

Student Organizations of LPU: Assessing their Performance Towards the Attainment of Institutional Goals

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Abstract - This study assessed the performance of student organizations of the Lyceum of the Philippines University in terms of organization's objectives, operations, and outputs/achievements, and to determine how student organizations contributed to the development of the institutional goals. Participants of study were the active members and the advisers of all recognized student organizations for the school year 2006-2010. The research used the descriptive method of research with triangular approach where empirical data was supported with qualitative analysis and interviews with student organization members and advisers. The data were treated using weighted mean, ranking and t-test. Results revealed that LPU student organizations provide activities which contribute to the academic, socio-cultural, cognitive and personal development of the students, thus, student organizations play an

important role in attaining the identified institutional goals. A student organization development program is proposed which focused on the organizational needs and assessment to help realize institutional goals.

Keywords - student organization, institutional goals

INTRODUCTION

Student organizations become one of the avenues which concretize the school's philosophy of education and institutional goals.

As quoted in the LPU Student Manual, Sec. 1, Art. XIV , "it is the Lyceum's policy to encourage students who have the time to join recognized student organizations that will supplement their formal education, such as vehicles for practical and meaningful experiences, greater productivity and creative endeavors"

The student organizations in the university have been actively involving themselves in various activities and some have been faring well in terms of achievements and accomplishment of their goals, however, despite the good works and achievements of these organizations, there is still the need to assess the quality of performance of these student organizations in terms of their objectives, their operations and outputs or achievements and programs if coincided with that of the institutional goals. The extent of to which these student organizations contribute to the attainment of institutional goals will also determine how much the school will also help in the enhancement of the student organizations' programs.

The researchers deemed it necessary to assess the student organizations at LPU with the end view of determining their contributions to the development of the students, in line with the school's vision-mission and institutional goals.

Overall, the study assessed the performance of the student organizations during the academic years 2006-2007 to 2008-2009.

OBJECTIVE OF THE STUDY

The study determined the performance of student organizations of the Lyceum of the Philippines towards the attainment of institutional goals.

FRAMEWORK

Lyceum of the Philippines University is supported in its institutional mission and vision guiding it to pull off the goals and objectives of the student organizations. In every endeavor they undertake, the objectives must be assimilated with the institutional mission-vision statement, and to quote the LPU Vision and Mission Statement:

Vision

Lyceum of the Philippines University envisions itself as a leading university in the Asia Pacific region, dedicated to the development of the integral individual who constantly seeks the truth and acts with fortitude in service to God and country.”

The part of the mission which concretizes the goal for student development in relation to the goals of student organizations cites,

“Build a community of God-centered, nationalistic, environment conscious and globally competitive professionals with wholesome values and attitudes. – professionalism and values”.

Student Organizations and co-curricular affairs Student organizations help create a challenging and supportive environment in which students can realize the full potential of their abilities and come to understand their responsibility of service to the larger community. (http://www.trinity.edu/cci/student_org/index.htm). Each organization operates through the guide of its goals and objectives, the organizational mission and vision.

The State Policy for youth is enshrined in Section 13, Article II of the 1987 Philippine Constitution, to wit; “Article XVI provides that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society, and encourage non-formal, informal, and indigenous learning systems.

It is very important to note that in relation to this, co-curricular programs, projects and activities is grounded on the idea that education does not stop inside the classroom, it extends beyond school walls and formal training, and that quality education depends largely on the capability to integrate formal education in a bigger world of learning called life through co-curricular and practical training. (http://www.depedcsca.com/index.php?option=com_content&task=view&id=13&Itemid=27).

In the study conducted by Dueños, he found out that the values of the respondents of his study are very much developed upon joining extracurricular activities. There is a very strong relationship between the management, extracurricular activities and values developed among the respondents. He also revealed that the values of the respondents are very much developed upon joining extracurricular activities.

Meanwhile, Tiglao(1998) in her study on students' participation and involvement in School Clubs and Organizations at the Benigno S. Aquino National High School, found out that as perceived by the students, development of talents and special abilities were the primary contributions that they gained in their involvement with the different school clubs and organizations.

In 2002, Garcia, in his study disclosed that the student organizations play an important role in student development by providing academic, interpersonal and psychological support system. Student involvement was also pointed out as an important factor in effective student program, while organizational culture and climate were determined to provide pertinent data for contextualizing and formulating goals for and planning student programs.

Guiwa (2000) in the study on the co-curricular organizations at St. Scholastica's Academy, Pampanga, indicated that there was no significant difference on the perceptions of the student-members and moderator/coordinators on the extent of the attainment of objectives through the activities as implemented of the various co-curricular organizations; that the various co-curricular organizations were assessed to have contributed much to the development of students.

George, P. (2002) revealed that student participation in co-curricular activities is reflected in improved academic achievement.

MATERIALS AND METHODS

Utilizing the descriptive method of research, the study assessed the performance of the 58 recognized student organizations for the school year 2008-2010. From the total 9207 students who are members of the student organizations, 204 were a sample drawn using Slovin's formula with 7 percent margin error. Meanwhile, 51 out of 58 advisers or 87.93% was also subjects of the study in determining the difference of the students' and advisers' rating. The respondents were proportionately allocated by student organization to ensure a fair representation of the different student organizations

Instruments

There were two sources from where data were gathered. The first sources of data were gathered from the records kept at the Office of Student Affairs Office of the university. The second source of data was the survey results gathered through a researcher -made questionnaire.

Data Analysis

Gathered data from the instrument were tallied and analyzed. Using the weighted mean, the typicality of responses of the respondents as to the performance of the student organizations was determined. The result was ranked and interpreted. The researcher compared the gathered data from the students and advisers using the t-test if there was a significant difference among the responses of the two. Meanwhile, weighted mean was again used to determine the extent on how these student organizations contributed to the attainment of institutional goals.

RESULTS AND DISCUSSION

1. Programs and Activities

Programs and activities showed the students' extracurricular activities focused more on the development of both personal and professional goals, leadership skills, and lasting friendships

with peers and additional learning about a chosen career field. Activities and programs designed by the student organizations are the integral parts of the organizational planning and operation and they are designed to assist the individual student to attain maximum self-realization and to become effective in his social environment.

2. Student Organizations

Table 2.1. Weighted mean and verbal interpretation of the student organization members' rating on the quality of student organizations in terms of objectives

Items	Weighted Mean	Verbal Interpretation	Rank
Promotion of leadership on campus	4.47	Agree	3
Promotion of harmonious relationship between school authorities and students	4.49	Agree	2
Encouragement of academic excellence	4.45	Agree	4
Development of commitment of students	4.37	Agree	8
Development of intellectual competence of students	4.40	Agree	6.5
Promotion of involvement in value training, character formation and development of core values	4.51	Strongly Agree	1
Participation in the planning/ programming of student activities	4.41	Agree	5
Development of wholesome personality or the member's attainment of physical well-being among members	4.36	Agree	10
Implementation of programs/ activities reflective of academic and non-academic pursuits	4.36	Agree	10
Implementation of programs and activities/that will support research	4.33	Agree	13

Implementation of programs/ activities that will support community services to realize its role in social transformation	4.35	Agree	12
Promotion of institutional culture and prestige	4.32	Agree	14
Development of students productivity and creative endeavors	4.36	Agree	10
Acquisition of new learning experiences to make students grow and enhance their potentials	4.40	Agree	6.5
Composite Mean	4.40	Agree	

The table shows that among the organization's objectives, promotion of involvement in value training, character formation and development of core values solely got the strongly agree verbal interpretation with the highest value of 4.51 in measuring the quality of student organization followed by "the promotion of harmonious relationship between school authorities and students" with a weighted mean of 4.42 with an "agree" verbal interpretation. Promotion of leadership on campus and encouragement of academic excellence followed in the rank with a 4.47 and 4.45 weighted mean respectively, both having interpreted as "agree". Meanwhile, promotion of institutional culture and prestige posted the lowest weighted mean of 4.32, verbally interpreted as "agree".

This means that LPU members of the student organizations are bound to follow their respective constitution and bylaws to become member of student organizations. From here, the organizations create value enhancement programs or trainings, and once these common values have been established among them, they are prepared to engage themselves in different activities to realize their goals. But, alongside with the realization of their goals, members are unacquainted in some degree that their character and core values are also being developed due to sense of involvement.

Table 2.2 reveals that among the items in the operation of student's organization, "Participates in the academic, cultural and spiritual

activities to enhance the student's development" and "Implements strategies to achieve higher self-realization of students as persons" share on top of the rank. Both items generated a 4.38 weighted mean value. On the other hand, "Assists in the holding of activities, recreation for students' physical development and at the learning of true values of sportsmanship" ranked third with a weighted mean value of 4.37. "Submits periodic reports covering the financial standing of the organization" landed on the fourth rank with a weighted mean value of 4.36 while "Initiates social activities where students can meet informally on a friendly basis" obtained the next spot with a weighted mean value of 4.33. Scoring the lowest weighted mean value of 4.20 is the item, "Implements projects based on research" Meanwhile, all items acquired an "agree" verbal interpretation.

Table 2.2. Weighted mean and verbal interpretation of the student organization members' rating on the quality of student organizations in terms of operations of the organization

Items	Weighted Mean	Verbal Interpretation	Rank
Conducts regular schedules of meetings	4.28	Agree	10
Submits calendar of activities to the administration for approval	4.31	Agree	6.5
Sponsors symposia, seminars, quiz bowls, workshops, convocations, drug educational programs and other activities for development	4.30	Agree	8.5
Initiates social activities where students can meet informally on a friendly basis	4.33	Agree	5
Participates in the academic, cultural and spiritual activities to enhance the students development	4.38	Agree	1.5
Assists in the holding of activities, recreation for students' physical development and at the learning of true values of sportsmanship	4.37	Agree	3

Participates in the local, regional and and national contests	4.27	Agree	11
Conducts outreach programs and community services to help the needy and underprivileged	4.30	Agree	8.5
Implements projects based on research	4.20	Agree	12
Implements strategies to achieve higher self-realization of students as persons	4.38	Agree	1.5
Submits periodic reports covering the accomplishments of the organization	4.31	Agree	6.5
Submits periodic reports coercing the financial standing of the organization	4.36	Agree	4
Composite Mean	4.32	Agree	

Results were supported by Tiglao (1998) that those students who actively participated in school clubs and organizations were sufficiently provided with many opportunities to improve themselves physically, mentally, socially and personally wise.

Eyler and Giles (1999) demonstrated that one-semester service learning classes had significant, consistent, and modest effects on student personal, civic, cognitive and academic outcomes in multicampus pre-and post-tests.

This means that student activities and programs develop leadership abilities of the students are tested well as they spearhead athletics, socio-cultural, educational, and religious activities in the community.

Table 2.3 reveals that the quality of student organizations in terms of outputs/achievements, "Related seminars/workshop which develops the student's knowledge, skills and work values" got the highest weighted mean of 4.38 with verbal interpretation of "agree". "Extension of community services to help people become productive and responsible" and "activities where students' knowledge, skills and values are developed" knot at second rank with a weighted mean of 4.34 of the same verbal interpretation of "agree". Meanwhile, among the outputs/achievements, "Assistance to carry out the functions of the school", "Awards in local, regional and national level competitions",

and “Projects initiated by the organization” landed the bottom part in the rank placing them in the 8th, 9th and 10th spot with weighted mean of 3.90, 3.58 and 3.31 respectively. Among these items, all were verbally interpreted as “agree” except the very last item which was verbally interpreted as “moderately agree”

Table 2.3. Weighted mean and verbal interpretation of the student organization members’ rating on the quality of student organizations in terms of outputs/achievements

Items	Weighted Mean	Verbal Interpretation	Rank
Membership of at least 25 for each organization	4.33	Agree	4
Extension of community services to help people become productive and responsible	4.34	Agree	2.5
Research/surveys made to assess the projects and programs	4.24	Agree	6
Fund raising activities to finance the organizations’ projects	4.29	Agree	5
Related seminars/workshop which develop the student’s knowledge, skills and work values	4.38	Agree	1
Activities where students’ knowledge, skills and values are developed	4.34	Agree	2.5
Affiliation with other organizations (local, national, etc.)	4.11	Agree	7
Assistance to carry out the functions of the school	3.90	Agree	8
Awards in local, regional and national level competitions	3.58	Agree	9
Projects initiated by the organization	3.31	Moderately Agree	10
Composite Mean	4.08	Agree	

Co-curricular involvement provides undergraduates of LPU an opportunity to apply theory from the classroom, experience mature ways of interacting with others have fun and shape their attitudes while participating in the activities towards the attainment of common goal.

On the other hand, respondents of the study moderately agree that they belong to quality student organizations, This result compliments with the outcome generated from the preceding statement of the problem of this study with regards to operations of student organizations. Since research has become the least consideration before members and advisers come up with the calendar of activities for the year round operations, the favoured that formal research maybe conducted during the planning stage, there are valid sources to consider in order coming up with more productive, visible and oportune activities.

3.1. The succeeding tables present the student organization advisers' rate on the quality of student organizations in terms of organization's objectives, operations and outputs/achievements

Table 3.1. Weighted mean and verbal interpretation of the student organization advisers' rating on the quality of student organizations in terms of objectives

Items	Weighted Mean	Verbal Interpretation	Rank
Promotion of leadership on campus	4.43	Agree	2.5
Promotion of harmonious relationship between school authorities and students	4.45	Agree	1
Encouragement of academic excellence	4.24	Agree	10.5
Development of commitment of students	4.24	Agree	10.5
Development of intellectual competence of students	4.29	Agree	7
Promotion of involvement in value training, character formation and development of core values	4.43	Agree	2.5
Participation in the planning/programming of student activities	4.24	Agree	10.5
Development of wholesome personality or the member's attainment of physical well-being among members	4.31	Agree	5.5
Implementation of programs/activities reflective of academic and non-academic pursuits	4.22	Agree	14
Implementation of programs and activities/ that will support research	4.27	Agree	8.5

Implementation of programs/activities that will support community services to realize its role in social transformation	4.24	Agree	10.5
Promotion of institutional culture and prestige	4.27	Agree	8.5
Development of students productivity and creative endeavors	4.31	Agree	5.5
Acquisition of new learning experiences to make students grow and enhance their potentials	4.35	Agree	4
Composite Mean	4.64	Strongly Agree	

Table 3.1 reveals that among the organization's objectives, "Promotion of harmonious relationship between school authorities and students" got the highest weighted mean of 4.45 with "agree" verbal interpretation. This is shown by the fact that student members continue to work together until the end of their term. "Promotion of leadership on campus" and "Promotion of involvement in value training, character formation and development of core values" ranked second registering 4.43 weighted mean of "agree" verbal interpretation. Meanwhile, as data show, sharing at the 13th spot were "Implementation of programs/activities that will support community services to realize its role in social transformation", "Development of commitment of students", and "Encouragement of academic excellence" with weighted mean of 4.24 of "agree" verbal interpretation. "Implementation of programs/activities reflective of academic and non-academic pursuits" got the lowest weighted mean of 4.22 with "agree" verbal interpretation.

Table 3.2. Weighted mean and verbal interpretation of the student organization advisers' rate on the quality of student organizations in terms of operations of the organization

Items	Weighted Mean	Verbal Interpretation	Rank
Conducts regular schedules of meetings	4.16	Agree	10.5
Submits calendar of activities to the administration for approval	4.47	Agree	1

Sponsors symposia, seminars, quiz bowls, workshops, convocations, drug educational programs and other activities for student development	4.29	Agree	7
Initiates social activities where students can meet informally on a friendly basis	4.31	Agree	6
Participates in the academic, cultural and spiritual activities to enhance the students development	4.41	Agree	4.5
Assists in the holding of activities, recreation for students' physical development and at the learning of true values of sportsmanship	4.41	Agree	4.5
Participates in the local, regional and and national contests	4.20	Agree	9
Conducts outreach programs and community services to help the needy and underprivileged	4.27	Agree	8
Implements projects based on research	4.16	Agree	10.5
Implements strategies to achieve higher self-realization of students as persons	4.39	Agree	5
Submits periodic reports covering the accomplishments of the organization	4.45	Agree	2
Submits periodic reports covering the financial standing of the organization	4.42	Agree	3
Composite Mean	4.27	Agree	

Table 3.2 shows that among the items for operations, "Submits calendar of activities to the administration for approval", "Submits periodic reports covering the accomplishments of the organization" and "Submits periodic reports covering the financial standing of the organization" ranked first with mean scores of 4.47, 4.45 and 4.42, respectively with "agree" verbal. On the other hand, on the 9th rank, "Participates in the local, regional and national contests" got the weighted mean of 4.20 with "agree" verbal interpretation. Registering 4.16 mean scores were the items, "Conducts regular schedules of meetings" and "Implements projects based on research" which ranked last with "agree" verbal interpretation.

Based on the results, the advisers were particular to the documents pertaining to the organizations' activities, financial reports and

accomplishment reports. They also said that they could not attend meetings due to conflicts in their teaching schedules. And they claimed that there was no formal research involved prior to implementation of programs/activities and that some organizations are unable to participate in different contests local, regional and international due to the fact that the colleges or the departments are the facilitating agents which take the credit.

The data from table 3.3 indicates that among the achievements, "Related seminars/workshop which develops the student's knowledge, skills and work values" got the highest weighted mean of 4.25 with "agree" verbal interpretation. The next rank was occupied by the item, "Activities where students' knowledge, skills and values are developed" with mean score of 4.24 with "agree" verbal interpretation." Membership of at least 25 for each organization" ranked third with a weighted mean of 4.22 of "agree" verbal interpretation. Meanwhile, "Assistance to carry out the functions of the school" got the eight spot with mean score of 3.94 with "agree" verbal interpretation. "Awards in local, regional and national level competitions" placed in the ninth spot with the weighted mean of 3.24 and verbally interpreted as "moderately agree". Interpreted as "Moderately

Table 3.3. Weighted Mean and verbal interpretation of the student organization advisers' rate on the quality of student organizations in terms of outputs/achievements

Items	Weighted Mean	Verbal Interpretation	Rank
Membership of at least 25 for each organization	4.22	Agree	3
Extension of community services to help people become productive and responsible	4.16	Agree	7
Research/surveys made to assess the projects and programs	3.23	Moderately Agree	10
Fund raising activities to finance the organizations' projects	4.20	Agree	5.5

Related seminars/workshop which develop the student's knowledge, skills and work values	4.25	Agree	1
Activities where students' knowledge, skills and values are developed	4.24	Agree	2
Affiliation with other organizations (local, national, etc.)	4.20	Agree	5.5
Assistance to carry out the functions of the school	3.94	Agree	8
Awards in local, regional and national level competitions	3.24	Moderately Agree	9
Projects initiated by the organization	4.21	Agree	4
Composite Mean	3.99	Agree	

Agree", the item "Research/surveys made to assess the projects and programs" ranked last with weighted mean of 3.23.

From the data, the advisers believed that the best achievement that student organizations bring to the students is the opportunities that they offer in developing the student skills, knowledge and values. Advisers plan the programs and activities that maybe initiated by the student organizations that may repackage the individual members into productive person. When it comes to membership, the student organizations cultivate norms of involvement for all students by actively recruiting rather than waiting for the students to involve in.

Table 4. Differences of responses between members and advisers as to the objectives, operations, achievements and the extent on how these student organizations contribute in the attainment of institutional goals.

Variables	t_{computed}	t_{table}	Sig. Value	Interpretation
Objectives	-0.798		0.426	Not Significant
Operation	-1.136		0.257	Not Significant
Achievements	-1.744		0.082	Not Significant

Based from the table, it shows that all computed t values were less than the tabular value of 1.960 with degrees of freedom of 255, also the resulted sig.values were greater than 0.05 level of significance, thus the null hypothesis of no significant difference on the responses of the advisers and students with regards to objectives, operations and achievements is accepted. This means that there is no difference exists between the two groups of respondents.

5. Student organizations' contribution towards the attainment of institutional goals

Table 5. Weighted mean and verbal interpretation of the student organization members' and advisers' rating on the extent on how student organizations have contributed to the development of the institutional goals.

Items	Weighted Mean	Verbal Interpretation	Rank
Enable members participate in the pursuit of excellence towards the university status	4.28	Agree	20
Impart knowledge on specific discipline	4.31	Agree	12.5
Suit to the needs of the changing global environment	4.26	Agree	22

Relate and find relevance to the course	4.29	Agree	18.5
Develop work skills necessary to future profession	4.34	Agree	7
Enhance leadership traits and skills	4.35	Agree	5.5
Develop good study habits and attitudes	4.32	Agree	10.5
Develop communication skills and competencies	4.33	Agree	9
Develop the core value of God-centeredness	4.31	Agree	12.5
Enable one to become globally competitive	4.31	Agree	12.5
Develop love for truth	4.35	Agree	5.5
Develop love for fellowmen and country	4.31	Agree	12.5
Enable one to become self-reliant and economically productive	4.31	Agree	12.5
Enable one to practice social justice and responsibility	4.40	Agree	1.5
Develop the spirit of cooperation and volunteerism among members	4.37	Agree	4
Teach one to become environment conscious	4.27	Agree	21
Develop creative skills and resourcefulness	4.30	Agree	17
Encourage the use of research in planning the activities	4.29	Agree	18.5

Help improve the quality of life of the identified community	4.25	Agree	23
Help enhance institutions prestige and image	4.35	Agree	5.5
Inspire members to help promote the common good	4.40	Agree	1.5
Enable members to be active leaders of the school/community	4.38	Agree	3
Lead to the preservation of the cultural heritage	4.32	Agree	10.5
Composite Mean	4.73	Strongly Agree	

Table 5 shows that among the institutional goals, “to become self-reliant and economically productive” and to “inspire members to help promote the common good” posted the highest weighted mean of 4.40; “to enable members to be active leaders of the school/community” ranked next with weighted mean of 4.39. “Develop the spirit of cooperation and volunteerism among members”, was ranked fourth; while the ranked least were the items: “Teach one to become environment conscious”, “Suit to the needs of the changing global environment” and “Help improve the quality of life of the identified community”. With the weighted means of 4.27, 4.26 and 4.25, respectively. Meanwhile, all items in institutional goals under the study were verbally interpreted as “agree”.

It can be gleaned from the results that among the organizations’ goals which reflect to the institutional goals, items which got the highest weighted mean centered to the development of the individual members such as becoming self-reliant and economically productive, endorse common good among members, promote cooperation and volunteerism, enhance leadership skills and develop work skills for the future work assignments. In the study of Garcia (2002), he found out the student organizations play an important role in student development by providing academic, interpersonal and psychological support system.

CONCLUSIONS

The study generates the following conclusions:

1. Most of the activities and programs manifest the opportunities to develop the student skills, knowledge and values through academics and socio-cultural activities although they rarely organized spiritual and athletic- related activities.
2. Generally, the objectives of the student organizations satisfy the members need on what areas to be improved. Members of the student organizations claimed that research-based projects and activities should be initiated. In general, student organizations rated the outputs/achievements with an “agree” verbal interpretation.
3. The advisers believed that the objectives defined by their organizations are met specifically in developing the harmonious relationship among members and other school authorities, involvement in human formation and promotion of leadership skills. Advisers noted that the operational activities of student organizations are performing in accordance with the school’s policy as they gave “agree” verbal interpretation on all items. Advisers perceived the achievements/outcomes of the student organizations in different activities/programs that cultivate members’ development in terms of their knowledge, skills and values.
4. The members and advisers are congruent with their assessment in terms of the performance of student organizations.
5. The student organizations under the study are contributing to the attainment of institutional goals. Being self-reliant and economic productive member of the community is mostly achieved among the institutional goals as incorporated in the specific goals of the organizations.

RECOMMENDATIONS

From the findings generated by the study the following recommendations are hereby suggested:

1. The Office of Student Affairs of the University may adopt the proposed Student Organizations Development Program to ensure that the objectives of the student organizations are aligned with the institutional vision.
2. The findings of the study should be discussed among the advisers and officers and members as basis of their planning of activities for the following academic years.
3. The administration must sustain its support to every endeavor of the student organizations that may enhance the members' potentials.
4. Research similar to the present study must be employed to closely monitor and evaluate the performance of the student organization.

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