SOCIO - ECONOMIC STATUS OF THE STUDENTS' HOUSEHOLDS OF GSC - MOSQUEDA CAMPUS

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ABSTRACT

This study aimed to determine the socio-economic status of the students' households of Mosqueda Campus during the first semester of Academic Year 2013-2014. Descriptive research design was used in this study. The respondents were the students of GSC Mosqueda Campus who were enrolled in Education, BIT and BSBA courses from first year to fourth year during the first semester of A.Y. 2013-2014. Stratified random sampling and Slovin's formula were used to identify the sample size. Results showed that majority of the students were young, female and single and the majority were BIT students. The education of the household head was high school graduate working as farmers & forest workers with a monthly income of P1, 301-6,900. Almost half of them lived in semi-concrete houses and with the availability of electricity as source of light and energy. As to the household sanitation, the majority source out their water for cooking in poso/ balon/well and dug well for drinking. Most of them used flush/water sealed toilet and disposed their wastes by throwing them in a compost pit and burning. Results further revealed that when compared to the Regional Poverty Threshold level, majority of the students' households were considered poor or below the poverty level.

KEYWORDS: socio-economic status, students' households, GSC - Mosqueda Campus

INTRODUCTION

Background of the study

Socio-economic status is relative position of family or individual on hierarchical social structure or social stratification based on access or control of material or non-material resources. ([http://www.Bartley.com/59/17/socioeconomic.htm1](https://www.google.com/search?q=http://www.Bartley.com/59/17/socio-economic.htm1), retrieved 24 February, 2013).

On the other hand, socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education and occupation. When analyzing a family's SES, the household income, earner's education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. ([http://nees.ed.gov/programs/coe/glossary/s.asp](https://www.google.com/search?q=http://nees.ed.gov/programs/coe/glossary/s.asp) retrieved January 23, 2013 cited by Japitana, et al, 2012)

Socio-economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed.

Low income and little education have shown to be strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary disease, and schizophrenia. These may be due to environmental conditions in their workplace, or in the case of mental illnesses, may be the entire cause of that person's social predicament to begin with.

Since, Socio-economic status is a powerful agent in creating the cultural environment in which individuals are reared, Gollnick and Chinn (1998), stated that the cultural environment provides processes through which expectations are learned about such roles as mother, husband, student, teacher, banker, plumber, or politicians. Culturally bound experiences become the lens through which others' performances, behaviors, beliefs, and appearances are judged. They are guidelines used to formulate values, perceptions, and beliefs about concepts such as family, loyalty, honesty, pride, love of country, what is moral or immoral, prestige, and status. Currivalative experiences in a cultural environment guide the way individuals think, feel, and act. Ultimately, an individual's experience "therefore is an anchor to new social, emotional, and cognitive learning episodes and the basis for the degree of effort applied in learning new tasks.

Cornie and Lamberty (1994) discuss the impact of socioeconomic status on children's readiness for school: The segregating nature of class, ethnicity and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual givens' that dictate Neighborhood, housing, and access to resources that affect enrichment deprivation as well as the acquisition of specific value systems." (http://www.nccl.org/sdrs/areas/issues/earlycld/ea7lk5.html/ retrieved June 2013).

Privileges of the students who study depend on the family's socioeconomic status. It is clear that students with better socio-economic status have a free choice in which school or course to take while the less fortunate one just end up studying in a cheaper school. If not they tended to get employment in the department store or construction job just to earn money (http://www.bartley.com/59/17/socioeconomic/ retrieved 22 February 2013).

Interest, curiosity and speculation concerning the socio-economic profile of the college students for the first semester of academic year 2013-2014 will give relevance to administrators and faculty as well. The socioeconomic background of the college students is not necessarily predictive due to success or failure for individual students; however, the achievement levels are always within the school is the cause of great concern. Questions like, from some that 15% or about 83 of the college students queue in the Administration's Office to make promissory notes every examination period (pers. Herrero, C. 2013).

Maintaining the socio-economic profile of the students' household of the Guimaras State College-Mosqueda Campus, the college administration has the faculty and staff as well as other stakeholders and benefactors will be able to understand the real socio-economic situation of the students enrolled in the college. With this, the college can implement programs to help the poor yet deserving students by means of scholarship grants, financial assistance, state grants program, private grants, institutional sources and other means of resources. Aid may be either a grant based on financial needs, a merit-based financial award given to the student, or a loan that the students must repay with interest in the future.

Per Capita Poverty Threshold level in Guimaras for the first semester of 2012 was P.9,374. In terms of subsistence incidence among families in Guimaras was 9.6%. While the monthly food threshold for a family of five life country was (Php) 7,821 and the subsistence incidence (%) of families were 22.3.50mcf National Statistical Coordination (www.pscb.gov.php/presstplease/2013/PR 201314 nsl04_poverty_esp.) retrieved 6/20/13

Statement of the problem

This study was conducted to determine the socio-economic status of the students' households of Guimaras State College - Mosqueda Campus during the first semester of academic year 2013-2014.

Specifically, this study sought answers to the following questions:

1.   What is the personal profile of the students' households during the first semester of Academic Year 2013-2014 in terms of age, sex, civil status?

2.   What is the socio-economic status of GSC-Mosqueda Campus students' households in terms of house hold information and household sanitation?

3.   What is the socio-economic status (SES) of the students' households when compared against the regional poverty threshold level?

METHODOLOGY

This study used a descriptive research design to determine the socio-economic profile of the students' households of GSC-MC during the first semester of A.Y. 2013-2014. The data were typically collected through survey questionnaire and interview. The respondents of the study were the students of the GSC - Mosqueda Campus who were enrolled in Education both BEEd and BSEd, BIT, and BSBA courses from first year to fourth year during the 1st semester of A.Y. 2013-2014. Stratified random sampling and the Slovin's formula were used to identify the sample size. The needed data were gathered using a researcher prepared questionnaire. The questionnaire was composed of two (2) parts, the first part consisted of the personal information of the respondents and the second part focused on the information about the respondent's socio-economic profile which included the household information, sanitation and characteristics as well as the cultural practices. The questionnaire was presented to the panel of experts for comments and suggestions. The statistical tools used in analyzing and evaluating the data gathered from the questionnaires using Statistical Package for Social Sciences (SPSS) program for windows were frequency counts and percentages.

RESULTS AND DISCUSSIONS

Profile of the respondents

Data in Table 1, presents that out of 238 respondents, 61 or 25.63% were from the BSBA students; 108 or 45.38% from the BIT and 69 or 28.99% were from the Education students. This means that majority of the respondents were from the students taking up BIT.

In terms of year level, results revealed that 115 or 43.32% were freshmen, 58 or 24.37% sophomores, 45 or 18.91% juniors and 20 or 8.40% seniors. It shows that majority of the respondents were freshmen. This implies that there are more freshmen students enrolled during the first semester in all major courses by year level.

Table 1. Distribution of respondents as to course and year level

Item	f	%
Course		
BSBA	61	25.63
BIT	108	45.38
Education	69	28.99
Total	238	100.0
Year level		
Freshmen	115	43.32
Sophomore	58	24.37
Juniors	45	18.91
Seniors	20	8.40
Total	238	100.00

Data in Table 2 shows the age, sex and civil status of the respondents. Results revealed that there were 209 or 87.82% aged 16-23 years old and only 29 or 12.18% were 24 years and above. As to sex, results showed that 76 or 31.93% were male and 162 or 68.07% were female. For the civil status, data showed that most of the respondents were single with 227 or 95.38% while only 11 or 4.62 % were married. This means that the personal profile of the majority of the respondents were between 16 to 23 years of age, female and single.

With regard to the home addresses of the respondents by municipality, Table 2 revealed that there were 102 or 42.86% coming from Jordan, 69 or 28.99% from Nueva Valencia, 19 or 7.98% from San Lorenzo, 41 or 17.23 from Sibunag and 4 or 1.68 were from Buenavista. This means that majority of the respondents came from the municipality of Jordan. As the year level, the first year dominated the group with 115 (48.3).

Table 2. Age, sex and civil status and home address of the respondents

Item	f	%
Age		
16-23 years old	209	87.82
24 years and above	29	12.18
Total	238	100
Sex		
Male	76	31.93
Female	162	68.07
Total	238	100.00
Civil Status		
Single	227	95.38
Married	11	4.62
Total	238	100.00
Address		
Jordan	102	42.86
Nueva Valencia	69	28.99
San Lorenzo	19	7.98
Sibunag	41	17.23
Buenavista	4	1.68
No Response	3	1.26
Total	238	100.00

Socio-economic profile

Table 3 presents the educational attainment of the respondents' household head, it showed a varied levels, with 32 or 13.44% 4th year college, followed by 28 or 11.76% high school graduate, 24 or 10.08% 4th year high school and 23 or 9.66% elementary graduate. However, it is quite noticeable that there were five or 2.10% having no educational attainment at all.

Table 3. Education of the respondents' household head

Categories	f	%
No formal schooling	5	2.1
Elementary undergraduate	23	9.7
Elementary graduate	23	9.7
High school undergraduate	61	25.6
High school graduate	28	11.8
Vocational school level	2	0.84
Vocational school graduate	7	2.9
College undergraduate	40	16.8
College graduate	18	7.6
Graduate degree holder	4	1.7
No response	27	11.3
Total	238	100.0

As to the occupation of the students' household heads, results showed that around 32 or 13.44% were farmers or forest workers, 24 or 10.08% were housekeepers, 16 or 6.72% fishermen, laborers and teachers with 15 and 12, respectively. However, 91 or 38.94% of the respondents did not answer. This simply means that they do not have a stable job, thus, they do not also have a fixed income. The higher the educational attainment of the head of the family, the greater is the chance of having a stable job.

As to the monthly income of the households, majority were receiving below minimum wage (1,301-6,900) with 155 or 65.12%. The rest were minimum wage of 6,901-and over. This means that most of the families are earning an amount just enough or even not enough to sustain the basic needs of the family. Their nature of work speaks of their income.

Table 4. Occupation of household head

Item	f	%
Businessman/ Business Woman	5	2.1
Admin. and Managerial Worker	2	0.84
Dressmaker	2	0.84
Clerical and Related Worker	5	2.10
Service and Sales Worker	5	2.10
NGO/PO	5	2.10
Government Service	6	2.52
Fisherman	16	6.72
Housekeeper	24	10.08
Teacher	12	5.04
Trading/ wholesaling	2	0.84
Farmers and forest worker	32	13.44
Fishes and seaweed farmer	6	2.52
Private	1	0.42
Laborer	15	6.3
Craftsman	4	1.68
Pensioner	2	0.84
Technical Worker	3	1.26
No Response	91	38.24
Total	238	100.0

Table 5. Monthly income of the students' household

Item	f	%
Monthly income		
Below minimum wage (1,301-6,900)	155	65.12
Minimum Wage (6,901-7,000)	17	7.14
7,001-10,000	23	9.66
10,001 to 15,000	16	6.72
15,000 to 20,000	7	2.94
20,001 to 30,000	5	2.10
30,001 to 40,000	3	1.26
40,001 to 50,000	5	2.10
50,001 and over	5	2.10
No Response	2	0.84
Total	238	100.00

Based on the number of siblings in the family, Table 6 showed that little less than half of 44.96% were from 4 to 6, followed by 1 to 3 siblings with 84 or 35.29%. This implies that majority of the college students have siblings ranging from 1 to 6, and only several of them or a total of 44 (19.74%) from 7 to more than 12 siblings.

Table 6. Number of siblings in the family

Item	f	%
1 to 3	84	35.29
4 to 6	107	44.96
7 to 9	36	15.12
10 to 12	8	3.36
More than 12	3	1.26
Total	238	100.0

Table 7 presents the respondents' religious affiliation, it showed who were Protestants. The rests were from other denominations. This means that Roman Catholics dominated the group.

Table 7. Religious affiliation

Item	f	%
Roman Catholic	183	76.89
Protestant	10	4.20
Seventh Day Adventist	5	2.10
Iglesia ni Kristo	7	2.94
Born Again Christian	9	3.78
Christian Reform	1	0.42
Mormon	1	0.42
Pentecostal	1	0.42
Dating Daan	1	0.42
Aglipayan	1	0.42
Jehovah's Witnesses	16	6.72
Others	4	1.68
Total	238	100.0

In terms of the type of their house, 116 (48.74 %) has a semi-concrete house; 65 (27.31%) lives in a nipa hut and only 37 (15.55%) have a concrete type of house. As to the ownership, 205 (85.71 %) responded that they own a house. Ten (4.20 %) were staying with their relatives and friends and only (0.84 %) were just renting in a boarding house. This implies that having their own house, regardless of how it is built is a form of security than staying with other people or renting in boarding houses.

Table 8. Type and house ownership

Item	f	%
Type of house		
Concrete	37	15.55
Semi-concrete	116	48.74
Nipa Hut	65	27.31
No Response	20	8.40
Total	238	100.0
House Ownership		
Owner	205	85.71
Renter	6	2.52
Stay in (employee Housing)	8	3.36
Boarding House	1	0.42
Staying with relatives/friends	10	4.20
Homeless	2	0.84
No Response	7	2.94
Total	238	100%

Based on Table 9, 197 or 82.77% of the respondents have the availability of electricity for lighting and other electricity usage. Alternative sources of light and energy were also made available such as charcoal (103 or 31.50%), wood (89 or 27.22%) gas and candle with 68 and 67 or 20.80% and 20.49%) respectively.

Among the top three household appliances owned by the students' households, in multiple responses were TV set (157 or 22.75%), electric fan (109 or 15.80) and stereo (61 or 8.84).

Table 9. Availability of electricity and alternative sources of light and energy*

Item	f	%
Availability of Electricity		
With Electricity	197	82.77
Without Electricity	31	13.03
No Response	10	4.20
Total	238	100.00
Alternative Sources of Light and Energy*		
Gas	68	20.80
Candle	67	20.49
Wood	89	27.22
Charcoal	103	31.50
Total	327	100.00

Table 10. Household Appliances*

Item	f	%
Gas/ Electric Range	34	4.93
Stereo	61	8.84
Electric fan	109	15.80
TV set	157	22.75
karaoke	16	2.32
Aircon	5	0.72
Washing Machine	1	0.14
Total	690	100.00

On the use of communication media, in multiple responses, sources were relatively spread to hearing news, music, drama and other information through radio with 180 or 29.61% responses, this was followed by the use of mobile or cell phone with 173 or 28.45%. In fact the use of this type of communication had been common among teenagers where they could bring anywhere they like the gadget. The use of TV then followed with 158 or 25.99%. This means that students' household are updated with information and other events happening in locally and at the international level.

Table 11. Communication media source*

Item	f	%
Communication Media Source		
Radio	180	29.61
TV	158	25.99
Phone	173	28.45
Newspaper	95	15.63
None	2	0.33
Total	608	100%

*Multiple Responses

Household sanitation and characteristics

As to water sources for cooking and drinking, it revealed that majority used poso/balon or well for cooking with 194 or 81.51% responses and for drinking half or 121 (50.84%) used dug well, while 56 or 23.53% purchased purified/mineral water and 39 or 16.39% had own faucet.

Table 12. Sources of water for cooking and drinking

Item	f	%
Source of Water for cooking		
Poso/Balon/Well	194	81.51
Spring/ Streams/Batis/Bukal	8	3.36
River/Spring/Rain	2	84.03
Artesian Well	6	2.52
Faucet/Local Water District	20	8.40
No Response	8	3.36
Total	238	100
Source of Water for Drinking		
Own Faucet	39	16.39
Dug Well	121	50.84
Purchase Purified/Mineral Water	56	23.53
Artesian Well	9	3.78
River/Spring/Rain	7	2.94
No Response	6	2.52
Total	238	100

On the use of toilet, most of them or 228 (95.80%) used flush/water sealed type. This simply shows that these students' households were conscious of hygiene and sanitation that when neglected will have great effect on their health.

Table 13. Type of toilet

	f	%
Type of Toilet		
Flush/water sealed	228	95.80
Open Pit	4	1.68
Pail	1	0.42
Share with neighbors	1	0.42
No Response	4	1.68
Total	238	100

As to waste disposal practices, among the top five practices were the use of compost pit having 83 or 34.87% responses, followed by burning with 52 or 21.85%, then a combination of compost pit and burning, having 40 or 16.81 %. Only 20 or 8.40% responded that their wastes were collected by garbage collector. However, though isolated but when not taken care of, will have an effect on the environment, since there were 3 or 1.26 who just dumped their wastes anywhere..

Table 14. Waste disposal

Item	f	%
Burning	52	21.85
Dump pit	31	13.03
Compost Pit	83	34.87
Combination of Compost pit and burning	40	16.81
Collected by garbage collector	20	8.40
Dumping anywhere	3	1.26
No Response	9	3.78
Total	238	100

With regard to religious affiliation, it showed that majority or 183 (76.89%) were Roman Catholic. Very far with only 10 were Protestants. The rests were from other denominations. The differences in cultural practices did not however affect the relationship of students enrolled at the GSC Mosqueda Campus.

Socio-economic status of the students' household when compared to the regional poverty threshold level

When compared against the Regional Poverty Threshold Level as of 2012 (Region VI) which is P18,029.00 (NEDA 2012), 84 or 73.7 % of the students' household was considered poor or below. Only 8 (7.7%) were above the regional poverty threshold level. This means that the majority of the families were poor.

CONCLUSIONS

Based on the findings of the study, the following conclusions were made:

1.	Majority of the students were young, female and single. Near half were from the BIT and in terms of year level also near a little less than half were freshmen, and from the municipality of Jordan.
2.	The education of the household head was high school graduate which ranked first and 5 had no formal education at all. The occupation of the household heads was farmers & forest workers with a monthly income of P1,301-6,900. Only five households were earning above P50,000. Majority of the members of the households were Roman Catholics. Almost half of them lived in semi-concrete houses and with the availability of electricity as source of light and energy. The most common appliance among the respondents was television set. Their means of communication and source of information is through radio. As to the household sanitation, the majority source out their water for cooking in poso/balon/well and dug well for drinking. Most of them used flush/water sealed toilet and disposed their wastes by throwing them in a compost pit and burning.
3.	When compared to the Regional Poverty Threshold level, majority of the students' households were considered poor or below the poverty level.

RECOMMENDATIONS

1. The GSC Mosqueda Campus should maintain students' profile that will serve as data bank and basis on strategizing programs, activities and projects that would economically benefit the majority of the poor but deserving students to have other sources in which they will not solely depend from their parents/relatives support for the payment of their tuition and other school fees.

2. The administration in partnership with the parents could work out on what specific business to start with so that they will also have other source of living at the same time realizing the mandated function of production for the college.

3. The campus through the research and extension programs could also initiate programs/ projects /activities that would enhance health, sanitation and cultural practices in the community which will start from the students' households towards green technology generation and uplifting the economic status of the students' households.

4. The school administration should also connect to agencies and other institutions and private individuals who have programs/projects and activities for the welfare of the students. This would also expand the linkages and collaborations of support from other stakeholders.

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