Agricultural College during the SY's 1981-1984. Significant findings were: 1) The educational advancement in terms of MA of the faculty as a whole was essentially contributory to their teaching efficiency; 2) The in-service education activities and the efficiency ratings were positively related but statistically insignificant. This

finding of Dizon supported and confirm the enthusiasm of the respondents of the present to pursue professional advancement in term of advance degrees inspite of deterrents that dampen this motivation.

The foregoing related study bears significant relationship with the present study because both deal on professional growth. However, it differs from the present study because of the following: 1) The cited study correlated professional growth with the teaching efficiency while the present study correlated professional growth with socio-economic status; 2) The respondents in the related study were secondary and tertiary school teachers in an agricultural college while in the present study, the respondents were public secondary school teachers.

Rimando's study (1981) centered on socio-economic status of married public elementary school teachers. He found out that: 1) Majority of the teachers had big families with an exact average of 5 to 10 children; 2) Most of the respondents received a monthly salary of P551 to P650; 3) Many of the teachers had other sources of income most of which represented salaries of their working spouses, brothers, sisters or children and taking part-time work and business; 4) Most of the respondents had an average total gross family monthly income from P1,000 to P1,500 while average family

monthly net income was from P150 or less to P301 to P450; 5) Sources of most economic problems of the respondents were: too much contribution, payment for unsold fund-raising tickets and expenses for visiting officials. These findings strengthened some of the findings in the present study particularly those that shed light on average family size; joint monthly income and expenses, monthly per capita income and expense which served as data for comparison and which enriched some conclusions. The foregoing study of Rimando was related to the present study in that both probed into socio-economic status of teachers. However, Rimando merely described the socio-economic status and problems of his respondents while this study went further by establishing relationship between socio-economic status of secondary school teachers and the respondents of the present study were secondary teachers.

Another related study was the work of Tuazon (1985) whose focus was on the socio-economic status of elementary school teachers in the district Bamban, Tarlac. Pertinent findings were: 1) The average family size of the 144 elementary school teachers was four; 2) Majority of the respondents had a monthly income of P2,000 to P2,999; 3) Other sources of income were derived from agricultural, business, animal raising, working children. While her study

was considered to be significant by this researcher, she focused only on limited variates which were also considered in the present study. The study included description of the social conditions of the respondents aside from their socio-economic status. The study served as basis for comparison as far as socio-economic status is concerned.

The cited inquiry was somehow related to the present study because both had socio-economic status as their topic. The differences were 1) Tuazon's study was descriptive-survey, the present study was descriptive-correlational; 2) The respondent in Tuazon's study were elementary teachers, while the present study had secondary teachers.

Casureo (1986) conducted a study on the relationship among socio-economic status, level of aspiration and teaching performance of the teachers of Calbayog District II. Based on her findings, she had the following recommendations made: 1) The school administrator should draw up a continuous training program designed to improve the teaching competence of the teachers; 2) The teachers should be given opportunity to avail in-service opportunities intended to improve their teaching performance which would in turn improve the quality of elementary education; 3) The teachers with outstanding performance should be given awards and the necessary encouragement to bolster their morale and

professional commitment to education by giving the due recognition for a job well done; 5) Finally, other forms of research studies should be conducted to determine the influence and effect of the different indicators of the aspirations of the teachers on their teaching performance; 6) A similar study be included on the socio economic status levels of aspiration of the teacher of the Division of Calbayog City, to determine the influence and effect of the above mentioned indicators on the teaching performance of the teacher.

The purpose of the study differentiated the Casurao's work from the present study. The former pictured the levels of aspirations and teaching performance of the teachers of Calbayog district II while the latter sought to determine the professional growth of teacher's influenced by their economic status.

Locafas (1991) conducted a study on the relationship between economic status and educational commitments of teachers. Based on his findings, he had the following recommendations 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 vocational 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 tap all the 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 teacher should endeavor to manifest industry and dedication, good public relations with the community, thereby making it easier for them to influence the positive behavior of the people without necessarily spending their own money in affecting school and community development.

The study cited was somehow relevant to the present study because both had used the survey questionnaire checklist and socio-economic status as their topic. But the difference was that: Locafas' study was about the relationship of socio-economic status and educational commitment of teachers, while the present study was the influence of socio-economic status on professional growth of teachers.

According to Lea Montes Guevara (1984) on her survey

conducted on the relationship of socio-economic status to the professional growth and performance of elementary school teacher of Catarman 11, Division of Northern Samar that out of 96 teacher-respondents only 30 or 26.7% of the teachers indicated to have income from other sources and the highest received from these sources was P5000 while the least was P20.00 per month. The majority of teachers in the district had a low level of living. They were entirely dependent on the meager salary they received for their living. Based on the findings, the following conclusion were drawn; 1) Economic stability was directly related to professional advancement; 2) Socio-economic status did not affect teachers' performance although teachers with low level of living tended to go slow or remain passive or sluggish which resulted in poor performance; 3) Professional advancement enhanced better performance. The latter could be gotten by formal means or by informal means as attending in-service trainings, readings and others; 4) Those with longer experience were better performers compared with those with shorter ones; 5) Teachers with a larger number of children in school have limited chances to grow professionally.

The present study was different from Guevara's work. The former discussed on the relationship of socio-economic

status to the professional growth and performance of elementary school teachers of Catarman II, while the latter sought to determine the professional growth of teachers' as influenced by economic status.

Ramirez (1984) in his study on the relationship of the profile and socio-economic variables to the performance of elementary grade teachers in Tabango North District, in school year 1982-1983 as basis for formulating administrative guidelines gave the following recommendations: 1) Since teachers were more experienced, more qualified as to educational qualification and qualified in terms of in-service trainings, they should be encouraged to make use of their professional qualification in improving their performance. In-service trainings were held to improve teacher competence. So the district should adopt a policy to equate teachers' educational qualification, experience and in-service trainings with performance; 2) Teachers should also be encouraged to make their ANICARE and green revolution project in school profitable. As an incentive to teachers, they should be given a share of the proceeds from the projects; 3) Teachers should be encouraged to augment their family income, utilizing their backyard in gardening or in animal raising project; 4) By school year 1984-1995, teachers would only

have to render six hours a day to teaching. The rest of the time of the day should be utilized by the teachers in undertaking sariiling sikap projects to augment their income. It was recommended that assistance be extended to the teachers beneficiaries. Assistance may come in the form of technical services from other government agencies who had the capability to render such service. For example, if the project is animal raising, then services of the Bureau of Animal Industry be served; 5) In the sending of delegates to seminars, workshops or institutes, those who were young and less in experience should be selected, but should be capable and deserving. If the purpose of such training is to improve competence, the young and inexperienced needed them, but capable and deserving because they had to echo the seminars they had attended; 6) The young and inexperienced teachers should be encouraged to work closely and coordinate with older teachers for mutual enrichment. The old experienced and master teacher can share their old and tested methods with the young and the young can also share their knowledge of the current trends and issues; 7) It was established that educational qualification of teachers greatly affect their performance. The more educationally qualified the teacher, the better was his performance. Hence, teachers who had low educational

qualification must be given priority to take up study leave.

Baylosis (1992) in his study on about "The Educational and Socio-Economic Conditions, Needs and Problems in the Municipality of Babatngon: Input for a Developmental Plan," had the following findings and conclusions made: 1) Among the items cited, the educational need that "needs urgent attention" were those on instructional facilities; 1.1 Based on the data in the district office the people of Babatngon were literate; 1.2 The teacher-pupil ratio was within or even more ideal than the prescribed pupil ratio of the DECS; 2) The place abounds in natural resources such as its valuable forest and water resources in fish and seafood products; 2.1 Its total population household distribution had increased from 1980 to 1990; 2.2 The existing recreation facilities was inadequate; 2.2.1 listening to radio was the people's foremost recreational activity; 2.3 Farming and Fishing were the people's basic occupations; 2.4 The average family income was very small; 2.5 The people commonly used passenger buses, jeepney, pump boats, bancas, and pedicabs; 2.5.1 Most of the respondents perceived as very difficult the extent of the use of transportation facilities; 2.6 The government had "limited implementation" most of its programs and projects except for health and sanitation which was perceived as "fairly implemented;" 3) The heads of families

perceived among its needs, livelihood projects, water facilities a social hall facilities, and a health center;

3.1 The teacher respondents identified a "more needed" transportation facilities, livelihood projects, water facilities and social hall; 4) Among the problems identified by heads of families as "problems beyond control" were supply of potable drinking water and the repair and maintenance of roads. The teacher-respondents identified as a "problems beyond control" the repair and maintenance of roads; 5) There was no significant difference in the perceptions of the needs by heads of families and teacher respondents.

Basing on the conclusions evolved from this study the following recommendations were given: 1) If an action development plan was to meet the needs of the people it must start with production system, development of livelihood projects, where the natural resources of the community abound in fishing and farming, 2) Loans must be given accompanied by a strong mechanism for accountability. Whoever would help provide capital: (that is a funding agency or private person) they should provide a mechanism for a training and development and monitor at various check points; 3) A qualitative research on cultural patterns, beliefs and practices of the people could be useful as

baseline information for development; 4) The development plan should be tried even for one or two projects to start with.

Macayan (1990) on her study conducted about "Socio-Economic Status, Disciplinary Practices of Parents and Classroom Behavioral Problems of Secondary Students of Tiburcio Tancinco Memorial Institute of Science and Technology," had the following conclusion drawn based on the findings of the study: 1) Majority of the parents of the subject students had some education and different kinds of jobs with some few without jobs. Most belonged to low income bracket; they had big families and most of them were residing in farm lands followed by those who were living in the commercial areas; 2) From among the socio-economic indicators, the occupation of both fathers and mothers was significantly related to withdrawing behavior. In addition, the occupation of mothers was significantly related to delinquent related behavior. 3) Family income was also significantly related to all areas of behavior problems except non-compliant behavior. Again, the relationship was inverse which explained that the lower the income, the more likely these behavior problems among children developed.

Based on the findings of the study, the following were

recommended: 1) Every school should provide a Human Development Center with qualified and competent guidance counselors in order to help pupils/students with problems. 2) School officials and parents should always understand and consider that child is a unique individual and his personality is molded in accordance with his environment; 3) Classroom teachers must have trainings in guidance and counseling so they can be instrument in minimizing, if not completely eradicating the behavior problems as exhibited by students; 4) Religious tenets must have be solidly imbued by the children through the parents; 5) The family background of the children with behavior problems as identified by the Human Development Center should be complete. This would help any counselor who would handle the case as to what he should do; 6) The PTA, religious organizations, and even the DSSD should conduct meetings, seminars and such other activities with parents on the proper disciplinary measures that may be administered at home; 7) Studies related to the classified according to their sex and the describers be expanded to include some immediate neighbors in their community; 8) The study should be replicated in other schools for more in-depth results.

Evidently, the observation and findings of the foregoing studies and views of several other authorities in the

fields of education and sociology are related to the present study. It has been noted, however that not one of the studies cited above was exactly the same as the current research and that none attempted to relate the influence of economic status on the professional growth. In general, the various researches and ideas served as an avenue that led to the identification of the need for the current inquiry or investigation. The findings of researches cited above were credited for providing the much-needed valuable information that served as the foundation of this work.

Chapter 3

METHODOLOGY

This chapter discusses the method and procedures, the 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 hypothesis testing with their corresponding formula and assessment scales.

Research Design

This study employed the descriptive-correlational research method using a researcher-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 observations were resorted to in order to crosscheck the initial responses gathered through the use of the principal instrument that were doubtful to the researcher. The gathered data elicited implications to plan for staff development programs for teachers.

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 which answered the following information viz: 1.1 Name, Age, Sex, Civil Status; 1.2 Position; 1.3 School; 1.4 Highest Educational Qualification' 1.4.1 Doctorate; 1.4.2 Doctorate (Candidate); 1.4.3 M.A. with Doctoral Units; 1.4.4 M.A.; 1.4.5 M.A. Candidate; 1.4.6 B.S, graduate with M.A. units; 1.4.7 B.S. graduate; 1.5 Number of years in the service; 1.6 Number of children; 1.7 Number of dependents other than children; 1.8. Estimated joint monthly family income; 1.9. Estimated joint monthly family expense. Part II. Sources of Income and Expenses which was divided into two sub parts; A. Sources of income which contributed to the monthly income of the family which the respondent answered the corresponding questions by encircling the number under the column corresponding to the following numbers such as: 5, Fully Contribute (FC); 4, Highly Contributed (HC); 3, Moderately Contribute (MC); 2, Slightly

Contribute (SC); and 1, Not Contribute (NC). B. Sources of Expense which contributed to the joint monthly expense of the family which the respondent answered the corresponding questions by encircling the number under the column corresponding to the following number such as; 5, Fully Contribute (FC); 4, Highly Contribute (HC); 3, Moderately Contribute (MC); 2, Slightly Contribute (SC); and 1, Not Contribute (NC). Part III. Problems of Teachers Related to Professional Growth dealt with problems encountered by teachers in their desire to achieve professional growth. The respondents were made to encircle the number under the column corresponding to the following number such as; 5, If fully Felt (FF); 4, If Highly Felt (HF); 3, If Moderately Felt (MF); 2, If Slightly Felt (SF); and 1, If not Felt (NF).

Documentary Analysis. The researcher made optimum use of available records that yielded data needed for this investigation such as records, payroll, services, report of enrollment and attendance, abstract of salary deduction etc.) of the district and division offices. These were examined, analyzed to get information on salary rate and some of the items under the fist part. Likewise, official records of school heads and the school treasurers and the district treasurers were examined to obtain information on teachers' contribution.

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

Validation of the Instrument.

The questionnaire was first submitted to the adviser, for comments on the relevance of the questions to the objective of the study. The researcher solicited suggestions to improve the questionnaire. After this had been finalized, it was tried with department heads at Gala Vocational School, Gamay, Northern Samar to check gross errors in grammar, appropriateness of vocabulary, accuracy of data asked and the like. This try out afforded the department heads to give their comments and suggestions to improve the instrument. Revisions were made on improving the clarity of directions, completing missing words in the items and replacing irrelevant choices or items. After

these had been duly corrected, the questionnaire was finalized and printed for final correction of the adviser and actual dissemination to chosen respondents.

Sampling Procedures

The respondents of this study were drawn from the Pacific towns of Gamay, Mapanas, Lapinig and Palapag. All public secondary schools located in these towns were considered from where respondents were likewise drawn. One hundred forty-five secondary school teachers were chosen from these schools using lottery sampling.

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, or within their respective classroom. During the distribution of the questionnaires the researcher explained thoroughly how the instrument should be accomplished to insure accuracy, sincerity and honesty of responses. There was one-hundred percent retrieval of the respondents' accomplished questionnaire. The data gathered were tallied in a master sheet, tabulated, presented, analyzed, and interpreted quantitatively

and qualitatively using the most appropriate statistical process.

Statistical Treatment of Data

After the data had been gathered they were categorized, tabulated and analyzed. Two statistical measures were used in this study, namely: frequency counts with percentage and the weighted mean.

For simple numerical facts, as in the presentation of the economic profile of the respondents, the totals and average were used.

The average monthly per capita was determined by dividing the average joint monthly income by the size of the family. Likewise, the average per capita expense and the size of family to compare the per capita and the per capita expense of the families of teachers, the t-test for non-independent samples was used by applying the following formula (Gay, 1981:261).

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

Where:

t = The computed statistical value

D = Mean of the difference between X_1 and X_2

ED = The summation of squares of the difference

ED = Sum of the difference between X_1 and X_2

N = The number of items summed up

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

To determine the economic status of the families the scale established by the NCSO as of 1991 was used as shown below:

<u>Monthly Per Capita Income in Pesos</u>	<u>Economic Status</u>
50,000 and over	Upper Class
15,000 - 25,000	Higher Middle Class
7,500 - 14,999	Middle Class
2,500 - 6,499	Lower Middle Class
2,500 below	Lower Class

For the sources of income and the sources of expense the weighted means were ranked to determine which of the sources most dominantly contributed to the joint income and the joint expense of the family, as the case may be.

To find how the economic status of the teachers related

with their professional growth, the Pearson Product Moment Coefficient of Correlation was used in applying the following formula (Gay, 1981:258).

$$R = \sqrt{\frac{E_{xy} - \frac{(Ex)(Ey)}{N}}{\sqrt{\frac{(Ex)^2}{N}} \frac{(Ey)^2}{N}}}$$

Where:

R = Coefficient of Correlation

X = Economic Status of Teacher

Y = Professional Growth of Teachers

E = The summation of this items under x and y

N = is the number of items to be summed up

Under each variable

The value of r will be interpreted using the following legend:

.70 - 1.0 High to Very High Correlation

.40 - .70 Substantial Correlation

.20 - .40 Low Correlation

.00 - .20 Negligible Correlation

To determine the significance of the value of r reference was made in the Table of Critical value of r.

The Alpha of significance was set at .05 level and four degrees of freedom.

The acceptance or rejection of the null hypothesis was based be on the relation between the computed value and the tabular value. When the computed r-value was less than the table value, the H_0 was accepted. When the computed r-value is equal to or greater than the table value, the H_0 was rejected.

To test the significance of the computer r, Fisher's t was used.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data collected through the questionnaire administered to the teacher-respondents, the results of the analysis undertaken on these data as well as corresponding interpretation. Included in this chapter are the : 1) economic and professional growth profile of the respondents, 2) joint family income and expenses, 3) per capita income and expense, 4) perceptions of the teacher-respondents on the extent to which the sources of income and expenses contribute to the family income and expenses, 5) the problem felt by these respondents, and 6) tests of hypotheses of the study.

Economic Profile of the Respondents

This study investigated the economic profile of the teachers in Northern Samar, particularly those in the Pacific towns of the second district of the said province. Specifically, the following information were gathered along this line: family size, joint monthly income, joint monthly expenses, monthly per capita income, as well as monthly per capita expenses.

Family size. Table 1 presents the family size of the teacher-respondents based on the number of children in the family. As revealed by the said table, most of the teachers involved, that is, 59 out of 145 or 40.7 percent had children from 0-2 followed by those who had 3-5 children with 54 teachers or 37.2 percent. Only one teacher had 12-14 children which corresponded to 0.7 percent. Consequently, the average number of children of the 145 teacher-respondents was posted at 4 children with a standard

Table 1

Family Size Profile of the Teacher-Respondents
Based on the Number of Children

Number of Children (Head Counts)	Frequency	Percentage
12 - 14	1	0.7
9 - 11	6	4.2
6 - 8	25	17.2
3 - 5	54	37.2
2 or less	59	40.7
Total	145	100%

Average No. of Children (\bar{x}) 4 children

Standard Deviation (SD) 3 children

deviation of the three children. This implied that in general, the teachers from the Pacific towns of the second district of Northern Samar had complied with the maximum number of children approved by the Philippine government and had not exceeded the limit set in terms of those that could be claimed as dependents in the filing of income tax returns. Moreover, this was indicative of the fact that the said teachers were aware and concerned of economic implications of having more children.

Table 2 provides additional information in relation to the respondents' family size by presenting data on their additional dependents other than their children. As depicted by this table, the greater majority of the teachers involved in the study, that is, 118 of 145 or 81.4 percent had at most two dependents. Twenty-one of them comprising 14.4 percent had 3-5 dependents while three of them or 2.1 percent had 6-8 and 9-11 dependents. On the average, these teachers had two additional dependents with a standard deviation of two dependents. This meant that the families of the teachers from the Pacific towns of the second district of Northern Samar reflected the typical Filipino family who had extended family members. Moreover, these extended family members entailed additional expenses on the part of the teacher-respondents.

Table 2

Family Size Profile of the Teacher-Respondents Based on the Number of Additional Dependents Children

Number of Children (Head Counts)	Frequency	Percentage
9 - 11	3	2.1
6 - 8	3	2.1
3 - 5	21	14.4
2 or less	118	81.4
Total	145	100%

Average No. of Children (\bar{x}) 2 dependents

Standard Deviation (SD) 2 dependents

Joint Monthly Income of the Family. Table 3 contains data on the joint family income per month of the teacher-respondents. It can be gleaned from this table that the most number of teachers with 62 of them or 42.8 percent had family income of P8,001.00 to P11,001.00. Twenty six teachers comprising 17.9 percent of the respondents earned P17,001.00 to P20,000.00 followed by those who earned P5,001.00 to P8,000.00 and P11,001.00 to P14,000.00 with 26 teachers or 17.9 percent and 15 teachers or 10.3 percent,

Table 3

**Joint Family Income (Monthly) Profile
of the Teacher-Respondents**

Family Income (in Pesos)	Frequency	Percentage
P26,001.00 - P29,999.00	1	0.7
P23,001.00 - P26,000.00	6	4.1
P20,001.00 - P23,000.00	3	2.1
P17,001.00 - P20,000.00	26	17.9
P14,001.00 - P17,000.00	14	9.7
P11,001.00 - P14,000.00	15	10.3
P 8,001.00 - P11,001.00	62	42.8
P 5,001.00 - P 8,000.00	18	12.4
Total	145	100%
<hr/>		
Average No. of Children (\bar{x}):	P12,624.64	:
Standard Deviation (SD):	P 4,998.45	:

respectively. On the average, the teacher involved in the study had joint family income per month of P12,624.64 having a standard deviation of P4,998.45. This implied that the teacher-respondents had exceeded the poverty level set by the National Census and Statistic Office which was P10,000.00 for a family of four children by P2,624.64.

Joint Family Expenses per Month. The joint family expenses of the teachers involved in this study are reflected in Table 4. The highest number of teachers, that is 42 out of 145 which comprised 29.0 percent had family expenses

Table 4

**Joint Family Expenses Profile
of the Teacher-Respondents**

Family Income (in Pesos)	:	Frequency	:	Percentage
P26,001.00 - P29,000.00	:	2	:	1.4
P23,001.00 - P26,000.00	:	3	:	2.1
P20,001.00 - P23,000.00	:	3	:	2.1
P17,001.00 - P20,000.00	:	10	:	6.9
P14,001.00 - P17,000.00	:	27	:	18.6
P11,001.00 - P14,000.00	:	15	:	10.3
P 8,001.00 - P11,001.00	:	42	:	29.0
P 5,001.00 - P 8,000.00	:	35	:	24.1
P 5,000.00 or less	:	8	:	5.5
Total	:	145	:	100%

Average Monthly Expenses (\bar{x}):	P11,300.50 :
Standard Deviation (SD)	:

out of 145 which comprised 29.0 percent had family expenses of PB,001.00 with 35 teachers or 24.1 percent and 27 teachers or 18.6 percent, respectively. Only two of these teachers or 1.4 percent spent as much as P26,001.00 to P29,000.00. In general, the average monthly expense of the families of the teachers from the Pacific towns of the second district of Northern Samar was pegged at P11,300.50 with a standard deviation of P5,140.53. It is worth noting at this point that these teachers made it a point that their expenses were reasonable and did not exceed their income. Apparently, their average expense per month were lower than their average income which indicated that they were capable of saving at an average of P1,324.14 every month.

Monthly Per Capita Income. The family size of the teacher-respondents were considered in relation to their income to arrive at their monthly per capita income which are reflected in Table 5. As revealed by this Table, majority of these teachers with 80 out of 145, that is, 44.2 percent had monthly per capita income of P2,000.00 or less. This was followed by those with monthly per capita income ranging from P2,001.00 to P5,000.00 and P5,001.00 to PB,000.00 with 43 of them or 29.6 percent and 10 out of 145

Table 5

Monthly Per Capita Income of
the Teacher-Respondents

Per Capita Income (in Pesos)	:	Frequency	:	Percentage
P20,001.00 - P23,000.00	:	1	:	0.7
P17,001.00 - P20,000.00	:	2	:	1.4
P14,001.00 - P17,000.00	:	3	:	2.1
P11,001.00 - P14,000.00	:	10	:	6.9
P 8,001.00 - P11,000.00	:	43	:	29.6
P 5,001.00 - P 8,000.00	:	18	:	55.1
P 2,001.00 - P 5,000.00	:	42	:	29.0
P 2,001.00 or less	:		:	
Total	:	145	:	100%
Average Monthly Per Capita Income (\bar{x})	:		:	P2,921.19
Standard Deviation (SD)	:		:	P3,973.29

or 6.9 percent, respectively. Only one of the teacher-respondents or 0.7 percent posted a per capita income of P20,001.00 to P23,000.00. The average monthly per capita income of the families of the teacher-respondents turned out to be P2,921.19 with a standard deviation of P3,973.29.

This trend showed that the financial status of the teachers in the Pacific towns of the second district of Northern Samar are quite stable.

Monthly Per Capita Expenses. With respect to the expenses incurred by every members of the family, Table 6 shows that majority of the respondents incurred per capita expenses of not exceeding P2,000.00 with 87 teachers out of 145 comprising 60.0 percent. This was followed by those who incurred per capita expenses of P2,001.00 to P5,000.00 and P5,001.00 to P8,000.00 with 40 teachers comprising 27.5 percent and eight teachers comprising 5.5 percent. This distribution of the per capita expenses of the teachers showed extreme skewness to the left, that is the per capita expenses clustered around smaller values which implied that the per capita expenses of the teacher-respondents were minimal and did not exceed their per capita income.

This was further strengthened by the average per capita which was P2,672.91. Aside from the implication that the teachers involved in the study were reasonable in their spending, this information likewise indicated the idea that the cost of living in the Pacific towns of Northern Samar was relatively low in comparison with the other areas in the province or even in the region.

Table 6

Monthly Per Capita Expenses of the
Teacher-Respondents' Families

Per Capita Income (in Pesos)	: Frequency	: Percentage
P20,001.00 - P23,000.00	2	1.4
P17,001.00 - P20,000.00	1	0.7
P14,001.00 - P17,000.00	2	1.4
P11,001.00 - P14,000.00	4	2.8
P 8,001.00 - P11,000.00	1	0.7
P 5,001.00 - P 8,000.00	8	5.5
P 2,001.00 - P 5,000.00	40	27.5
P 2,001.00 or less	87	60
Total	: 145	: 100%
Average Monthly Per Capita Expense(\bar{x})	:	P2,672.91
Standard Deviation (SD)	:	P3,976.22

Professional Growth Profile
of the Respondents

Another aspect of the respondents' characteristics which was determined by this study was their profile on professional growth as reflected by their experience in the academe or length of service as well as their highest educational qualification.

Length of Service. The data on teaching experience of the teachers are presented in Table 7. As revealed by the

table mentioned, most of the 145 teachers involved in the study with 44 or 30.4 percent had taught for 16-20 years followed by those who had taught for 1-5 years and 11-15 years with 29 or 20.0 percent and 22 or 15.2 percent, respectively. The least number of teachers, that is, two corresponding to 1.4 percent had served for 26-40 years already. On the average, the teachers in the Pacific towns of the second district of Northern Samar had been in the teaching profession for 16.2 years with an average variation from one teacher to another of 9.0 years as reflected by its

Table 7

**Length of Service Profile of
Teacher-Respondents**

Years in Service	:	Frequency (f)	:	Percentage
36 - 40		2		1.4
31 - 35		7		4.8
26 - 30		13		9.0
21 - 25		19		13.3
16 - 20		44		30.3
11 - 15		22		15.2
6 - 10		9		6.2
1 - 5		29		20.0
Total	:	145	:	100%
Average No. of years in Service (\bar{x})				16.2 years
Standard Deviation (SD)				9.0 years

standard deviation. This meant that these teachers had more than enough experience in their chosen profession.

Educational Qualification. Table 8 contains data on the educational qualification of the teachers in the Pacific towns of the second district of Northern Samar. As can be observed from this table, most number of the teachers, that is 65 out of 135 or 44.9 percent had already earned

Table 8

**Educational Qualification Profile
of the Teacher-Respondents**

Highest Educational Qualification : Frequency : Percentage		
M.A. with Ph.D./Ed.D. units	1	0.7
M.A./M.S.	8	5.5
M.A. Candidate	8	5.5
BS/AB Graduate with M.A. Units	65	44.9
AB/BS Graduates	63	43.4
Total	145	100%

units in the masteral level. This number was a little bit higher than those who were mere AB/BS graduates with 63 teachers comprising 43.4 percent of the respondents. Eight of these teachers which was equivalent to 5.5 percent were M.A. candidates and another eight or 5.5 percent were M.A./M.S. degree holders already. Significantly, one of them or 0.7 percent was already a doctor's degree holder.

The data on the teacher-respondents' educational qualification showed indications that they were continuously pursuing professional growth and that they manifested signs of acknowledging the importance of continuously upgrading their knowledge in the teaching profession.

Relationship Between Per Capita Income and
Per Capita Expenses of the Families
of the Teacher-Respondents

In this section, the linear relationship of the teacher-respondents' per capita income and expenses was established with the use of Pearson Product-Movement Correlation Coefficient. Moreover, the significance of the computed coefficient was tested using Fishers' t-test to guide the researcher in relation to the first hypothesis are reflected in Table 9. As revealed by the table and as discussed earlier under the economic profile of the respondents, the mean per capita income of the 145 teacher involved in the study in the amount of P,2921.19 proved to be higher than their mean per capita expenses in the amount of P2,672.91. A closer scrutiny indicated that the numerical difference was pegged at a value of P248.28.

Moreover, the computed correlation coefficient or Pearson r with the per capita income as the first

independent variable and per capita expenses as the second independent variable denoted a positive value of 0.35. The positive sign indicated the fact that the relationship between the teacher-respondents per capita income and

Table 9

Relationship Between Per Capita Income and Per Capita Expenses of the Teacher Respondents

Variables	:	Mean	:	S.D.	:	Pearson r
Per Capita Income		P2,921.19		P3,973.29		0.35
Per Capita Expense		P2,672.91		P3,976.22		
Computed Fishers T-Value				P4.468.00		
Tabular/Critical t-value at $L = .05$ and $df = 145$: 1.960						
Decision/Evaluation	:		:		:	

expenses was directly proportional which meant that teachers with lower per capita income tend to incur lower per capita expense. Meanwhile, teachers with higher per capita income tend to incur higher per capita expense.

To test the significance of the computed Pearson r, Fisher's t-test was applied to the data. Results showed that the computed Fisher's t-value of 1.960 at $L = .05$ and $df = 143$. This led to the rejection of the hypothesis which stated that "There is no significant relationship between

the per capita income and expenses of the families of the teacher-respondents in the Pacific towns of the second district of Northern Samar. This denoted the idea that the per capita expenses incurred by the families of the teacher-respondents were highly dependent on how much each family member earned on the average. These results showed a very favorable indication that the teachers involved in the study managed their resources reasonably and effectively. This was supported by the gathered data where their per capita expenses did not exceed their per capita income. Evidently, the teacher-respondents lived within their means and manifested their maturity in relation to managing their monetary resources.

Relationship Between the Economic Status of the Teacher-Respondent and their Professional Growth

The main purpose of this research undertaking was to find out the relationship between the economic status of the teachers and their professional growth. The data collected to provide information with regards to this issue are herein discussed. Table 10 provides data on the computed correlation coefficient between economic status and the professional growth of the teachers. Inasmuch as two indicators of

professional growth was used, namely: length of service and educational qualification, the analysis for each of these indicators was done separately, as follows:

Length of Service as Related to Economic Status. Table 10 presents the computed correlation coefficient between economic status and length of service as well as educational qualification of the teacher-respondents. As depicted by the said table, the Pearson r between length of service and economic status of the teachers involved was pegged at 0.27. This positive coefficient indicated that the longer the teachers were in the service, the higher their corresponding economic status. This was expected inasmuch as economic status was directly related with time. The trend suggested a significant improvement in the economic status with the passing of time. This could be explained by the fact that the longer the teachers were in the service salary increased, vertical and horizontal promotion followed. Most of the rating scheme on promotion had provisions for length of service.

To determine the significance of this observed relationship, Fisher's t -test was utilized. The computed Fisher's t -value was posted at 3.353 which proved to be numerically higher than the tabular/critical t -value of 1.960 at .05 level of significance and 143 degrees of

freedom. Consequently, the hypothesis that "There is no significant relationship between the economic status of the teachers and their professional growth in terms of length of service" were rejected. Truly, economic status as well as length of service were directly proportional, denoting the fact that teachers who had stayed longer in the service had greater chances of improving their economic status than the new ones.

Educational Qualification as Related to Economic Status. Another data/information reflected in Table 10 is the relationship between teachers' economic status and their education qualification. The computed Pearson r between these two independent variables resulted to 0.41. Inasmuch as this coefficient was positive, it could be said that there relationship proved to be directly proportional. This meant that those who had higher education qualifications tend to be in the higher level of economic status in comparison to teachers who were merely bachelor's degree holder. Evidently, investing in terms of pursuing masteral degrees or doctoral degrees was rewarding. This could be explained by the fact that those who had earned units in higher levels had more chances for promotion than those who had tended to be stagnant.

Table 10

Relationship Between Economic Status of the Teacher and the Professional Growth

Indicators of Professional Growth	Pearson r	Fisher's t-value	Evaluation
Length of Service	0.27	3.353	Significant
Educational Qualification	0.41	4.903	Significant

*Evaluation was done at tabular/critical t-value of 1.960 at $\alpha = .05$ & $df = 143$.

*Fisher's t-test was undertaken to determine the significance of the computed Pearson r. The computed Fisher's t-value resulted to 4.903 and per inspection, thus turned out to be greater than the critical/tabular t-value of 1.960 at .05 level of significance and $df = 143$. Therefore, the hypothesis that "There is no significant relationship between the economic status of the teachers in the Pacific towns of the second district of Northern Samar and their professional growth in terms of educational qualification" was rejected. This meant that teachers pursuing higher educational attainment tend to alleviate their economic status. This favorable result could serve as a strong motivation for the teachers to enroll in masteral or even doctoral programs.

Teacher-Respondent's Perceptions of the Extent to which Sources of Income and Expenses Contribute to the Joint Family Income and Expenses

The teacher-respondents were asked what were their sources of income and the extent to which these sources of income contributed to their families' joint family income. Their responses are contained in Table 11. It was revealed by this table that out of the ten possible sources of income, five turned out to have a contribution to the income of the family. Of these, one was assessed by the respondents to fully contribute" to the joint family income with a weighted mean of 4.08. This referred to "Income from government employed as teachers." This is understandable inasmuch as teaching is the main source of income of these respondents. The four others obtained weighted means of 2.09, 1.59, 1.59 and 1.51, all of which corresponded to qualitative interpretation of "slightly contribute." These sources of income are: additional income from farming industry, income from wholesale and retail industry, income from other service jobs and additional income from fishing industry, respectively. The data showed that aside from teaching there were four other sources of income that the teachers from the Pacific towns of the second district in

Table 11

**Perceptions of the Teacher-Respondents on
the Extent to Which Sources of Income
Contribute to the Joint Family Income**

Mean Sources of Income	5 [FC]	Responses				Total	Weighted Interpretation	
		4 [HC]	3 [MC]	2 [SC]	1 [NC]			
1. Income from government employment as teachers	(360) 72	(92) 23	(126) 42	(10) 5	(3) 3	(591) 145	4.08	HC
2. Additional Income from Fishing Industry	(5) 1	(16) 4	(33) 11	(72) 36	(93) 93	(219) 145	1.51	SC
3. Additional Income from Farming Industry	(5) 4	(44) 11	(93) 31	(93) 31	(43) 43	(303) 145	2.09	SC
4. Income from wholesale And Retail Industry	(10) 2	(44) 11	(36) 12	(40) 20	(100) 100	(230) 145	1.59	SC
5. Income derived from Assistance or subsidy abroad	(25) 5	(8) 2	(15) 5	(10) 5	(128) 128	(186) 145	1.28	NC
6. Income from domestic Assistance or subsidy	(15) 3	(4) 1	(24) 8	(22) 11	(122) 122	(187) 145	1.28	NC
7. Income from loan/deposit Interest	(5) 1	(8) 2	(45) 15	(62) 31	(96) 96	(216) 145	1.49	NC
8. Income from rentals of Property	(5) 1	(12) 3	(24) 8	(16) 8	(125) 125	(182) 145	1.26	NC
9. Income from cottage Industries	(5) 1	(12) 3	(18) 6	(26) 13	(122) 122	(183) 145	1.26	NC
10. Income from other service jobs	(10) 2	(8) 2	(63) 21	(60) 20	(90) 90	(231) 145	1.59	SC

Legend: 4.51 – 5.00 Fully Contributed [FC]
 3.51 – 4.50 Highly Contributed [HC]
 2.51 – 3.50 Moderately Contributed [MC]
 1.51 – 2.50 Slightly Contributed [SC]
 1.00 – 1.50 Did Not Contribute [NC]

Northern Samar have, namely; farming, wholesale and retail, other service jobs and fishing. This could be attributed to the fact that the locations of these teachers facilitated them to engage in this profit-earning activities, augmenting their income derived from their salaries as teachers.

Table 12, on the other hand, provided information in relation to the sources of expenses and the extent to which these sources contribute to the teacher-respondents' joint family expenses. As depicted by the said table, there were three sources of expenses which highly contribute to the joint family expenses, namely: "Expenses for food, clothing and shelter" with a weighted mean of 4.28, "Expenses for education of the family" with a weighted mean of 4.01. and "Expenses for fuel, light and water" with a weighted mean of 3.61. Furthermore, there were five sources of expense identified by the respondents to have a moderate contributions to their family expenses. These were: 1) Expenses for medical and health services with a weighted mean of 3.13, 2) Expenses for taxes, gifts and contribution to others, with a weighted mean of 3.06, 3) Expenses for instructional services with a weighted mean of 2.73, 4) Expenses for laundry and cosmetics with a weighted mean of 2.66, and 5) Expenses for community public services with a weighted mean of 2.52. Finally, there were two

Table 12

**Perceptions of the Teacher-Respondents on
the Extent to Which Sources of Expenses
Contribute to the Joint Family Income**

Sources of Income	5 [FC]	Responses					Total	Weighted Mean Interpretation
		4 [HC]	3 [MC]	2 [SC]	1 [NC]			
1. Expenses for Instructional Services	(40) 8	(100) 25	(141) 47	(100) 50	(15) 15	(396) 145		2.73 MC
2. Expenses for community public service	(15) 3	(64) 16	(135) 45	(142) 71	(10) 10	(366) 145		2.52 MC
3. Expenses for education of the family	(255) 51	(212) 53	(78) 26	(24) 12	(3) 3	(581) 145		4.01 HC
4. Expenses for food, clothing and shelter	(370) 74	(160) 45	(60) 20	(10) 5	(1) 1	(621) 145		4.28 HC
5. Expenses for fuel light and water	(165) 33	(192) 48	(129) 43	(34) 17	(4) 4	(524) 524		4.28 HC
6. Expenses for transportation and communication	(60) 12	(124) 31	(168) 56	(80) 40	(6) 6	(338) 145		2.33 SC
7. Expenses for laundry and cosmetics	(25) 5	(72) 18	(156) 52	(124) 62	(8) 8	(385) 145		2.66 MC
8. Expenses for medical and health services	(65) 13	(140) 35	(174) 58	(72) 36	(3) 3	(454) 145		3.13 MC
9. Expenses for taxes, gifts and contribution to others	(60) 12	(136) 34	(159) 53	(86) 43	(3) 3	(444) 145		3.06 MC
10. Expenses for recreational services	(20) 4	(20) 5	(129) 43	(140) 70	(23) 23	(332) 145		2.29 SC

Legend: 4.51 – 5.00 Fully Contributed [FC]
 3.51 – 4.50 Highly Contributed [HC]
 2.51 – 3.50 Moderately Contributed [MC]
 1.51 – 2.50 Slightly Contributed [SC]
 1.00 – 1.50 Did Not Contribute [NC]

other sources of expenses considered by the teachers to have slightly contributed to the joint family expenses. These were "Expenses for transportation and communication" and "Expenses for recreational services" with weighted means of 2.33 and 2.29, respectively. The trend of expenses incurred by the teachers reflected their priorities in spending. Evidently, they gave prime importance on their family's basic needs then to social and professional obligations as teachers. Apparently, their last priority was on vocational activities. Moreover, the teachers' responses on their sources of expenses reinforced the earlier finding that they managed well their monetary resources.

Problems Felt by the Teacher-
Respondents in Relation to
Their Professional Growth

The researcher also solicited problems encountered by the teacher-respondents from the pacific towns in the second district of Northern Samar in relation to their professional growth. Their responses are reflected in Table 13. Among the ten listed problems, one was considered by the teacher-respondents as "highly felt" with a weighted mean of 3.68 which relate to "Problems on the expenses for food, clothing and shelter." Six problems were assessed as "moderately felt" with the following means presented in descending

Table 13

**Problems Felt by the Teacher-Respondents
In Relation to their Professional Growth**

Problems	5	Responses							Weighted Mean/ Interpretation
		4 [EF]	3 [HF]	2 [MF]	1 [SF]	Total [NF]			
1. Problem on inaccessibility of transportation		(155) 31	(112) 28	(114) 38	(86) 43	(5) 5	(472) 145	3.26	MF
2. Problems on the expenses for food, clothing & shelter		(165) 33	(232) 58	(90) 30	(44) 22	(2) 2	(533) 145	3.68	HF
3. Problems on the expenses for fuel, light & water		(65) 13	(160) 40	(159) 53	(74) 37	(2) 2	(460) 145	3.17	MF
4. Problems on the expenses for laundry & cosmetics		(10) 2	(92) 23	(135) 45	(124) 62	(13) 13	(374) 145	2.58	MF
5. Problems on the expenses for medical & health service		(45) 11	(140) 36	(189) 63	(60) 30	(6) 6	(450) 145	3.10	MF
6. Problems on the expenses for taxes, gifts & contribution to other	1	(55) 11	(144) 36	(165) 55	(74) 37	(6) 6	(444) 145	3.06	MF
7. Problems on the expenses for recreational services		(5) 1	(52) 13	(117) 39	(130) 65	(127) 27	(331) 145	2.28	SF
8. Problems on husband & wife relationship		(25) 5	(12) 3	(60) 20	(96) 48	(69) 69	(262) 145	1.81	SF
9. Problems on laziness		(10) 2	(32) 8	(69) 23	(110) 55	(57) 57	(278) 145	1.92	SF
10. Problems on insufficient money due to big family size		(155) 31	(152) 38	(123) 41	(50) 25	(10) 10	(231) 145	3.38	MF
11. Others:									
11.1 Payment for loans		(5) 1	-	(9) 3	-	-	(14) 4	3.50	MF
11.2 Education of children		-		(4) 1	-	-	(4) 1	4.00	HF
11.3 Distance of SUC from residence		-		-	-	-	-		
11.4 Insufficient income to support parents & relatives		-		-	(3) 1	-	(3) 1	3.00	MF
11.5 Teaching benefits not received due to "no savings from administration"		(5)		-	-	-	-	5.00	EF
11.6 Moral & economic problems		(5) 1		-	-	-	(5) 7		
11.7 Too much withholding tax		(5) 1		-	-	-	(5) 1	5.00	EF

Legend: 4.51 – 5.00 Extremely Felt [EF] 1.51 – 250 Slightly Felt [SF]
3.51 – 4.50 Highly Felt [HF] 1.00 – 1.50 Not Felt [NF]
2.51 - 3.50 Moderately Felt [MF]

order: 3.38, 3.26, 3.17, 3.10, 3.06 and 2.58. These problems were "Problems on insufficient money due to big family size," "Problems on inaccessibility of transportation," Problems on the expenses for fuel, light and water," "Problems on the expenses for medical and health services," "Problems on the expenses for taxes, gift and contribution to others," and "Problems on the expenses for laundry and cosmetics." Meanwhile, three problems were deemed "slightly felt" by the respondents, such as: 1) problems on the expenses for recreational services, 2) Problems on laziness and, 3) problems on husband and wife relationships with weighted means of 2.28, 1.92, and 1.81, respectively.

Significantly, out of the 145 teachers involved in the study seven of them identified one additional problem each, namely: 1) "Teaching benefits not received due to no savings from administration" with a weighted mean of 5.00 or "extremely felt," 2) "Moral and economic problems" with a weighted mean of 5.00 or extremely felt," 3) "Too much withholding tax" with a weighted mean of 5.00 or "extremely felt," 4) Education for children" with a weighted mean of 4.00 or "highly felt," 5) Distance of SUC from residence" with a weighted mean of 4.00 or "highly felt," 6) "Payment for loans" with a weighted mean of 3.50 or "moderately

felt," and 7) "Insufficient income to support parents and relatives" with a weighted mean of 3.00 or "moderately felt." On the whole problems encountered by the teachers from the Pacific towns in the second district of Northern Samar were "moderately felt" by them as evidenced by the grand mean of 3.40. The assessments made by the respondents on the problems they encounter follows the trend of their responses on their sources of expenses. These are reflective of their priorities. These problems are somehow the justifications of the inability of other teachers involved to pursue their masteral or doctoral degrees. Due to their hesitance to incur more expenses than their earnings, they delay if not prolong their acquisition of higher degrees.

Implications of the Findings of the
Study to the Professional Growth/
Development of Teachers

In general, the information generated by this study reinforce Maslow's theory on need hierarchy. In this theory, the lowest level is physiological which includes the universal needs for food, clothing and shelter (Huse, 1982:385). These needs must be met, at least partly, before higher level needs emerge. It is evident that some of the teacher-respondent are pre-occupied with satisfying their

physiological needs hence their inability to pursue professional development. It is worth noting, however, that a few of the teachers from the Pacific towns of Northern Samar were even into the second and third need hierarchy, which were safety or security and social or affiliation levels, respectively. This was supported by the fact that in some of them, public service, social functions and recreational activities emerged as their sources of expenses.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, the corresponding conclusions drawn on the basis of these findings as well as the recommendations that were formulated.

Summary of Findings

The following were the major findings of the study:

1. The average number of children of the teachers from the Pacific towns of the second district of Northern Samar was posted at four children with a standard deviation of three children.
2. On the average, these teachers have two additional dependents with a standard deviation of two dependents.
3. The joint family income per month of the 145 teachers involved in the study posted an average amount of P12,624.64 with a standard deviation of P4,998.45.
4. Their joint family expenses per month, however, was pegged at an average amount of P11,300.50 with a standard deviation of P5,140.53. This amount turned out to be lesser than the joint family income per month.
5. In terms of per capita income of the families of the teachers from the Pacific towns of the second district

of Northern Samar, data showed that the average resulted to an amount of P2,921.19. This proved to be lesser than the standard deviation which was posted at P3,973.29.

6. On the other hand, the resulting average per capita expense per month of the families of the 145 teachers involved in the study turned out to be lower than their average per capita income per month inasmuch as the former was pegged at P2,672.91 with a standard deviation of P3,976.22.

7. With respect to the length of service of the teacher-respondents, the gathered data revealed that these teachers have been teaching for an average of 16.2 years with a standard deviation of 9.0 years.

8. Moreover, in relation to the educational qualification of the teachers from the Pacific towns of the second district of Northern, Samar, it was found out that most of the teachers, with 65 of them or 44.9 percent have already earned units towards the masteral level/degree. Sixty three teachers or 43.4 percent were merely baccalaureate degree holders, eight teachers comprising 5.5 percent were M.A. candidate and Master's degree holders and only one or 0.7 percent was a doctor's degree holder.

9. The computed correlation coefficient between per

capita income and expenses of the families of the 145 teachers involved in the study using Pearson Product Moment Correlation Coefficient turned out to be 0.35 which denoted that the corresponding relation was directly proportional. To test the significance of this value, Fisher's t-test was applied, where the resulting Fisher's t-value was 4.468. Upon inspection, this value proved to be greater than the tabular/critical t-value of 1.960 at $\alpha = .05$ and $df = 143$. Hence, the hypothesis that "There is no significant relationship between the monthly per capita income and expenses of the families of the teacher-respondents in the Pacific towns of the second district of Northern Samar" was rejected.

10. The computed correlation coefficients between economic status of the teachers and their professional growth as indicated by their length of service and educational qualifications were posted at 0.27 and 0.41, respectively. Moreover, the corresponding Fisher's t-value for testing significance were pegged at 3.353 and 4.903, respectively. These values turned out to be numerically greater than 1.960 the tabular/critical t-value at $\alpha = .05$ and $df = 143$. This led to the rejection of the hypothesis stating that "There is no significant relationship between

the economic status of the teachers and their professional growth."

11. The sources of income identified by the teacher-respondents arranged in terms of their extent of contribution to the joint family income of the teacher-respondents were as follows:

11.1 Income from government employment as teachers with a weighted mean of 4.08 or "highly contribute,"

11.2 Additional income from farming industry with a weighted mean of 2.09 or "slightly contribute,"

11.3 Income from wholesale and retail industry with a weighted mean of 1.59 or "slightly contribute,"

11.4 Income from other service jobs with a weighted mean of 1.59 or "slightly contribute," and

11.5 Additional income from fishing industry with a weighted mean of 1.51 or "slightly contribute."

12. With regards to the sources of expenses identified by the teachers from the Pacific towns of the second

district of Northern Samar, the following were considered by them to have highly contributed to their families' joint expenses:

12.1 Expenses for food, clothing and shelter with a weighted mean of 4.28,

12.2 Expenses for the education of the family with a weighted mean of 4.01 and,

12.3 Expenses for fuel light and water, with a weighted mean of 3.61.

13. Among the ten listed problems in the questionnaire given to the respondents, the problems on the expenses for food, clothing and shelter obtained a weighted mean of 3.68 were rated by the teachers as "moderately felt," with their respective weighted mean to wit:

13.1 Problems on insufficient money due to big family size - 3.39,

13.2 Problems on inaccessibility of transportation - 3.26,

13.3 Problems on the expenses for medical and health services - 3.10,

13.5 Problems on the expenses for taxes, gifts and contributions to others - 3.06, and

13.6 Problems on the expenses for laundry and cosmetics.

On the whole the listed problems were considered by the teachers involved in the study to be "moderately felt" by them as evidenced by the obtained grand mean of 3.40.

Conclusions

Based on the findings which were just presented, the following conclusions were drawn:

1. The families of the teachers from the Pacific towns of the second district of Northern Samar tend to reflect the ideal family size of Filipino families of having four children and the nature of extended Filipino families which accommodate grandparents, grandchildren, nephews, nieces, and the like as suggested by the respondents' profile on family size and additional dependents.

2. The said teachers manifest systematic and effective management of their monetary resources, giving priorities on basic needs of their family like food, clothing, shelter, education, and the like. Costs incurred for recreation, social functions were given secondary importance. Moreover, these teachers showed self-discipline in terms of how much they could afford as evidenced by the fact that the trend of their joint family expenses and per capita expenses were lower than their joint family income and per capita .

income. Their behaviors were notably commendable and exemplary, living up to the community's expectations from a mentor or a teacher.

3. The teachers from the Pacific towns of Northern Samar showed manifestations of being mature professionally as evidenced by the way they managed their finances and the number of years they have served as teachers. This was further strengthened by indications that they were also concerned with uplifting their professional development by way of enrolling in masteral or doctoral levels.

4. The amount of income the teacher-respondents' accumulated in the family proved to be a determinant or predictor of their spending pattern inasmuch as the data showed a significant relationship between per capita income and per capita expenses of these families.

5. Likewise, economic status of the teachers turned out to be a determinant or predictor of their professional growth and development. This meant that teachers who were in the higher level of economic status were more motivated to pursue professional growth, while those in the lower class level tended to show contentment of being able to finish a degree. This could be attributed to the fact that their main concern was to satisfy the basic needs of

their families and no amount was left to enable them to go to a nearest college or university and enroll.

6. The teacher-respondents' income from their salaries were not sufficient as evidenced by the data collected that they also engaged in other profit-generating activities like farming, buy and sell, service jobs, and fishing. These activities, although served to augment income may have repercussions on their teaching performance and professional growth. This means that their time after school were fully utilized, hence preparation of their lessons, preparation of additional teaching paraphernalia and even schooling may not be undertaken anymore.

7. The spending pattern of the teachers from the Pacific towns of the second district of Northern Samar reflected their priorities and their concern which were primarily on the satisfaction of their existence or maintenance needs which were physiological in nature.

8. It is evident from the problems identified by the 145 teachers involved in the study that financial constraint turned out to be one of the major reasons of their inability to pursue professional growth and development. Moreover, their geographical location, being in the Pacific towns hindered them to enroll in a State College or University due to inaccessibility of transportation.

Recommendations

In view of the salient findings of the study as well as the conclusions formulated, the following recommendations were generated which were designed to improve not only the plight of the teachers situated in the Pacific towns of Northern Samar, but also the teachers in general.

1. Inasmuch as salaries of teachers cannot be treated locally since it is the concern of the national government and aside from the fact that corresponding increases would depend on the national budget, it is highly recommended that in each school, income-generating activities be undertaken to augment salaries of teachers. Moreover, consistent with the "WOW-SIGA" advocated by DECS, gardens in the school yard could be established. The school should properly manage the fruits and vegetables harvested from these gardens in order that all the teachers would have a share from these harvests. This way, their spending pattern allocated for food would be reduced, hence increasing their income. Ultimately, they would have sufficient monetary resource to finance their professional development through enrolling towards masteral or doctoral levels.
2. Encourage teachers to establish multi-purpose

cooperatives involving not only the students but the parents as well. Multi-purpose cooperatives may engage in varied activities including education and training. This way, teachers students and even parents would "learn while earning."

3. Every school must come up with a functional and effective staff development program anchored on the needs competencies of the teachers. Every teacher should be scheduled for training and development and should be granted full scholarship grants and benefits. This is the only way where they would be motivated to pursue their professional development.

4. Encourage teacher to form academic circles by field of specialization in their respective schools, where the member of these academic circles share among themselves new ideas or concepts learned, reference materials and teaching paraphernalia. This way, they could spend wisely and productively their free time while at school minimizing intrigues and gossiping, which would eventually minimize conflicts among these teachers.

5. To overcome the geographic barriers to the professional growth of the teachers who were situated in the Pacific towns, the concerned officials from the respective Division should coordinate with nearby college or

universities to establish their extension colleges or graduate schools right in these towns, hence "bringing their college/universities nearer to the student-clientele."

6. A parallel study maybe conducted in other Pacific towns to further strengthen or reinforce the findings of this study.

7. A sequel study could be undertaken wherein other variable like age, sex, civil status maybe correlated with the spending pattern of the teachers as well as their economic status.

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APPENDICES.

Appendix "A"

Letter Request for Approval of Research Problem

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 9, 1997

Dr. Rizalina M. Urbiztondo
Dean, Graduate/Post Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to submit for approval one of the following research problems of my thesis proposal, preferably topic No. 1.

1. INFLUENCE OF ECONOMIC STATUS OF THE PROFESSIONAL GROWTH OF TEACHERS IN NORTHERN SAMAR.
2. A COMPARATIVE STUDY OF HIGH SCHOOL STUDENTS GRADUATED FROM VOCATIONAL AND BARANGAY HIGH SCHOOLS.
3. THE OUTPUT OF INSTRUCTIONAL MATERIALS AS A GUIDE FOR EFFECTIVE TEACHING.

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

Very truly yours,

(SGD.) ROMULO D. ALBINO
Researcher

Recommending Approval:

(SGD.) COSETTE C. OLIVA, Ph.D.
Head, Research and Development

Approved:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

APPENDIX "B"

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME : ALBINO ROMULO DIEGA
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE : MASTER OF ARTS IN EDUCATION

AREA OF SPECIALIZATION : ADMINISTRATION AND SUPERVISION

TITLE OF PROPOSED THESIS/DISSERTATION : INFLUENCE OF

ECONOMIC STATUS ON THE PROFESSIONAL GROWTH OF

TEACHERS IN NORTHERN SAMAR.

(SGD.) ROMULO D. ALBINO
Applicant

ALFREDO D. DACURO, Ph.D.
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

CONFORME:

(SGD.) ALFREDO D. DACURO, Ph.D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX "C"

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 23, 1997

The Schools Division Superintendent
Division of Northern Samar
(Thru the Dean of Graduate Studies)
Samar State Polytechnic College

Sir:

I have the honor to request permission to field my questionnaire on the study entitled "THE INFLUENCE OF ECONOMIC STATUS ON THE PROFESSIONAL GROWTH OF TEACHERS IN NORTHERN SAMAR" specifically in the Pacific towns in the second district of Northern Samar, for the school year 199701998 to meet my requirements for the degree Master of Arts in Education which I am presently pursuing in the Samar State Polytechnic College, Catbalogan, Samar.

Enclosed in the copy of the questionnaire which I shall distribute to the teachers in the second district of Northern Samar.

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

Very truly yours,

(SGD.) ROMULO D. ALBINO
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

APPROVED:

(SGD.) RAMON A. BASAS, JR.
Asst. Schools Division Superintendent

APPENDIX "D"

SURVEY QUESTIONNAIRE

August 9, 1997

Sir/Madam:

The undersigned is presently working on a thesis entitled: "Influence of Economic Status on the Professional Growth of Teachers in Northern Samar."

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,

(SGD.) ROMULO D. ALBINO
Researcher

Part I. PERSONAL INFORMATION

1. Name _____ Age _____ Sec _____ C.S. _____
2. Position _____
3. School _____
4. Highest Educational Qualification. Please check the information below where you belong.
4.1 Doctorate / /
4.2 Doctorate (Candidate) / /
4.3 M.A. with Doctoral Units / /
4.4 M.A. / /
4.5 M.A. Candidate / /
4.6 B.S. graduate with M.A. Units / /
4.7 B.S. graduate / /
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

Direction: Below are sources of income of teachers. Please indicate to what extent these sources of income contribute to the joint monthly income of your family. Please encircle the number under each column corresponding to the source of income using the following scale:

- 5 - if source of income Fully Contribute (FC)
- 4 - if source of income Highly Contribute (HC)
- 3 - if source of income Moderately Contribute (MC)
- 2 - if source of income Slightly Contribute (SC)
- 1 - if source of income does Not Contribute (NC)

Sources of Income	FC	HC	MC	SC	NC
	(5)	(4)	(3)	(2)	(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 wholesome and retail merchandising	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

Direction: Below are sources of expense of teachers. Please indicate to what extent these sources of expense contribute to the joint monthly expense of your family. Please encircle the number under each column corresponding to the sources of expenses using the following scale:

- 5 - if source of expense Fully Contribute (FC)
- 4 - if source of expense Highly Contribute (HC)
- 3 - if source of expense Moderately Contribute(MC)
- 2 - if source of expense Slightly Contribute(SC)
- 1 - if source of expense Not Contribute (NC)

Sources of Income	FC	HC	MC	SC	NC
	:(5)	:(4)	:(3)	:(2)	:(1)
1. Expenses 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. PROBLEMS OF TEACHERS RELATED TO PROFESSIONAL GROWTH

Direction: Below are the problems of teachers encountered by them in their desire to achieve professional growth. Please indicate to what extent these problems are felt by you by encircling the number under each column corresponding to the perceived problem using the following rating scale.

5 - if problem is Fully Felt (FF)
 4 - if problem is Highly Felt (HF)
 3 - if problem is Moderately Felt (MF)
 2 - if problem is Slightly Felt (SF)
 1 - if problem is Not Felt (NF)

1

Sources of Income	FC	HC	MC	SC	NC
	:(5)	:(4)	:(3)	:(2)	:(1)
1. Problem on inaccessibility of transportation	: 5	: 4	: 3	: 2	: 1
2. Problem on the expense for food, clothing and shelter	: 5	: 4	: 3	: 2	: 1
3. Problems on the expense for fuel, light and water	: 5	: 4	: 3	: 2	: 1
4. Problems in the expense for laundry and cosmetics	: 5	: 4	: 3	: 2	: 1
5. Problem on the expense for medical and health services	: 5	: 4	: 3	: 2	: 1
6. Problem on the expense for taxes, gifts, and contributions to others	: 5	: 4	: 3	: 2	: 1

Sources of Income	FC	HC	MC	SC	NC
	(5)	(4)	(3)	(2)	(1)
7. Problems on the expense for recreational activities	5	4	3	2	1
8. Problem on husband and wife relationship	5	4	3	2	1
9. Problems on laziness	5	4	3	2	1
10. Problems on insufficiency of money due to big family	5	4	3	2	1
11. Problems due to poor comprehension					
12. Others (specify)					

CURRICULUM VITAE

CURRICULUM VITAE

Name : ROMULO D. ALBINO
Address : Gamay, Northern Samar
Date of Birth : December 15, 1959
Present Position : Classroom Teacher
Station : Gala Vocational School
Gamay, Northern Samar
Curriculum Pursued : Master of Education
Major : Administration and Supervision
Civil Status : Single

EDUCATIONAL BACKGROUND -

Elementary : Gamay, Central Elem. School
Gamay, Northern Samar
1971-1972
Secondary : Gala Vocational School
Gamay, Northern Samar
1975-1976
College : University of Eastern Philippines
University Town, Northern Samar
1976-1980
: Leyte State College
Tacloban City
1984-1985
Course : Bachelor of Science in Agriculture
Bachelor of Science in Education

CIVIL SERVICE ELIGIBILITY -

Professional Board Examination for Teachers (PBET)
November 21, 1991.

SEMINARS ATTENDED AND AWARDS RECEIVED -

In-Service Training for Secondary School Heads and Secondary School Teacher
September 17-18, 1994

Regional Seminar Workshop on Gender Issues in Philippine society
August 30-31, 1995

Regional Seminar on Strategies and evaluation in the different Subject Areas in the Secondary School Level
August 30-31, 1983

Plant Propagation and Nursery Management Training
September 14-19, 1981

MAR Orientation Workshop for Local Enumerators on Non-rice and Cord Lands Survey
September 9-11, 1986

1st DISP-LEAP Session for all Secondary Teachers Held at SAIS, Palapag, N. Samar
October 12, 1996

Certificate of Recognition
March 3, 1995

Certificate of Recognition
March 31, 1998

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