

ECONOMIC CHARACTERISTICS OF STUDENTS AT THE INSTITUTE OF NURSING, SCHOOL YEAR 1990-1991

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ABSTRACT

This study intended to investigate on the socio-economic and demographic profile of the students at the Institute of Nursing.

This was limited to 630 students which was 87.74% of the total population of the Institute, 527 taking BSN and 103 taking Midwifery.

There were more female students, mostly of whom were single and had an average age of 18. Most of them were Catholics. Majority were staying in the barrio and the average number of children in their family was 4. Most of their parents were college graduates.

Among the respondents, working students engaged in sales, service, agriculture and production. Most of their parents were also engaged in agricultural work although a good number were also engaged in service and clerical jobs. Some of their parents had also other sources of income; but, most had an average monthly income of below P2374.00.

As to their housing conditions, it was found out that most of them owned their houses and lots which were concrete. Most of them used electricity for their light, had water supply from artesian/deep wells, used wood and LPG for their fuel, water-sealed toilets for most who had electric appliances. Most had garbage that were disposed in dump pits and drainage which was the most common sewerage disposal.

Tricycle was the most common ride for the students. Those who did not commute stayed in boarding houses with monthly rental from P90.00 and above. The average weekly transportation allowance for the commuters was mostly below P100.00. Boarders assessed the services of their boarding house/dormitory as good.

INTRODUCTION

The University of Northern Philippines is the oldest state university in Region I. Located at a southern barangay of the capital town, Vigan, it is just a kilometer away from the town center and half a kilometer north of the provincial hospital, the Gabriela Silang General Hospital. Standing on the hilly part of Barangay Tamag are about 28 to 30 buildings which are within the university campus. At the northern area, separated from the main campus, is the wide Civic Military Training Grounds

The University of Northern Philippines was originally the Vigan Trade School in the early 1930s which was converted into a School of Arts and Trades in Northern Luzon in the 1950s, then became a state University in 1965 by virtue of Republic Act 4449 through the endless and tireless efforts of the late Congressman Floro S. Crisologo. A few years ago, there was a move to change its present name into Elpidio Quirino State University by the Elpidio Quirino Foundation, to commemorate and honor the late President Elpidio Quirino, but this did not materialize for some justified historical and legal reasons. The late Congressman Floro S. Crisologo, the well known Father and Founder of the University, conceived the Institution to serve the population of the Province of Ilocos Sur who are belonging to the lower socio-economic bracket or to the poor. But the idea has gone beyond its goal, as it has been serving not only students from the low-incomed families, but also those with higher socio-economic life standards not only in the province of Ilocos Sur, but from other neighboring provinces such as: Cagayan, Abra, Ilocos Norte, La Union and MI Province, particularly the Cordilleras.

The University started in 1965 with course offerings like: Bachelor of Science in Industrial Education (BSIE), Bachelor of Science in Civil Engineering (BSCE), **Bachelor of Science in Nursing (BSN)** and Vocational Technical Course in Electricity, Automotive Technology and Refrigeration and Airconditioning.

Among the pioneer course offerings is BSN, Bachelor of Science in Nursing. Originally, a College, the Institute of Nursing started with the five-year course in Nursing, but it became a four-year degree in the early or mid 1970s.

The study focused on the profile of the students at the Institute of Nursing divided into categories such as: the Socio-Demographic Profile; the Economic Profile; Their Housing Conditions and Their Home to School Management.

SIGNIFICANCE OF THE STUDY

The findings and results of the study can be useful to the following:

- a. **University Administrators.** Data of the study can be the basis of University planning and management. An insight on the socio-economic and demographic characteristics of students will guide administrators and planners in the formulation of university policies, particularly the Institute of Nursing programs/projects.
- b. **Guidance Workers.** Results/data findings of this study can also **provide** insights for the guidance counselors in their counseling jobs. More insights about clients will make a better and more effective counseling.
- c. **Instructors and Teachers.** Findings- on the study can help mentors to have a better and more effective teaching.

It is hoped that this study will provide a useful insight on the kind of students we have, particularly those at the Institute of Nursing, as a basis for curriculum development and other services designed for the welfare of these particular students.

STATEMENT OF THE PROBLEM

This study intended to investigate on the socio-economic and demographic profile of the students of the Institute of Nursing, School Year 1990-1991.

Specifically, it attempted look into the following:

- A. Socio-Demographic Characteristics of the students in terms of
 1. Degree, Sex, Age-group and marital status;
 2. Educational attainment of the spouses of married students;
 3. Religious Affiliation;
 4. Specific place of residence;
 5. Number of children in the family; and
 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 like;
 - a. Lighting
 - b. Water Supply
 - c. Fuel Used
 - d. Toilet Facilities
 - e. Appliances
 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 in Boarding House/Dormitory;
 4. Average Weekly Transportation Allowance;
 5. Assessment of the Services of the Boarding House/Dormitory.

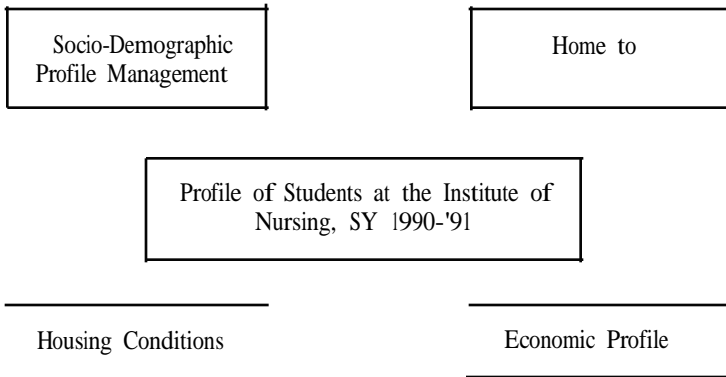
SCOPE AND LIMITATION OF THE STUDY

This study was limited to 630 students at the Institute of Nursing, which was 87.74% of the total population of the Institute; 527 BSN students or 87.25% of the population and 103 Midwifery students or 90.33% of the population during the school year 1990-1991. This study was focused on the socio- demographic characteristics of the students, economic conditions of their families, their household conditions and how the students manage their studies.

CONCEPTUAL FRAMEWORK OF THE STUDY

This study took the form of a survey on the socio-economic and demographic characteristics of students. Data/information directly gathered from the students provided information to answer questions and problems in the study.

The following conceptual framework presents the aspects of the study that were investigated.



REVIEW OF RELATED LITERATURE AND STUDIES

Studies presented below may not be directly related to the present study but it may give additional insights to the results of this study.

Garcia's (1955) study found out that the influence of parents' occupation and concern on the son or daughter's studies is largely felt through the mother who tended and nursed them.

Socio-economic conditions and the host of life experiences that characterize it play a major role in an individual's development according to Camcam (1969) and Valenzuela et. al. (1969). Flores (1969) noted that low income students are brought up in an atmosphere of uncertainty coupled with a lack of understanding and insight into the child's feelings. Likewise, students from middle income families are raised in less uncertainty and more understandings, insightful and humanistic terms, where the emotional aspects of growth are considered.

Guthrie and Jacobs (1966) noted that better- educated women tend to avoid superstitious practices and used more current knowledge about upbringing practices than to the less educated women.

METHODOLOGY

Using the nonnative survey method, the study used the questionnaire as its primary tool in gathering the necessary data. Simple statistical treatment and presentation of data such as frequency distribution, ranking, percentages and arithmetic mean were used.

DISCUSSION OF RESULTS

I. SOCIO-DEMOGRAPHIC PROFILE

Table 1. Distribution of Students at the Institute of Nursing by Degree/Course and Their Socio-Demographic Profile

Socio-Demographic Profile	BSN	MID	Total	%
A. Sex				
Male	103		103	16.35
Female	424	103	527	83.65
B. Age-Group				
25 & above	19		19	3.02
22 -24	14	3	17	2.70
19-21	170	40	210	33.33
16-18	324	60	384	60.95
Average Age	18.52	18.4	18.54	
C. Marital Status				
Single	517	103	620	98.41
Married	10		10	1.59
D. Educ'I Attainment of Spouse of Married Students				
High Sch. Graduate	3		3	30.00
Below College Grad.	2		2	20.00
College Graduate	5		5	50.00
E. Religious Affiliation				
Catholic	480	99	579	91.91
Methodist	5		5	0.80
Church of Christ	5		5	0.80
Charismatic		1	1	0.16
Protestant	4		4	0.63
7th Day Adventist	7		7	1.11
Baptist	1		1	0.16
Monnon	3	1	4	0.63
Born Again Christian	2		2	0.32
Aglipayan	1		1	0.16
Jehovah's Witness	4		4	0.63
Independent Calvary	4		4	0.63
Not Specified	11	~	13	2.06

(Table 1 continued)

Socio-Demographic Profile	BSN	MID	Total	%
F. Specific Place of Residence				
Poblacion	151	11	162	25.71
Barrio	255	67	322	51.11
Rural Fann	86	13	99	15.71
Rural non-farm	26	11	37	5.87
Fishing Village	9	1	10	1.60
G. No. of Children in the Family				
10 & above	11	3	14	2.22
7-9	79	24	103	16.35
4-6	245	34	279	44.29
1-3	192	42	234	37.14
Average no. of children	4	5		
H. Educa't Attainment of Father				
No Schooling	1		1	0.16
Below Elem. Grad.	29	11	40	6.35
Elem. Graduate	69	34	103	16.35
Below H.S. Grad.	75	9	84	13.33
High Sch. Grad.	93	20	113	17.94
Voc/Tech Grad.	4	2	6	0.95
Below Coll. Grad.	64	4	68	10.79
College Graduate	152	17	169	26.82
Post Graduate	21		21	3.33
Not Specified	19	6	25	3.98
H. Educa't Attainment of Mother				
No Schooling	4		4	0.63
Below Elem. Grad.	37	19	56	8.89
Elem. Graduate	62	28	90	14.28
Below H.S. Grad.	43	14	57	9.05
High Sch. Grad.	88	17	105	16.67
Voc/Tech Grad.	43		43	6.83
Below Coll. Grad.	55	3	58	9.21
College Graduate	165	20	185	29.36
Post Graduate	24		24	3.81
Not Specified	6	2	8	1.27

• Rural place not engaged in Agriculture

The first part of this study as presented in table 1, the socio-demographic profile of the students at the Institute of Nursing. The Institute offers one degree program, the Bachelor of Science in Nursing (BSN) and Midwifery, a two-year course. There were 527 BSN and 103 Midwifery students and among these were more female than male students although it is quite interesting to have male student nurses. Majority of the students at the institute belonged to the age-group of 16-21 with an average age of 19. Out of the 630 students, 10 were married and most of the spouses of the married students were college graduates. Five hundred seventy-nine (579 or 92%) were Roman Catholics. As to their specific place of residence, 162 or 25.71% were residing in the poblacion, 322 or 51.11% stayed in the barrio, 99 or 15.71% lived in the rural farm, 37 or 5.87% in the rural non-farm (rural place not engaged in Agriculture) and 10 or 1.6% stayed in the fishing village.

Two hundred seventy-nine (279) or 44.29% have families having 4-6 children while 14 or 2.22% belonged to families having 10 and above children. The average number of children in the families of BSN students was 4 while in the families of Midwifery students it was 5. There were 169 or 26.82% students whose fathers were college graduates and 185 or 29.36% have mothers who were also college graduates.

II. ECONOMIC CONDITIONS OF STUDENTS

Table 2. Distribution of Students at the Institute of Nursing by Degree/Course and Their Economic Condition

Economic Conditions	BSN	MID	Total	%
A. Occupation of Working Students				
Sales	16	3	19	32.76
Service	8	1	9	15.52
Agricultural	20		20	34.48
Production	5	5	10	17.24
B. Occupation of Parents				
Professional	46		46	7.30
Clerical	140	13	153	24.30
Sales	72	12	84	13.33
Service	88	28	116	18.41
Agricultural	167	50	217	34.44
Production	14		14	2.22
C. Other Sources of Income				
Small Scale Home-Making Jobs	104	37	141	22.38
Pension	56	5	61	9.68

(Table 2 continued)

Economic Conditions	BSN	MID	Total	%
D. Average Monthly Income of the Family				
Below P2374	152	51	203	32.22
P2374- 2999	58	16	74	11.75
3000 - 4999	119	16	135	21.43
5000 - 6999	104	6	110	17.46
7000 - 8999	36	3	39	6.19
9000 -10999	15		15	2.38
P11000 & above	43	11	54	8.57

The second part presents table 2 on the economic conditions of students.

There were some working students at the Institute and 20 or 34.48% worked in the farm, 19 or 32.76% were engaged in sales and 10 or 17.24% in production. The occupations of their parents were also categorized as follows: 46 or 7.3% were professionals, 153 or 24.3% had clerical work, 84 or 13.33% were engaged in sales, 116 or 18.41% in service, 217 or 34.44% in agriculture and 14 or 2.22% in production. Some of their parents had also other sources of income like: 141 or 22.38% were engaged in small scale home-making jobs and 61 or 9.68% were receiving pension. As to the average monthly income of the family; 203 or 32.22% earned below P2,374.00, 135 or 21.43% were able to earn from P3,000.00-4,999.00 while 69 or 10.95% earned P9,000.00 and above.

III. HOUSING CONDITION OF STUDENTS

Table 3. Distribution of Students at the Institute of Nursing by Degree/Course and Their Housing Condition

Housing Conditions	BSN	MID	Total	%
A. Nature of House				
Ownership				
Owns house & lot	448	92	540	85.71
Owns house and rent lot	22	4	26	4.13
Rents house & lot	16	1	17	2.70
Shares w/ relatives & friends	23	3	26	4.13
Caretaker	4		4	0.63
Not Specified	14	3	17	2.70

(Table 3 continued)

Housing Conditions	BSN	MID	Total	%
B. Materials of House Structure				
Concrete	189	47	336	53.33
Semi-concrete	191	39	230	36.51
Light material	24	6	30	4.76
Salvaged materials	23	11	34	5.40
C. Household Facilities				
1. Lighting				
Electricity	493	94	587	93.17
Kerosene	34	9	43	6.83
2. Water Supply				
Electric Pump	167	14	181	28.73
Artesian/Deep Well	249	47	296	46.98
Open Well	40	15	55	8.74
NAWASA	71	27	98	15.55
3. Fuel Used				
Electricity	82	9	91	14.44
Kerosene	51	15	66	10.48
Wood	333	57	390	61.90
LPG	321	32	353	56.03
4. Toilet Facilities				
Flushed toilet	192	17	209	33.17
Water sealed	325	81	406	64.45
Closed pit	10	5	15	2.38
5. Appliances				
TV	431	61	492	78.09
BETANHS	156	16	172	27.30
Gas/Electric				
Stove/Range	332	56	388	61.59
Casette/Stereo	417	67	484	76.83
Refrigerator	325	39	364	57.78
Radio	378	78	456	72.38
Washing Machine	34	8	42	6.67
Electric fan	54	6	60	9.53
D. Garbage Disposal				
Collected	9	10	107	16.98
Dump pit	247	47	294	46.67
Backyard	183	46	229	36.35
E. Sewerage Disposal				
Drainage	366	82	448	71.11
Septic Vault	33	1	34	5.40
Not specified	128	20	148	23.49

The third part presents table 3 on the housing conditions of the students.

There were 540 or 85.71% who owned their houses and lots, 26 or 4.13% each owned house but rented the lot and other shared with relatives and friends. 17 or 2.7% were renting houses and lots while 4 or 0.63% were caretakers and 17 or 2.7% also did not specify as to their ownership type. As to the materials of their house structure, 336 or 53.33% had concrete houses, 230 or 36.51% had semi- concrete houses, 30 or 4.76% had houses made of light materials while 34 or 5.40% were made out of salvaged materials.

Their lighting facilities were categorized into two: 587 or 93.17% were using electricity while 43 or 6.83% were still using kerosene. Two hundred ninety-six (296) or 46.98% claimed that their water supply came from artesian/deep wells, 181 or 28.73% from electric pumps, 55 or 8.74% from open wells and 98 or 15.55% from NAWASA. For their fuel, 91 or 14.44% used electricity. 66 or 10.48% were using kerosene for cooking, 390 or 61.90% still used wood while 353 or 56.03% used LPG. It is to be understood here that some were using more than one kind for their fuel. Two hundred nine (209) or 33.17% had flushed toilets, 406 or 64.45% used water-sealed and 15 or 2.38% still were using closed pit. Most of the families of the students at the institute could afford to have electrical appliances as evidenced by the 492 or 78.09% who had TV sets, 172 or 27.3% who had Beta/VHS, 388 or 61.39% who had gas range, 484 or 76.83% having Casette/Stereo, 364 or 57.78% having refrigerator and 42 or 6.67% with washing machines. One hundred seven (107) or 16.98% had their garbage collected, 294 or 46.67% threw their garbage in a dump pit and 229 or 36.35% just threw their garbage in their backyard. As to their sewerage disposal, 448 or 71.11% had drainage, 34 or 5.4% in septic vault while 148 or 23.49% did not specify.

IV. HOME TO SCHOOL MANAGEMENT

Table 4. Distribution of Students at the Institute of Nursing by Degree/Course and Their Home to School Management

Home to School Management	BSN	MID	Total	%
A. Manner in Going To School				
Walking	88	35	123	19.52
Tricycle	273	32	305	48.42
Jeepney	142	29	171	27.14
Private ride	24	7	31	4.92
B. Where They Stay				
Boarding House	82	28	110	58.52
House of Relatives	35	11	46	24.60
UNPDorm	21	10	31	16.58

(Table 4 continued)

Home to School Management	BSN	MID	Total	%
C. Monthly Rental				
Below P50	4	7	11	5.88
P50 - 69	18	6	24	12.83
70 - 89	25	13	38	20.32
90 - 109	54	16	70	37.44
PII0 & above	37	7	44	23.53
D. Average Weekly Transportation Allowance				
Below PI00	224	25	249	49.11
PI00 - 149	46	30	76	14.99
150 - 199	93	5	98	19.33
200 - 249	50	1	51	10.06
250 & above	26	7	33	6.51
E. Assessment of the Services of the Dorm/ Boarding House				
Very Good	29	7	36	19.25
Good	71	29	100	53.48
Fair	24	4	28	14.97
Poor14	9	23	12.30	

The last part which is presented in table 4 is the home to school management of the students.

One hundred twenty-three (123) or 19.52% were going to school just by walking, 305 or 48.42% by riding in a tricycle, 171 or 27.14% in jeepneys and 31 or 4.92% had their private rides. There were those who did not commute and among these, 110 or 58.52% stayed in boarding houses near the school, 46 or 24.6% stayed with their relatives while 31 or 16.58% in the UNP Dorm. These boarders paid their monthly rentals as follows: 11 or 5.88% paid below P50.00, 24 or 12.83% paid from P50.00-69.00, 38 or 20.32% from P70.00-89.00, 70 or 37.44% from P90.00- 109.00 and 44 or 23.53% paid PI10 and above. For those who commuted, 249 or 49.11% spent below PI00.00 for their average weekly transportation allowance while 33 or 6.51% spent P250.00 and above. Boarders assessed the services of their boarding houses/dormitory as good.

FINDINGS AND CONCLUSIONS

I. Socio-Demographic Profile

The Nursing course was attractive to both male and female as evidenced by the number of male students enrolled at the Institute but the female sex was still dominant. The average age of students in BSN was 18.52 or 19 and in Midwifery, it was 18. As expected there were more students who were still single. Most of the spouses of the married students were college graduates. The Roman Catholic faith was still number one to the students at the Institute of Nursing. Majority of the students were staying in the barrio. Most of them belonged to families who had 4-6 children but the average number of children in BSN was 4 while in Midwifery it was 5. Most of their parents were college graduates.

II. Economic Conditions of Students

Majority of their parents were engaged in Agriculture and so with the working students. Some of their parents had other sources of income like receiving pension and small scale home-making jobs. Most of the students belonged to families who could earn P5,000.00 and below average monthly which could not support a family with 4-6 children who were all dependents.

III Housing Conditions of Students

Most of the students owned their houses and lots and majority of them had concrete houses. Most of their families used electricity for their lighting facility, having their water supply from artesian/deep wells, majority used wood and LPG for their fuel. Majority had water-sealed toilets and most had appliances like TY, Beta, Stereo, Gas Range, Refrigerator and Radio. Most of them disposed their garbage in a dump pit and their sewerage disposal in drainage, although a good number did not specify.

IV. Home To School Management

Majority of the students rode in tricycles in going to school, some walked and some rode in jeepneys. Not all students commuted and for those who -did not commute, most stayed in boarding houses around the vicinity of the school. The boarders paid monthly rentals ranging from P50.00-110.00 and above. Most of those who have transportation allowance spent an average of below P100.00 weekly. Most of the boarders assessed the services of the boarding house/dormitory as good.

RECOMMENDATIONS

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

1. Students should by all means try to avoid early marriages which can be impediments in finishing their degrees/courses.
2. Students should learn to be more thrifty and learn how to engage in any kind of decent job during their free days not only to help their parents financially but also to find means of providing oneself with other needs in school.
3. While the main difficulty of students who commuted was the limited allowance for their transportation to school, it is recommended that they stay in the dormitory/boarding house offering low rentals in order to save not only money but energy from tensions if they happen to be from places away from the national roads where rides are available to keep them from being late in their classes.
4. The above recommendation is stressed because staying away from home sometimes develop a sense of independence not only in doing things by themselves but also in making decisions regarding other aspects of life.
5. It is further stressed that staying away from home will also develop students socially, gain social skills, or the capacity to relate oneself to others. Relating oneself with others will enable them to gain insights about other people.
6. It is also recommended that one guidance counsellor be assigned to each college/institute to readily attend to the needs of the students regarding their problems relative to their studies and to help prevent other conflicts arising from their school life.

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