BREAKING THE CYCLE OF POVERTY:THE ROLE OF TEACHERS IN ADDRESSING THE NEEDS OF LOW-INCOME STUDENTS

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ABSTRACT

This study on the integrated findings of an exploratory sequential mixed methods research design investigate role of teachers' in addressing the needs of low-income students to break the cycle of poverty. The exploratory sequential mixed methods design is characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative data collection analysis, with a final phase of integration or linking of data from the two separate strands of data. More specifically, it aimed to construct, develop and evaluate the role of teachers' in addressing the needs of low-income students to break the cycle of poverty scale as viewed by the teachers. In the qualitative phase, there were ten teachers who participated in the in-depth interview and seven teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis on strategize, empowerment, connections, inclusivity, and community building. A 64-item role of teachers' in addressing the needs of low-income students to break the cycle of poverty scale was also constructed based from the results of the interview, which was subjected to the quantitative phase. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed four underlying dimensions on role of teachers' in addressing the needs of low-income students to break the cycle of poverty. A total of four themes on Role of Teachers in Addressing the Needs of Low-Income Students Questionnaire was developed which are strategize with fifteen items; empowerment with fourteen items; connections with eleven items; and inclusivity with eight items with a total of 48- item questionnaire.

Keywords: *Low-Income Students, Role of Teachers, Needs, Exploratory Approach, Factor Analysis, Reliability Test, Municipality of Tulunan, Philippines*

INTRODUCTION

Poverty is one of the most significant factors influencing student achievement (Boyles & Mullen 2020; Wickham 2020). People who live in extreme prosperity and those who struggle to put food on the table will never be in perfect balance. The wealthy have a tendency to look down on those living in poverty, failing to see that these individuals could improve their life by attending school (Raz, 2018).

Moreover, increasing numbers of school aged children living in poverty is a worldwide concern for teachers. Poverty is detrimental to children's education as evidenced by rising disparities in learning outcomes between those living in poverty and their more affluent peers (OECD, 2016). Although the experience of poverty may differ, many countries are linked by a rights-based policy framework for inclusive education to help mediate the effects of societal challenges such as child poverty (UNESCO 2018).

While a teacher is providing an excellent and engaging lesson on patterning that aligns with state standards and meets the learning needs of all students, a student who is chronically hungry is still not able to engage in the learning because they are instead focused on where they are going to find food after school. The negative impact of unmet needs will occur no matter how safe, supportive, and experienced the child's teacher.

Students in poverty struggle to strike a balance between life and the books because of a lack of funds and support from the government and schools, insufficient family support, and low literacy levels when they first start school. The goal of the educational system is to educate a sizable segment of the populace. Positive school environments result in more opportunities for students living in poverty to acquire positive social behaviors and get interventions for cognitive growth (Berger, Benatov, Cuadros, VanNattan, & Gelkopf, 2018).

In addition, poor literacy rates, a lack of support from families, and inadequate funding for low-income neighborhoods will all contribute to the academic struggles faced by pupils living in poverty. The educational system is a reflection of the growing divide between the rich and the poor. Poverty-stricken parents find it difficult to give their children the basic necessities of food and shelter, and this stress at home affects the likelihood that kids will graduate. Various governmental levels have responded to this situation by providing more financing to communities and schools. This is aimed at addressing the issue of impoverished children' educational struggles (Jones, Wilson, Clark, & Dunham, 2018).

Accordingly, some professors have received financial incentives to transfer to institutions where student attrition and poverty are prevalent. The beneficial relationships that are being formed between these students and their teachers are difficult to quantify, despite the fact that there hasn't been an immediate improvement in the students' academic progress (Cowan & Goldhaber, 2018).

It is encouraging that these communities have qualified teachers since it demonstrates that educational institutions understand the negative impact that poverty has on students' ability to succeed in school. Families facing poverty could concentrate more on their educational objectives if there was more funding allocated to accessible housing and healthier food options (Raz, 2018). Students living in poverty will have fewer opportunity to narrow the educational gap if governments and schools continue to underfund programs aimed at combating poverty.

Contextual and cultural differences and systemic inequities influence individuals' circumstances as well as plague classrooms and schools. Poor learning conditions, exacerbated by inequitable distribution of funding, quality teachers, and so forth, not only deprive students of a meaningful education but also their right to an equal education. So that teachers will be able to "teach diverse learners equitably" and make

available opportunities for all students to engage in "deep learning" – in light of twenty-first century capabilities like a novel and critical thinking needed within the knowledge era, they need to have opportunities to develop themselves (Darling-Hammond & Oakes 2019).

While there is an increasing amount of research on community schools, there is not enough research yet on teachers addressing the needs of students from low-income families. Most of the study purely use qualitative or quantitative design while this study used mixed methods design. This study is formulated to look into teachers' role in addressing the needs of students from low-income families and try to find solutions to the problems met by teachers to achieve the desired learning goals for the learners. Hence, the results help school heads, instructors, learners, and curriculum designers to develop or design programs that will enhance teachers' capacity specially in handling students from low-income families.

We also examine ways that community school teachers take on new roles, including being activists who work with the community to ensure equitable access to resources, and being partners who work with communities to strengthen curriculum and instruction. It can also mean that people who are not traditionally tracked into the teaching profession, such as parents from low income communities, are supported and developed into teachers, bringing rich knowledge and understanding of the community into the classroom. Finally, the community school strategy can transform the teaching profession into a sustainable and fulfilling career as it helps address many of the challenge's teachers face by creating supportive school environments built on positive relationships and the belief that teacher voice and participation are foundational to school reform.

FRAMEWORK

This study is anchored on the Wellness Theory of Hettler (1980). The wellness theory emphasizes that an individual relationship to wellness and its component to health is influence by personal and work-related factors (eg. burnout, and self-awareness. It pointed out that the response to wellness include physical (the ability to carry out daily tasks, achieve fitness); emotional (the ability to manage stress and to express emotions appropriately); occupational (the ability to achieve a balance between work and leisure time. Hence, it is believed that these components have important contribution to the well-being of an individual.

Several researches have utilized the wellness theory which elucidated the relationship of burnout and self-awareness with psychological well-being. In particular, various conceptualizations of self-awareness with health- related variables (Ghasemipour, Robinson, & Ghorbani, 2013) and different psychological variables, particularly well-being (Tenant et al., 2007). On the other hand, one of the most salient negative organizational consequences of burnout is reduced mental and psychological well-being (Halbesleben & Buckley, 2004; Maslach et al., 2001).

METHODS

Research design

The exploratory sequential mixed method design was used in this study. This involves a first phase of qualitative data collection and analysis. Followed by a second phase of quantitative data collection and analysis that *builds* on the results of the first qualitative phase. "Weight generally placed on the first phase, and the data are mixed through being connected between the qualitative data analysis and the quantitative data collection. The design may or may not be implemented within an explicit theoretical perspective (see Figure 2.1).

Moreover, the researcher first begins by exploring with qualitative data and analysis and then uses the findings in a second quantitative phase (Creswell, 2014). The intent of the strategy is to develop better measurements with specific samples of populations and to see if data from a few individuals (in qualitative phase) can be generalized to a large sample of a population (in quantitative phase).

Respondents

This study was conducted in the three (3) district public elementary schools in the Municipality of Tulunan, Division of Cotabato, school year 2023-2024. Which consist of Tulunan East District with 14 schools, Tulunan North District with 7 schools and Tulunan South District with 11 schools. A total of ten (10) public elementary school teachers was invited for in-depth interview and the results was used to identify the specify variables with the help of other seven (7) teachers for the focus group discussion that determine the need to go into a follow-up as well as the content to generate the questionnaire.

The constructed survey questionnaire from the qualitative interviews was disseminated to 200 teachers of public elementary school in the Municipality of Tulunan for exploratory factor analysis

Instruments

In the qualitative phase, the researcher formulated an interview guide that asked questions about teachers' role in addressing the needs of students from low-income families. The interview provided an insight into how a group of teachers thinks about their role in addressing the needs of students from low-income families, about the range of opinion and ideas about it, and the similarities and variation that exists in their beliefs, the experiences, and the practices at school.

Statistical Tools

The notes that was obtained from in-depth interview were analyzed using thematic analysis. This method emphasizes pinpointing, examining, and recording patterns (or "themes") within the data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question (Boyatzis, 1998).
In quantitative data, the Factor analysis was used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor

analysis is a multivariate analysis method which aims to explain the correlation between a large set of variables (items) in terms of an independent set of underlying factors.

RESULTS AND DISCUSSIONS

Emerging Themes of Role of Teachers in Addressing the Needs of Low-Income Students

There are five themes that emerge from in-depth interview and focus group discussion with the selected public elementary school teachers in the Municipality of Tulunan that put emphasis on strategize, empowerment, connections, inclusivity, and community building.

Strategize. Many participants stated that they used specific strategies in teaching students from poverty. The effective strategies used to address the needs of my students from low income families is differentiated instruction adapting teaching methods to accommodate diverse; learning styles and abilities in my classroom. These are evident in the following quotes from the participants:

"Providing differentiated and individualized instruction to meet the diverse needs of our students."
(FGD-Participant 4)

"Teach students with good manners, teach with their social need in mind, address their health concerns and challenge them to dream high."
(FGD-Participant 7)

"I should adapt teaching methods to accommodates students varying abilities interest and learning styles."
(IDI-Participant 3)

This result implies that teachers used specific strategies in teaching learners from low-income families. Teachers should adapt teaching methods, best practices and strategies supporting and accommodates students varying abilities interest and learning styles. This supported by Mckenzie, K. (2019), teaching adolescents raised in poverty to take turns, say thank you to their classmates, and learn proper social etiquette when meeting someone new for the first time can all help to embed social skills. Making eye contact, shaking hands, saying hi, and making small talk are all part of meeting someone new. Developing social skills will help poor students work more efficiently in cooperative learning contexts. Explicitly educating and implementing school norms can reduce disruptive conduct and promote student involvement. Moreover, early

intervention strategies will ensure that students living in poverty will have an increased chance for higher academic performance in an inclusive classroom (Jones, Wilson, Clark, & Dunham, 2018).

Empowerment. Most of the participants stated that in their school they address the needs of students from low-income families by providing school supplies and implementation of feeding program. Establish resource center within school to provide free school supplies and other essential materials for students who may face financial problems. These views are presented by the quotes of the participants as discussed below:

"Providing them the resources they need like school supplies and also encourage them to engaging in different school activities."
(FGD-Participant 1)

"Aside from providing instruction, makabulig gyapon ta sa ila basic needs just like pag recess, pwede naton sila hatagan kwarta pambakal sang ila pagkaon."
(FGD-Participant 5)

"By providing them our support like feeding program, some school supplies."
(IDI-Participant 9)

The findings imply that schools implement different activities and programs to address the needs of students from low-income families. School give some intervention like feeding program and allotted budget for their school supplies. This supported by Jones et al. (2018), students from low-income families enter schools with a literacy deficit, which is difficult to close in the absence of assistance. If literacy efforts for low-income pupils are not implemented, families and students will continue to suffer academically. The key to addressing academic weaknesses is to provide funding to low-income communities and families. Moreover, Bayless et al. (2018) stated that the availability of free literature allows anyone, particularly those living in poverty, to take a book home for free. Giving low-income pupils the opportunity to develop reading skills through after-school activities and free libraries will improve their academic success.

Connections. Most of the participants expressed their thought that as a teacher they should build strong relationship with their students to establish a positive and supportive relationships with students and their families, fostering open communication to better understand and address individual needs. These views are presented by the quotes of the participants as discussed below:

"I create a supportive environment by understanding their different background and adapting teaching methods to supply their learning needs."
(IDI-Participant 2)

>*"Build relationships with your students and their family, teach them social and emotional learning strategies and provide support."*
(FGD-Participant 3)

>*"There are lot of opportunities that as a teacher have a student from low income families just like establishing a strong relationship, of course in their family and by as I said while ago, understanding their individual needs."*
(FGD-Participant 4)

The findings imply that improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

This supported by Budge & Parrett (2018), many poor children arrive at school lacking the required social-emotional responses to be effective in building relationships with their peers and teachers. Children raised in poverty require relationships with instructors who provide them with a consistent and good role model on whom they can rely. By taking the effort to cultivate a solid student-teacher relationship, inappropriate emotional responses in the classroom can be reduced and participation increased. This relationship between the student and his or her teacher is the foundation for all classroom learning.

Inclusivity. Most of the participants elaborated that schools should ensure that every child, regardless of their socioeconomic background has access to quality education. The participant explained these ideas as follows:

>*"I am fostering a supportive classroom environment that includes recognizing and understanding their differences and challenges that they face due to financial problems."*
(IDI-Participant 2)

>*"Provide sang environment where in maka feel sila na belong sila, na bisan pigado sila pwede sila maka eskwela, kag pwede naton sila I encourage na bisan pobre sila kaya nila makatapos eskwela."*
(FGD-Participant 5)

>*"We ensure all students feel welcome and valued, regardless of their socio-economic background."*
(IDI-Participant 6)

The findings imply that schools should implement strongly the inclusive education by understanding the importance of quality education, implementing effective curriculum design, supporting teachers' professional development, and addressing challenges, to

create a future where everyone can access a quality education that empowers them to thrive and positively impact society.

This is supported by Budge & Parrett (2018), promoting inclusive classrooms in which kids feel a part of our school and our class is a strong strategy to boost engagement and effort in low-income students. Providing a safe space for students raised in poverty to feel supported and comfortable will ensure that their needs are satisfied, which will enhance student achievement.

Community Building. Most of the participants elaborated that need to connect students with social services and help them access available resources and support systems. Establish strong relationship with the parents through home visitation to know their status and ask assistance from the local government and other NGO's to help learners in poverty. The participant explained these ideas as follows:

> *"Through the help of municipal health unit sometimes there are different health services that they are offering in the barangay that can help pupils like free checkup, free medicine and vitamins."*
(IDI-Participant 2)

> *"Teachers should also have hand to hand partnership to the parents like for example if the teacher already know the students he handling, it is not quiet dealing it if with regard to its academic because of some problem maybe coz or noted from their home, we should have cooperated and partnership to the parents."*
(IDI-Participant 1)

> *"To enhance my ability in handling students from low income families, various interventions can be implemented like community engagement with the local community to build relationships with families and tap into available resources."*
(IDI-Participant 5)

The findings imply that schools need to tap the local government unit, families and community organizations to share resources and create a collaborative network for support low income students. Moreover, BLGU, MLGU, Division Office and income generating Project of school and community resources that help teachers to address the needs of students from low income families. This is supported by Berger et al. (2018), increasing student opportunities, training teachers, and incorporating parents are the most effective techniques for assisting children in developing healthy habits. Educators can mitigate the impact of poverty on academic achievement by creating safe school settings, expanding educational options, strengthening students' resiliency and connecting to local government unit for assistance.

Construction of Role of Teachers in Addressing the Needs of Low-Income Students Scale

Based from the narratives of the participants, the Table 1 presents the role of teachers in addressing the needs of low-income students to break the cycle of poverty scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. This 64-item questionnaire was subjected to data reduction technique using exploratory factor analysis (EFA). Hence, the number of factors was fixed to three based on the a priori qualitative analysis dimensions.

Table 1
Teachers Role in Addressing the Needs of Low-Income Scale Items

ITEM	
1	I create a supportive environment by understanding their family background.
2	I make learning always fun for them to be motivated to study and go to school everyday.
3	I build strong relationship, establish positive and supportive relationship with students and their families.
4	I foster open communication to better understand individual needs.
5	I conduct close monitoring with my students.
6	I show empathy, patience and understanding.
7	I provide my students with personalized guidance and encourage them to help them achieve their academic and personal goals.
8	I provide interactive tools and exercise to help them self-awareness and manage stress.
9	I take time to understand students background, experiences and their hopes for the future.
10	I build relationship with my student and their family, teach them social and emotional learning strategies and provide support.
11	I act as a second mother to them.
12	I understand students' individual needs.
13	I help my students go through with their financial challenges
14	I promote a sense of inclusivity to ensure that all of them feel valued and supported.
15	I provide learning resources like extra reading materials and activity sheets.
16	I am fostering a supportive classroom environment that includes recognizing and understanding their differences and challenges that they face due to financial problems.
17	I involve parents as partner's in their children's education by establishing regular communication channel.
18	I ensure all students feel welcome and valued, regardless of their socio-economic background.
19	I provide students with guidance support and encouragement helping them to navigate the challenges of the school and life.
20	I collaborate to create a school wide culture of equity and inclusion.
21	I create a supportive environment.
22	I create a positive classroom culture.
23	I expose students to places outside the classroom to build their confidence.
24	I encourage them that even they are financially unstable they can finish their studies and achieve their dreams.
25	I give rewards to address the needs of students from low income families.
26	I can handle well students from low income families.
27	I conduct monthly recognition and give awards for students with perfect attendance

28	I use differentiated instruction adapting teaching methods to accommodate diverse learners
29	I adapt teaching methods to accommodates students varying abilities, interest and learning styles
30	I offering them guidance and support and facilitate their learning
31	I share resources, best practices and strategies to my colleagues to support students from low income families.
32	I provide differentiated and individualized instruction to meet the diverse needs of our students
33	I teach students with good manner and teach with their social need in mind.
34	I address their health concerns.
35	I challenge students to dream high
36	I provide feeding program for our students.
37	I encourage students and I build a positive and trusting relationship
38	My school establish resource center to provide free school supplies and other essential materials for students who may face financial problems.
39	I provide snacks in our feeding program
40	I provide basic necessities like school supplies
41	I encourage them to engage in different school activities.
42	My school give some intervention like feeding program.
43	My school allotted budget for students' school supplies
44	If I have extra money, I address their basic needs like food, clothing and personal hygiene.
45	I conduct home visitation in regards of absenteeism of students
46	I conduct health related activity to my students.
47	I provide health services through the help of LGU/BLGU health unit like free check-up, free medicine and vitamins.
48	My school provide free access to health care services.
49	I enhance my ability in handling students from low income families by attending training and seminars.
50	I participate community engagement with local community to build relationship with families
51	I tap LGU/BLGU or local partners for available resources for students from low income families
52	I can connect school, families and community organizations to share and create collaborative network for support low income students.
53	I communicate effectively with my students' parents
54	I connect students with social services and help them access available resources and support system
55	I connect to some organization to provide families a livelihood program
56	I tap different partners to provide scholarship to students
57	I provide food to my poor students using my own money.
58	I establish strong relationship with my students.
59	I listen to their concerns and involve them in our students' educational journey
60	I connect them from similar backgrounds that can share experiences and offer encouragement.
61	I encourage them to perform well in school by giving them resources they need like school supplies.
62	I strive to create an atmosphere where they can feel valued and included regardless of their economic background.

63	I am their protector when they are in the school premises.
64	I motivate and challenge them to perform well in order to excel not only in their grades but also the way of life they want.

Role of Teachers in Addressing the Needs of Low-Income Students Scale

Testing of the 64-item Role of Teachers in Addressing the Needs of Low-Income Students Scale. To ensure that the construction can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .942 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor Analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p<.05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis to be suitable.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.942
Bartlett's test of Sphericity	Approx. Chi-Square	12269.232
	df	2016
	p-value	.000

As shown in the preliminary analysis, it can be generalized that the items of role of teachers in addressing the needs of low-income students to break the cycle of poverty scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are four dimensions on the role of teachers in addressing the needs of low-income students to break the cycle of poverty. Hence, the four-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 64 items, 53 items passed the criteria then subjected for rotation and analysis.

After which, the 53-item construct is then subjected for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The Table 3 shows the pattern matrix using Principal Axis Factoring with a Varimax rotation method of Varimax with Kaiser Normalization. The communalities (h^2) and explained variance for each item were examined. The percentage of total variance explained is crucial in determining factors and 60% serves as the acceptable minimum (Hinkin et al., 1997). Items that have crossloadings (i.e., items that load substantially on

two or more factors) were deleted if the loadings were weak (< .40). It can be supported by Field (2013) that .4 is recommended and necessary to cross-landing or not loading at all which means the items best represent their factors. It is emphasized by Hair et al., (1998) that loading indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3
Rotated Factor Matrix Four-Factor Model

		Factor			
		1	**2**	**3**	**4**
1	I provide students with guidance support and encouragement helping them to navigate the challenges of the school and life.	.904			
2	I ensure all students feel welcome and valued, regardless of their socio-economic background.	.901			
3	I involve parents as partner's in their children's education by establishing regular communication channel.	.897			
4	I adapt teaching methods to accommodates students varying abilities, interest and learning styles	.889			
5	I provide differentiated and individualized instruction to meet the diverse needs of our students	.859			
6	I offering them guidance and support and facilitate their learning	.857			
7	I am fostering a supportive classroom environment that includes recognizing and understanding their differences and challenges that they face due to financial problems.	.847			
8	I use differentiated instruction adapting teaching methods to accommodate diverse learners	.845			
9	I share resources, best practices and strategies to my colleagues to support students from low income families.	.816			
10	I give rewards to address the needs of students from low income families.	.781			
11	I collaborate to create a school wide culture of equity and inclusion.	.767			
12	I provide learning resources like extra reading materials and activity sheets.	.658			
13	I communicate effectively with my students' parents	.609			
14	I conduct monthly recognition and give awards for students with perfect attendance	.608			
15	I promote a sense of inclusivity to ensure that all of them feel valued and supported.	.598			
16	I participate community engagement with local community to build relationship with families	.556			
17	I can handle well students from low income families.	.554			
18	I encourage them that even they are financially unstable they can finish their studies and achieve their dreams.	.542			
19	I expose students to places outside the classroom to build their confidence.	.541			
20	I provide snacks in our feeding program		.925		

21	My school allotted budget for students' school supplies	.868		
22	I provide feeding program for our students.	.839		
23	If I have extra money, I address their basic needs like food, clothing and personal hygiene.	.790		
24	I tap LGU/BLGU or local partners for available resources for students from low income families	.769		
25	My school give some intervention like feeding program.	.749		
26	I provide basic necessities like school supplies	.729		
27	I provide health services through the help of LGU/BLGU health unit like free check-up, free medicine and vitamins.	.713		
28	My school establish resource center to provide free school supplies and other essential materials for students who may face financial problems.	.712		
29	I tap different partners to provide scholarship to students	.697		
30	I provide food to my poor students using my own money.	.685		
31	I connect to some organization to provide families a livelihood program	.647		
32	My school provide free access to health care services.	.563		
33	I connect students with social services and help them access available resources and support system	.514		
34	I build strong relationship, establish positive and supportive relationship with students and their families.		.851	
35	I make learning always fun for them to be motivated to study and go to school everyday.		.844	
36	I create a supportive environment by understanding their family background.		.793	
37	I foster open communication to better understand individual needs.		.771	
38	I conduct close monitoring with my students.		.768	
39	I take time to understand students background, experiences and their hopes for the future.		.742	
40	I provide my students with personalized guidance and encourage them to help them achieve their academic and personal goals.		.733	
41	I build relationship with my student and their family, teach them social and emotional learning strategies and provide support.		.711	
42	I show empathy, patience and understanding.		.690	
43	I provide interactive tools and exercise to help them self-awareness and manage stress.		.679	
44	I act as a second mother to them.		.592	
45	I listen to their concerns and involve them in our students' educational journey			.879
46	I connect them from similar backgrounds that can share experiences and offer encouragement.			.862
47	I strive to create an atmosphere where they can feel valued and included regardless of their economic background.			.815
48	I establish strong relationship with my students.			.800
49	I encourage them to perform well in school by giving them resources they need like school supplies.			.796

50	I motivate and challenge them to perform well in order to excel not only in their grades but also the way of life they want.	.752
51	I create a positive classroom culture.	.556
52	I am their protector when they are in the school premises.	.548
53	I challenge students to dream high	.513

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the four-factor model of role of teachers in addressing the needs of low-income students with 48 items was developed as shown in table 5, namely: strategize, empowerment, connections, and inclusivity.

Moreover, the items that do not fit with the factor were removed in the final questionnaire. More specifically, the items *"I provide learning resources like extra reading materials and activity sheets"; "I communicate effectively with my students' parents"; "I can handle well students from low income families"; "I encourage them that even they are financially unstable they can finish their studies and achieve their dreams";* and *"I challenge students to dream high".*

Reliability Test of the Scale

The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in the Table 4 that the overall reliability is high with a Cronbach's alpha value of .943. The subscale of dimension also is above .70 alpha; specifically factor 1 with a Cronbach's alpha value of .808, factor 2 with a Cronbach's alpha value of .839, factor 3 with a Cronbach's alpha value of .853, and factor 4 with Cronbach's alpha value of .813. This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4

Reliability Analysis of Role of Teachers in Addressing the Needs of Low-Income Students Scale

Factor	Cronbach's alpha
Factor 1	.808
Factor 2	.839
Factor 3	.853
Factor 4	.813
OVERALL	**.943**

Final Version of Role of Teachers in Addressing the Needs of Low-Income Students Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 5. From 48 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that has crosslanding were deleted if the loading were weak (<.40). This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, Hair et al. (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Role of Teachers in Addressing the Needs of Low-Income Students Questionnaire was developed. This tool has 48 items which consist of four themes. A total of four themes was developed which are strategize with a total of fifteen items; empowerment with fourteen items; connections with eleven items, and inclusivity with eight items. The 5-point Likert-scale; 5-very often, 4-often, 3-sometimes, 2-rarely and 1-never is shown below.

Table 5
Role of Teachers in Addressing the Needs of Low-Income Students Questionnaire

ITEMS

STRATEGIZE

1	I provide students with guidance support and encouragement helping them to navigate the challenges of the school and life.
2	I ensure all students feel welcome and valued, regardless of their socio-economic background.
3	I involve parents as partner's in their children's education by establishing regular communication channel.
4	I adapt teaching methods to accommodates students varying abilities, interest and learning styles
5	I provide differentiated and individualized instruction to meet the diverse needs of our students
6	I offering them guidance and support and facilitate their learning
7	I am fostering a supportive classroom environment that includes recognizing and understanding their differences and challenges that they face due to financial problems.
8	I use differentiated instruction adapting teaching methods to accommodate diverse learners
9	I share resources, best practices and strategies to my colleagues to support students from low income families.
10	I give rewards to address the needs of students from low income families.
11	I collaborate to create a school wide culture of equity and inclusion.
12	I conduct monthly recognition and give awards for students with perfect attendance
13	I promote a sense of inclusivity to ensure that all of them feel valued and supported.
14	I participate community engagement with local community to build relationship with families

15	I expose students to places outside the classroom to build their confidence.
	EMPOWERMENT
16	I provide snacks in our feeding program
17	My school allotted budget for students' school supplies
18	I provide feeding program for our students.
19	If I have extra money, I address their basic needs like food, clothing and personal hygiene.
20	I tap LGU/BLGU or local partners for available resources for students from low income families
21	My school give some intervention like feeding program.
22	I provide basic necessities like school supplies
23	I provide health services through the help of LGU/BLGU health unit like free check-up, free medicine and vitamins.
24	My school establish resource center to provide free school supplies and other essential materials for students who may face financial problems.
25	I tap different partners to provide scholarship to students
26	I provide food to my poor students using my own money.
27	I connect to some organization to provide families a livelihood program
28	My school provide free access to health care services.
29	I connect students with social services and help them access available resources and support system
	CONNECTIONS
30	I build strong relationship, establish positive and supportive relationship with students and their families.
31	I make learning always fun for them to be motivated to study and go to school everyday.
32	I create a supportive environment by understanding their family background.
33	I foster open communication to better understand individual needs.
34	I conduct close monitoring with my students.
35	I take time to understand students background, experiences and their hopes for the future.
36	I provide my students with personalized guidance and encourage them to help them achieve their academic and personal goals.
37	I build relationship with my student and their family, teach them social and emotional learning strategies and provide support.
38	I show empathy, patience and understanding.
39	I provide interactive tools and exercise to help them self-awareness and manage stress.
40	I act as a second mother to them.
	INCLUSIVITY
41	I listen to their concerns and involve them in our students' educational journey
42	I connect them from similar backgrounds that can share experiences and offer encouragement.
43	I strive to create an atmosphere where they can feel valued and included regardless of their economic background.
44	I establish strong relationship with my students.
45	I encourage them to perform well in school by giving them resources they need like school supplies.
46	I motivate and challenge them to perform well in order to excel not only in their grades but also the way of life they want.
47	I create a positive classroom culture.
48	I am their protector when they are in the school premises.

Legend:

5- Very Often
4- Often
3- Sometimes
2- Rarely
 1- Never

IMPLICATIONS

In the light of the study, the following conclusions were drawn:

1. The emerging themes highlight role of teacher in addressing the needs of low-income students which put emphasis on strategize, empowerment, connections, inclusivity, and community building.

2. The results derived from factor analysis indicate that role of teachers in addressing the needs of low-income students has four factors that include strategize, empowerment, connections, and inclusivity.

3. Reliability test revealed the results on role of teachers in addressing the needs of low-income students that the overall Cronbach's Alpha was .943 which interpreted as high. It means that the validity of the instruments was high and suitable for using the instrument as a tool.

4. Role of Teachers in Addressing the Needs of Low-Income Questionnaire with 48 items was developed to measure teachers' role in addressing the needs of low-income students.

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