

HOUSEHOLD CHARACTERISTICS AND HOME TO SCHOOL MANAGEMENT OF STUDENTS AT THE COLLEGE OF ARTS AND SCIENCES, SCHOOL YEAR 1990-1991

Concepcion Bautista Azares

ABSTRACT

This study aimed to look into the socio-demographic characteristics of the students at the College of Arts and Sciences; their economic conditions; their housing conditions; and their home to school management.

The study was limited to 393 students which was 82.37% of the college population broken into: 19 BS Physics; 33 BS Math; 130 BS Biology and 211 AB students.

The findings revealed that there were more female students; their average age was 19; majority were single, more students were Catholics; most of them lived in the barrio; the average number of children in their families was 5; most of their fathers were high school graduates; and most of their mothers were elementary graduates.

Some of the students were working, most of whom were engaged in service oriented jobs. Most of their parents were engaged in agricultural jobs. Some of their parents had other sources of income and most of them had average monthly income amounts ranging from P2999.00 and below.

As to their housing conditions, most of them owned their houses and lots, which were concrete. Most of them were using electricity, having their water supply from artesian/deep wells, majority were using wood for their fuel, their toilets were mostly water-sealed, and majority had electric appliances. Most respondents disposed their garbage in their backyard and their sewerage disposal were mostly on drainage.

Their home to school management was also looked into. It was found out that most of the students went to school by walking and by riding in tricycles. Most of those who did not commute stayed in boarding houses and paid monthly rentals ranging from P50.00 and above. For those who commuted, most had P100.00 for their average weekly transportation allowances.

INTRODUCTION

The University of Northern Philippines was originally the old Trade School of Vigan in the early 1930s, but was converted into a School of Arts and Trades in the 1950s, then became a state university by virtue of Republic Act No. 4449, authored by the known Father and Founder, the late Honorable Congressman, Floro S. Crisolago. It was conceived to provide a low cost of quality education for the people of Region I. Standing on a hilly part of a barangay of Vigan, the capital town of Ilocos Sur, the University began with a few degree courses with initial minimal enrolment which gradually increased yearly demanding for the construction of more buildings to house the different growing colleges or academic units and increasing manpower to serve the growing population. The College of Arts and Sciences was one of the earliest academic units established in the university. In the early 1970s, it became the most populated unit because all College Freshmen had to pass through the college for the first two years before students proceeded to their mother colleges according to the degree program they started.

This study presents the profile of the students at the College of Arts and Sciences under the following categories: The Socio-Demographic Characteristics, the Economic Characteristics, the Housing Conditions of the Students and Their Home to School Management.

SIGNIFICANCE OF THE STUDY

It is believed that data and findings of the study will not only be useful for the university as a whole but particularly for the College of Arts and Sciences as it provides insights on the socio-demographic and economic characteristics of students shedding light into the standard of living the students have. A knowledge of these characteristics on the part of school administrators and teachers will be useful and valueable in their tasks and performance in the field of education.

STATEMENT OF THE PROBLEM

This study was designed to find out the general profile of the students at the College of Arts and Sciences during the School Year 1990-1991.

Specifically, it attempted to look into the following:

- A. The Socio-Demographic Characteristics of students at the College of Arts and Sciences in terms of the following:
 1. Sex, age composition and marital status;
 2. Religious affiliation;
 3. Specific place of residence;
 4. Educational attainment of spouse;
 5. Number of children in the family;
 6. Educational attainment of parents.

B. Economic Conditions of students in terms of the following:

1. Occupation of working students;
2. Occupation of parents;
3. Other sources of income of parents;
4. Average monthly income of the family.

C. Housing Conditions of students in terms of the following:

1. Nature of house ownership
2. Materials of house structure
3. Household facilities
4. Garbage disposal
5. **Sewerage** disposal

D. Home to School Management of students in terms of the following:

1. **Manner** in going to school
2. Where they stay
3. Monthly Rental
4. Assessment of the services of their boarding house/dormitory
5. Average weekly transportation allowance

SCOPE AND LIMITATION OF THE STUDY

This study was limited to 393 students at the College of Arts and Sciences which was 82.39% of the college population broken into: 19 BS Physics students composing 95% of the total number of students in the degree program; 33 BS Math students which is 94.29% of the students in the degree program; 130 BS Bio students comprising 82.28% of the students enrolled in the degree; and 211 AB students forming 79.92% of the students enrolled in the degree. This study was focused on the socio-demographic characteristics of the students; economic conditions of their families; their household conditions and how students managed their going to school.

REVIEW OF RELATED LITERATURE AND STUDIES

Filipino parents are deeply concerned with the education of their children. According to Jocano (1974) education ranks high among their social values. He said:

"Attending school is a daily activity dutifully pursued by children. Through education, parents hope to improve their standard of living and better life for their children especially on the economic side. They impress upon their children the necessity of doing well in schools as a means of attaining this objective. Many parents work hard in order to send their children to school."

Farsworth (1955) and his associates produced some proofs that success of students who gained entrance in college at an early age was closely related to the level of educational attainment of their parents.

The interest of the government in the welfare of the family is manifested in the fundamental law. Article 2, Section 12 of the 1987 constitution provides that the natural rights and duty of parents in the rearing of youth for civic efficiency and the development of moral character shall receive the support of the government

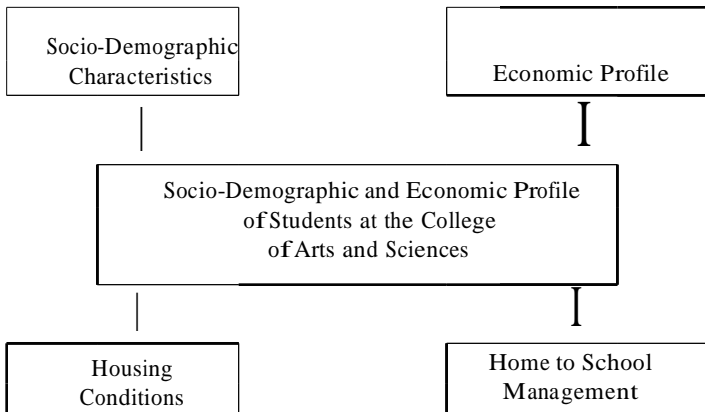
Barsaga (1977) in his study found out that parental socio-economic status show more significant influence on student achievement.

Pearson's study (1961) found that the mothers' influence on the student is much greater than the father because of closeness and the wannth and the long period of their association.

CONCEPTUAL FRAMEWORK OF THE STUDY

This study was conceived to take the form of a survey on the socio-demographic and economic characteristics of the students. It is also believed that information gathered directly from the students would provide first hand information to answer the specific problems in the study.

The aspects of the study that were investigated are presented in the following framework.





METHODOLOGY

This study made use of the nonnative survey method with the questionnaire as its primary tool in gathering the required data. Simple statistical treatment and presentation of data such as frequency distribution, percentages and arithmetic mean were used.

DISCUSSION OF RESULTS

L. SOCIO-DEMOGRAPHIC CHARACTERISTICS

Table 1. Distribution of Students at the College of Arts and Sciences by Degree Program and Their Socio-Demographic Characteristics

Socio-Demographic Characteristics	AB	BS BIO	BS Math	BS Phys.	Total	%
A. Sex						
Male	67	46	17	11	140	36.0
Female	144	84	17	8	253	64.0
B. Age-Group						
25 & above	1		1		2	0.5
22 -24	15	8	6	1	30	7.6
19-21	104	53	18	10	185	47.1
16-18	91	69	8	8	176	44.8
Average Age	19.18	19.12	19	18.78	18.92	
C. Marital Status						
Single	205	128	30	19	382	97.2
Married	6	2	3		11	2.8
D. Educ'I. Attainment of Spouse						
High School Grad.		1	1		2	18.2
Below Coll. Grad.	2	1	1		4	36.4
College Graduate	4		1		5	45.4
E. Religious Affiliation						
Catholic	185	115	31	18	349	88.8
Methodist	5	4			9	2.3
Church of Christ	7	4	1	1	13	3.3
Protestant	4	1			5	1.3
7h Day Adventist	6	1			7	1.7
Mormon	2	2	1		5	1.3
Aglipayan	2	3			5	1.3

(Table 1 continued)

Socio-Demographic Characteristics	BS AB	BS BIO	BS Math	Phys.	Total	%
E. Specific Place of Residence						
Poblacion	52	38	14	11	105	26.7
Barrio	86	55	10		151	38.4
Rural Fann	64	35	7	8	114	29.0
Rural non-farm	7	9	2		18	4.6
Fishing Village	2	3			5	1.3
G. No. of children in the family						
10-12	10	3	1	1	15	3.8
7-9	2	6	81	20.6		
4-6	47	20	7	174	44.3	
1-3	51	10	5	123	31.3	
Average no. of children	5	5	4	5	5	
H. Educ'l. Attainment of Father						
No Schooling	2		2	1	5	1.3
Below Elem. Grad.	17	7	5	1	30	7.6
Elem. Graduate	47	22	5	1	75	19.1
Below H.S. Grad.	26	25	5	1	57	14.5
H.S. Graduate	45	26	3	4	78	19.8
Voc/Tech Graduate	17	9	3	1	30	7.6
Below Coll. Grad.	20	21	4	2	47	12.0
College Graduate	35	20	5	8	68	17.3
Post Graduate	2		1		3	0.8
L. Educ'l. Attainment of Mother						
No Schooling	3		2		5	1.3
Below Elem. Grad.	15	8	3	1	27	6.9
Elem. Graduate	50	23	8	1	82	20.9
Below H.S. Grad.	25	25	4	3	57	14.5
H.S. Graduate	50	17	7	3	77	19.6
Voc/Tech Graduate	16	11	3	3	33	8.4
Below Coll. Grad.	20	24	3	3	50	12.7
College Graduate	32	22	3	5	62	15.7

Part I presents the socio-demographic profile of the students at the College of Arts and Sciences in all the degree programs data of which are presented in table I. It is shown that generally, there were more female than male students. There were 393 respondents which was 82.39% of the total population of the college. The degree program most populated was Bachelor of Arts (AB) and the least was Bachelor of Science in Physics.

The average age of students by degree program were as follows: 19.18 for AB, 19.12 for BSBiology, 19 for BS Math and 18.78 for BS Physics and as a whole the average age of the students was 18.92.

It was found out that almost three percent (3%) of the respondents were married and most of the spouses of the married students were college graduates which means that these students were being supported/helped by their spouses in their studies.

The priority religious affiliation of the students as evidenced by the almost eighty-nine percent (89%) of the respondents was still the Catholic faith, followed by the Church of Christ which was expressed by three percent (3%).

As a part of their profile, 38% resided in the barrio, 29% lived in the rural farm and 27% stayed in the poblacion. There were 5% who resided in the rural non-farm (rural place not engaged in Agriculture) and 1% lived in the fishing village.

The study also revealed that 44% of the respondents belonged to families who had 4-6 children, while 31% belonged to a family who had 1-3 children. The average number of children per degree program was also found out and the results were as follows: the average number of children for the families of AB, BS Biology and BS Physics was five (5) and for the families of BS Math students was four (4), and as a whole it was five (5) which means that it was more than the allowed number of dependents qualified for exemption in the families' income tax. The students at the college had parents who were mostly high school graduates, elementary graduates and college graduates.

ECONOMIC CONDITIONS OF STUDENTS

Table 2. Distribution of Students at the College of Arts & Sciences by Degree Program and Their Economic Conditions

Economic Conditions	AB	BS BIO	BS Math	BS Phys.	Total	%
A. Occupation of Working Students (N= 68)						
Sales Service	8	2	1		11	16.2
Agricultural Production	12	8	2	3	25	36.8
	10	7	4	1	22	32.3
	4	5	1		10	14.7
B. Occupation of Parents						
Professional	7	3	4	2	16	4.1
Clerical	30	31	3	2	66	16.8
Sales	3	2	1	3	9	2.3
Service	9	18	1	4	32	8.1
Agricultural	139	56	20	4	219	55.7
Production	23	20	4	4	51	13.0
C. Other Sources of Income						
Small Scale Home-Making Jobs	71	62	10	2	145	36.9
Pension	8	5	2	4	19	4.8
D. Average Monthly Income of the Family						
Below P2374	69	26	16	3	114	29.0
P2374 - 2999	75	33	4	3	115	29.3
3000 - 4999	33	25	8	5	71	18.1
5000 - 6999	13	20	3	5	41	10.4
7000 - 8999	5	12		1	18	4.6
9000 - 9999	2	4	1		7	1.8
10000 & above	14	10	1	2	27	6.8

Part II presents the economic conditions of the students at the College of Arts and Sciences. The data are clearly presented in table 2.

There Were 68 working students at the time this study was conducted. Eleven 16% were engaged in sales, 25 or 37% in service, 22 or 32% in agriculture and or 15% in production. The occupation of their parents were also taken into

consideration. Most of their parents (219 or 56%) were engaged in Agriculture, 66 or 17% had clerical work, 51 or 13% engaged in production, while 16 or 4% were professionals. Some of their parents had also other sources of income, 145 or 37% had small scale home-making jobs while 19 or 5% were receiving pension as either retirees or gift from children abroad.

The average monthly income of the family was also taken into account. Twenty-nine percent (29%) have income from P2374.00-2999.00 and even below P2374.00, 71 or 18% have an income of P3000.00-4999.00, 41 or 10% from P5000.00-6999.00, 18 or 5% from P7000.00-8999/00, 7 or 2% from P9000.00-10999.00 and 27 or 7% only can earn PU000.00 and above.

III. HOUSING CONDITIONS OF STUDENTS

Table 3. Distribution of Students at the College of Arts & Sciences by Degree Program and Their Housing Conditions

Housing Conditions	AB	BS BIO	BS Math	BS Phys.	Total	%
A. Nature of House						
Ownership						
Owns house & lot	189	124	28	16	357	90.8
Owns house & rent lot	3	2	2	1	8	2.1
Rents house & lot	4	2			6	1.5
Shares with relatives and friends	13	2	3	2	20	5.1
Caretaker	2				2	0.5
B. Materials of House Structure						
Concrete	78	58	14	13	163	41.5
Semi-concrete	73	58	15	4	150	38.2
Light Materials	27	14	2	2	45	11.4
Salvaged Materials	33		2		35	8.9
C. Household Facilities						
1. Lighting						
Electricity	190	124	28	19	361	91.9
Kerosene	21	6	5		32	8.1

(Table 3 continued)

Housing Conditions	AB	BS BIO	BS Math	BS Phys.	Total	%
2. Water Supply						
Electrical	30	29	4	2	65	16.5
Artesian/Deep Well	111	51	19	6	187	47.7
Open Well	41	27	6	2	76	19.3
NAWASA	29	23	4	9	65	16.5
3. Fuel Used						
Electricity	18	16	3	1	38	9.1
Kerosene	38	12	8	2	60	15.3
Wood	132	73	20	13	238	60.6
LPG	69	61	15	16	161	41.0
4. Toilet Facilities						
Flushed toilet	95	63	10	5	173	44.0
Water-sealed	196	64	21	13	204	51.9
Closed pit	10	3	2	1	16	4.1
5. Appliances						
TV Set	137	97	24	15	273	69.5
BETA/VHS	25	37	6	3	71	18.1
Gas/Electric Stove/Range	81	74	12	12	179	45.6
Cassette/Stereo	66	107	35	14	312	79.4
Refrigerator	78	66	16	10	170	43.3
Radio	132	100	17	14	263	66.9
Washing Machine	1	6			7	1.8
Electric Fan	8	12	3	4	27	6.9
D. Garbage Disposal						
Collected	17	37	7	4	55	14.0
Dump pit	78	45	13	10	146	37.1
Backyard	116	58	13	5	192	48.9
E. Sewerage Disposal						
Drainage	121	92	26	17	156	65.1
Septic Vault	8	3			11	2.8
Not Specified	82	35	7	2	126	32.1

The third part presents the housing conditions of the students and these are presented in table 3. Three hundred fifty-seven (357 or 91%) of the students owned their houses and lots while 20 or 5% were sharing with their relatives and friends and 2% owned the house but they rented the lot and another 2% were renting their houses and lots.

As to the materials of their house structure, 163 or 42% had concrete houses, 150 or 38% had semi-concrete houses, 45 or 11% had their houses made of light materials while 35 or 9% had houses that were made out of salvaged materials.

Included in their housing conditions were their household facilities like lighting, water supply, fuel used, toilet facilities and appliances. Ninety-two percent (92%) were using electricity while eight percent (8%) were still using kerosene for their lighting. One hundred eighty-seven (187) or 48% had their water supply from artesian or deep wells, 76 or 19% from open wells and 65 each or 33% from electrical and NAWASA. As to the fuel they used, 238 or 61% were using wood, 161 or 41% were using LPG, 60 or 15% were using kerosene and 38 or 10% used electricity. As to their toilet facilities, 204 or 52% had water-sealed toilets, 173 or 44% were using flushed toilets while 16 or 4% were still using the closed pit toilet system.

Most students owned electric appliances ranked as follows: 312 or 79% owned cassette/stereos, 273 or 70% owned TV sets, 263 or 67% had radios, 179 or 46% had gas range/electric stoves, 170 or 43% had refrigerators, 71 or 18% had Beta/VHS, 27 or 7% had electric fans and only 7 or 2% had washing machines.

In addition to the housing conditions of the students their garbage and sewerage disposals were also included. One hundred ninety-two (192) or 49% just threw their garbage in their backyard, 146 or 37% in dump pits while 55 or 14% had their garbage collected. As to their sewerage disposal, 156 or 65% in drainage, 11 or 3% in septic vault while 126 or 32% did not specify.

IV. HOME TO SCHOOL MANAGEMENT

Table 4. Distribution of Students at the College of Arts & Sciences by Degree Program and Home to School Management

Home to School Management	AB	BS BIO	BS Math	BS Phys.	Total	%
A. Manner in Going to School						
Walking	87	42	11	3	143	36.4
Tricycle	90	46	14		150	38.2
Jeepney	27	36	7		70	17.8
Private ride	7	6	1	16	30	7.8

(Table 4 continued)

Home to School Management	AB	BS BIO	BS Math	BS Phys.	Total	
B. Where They Stay						
Boarding House	81	36	7	4	128	87.7
House of Relatives	7	1			8	5.5
UNPDonn	5		5		10	6.8
C. Monthly Rental						
Below P 50	3	1		1	5	3.4
P50 -69	30	6	3	2	41	28.1
70-89	28	7	4		39	26.7
90 -109	28	14	3		45	30.8
PIIO & above	4	9	2		16	11.0
D. Assessment of the Services of the Bdg. House/Dorm						
Very Good	29	9	1		39	26.7
Good	26	8		83	56.9	
Fair	10	2	2	1	15	10.3
Poor	3		1	1	5	3.4
Very Poor	2			2	4	2.7
E. Average Weekly Transportation Allowance						
BelowPI00	88	66	14	11	179	71.6
PI00 - 149	19	14	3	2	38	15.2
150 - 199	12	4	1	1	18	7.2
200 - 149	2	3	2	1	8	3.2
P250 & above	3	1	2	1	7	2.8

The last part of this study presents the home to school management of the students and these are summarized in table 4.

First to discuss in this portion is the manner the students went to school. One hundred forty-three or 36% just walked in going to school, 150 or 38% rode in tricycles, 70 or 18% in jeepneys and 30 or 8% had their private rides. There were 146 students who did not commute. Among the 146 who did not commute, 128 or 88% stayed in boarding houses, 10 or 7% boarded in the UNP Dorm and 8 or 5% stayed in the houses of their relatives. The monthly rental of those who were

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boarding are presented as follows: 16 or 11% paid as high as P110.00 and above, or 31% from P90.00-109.00, 39 or 17% from P70.00-89.00, 41 or 28% from P50.00-69.00 and 5 or 3% paid below P50.00. For those who did not walk in going school their average weekly transportation allowance was also presented as follows: or 72% spent below P100.00, 38 or 15% from P100.00-149.00, 18 or 7% P150.00-199.00, 8 or 3% from P200.00-249.00 and only 7 or 3% spent P250.00 and above a week. As to the assessment of those who were boarding of the services their boarding house/dormitory, most of them said their services were good.

SUMMARY OF FINDINGS AND CONCLUSIONS

L Socio-Demographic Characteristics of Students

There were more female than male students in all degree programs except BS Physics. Most of the students belonged to the age-group of 16-21 and average age was 19. As expected, majority of the students were single, and *most* the spouses of the married students were college graduates. Most of the students Roman Catholics. Most of them lived in the barrio and in the rural farm. average number of children in their families was 5. Their parents mostly did finish college.

II. Economic Conditions of Students

The sixty-eight working students were engaged in sales, service, agricultural production. Most of their parents were engaged in agriculture, *but* they had other sources of income like small scale home-making jobs and monthly pension. Majority of the families of these students could only earn P3,000.00 and below per month the average.

III. Housing Conditions of Students

Most of the families of the students owned their houses and lots and majority of which were concrete and semi-concrete. Most of these students used electricity for their lighting facility, mostly having their water supply from artesian/deep wells. Most of them used wood for their fuel *but* some were using LPG. Majority had water-sealed toilets but some had flushed toilets and *most* had electric appliances. As their garbage and sewerage disposals, most of them *just* threw their garbage in their backyard and majority also of the students had drainage for their sewerage disposal.

IV. Home to School Management of Students

Most of the students took tricycles and almost the same number just walked to and from school. For those who did not commute most stayed in boarding houses near the school campus paying a monthly rental from P50,00 and above. For their monthly transportation allowance, most of them spent below P100.00. The assessment of the students on the services of their boarding house/dormitory was good.

RECOMMENDATIONS

Based on above findings and conclusions, the following are recommended:

1. Commuters especially those from far places should try to find means to stay in boarding houses or at the UNP Dormitory to avoid possible tensions from being late in their classes.
2. Above recommendation will also avoid possible accidents to occur; besides time in reaching school should just be spent in preparing lessons or assignments.
3. Parents of students who are boarding should also find time to monitor the activities of their children and try to confer with their landladies/landlords for better relationships and follow up purposes.
4. Parents should avoid giving extra allowances for their children to avoid tempting and useless expenditures.
5. With the ever increasing of prices, especially the basic ones, students should strive to engage in income generating activities to augment the income of their parents to assist their parents in their financial problems for their studies.
6. Students should also learn to value money by exercising thrift by all means.

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