

TEACHERS' REACTIONS TOWARD POPULATION
EDUCATION IN PUBLIC SECONDARY SCHOOLS

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ABSTRACT

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The study tried to determine the relationship of some selected communication-related variables which influenced the teachers' reactions toward population education in public secondary schools. It involved three hundred public secondary school teachers coming from twelve public secondary schools in the province of Nueva Ecija.

Data showed that three-fifths (60.33%) of the respondents accepted the population education in public secondary schools, while the rest (39.67%) rejected it.

Statistical analysis with the use of chi-square (X^2) test revealed that the following communication-related variables appeared to have highly significant relationship with the respondents' reactions to the new educational program: (1) sex, (2) civil status, (3) number of brothers/sisters of the unmarried, (4) availability of teaching aids, books and references, (5) mass media exposure, (6) number of in-service training

attended, (7) self-rated teaching ability, (8) self-rated ability to enrich instruction, (9) frequency of communication with the principal about discipline problems, and about problems of teaching the subject; and (10) frequency of being asked for opinions by the principal.

The communication-related variables which had only significant relationship with teachers' reactions were: (1) age, (2) religion, (3) frequency of contact with personal sources of information, (4) satisfaction with teaching environment, and (5) self-rated ability to teach.

The teacher-acceptors were generally males, and married. If unmarried, they belonged to big families with at least five brothers/sisters. The teacher-acceptors agreed that PEP teaching aids, books and references were available. They were older teachers, and non-Catholics. They had high level of contact with personal sources of information, high media exposure, and high level of PEP in-service training attended. They had outstanding teaching ability, had outstanding ability to enrich instruction. They had more frequent talks with the principal about discipline and problems of teaching. Their opinions were usually asked by the principal. They were satisfied with their

teaching environment, and self-rated their ability to teach as outstanding.

On the other hand, the teacher-rejectors were generally female and single. If unmarried, they were the only child in the family, they disagreed that PEP books and teaching aids were available. They were younger, Catholic, had low media exposure, low level of PEP in-service training, and low level of contact with personal sources of information. They rated their own teaching ability as below average together with their ability to enrich instruction. They talked less frequently with the principal about discipline and problems of teaching. Their opinions were not asked by their principal, and they were dissatisfied with their teaching environment.

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CHAPTER I

INTRODUCTION

The Philippines has one of the fastest-growing population in the world today. In his speech during a seminar jointly sponsored by the Commission on Population and the Department of Education and Culture in 1971, former Minister Juan L. Manuel said:

At the rate the Philippine population is growing, which is estimated to be 3.2 percent annually, there will be more Filipinos than French or British by 1985 ... By the year 2000, we will have a population higher than that of Brazil (Manuel, 1971).

A brochure of the Population Education Program of the Ministry of Education and Culture mentioned that the Philippines has one of the highest growth rates in the world. It said further that in Asia, our population already ranks 7th, and among all other countries of the world we are 16th in number - although only 57th in area (PEP, 1976).

The serious problem and grave threat posed by the rapid growth of Philippine population to the health and socio-economic life of the nation have motivated and spurred the national leaders to action.