

## **PROBLEMS MET BY SCHOLARS: BASIS FOR POLICY DEVELOPMENT**

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### **Abstract**

This study was conducted to determine the socio-economic status and academic performance of scholars at Guimaras State College. A researchers-made questionnaire was personally administered to gather significant data. Total enumeration of the scholars for Academic Year 2014-2015 was taken as respondents. The socio-economic status revealed that 282 or 61.57% or most of them had a family monthly income of Php. 5,000.00 and below while 5 or 1.09% had Php. 20,000.00 to Php. 25, 000.00. It was also showed that 268 or 58.52% or most of them had 1 to 3 while only 5 or 1.09% had 7 to 9 family members. The academic performance of most of them was described to be "very good" at 289 or 63.10% while 4 or 0.87% were "passing". It was further showed that there were no significant differences in the scholarship programs of the college in terms of sex, civil status, home address, family monthly income and number of family dependents while there were significant differences in terms of age, course and year level. It was also revealed that there were no significant differences in the academic performance of the scholars when they were grouped according to age, civil status and family monthly income while there were significant differences in terms of course, year level, home address and number of family dependents. It was likewise shown that there was no significant relationship between scholarship programs and academic performance of the scholars which means that the scholarship programs did not affect the scholars' academic performance.

**Keywords:** academic performance, socio-economic status, status, andscholars

### **Introduction**

Students' academic achievements and educational attainment had been studied by various researchers within different frameworks. Many of them had focused on parents' education, occupation, or home background like family income, language at home, activities of the family and work methods while other studies looked at it from the teachers' variables like teacher's age, experience, education, gender, etc., school variables such as environment, structure, buildings, location or students' variables like attitude, self-concept, self-esteem, study habit, interest and parents' support like achievement motivation of rewards, parental attitudes towards education, the aspiration of parents, etc. There is evidence that parents' education will affect students. This was supported by Musgrave (2000) who said that a child that comes from an educated home would like to follow the steps of his or her family and by this, work actively in his or her studies. He said further that parents who have more than a minimum level of education are expected to have a favored attitude to the child's education and to encourage and help him or her with school work. (International Journal of Scientific and Research Publications, Volume 3, Issue 10, October 2013) These observations were also observable in Guimaras State College as the only state college in the province of Guimaras which was supported by different government and private agencies in the province through scholarship programs. Likewise, it offers institutional scholarship programs to provide greater opportunity for the financially challenged but deserving students in the province. It has a Scholarship Committee duly appointed by the College President who handles the implementation of these scholarship programs. The screening of scholarship applicants was done by the scholarship benefactors for private and public scholarship programs while a duly appointed scholarship committee composed of the Guidance Counselor, College Registrar, Director of Student Affairs and Services and Vice President for Academic Affairs screened the applicants for the institutional scholarship programs. There were a total of 458 registered scholars based on the Student Information and Accounting System (SIAS). They represented three campuses: Main (Salvador Campus) located in McLain, Buenavista, Guimaras, Mosqueda Campus located in Alaguisoc, Jordan, Guimaras and Bateria Campus located in Constanca, San Lorenzo, Guimaras. They were enrolled in different colleges: College of Business Management (CBM) taking up Bachelor of Science in Business

Administration & Bachelor of Science in Hotel and Restaurant Management (BSHRM) or Hotel and Restaurant Service Technology (HRST); College of Criminal Justice Education (CCJE) taking up Bachelor of Science in Criminal Justice Education; College of Teacher Education (CTE) taking up Bachelor of Secondary Education (BSED) major in English, Mathematics, Social Science and Filipino & Bachelor of Elementary Education (BEED); College of Science and Technology (CST) taking up Bachelor of Science in Information Technology (BSIT) and Bachelor in Industrial Technology (BIT); College of Arts and Sciences (CAS) taking up A.B. English; and College of Agricultural Sciences taking up Bachelor of Science in Agricultural Technology major in Organic Farming. They enjoyed study privileges like free tuition fees, miscellaneous fees, book allowance, and monthly stipend. These privileges were expected to give the scholars bigger opportunities to attain quality and excellent education. In addition, with these privileges, the scholars were expected to spend time in their studies without worrying too much on lack of financial assistance for their projects and other requirements.

However, with all these opportunities for achieving quality education, it was observed through interviews to randomly selected instructors and professors that many of the scholars still had scholastic deficiencies and claimed to meet several problems resulting to poor academic performances. With these observations, the researcher was inspired to investigate further the socio-economic status and academic performance of the scholars of Guimaras State College. Hence, this study was conducted.

### **Research Objectives**

This study aimed to determine the socio-economic status and academic performance of the scholars of Guimaras State College in three campuses for Academic Year 2014-2015.

Specifically, this sought answers to the following questions:

1. What is the socio-economic status of the respondents when grouped according to sex, age, course, year level, civil status, address, family monthly income, and number of family dependents?
2. What is the academic performance of the respondents when grouped according to sex, age, course, year level, civil status, address, family monthly income, and number of family dependents?
3. Are there significant differences in the scholarship programs when grouped according to sex, age, course, year level, civil status, address, family monthly income and number of family dependents?
4. Are there significant differences in the academic performance of the respondents when classified according to sex, age, course, year level, civil status, address, family monthly income and number of family dependents?
5. Is there a significant relationship in the scholarship programs and academic performance when grouped according to sex, age, course, year level, civil status, address, family monthly income and number of family dependents?

### **Hypothesis**

1. There are no significant differences in the scholarship programs when classified according to sex, age, course, year level, civil status, address, family income and number of family dependents.
2. There are no significant differences in the academic performance when grouped according to sex, age, course, year level, civil status, address, family monthly income and number of family dependents.
3. There is no significant relationship in the scholarship programs and academic performance when grouped according to sex, age, course, year level, civil status, address, family monthly income and number of family dependents.

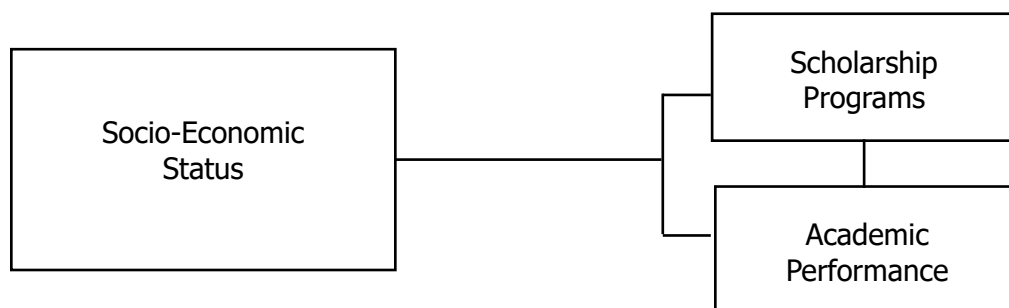
## Theoretical Framework

This study was anchored on Academic theory known as Mismatch Theory of Vikram David Amar which stress the importance of scholarship programs. One reason that the mismatch case against affirmative action is a hard one to make in the difficulty in measuring the intangible benefits of attending one of the country's most selective institutions—such as access to powerful peer networks, the long-term prestige of a diploma, and the increased likelihood that one's children will aspire to and be able to attain the highest levels of educational accomplishment. For starters, even if students who attend more selective schools by virtue of affirmative action do currently tend to have more difficulty, and worse career outcomes, than they would if they attended less selective schools, it might be possible to remedy the problem with better academic support and related programs. Perhaps the flaw with affirmative action programs is not that less-prepared students are admitted, but that such students are not given the resources we might expect individuals with below-average levels of preparation and demonstrated skill to need. In this regard, it might also be of help to allow such students to take a lighter course load over a longer period of time to acclimate to an environment of stiffer competition. It maintained that an admittee whose strong high school performance was not predicted by her standardized test scores and middle school grades might decide that, once again, she will "overachieve" in college—and enter the most selective school that accepts her. In contrast, an admittee who is highly sensitive to, and demoralized by, the risk of getting poor grades might realize she would prefer being a student with (a higher chance of) a better grade point average at a less-selective school. An admittee who knows his charm and public speaking finesse will help him prevail in moot court may not worry as much about low school grades; but a shy admittee who knows he does not interview especially well may want to go to a law school where his grades will likely be better. In establishing better academic performance, the above-mentioned theory was supported by Jean Piaget as she authored a theory based on the idea that a developing child builds cognitive structures, mental "maps", for understanding and responding to physical experiences within their environment. Piaget proposed that a child's cognitive structure increases in sophistication with development, moving from few innate reflexes such as crying and sucking to highly complex mental activities.

## Conceptual Framework

The researchers conceptualized that the academic performance of the scholars were influenced by both personal factors like sex, age, course, year level and civil status and environmental factors like home address, family monthly income and number of family dependents. The possible differences among variables were set into focus in the research paradigm below.

## Research Paradigm



## **REVIEW OF RELATED LITERATURE**

It is a mandated function of the state as provided in the Philippine Constitution "to protect, foster and promote the right of all citizens to affordable quality education at all levels and to take appropriate steps to ensure that such education shall be accessible to all" (Art. XIV, Sec. 1) and "to establish and maintain a system of scholarship, grants, student loan programs, subsidies and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged", (Art. XIV, Sec. 2 (3)). Pursuant to this, the Commission on Higher Education was created on May 18, 1994 through Republic Act No. 7722, or the "Higher Education Act of 1994).

Nowadays, there are so many scholarship programs and grants which are provided by both public and private agencies to support this mandated function. Like for instance, just in 2014, Two Billion Five Hundred Million Pesos (Php. 2, 500, 000.00) was used for tertiary education of poor but deserving students belonging to indigent household under the National Household Targeting System for Poverty Reduction (NHTS-PR) identified by the Department of Social Welfare and Development (DSWD) or informal sector families. Potential student-grantees shall be enrolled in State Universities and Colleges (SUCs) in course offerings aligned with the priorities of the government.

In addition, there was also a Revised Guidelines for the Implementation of Student Financial Assistance Programs (StuFAPs). StuFAPs applies to the programs like Full Scholarship intended for high school graduates whose General Weighted Average (GWA) is at least 90% or its equivalent in the third year and at least 90% in the first three grading periods of the fourth year, who will enroll in identified priority courses in duly authorized public or private, Partial Scholarship is intended for high school graduates whose GWA is at least 85% or its equivalent and for graduating high school students whose GWA is at least 85% in the third year and at least 85% in the first three grading periods of the fourth year, who will enroll in identified priority courses in duly authorized public HEIs. Private Education Student Financial Assistance (PESFA) Scholarship is also intended for high school graduates whose GWA is at least 85% or its equivalent and for graduating high school students whose GWA is at least 85% or its equivalent in the third year and at least 85% in the first three grading periods of the fourth year, who will enroll in identified priority courses in duly authorized private HEIs. Tulong Dunong (TD) on the other hand is intended for high school graduates whose GWA is at least a passing grade and for graduating high school students whose GWA is at least a passing grade in the third year and in the first three grading periods of the fourth year and who will enroll in identified priority courses in duly authorized public or private HEIs. Study Now Pay Later Plan (SNPLP) is a kind of loan program is intended to provide financial assistance to deserving students who are enrolled or to enroll in any curriculum year level in identified priority courses in duly authorized private HEIs.

Aside from these CHED scholarships and grants, the Local Government Units (LGUs) and some other private agencies continued to offer scholarship programs to poor but deserving students.

## **Methodology**

### **Research Design**

Descriptive research design was used in this study with 458 respondents who represent the total enumeration of scholars as reflected in the Students' Information and Accounting System (SIAS).

### **Respondents and Sampling Procedures**

Guimaras State College has a total population of 458 scholars for Academic Year 2014-2015. Since the number is manageable, complete enumeration of scholars was employed in this investigation.

**Table 1**  
**Distribution of the Respondents by Course**

Variables	Frequency Count	Percentage
Bachelor of Elementary Education (BEED)	44	9.61
Bachelor of Secondary Education (BSED)	97	21.18
Bachelor of Science in Business Administration (BSBA)	143	31.22
Bachelor of Science in Hotel & Restaurant Management (BSHRM)/ Hotel & Restaurant Service Technology (HRST)	7	1.53
Bachelor of Science in Criminal Justice Education (BSCJE)	45	9.82
Bachelor of Science in Information Technology (BSIT)	72	15.72
Bachelor of Industrial Technology (BIT)	31	6.77
Bachelor of Science in Agricultural Sciences (BSAS)	19	4.15
Total	458	100

### **Data processing**

The following statistical tools were used to interpret the gathered data: Frequency Count, Percentages, Mean, T-test, and ANNOVA.

### **Date Gathering Procedure**

The researchers-made questionnaire was used in this study. This questionnaire was submitted to the panel of research experts for content validation. Part 1 determined the Profile of the Respondents. Part 2 determined the respondents' academic performance. These questionnaire was personally administered by the researchers to all scholars of the college during their vacant periods and the data were immediately gathered for encoding.

## **Results and Discussion**

### **Socio-Economic Status of the Respondents**

**Family Income.** When the respondents were grouped according to family income, the result of the study showed that 282 or 61.57% of them were having the family monthly income of Php. 5,000.00 and below, 141 or 30.79% of them were having a family monthly income of Php. 5,001.00 to Php. 10,000.00, 25 or 5.46% of them were having a family monthly income of Php. 10,001.00 to Php. 15,000.00, 5 or 1.09% of them were having a family monthly income of Php. 15,001.00 to Php. 20,000.00 and 5 or 1.09% of them were having a family monthly income of Php. 20,001.00 to Php. 25,000.00.

**Number of Family Dependents.** When the respondents were grouped according to the number of family dependents, the result of the study showed that 268 or 58.52% of them were having 1 to 3 family dependents, 156 or 34.06% of them were having 4 to 6 family dependents, 29 or 6.33% of them were having 7 to 9 family dependents, and only 5 or 1.09% of them were having 10 and above family dependents. These data were shown in Table 2.

**Table 2****Socio-Economic Status in Terms of Family Monthly Income and No. of Family Dependents**

<b>VARIABLES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>Family monthly income</b>		
Php. 5,000 and Below	282	61.57
Php. 5,001 to Php.10,000	141	30.79
Php. 10,001 to Php. 15,000	25	5.46
Php. 15,001 to Php. 20,000	5	1.09
Php. 20,001 to Php. 25,000	5	1.09
total	458	100
<b>no. of family dependents</b>		
1 to 3	268	58.52
4 to 6	156	34.06
7 to 9	29	6.33
10 and Above	5	1.09
total	458	100

**Academic Performance of the Scholars**

The result of the study showed that generally, 289 or 63.10% of the respondents had obtained a general weighted average (GPA) of 1.6 to 2.0 which was described to have "very good" academic performance, 75 or 16.38% of the respondents had gained a GPA of 1.0 to 1.5 which was described to be "superior", 90 or 19.65% of them had a GPA of 2.1 to 2.5 which was described to be "good" and only four (4) of them have obtained a GPA of 2.6 and below as shown in Table3 below.

**Table 3****Academic Performance of the Scholars for Academic Year 2014-2015**

	<b>Genptaveprevsem</b>		
	<b>Observed N</b>	<b>Percentage</b>	<b>Remarks</b>
	<b>75</b>	<b>16.38</b>	<b>Superior</b>
<b>1.6 to 2.0</b>	<b>289</b>	<b>63.1</b>	<b>Very Good</b>
<b>2.1 to 2.5</b>	<b>90</b>	<b>19.65</b>	<b>Good</b>
<b>2.6 and below</b>	<b>4</b>	<b>0.87</b>	<b>Passing</b>
<b>Total</b>	<b>458</b>		

**Significant Differences in the Scholarship Programs**

**Sex.** It was showed that there was no significant difference in the scholarship programs of the college when the respondents were grouped according to variable sex. The mean score of 1.7555 and 1.6048 yielded a p-value of 0.930 or 0.93 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the scholarship program of the college when the respondents will be classified according to sex" was accepted.

**Table 4****Significant Difference in the Scholarship Programs in terms of Sex**

	Mean	N	Correlation	Significance
Pair 1 Sex & Scholarship Program	1.7555 1.6048	458	0.004	0.930

$P > 0.05$  not significant at .05 alpha

**Age.** It was showed that there was a significant difference in the scholarship programs of the college when the respondents were grouped according to variable age. The mean score of 5.489 and 0.804 yielded a p-value of 0.000 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated that "There is no significant difference in the scholarship program of the college when the respondents were classified according to age" was rejected.

**Course.** It was showed that there was a significant difference. The mean score of 4.338 and .780 yielded a p-value of 0.000 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated that "There is no significant difference in the scholarship program of the college when the respondents were classified according to age" was rejected.

**Year Level.** It was showed that there was a significant difference in the scholarship programs of the college when the respondents were grouped according to variable year level. The mean score of 14.371 and .745 yielded a p-value of 0.000 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated that "There is no significant difference in the scholarship program of the college when the respondents were classified according to year level" was rejected.

**Civil Status.** It was showed that there is no significant difference in the scholarship programs of the college when the respondents were grouped according to variable civil status. The mean score of 1.476 and .833 yielded a p-value of 0.184 or 0.18 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the scholarship program of the college when the respondents were classified according to civil status" was accepted.

**Home Address.** It was showed that there is no significant difference in the scholarship programs of the college when the respondents were grouped according to variable home address. The mean score of 1.399 and .826 yielded a p-value of .108 or 0.11 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the scholarship program of the college when the respondents were classified according to home address" was accepted.

**Family Monthly Income.** It was showed that there is no significant difference in the scholarship programs of the college when the respondents were grouped according to variable family monthly income. The mean score of 1.862 and .826 yielded a p-value of 0.62 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the scholarship program of the college when the respondents were classified according to family monthly income" was accepted.

**Number of Family Dependents.** It was showed that there is no significant difference in the scholarship programs of the college when the respondents were grouped according to variable no. of family dependents. The mean score of .504 and .837 yielded a p-value of 0.614 which was higher than 0.05 level of significance. Thus, that the null hypothesis which stated "There is no significant difference in the scholarship program of the college when the respondents were classified according to no. of family dependents" was accepted.

**Table 5**

**Significant Difference in the Scholarship Programs in terms of Age, Course, Year Level, Civil Status, Home Address and Family Monthly Income**

<b>Variables</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>age</b>					
between groups	16.468	3	5.489	6.828	.000
within groups	365.001	454	.804		
total	381.469	457			
<b>course</b>					
between groups	30.364	7	4.338	5.559	.000
within groups	351.106	450	.780		
total	381.469	457			
<b>year level</b>					
between groups	43.112	3	14.371	19.282	.000
within groups	338.357	454	.745		
total	381.469	457			
<b>civil status</b>					
between groups	1.476	1	1.476	1.771	.184
within groups	379.993	456	.833		
total	381.469	457			
<b>home address</b>					
between groups	9.795	7	1.399	1.694	.108
within groups	371.674	450	.826		
total	381.469	457			
<b>family monthly income</b>					
between groups	7.448	4	1.862	2.255	.062
within groups	374.021	453	.826		
total	381.469	457			
<b>no. of family dependents</b>					
between groups	1.513	3	.504	.603	.614
within groups	379.956	454	.837		
total	381.469	457			
P>0.05 not significant at .05 alpha					

P>0.05 not significant at .05 alpha

### **Significant Differences in the Academic Performance**

**Sex.** It was showed that there was a significant difference in the academic performance when the respondents were grouped according to variable sex. The mean score of 1.7555 and 2.0502 yielded a p-value of 0.001 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to sex" was rejected. as shown in Table 4.

**Table 6**

**Significant Difference in the Academic Performance in Terms of Sex**

	<b>Mean</b>	<b>N</b>	<b>Correlation</b>	<b>Significance</b>
Pair 1 Sex & Scholarship Program	1.7555 2.0502	458	-.149	.001

P>0.05 not significant at .05 alpha



**Age.** It was showed that there was no significant difference in the academic performance when the respondents were grouped according to variable age. The mean score of .470 and .393 yielded a p-value of 0.310 or 0.31 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to Age" was accepted.

**Course.** It was showed that there was a significant difference in the academic performance when the respondents were grouped according to variable course. The mean score of 3.501 and 0.345 yielded a p-value of 0.000 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to course" was rejected.

**Year Level.** It was showed that there was a significant difference in the academic performance when the respondents were grouped according to variable year level. The mean score of 3.318 and 0.374 yielded a p-value of 0.000 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to year level" was rejected.

**Civil Status.** It was showed that there was no significant difference in the academic performance when the respondents were grouped according to variable civil status. The mean score of 1.222 and 3.92 yielded a p-value of 0.078 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to civil status" was accepted.

**Home Address.** It was showed that there was a significant difference in the academic performance when the respondents were grouped according to variable home address. The mean score of 1.309 and 0.379 yielded a p-value of 0.001 was lower than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to home address" was rejected.

**Family Monthly Income.** It was showed that there was no significant difference in the academic performance when the respondents were grouped according to variable family monthly income. The mean square of 0.73 and 0.396 yielded a p-value of 0.946 which was higher than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to family monthly income" was accepted.

**No. of Family Dependents.** It was showed that there was a significant difference in the academic performance when the respondents were grouped according to variable no. of family dependents. The mean score of 1.129 and 0.389 yielded a p-value of 0.034 which was lower than 0.05 level of significance. Thus, the null hypothesis which stated "There is no significant difference in the academic performance when the respondents were classified according to no. of family dependents" was rejected.

**Table 7**

**Significant Difference in Academic Performance in Terms of Age, Course, Year Level, Civil Status, Home Address and No. of Family Dependents**

	Sum of Squares	df	Mean Square	F	Sig.
<b>age</b>					
between groups	1.411	3	.470	1.197	.310
within groups	178.434	454	.393		
total	179.845	457			
<b>course</b>					
between groups	24.505	7	3.501	10.141	.000
within groups	155.34	450	.345		
total	179.845	457			
<b>year level</b>					
between groups	9.954	3	3.318	8.867	.000
within groups	169.891	454	.374		
total	179.845	457			
<b>civil status</b>					
between groups	1.222	1	1.222	3.119	.078
within groups	178.623	456	.392		
total	179.845	457			
<b>home address</b>					
between groups	9.166	7	1.309	3.452	.001
within groups	170.679	450	.379		
total	179.845	457			
<b>family monthly income</b>					
between groups	0.294	4	.073	0.185	.946
within groups	179.551	453	.396		
total	179.845	457			
<b>no. of family dependents</b>					
between groups	3.388	3	1.129	2.906	.034
within groups	176.456	454	.389		
total	179.845	457			

P>0.05 not significant at .05 alpha

### **Significant Relationships Between Scholarship Programs and Academic Performance**

The result of the study showed that there is no significant relationship between the academic performance and scholarship program of the college. The mean score of 1.0502 and 1.6048 yielded a p-value of 0.468 which was higher than 0.05 level of significance. Thus, this meant the null hypothesis which stated "There is no significant relationship between academic performance and scholarship programs" was accepted.

**Table 8**

**Significant Relationship Between Academic Performance and Scholarship Programs**

	Mean	N	Correlation	Significance
academic performance & scholarship programs	1.0502 1.6048	458	-.034	.468

P>0.05 not significant at .05 alpha

## **Conclusions**

Based on the aforementioned findings, the following conclusions were reached:

1. Most of the scholars were having a family monthly income of Php. 5,000.00 and below and had 1 to 3 family dependents.
2. Most of the scholars were described to have "very good" academic performance.
3. There were no significant differences in the scholarship programs of the college in terms of sex, civil status, home address, family monthly income and number of family dependents while there only differences in terms of age, course and year level.
4. There were no significant differences in the academic performance of the scholars in terms of age, civil status, and family monthly income while there were only differences in terms of sex, year level, home address, and number of family dependents.
5. There was no significant relationship between academic performance and scholarship Programs

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