

Financial Program of Teachers in the University of Eastern Philippines

Mary Cris D. Balanlay

Faculty, UEP-Pedro Rebadulla Memorial Campus, Northern Samar, Philippines

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1. INTRODUCTION

Managing school district finances effectively requires a complicated series of day-to-day, monthly, and annual tasks administered by finance officers at the district level. From creating and balancing budgets, to managing contracts, paying vendors, and maintaining assets, all functions are geared toward aligning desired student outcomes with available resources. School finances are closely tied to both public policy and student achievement. School funding is a concern in the current climate of economic uncertainty. With per-pupil allocations and revenue-raising tax system fluctuations, it is necessary to keep pace with decisions affecting school funding. Declines in enrollment and revenue alongside aging facilities strain school districts to operate more efficiently (Engle, 2019).

According to the Center on Budget and Policy Priorities, at least thirty states in the U.S. provided less per-pupil funding for K-12 students during the 2014-2015 school year than they did before the recession hit. About 46% of total educational spending comes from state funds. The teachers we surveyed were experiencing the aftershocks of budget cuts as more of the money spent on their classrooms came from their own pockets instead of their schools or districts (Modzelewski, 2019).

Financial decentralization is a common trend as a strategy to mitigate financial constraints and to deal with challenges in implementation. With close accounting and sufficient resources to implement the policy and planning framework

ABSTRACT

This study aimed to assess the financial program patterns of teachers in the University of Eastern Philippines. Specifically, the expenditure patterns practiced by the respondents in terms of budgeting, procurement scheduling, and money-saving practices. Hence, this quantitative research was conducted to assess the expenditure patterns of teachers in UEP – Pablo Rebadulla Memorial Campus, Catubig, Northern Samar. All the faculty members of said university were utilized as respondents. The findings of the study showed that there is no significant relationship between the teachers' expenditure patterns in terms of budgeting, procurement scheduling and money-saving practices, and their profile in terms of age, highest educational attainment, position/designation, teaching experience and employment status. However, a significant relationship was noted in terms of the teachers' sex and civil status. The study concluded that all of the profile variables of teachers, only their sex and civil status influenced their expenditure patterns. Thus, it was recommended that a financial program be proposed to guide the teachers in managing their expenses and become financially stable.

KEYWORDS: Expenditures, financial Programs, budgetting, procurement scheduling and money-saving

for the education sector in general and for the expansion of secondary education in particular, the potential of decentralization can be further exploited to bring about desired outcomes. In improving financial management of schools, governments have increasingly adopted formula-based funding which takes into account several criteria, such as number of teachers and enrolment, when allocating grants to school and support to learners. To address the gap between the resources required for expansion of secondary education and the resources currently available, governments seek for multiple solutions both internally (e.g. increase efficiency) and externally (e.g. increase sources of funding), including strengthening multi-stakeholder partnerships (UNESCO, 2018).

The situation above presents the reality of which teachers are facing when handling expenses and finances that are given to them by their respective schools. Thus, prompting the researcher to conduct this study in to further understand the expenditure patterns of teachers in the University of Eastern Philippines – Pedro Rebadulla Memorial School as basis for its financial program.

Framework of the Study

The figure below (Figure 1) shows the schematic paradigm of the study. As reflected in the diagram, the IPO (input-process-output) diagram was used. The first box contains the profile of the teacher-respondents in terms of age, sex, civil status, highest educational attainment, position/designation,

teaching experience and employment status. The second box contains the process of the study that refers to the expenditure patterns of teachers in the University of Eastern Philippines in terms of budgeting, procurement scheduling and money-saving practices. And the third box financial program that indicates the output of the study. The arrow shows the interconnectivity of the three groups of respondents as well as their connection the main study problem.

2. Objectives of the Study

This study aimed to assess the financial program patterns of teachers in the University of Eastern Philippines as basis for its financial program.

Specifically, it sought to answer the following:

1. Determine the expenditure patterns practiced by the respondents in terms of:

4. Results and Discussion

The respondents of the study were composed of all the 83 faculty members of the University of Eastern Philippines – Pedro Rebadulla Memorial Campus in Catubig, Northern Samar during the second semester of the School Year 2019.

Table 1 Summary Table on the Expenditure Patterns of Teachers in UEP – Pedro Rebadulla Memorial Campus

Assessment Criteria Variables	X	Desc.	Sd
Budgeting	4.35	OP	0.30
Procurement Scheduling	3.58	OP	0.47
Money-Saving Practices	3.95	OP	0.29
AVERAGE	3.96	OP	0.35

Legend:

4.51 – 5.00 – Always Practiced (AP)

3.51 – 4.50 – Often Practiced (OP)

2.51 – 3.50 – Sometimes Practiced (SP)

1.51 – 2.50 – Rarely Practiced (RP)

1.00 – 1.50 – Never Practiced (NP)

In summary of the teachers’ expenditure patterns, their responses were shown by the weighted means and descriptions of their answers, as follows: Budgeting (4.35); Procurement Scheduling (3.58); and, Money-Saving Practices (3.15). All these weighted means were described as “Often Practiced” including its average of 3.96 with a standard deviation of 0.35.

This implies that the teachers of UEP – Pedro Rebadulla Memorial Campus are frequently adapting certain practices in their financial-related activities particularly on matters concerning their expenditure.

Relationship between Teachers’ Profile and their Expenditure Patterns

Table 2 indicates the test of significant relationship between the profile and expenditure patterns of teachers in UEP – Pedro Rebadulla Memorial Campus.

Statistical analysis revealed no significant relationship between the age, highest educational attainment, position/designation, teaching experience and employment status of teachers and their expenditure patterns as shown by the p-values that are greater than the 0.05 level of significance. However, significant relationship was noted between the teachers’ sex and civil status and their expenditure patterns as indicated by the p-values that are lesser than the 0.05 level of significance.

Therefore, the null hypothesis on the significant relationship between the teacher’ profile and their expenditure patterns is accepted in terms of age, highest educational attainment, position/designation, teaching experience, and employment status, but rejected in terms of sex and civil status

Table 2 Correlation Between Profile and Expenditure Patterns of Teachers in UEP – Pedro Rebadulla Memorial Campus

Profile Variables	Budgeting			Procurement Scheduling			Money-Saving Practices			Overall Mean		
	c	X ²	P-Value	c	X ²	P-Value	c	X ²	P-Value	c	X ²	P-Value
1. Age	0.178	4.965 ^{NS}	0.291	0.136	2.836 ^{NS}	0.586	0.147	3.729 ^{NS}	0.504	0.154	3.843 ^{NS}	0.460
2. Sex	0.284	13.235*	0.039	0.312	16.310*	0.012	0.199	6.219*	0.045	0.265	11.451*	0.032
3. Civil Status	0.271	12.135*	0.018	0.293	14.273*	0.019	0.185	6.193*	0.030	0.250	10.867*	0.022
4. Highest Educational Attainment	0.275	12.347 ^{NS}	0.055	0.213	7.172 ^{NS}	0.305	0.045	0.312 ^{NS}	0.856	0.178	6.610 ^{NS}	0.405
5. Position/ Designation	0.049	0.364 ^{NS}	0/833	0.097	1.436 ^{NS}	0.487	0.100	1.1516 ^{NS}	0.489	0.082	1.105 ^{NS}	0.603

6. Teaching Experience	0.078	0.932 ^{NS}	0/628	0.107	1,749 ^{NS}	0.417	0.088	1.181 ^{NS}	0.554	0.091	1.287 ^{NS}	0.533
7. Employment Status	0.159	10.103 ^{NS}	0.227	0.081	10.065 ^{NS}	0.426	0.091	1.242 ^{NS}	0.416	0.113	7.137 ^{NS}	0.356

5. Conclusions

From these findings, it was concluded that the teachers of UEP – Pedro Rebadulla Memorial Campus possess personal characteristics and educational background that highly qualify them to teach in a state university. Moreover, the teachers' age, highest educational attainment, position/designation, teaching experience and employment status have no influence on their expenditure patterns. However, their sex and civil status have significantly affected their expenditure patterns.

6. Recommendations

In view of the findings of the study, the researcher recommended that a financial program as proposed by the researcher, be implemented to guide the teachers in managing their expenditures and become financially stable.

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