

SOCIOECONOMIC STATUS OF ATENEO STUDENTS  
AND SELECTED INVENTORIES OF PHILIPPINE  
NATIONAL PROBLEMS

FRANK LYNCH, S.J.

INSTITUTE OF PHILIPPINE CULTURE  
Ateneo de Manila University  
Quezon City

1979

107 1107

SOCIOECONOMIC STATUS OF ATENEO STUDENTS

and

271

SELECTED INVENTORIES OF PHILIPPINE NATIONAL PROBLEMS

Report submitted January 15, 1970, to the President's Committee  
on University Development  
Ateneo de Manila

Frank Lynch, S. J.  
Institute of Philippine Culture

At the request of the Ateneo de Manila's President's Committee on University Development, the Institute of Philippine Culture recently undertook two tasks: first, to establish the socioeconomic status of students currently enrolled in the Ateneo high school and college; second, to make inventories of Philippine problem areas as seen by college students, faculty at the college and graduate levels, and a sample of national and local influentials.<sup>1</sup>

In a first report, dated December 15, 1969, a preliminary statement was made about the income categories of Ateneo parents and about national problems from the college student viewpoint. The present report includes and expands on the first one, describing the parents' and students' socioeconomic characteristics in greater detail and adding inventories of problems as seen by faculty members and influentials.

---

<sup>1</sup> For the cooperation that made this study possible the IPC and the President's Committee are grateful to those high school and college students who filled out and returned the forms they were given, to their parents who so trustingly did their part, and to the administrators and faculty who were generally both understanding and helpful. Special thanks are due to Fr. Thomas P. Murphy, Lourdes Avelino, and Eduardo Cadiz of the high school; Frs. Joseph A. Galdon and Thomas B. Steinbugler, and Mr. Rafael Chee Kee of the college; Dra. Carmen Diaz-Tafiedo of the graduate school of arts and sciences; and all department chairmen. Staff members are listed in Appendix D.

This research was supported in large part by a grant from the Faura Research Center, Inc., received through the Ateneo Research Council.

1872

## PLAN OF THE STUDY

Purpose. As mentioned above, the purpose of the study was twofold: first, to gather facts about the income and life style of the students, and parents of students, currently enrolled in the Ateneo high school and college; second, to make a list of Philippine national problem areas as seen by college students and faculty and a sample of national and local influentials. The data derived from the study are to be used as a basis for recruitment and selection of students, and for a revision of the Ateneo's goals and programs for the Seventies.

Sampling design. Three different samples were drawn: students (more accurately, students and parents of students), faculty, and influentials. The students-with-parents sample was planned as a 20 per cent sample of parents and sons at both the high school and college levels, stratified according to the year in which the parents' son was enrolled (first, second, third, or fourth year). A fifth category was created for parents with more than one son in the high school or college, but fifth-year college students and their parents were excluded from the study.

The second sample was of the Ateneo university central administration, faculty in the college and graduate school of arts and sciences, and the Loyola House of Studies--all on the Loyola Heights campus--the college of law, and the graduate school of business administration. An attempt was made to interview all faculty members of the Loyola Heights units and a 20 per cent sample of the business and law schools.

The third sample, of persons reputed to be important in the formation of national or local policy and opinion, was one developed for another IPC project, the PAASCU-IPC study of schools and influentials. The members of the sample are individuals selected as influentials by rating panels in Greater Manila and eight other population centers.

Questionnaires and interview schedules. For the students-with-parents component of the study, approaches were made to students and, through them, to their parents. The student questionnaire is included below as Appendix A. The letter to parents and the reply they were asked to complete are found in Appendix B.

Ateneo faculty members were interviewed individually, the interview form being that presented in Appendix C. Interviews with national

and local influentials were conducted in Greater Manila and eight other places by IPC staff members. The questions asked of this sample are those found in the faculty interview form (Appendix C).

**Procedure.** Because of the confidential nature of the information we desired about total family income, rather elaborate measures were taken to assure the anonymity of student and parent replies. The sample students drew pre-numbered questionnaires at random and took them home to fill out; their parents were asked in turn to mark their reply letters with the respondent numbers of their sons. Students returning questionnaires and parents' replies dropped them into a box provided for the purpose.

Inventories of ranked national problems were compiled in two ways. The college student respondents who had been chosen randomly for the socioeconomic survey were assembled by the IPC staff and given a prepared list of problems to rank in order of importance. Frs. Joseph Cronyn, Joseph Parkes, and Manuel de Veyra did the same with a number of their high school classes. The 12 problems ranked by students are those found in page 11 of the student questionnaire (Appendix A), namely: lack of peace and order; immorality (graft and corruption); lack of nationalism; social injustice; population explosion; unemployment; poverty; high prices; low wages; inefficient government structure; inadequate roads, bridges, etc.; and insufficient educational opportunities.

Members of the Ateneo faculty and administration, like the national and local influentials, received no prepared list; they answered instead an open-ended question on current national problems. However, the task of comparing these various lists to measure agreement among the rankers was facilitated by the fact that the problems presented to the students were derived from a preliminary tabulation of the most common difficulties mentioned by influentials. Since all students used the same list, and since both influentials and (as we discovered) Ateneo faculty and administration also mentioned these problems somewhere in their own replies, it was possible to make the desired comparisons. On the other hand, the ranked problems of Ateneo personnel and influentials can also be compared since they too agree closely on what the big problems are, though not necessarily on their relative importance.

High school and college data were collected in the period November 24 to December 16, 1969. Faculty members were interviewed December 10-18, 1969, by 16 graduate assistants who had received a half-day's training and testing by Perla D. Makil, IPC field supervisor and project co-director. The interviews with influentials have been underway since June 1969 in Greater Manila, Vigan, Naga City, Cebu, Bacolod, Cagayan de Oro, Davao, Cotabato, and Zamboanga.

## LIMITATIONS OF THE STUDY

Students-with-parents. We had hoped to get questionnaire replies from a 20 per cent sample of high school and college students. When we stopped collecting data we had in fact gathered information on a 10 per cent sample of the high school and nine per cent of the college (Table 1). It is important to note that the year-by-year distribution of replies did not differ significantly from the intended distribution at the high school or college level. This means that the averages for the entire high school or college, as well as the year-by-year averages, may be used with confidence as representative of the population from which they were drawn.

The high school students who ranked the 12 national problems presented to them were a "sample of opportunity": we had not originally planned to include high school boys in this part of the study, but since their class advisers spontaneously gathered the data we include it here. Discussion with the high school principal, Fr. Murphy, suggests that the classes reported here cannot be considered completely representative of the first and fourth year students. He speculates that a more representative sample would show at least slightly more similarity to the college students and faculty.

Faculty. Of the 152 Loyola Heights faculty members and administrators we hoped to interview, graduate assistants actually managed to see 126, or 83 per cent. At Padre Faura we interviewed six, or 60 per cent, of the intended ten faculty and administrators. Except for under-representation (statistically non-significant) of the law faculty, the sample reported here is a fair reflection of the faculty and administration population it represents (Table 2).

Influentials. We are reporting here on a total of 348 influentials, 100 from Greater Manila and 248 from eight other cities. Eventually we hope to complete our information from another 150 or so national-level leaders. Until these interviews are reported, the results must be considered to represent the opinions of many influentials, but not necessarily those of the very highest in the land.

It is understood that surveys and questionnaires have inherent limitations as well as advantages. Faculty members especially were bound to feel some dissatisfaction when asked to comment, without preparation or warning, on what ails the nation. However, everyone was in the same position, and the answers show remarkably clear trends. What we have recorded are not necessarily the most profound contributions of our faculty, but those which were salient in their

thinking. Further and deeper insights will undoubtedly emerge in the discussions to be held among members of the various academic departments of the University.

## FINDINGS

The statements that follow are arranged in two main groupings, each corresponding to one of the principal focuses of the study. Part One concerns the socioeconomic status of the high school and college students. Part Two presents inventories of national problems as elicited from influentials and faculty members, and as ranked by these respondents and a sample of the Ateneo's college and high school students.

In that part of the text which concerns the socioeconomic status of students, as well as in Tables 7-29 (Appendix E), the crossclassifying variable used most consistently is that of parents' total-family-income category, or class.<sup>2</sup> To make the high school and college data comparable from this viewpoint we have in each case employed the same three steps, or values, in dividing the variable: under P20,000 a year; P20-40,000 a year; and P40,000 a year or above. The last category we refer to as the "high" income category; the middle one, as the "middle" category. We cannot bring ourselves to call the lowest income grouping the "low" category--not when, at most, only three per cent of Filipino families receive over P10,000 per year in income (data as of 1965). Instead we refer to it as the "modest" income category, a label which is accurate at least in relation to the other and more affluent groupings considered here.

In discussing inventories and rankings of national problems, similar crossclassifying variables are employed. For the national and local influentials, we use the same categories of total family income (modest, middle, and high), with the same peso values for each. With the faculty, however, from whom we asked no family income data, we use their status (faculty or administration) and rank (from assistant instructor through full professor). While academic rank is not necessarily an accurate indicator of the total family income of a faculty member, it provides at least one basis of comparison the terms of which are similar to those used for students and influentials.

---

<sup>2</sup>The meaning of total family income, as understood in the study, will be found embodied in the parents' reply letter (Appendix B).

Annual salaries of the Ateneo de Manila faculty vary by rank as follows: assistant instructor, P5400; instructor, P6000-9000; assistant professor, P10,200-12,000; associate professor, P12,000-24,000; full professor, P24,000. Hence if a faculty member's Ateneo salary were the sole source of his family income--which is more than likely not the case--all but full professors and some associate professors would be in the "modest income" category, and no faculty members would be in the "high income" grouping.

#### Part One: Socioeconomic status of parents and students

Part One opens by reporting the average total family incomes for the high school and college and thus establishes the crossclassifying variable to be used throughout the discussion of students' socioeconomic status. This opening division (A) is followed by two series of findings, one (B) on the background characteristics of students, the other (C) on their parents. Information on parents' possessions follow in D, and on student expenses and allowances in E. A final series of statements (the last five of 35 Findings in Part One) looks at the Ateneo's student financial aid program.

One may wonder why we chose to gather the particular socio-economic data we did, and why it is that not all the items contained in the interview form are discussed in this report. The answer is simple: those items of information were sought which we thought would show a beyond-chance relationship to the family's total income and which the average student could himself provide or easily inquire about; those items are reported on here which were relatively easy to code, tabulate, and analyze. The more difficult items of information we shall report on at a later date.<sup>3</sup>

---

<sup>3</sup>Among these items are house and house-lot size, address, primary occupation of parents, and details of household staff specialization, bedroom designations (for family members, guests, servants), and passenger vehicles owned. We also have unanalyzed data on the sibling rank order of students.

A. Income categories of parents

1. The median family income for high school parents is ₱29.7 thousand per year. For college parents the figure is lower: ₱23.6 thousand (Tables 3 and 4).
2. Average annual incomes vary considerably by the year in which the parents' son is enrolled. Median categories are the following (Tables 3 and 4):

Academic year	High school	College
First year	₱30-40,000	₱20-25,000
Second year	₱20-25,000	₱15-20,000
Third year	₱30-40,000	₱20-25,000
Fourth year	₱50-60,000	₱30-39,000
Average	₱25-30,000	₱20-25,000
TOTAL N	99	122

3. Compared to the high school, the college has a significantly greater percentage of less wealthy parents, but has about the same proportion of wealthy and very wealthy parents. The important figures are these (Tables 3-6):

Parents' income category	High school	College	Diff. *
Under ₱10,000	4%	18%	0.001
Under ₱20,000	27	44	0.001
₱40,000 and above	39	33	n. s.
₱100,000 and above	12	12	n. s.
TOTAL N	99	122	

\* The chi-square test was used to determine significance of difference between the high school and college at each income category.



## B. Background characteristics of students

4. All respondent students are male, with modal ages of 13-16 for the four years of high school and 17-21 for the college years.
5. Ninety-six per cent of both high school and college students are Filipino citizens, the few non-Filipinos being either Chinese, Americans, or Spaniards. In the high school these non-Filipinos tend to be in the high-income class (parents receiving P40 thousand or more per year), but they are distributed evenly in the college (Tables 7a and 8a).
6. The majority of both high school and college students were born in Greater Manila. However, great numbers, especially of the modest income class, come from elsewhere in Luzon or from the rest of the Philippines. The college is in this sense more catholic than the high school (Tables 7b and 8b).
7. With the exception of three per cent of the college students who report having no religious preference, all students are Christians, predominantly Roman Catholics (98 and 95 per cent; Tables 7c and 8c).
8. The mother tongue most common among both high school and college students is Tagalog (40 and 37 per cent), the second most common being English (32 per cent for high school and 19 per cent for college). Two mother tongues, Tagalog and English, are reported by another 13 per cent at both levels. Beyond this, the college has significantly greater linguistic diversity than the high school (Tables 7d and 8d).

## C. Background characteristics of parents

9. Of the fathers of high school students, 98 per cent are employed; for the college the figure is 91 per cent (Tables 9 and 10).
10. Most employed fathers are working full time, the minimum percentages being 88 in the high school and 76 in the college. If all cases of "working time unspecified" were found to be full time, the figures would be 96 and 85 per cent respectively (Tables 9 and 10).

11. In the percentage of fathers employed there are no significant differences between income categories.
12. Of high school mothers 61 per cent are employed; the college figure is 50 per cent (Tables 9 and 10).
13. Most employed mothers work full time, the minimum percentage for both high school and college being 65. The maximum figures (see Finding 10) would be 74 and 70 per cent respectively (Tables 9 and 10).
14. At the high school level, the percentage of employed mothers varies significantly between income categories (modest, 73 per cent; middle, 65; high, 51). A similar trend is found in the college, but the difference is not significant (Tables 9 and 10).
15. Although the difference is in no case significant, the percentage of high school mothers who work is greater than that of college mothers in every income category (Tables 9 and 10).

Income category	Working mothers	
	High school	College
Modest	73% (26)*	58% (50)
Middle	65 (31)	52 (27)
High	51 (38)	41 (37)
Average	61	50
TOTAL N	95	114

\* Number in parentheses is the total number of replies on which the percentage above it is based.

16. At both the high school and college levels, most parents are college graduates. Comparatively, high school parents are more highly educated than college parents,

the percentage of college graduates being 85 and 74 respectively for fathers, and 77 and 56 for mothers. The figure for both parents combined is 81 per cent at the high school level, 65 for the college. Inter-category differences are not significant (Tables 11 and 12).

17. For about one out of ten high school and college students both parents studied abroad for at least one academic year. For another two out of ten one parent had this experience--the father four times more often than the mother. Study abroad varies significantly and directly by income category, but only for high school parents.
18. Most parents have since marriage traveled to Baguio City together at least once, the difference between income categories being significant only among college parents (Tables 13 and 14).
19. Parents' travel to Hong Kong, Japan, the United States, and Europe varies significantly and directly by income category. In general, greater percentages of high school than college parents have visited these places, the college middle-income category being an exception (Tables 13 and 14).

#### D. Parents' residence and possessions

20. At the high school level, where 79 per cent of parents own both a house and lot, intercategory differences are not significant. Fourteen per cent own neither house nor lot, and another three per cent live in apartments (Table 15).
21. At the college level, the percentage owning house and lot varies significantly and directly by income category: modest, 61 per cent; middle, 73; high, 97. Ten per cent own neither house nor lot and another ten per cent live in apartments (Table 16).
22. At both academic levels there is a significant and direct correlation between income category and the average number of certain socioeconomic indicators employed or possessed (Tables 17 and 18).

Economic indicator	Av. no. employed/possessed: range from modest to high income categories	
	High school	College
Household staff	2.4-5.6	2.3-5.4
No. of bedrooms	4.2-6.2	4.1-6.3
No. of TV sets	1.1-2.2	1.0-1.9
No. of toilets	1.8-4.5	1.8-4.5
No. of cars	1.0-2.4	0.7-2.5

23. The percentage of parents having no TV sets or passenger vehicles differs by income category and between high school and college. In the high school, four per cent of the modest-income families have no TV set, 20 per cent have no car (Table 17). In the college 22 per cent of this income group have no TV set, 51 per cent have no car (Table 18).
- E. Student allowances, expenses, car ownership, and means of coming to school
24. The average high school student receives a monthly allowance of about P56, the range being from about P44 in second year to P78 in fourth year (Table 19). Differences by income category are significant (Table 20).
25. The average college student's monthly allowance is about P95, ranging from about P79 in second year to P130 in fourth year. Differences by income category are significant (Table 21).
26. At neither the high school nor college level are there significant differences in monthly expenses by income category (for the items included in monthly expenses, see page 9 of the student questionnaire, Appendix A). At both levels there is a clear trend, however, for expenses to rise with income category (Tables 22 and 23).

Income category	Average monthly expenses	
	High school	College
Modest	₱63 (23)	₱104 (49)
Middle	₱86 (31)	₱113 (28)
High	₱102 (33)	₱131 (38)
Average	₱86	₱115
TOTAL N	87	115

27. Out of their allowances students pay, on the average, one half to three fourths of their monthly expenses. This means that after paying his share of these expenses the average high school student has ₱10 or less for other uses, while the average college student has ₱15-35 left over (figures derived from Findings 25 and 26).
28. Only five per cent of high school students report having a car for their exclusive use; the college figure is 21 per cent, with a significant intercategory difference. Whereas one out of nine modest- and middle-income students has a car, two out of five high-income students have one (Table 24).
29. Most college students who own a car drive it to school and keep it on campus during class hours. The few high school car-owners say they do not keep their cars on campus.
30. At both the high school and college levels the most common means of coming to school is by one's own family car (49 and 40 per cent, respectively). Next most common means for high school students is the school bus (38 per cent); for college students, the public bus (32 per cent). At both levels the intercategory differences are significant (Tables 25 and 26).

F. Number of children in school, and children receiving financial help

31. Average high school and college parents have 3.3 children in school, approximately one each in grade school, high school, and college. The range is from one to eight children in school. Intercategory differences are not significant (data derived in part from Tables 27-29).
32. In general, financial help received is at all three academic levels in inverse proportion to income; that is, the lower the income the higher the percentage of children receiving financial help.
33. Within income categories, financial help is not in direct proportion to the number of children the parents have in school.
34. When compared with students studying at other institutions, Ateneo de Manila students receive more financial help. An exception is the high-income students at the high school and grade school levels, where they receive less help at the Ateneo than elsewhere (Tables 28 and 29).
35. Ateneo college students of modest income receive significantly more help than their brothers and sisters in other colleges. The figures are 66 and 38 per cent respectively (Table 27).

## Part Two: Inventories of national problems

Major divisions here are (A) ranking of the 12 selected problems found in page 11 of the student questionnaire (Appendix A); (B) ranking of the 15 problems most frequently mentioned by the Ateneo staff, on the one hand, and national and local influentials, on the other, in response to an open-ended inquiry; and (C) judgments of the importance of selected contemporary issues. Divisions A, B, and C are subdivided as follows: under A we consider (1) Ateneo students and staff, (2) national and local influentials, and (3) Ateneo personnel compared with national and local influentials; under B and C we report on (1) Ateneo faculty and administration, (2) national and local influentials, and (3) a comparison of the Ateneo staff and the influentials.

### A. Ranking of the 12 selected problems

#### Ateneo students and staff

36. The Ateneo faculty and administration may be characterized in average terms as male, single, Roman Catholic, and about 36 years of age. They tend to be Filipinos and laymen, but about 40 per cent are priests or religious; 33 per cent, non-Filipinos (Table 30a-f).

The academic backgrounds of the faculty compare favorably with those of other faculties in the Philippines and abroad. Almost four out of five have the masters or doctorate degree (31 per cent have the Ph. D.). Two out of three earned their highest degree abroad (Table 30 g-h).

Of the doctorate holders on the faculty, about half are Filipinos; however, while one half of non-Filipino faculty members have the Ph. D., only one out of five Filipinos has at this date gone beyond the masters degree.

The background characteristics of Ateneo high school and college students have been presented in Findings 4-8 and Tables 7 and 8.

37. Within their own groupings, the faculty, college students, and high school students are in close agreement with one another on the ranks to be assigned the 12 national problems. This agreement is in all cases statistically significant (Table 38).

38. Between groupings, agreement ranges from very close (high school-college) to close (college-faculty) to negligible or nil (faculty-high school). See Table 38 for the statistical values: 0.01, 0.05, and n. s., respectively.
39. Faculty and all students are agreed that social injustice, public immorality, and lack of peace and order are high-ranking national problems; further, that unemployment is of the middle rank, and that lack of roads and bridges is a relatively unimportant problem (Tables 31-33).<sup>4</sup>
40. Compared to students, the faculty gives less weight to the problem of high prices, much less weight to the problem of poverty; on the other hand, the faculty gives more weight to inefficient government structure and the lack of educational opportunities, and much more weight to lack of nationalism (Tables 31-33).
41. Compared to high school students, college students and faculty give less weight to low wages, much more weight to the population explosion (Tables 31-33).

#### National and local influentials

42. National influentials may be characterized in average terms as married Roman Catholic Filipino laymen, about 50 years of age, with at least a college education.

Two out of three are employed in the private sector rather than government and their reported median annual income is over ₱100,000.<sup>5</sup> They tend to exercise their influence especially in industry, government, education, and mass media. (Table 34).

---

<sup>4</sup>In Finding 39 a "high" rank is rank 1-4, a "middle" rank is 5-8, and a "low" rank is 9-12. The same division is used in arriving at the statements of relative emphasis in Findings 40 and 41.

<sup>5</sup>According to Table 34, the percentage of national influentials in the private sector is 73. However, because of the difficulty we have had in completing interviews with government officials, particularly those in high places--1969 was an election year--we feel that the interviews we have in hand at this writing under-represent the government sector. A classification by sector of the 300 national influentials in our master list (about 150 not yet interviewed) shows the percentage in the private sector to be, not 73, but about 65.



43. Like the nationals, most local influentials are also married Roman Catholic laymen, about 50 years of age, with at least a college education.

About 71 per cent are employed in the private sector, with a reported median annual income of about ₱28,000. Like the nationals, they also tend to exercise their influence especially in industry, government, education, and mass media (Table 35).

44. Local influentials, regardless of locale, are in close agreement (0.001 level) with one another regarding the relative importance of the 12 national problems presented to students; in this they also agree closely (0.01 level) with the national influentials (Table 38).
45. There is unanimity that lack of peace and order, graft and corruption, unemployment, and social injustice are high ranking problems (see footnote 4); that poverty, the population explosion, inefficient government structure, and insufficient educational opportunities are problems of the middle rank; and that high prices, lack of nationalism, inadequate infrastructure, and low wages are relatively low-ranking problems (Tables 36 and 37).

#### Ateneo personnel and the influentials

46. Ateneo students and faculty, as well as influentials of both levels, are in complete agreement that of the 12 problems presented to students these are of the greatest national importance: graft and corruption, lack of peace and order, and social injustice; that inadequate infrastructure is a relatively unimportant problem (Findings 39 and 45).
47. Compared to faculty and influentials, students give less weight to insufficient educational opportunities, more weight to high prices; compared to all others, high school students give less weight to the population explosion, more weight to low wages (Tables 31-33).
48. Compared to Ateneo students and faculty, influentials give more weight to unemployment (Tables 31-33 and 36-37).
49. Compared to students and influentials, the faculty gives greater importance to lack of nationalism and inefficiency of government structure (Tables 31-33 and 36-37).

50. Poverty is given progressively less emphasis by students, influentials, and faculty, in that order (Tables 31-33 and 36-37).

B. Ranking of the 15 problems freely mentioned most frequently

Ateneo faculty and administration

51. Members of the faculty and administration, whether Filipinos or not, agree closely with one another on what the 15 most important national problems are, and what their relative importance is (Tables 39 and 40).
52. Thus there is clear unanimity that among the gravest problems facing the Philippines today are deficiencies in the national economic institution and widespread graft and corruption. Considered relatively unimportant are low wages, inadequate infrastructure, and poverty (Tables 39 and 40).<sup>6</sup>
53. There is near-unanimity that social injustice and moral, religious, and cultural deficiencies of the general populace constitute high-ranking problems; that lack of peace and order and insufficient educational opportunities are middle-ranking problems; and that lack of nationalism, difficulties inherent in the nation's **stage** of socioeconomic development, and high prices, while important, have relatively low ranks compared to the others (Tables 39 and 40).<sup>6</sup>
54. Opinion is mixed on the relative importance of inefficient government structure and the population explosion. Instructors and older professors place greater weight on the first problem than do others; instructors and younger (assistant) professors are more concerned about the population explosion than are the older professors and administrators.

---

<sup>6</sup>Considered high-ranking problems are those with ranks 1-5. Middle-ranking problems are those ranked 6-10. Problems ranked 11-15 are considered of relatively little importance.

55. Compared to other faculty members, Filipinos give greater weight to lack of peace and order and to high prices. Americans, on the other hand, place greater emphasis than others on difficulties inherent in the nation's stage of economic growth and on moral, cultural, and religious deficiencies in the general population.
56. Lest the report of these emphases distort the picture, it should be recalled that all problems listed in Table 39 and 40 are considered important by the Ateneo staff; they are the 15 problems most commonly mentioned in answer to an open-ended inquiry (see Appendix C).

#### National and local influentials

57. National influentials agree closely (at the 0.01 level) with locals on what the nation's problems are, and on the relative importance of each; locals are in similar agreement (at the 0.001 level) among themselves (Tables 41 and 42).
58. Comparing the rankings made by nationals with the average ranking by locals (Table 41), we find complete agreement that lack of peace and order, deficiencies in the national economic institution, graft and corruption, and social injustice are the nation's greatest problems; that poverty, the population explosion, and difficulties inherent in socioeconomic development are of medium importance; and that high prices, lack of nationalism, inadequate infrastructure, and low wages are relatively unimportant, but genuine, problems (Table 41).
59. Nationals tend to give greater weight to moral, cultural, and religious deficiencies than locals do, and also to inefficient government structure; but there is agreement that the first problem is considerably more important than the second (Table 41).
60. Locals emphasize unemployment more than nationals do; they also give greater weight to insufficient educational opportunities. Both are agreed, however, that unemployment constitutes a greater problem than does the shortage of good school facilities and opportunities (Table 41).
61. Comparing locals among themselves, we find agreement that lack of peace and order, deficiencies in the national

economic institution, and graft and corruption are high-ranking problems; further, that inadequate infrastructure is relatively unimportant (Table 42).

62. Local influentials whose opinions differ from the average most frequently are those from Cotabato and Vigan. Next are Zamboanga, Cagayan, and Cebu, in that order (Table 42).
63. Locals who give greater weight than most to moral problems (social injustice, general moral deficiencies) are those from Cebu, Cagayan, and Davao (Table 42).

#### Ateneo staff and the influentials

64. Members of the Ateneo faculty and administration are in close agreement (0.01 level) with national and local influentials on what the nation's problems are, and their relative importance (Table 43).
65. There is across-the-board agreement that the high-ranking problems are deficiencies in the national economic institution, lack of peace and order, graft and corruption, and social injustice; that problems of the middle rank include the population explosion and inefficient government structure; and that low wages, high prices, and inadequate infrastructure are low-ranking problems.
66. Where differences occur, the faculty gives greater weight than influentials do to inefficient government structure, general moral deficiencies, and lack of nationalism; comparatively, the faculty gives less weight to lack of peace and order, unemployment, poverty, and problems inherent in socioeconomic development.

In short, the Ateneo faculty rankings differ from those of the average influential in the same direction, problem by problem, as those of national influentials differ from the rankings of locals (Tables 39-42).

#### C. Opinions on eight possibly crucial national issues

The main difference between a problem and an issue is this: a problem is by definition bad for the nation--what are debatable are its gravity and its solution; an issue, on the other hand, concerns

action which may or may not be taken--what is debatable is the extent to which action or inaction will benefit or harm the nation. A crucial national issue is one which, if properly decided, will mean great benefit for the nation and/or the avoidance or lessening of a great problem.

With this understanding, all non-student respondents were asked their opinion on eight possibly crucial national issues: crucial or not crucial? (See page 4 of the Faculty questionnaire, Appendix C).

#### Ateneo faculty and administration

67. Among members of the Ateneo faculty and administration, regardless of citizenship, there is close agreement on the relative importance of the eight issues (agreement is at the 0.001 and 0.01 levels, Tables 44 and 45).
68. Ranked high (first four) are the implementation of land reform, attracting foreign investments, extension of the Laurel-Langley agreement beyond 1974, and the agreement under which U. S. bases exist in the Philippines.

Ranked low (second four) are the breakdown of traditional morality, the toleration/approval of student demonstrations against the Catholic hierarchy, the extent of Philippine participation in the Vietnam war, and prosecution of the Sabah claim (Tables 44 and 45).<sup>7</sup>

69. Although the differences are slight, American faculty members are more concerned than Filipinos about attracting foreign investments; Filipinos are more concerned than Americans about anti-hierarchy student demonstrations and the Sabah claim (Table 45).

#### National and local influentials

70. The replies of national influentials on the eight issues are in close agreement (0.01 level) with the average local replies (Table 44).

---

<sup>7</sup>Questions were asked before the Philcag contingent was withdrawn from Vietnam, and before the Philippines resumed direct diplomatic relations with Malaysia.

71. Ranked high (1-4) are land reform, foreign investments, and the Laurel-Langley extension.
- Ranked low (5-8) are student demonstrations, the Philcag, and Sabah (Table 44).
72. On the average, locals are slightly more concerned about foreign investments and the breakdown of traditional morality than are nationals (Table 44).

73. Among themselves all locals, regardless of locale, are in close agreement (0.001 level) on the importance of the eight issues.

74. Ranked high (1-4) are land reform and the Laurel-Langley extension.

Ranked low (5-8) are anti-hierarchy student demonstrations, Philcag, and the Sabah claim.

75. Local influentials whose opinions differ from the average are those from Cotabato and Vigan. These two groups agree in giving more importance than others to the bases agreement; the Cotabato influentials also give **greater** prominence than all others to the Philcag question, less importance than all others to foreign investments (Table 47).

#### Ateneo staff and the influentials

76. Members of the Ateneo faculty and administration agree closely (0.01 level) with national and local influentials on which of the eight issues are critical for the Philippines (Tables 44 and 46).
77. There is common agreement that these are important issues: land reform, attracting foreign investments, and the Laurel-Langley extension. Considered less important by all are student demonstrations, Philcag, and the Sabah claim (Tables 44 and 46).
78. The Ateneo faculty, along with the national influentials, is slightly less concerned than locals about the breakdown of traditional morality (Tables 44 and 46).

## CONCLUSIONS AND SUGGESTIONS

From the findings listed above, certain conclusions follow-- interpretations of the findings in the light of other facts and of certain assumptions, premises, principles, or goals. While conceivably a larger number of conclusions, and more meaningful inferences, will in time be drawn from the 78 findings above, the statements that follow may serve as a starting point.<sup>8</sup>

### Part One: Socioeconomic status of parents and students

#### A. Conclusions

1. The average Ateneo de Manila high school or college student comes from a family belonging to the nation's economic and educational elite; the same is probably true of the average student in a number of other schools, private and public, to be studied in the near future.

The identification of average Ateneo parents as of the Philippines' economic elite follows from two facts:

- (a) as of 1965, less than three per cent of Filipino families reported annual incomes of ₱10,000 or more;
- (b) 50 per cent of Ateneo college parents report incomes of ₱23,600 or more; for half the high school parents, annual income is ₱29,700 or more (Finding 1).

Educationally, Ateneo parents are also far above average;

- (a) according to the 1960 Census, only 3.5 per cent of Philippine residents 25 years of age and over were college graduates; (b) for Ateneo college and high school parents the figures are 65 and 81 per cent respectively (Finding 16 and Tables 11 and 12).

2. In this national elite, average high school parents would rank higher than average college parents.

---

<sup>8</sup>The project directors are grateful for the opinions of Susan M. Bennett, Joseph A. Galdon, Aurora Silayan Co., Mary R. Hollnsteiner, Michael F. McPhelin, Thomas P. Murphy, Thomas B. Steinbugler, and the Ateneo scholastics--all of whom have contributed to these conclusions and suggestions.

Compared to college parents, high school parents are, on the average, more wealthy and more highly educated (Findings 2, 3, and 16). They are also more widely traveled (Findings 18 and 19) and more likely to own a car and a television set (Finding 23). A partial explanation of the difference may be found in the relatively greater number of high school fathers and mothers who are employed and contributing their earnings to the family income (Findings 9-15). •

3. The college student body, compared to that of the high school, is more representative of the general Philippine population; however, neither high school nor college closely resembles the national population, nor should this be expected.

Besides having a greater socioeconomic mix (Finding 3), the college students also have greater diversity in their places of origin (Finding 6) and mother tongues (Finding 8). However, until the time when there is even wider recruitment than at present, and much greater student financial aid, the college cannot hope to be a micro-Philippines. Nor is this necessarily desirable. This point will be considered once more in the final discussion, below.

4. Because of increased scholarship aid, alone or in combination with more wide-ranging recruitment, there was a progressive lowering of average incomes in both high school and college over the years 1966-67, 1967-68, and 1968-69 (see Finding 2).

The only alternative explanation for this observable trend would seem to be the possibility that for reasons of money or ability students from lower-income families might drop out of the Ateneo in significantly greater numbers than those from higher-income families. The IPC has been assured by the offices of the high school principal and the college dean that this is not so.

5. At the beginning of school year 1969-70 the previous three-year trend was broken by the admission of a larger proportion of middle-income students in the college and of middle-high income students in the high school (study the "First year" row in Tables 1 and 3, comparing it with the other rows in the same table).



An alternative explanation for the sophomore average income's being so much lower than that of the freshman class would be that freshman classes always have higher average incomes but the wealthier students, admitted because of political or other pressures, are after one year dropped in larger numbers than the less wealthy. There is no evidence for this being the case. There is evidence for increased freshman admissions in 1969, without a proportionate increase in available financial aid.

6. Nevertheless, the Ateneo's program of recruitment and financial aid has clearly been effective--respectably so in the high school, strikingly so in the college.

This follows from Conclusions 2-4, Findings 31-34 (with Tables 27 and 28), and the fact that the most likely explanation for inter-school differences in financial aid is differences in the assistance programs of the schools attended. For even though the financial aid reported by student respondents may in some cases be from relatives (see Item 13 of the student questionnaire, Appendix A), this kind of help is probably given equally or randomly to all children of the same academic level. At least there seems to be no consistently operative reason why assisting relatives should favor Ateneo-attending children over their brothers and sisters who attend equally or near-equally expensive schools in Greater Manila.

7. However, changes are called for in both the college and high school financial aid programs.

In general, financial assistance given is in inverse proportion to the income of the recipients. However, in the college too many high-income families may be receiving help (Table 27); in the high school, too few modest-income families (Table 28). Furthermore, within each income category the aid received (from all sources, Ateneo included) presumably should vary directly with the number of children in school. This is so for the children of neither our high school nor college parents (Finding 33).

8. There is a danger that, unless appropriate measures are adopted or continued, the college boarding population may turn into a two-class subsociety.

Students boarding in Cervini and Eliazo Halls come especially from the modest- and high-income categories, notably less so from middle-income families (Table 26).

## B. Suggestions

### Index of family income

1. With the data derived from this survey, let the IPC develop an "index of family income," that is, a formula for estimating, with reasonable accuracy and from a few questions as possible--none of them directly about income--the annual total family income of a student's family.
2. This index should be incorporated into an annual registration form for currently enrolled students and the application for admission of those entering the high school or college.
3. Student counselors in the high school and college might help parents by giving them recommendations for allowances and the like (as an example, see Table 48).

### Policy and practice regarding student mix and financial aid

4. The operations of those responsible for the recruitment and aiding of students should be encouraged and assisted in every possible manner. All evidence indicates that they are performing their critical task with competence and effect.
5. Above all, let there be integrated and cooperative action by high school, college, graduate school--and even grade school--authorities, to assure that all units are pursuing mutually reinforcing goals and distributing aid where it is most needed.
6. This implies a review of current policy (if there is one) regarding the most desirable composition of the student body at the various levels.
7. It also implies the guidance of aid-giving not merely by the norm of family income, but also by consideration of the number of other children in school and of the amount of financial aid the family is receiving from other sources (e. g., the Ateneo at some other level, other schools, or relatives).

This latter in turn calls for a central file on aid given, or the exchange of such information among Ateneo units and between the Ateneo and other schools.

8. Means should be taken, or continued, to avoid the college boarders' becoming polarized into two student categories, the parents of one of which earn twice as much as the parents of the other.
9. The possibility of what is, in effect, a fully founded high school and/or college should be seriously and thoroughly examined. Alternatively, some kind of sliding tuition scale might be made a matter of policy, or of public policy.

#### Part Two: Inventories of national problems

##### A. Conclusions (enumeration continued from Part One)

###### College and high school students

9. All college students, regardless of year of enrollment or income category of their parents, to a very significant degree apply the same standards in their ranking of national problems (Finding 38).
10. These standards appear to place primary emphasis on ethical and moral considerations, and to give less weight to technical and more exclusively economic aspects of the problem (Finding 39).
11. During his stay in the Ateneo, the student undergoes a progressive refinement of standards, evidenced by a growing concern for basic problems (instead of symptoms) and for moral problems (instead of more exclusively technical ones). Compare Tables 31 and 32.
12. The final focus, achieved in third and fourth year college, is on social injustice (Table 31).
13. Faculty and college students agree on standards for judging the importance of national problems; high school students do not share these norms to the same degree (Findings 38 and 41).

## Ateneo faculty and the influentials

14. The Ateneo faculty uses the same standards as influentials in judging the importance of national problems and issues (Findings 64 and 76).
15. Where differences occur (and they are few), the faculty and national influentials tend to agree with one another, over against the locals (Findings 66 and 78).
16. Agreement between Filipino and non-Filipino faculty members on national problems and issues is so great as to make them from this viewpoint a single, undivided population (Findings 51 and 67).
17. Faculty members, both Filipino and American, are more concerned about lack of nationalism than are high school or college students (Finding 40)--or, for that matter, influentials (Finding 49).
18. A University program likely to enlist the cooperation and support of students and faculty alike would be one directed at these problems (see Finding 39):
  - a. Social injustice;
  - b. Immorality (graft and corruption); and
  - c. Lack of peace and order.
19. If one adds to these four problems that of:
  - d. Deficiencies in the national economic institution,

he will have the basis of a program that will touch a responsive chord in Filipino influentials and the entire Ateneo faculty as well (Finding 65).

### B. Suggestions (enumeration continued from Part One)

10. Let the data on problems and issues be submitted to the Ateneo faculty for their opinions regarding further, or alternative, conclusions and suggestions.

11. Let each individual faculty member, department, and unit answer these questions:
- a. How can we contribute to the solution of these problems?
  - b. What do we need (in personnel and faculties) to make that contribution?

- End -

Appendix A

STUDENT QUESTIONNAIRE FORM

PLEASE COOPERATE: THIS IS A CONFIDENTIAL QUESTIONNAIRE.

SOCIOECONOMIC STATUS AND MONTHLY EXPENSES  
of high school and college students

Ateneo de Manila

YOUR RESPONDENT NO. IS: 0- -

\_\_\_\_\_ Date

----- Please do not write above this line -----

N. B. Please put a check mark [  ] in the brackets opposite your answer.

**BLOCK ONE: ABOUT YOURSELF**

1. What year high school or college are you currently enrolled in?

1st yr HS [ ] 2nd yr HS [ ] 3rd yr HS [ ] 4th yr HS [ ]

1st yr Co [ ] 2nd yr Co [ ] 3rd yr Co [ ] 4th yr Co [ ]

2. Sex: Male [ ] Female [ ] 3. Age at last birthday \_\_\_\_\_

4. Date of birth: \_\_\_\_\_  
Month Day Year

5. Birthplace: \_\_\_\_\_  
Prov/city/state Country

6. Civil status: Single [ ] Married [ ] Widowed [ ]

7. Are you a nun or seminarian? Yes [ ] No [ ]

8. First language(s) or dialect(s) you learned as an infant: \_\_\_\_\_

9. Your citizenship: Filipino [ ] Other [ ] \_\_\_\_\_  
Specify

10. Your religion: \_\_\_\_\_

11. Of the children your father and mother have had together, how many are  
now living? \_\_\_\_\_ (including yourself)  
(Number)

12. What number are you among these children? \_\_\_\_\_

If you have at least one brother or sister who is also attending some school, college, or university, go to Q. 13; otherwise, you may skip to Q. 14.

13. Think about your brother(s) and/or sister(s) who are still studying. Then, starting with the youngest who is in school, give the following information for each of them, including yourself:

Initial of 1st name*	School he/she attends (name and city/town)	Academic level**	Receiving some financial help? +
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]
_____	_____	_____	Yes [ ] No [ ] DK [ ]

\*This is optional, but it is suggested to make sure you remember to mention all your brothers and sisters.

\*\*These are the usual levels: kindergarten, grade school, high school, college, post-college (e. g., law, medicine, MBA).

+This might be from the school (e. g., reduced tuition, scholarship, fellowship, or other grant) or from a person or persons other than your parents (the other person or persons may contribute to the tuition or may give board and/or lodging to your brother or sister). If any of these kinds of assistance is given, answer Yes in this column; otherwise, answer No or Don't Know (DK).



## BLOCK TWO: PARENTS' OCCUPATION, EDUCATION, TRAVEL

14. Is your father living? Yes [ ] No [ ]

If Yes, go to Q. 15; if No, skip to Q. 19.

15. Does your father have at least one full or part-time job for which he receives some pay? Yes [ ] No [ ] Don't know [ ]

If Yes, go to Q. 16; if No or DK, skip to Q. 19.

16. What is your father's primary occupation, i. e., the job at which he spends most of his working time?

Don't know [ ]

The following [ ]:

Position (be specific)

Employer/company\*

(\*If he is self-employed, check here [ ].)

17. Is this (Q. 16) a full-time job (about 40-44 hours per week) or only a part-time job? Full [ ] Part [ ] Don't know [ ]
18. Aside from this job (Q. 16), does your father have any other occupation(s) for which he receives some pay? Yes [ ] No [ ] Don't know [ ]
19. Is your mother living? Yes [ ] No [ ]

If Yes, go to Q. 20; if No, skip to Q. 24.

20. Aside from her duties as housewife, does your mother have any other regular job, part or full time, for which she receives some pay?

Yes [ ] No [ ] Don't know [ ]

If Yes, go to Q. 21; if No or DK, skip to Q. 24.

21. Aside from housewife, what is your mother's primary occupation, i. e., the job at which she spends most of her working time?

Don't know [ ]

The following [ ]:

Position (be specific)

Employer/company\*

(\*If she is self-employed, check here [ ].)

22. Is this a full-time job (about 40-44 hours per week) or only a part-time job? Full [ ] Part [ ] Don't know [ ]
23. Aside from this job (Q. 21), does your mother have any other occupation(s) for which she receives some pay? Yes [ ] No [ ] Don't know [ ]
24. What is the educational attainment of your father and mother?

	Father	Mother
a. Less than elem. grad.	[ ]	[ ]
b. Elementary graduate	[ ]	[ ]
c. 1-3 years high school	[ ]	[ ]
d. High school graduate	[ ]	[ ]
e. 1-3 years college	[ ]	[ ]
f. College graduate	[ ]	[ ]
g. Post-college (M. D., LL. B., M. A., MBA, M. S., Ph. D., etc.)	[ ]	[ ]

25. Did your father or mother ever study outside the Philippines for one or more academic year?
- Father: Yes [ ] No [ ]
- Mother: Yes [ ] No [ ]

26. From the time they were married, about how often have your parents, traveling together (with or without the children) visited these places? (Check the appropriate box for each place.)

	Never	Once	More than once	DK
Baguio City	[ ]	[ ]	[ ]	[ ]
Hong Kong	[ ]	[ ]	[ ]	[ ]
Japan	[ ]	[ ]	[ ]	[ ]
U. S. /Canada	[ ]	[ ]	[ ]	[ ]
Europe	[ ]	[ ]	[ ]	[ ]

BLOCK THREE: PARENTS' RESIDENCE
---------------------------------

27. How many residences (houses, apartments) do your parents have-- places they live and call home at least part of the year?  
One  Two  Three or more
28. What is the address of each (include house no. and street, as well as district and city and/or province)?
- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| _____    | _____    |
| 3. _____ | 4. _____ |
| _____    | _____    |
29. Of the ones they regularly occupy, which one do your parents consider the most expensive, best equipped?  
No. 1  No. 2  No. 3  No. 4

Now, speaking only of this residence (Q. 29), answer the following questions.
---

30. What is the address? (Please repeat it.) \_\_\_\_\_  
\_\_\_\_\_
31. Is it a house or an apartment? House  Apartment

If House, go to Q. 32; if Apartment, skip to Q. 39.
---

32. Is the house the only residence on its lot, or is it one of several residences in the same compound? Only residence on lot   
One of several in compound
33. About how many square meters is the house lot (or compound)?  
\_\_\_\_\_ sq. m. Don't know
34. Does the house lot (or compound) belong to your parents?  
Yes  No  Don't know

If No, go to Q. 35; if Yes or Don't know, skip to Q. 37.
--

35. Is the owner of the house lot (or compound) a relative?  
Yes [ ] No [ ] Don't know [ ]
36. Do your parents pay any rental for the lot (or for their portion of the compound)?  
Yes [ ] No [ ] Don't know [ ]
37. About the house referred to in Q. 30--the structure itself--what portion of the house lot (or compound) would you say it occupies?  
About three fourths or more [ ]  
More than one half [ ]  
Less than one half [ ]  
Don't know [ ]
38. Does the house lot (or compound) include a permanent swimming pool?  
Yes [ ] No [ ] Don't know [ ]
39. Does the house (or apartment) belong to your parents?  
Yes [ ] No [ ] Don't know [ ]

If No, go to Q. 40; if Yes or Don't know, skip to Q. 41.

40. Is the owner of the house (or apartment) a relative?  
Yes [ ] No [ ] Don't know [ ]
41. Do your parents pay any rental for the house (or apartment)?  
Yes [ ] No [ ] Don't know [ ]
42. How many bedrooms are there: For family members \_\_\_\_\_  
For resident servants \_\_\_\_\_  
For visiting guests \_\_\_\_\_  
Total no. of bedrooms \_\_\_\_\_
43. How many flush toilets are there? \_\_\_\_\_

44. How many household staff members are usually employed in each of the following categories?

## FULL-TIME "SPECIALISTS"

Full-time cook(s) \_\_\_\_\_  
 Full-time driver(s) \_\_\_\_\_  
 Full-time nurse(s) \_\_\_\_\_  
 Full-time guard(s) \_\_\_\_\_  
 Full-time lavandera(s) \_\_\_\_\_  
 Full-time mayor domo(s) \_\_\_\_\_  
 Other full-time specialists \_\_\_\_\_

## OTHERS (with mixed duties, e. g., cook-maid)

Girls/women \_\_\_\_\_  
 Boys/men \_\_\_\_\_

## TOTAL HOUSEHOLD STAFF \_\_\_\_\_

45. Does the residence have a telephone? Yes [ ] No [ ] Don't know [ ]

If Yes, go to Q. 46; if No or Don't know, skip to Q. 47.

46. Is this telephone listed or not listed in the regular published telephone directory? Listed [ ] Not listed [ ] Don't know [ ]
47. How many TV sets, if any, are in the residence? \_\_\_\_\_
48. Is there in the residence a stereo sound system for playing records or tapes, or for listening to FM-stereo? Yes [ ] No [ ] Don't know [ ]
49. How many cars (private passenger vehicles, including minibusses and kombis) do your parents own at present? \_\_\_\_\_

If one or more, go to Q. 50; if none, skip to Q. 52.

50. Please give the following information for each vehicle:

	Manufacturer (e. g. Ford)	Year of model (e. g., 1967)	Line (e. g., Falcon)	Model (e. g. Station wagon)
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____

51. If any of these vehicles has been out of order (broken) for more than a month, please identify it here.

The following are out of order: \_\_\_\_\_

All are in running order [ ].

BLOCK FOUR: YOUR MONTHLY EXPENSES

52. How much allowance money, if any, do you regularly receive from your parents (and/or others) every month? \_\_\_\_\_
53. Is this amount all from your parents, or do you receive some funds from others?
- All from parents [ ]
- Some from parents, some from others [ ]
- All from others [ ]
- I receive no allowance money [ ]
54. During the school semester do you live at a place (such as home) where you receive free meals and lodging and laundry? Yes [ ] No [ ]

If Yes, skip to Q. 61; if No, go to Q. 55.

55. How much does it cost to travel from your school-year residence (Q. 60) to your home and back again (round trip)? ₱ \_\_\_\_\_
56. On the average, how often do you return home between the beginning and end of the school year? \_\_\_\_\_
57. At your school-year residence, which of these items do you pay for:
- a. Meals, lodging, laundry [ ]
- b. Only lodging, laundry [ ]
- c. Only meals [ ]
- d. Other [ ], namely: \_\_\_\_\_
58. How much do you pay per month for the items you checked in Q. 57? ₱ \_\_\_\_\_
59. Of the expenses you mentioned in Q. 58, how much do you pay for out of your allowance money?
- I pay nothing out of my allowance money [ ]
- I pay this amount out of my allowance money: ₱ \_\_\_\_\_
- I receive no allowance money [ ]

60. Where do you live during the school year? \_\_\_\_\_  
\_\_\_\_\_
61. What accommodations do you have during the school year (wherever you live--at home or elsewhere)?
- a. Private room [ ]
  - b. Sharing room with one other [ ]
  - c. Sharing room with 2-3 others [ ]
  - d. Bedspace in dormitory [ ]
  - e. Other [ ], namely: \_\_\_\_\_
62. Please estimate your personal monthly expenses for the following:
- a. Laundry (per month) . . . . . ₱ \_\_\_\_\_
  - b. Meriendas (per month) . . . . . ₱ \_\_\_\_\_
  - c. Public transportation (per month) . . . . . ₱ \_\_\_\_\_
  - d. School supplies (per month) . . . . . ₱ \_\_\_\_\_
  - e. Clothing, shoes, etc. (per month) . . . . . ₱ \_\_\_\_\_
  - f. Personal items such as cigarettes, cosmetics, toiletries, haircuts, beauty parlor, gifts (per month) . . . . . ₱ \_\_\_\_\_
  - g. Recreation such as movies, outings, parties, nightclubs (per month) . . . . . ₱ \_\_\_\_\_
  - h. Other items (per month) . . . . . ₱ \_\_\_\_\_
- TOTAL MONTHLY EXPENSES (these items) ₱ \_\_\_\_\_
63. Of the expenses you mentioned in Question 62, how much do you pay for out of your allowance money?
- I pay nothing out of my allowance money [ ]
  - I pay this amount out of my allowance money: ₱ \_\_\_\_\_
  - I receive no allowance money [ ]
64. How do you usually come to school each day?
- a. I board on campus [ ]
  - b. I walk to school [ ]
  - c. Take a school bus [ ]
  - d. Take a public bus [ ]
  - e. Take a taxi [ ]
  - f. Private car (mine or my family's) [ ]
  - g. Private car (someone else's) [ ]

65. Do you usually come in a car which then stays on campus during the school day? Yes [ ] No [ ]

\* If Yes, go to Q. 66; if No, skip to Q. 67.

66. Who usually drives this car to school?  
 Myself [ ] My family's driver [ ] Someone else [ ]
67. Do you have a car which is considered yours--for your exclusive use, or principally for your use?  
 Yes, the car in Q. 66 [ ] No [ ]  
 Yes, but not the car in Q. 66 [ ]

\* If Yes, go to Q. 68; if No, skip to Q. 71.

68. Please give the following information about this car:

Manufacturer	Year	Line	Model

69. About how much does this car usually cost per month for gas, oil repairs, etc.? \$ \_\_\_\_\_ Don't know [ ]
70. Is this amount paid out of your allowance, or is it paid for some other way?  
 Out of my allowance [ ]  
 Paid some other way [ ]
71. Please check all your answers to see that you have omitted nothing. **AND PLEASE REMEMBER YOUR RESPONDENT NUMBER: WRITE IT DOWN!**
- 

Thank you very much!



BLOCK FIVE: NATIONAL PROBLEMS
-------------------------------

71. Here is a list of what many people feel are major problems of the Philippines today. Using the space provided, please rank them in order of importance (where 1 means most important, 2 means second most important, and so on). Just give us how you feel about this.

<u>Rank order</u>	<u>P r o b l e m</u>
_____	Lack of peace and order
_____	Immorality (graft and corruption)
_____	Lack of nationalism
_____	Social injustice
_____	Population explosion
_____	Unemployment
_____	Poverty
_____	High prices
_____	Low wages
_____	Inefficient government structure
_____	Inadequate roads, bridges, etc.
_____	Insufficient educational opportunities

72. Are there any major problems you feel should be added to the above list?

Yes [ ] No [ ]

73. If you do, what are they?

- a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_

74. What rank order would you give each of them?

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

Appendix B

LETTER TO PARENTS FROM FR. ORTIZ

FORM LETTER FOR PARENTS' REPLY

Dear Parent:

Through the University's Presidential Council on University Development, we are currently undertaking several studies of the Ateneo de Manila faculty and student body. One of these studies aims to find out the socioeconomic status of those students presently enrolled in the high school and college.

The purpose of this study is to give the Council a clearer picture of the families whose sons are studying with us. Since the same study is to be done in other Philippine universities, we should learn what segments of the Philippine population each of us is presently serving. This in turn should help us make our curricula more relevant for the needs of our students.

For this study one out of five students was chosen randomly, or by chance, and your son happens to be one of these students.

He chose a numbered questionnaire at random, and this number will identify his questionnaire as his own. He will not put his name on the questionnaire, nor will we ever be able to connect the questionnaire number with his name.

Then why the number?

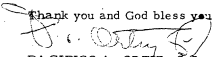
For this reason: so that if you choose to do so, you can cooperate further with us by giving us one additional item of confidential information. To be most useful for this study, this additional information must eventually be linked to your son's questionnaire. That linking identification is your son's "Respondent number."

We strongly urge you to volunteer this confidential information. It is essential that we have it if the study is to succeed. And we give you our solemn priestly assurance that the information will be held in strictest confidence. There is, in fact, no way in which it can ever be traced back to you.

And please help your son with the questionnaire itself.

We want them all back to us--questionnaires and parents' replies--when your son returns to school next week, November 25, 1969.

Thank you and God bless you.



PACIFICO A. ORTIZ, S. J.  
President and Rector

November 18, 1969

Dear Father Ortiz:

I am happy to cooperate in your study of the Ateneo student body by giving you an estimate of our total family income for 1969.

By "total family income for 1969" I understand the (estimated) monetary value of all salaries, stipends, fees, gifts, benefits, dividends, rentals, interest income, and gains from other transactions earned or otherwise received in 1969 by myself, my spouse, and our unmarried children under 23 years of age. I exclude, however, all income of a non-recurrent nature, such as a bequest received, an extraordinary once-in-a-lifetime sale, and so forth.

As nearly as I can judge, our total family income for calendar year 1969 will be the figure I have encircled here:

- |                       |                       |
|-----------------------|-----------------------|
| a. Under ₱6,000       | i. ₱40,000 to ₱49,999 |
| b. ₱6,000 to ₱7,999   | j. ₱50,000 to ₱59,999 |
| c. ₱8,000 to ₱9,999   | k. ₱60,000 to ₱69,999 |
| d. ₱10,000 to ₱14,999 | l. ₱70,000 to ₱79,999 |
| e. ₱15,000 to ₱19,999 | m. ₱80,000 to ₱89,999 |
| f. ₱20,000 to ₱24,999 | n. ₱90,000 to ₱99,999 |
| g. ₱25,000 to ₱29,999 | o. ₱100,000 or above  |
| h. ₱30,000 to ₱39,999 |                       |

I understand this information is strictly confidential and will not (cannot) be connected with my name.

My son's respondent number is this:

0- -

Yours sincerely,

(DO NOT SIGN YOUR NAME)

A cooperative parent

NOTE: DO NOT PLACE YOUR NAME ON THIS SHEET.

Fold it and place it in the envelope we have provided; seal and give the envelope to your son to return to the Ateneo. If you wish, you may mail it to:

Rev. Pacifico A. Ortiz, S. J.  
Ateneo de Manila  
P. O. Box 154  
Manila D-406

Appendix C

FACULTY INTERVIEW FORM



## QUESTIONS

13. In your opinion, what are the most important problems the Philippines faces today? (Probe: Any other?)

Rank	P r o b l e m
------	---------------

(IF R GIVES MORE THAN ONE, ASK:) Please rank them in order of importance.

(IF R MENTIONS GRAFT AND CORRUPTION OR MORAL BREAKDOWN, GO TO Q. 14; OTHERWISE, SKIP TO Q. 16.)

14. You mention graft and corruption (or breakdown in morality). Do you feel this is a general problem, or is it concentrated in any particular group or groups?

General problem [ ] Concentrated [ ]

(IF R SAYS IT IS GENERAL, SKIP TO Q. 16; IF R SAYS IT IS CONCENTRATED, GO TO Q. 15.)

15. In what group(s) is it concentrated?
16. What do you think should be done to solve these problems?

Rank	S u g g e s t e d   s o l u t i o n
------	-------------------------------------





21. I have here a partial list of other issues. I notice you did not mention one/some of them (HAND CARD) namely, No./Nos. \_\_\_\_\_. I would like to show if it was an oversight or if you think it/they are not issues at all. (IF RECOGNIZES ISSUE, ASK): Would you say that it is a crucial issue or not? (RECORD ANSWER BY CHECKING UNDER APPROPRIATE COLUMN BELOW.)

	Recognized	
	Crucial	Not crucial
1. The agreement under which the U.S. bases exist in the Philippines		
2. Measures to attract foreign investment in the Philippines		
3. The extent of Philippine participation in the Vietnam war		
4. The prosecution of the Sabah claim		
5. The implementation of the Land Reform Program		
6. The extension of the Laurel-Langley agreement beyond 1974		
7. The toleration/approval of student demonstrations against the Catholic hierarchy		
8. The degree to which contemporary Philippines is undergoing a breakdown of traditional morality.		

(NOW GET THE BACKGROUND INFORMATION ON RESPONDENT.)

## Appendix D

### PROJECT STAFF MEMBERS

Project co-directors: Frank Lynch, S.J., and Perla Q. Makil  
Project deputy director: Horacio Borromeo, Jr.

Consultants: Marcelo M. Orense and Susan M. Bennett

#### Research assistants

IPC staff: Victoria P. Bantug, Rebecca P. Bedonia,  
Apolinario M. Borja, Amabel R. Briones,  
Josephine S. Doñgail, Rosario F. Ferreros,  
Alfonso de Guzman II, Meliton B. Juanico,  
Celine A. Quinio, Victor M. Taylor, Marylene T.  
Viloria

Graduate assistants: Gabriel Alvarez, Elpidio S.  
Bajao, Cesar V. Cavales, Eduardo Chavez, Susan  
Clavano, Rosalinda Cua, Ernesto Garilao,  
Angelina Lapid, Ma. Teresita Lombos, Veronica  
Nieva, Ma. Luis Ongsiapco, Alize Parreño,  
Rebecca Pestaño, Soledad Reyes, Efigenia Ubaldo,  
Lamberto Villena

Accounting: Thelma G. Padero, Mila N. Serion

Secretaries: Faustina V. Limgenco, Fermina T. Dumauual

Supplies: Leo W. Limgenco, William E. Chan

Transportation: Paulita L. Casal, Ambrosio G. Iglesias

Appendix E

TABLES TO ACCOMPANY TEXT OF REPORT

Table 1. Ateneo de Manila student respondent sample as studied, classified by academic level, compared with sample drawn (December 1969)

Academic level	Population		Sample drawn		Sample studied		Diff.*
	N	%	N	%	N	%	
High school							
1st year	264	28.0%	54	28.6%	38	39.6%	
2nd year	171	18.2	34	18.0	19	19.8	
3rd year	190	20.2	38	20.1	12	12.5	n.s.
4th year	194	20.6	39	20.6	18	18.7	
Brothers	122	13.0	24	12.7	9	9.4	
Total	941	100.0	189	100.0	96**	100.0	
Percentage of population				20.1%	10.2%		
College							
1st year	426	31.6%	85	31.6%	35	29.9%	
2nd year	334	24.8	67	24.9	35	29.9	
3rd year	295	21.9	59	21.9	23	19.7	n.s.
4th year	222	16.5	44	16.4	16	13.7	
Brothers	70	5.2	14	5.2	8	6.8	
Total	1,347	100.0	269	100.0	117**	100.0	
Percentage of population				20.0%	8.6%		

\*The chi-square goodness-of-fit test was used to compare the sample as drawn with the sample actually studied. The difference is not significant.

\*\*There were an additional three replies from high school parents and five from college parents, but they could be used only for Tables 3-6 since they lacked information identifying the year in which the son was enrolled. Student questionnaires submitted without parents' replies (and not considered here) numbered seven in the high school, 35 in the college; in other words, replies were received from 85 per cent of the high school respondents' parents and from 78 per cent of the parents of college student respondents.

Table 2. Ateneo de Manila faculty and administration sample as studied, classified by academic unit, compared with sample studied (December 1969)

Academic unit	Population		Sample drawn		Sample studied		Diff.
	N	%	N	%	N	%	
Loyola Heights campus							
Administration	14	9.2%	14	9.2%	11	8.8%	n. s. *
Arts and Sciences	114	75.0	114	75.0	103	81.7	
LHS	24	15.8	24	15.8	12	9.5	
Total	152	100.0	152	100.0	126	100.0	
Percentage of population				100.0%		82.9%	
Padre Faura campus							
Business (MBA)	21	44.7%	5	50.0%	5	83.3%	n. s. **
Law	26	55.3	5	50.0	1	16.7	
Total	47	100.0	10	100.0	6	100.0	
Percentage of population				21.3%		12.8%	
Total	199	100.0	162	100.0	132	100.0	
Percentage of population				81.8%		66.7%	

\*The chi-square goodness-of-fit test was used to compare the sample as drawn with the sample actually studied. The difference is not significant.

\*\*Fisher's exact test indicates no significant difference between the sample as drawn and as studied.

Table 3. Respondent parents of Ateneo de Manila high school students classified by reported total family income for 1969, crossclassified by the year(s) in which their sons are enrolled (replies received early December 1969)

Reported income (in P000's)	Year(s) in which sons are enrolled						Total
	I	II	III	IV	Several	Not stated	
Under 6	0	1*	0	0	0	0	1
6-7.9	0	1	0	0	0	0	1
8-9.9	0	1	1	0	0	0	2
10-14.9	5	3	0	1	1	1	11
15-19.9	7	2	2	0	1	0	12
20-24.9	2	3	1	5	0	1	12
25-29.9	3	2	2	0	3	1	11
30-39.9	7	1	0	1	1	0	10
40-49.9	4	1	1	1	0	0	7
50-59.9	3	3	1	4	1	0	12
60-69.9	1	0	1	0	1	0	3
70-79.9	0	0	0	1	0	0	1
80-89.9	0	0	1	1	0	0	2
90-99.9	2	0	0	0	0	0	2
100 or above	4	1	2	4	1	0	12
<b>Total</b>	<b>38</b>	<b>19</b>	<b>12</b>	<b>18</b>	<b>9</b>	<b>3</b>	<b>99</b>

\*All figures in this table are absolute frequencies.

Table 4. Respondent parents of Ateneo de Manila college students classified by reported total family income for 1969, crossclassified by the year(s) in which their sons are enrolled (replies received early December 1969)

Reported income (in ₱000's)	Year(s) in which sons are enrolled						Total
	I	II	III	IV	Several	Not stated	
Under 6	0	3*	1	0	0	1	5
6-7.9	2	4	1	2	0	1	10
8-9.9	3	1	1	1	1	0	7
10-14.9	4	3	4	0	0	1	12
15-19.9	4	9	2	3	1	0	19
20-24.9	4	1	4	1	1	0	11
25-29.9	2	2	3	0	2	0	9
30-39.9	6	0	1	1	0	1	9
40-49.9	0	4	0	0	1	1	6
50-59.9	3	2	0	3	1	0	9
60-69.9	1	1	1	0	0	0	3
70-79.9	0	1	0	2	1	0	4
80-89.9	0	1	0	0	0	0	1
90-99.9	2	0	0	0	0	0	2
100 or above	4	3	5	3	0	0	15
<b>Total</b>	<b>35</b>	<b>35</b>	<b>23</b>	<b>16</b>	<b>8</b>	<b>5</b>	<b>122</b>

\*All figures in this table are absolute frequencies.

Table 5. Respondent parents of Ateneo de Manila high school students classified by the year(s) in which their sons are enrolled, crossclassified by their reported total family income for 1969 (replies received early December 1969)

Year in which sons are enrolled	Reported income (P000)							Total N
	Under 10	10-20	20-30	30-40	40-50	50-60	60+	
First	0%*	32%	13%	18%	11%	8%	18%	38
Second	16	26	26	5	5	16	5	19
Third	8	16	25	0	8	8	33	12
Fourth	0	6	28	6	6	22	33	18
Several	0	22	33	11	0	11	22	9
Not stated	0	33	67	0	0	0	0	3
Total	4	23	23	10	7	12	20	99

\*Except for the far-right column, all figures in this table are percentages

Table 6. Respondent parents of Ateneo de Manila college students classified by the year(s) in which their sons are enrolled, crossclassified by their reported family income for 1969 (replies received early December 1969)

Years in which sons are enrolled	Reported income (in P000)							Total N
	Under 10	10-20	20-30	30-40	40-50	50-60	60+	
First	14%*	23%	17%	17%	0%	9%	20%	35
Second	23	34	8	0	12	6	17	35
Third	13	26	31	4	0	0	26	23
Fourth	18	18	6	6	0	18	32	16
Several	13	13	37	0	13	13	13	8
Not stated	40	20	20	20	20	0	0	5
Total	18	25	16	7	5	7	20	122

\*Except for the far-right column, all figures in this table are percentages.



Table 7. High school student respondents of the Ateneo de Manila socioeconomic survey classified by selected background characteristics, crossclassified by parents' income category (December 1969)

Selected background characteristics	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)
<b>a. Citizenship</b>				
Filipino	100%	100%	89%	96%
Chinese	0	0	5	2
American	0	0	3	1
Spanish	0	0	3	1
TOTAL N	26	31	38	95
<b>b. Birthplace</b>				
Greater Manila	68%	87%	87%	82%
Luzon	24	6	5	10
Bisayas	0	0	3	1
Mindanao	2	0	0	2
Outside Philippines	0	6	5	4
TOTAL N	25	31	39	95
<b>c. Religion</b>				
Roman Catholic	100%	100%	95%	98%
Episcopal	0	0	2	1
"Christian"	0	0	2	1
TOTAL N	26	31	39	96

\*The "modest" income category includes all parents reporting a total annual family income under ₱20,000; the "middle" income category reports ₱20.0 to 39.9 thousand, while the "high" income category receives ₱40,000 or more.

Table 7 (cont'd) page 2

Selected background characteristics	Modest (N=26)	Middle (N=31)	High (N=39)	Total (N=96)
d. Mother tongue(s)				
Tagalog	40%	45%	37%	40%
English	32	39	26	32
Tagalog and English	16	10	13	13
Iloko	0	0	3	1
Kapampangan	4	0	3	2
Bikol	4	0	3	2
Cebuano	4	0	0	1
Waray	0	3	0	1
Phil. language and English	0	0	3	1
Others	0	3	13	6
TOTAL N	25	31	38	94

Table 8. College student respondents of the Ateneo de Manila socioeconomic survey classified by selected background characteristics, crossclassified by parents' income category (December 1969)

Selected background characteristics	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)
<b>a. Citizenship</b>				
Filipino	96%	96%	95%	96%
Chinese	2	4	3	3
American	2	0	3	2
TOTAL N	50	28	39	116
<b>b. Birthplace</b>				
Greater Manila	62%	67%	77%	68%
Luzon	26	11	15	19
Bisayas	8	11	5	8
Mindanao	2	7	3	3
Outside Philippines	2	4	0	2
TOTAL N	50	26	39	115
<b>c. Religion</b>				
Roman Catholic	94%	96%	95%	95%
Protestant	2	0	0	1
Episcopal	0	0	3	1
None	4	4	3	3
TOTAL N	50	28	39	116

\*See footnote to Table 7.

Table 8 (cont'd) page 2

Selected background characteristics	Modest (N=50)	Middle (N=28)	High (N=39)	Total (N=117)
<b>d. Mother tongue(s)</b>				
Tagalog	40%	43%	28%	37%
English	16	11	28	19
Tagalog and English	12	11	15	13
Iloko	0	0	0	0
Kapampangan	10	4	3	6
Pangasinan	2	0	0	0
Bikol	2	0	3	2
Cebuano	2	4	3	3
Ilongo	2	0	3	2
Waray	0	4	0	1
Two Philippine languages	0	4	5	3
Philippine language and English	2	4	8	4
Others	12	18	5	11
<b>TOTAL N</b>	<b>50</b>	<b>28</b>	<b>39</b>	<b>117</b>

Table 9. Fathers of Ateneo de Manila high school students classified by income category and employment status, cross-classified by working status of mother (December 1969)

Income category and employment status of father	Working status of mother				Total	Mother deceased
	Working			Not working		
	Time unspec.	Full	Part			
<b>Modest income* (N=26)</b>						
Employed						
No time specified	1 **	1	0	2	4	0
Fully employed	0	11	4	4	19	0
Part time	0	1	0	0	1	0
Unemployed	0	0	1	0	1	0
<b>Total</b>	<b>1</b>	<b>13</b>	<b>5</b>	<b>6</b>	<b>25</b>	<b>0</b>
Father deceased	0	0	0	1	1	
<b>Middle income (N=31)</b>						
Employed						
No time specified	0	1	1	0	2	0
Fully employed	1	14	2	9	26	0
Part time	0	1	1	1	3	0
Unemployed	0	0	0	0	0	0
<b>Total</b>	<b>1</b>	<b>15</b>	<b>4</b>	<b>10</b>	<b>31</b>	<b>0</b>
<b>High income (N=39)</b>						
Employed						
No time specified	0	0	0	1	1	0
Fully employed	3	8	5	19	35	1
Part time	0	0	0	0	0	0
Unemployed	0	0	0	1	1	0
<b>Total</b>	<b>3</b>	<b>8</b>	<b>5</b>	<b>21</b>	<b>37</b>	<b>1</b>
Father deceased	0	0	1	0	1	

\* See footnote to Table 7.

\*\* All figures in this table are absolute frequencies.

Table 9 (cont'd) page 2

Income category and employment status of father	Working status of mother					Mother deceased
	Working			Not working	Total	
	Time unspec.	Full	Part			
<b>Total (N=96)</b>						
Employed						
No time specified	1	2	1	3	7	0
Fully employed	4	33	11	32	80	1
Part time	0	2	1	1	4	0
Unemployed	0	0	1	1	2	0
<b>Total</b>	<b>5</b>	<b>37</b>	<b>14</b>	<b>37</b>	<b>93</b>	<b>1</b>
Father deceased	0	0	1	1	2	

Table 10. Fathers of Ateneo de Manila college students classified by income category and employment status, crossclassified by working status of mother (December 1969)

Income category and employment status of father	Working status of mother					No data
	Time unspec.	Working		Not working	Total	
		Full	Part			
<b>Modest income* (N=50)</b>						
Employed						
Time unspecified	0**	1	1	3	5	0
Full time	1	14	1	11	27	0
Part time	0	2	3	1	6	0
<b>Unemployed</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>0</b>
<b>Total</b>	<b>2</b>	<b>18</b>	<b>6</b>	<b>17</b>	<b>43</b>	<b>0</b>
Father deceased	0	2	0	2	4	0
No information	1	0	0	2	3	
<b>Middle income (N=28)</b>						
Employed						
Time unspecified	0	1	0	0	1	0
Full time	0	9	4	7	20	1
Part time	0	0	0	1	1	0
<b>Unemployed</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>11</b>	<b>25</b>	<b>1</b>
No information	0	0	0	2	2	
<b>High income (N=39)</b>						
Employed						
Time unspecified	0	0	0	2	2	1
Full time	0	3	5	15	23	1
Part time	0	2	2	3	7	0
<b>Unemployed</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>Total</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>22</b>	<b>34</b>	<b>2</b>
Father deceased	0	1	1	0	2	
No information	0	1	0	0	1	

\* See footnote to Table 7.

\*\*All figures in this table are absolute frequencies.

Table 10 (cont'd) page 2

Income category and employment status of father	Working status of mother				Total	No data
	Working			Not working		
	Time unspec.	Full	Part			
Total (N=117)						
Employed						
Time unspecified	0	2	1	5	8	1
Full time	1	26	10	33	70	2
Part time	0	4	5	5	14	0
Unemployed	1	1	1	7	10	0
Total	2	33	17	50	102	3
Father deceased	0	3	1	2	6	
No information	1	1	0	4	6	



Table 11. Fathers and mothers of Ateneo de Manila high school students classified by educational attainment, crossclassified by income category (December 1969)

Educational attainment	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff.**
a. Fathers					
Less than 4 yrs. coll.	11%	19%	13%	15%	
Four years college	58	36	31	40	n.s.
Post-college	31	45	56	46	
TOTAL N	26	31	39	96	
b. Mothers					
Less than 4 yrs. coll.	27%	23%	21%	23%	
Four years college	50	52	56	53	n.s.
Post-college	23	26	23	24	
TOTAL N	26	31	39	96	

\*See footnote to Table 7.

\*\*The chi-square test was used to see if there was a significant difference between categories. The abbreviation "n.s." means "not significant."

Table 12. Fathers and mothers of Ateneo de Manila college students classified by educational attainment, crossclassified by income category (December 1969)

Educational attainment	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff.**
<b>a. Fathers</b>					
Less than 4 yrs. coll.	36%	15%	21%	26%	
Four years college	44	52	40	44	n.s.
Post-college	20	33	40	30	
<b>TOTAL N</b>	<b>50</b>	<b>27</b>	<b>38</b>	<b>115</b>	
<b>b. Mothers</b>					
Less than 4 yrs. coll.	44%	41%	47%	44%	
Four years college	48	48	32	43	n.s.
Post-college	8	11	21	13	
<b>TOTAL N</b>	<b>50</b>	<b>27</b>	<b>38</b>	<b>115</b>	

\*See footnote to Table 7.

\*\* See footnote to Table 11.

Table 13. Parents of Ateneo de Manila high school students who have at least once since their marriage visited selected places together, classified by places visited, crossclassified by income category (December 1969)

Places visited	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff. **
Baguio City	85% (26)***	83% (30)	95% (37)	88% (93)	n. s.
Hong Kong	38 (21)	42 (24)	87 (31)	59 (76)	0.001
Japan	17 (18)	32 (22)	78 (27)	46 (67)	0.001
U. S./Canada	11 (18)	22 (23)	75 (28)	41 (69)	0.001
Europe	0 (17)	10 (20)	67 (24)	30 (61)	0.001

\* See footnote to Table 7.

\*\* See footnote to Table 11.

\*\*\* Number in parentheses represents total number of replies from which percentage was tabulated.

Table 14. Parents of Ateneo de Manila college students who have at least once since their marriage visited selected places together, classified by places visited, crossclassified by income category (December 1969)

Places visited	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff. **
Baguio City	76% (42)***	85% (26)	97% (36)	86% (104)	0.05
Hong Kong	18 (34)	50 (20)	77 (30)	46 (84)	0.001
Japan	12 (34)	45 (20)	70 (27)	40 (81)	0.001
U. S./Canada	11 (35)	35 (17)	63 (24)	33 (76)	0.001
Europe	6 (34)	20 (15)	58 (26)	27 (75)	0.001

\* See footnote to Table 7.

\*\* See footnote to Table 11.

\*\*\* See footnote to Table 13.

Table 15. Parents of Ateneo de Manila high school students classified by residence and ownership, crossclassified by income category (December 1969)

Residence and ownership	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff. **
Live in house					
Own house and lot	71%	79%	85%	79%	
Own house or lot	0	7	3	3	
Own neither	25	7	13	14	
Live in apartment					
Own apartment	0	7	0	2	n. s.
Do not own apartment	4	0	0	1	
<hr/>					
TOTAL N	24	28	39	91	
No information	2	3	0	5	

Table 16. Parents of Ateneo de Manila college students classified by residence and ownership, crossclassified by income category (December 1969)

Residence and ownership	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff. **
Live in house					
Own house and lot	61%	73%	97%	76%	
Own house or lot	4	8	0	4	
Own neither	17	8	3	10	
Live in apartment					
Own apartment	2	0	0	1	0.001
Do not own apartment	15	11	0	9	
<hr/>					
TOTAL N	46	26	38	110	
No information	4	2	1	7	

\* See footnote to Table 7. \*\* See footnote to Table 11.

Table 17. High school student respondents of the Ateneo de Manila socio-economic survey classified by selected socioeconomic indicators, cross-classified by parents' income category (December 1969)

Socioeconomic indicators	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff. **
<b>a. Size of household staff</b>					
0-1 persons	32%	16%	0%	14%	0.001
2-6 persons	68	81	63	70	
7-8 persons	0	3	37	16	
TOTAL N	25	31	38	94	
Range	0-6	1-7	2-8	0-8	
Average	2.4	3.4	5.6	3.9	
<b>b. No. of bedrooms in home</b>					
2-3 bedrooms	27%	14%	0%	12%	0.001
4-6 bedrooms	65	72	58	64	
7-8 bedrooms	8	14	42	24	
TOTAL N	26	29	38	93	
Range	2-7	2-8	2-8	2-8	
Average	4.2	4.8	6.2	5.1	
<b>c. No. of TV sets in home</b>					
No set	4%	0%	0%	1%	0.001
1 set	85	65	23	53	
2-5 sets	11	35	77	46	
TOTAL N	26	31	39	96	
Range	0-3	0-4	0-5	0-5	
Average	1.1	1.5	2.2	1.7	

\*See footnote to Table 7.

\*\*See footnote to Table 11.

Table 17 (cont'd) page 2

Socioeconomic indicators	Modest (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff.
<b>d. Telephone in home</b>					
Yes	56%	90%	97%	76%	0.001
No	44	10	3	24	
TOTAL N	25	31	39	95	
<b>e. No. of flush toilets in home</b>					
1-2 toilets	62%	60%	3%	37%	0.001
3-4 toilets	35	30	54	41	
5-8 toilets	3	10	43	22	
TOTAL N	26	30	39	95	
Range	1-5	1-7	2-8	1-8	
Average	1.8	2.6	4.5	3.3	
<b>f. No. of passenger vehicles owned</b>					
No car	20%	6%	3%	8%	0.001
1 car	60	58	13	40	
2 cars	20	29	46	34	
3-6 cars	0	6	38	13	
TOTAL N	25	31	39	95	
Range	0-2	0-5	0-6	0-6	
Average	1.0	1.4	2.4	1.7	

Table 18. College student respondents of the Ateneo de Manila socioeconomic survey classified by selected socioeconomic indicators, crossclassified by parents' income category (December 1969)

Socioeconomic indicators	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff. **
<b>a. Size of household staff</b>					
0-1 persons	29%	7%	3%	14%	0.001
2-6 persons	69	86	64	72	
7-8 persons	2	7	33	14	
TOTAL N	45	27	39	111	
Range	0-7	1-8	1-8	0-8	
Average	2.3	3.3	5.4	3.6	
<b>b. No. of bedrooms in home</b>					
2-3 bedrooms	31%	4%	3%	15%	0.001
4-6 bedrooms	63	85	53	65	
7-8 bedrooms	6	11	44	20	
TOTAL N	49	28	39	116	
Range	2-8	3-8	3-8	2-8	
Average	4.1	5.1	6.3	5.1	
<b>c. No. of TV sets in home</b>					
No set	22%	11%	3%	12%	0.001
1 set	60	46	31	46	
2-5 sets	18	43	67	42	
TOTAL N	45	28	39	112	
Range	0-4	0-3	0-5	0-5	
Average	1.0	1.8	1.9	1.4	

\*See footnote to Table 7.      \*\*See footnote to Table 11.



Table 18 (cont'd) page 2

Socioeconomic indicators	Modest (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff.
d. Telephone in home					
Yes	56%	82%	95%	76%	n. s.
No	44	18	5	24	
TOTAL N	48	28	39	115	
e. No. of flush toilets in home					
1-2 toilets	77%	64%	15%	53%	0.001
3-4 toilets	23	32	41	31	
5-8 toilets	0	4	44	16	
TOTAL N	48	28	39	115	
Range	0-4	1-6	1-8	0-8	
Average	1.8	2.4	4.5	2.9	
f. No. of passenger vehicles owned					
No car	51%	11%	0%	24%	0.001
1 car	28	46	18	29	
2 cars	17	25	39	26	
3-5 cars	4	18	43	21	
TOTAL N	47	28	39	114	
Range	0-2	0-4	1-5	0-5	
Average	0.7	1.5	2.5	1.5	

Table 19. Average monthly allowances reported by Ateneo de Manila high school and college students, classified by academic year, crossclassified by parents' income category (December 1969)

Academic year	Modest*	Middle	High	Total
<b>High school</b>				
1st year	P60 (12)**	P37 (12)	P54 (14)	P51 (38)
2nd year	P38 (8)	P47 (6)	P52 (5)	P44 (19)
3rd year	P47 (3)	P60 (3)	P73 (6)	P63 (12)
4th year	P60 (1)	P73 (6)	P82 (9)	P78 (16)
Average	P51	P50	P61	P56
TOTAL N	24	27	34	85
<b>College</b>				
1st year	P72 (13)	P96 (11)	P120 (10)	P94 (34)
2nd year	P64 (20)	P60 (3)	P110 (12)	P79 (35)
3rd year	P82 (9)	P90 (8)	P127 (6)	P97 (23)
4th year	P87 (6)	P200 (2)	P145 (8)	P130 (16)
Average	P73	P98	P123	P95
TOTAL N	48	24	36	108

\* See footnote to Table 7.

\*\* Number in parentheses represents total number of replies from which percentage was tabulated.

Table 20. High school student respondents of the Ateneo de Manila socioeconomic survey classified by reported monthly allowance, crossclassified by parents' income category (December 1969)

Monthly allowance	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff. **
No allowance	4%	11%	0%	.5%	
Under P40	25	22	15	20	
P40-79	67	63	59	62	0.001
P80-119	0	4	26	12	
P120-159	4	0	0	1	
TOTAL N	24	27	34	85	
Range	P0-159	P0-119	P0-119	P0-159	
Average	P51	P50	P61	P56	

Table 21. College student respondents of the Ateneo de Manila socioeconomic survey classified by reported monthly allowance, crossclassified by parents' income category (December 1969)

Monthly allowance	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff. **
No allowance	0%	0%	3%	1%	
Under P40	6	4	3	5	
P40-79	54	42	31	44	
P80-119	35	33	31	33	0.001
P120-159	2	8	14	7	
P160-199	0	8	3	3	
P200 and over	2	4	17	7	
TOTAL N	48	24	36	108	
Range	P20-159	P20-200+	P20-200+	P20-200+	
Average	P73	P98	P123	P195	

\*See footnote to Table 7.      \*\*See footnote to Table 11.

Table 22. High school student respondents of the Ateneo de Manila socioeconomic survey classified by reported monthly expenses, crossclassified by parents' income category (December 1969)

Monthly expenses	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff. **
Under P40	26%	26%	15%	22%	
P40-119	61	61	61	61	
P120-199	13	3	12	9	n. s.
P200 and over	0	10	12	8	
TOTAL N	23	31	33	87	
Range	P20-300	P20-300	P20-300	P20-300	
Average	P63	P86	P102	P86	

Table 23. College student respondents of the Ateneo de Manila socioeconomic survey classified by reported monthly expenses, crossclassified by parents' income category (December 1969)

Monthly expenses	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff. **
Under P40	8%	14%	5%	9%	
P40-119	61	43	42	50	
P120-199	22	32	39	30	n. s.
P200 and over	8	11	13	10	
TOTAL N	49	28	38	115	
Range	P20-300	P20-300	P20-300	P20-300	
Average	P104	P113	P131	P115	

\* See footnote to Table 7.

\*\* See footnote to Table 11.

Table 24 . High school and college student respondents of the Ateneo de Manila socioeconomic survey classified by academic level and personal car ownership, crossclassified by parents' income category (December 1969)

Academic level and car ownership	Modest*	Middle	High	Total	Diff. **
High school					
Has own car	0%	7%	8%	5%	n. s.
Does not	100	93	92	95	
TOTAL N	24	31	38	93	
College					
Has own car	11%	11%	40%	21%	0.01
Does not	89	89	60	79	
TOTAL N	47	27	37	111	

\* See footnote to Table 7 .

\*\* See footnote to Table 11.

Table 25. High school student respondents of the Ateneo de Manila socio-economic survey classified by usual means of coming to school, cross-classified by parents' income category (December 1969)

Means of coming to school	Modest* (N=26)	Middle (N=31)	High (N=39)	Total (N=96)	Diff. **
Taxi	4%	0%	0%	1%	
School bus	42	52	23	38	
Public bus	27	10	0	10	0.001
Own family car	27	32	77	49	
Other private car	0	6	0	2	
TOTAL N	26	31	39	96	

Table 26. College student respondents of the Ateneo de Manila socioeconomic survey classified by usual means of coming to school, crossclassified by parents' income category (December 1969)

Means of coming to school	Modest* (N=50)	Middle (N=28)	High (N=39)	Total (N=117)	Diff. **
Boarder	14%	4%	23%	15%	
Walks	6	4	0	3	
Taxi	2	4	3	3	
School bus	4	0	0	2	0.001
Public bus	41	46	10	32	
Own family car	22	43	61	40	
Other private car	10	0	3	5	
TOTAL N	49	28	39	116	

\*See footnote to Table 7.      \*\*See footnote to Table 11.

Table 27. College-attending children of parents of Ateneo de Manila high school and college students, classified by parents' income category and by college attended, crossclassified by whether or not they receive some financial help (December 1969)

Parents' income category and college attended by children	Total	Receiving help		Diff.**
	N	N	%	
<b>Modest* income</b>				
Ateneo de Manila	32	21	65.6%	0.05
Other colleges	48	16	37.5	
Total	80	39	48.7	
<b>Middle income</b>				
Ateneo de Manila	21	9	42.9%	n.s.
Other colleges	32	12	37.5	
Total	53	21	39.6	
<b>High income</b>				
Ateneo de Manila	36	3	8.3%	n.s.
Other colleges	53	1	1.9	
Total	89	4	4.5	
<b>Total</b>				
Ateneo de Manila	89	33	37.1%	0.05
Other colleges	133	31	23.3	
Total	222	64	28.8	

\*See footnote to Table 7.

\*\*The chi-square test was used to see if there was a significant difference between the Ateneo de Manila and other colleges in the number of students receiving financial help.

Table 28. High-school-attending children of parents of Ateneo de Manila high school and college students, classified by parents' income category and by high school attended, cross-classified by whether or not they receive some financial help (December 1969)

Parents' income category and high school attended by children	Total	Receiving help		Diff.**
	N	N	%	
<b>Modest* income</b>				
Ateneo de Manila	24	8	33.3%	n.s.
Other high schools	51	9	17.6	
<b>Total</b>	<b>75</b>	<b>17</b>	<b>22.7</b>	
<b>Middle income</b>				
Ateneo de Manila	28	5	17.9%	n.s.
Other high schools	40	6	15.0	
<b>Total</b>	<b>68</b>	<b>11</b>	<b>16.2</b>	
<b>High income</b>				
Ateneo de Manila	34	0	0.0%	n.s.
Other high schools	47	4	8.5	
<b>Total</b>	<b>81</b>	<b>4</b>	<b>4.9</b>	
<b>Total</b>				
Ateneo de Manila	86	13	15.1%	n.s.
Other high schools	138	19	13.8	
<b>Total</b>	<b>224</b>	<b>32</b>	<b>14.3</b>	

\*See footnote to Table 7. \*\* See footnote to Table 27.



Table 29. Grade-school-attending children of parents of Ateneo de Manila high school and college students, classified by parents' income category and by grade school attended, cross-classified by whether or not they receive some financial help (December 1969)

Parents' income category and grade school attended by children	Total	Receiving help		Diff.**
	N	N	%	
<b>Modest* income</b>				
Ateneo de Manila	12	4	33.3%	n.s.
Other grade schools	77	10	13.0	
<b>Total</b>	<b>89</b>	<b>14</b>	<b>15.7</b>	
<b>Middle income</b>				
Ateneo de Manila	18	5	27.8%	n.s.
Other grade schools	46	3	6.5	
<b>Total</b>	<b>64</b>	<b>8</b>	<b>12.5</b>	
<b>High income</b>				
Ateneo de Manila	41	1	2.4%	n.s.
Other grade schools	58	2	3.4	
<b>Total</b>	<b>99</b>	<b>3</b>	<b>3.0</b>	
<b>Total</b>				
Ateneo de Manila	71	10	14.1%	n.s.
Other grade schools	181	15	8.3	
<b>Total</b>	<b>252</b>	<b>25</b>	<b>9.9</b>	

\*See footnote to Table 7. \*\*See footnote to Table 27.

Table 30. Ateneo de Manila faculty and administration respondents, classified by selected background characteristics, classified by status and rank (December 1969)

Selected background characteristics	F a c u l t y										Total (N=132)	
	Instr. (N=52)		Asst. prof. (N=31)		Assoc. prof. (N=30)		Full prof. (N= 8)		Adm. (N=11)			
	N	%	N	%	N	%	N	%	N	%		
<b>a. Sex</b>												
Male	37	71%	25	81%	26	87%	8	100%	10	91%	106	80%
Female	15	29	6	19	4	13	0	0	1	9	26	20
Total	52	100	31	100	30	100	8	100	11	100	132	100
<b>b. Age</b>												
Under 25 years	16	31%	0	0%	0	0%	0	0%	1	9%	17	13%
25-34	25	48	10	32	7	23	0	0	2	18	44	33
35-44	7	14	19	61	12	40	2	25	5	45	45	34
45-54	2	4	1	3	9	30	3	38	2	18	17	13
55 and over	2	4	1	3	2	7	3	38	1	9	9	7
Total	52	101	31	99	30	100	8	101	11	99	132	100
<b>c. Civil status</b>												
Single	34	65%	23	74%	19	63%	7	88%	9	82%	92	70%
Married	17	33	8	26	11	37	1	12	2	18	39	30
Widowed	1	2	0	0	0	0	0	0	0	0	1	1
Total	52	100	31	100	30	100	8	100	11	100	132	101

Table 30 (cont'd) page 2

Selected background characteristics	F a c u l t y											
	Instr. (N=52)		Asst. prof. (N=31)		Assoc. prof. (N=30)		Full prof. (N= 8)		Adm. (N=11)		Total (N=132)	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>d. Religious status</b>												
Layman	41	79%	14	45%	17	57%	2	25%	4	36%	78	59%
Priest	0	0	0	0	1	3	0	0	0	0	1	1
Religious priest	7	14	17	55	12	40	6	75	7	64	49	37
Religious	4	8	0	0	0	0	0	0	0	0	4	3
Total	52	101	31	100	30	100	8	100	11	100	132	100
<b>e. Citizenship</b>												
Filipino	45	86%	18	58%	17	57%	2	25%	6	54%	88	67%
American	4	8	10	32	11	37	5	62	5	45	35	26
European	2	4	1	3	1	3	1	12	0	0	5	4
Other	1	2	2	6	1	3	0	0	0	0	4	3
Total	52	100	31	99	30	100	8	99	11	99	132	100
<b>f. Religion</b>												
Roman Catholic	49	94%	27	87%	30	100%	8	100%	11	100%	125	95%
Protestant	1	2	3	10	0	0	0	0	0	0	4	3
Episcopal	0	0	1	3	0	0	0	0	0	0	1	1
Other	2	4	0	0	0	0	0	0	0	0	2	2
Total	52	100	31	100	30	100	8	100	11	100	132	101

Table 30 (cont'd) page 3

Selected background characteristics	F a c u l t y											
	Instr. (N=52)		Asst. prof. (N=31)		Assoc. prof. (N=30)		Full prof. (N= 8)		Adm. (N=11)		Total (N=132)	
	N	%	N	%	N	%	N	%	N	%	N	%
g. Highest degree												
Bachelor	23	44%	3	10%	0	0%	1	12%	2	18%	29	22%
Masters	29	56	14	45	11	37	2	25	5	45	61	46
Doctorate	0	0	14	45	19	63	5	62	4	36	42	32
Total	52	100	31	100	30	100	8	99	11	99	132	100
h. Country where highest degree was obtained												
Philippines	32	62%	6	81%	2	7%	2	25%	3	27%	45	34%
Elsewhere	20	38	25	19	28	93	6	75	8	73	87	66
Total	52	100	31	100	30	100	8	100	11	100	132	100

Table 31. Rankings given to the 12 national problems presented to 130 Ateneo de Manila college students, classified by problem, crossclassified by the year in which the student is enrolled (December 1969)

Average rank order*	Problem	Year in which ranker enrolled				
		I	II	III	IV	Not stated
1	Social injustice	2	2	1	1	1
2	Poverty	3	1	2	5	2
3	Immorality (graft and corruption)	1	3	4	6	3
4	Lack of peace and order	4	5	3	3	7
5	Unemployment	6	4	5	2	4
6	Inefficient government structure	7	8	6	7	8
7	High prices	8	6	8	8	9
8	Population explosion	11	7	7	4	5
9	Insufficient educational opportunities	9	10	10	11	6
10	Low wages	10	9	9	10	11
11	Lack of nationalism	5	11	11	8	10
12	Inadequate roads, bridges, etc.	12	12	12	12	12
Number of students ranking		38	40	29	17	6

\*When the rankings of students from the different years are compared, using the Kendall coefficient of concordance  $W$ , they are found to agree very closely with one another (at the 0.001 level).

Table 32 . Rankings given to the 12 national problems presented to 209 Ateneo de Manila high school students, classified by problem, crossclassified by the year and class in which the student-ranker is enrolled (December 1969)

Average rank order*	Problem	First year			Fourth year				Aver.***
		Reg.	Semi-honors	Aver.**	C	D	E	F	
1	Poverty	2	2	2	1	1	2	3	1
2	Immorality (graft and corruption)	3	1	1	2	4	1	1	2
3	Lack of peace and order	1	3	3	3	3	5	2	3
4	Social injustice	6	5	6	5	2	3	4	4
5	Unemployment	5	4	5	4	5	4	6	5
6	High prices	4	6	4	6	6	6	5	6
7	Inefficient government structure	8.5	7	7	8	7	11	7	7
8	Low wages	11	9	9	7	8	7	9	8
9	Lack of nationalism	8.5	8	8	9	9	9	8	9
10	Insufficient educational opportunities	10	10	10	10	10	10	11	10
11	Population explosion	7	11	11	11	11	8	10	11
12	Inadequate roads, bridges, etc.	12	12	12	12	12	12	12	12
Number of students ranking		35	40	75	36	33	38	27	134

Table 32 (cont'd) page 2

\*When the average rankings of first year students are compared with those of fourth year, using the Spearman rank correlation coefficient, they are found to agree closely with each other (at the 0.01 level).

\*\*When the two first year groups are compared, using the Spearman rank correlation coefficient, they are found to agree closely with each other (at the 0.01 level).

\*\*\*When the rankings of the various fourth year classes are compared, using the Kendall coefficient of concordance  $W$ , they are found to agree very closely with one another (at the 0.001 level).

Table 33. Rankings given by 132 members of the Ateneo de Manila faculty and administration to the 12 national problems that were presented to students, classified by problem, crossclassified by status and academic rank of raters (December 1969)

Average rank order*	Problem	F a c u l t y			Adm.
		Instr.	Asst. prof.	Assoc. and full prof.	
1.5	Social injustice	2	1	1	5
1.5	Immorality (graft and corruption)	1	2	2	1
3	Lack of peace and order	4	5	4	2
4	Inefficient government structure	3	8	3	9.5
5	Population explosion	5.5	3.5	6.5	9.5
6	Lack of nationalism	7	3.5	6.5	8
7.5	Insufficient educational opportunities	9	6.5	5	5
7.5	Unemployment	5.5	12	8.5	5
9	High prices	8	9.5	8.5	3
10	Poverty	10	6.5	10	7
11	Inadequate roads, bridges, etc.	11	9.5	12	11.5
12	Low wages	12	11	11	11.5
Number of faculty/administration ranking		52	31	38	11

\* When the rankings given by administrators and the various categories of faculty are compared, using the Kendall coefficient of concordance  $W$ , they are found to agree very closely with one another (at the 0.001 level).



Table 34. National influential respondents classified by selected background characteristics, crossclassified by income category (data gathered June-December 1969)

Selected background characteristics	Modest*	Middle	High	Total	No income data	
<b>a. Reported annual income**</b>						
				N	%	
Under ₱20,000	100%	0%	0%	6	100%	-
₱20-40,000	0	100	0	9	100	-
₱40,000 and over	0	0	100	72	100	-
TOTAL N	7	10	83	87	100	13
** Note that by exception, percentages in this section (a) of the table are figured horizontally.						
<b>b. Sex</b>						
Male	83%	89%	97%	95%	100%	
Female	17	11	3	5	0	
TOTAL N	6	9	72	87	13	
<b>c. Age</b>						
25-34 years	0%	2%	6%	6%	0%	
35-44	33	38	17	20	25	
45-54	0	25	42	38	50	
55 and over	67	25	35	36	25	
TOTAL N	3	8	53	64	10	
No information	3	1	19	23	3	
<b>d. Civil status</b>						
Single	50%	0%	4%	7%	46%	
Married	50	100	94	92	54	
Separated	0	0	2	1	0	
TOTAL N	6	9	71	86	13	
No information	0	0	1	1		

\* See footnote to Table 7.

Table 34 (cont'd) page 2

Selected background characteristics	Modest	Middle	High	Total	No income data
<b>e. Citizenship</b>					
Filipino	100%	100%	91%	93%	85%
American	0	0	9	7	15
TOTAL N	6	9	70	85	13
No information	0	0	2	2	
<b>f. Religion</b>					
Roman Catholic	100%	63%	86%	85%	100%
Protestant	0	37	14	15	0
TOTAL N	6	8	71	85	13
No information	0	1	1	2	
<b>g. Educational attainment</b>					
Less than 4 yrs. college	0%	0%	0%	0%	10%
Four years college	0	25	23	21	10
Post-college	100	75	77	79	80
TOTAL N	4	8	63	75	10
No information	2	1	9	12	3
<b>h. Occupational sector</b>					
Retired	0%	0%	3%	2%	0%
Government	50	44	19	25	15
Private	33	56	75	70	77
Self-employed	17	0	3	3	8
TOTAL N	6	9	72	87	13

Table 34 (cont'd) page 3

Selected background characteristics	Modest	Middle	High	Total	No income data
<b>i. Area of influence</b>					
Industry	0%	0%	49%	40%	8%
Government	0	22	17	16	8
Education	17	33	8	11	15
Mass media	17	11	8	9	8
Agriculture	0	0	7	6	15
Medicine	33	0	4	6	8
Religion	17	22	0	3	8
Law	0	0	4	3	0
Armed forces	17	11	1	3	0
Social justice and welfare	0	0	0	0	23
Engineering	0	0	1	1	0
Social science	0	0	0	0	8
<b>TOTAL N</b>	<b>6</b>	<b>9</b>	<b>72</b>	<b>87</b>	<b>13</b>

Table 35. Local influential respondents classified by selected background characteristics, crossclassified by income category (data gathered June-December 1969)

Selected background characteristics	Modest*	Middle	High	No income data		
				Total	No income data	
a. Reported annual income (by locale)**						
				N	%	
Vigan	43%	36%	21%	28	100%	2
Naga	14	48	38	21	100	4
Bacolod	35	9	56	23	100	7
Cebu	31	41	28	39	100	8
Cagayan de Oro	46	35	19	26	100	4
Cotabato	44	6	50	16	99	2
Davao	42	19	39	31	100	9
Zamboanga	52	28	20	25	100	3
TOTAL N	38	29	33	209	100	39

\*\* Note that, by exception, percentages in this section (a) of the table are figured horizontally.

b. Sex

Male	91%	87%	88%	89%	87%
Female	9	13	12	11	13
TOTAL N	80	61	68	209	39

c. Age

25-34 years	17%	12%	12%	14%	9%
35-44	32	31	35	32	27
45-54	26	29	35	29	30
55 and over	26	29	19	25	33
TOTAL N	66	52	52	170	33
No information	14	9	16	39	6

\* See footnote to Table 7.

Table 35 (cont'd) page 2

Selected background characteristics	Modest	Middle	High	Total	No income data
<b>d. Civil status</b>					
Single	11%	5%	2%	6%	55%
Married	88	93	66	92	42
Widowed	1	2	2	3	3
TOTAL N	80	61	65	206	38
No information			3	3	1
<b>e. Citizenship</b>					
Filipino	97%	98%	98%	98%	85%
American	3	2	2	2	5
Other	0	0	0	0	10
TOTAL N	80	61	66	207	39
No information	0	0	2	2	0
<b>f. Religion</b>					
Roman Catholic	88%	92%	92%	91%	95%
Protestant	9	8	8	8	5
Other	3	0	0	1	0
TOTAL N	78	61	64	203	38
No information	2	0	4	6	1
<b>g. Educational attainment</b>					
Elem. school graduate	0%	0%	0%	0%	3%
High school graduate	3	0	5	3	0
Less than 4 yrs. college	4	2	9	5	0
Four yrs. college	29	30	30	30	18
Post-college	64	68	55	62	79
TOTAL N	72	57	56	185	34
No information	8	4	12	24	5

Table 35. (cont'd) page 3

Selected background characteristics	Modest	Middle	High	Total	No income data
<b>h. Occupational sector</b>					
Retired	0%	0%	1%	1%	8%
Government	43	44	13	33	8
Private	44	38	46	43	69
Self-employed	14	18	39	23	14
TOTAL N	80	61	67	208	39
No information	1	0	1	1	0
<b>i. Area of influence</b>					
Government	25%	18%	16%	20%	3%
Industry	5	20	25	16	10
Education	11	13	9	11	26
Mass media	24	7	10	14	5
Medicine	5	8	21	11	13
Law	6	23	6	11	8
Social justice and welfare	5	5	6	5	21
Religion	9	2	0	4	10
Agriculture	4	0	3	2	0
Engineering	1	0	4	2	0
Armed forces	4	3	0	2	3
Social science	1	0	0	1	3
Physical science	0	2	0	1	0
TOTAL N	80	61	68	209	39

Table 36. Rankings given by 99 national and 246 local influentials to the 12 national problems that were presented to students, classified by problem, crossclassified by reputed scope of rankers' influence (data gathered June-December 1969)

Average rank order*	Problem	Rankers' reputed influence	
		National	Local
1	Lack of peace and order	1	1
2	Immorality (graft and corruption)	2	2
3	Unemployment	4.5	3
4	Social injustice	3	4
5	Poverty	7	5
6	Population explosion	4.5	6
7	Inefficient government structure	6	8
8	Insufficient educational opportunities	8	7
9	High prices	12	9
10	Lack of nationalism	9	10.5
11	Inadequate roads, bridges, etc.	10	10.5
12	Low wages	11	12
Number of influentials ranking		99	246

\*When the rankings of local and national influentials are compared, using the Spearman rank correlation coefficient, they are found to be in close agreement (at the 0.01 level).

Table 37. Rankings given by 246 local influentials to the 12 national problems that were presented to students, classified by problem, crossclassified by rankers' locale of influence (data gathered June-December 1969)

Average rank order*	Problem	Vigan	Naga	Cebu	Bacolod	Cagayan de Oro	Zambo.	Davao	Cotabato
1	Lack of peace and order	1	1	1	1	1	1	1	1
2	Immorality (graft and corruption)	2	5	3.5	3	2	2	2	2
3	Unemployment	3	3	2	2	7	3	4	4
4	Social injustice	5.5	5	3.5	4	3	4.5	3	7
5	Poverty	10.5	2	5.5	5.5	4	7.5	7	7
6	Population explosion	5.5	5	7	5.5	5.5	11	8	4
7	Insufficient educational opportunities	12	7.5	5.5	8	5.5	7.5	6	9.5
8	Inefficient government structure	7.5	7.5	9	8	9.5	7.5	5	4
9	High prices	4	9	8	11	8	4.5	9.5	9.5
10.5	Lack of nationalism	9	10	11	11	11.5	11	11.5	7
10.5	Inadequate roads, bridges, etc.	10.5	11.5	11	8	9.5	7.5	9.5	11.5
12	Low wages	7.5	11.5	11	11	11.5	11	11.5	11.5
Number of local influentials ranking		30	25	46	30	30	28	39	18

\*When the rankings of influentials from various locales are compared, using the Kendall coefficient of concordance W, they are found to be in close agreement (at the 0.001 level).



Table 38. Coefficients of concordance and correlation between and among rank orderings made of the same 12 national problems (Tables 31-33 and 36-37) by various groupings (data gathered June-December 1969)

Grouping	Ateneo de Manila			Influentials	
	Students		Faculty and adm.	National	Local
	HS	College			
Ateneo de Manila					
HS students	0.01*	0.01*	n. s.*	0.05*	0.05*
College students	-	0.001**	0.05*	0.05*	0.01*
Faculty/adm.	-	-	0.001**	0.01*	0.05*
Influentials					
National	-	-	-	No test	0.01*
Local	-	-	-	-	0.001*
Number of respondents ranking	209	130	132	99	246

\* Spearman rank correlation coefficient

\*\* Kendall coefficient of concordance W

Table 39. Rankings given to the 15 national problems freely mentioned most frequently by 132 members of the Ateneo faculty and administration, classified by problem, crossclassified by status and academic rank of raters (December 1969)

Average rank order*	Problem	F a c u l t y			
		Instr.	Asst. prof.	Assoc. full prof.	and Adm.
1	Deficiencies in the national economic institution	3	1	3	2
2	Social injustice	2	2	1	7.5
3	Immorality (graft and corruption)	1	3	3	1
4	Moral, cultural, and religious deficiencies in the general populace	6	4	3	3.5
5	Inefficient government structure	4	10	5	11
6	Lack of peace and order	5	7.5	6	5.5
7	Population explosion	7.5	6	10	11
8	Insufficient educational opportunities	11	7.5	7.5	3.5
9	Lack of nationalism	9	5	10	11
10	Unemployment	7.5	15	12	7.5
11.5	Difficulties inherent in the nation's growth stage	12.5	10	7.5	14
11.5	High prices	10	12	10	5.5
13	Poverty	12.5	10	13	9
14.5	Inadequate roads, bridges, etc.	14	13.5	14.5	14
14.5	Low wages	15	13.5	14.5	14
Number of faculty/administration ranking 52			31	38	11

\* When the rankings given by administrators and the various categories of faculty are compared, using the Kendall coefficient concordance  $W$ , they are found to agree very closely with one another (at the 0.001 level).

Table 40. Rankings given to the 15 national problems freely mentioned most frequently by 132 members of the Ateneo de Manila faculty and administration, classified by problem, crossclassified by rankers' citizenship (December 1969)

Average rank order*	Problem	Filipinos	Americans	Others
1	Deficiencies in the national economic institution	3	1	1
2	Social injustice	1.5	3	2
3	Immorality (graft and corruption)	1.5	2	4.5
4	Moral, cultural, and religious deficiencies in the general populace	5	4	7.5
5	Inefficient government structure	6	5.5	4.5
6	Lack of peace and order	4	8.5	12
7	Population explosion	7.5	7	4.5
8	Insufficient educational opportunities	11	8.5	11
9	Lack of nationalism	10	8.5	4.5
10	Unemployment	7.5	12	7.5
11.5	Difficulties inherent in the nation's growth stage	13	5.5	12
11.5	High prices	9	14	12
13	Poverty	12	11	12
14.5	Inadequate roads, bridges, etc.	14.5	14	12
14.5	Low wages	14.5	14	12
Number of faculty/administration ranking		89	35	8

\*When the rankings of Filipinos are compared with those of the Americans and of others, using the Spearman rank correlation coefficient, they are found in each case to be in close agreement (at the 0.01 level).

Table 40a. Frequencies with which 132 members of the Ateneo de Manila faculty and administration freely mentioned various national problems, classified by problem and included subproblems (December 1969)

National problems and subproblems	Frequency of mention	
	N	Rank Order
DEFICIENCIES IN THE NATIONAL ECONOMIC INSTITUTION	<u>68</u>	1
<u>Subproblems:</u>		
economic (general), economic instability, economic dependence	32	
underproduction, economic insufficiency	10	
lack of sound economic planning, long range plans	10	
lack of money, low buying power, low dollar reserves, lack of foreign exchange, balance of payments	9	
socioeconomic (general)	4	
lack of organization	3	
SOCIAL INJUSTICE	<u>66</u>	2
IMMORALITY (graft and corruption)	<u>65</u>	3
MORAL, CULTURAL, AND RELIGIOUS DEFICIENCIES IN THE GENERAL POPULACE	<u>46</u>	4
<u>Subproblems:</u>		
attitudes, values: citizen complacency, general indifference, no exercise of democratic rights, laziness, lack of national discipline, bahala na	13	
lack of concern for public welfare, selfishness, self over others, no civic consciousness	13	
religious (personal), lack of faith, low proportion of men to women in churches	7	
cultural (general), conflict between Filipino family system and modernization; breakdown of traditional values	7	
helplessness	3	
lack of creative thinking	2	
permissive society	1	

Table 40a (cont'd) page 2

National problems and subproblems	Frequency of mention	
	N	Rank Order
INEFFICIENT GOVERNMENT STRUCTURE	<u>32</u>	5
LACK OF PEACE AND ORDER	<u>31</u>	6
POPULATION EXPLOSION	<u>23</u>	7
INSUFFICIENT EDUCATIONAL OPPORTUNITIES	<u>21</u>	8
LACK OF NATIONALISM, SEARCH FOR NATIONAL IDENTITY	<u>20</u>	9
UNEMPLOYMENT	<u>18</u>	10
DIFFICULTIES INHERENT IN THE NATION'S GROWTH STAGE	<u>15</u>	11.5
<u>Subproblems:</u>		
underdevelopment, lack of industrialization	11	
modernization (process itself)	4	
brain drain	0	
HIGH PRICES	<u>15</u>	11.5
POVERTY	<u>12</u>	13
INADEQUATE ROADS, BRIDGES, ETC.	<u>2</u>	14.5
LOW WAGES	<u>2</u>	14.5
TOTAL NUMBER OF MENTIONS	436	

Table 41. Rankings given to the 15 national problems freely mentioned most frequently by 99 national and 246 local influentials, classified by problem, crossclassified by reputed scope of rankers' influence (data gathered June-December 1969)

Average rank order*	Problem	Rankers' reputed influence	
		National	Local
1	Lack of peace and order	2	1
2	Deficiencies in the national economic institution	1	2
3	Immorality (graft and corruption)	3	3
4	Unemployment	6.5	4
5	Social injustice	4	5
6	Moral, cultural, and religious deficiencies in the general populace	5	6
7	Poverty	9	7
8	Population explosion	6.5	8.5
9	Difficulties inherent in the nation's growth stage	10	8.5
10	Inefficient government structure	8	11
11	Insufficient educational opportunities	11	10
12	High prices	15	12
13	Lack of nationalism	12	13.5
14	Inadequate roads, bridges, etc.	13	13.5
15	Low wages	14	15
Number of influentials ranking		99	246

\*When the rankings of local and national influentials are compared, using the Spearman rank correlation coefficient, they are found to be in close agreement (at the 0.01 level).

Table 42. Rankings given to the 15 national problems freely mentioned most frequently by 246 local influentials, classified by problem, crossclassified by rankers' locale of influence (data gathered June-December 1969)

Average rank order*	Problem	Cagayan							
		Vigan	Naga	Cebu	Bacolod	de Oro	Zambo.	Davao	Cotabato
1	Lack of peace and order	1	2	2	2	1	2	1	1
2	Deficiencies in the national economic institution	2	1	1	1	2.5	1	2	2
3	Immorality (graft and corruption)	3	6	5.5	4.5	2.5	3	3	3
4	Unemployment	4	4	3	3	10	4	5	5
5	Social injustice	7	6	5.5	6.5	4	7.5	4	8.5
6	Moral, cultural, and religious deficiencies in the general populace	7	8	4	6.5	6.5	5.5	7.5	14
7	Poverty	13.5	3	7.5	8.5	5	10.5	9	8.5
8.5	Population explosion	7	6	9	8.5	8.5	14	10.5	5
8.5	Difficulties inherent in the nation's growth stage	11.5	11.5	10	4.5	6.5	5.5	10.5	8.5
10	Insufficient educational opportunities	15	9.5	7.5	11	8.5	10.5	7.5	11.5
11	Inefficient government structure	9.5	9.5	12	11	12.5	10.5	6	5
12	High prices	5	11.5	11	14	11	7.5	12.5	11.5
13.5	Lack of nationalism	11.5	13	14	14	14.5	14	14.5	8.5
13.5	Inadequate roads, bridges, etc.	13.5	14.5	14	11	12.5	10.5	12.5	14
15	Low wages	9.5	14.5	14	14	14.5	14	14.5	14
Number of local influentials ranking		30	25	46	30	30	28	39	18

\*When the rankings of influentials from the various locales are compared with one another, using the Kendall coefficient of concordance  $W$ , they are found to agree very closely with one another (at the 0.001 level).

Table 41a. Frequencies with which 99 national and 246 local influentials freely mentioned various national problems, classified by problem and included subproblems (December 1969)

National problems and subproblems	Frequency of mention	
	N	Rank Order
LACK OF PEACE AND ORDER	<u>191</u>	1
DEFICIENCIES IN THE NATIONAL ECONOMIC INSTITUTION	<u>182</u>	2
<u>Subproblems:</u>		
economic (general), economic instability, economic dependence	79	
underproduction, economic insufficiency	43	
lack of money, low buying power, low dollar reserves, lack of foreign exchange, balance of payments	35	
lack of sound economic planning, long range plans	14	
socioeconomic (general)	10	
lack of organization	1	
IMMORALITY	<u>101</u>	3
<u>Subproblems:</u>		
graft and corruption	92	
unclean/unfree elections	9	
UNEMPLOYMENT	<u>76</u>	4
SOCIAL INJUSTICE	<u>74</u>	5



Table 41a (cont'd) page 2

National problems and subproblems	Frequency of mention	
	N	Rank Order
MORAL, CULTURAL, AND RELIGIOUS DEFICIENCIES IN THE GENERAL POPULACE	<u>67</u>	6
<u>Subproblems:</u>		
attitudes, values: citizen complacency, general indifference, no exercise of democratic rights, laziness, lack of national discipline, bahala na	32	
lack of concern for public welfare, selfishness, self over others, no civic consciousness	10	
cultural (general), conflict between Filipino family system and modernization, breakdown of traditional values	10	
religious (personal), lack of faith, low proportion of men to women in churches	12	
lack of public opinion	3	
POVERTY	<u>46</u>	7
<u>Subproblems:</u>		
poverty	37	
disease, health, sanitation, malnutrition	9	
POPULATION EXPLOSION	<u>44</u>	8
DIFFICULTIES INHERENT IN THE NATION'S GROWTH STAGE	<u>38</u>	9
<u>Subproblems:</u>		
underdevelopment, lack of industrialization	35	
brain drain	2	
modernization (process itself)	1	

Table 41a (cont'd) page 3

National problems and subproblems	Frequency of mention	
	N	Rank Order
INEFFICIENT GOVERNMENT STRUCTURE	<u>35</u>	10
INSUFFICIENT EDUCATIONAL OPPORTUNITIES	<u>32</u>	11
HIGH PRICES	<u>18</u>	12
LACK OF NATIONALISM, SEARCH FOR NATIONAL IDENTITY	<u>13</u>	13
INADEQUATE ROADS, BRIDGES, ETC.	<u>11</u>	14
LOW WAGES	<u>6</u>	15
TOTAL NUMBER OF MENTIONS	934	

Table 43. Coefficients of concordance and correlation between and among rank orderings made of the 15 national problems (Tables 39-42) freely mentioned most frequently by various groupings (data gathered June-December 1969)

Grouping	Ateneo de Manila faculty and administration	National influentials	Local influentials
Ateneo de Manila faculty and administration	0.001**	0.01*	0.01*
National influentials	-	No test	0.01*
Local influentials	-	-	0.001**
Number ranking	132	99	246

\* Spearman rank correlation coefficient

\*\* Kendall coefficient of concordance W

Table 44. Percentages of 132 members of the Ateneo de Manila faculty and administration who agree that selected national issues are crucial, classified by issue, crossclassified by respondent's status and academic rank (December 1969)

Average rank order*	Issue	Instr.		Asst. prof.		Assoc. and full prof.		Adm.	
		%	Rank order	%	Rank order	%	Rank order	%	Rank order
1	Implementation of land reform	90%	1	97%	1	79%	1	82%	2
2	Attracting foreign investments	64	3	81	2	76	2	91	1
3	Extension of Laurel-Langley	65	2	61	4	55	3	73	3
4	Philippines-U.S. bases agreement	60	4	65	3	50	4.5	55	4.5
5	Breakdown of traditional morality	50	5	58	5	50	4.5	55	4.5
6	Toleration of demonstrations against Catholic hierarchy	33	6	23	6.5	32	6	27	6
7	Philippine participation in Vietnam	31	7	23	6.5	18	7	18	7
8	Prosecution of Sabah claim	14	8	3	8	8	8	0	8
Number of respondents		52		31		39		11	

\*Rankings were not made by respondents, except indirectly and as members of a group. For each problem we calculated the percentage of respondents who consider it crucial. These percentages were then ranked. When the rankings of the various groups are compared with one another, using the Kendall coefficient of concordance  $W$ , they are found to be in close agreement (at the 0.001 level).

Table 45. Percentages of 132 members of the Ateneo de Manila faculty and administration who agree that selected national issues are crucial, classified by issue, crossclassified by respondent's citizenship (December 1969)

Average rank order*	Issue	Filipinos		Americans		Others	
		%	Rank order	%	Rank order	%	Rank order
1	Implementation of land reform	85%	1	91%	1	100%	1
2	Attracting foreign investments	70	2	83	2	75	2
3	Extension of Laurel-Langley	64	3	57	4	50	3
4	Philippines-U. S. bases agreement	57	4	63	3	38	4
5	Breakdown of traditional morality	55	5	51	5	25	5.5
6	Toleration of demonstrations against Catholic hierarchy	34	6	20	6	25	5.5
7	Philippine participation in Vietnam	33	7	9	7	0	7.5
8	Prosecution of Sabah claim	12	8	0	8	0	7.5
Number of respondents		89		35		8	

\* See footnote to Table 44. When the rankings of Filipinos are compared with those of Americans and of others, using the Spearman rank correlation coefficient, the agreement is in each case close (at the 0.01 level).

Table 46. Percentages of 100 national and 248 local influentials who agree that selected national issues are crucial, classified by issue, cross-classified by respondents' reputed scope of influence (data gathered June-December 1969)

Average rank order*	Issue	Respondents' reputed influence			
		National		Local	
		%	Rank order	%	Rank order
1	Implementation of land reform	82%	1	81%	1
2	Attracting foreign investments	66	3	68	2
3	Extension of Laurel-Langley	70	2	63	3
4	Breakdown of traditional morality	49	5	61	4
5	Philippines-U. S. bases agreement	58	4	51	5
6	Toleration of demonstrations against Catholic hierarchy	24	6	37	6
7	Philippine participation in Vietnam	22	7	31	7
8	Prosecution of Sabah claim	11	8	25	8
Number of respondents		100		248	

\*See footnote to Table 44. When the average rankings of nationals and locals are compared, using the Spearman rank correlation coefficient, they are found to be in close agreement (at the 0.01 level).

Table 47A. Percentages of 248 local influentials who agree that selected national issues are crucial, classified by issue, crossclassified by respondents' reputed locale of influence; A: Vigan, Naga, Bacolod, Cagayan de Oro (data gathered June-December 1969)

Average rank order* (all eight places)	Issue	Vigan		Naga		Bacolod		Cagayan de Oro	
		%	Rank order	%	Rank order	%	Rank order	%	Rank order
1	Implementation of land reform	87%	1	92%	1.5	70%	2	87%	1
2	Attracting foreign investments	63	4	92	1.5	63	3	76	2
3	Extension of Laurel-Langley	73	2	88	3	73	1	57	3.5
4	Breakdown of traditional morality	60	5	80	4	57	4	57	3.5
5	Philippines-U. S. bases agreement	66	3	68	5	37	5, 5	40	5
6	Toleration of demonstrations against Catholic hierarchy	57	6	36	6	30	7	30	6.5
7	Philippine participation in Vietnam	47	7	32	7	37	5.5	30	6.5
8	Prosecution of Sabah claim	37	8	20	8	20	8	23	8
Number of local influentials ranking		30		25		30		30	

\* See footnote to Table 44. When the rankings of influentials from various locales are compared, using the Kendall coefficient of concordance  $W$ , they are found in close agreement (at the 0.001 level).

Table 47B. Percentages of 248 local influentials who agree that selected national issues are crucial, classified by issue, crossclassified by respondents' reputed locale of influence; B: Cebu, Cotabato, Davao, Zamboanga (data gathered June-December 1969)

Average rank order* (all eight places)	Issue	Cebu		Cotabato		Davao		Zamboanga	
		%	Rank order	%	Rank order	%	Rank order	%	Rank order
1	Implementation of land reform	87%	1	67%	1	85%	1	64%	1
2	Attracting foreign investments	68	2	39	7	75	2	57	2
3	Extension of Laurel-Langley	58	4.5	44	5	60	4	50	3.5
4	Breakdown of traditional morality	62	3	44	5	70	3	50	3.5
5	Philippines-U.S. bases agreement	58	4.5	61	2	45	5	39	5
6	Toleration of demonstrations against Catholic hierarchy	43	6	44	5	32	6	29	6.5
7	Philippine participation in Vietnam	23	8	50	3	20	7	29	6.5
8	Prosecution of Sabah claim	26	7	33	8	23	8	21	8
Number of local influentials ranking		47		18		40		28	

\* See footnote to Table 44. When the rankings of influentials from various locales are compared, using the Kendall coefficient of concordance W, they are found in close agreement (at the 0.001 level).



Table 48. Maximum monthly allowances recommended for Ateneo de Manila high school and college students, classified by academic year, crossclassified by parents' income category\* (December 1969)

Academic year	Modest**	Middle	High
High school			
1st year	P30	P40	P50
2nd year	40	50	60
3rd year	50	60	70
4th year	60	70	80
College			
1st year	P70	P80	P90
2nd year	80	90	100
3rd year	90	100	110
4th year	100	110	120

\*The maximum allowance figures are the rounded averages of allowances reported by 85 high school and 108 college students, classified by academic year (see Table 19).

\*\*See footnote to Table 7.