



## THE LEVEL OF STUDENTS AWARENESS ON THE POLITICAL CONDUCT OF ACTIVITIES OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY

**DR. CHONA PAJARILLO AGUSTIN,LPT**-Associate Professor Cagayan State University, Andrews Campus Tuguegarao City, Cagayan, Philippines 3500

**ABSTRACT:** *The awareness on political issues is a way of monitoring political activities in society. It shows how efficient and cooperative the individuals are in working together specifically in resolving matters towards the development of the community. It is also a way of recognizing their ideas for awareness through participatory and active engagements brought about by international or local relationship within certain groups. An understanding of politics then enables the individual to deal intelligently and more efficiently in the different aspects of life. This study aimed to assess the level of student's awareness on the political conduct of activities of the College of Business, Entrepreneurship and Accountancy. This study utilized the stratified random sampling method of students enrolled of the College of Business, Entrepreneurship and Accountancy with the different program offerings. Since this study aimed to assess the awareness of the students of the College on political issues and conduct of activities on the student governance, the descriptive correlational design was used . According to Yvonne L. Lamar (2004,1996. William M.K. Trochim <http://www.socialresearchmethods.net/tutorial/tutorial.htm>) correlational method may help the researcher in exploring the relationship between variables, predict scores on other variables and express the magnitude relationship between two variables. The data gathering tool used was prepared by the researcher based on the statement of the problem of the study. It has two parts: Part 1 deals with the personal profile of the respondents and Part 11 composed of the questionnaire proper on the awareness of the respondents on the on political issues and conduct of activities on the student governance. This study utilized the different statistical tools to deal on the data gathered such as a frequency and percentage count, the weighted mean. The findings of this study provides the researcher the need to be aware on issues relative to or has a direct relation on political matters concerning the institutions in order to have a smooth, continuous flow of events that will directly guide the activity on school governance. Based on the results of this undertaking, the researcher strongly recommends that a deeper discussion on the significance of suffrage and political participation as a foundation of a strong democratic society should be encouraged in the courses of Political Science and related law subjects enriched by seminars, symposia and trainings on political issues to be done in a regular basis to provide the students other avenues apart from the formal classroom sessions*

**KEYWORDS:** *political issues, political conduct, students 'awareness, political rights, political engagement, suffrage, democratic society*

## INTRODUCTION

Politics is the science of government or the administration of political affairs. It is also a term we often hear from different kinds of mass media such as televisions, radios,



newspapers and the like to include other social media platforms such as facebook, twitter or instagram. Likewise, it is indispensable that such a term finds its place through discussions at school and in the social or civic gatherings. It is an activity associated with the control of public discussions among a given people and in a given territory. This is an influential word that carries the true essence of democracy thereby making the state in action, that is, as a dynamic institution. But with the proper application of political activities, harmony will prevail to a certain group of people who have indulged in it. The necessity for an individual to acquire knowledge of politics is a big help for a better understanding on the said topic.

The awareness on political issues is a way of monitoring political activities in society. It shows how efficient and cooperative the individuals are in working together specifically in resolving matters towards the development of the community. It is also a way of recognizing their ideas for awareness through participatory and active engagements brought about by international or local relationship within certain groups whether tribal, provincial, or national. An understanding of politics then enables the individual to deal intelligently and more efficiently in the different aspects of life, be it social, cultural, economical, geographical and educational and other means that concerns this issue.

The political awareness in the school's governing body is the students' responsibility to participate in activities relating to the political conduct of the school. The intuition of political awareness makes the student body as a political resource and ultimately making students into responsible and knowledgeable citizens thus, developing in them skills of responsible leadership and competence. It will bring a diverse range of people to the campus and inspire political dialogue, maintain a high level of political contacts and resources for the students. In the process and to a larger extent, it could also enlighten students about the country's political process and inspire them to actively engage their rights and responsibilities as citizens of the Philippines and the world. Quite unfortunate is the fact that in today's contemporary system, the influence of the political leaders, both national and local, is now becoming outrageous given the behavioural patterns exemplified by them. Students mirrors themselves and thereby adapts certain political behaviors of leaders whether elected or appointed and by connecting themselves on political activities in either small institutions or civic organizations they are already practicing functions that pertain to their aim in the future. Thus, they develop a vision emulating present political



leaders the first step toward achieving this goal is becoming familiar and well oriented with various processes as well as the prevalence of outstanding knowledge in actively dealing with political issues and aspects.

Recent evidence suggests that there is a growing problem of civic disengagement among youth in the United States. Young people in high school report having little interest in civic and political affairs and little knowledge of or trust in the political system (Levine & Lopez, 2002; National Commission on Service-Learning, 2001; Rahm & Transue, 1998; Torney-Purta, 2002). Results from a recent poll indicate that many young people do not feel they can make a difference, solve problems in their communities, or have a meaningful impact on politics or government (Lake Snell Perry & Associates and The Tarrance Group, Inc, 2002). Policymakers and educational leaders alike have noted the woeful lack of interest in civic activities among youth and express concern about the future of democracy (for example, Education Commission of the States, 2002; National Commission on Service-Learning, 2001). Lack of engagement in the political system is particularly pronounced for young women and urban youth (Niemi & Junn, 1998; Hart & Atkins, 1992). There are also differences between students based on achievement levels. Research has shown that students with a stronger record of academic achievement demonstrate greater political knowledge (Niemi & Junn, 1998), and higher rates of community participation (Nolin, Chaney, Chapman, & Chandler, 1997) than those with lower achievement levels.

In the article of Mayer, J. D., & Schmidt, H. M. (2004) they examined whether gender influences the level of political interest, the perception of politics as a male-dominated sphere, and the belief in the importance of political participation and exploring whether culture or level of economic development produce gendered patterns of political socialization. Their study offered a conclusion that girls valued participation in politics at least as much as boys, but that the perception was widespread that politics was a male sphere. The most surprising finding was that gender differences were small and subtle in their areas of study.

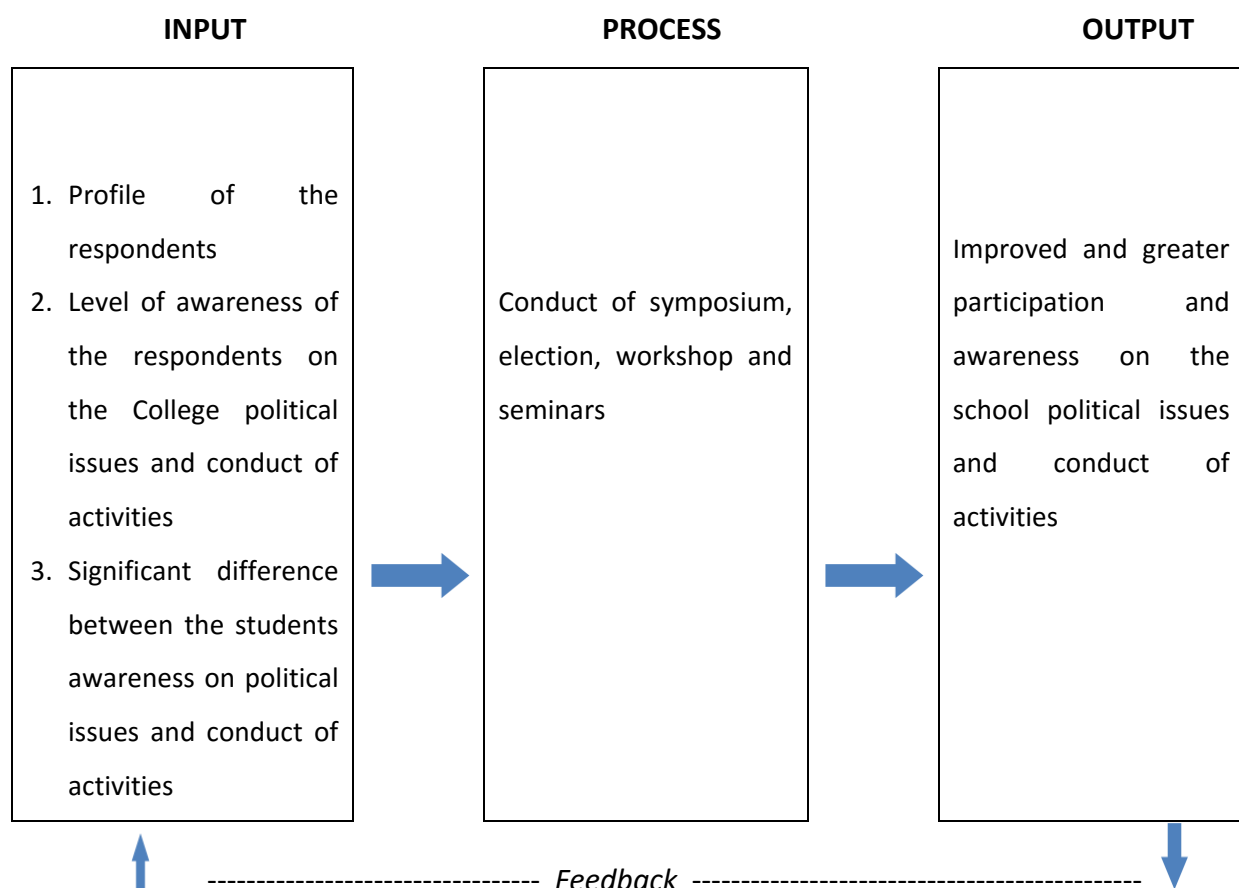
## **CONCEPTUAL FRAMEWORK**

In a community, regardless of its size, good interaction, harmonious relationship and responsiveness in terms of common welfare are the primary concern; both of those who are in the governing body as well as those who are governed have their own roles or duties to



perform in order to attain a dynamic, healthy and a progressive community. Furthermore, both have to take part for every activity that is designed to meet the primary concerns. For those who are in the ruling body must initiate change by introducing some alternatives that would lead for a better community, or that would ease the present conditions of their constituents. Inviting and encouraging them to participate in the programs of the government and help them become aware of the importance of doing so.

For these who are governed, they must allow some changes by and through actively participating on whatever program initiated by their leaders. They must be the agent for the enhancement of the initiated programs that would lead for a better future.



*Fig. 1: paradigm showing the relationship of the variables of the study*

Figure 1 presents the paradigm of the study which shows the relationships of the input, the process and the output. In the figure, the input covers the profile of the respondents in terms of age, sex, year level, the program enrolled by the respondents, their religion, and their level of awareness on the College political issues and conduct including the significant difference between the respondents' awareness on political issues and conduct of activities. From the interaction between the input and the process approach, the study will arrive at



an output which is the improved and greater participation and awareness on the school political issues and conduct.

## **STATEMENT OF THE PROBLEM**

This study aimed to assess the level of student's awareness on the political conduct of activities of the College of Business, Entrepreneurship and Accountancy.

Specifically, it sought to answer the following:

1. What is the profile of the respondents in terms of:
  - 1.1 age
  - 1.2 sex
  - 1.3 year level
  - 1.4 program enrolled
  - 1.5 religion
2. What is the level of the respondents' awareness on the political conduct of activities of the College of Business, Entrepreneurship and Accountancy relative to:
  - 2.1 fundamentals of school governance
  - 2.2 interest on political issues
  - 2.3 rights and privileges of students
3. Is there a significant difference between the students level of awareness on political issues and conduct of activities relative to:
  - 3.1 fundamentals of school governance
  - 3.2 interest on political issues
  - 3.3 rights and privileges of students

## **HYPOTHESIS OF THE STUDY**

This study was guided by the lone hypothesis that there is no significant difference between the students' level of awareness on political issues and conduct of activities relative to:

- 1.1 fundamentals of school governance
- 1.2 interest on political issues



### 1.3 rights and privileges of student

## RESPONDENTS OF THE STUDY

This study utilized the stratified random sampling method where the 5% of the enrolled students per program of the College of Business, Entrepreneurship and Accountancy who were enrolled with the different program offerings primarily the sophomore to the senior students and they distributed as follows:

**Table 1: Distribution of respondents of the study**

Respondents	Total number of respondents
Bachelor of Science in Legal Management	36
Bachelor of Science in Accounting Technology	183
Bachelor of Science in Business Administration --FM	168
Bachelor of Science in Entrepreneurship	126
General Education Curriculum	414
Bachelor of Science in Business Administration-MM	120
Bachelor of Science in Accountancy	18
Bachelor of Science in Accounting Information Technology	15
<b>TOTAL</b>	<b>1080</b>

## METHODOLOGY

Since this study aimed to assess the level of awareness of the students of the College on political issues and conduct of activities on the student governance, then the research design that was used was the descriptive correlational design. According to Yvonne L. Lamar (2004,1996. William M.K. Trochim <http://www.socialresearchmethods.net/tutorial/tutorial.htm>) correlational method may help the researcher in exploring the relationship between variables, predict scores on other variables and express the magnitude relationship between two variables.

## DATA GATHERING TOOL

The data gathering tool used in this study was the questionnaire to elicit data from the respondents. The questionnaire was prepared by the researcher based on the statement of



the problem of the study. It has two parts: Part 1 deals with the personal profile of the respondents and Part 11 composed of the questionnaire proper on the awareness of the respondents on the on political issues and conduct of activities on the student governance.

## STATISTICAL TOOLS

This study utilized the different statistical tools to deal on the data gathered as follows:

1. To analyze the profile variables of the respondents, a frequency and percentage count was used.
2. For the analysis of the awareness of the respondents, the weighted mean was used.

The equation used was:

$$XW = \frac{WX}{Ef}$$

Where: XW= weighted mean

W = weighted

X = frequency

Ef = sum of frequency

The criterion scale below will interpret the weighted mean.

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	always
4	3.40-4.19	often
3	2.60-3.39	regularly
2	1.80-2.59	sometimes
1	1.00-1.79	never

To set the significant difference and their relationship between the awareness of the respondents, the chi square test was used.



## RESULTS AND DISCUSSIONS

**Table 1.1: Frequency and Percentage Distribution of Respondents as to Age**

AGE	Frequency	Percentage
17	12	1.11
18	270	25.00
19	297	27.50
20 and above	501	46.38
<b>TOTAL</b>	<b>1080</b>	<b>100.00</b>
<b>Mean Age== 20.75</b>		

Table 1a shows the frequency and percentage distribution of respondents as to age. As shown above, the highest frequency of five hundred one or 46.38 percent belonged to the age twenty and above while the youngest age with twelve or 1.11 percent belonged to age 17. This implies that majority of the respondents are already on the voting age bracket.

**Table 1.2 : Frequency and Percentage Distribution of Respondents as to Sex**

SEX	Frequency	Percentage
Male	360	33.33
Female	720	66.67
<b>TOTAL</b>	<b>1080</b>	<b>100.00</b>

Table 1.2 the frequency and percentage distribution of respondents as to sex. As shown from the table, there were 360 or 33.33 percent were males and 720 or 66.67 percent were females which implies that there are more female respondents than males and further implies that women have begun considering a wider horizon for their political participation along with their male counterparts.

**Table 1.3: Frequency and Percentage Distribution of Respondents as to Programs enrolled**

PROGRAMS ENROLLED	Frequency	Percentage
Bachelor of Science in Legal Management	36	3.33
Bachelor of Science in Accounting Technology	183	16.94
Bachelor of Science in Business Administration --FM	168	15.56
Bachelor of Science in Entrepreneurship	126	11.67
General Education Curriculum	414	38.33





Bachelor of Science in Business Administration-MM	120	11.11
Bachelor of Science in Accountancy	18	1.67
Bachelor of Science in Accounting Information System	15	1.39
<b>TOTAL</b>	<b>1080</b>	<b>100.00</b>

Table 1.3 shows the frequency and percentage distribution of respondents as to programs enrolled. As shown from the table above, the General Education curriculum has the highest frequency of four hundred fourteen or 38.33 percent and the lowest frequency belonged to the Bachelor of Science in Accounting Information System with a frequency of fifteen or 1.39 percent. The data imply that the most numbered of respondents come from the program service provider which is the General Education curriculum.

**Table 1.4: Frequency and Percentage Distribution of Respondents as to Religion**

RELIGION	Frequency	Percentage
Roman Catholic	927	85.83
Other Religion	153	14.17
<b>TOTAL</b>	<b>1080</b>	<b>100.00</b>

Table 1.4 shows the frequency and percentage distribution of respondents as to their religious affiliation. As shown above, Roman Catholic is the predominant religious affiliation of the respondents with nine hundred twenty-seven (927) or 85.83 percent and only 153 or 14.17 percent belonged to other religion. The data imply that Roman Catholic as the predominant religion of the respondents maybe attributed to the 333 years of Spanish colonization of the country.

**Table 2.1.a: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Legal Management on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	4.08	Often
Awareness on the process of the College student government	4.08	Often
Awareness on the functions of the three branches of the College student government	3.25	Regularly
<b>Category Mean</b>	<b>3.80</b>	<b>Often</b>



Table 2.1.a shows the item mean on the awareness of the respondents of the Bachelor of Science in Legal Management on the fundamentals of school governance. As shown above, a category mean of 3.80 or **regularly** implies that the respondents from the said program **are not so much aware** regarding school governance of the College.

**Table 2.1.b: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Accounting Technology on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	3.38	Regularly
Awareness on the process of the College student government	3.28	Regularly
Awareness on the functions of the three branches of the College student government	3.16	Regularly
<b>Category Mean</b>	3.27	Regularly

Table 2.1.b shows the item mean on the awareness of the respondents of the Bachelor of Science in Accounting Technology on the fundamentals of school governance. As shown above, all items were rated **regularly** by the respondents with a category mean of 3.27 which implies that the respondents from this program **are not so much aware** regarding school governance of the College.

**Table 2.1.c: Item Mean on the Awareness of the Respondent of the General Education Curriculum on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	3.34	Regularly
Awareness on the process of the College student government	3.35	Regularly
Awareness on the functions of the three branches of the College student government	3.36	Regularly
<b>Category Mean</b>	3.35	Regularly

Table 2.1.c shows the item mean on the awareness of the respondents of the General Education Curriculum on the fundamentals of school governance. As shown above, all items were rated **regularly** by the respondents with a category mean of 3.35 which implies that



the respondents from this program **are not so much aware** regarding school governance of the College.

**Table 2.1.d: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Accountancy on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	4.17	Often
Awareness on the process of the College student government	4.17	Often
Awareness on the functions of the three branches of the College student government	4.00	Often
<b>Category Mean</b>	4.17	Often

Table 2.1.d shows the item mean on the awareness of the respondents of the Bachelor of Science in Accountancy on the fundamentals of school governance. As shown above, all items were rated **often** by the respondents with a category mean of 4.17 which implies that the respondents from this program **are not so much aware** regarding school governance of the College.

**Table 2.1.e: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Accounting Information System on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	3.08	Regularly
Awareness on the process of the College student government	4.04	Often
Awareness on the functions of the three branches of the College student government	4.04	Often
<b>Category Mean</b>	3.72	Often

Table 2.1.e shows the item mean on the awareness of the respondents of the Bachelor of Science in Accounting Information System on the fundamentals of school governance. As shown above, all items were rated **often** by the respondents with a category mean of 3.72 which implies that the respondents from this program **are not so much aware** regarding school governance of the College.



**Table 2.1.f: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Business Administration- Financial Management on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	3.40	Often
Awareness on the process of the College student government	3.68	Often
Awareness on the functions of the three branches of the College student government	3.61	Often
<b>Category Mean</b>	3.56	Often

Table 2.1.f shows the item mean on the awareness of the respondents of the Bachelor of Science in Business Administration- Financial Management on the fundamentals of school governance. As shown above, all items were rated **often** by the respondents with a category mean of 3.56 which implies that the respondents from this program **are not so much aware** regarding school governance of the College.

**Table 2.1.g: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Business Administration- Marketing Management on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	2.75	Regularly
Awareness on the process of the College student government	2.07	Sometimes
Awareness on the functions of the three branches of the College student government	2.73	Sometimes
<b>Category Mean</b>	2.53	Sometimes

Table 2.1.g shows the item mean on the awareness of the respondents of the Bachelor of Science in Business Administration- Marketing Management on the fundamentals of school governance. As shown above, all items were rated often by the respondents with a category mean of 2.53 which implies that the respondents from this program **are not aware** regarding school governance of the College



**Table 2.1.h: Item Mean on the Awareness of the Respondent of the Bachelor of Science in Entrepreneurship on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	3.05	Regularly
Awareness on the process of the College student government	3.55	Often
Awareness on the functions of the three branches of the College student government	3.60	Often
<b>Category Mean</b>	3.04	Regularly

Table 2.1.h shows the item mean on the awareness of the respondents of the Bachelor of Science in Entrepreneurship on the fundamentals of school governance. As shown above, all items were rated **regularly** by the respondents with a category mean of 3.04 which implies that the respondents from this program **are not so much aware** regarding school governance of the College.

**Table 2.1.i: Summary of Item Mean on the Awareness of the Respondent of the Different Programs on Fundamentals of School Governance**

Item	Item Mean	Descriptive Scale
Awareness regarding the College student government	3.27	Regularly
Awareness on the process of the College student government	3.39	Regularly
Awareness on the functions of the three branches of the College student government	3.34	Regularly
<b>Category Mean</b>	3.33	Regularly

Table 2.1.i shows the summary of item mean on the awareness of the respondents of the different programs on the fundamentals of school governance. As shown above, all items were rated **regularly** by the respondents with a category mean of 3.33 which implies that the respondents **are not so much aware** regarding school governance of the College.



**Table 2.2.a: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Legal Management**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.25	Often
Have interest on the impact of political issues and conduct of the College activities on student	4.08	Often
Have interest and ability to react on political issues and conduct	3.83	Often
<b>Category Mean</b>	3.72	Often

Table 3.1.a shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Legal Management. As reflected from the table, all items were rated **often** with a category mean of 3.72 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.2.b: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Accounting Technology**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.36	Regularly
Have interest on the impact of political issues and conduct of the College activities on student	3.44	Often
Have interest and ability to react on political issues and conduct	3.48	Often
<b>Category Mean</b>	3.43	Often

Table 3.1.b shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Accounting Technology. As reflected from the table, only the item *Have interest on understanding the current political issues and conduct of the College student activities* was rated **regularly** with a category mean of 3.36 which implies that the respondents are interested in the political issues of the College that may possibly affect them.



**Table 2.2.c: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the General Education Curriculum**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.44	Often
Have interest on the impact of political issues and conduct of the College activities on student	3.40	Often
Have interest and ability to react on political issues and conduct	3.53	Often
<b>Category Mean</b>	3.35	Often

Table 3.1.c shows the item mean of the respondents' interest on political issues and conduct of student activities of the General Education curriculum. As reflected from the table, all items were rated **often** with a category mean of 3.35 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.2.d: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Accountancy**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	4.05	Often
Have interest on the impact of political issues and conduct of the College activities on student	3.83	Often
Have interest and ability to react on political issues and conduct	4.83	Always
<b>Category Mean</b>	4.24	Always

Table 3.1.d shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Accountancy. As reflected from the table, the item on *have interest and ability to react on political issues and conduct* was rated **always** with a category mean of 4.83 which implies that the respondents are interested in the political issues of the College that may possibly affect them.



**Table 2.2.e: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Accounting Information System**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	4.00	Often
Have interest on the impact of political issues and conduct of the College activities on student	3.08	Regularly
Have interest and ability to react on political issues and conduct	4.00	Often
<b>Category Mean</b>	3.93	Often

Table 3.1.e shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Accounting Information System. As reflected from the table only the item on *have interest on the impact of political issues and conduct of the College activities on student* was rated **regularly** with a category mean of 3.08 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.2.f: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Business Administration- Financial Management**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.55	Often
Have interest on the impact of political issues and conduct of the College activities on student	3.59	Often
Have interest and ability to react on political issues and conduct	3.48	Often
<b>Category Mean</b>	3.57	Often

Table 3.1.f shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Business Administration- Financial Management. As reflected from the table, all items were rated **often** with a category mean





of 3.57 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.2.g: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Business Administration- Marketing Management**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.58	Often
Have interest on the impact of political issues and conduct of the College activities on student	2.95	Regularly
Have interest and ability to react on political issues and conduct	2.95	Regularly
<b>Category Mean</b>	3.16	Regularly

Table 3.1.g shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Business Administration-Marketing Management. As reflected from the table only the item on *have interest on understanding the current political issues and conduct of the College student activities* was rated **often** with a category mean of 3.16 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.2.h: Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities of the Bachelor of Science in Entrepreneurship**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.55	Often
Have interest on the impact of political issues and conduct of the College activities on student	3.38	Regularly
Have interest and ability to react on political issues and conduct	3.71	Often
<b>Category Mean</b>	3.55	Often



Table 3.1.h shows the item mean of the respondents' interest on political issues and conduct of student activities of the Bachelor of Science in Entrepreneurship. As reflected from the table only the item on *have interest on the impact of political issues and conduct of the College activities on student* was rated **regularly** with a category mean of 3.55 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.2.i: Summary of the Item Mean of the Respondents' Interest on Political issues and Conduct of Student Activities as a whole**

Item	Item Mean	Descriptive Scale
Have interest on understanding the current political issues and conduct of the College student activities	3.51	Often
Have interest on the impact of political issues and conduct of the College activities on student	3.42	Often
Have interest and ability to react on political issues and conduct	3.50	Often
<b>Category Mean</b>	3.48	Often

Table 3.1.i shows the summary of the item mean of the respondents' interest on political issues and conduct of student activities as a whole. As reflected from the table, all items were rated **often** with a category mean of 3.48 which implies that the respondents are interested in the political issues of the College that may possibly affect them.

**Table 2.3.a: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Legal Management**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	4.00	Often
Has the ability to apply the knowledge on the rights, duties and privileges	3.91	Often
Has the capability to flight of the rights, duties and privileges as students	3.67	Often
<b>Category Mean</b>	3.86	Often



Table 2.3.a reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 3.86 by the respondents of the Bachelor of Science in Legal Management which implies that the respondents are aware of their rights, duties and privileges considering the nature of their program curriculum in which law subjects are the main courses being offered.

**Table 2.3.b: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Accounting Technology**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	3.97	Often
Has the ability to apply the knowledge on the rights, duties and privileges	4.00	Often
Has the capability to flight of the rights, duties and privileges as students	4.13	Often
<b>Category Mean</b>	4.03	Often

Table 2.3.b reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 4.03 by the respondents of the Bachelor of Science in Accounting Technology which implies that the respondents are aware of their rights, duties and privileges considering that the course on Politics and Governance with Philippine Constitution is one of course offering in every program.

**Table 2.3.c: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the General Education Curriculum**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	3.56	Often
Has the ability to apply the knowledge on the rights, duties and privileges	3.69	Often
Has the capability to flight of the rights, duties and privileges as students	3.78	Often
<b>Category Mean</b>	3.68	Often



Table 2.3.b reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 3.68 by the respondents of the General Education curriculum which implies that the respondents are aware of their rights, duties and privileges considering that the course on Politics and Governance with Philippine Constitution is one of course offering in every program.

**Table 2.3.d: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Accountancy**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	4.67	Always
Has the ability to apply the knowledge on the rights, duties and privileges	4.67	Always
Has the capability to flight of the rights, duties and privileges as students	4.67	Always
<b>Category Mean</b>	4.67	Always

Table 2.3.d reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **always** with a category mean of 4.67 by the respondents of the Bachelor of Science in Legal Management which implies that the respondents are aware of their rights, duties and privileges considering the nature of their program curriculum in which law subjects are the main courses being offered.

**Table 2.3.e: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Accounting Information System**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	4.00	Often
Has the ability to apply the knowledge on the rights, duties and privileges	4.00	Often
Has the capability to flight of the rights, duties and privileges as students	4.06	Often
<b>Category Mean</b>	4.02	Often



Table 2.3.e reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 4.02 by the respondents of the Bachelor of Science in Accounting Information System which implies that the respondents are aware of their rights, duties and privileges considering that the course on Politics and Governance with Philippine Constitution is one of course offering in every program.

**Table 2.3.f: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Business Administration-Financial Management**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	3.82	Often
Has the ability to apply the knowledge on the rights, duties and privileges	3.78	Often
Has the capability to flight of the rights, duties and privileges as students	3.88	Often
<b>Category Mean</b>	3.81	Often

Table 2.3.f reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 3.81 by the respondents of the Bachelor of Science in Business Administration-Financial Management which implies that the respondents are aware of their rights, duties and privileges considering that the course on Politics and Governance with Philippine Constitution is one of course offering in every program.

**Table 2.3.g: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Business Administration-Marketing Management**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	3.38	Regularly
Has the ability to apply the knowledge on the rights, duties and privileges	3.25	Regularly
Has the capability to flight of the rights, duties and privileges as students	3.58	Often
<b>Category Mean</b>	3.40	Often



Table 2.3.g reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; only item on *has the capability to flight of the rights, duties and privileges as students* was rated **often** with a category mean of 3.40 by the respondents of the Bachelor of Science in Business Administration-Marketing Management which implies that the respondents are aware of their rights, duties and privileges considering that the course on Politics and Governance with Philippine Constitution is one of course offering in every program.

**Table 2.3.h: Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges of the Bachelor of Science in Entrepreneurship**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	3.79	Often
Has the ability to apply the knowledge on the rights, duties and privileges	3.86	Often
Has the capability to flight of the rights, duties and privileges as students	3.83	Often
<b>Category Mean</b>	3.82	Often

Table 2.3.h reveals the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 3.82 by the respondents of the Bachelor of Science in Entrepreneurship which implies that the respondents are aware of their rights, duties and privileges considering that the course on Politics and Governance with Philippine Constitution is one of course offering in every program.

**Table 2.3.i: Summary of the Item Mean of the Respondents' Awareness on their Rights, Duties and Privileges as a whole**

Item	Item Mean	Descriptive Scale
Awareness and understanding on the political rights, duties and privileges as students	3.71	Often
Has the ability to apply the knowledge on the rights, duties and privileges	3.77	Often
Has the capability to flight of the rights, duties and privileges as students	3.85	Often
<b>Category Mean</b>	3.78	Often



Table 2.3.i reveals the summary of the item mean of the respondents' awareness on their rights, duties and privileges and as shown in the table; all items were rated **often** with a category mean of 3.78 by the respondents which imply that the respondents are aware of their rights, duties and privileges.

**Table 2.4: Summary of the Category Mean of the Respondents' Awareness on Political Issues and Conduct of Activities in the College**

Item	Item Mean	Descriptive Scale
Awareness of the fundamentals of the College governance	3.71	Often
Interest on Political issues and Conduct of Student Activities	3.77	Often
Awareness on their Rights, Duties and Privileges	3.85	Often
<b>Over-all Category Mean</b>	3.78	Often

Table 2.4 reveals the summary of the category mean of the respondents' awareness on political issues and conduct of activities and as shown in the table; all items were rated **often** with a over-all category mean of 3.78 by the respondents which imply that the respondents are very much of the different dimensions on political issues and conduct.

**Table 3.a: Test of Difference between the Awareness of the Respondents on the Fundamentals of School Governance**

	BSLM	BSAcT	GenEd	BSAcc	BSAIS	BSBA-FM	BSBA-MM	BSENT
<b>I</b>	<b>I.M -DS</b>	<b>I.M -DS</b>	<b>I.M -DS</b>	<b>I.M -DS</b>	<b>I.M -DS</b>	<b>I.M -DS</b>	<b>I.M -DS</b>	<b>I.M -DS</b>
Q1.a	4.08-O	3.38-R	3.34-R	4.17-O	3.08-R	3.40-O	2.75-R	3.05-R
Q1.b	4.08-O	3.28-R	3.35-R	4.17-O	4.04-O	3.68-O	2.07-R	3.55-O
Q1.c	3.25-R	3.16-R	3.36-R	4.00-O	4.04-O	3.61-O	2.73-R	3.60-O
C.A	3.80-O	3.27-R	3.35-R	4.11-O	3.72-O	3.41-O	2.51-S	3.40-R

**Fc = 6.133**

**£ = 0.05**

**P = 0.0001317**

Table 3.a shows the Test of Difference between the Awareness of the Respondents on the Fundamentals of School Governance of the different programs under study. The data imply that the respondents have varied responses with regard to their awareness of the fundamentals of school governance.



The ANOVA test guided with an F-value of 6.133 with a probability of 0.0001317 at 0.05 level of confidence. Since the probability solve is less than alpha, then the null hypothesis is rejected, hence, there is a significant difference between the responses of the respondents on the awareness of the respondents on the fundamentals of school governance. This implies that the respondents variedly perceive their awareness of the fundamentals of school governance.

**Table 3.b: Test of Difference between the Respondents' Interest on Political issues and Conduct of Student Activities**

	BSLM	BSAcT	GenEd	BSAcc	BSAIS	BSBA- FM	BSBA- MM	BSENT
<i>I</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>
Q2.a	3.25-R	3.36-R	3.44-O	4.05-O	4.00-O	3.55-O	3.58-O	3.55-O
Q2.b	4.08-O	3.44-O	3.40-O	3.83-O	3.08-R	3.59-O	2.95-R	3.38-R
Q2.c	3.83-O	3.48-O	3.53-O	4.83-A	4.00-O	3.48-O	2.95-R	3.71-O
CA	3.72-O	3.42-O	3.45-O	4.23-A	3.69-O	3.54-O	3.16-R	3.54-O

**Fc = 2.557**

**£ = 0.05**

**P = 0.0568**

Table 3.b shows the Test of Difference between the respondents' interest on political issues and conduct of student activities of the different programs under study. The data imply that the respondents have varied responses with regard to their Interest on Political issues and Conduct of Student Activities.

The ANOVA test guided with an F-value of Fc = 2.557 with a probability of P = 0.0568 at 0.05 level of confidence. Since the probability solve is more than alpha, then the null hypothesis is accepted, hence, there is no significant difference between the responses of the respondents on their interest on political issues and conduct of student activities. This implies that the respondents variedly perceive their interest on political issues and conduct of student activities





**Table 3.c: Test of Difference between the Respondents' Awareness on their Rights, Duties and Privileges**

	BSLM	BSAcT	GenEd	BSAcc	BSAIS	BSBA-FM	BSBA-MM	BSENT
<i>I</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>	<i>I.M -DS</i>
Q3.a	4.00-O	3.97-O	3.56-O	4.67-A	4.00-O	3.82-O	3.38-R	3.79-O
Q3.b	3.91-O	4.00-O	3.69-O	4.67-A	4.00-O	3.78-O	3.25-R	3.86-O
Q3.c	3.67-O	4.13-O	3.78-O	4.67-A	4.06-O	3.88-O	3.58-O	3.83-O
CA	3.86-O	4.03-O	3.67-O	4.67-A	4.02-O	3.82-O	3.40-O	3.82-O

**Fc = 39.381**

**£ = 0.05**

**P =**

**0.000000006428E**

Table 3.c shows the respondents' awareness on their rights, duties and privileges of the different programs under study. The data imply that the respondents have varied responses with regard to their Awareness on Political Issues and Conduct of Activities in the College.

The ANOVA test guided with an F-value of **39.381** with a probability of **0.000000006428E** at 0.05 level of confidence. Since the probability solve is less than alpha, then the null hypothesis is rejected, hence, there is a significant difference between the responses of the respondents' awareness on their rights, duties and privileges. This implies that the respondents variedly perceive their awareness on their rights, duties and privileges

## CONCLUSIONS

In a community, society, organization or institutions where everything has its own political aspect, the researcher needs to be aware on issues relative to or has a direct relation on political matters concerning the institutions in order to have a smooth, continuous flow of events that will directly guide our activity on school governance.

With regard to the results of this study conducted, the researcher arrived to a conclusion that the varying responses of the student-respondents on the fundamentals of school governance will likely to give a poor and an inefficient participation of students in times of deliberation on political issues concerning school governance, where they are the sole sovereign to decide on such matters.

On the other hand with respect to the respondents' interest on political issues and conduct of student activities, the low level of interest gave the researcher a conclusion that on the



exercise political activity and processes and the functioning of government as its governmental machinery administers their power of function. The students' awareness not to participate actively and cooperatively and their degree of involvement on such activity is very low which affect the development of the organization or an institution.

With regard to the respondents' awareness on their rights, duties and privileges which has variedly perceived led to an undeniable doubt that in the exercise of rights, duties and privileges of the respondents, it turns out poor in decision making, likewise it may give a big effect to an organization or an institution.

#### RECOMMENDATIONS

Based on the findings of this study, the researcher recommends the following to serve as a guide to have a more students' involvement on school's political issues and conduct:

1. Orientation should be conducted to the different programs on the students' political rights, responsibilities or roles so as to make them informed
2. Faculty members should encourage students to participate on political activities of the College and the University as a whole.
3. A deeper discussion on the significance of suffrage and political participation as a foundation of a strong democratic society should be encouraged in the courses of Political Science and related law subjects
4. Seminars, symposia and trainings on political issues should be done in a regular basis to provide the students other avenues apart from the formal classroom sessions
5. Dissemination of the findings of this study should be discussed during faculty meetings
6. A similar research undertaking should be done with an extensive discussion of the areas not covered by this study

#### BIBLIOGRAPHY

Andrain, C. F. (1971). *Children and civic awareness: A study in political education*. Columbus, OH: Merrill.

Billig, S., Root, S., & Jesse, D. (2005). The impact of participation in service-learning on high school students' civic engagement.



- Denver, D., & Hands, G. (1990). Does studying politics make a difference? The political knowledge, attitudes and perceptions of school students. *British Journal of Political Science*, 20(2), 263-279.
- Ehman, L. H. (1980). The American school in the political socialization process. *Review of Educational Research*, 50(1), 99-119.
- Hahn, C. (1998). *Becoming political: Comparative perspectives on citizenship education*. Suny Press.
- Johnson, S. M., & Lollar, X. L. (2002). Diversity policy in higher education: the impact of college students' exposure to diversity on cultural awareness and political participation. *Journal of Education Policy*, 17(3), 305-320.
- Kiousis, S., McDevitt, M., & Wu, X. (2005). The genesis of civic awareness: Agenda setting in political socialization. *Journal of Communication*, 55(4), 756-774.
- Mayer, J. D., & Schmidt, H. M. (2004). Gendered political socialization in four contexts: political interest and values among junior high school students in China, Japan, Mexico, and the United States. *The Social Science Journal*, 41(3), 393-407.
- Mehan, H. (2000). Beneath the skin and between the ears: A case study in the politics of representation. *Schooling the symbolic animal: Social and cultural dimensions of education*, 259-279.
- Miller, W. J. (2013). Show me, tell me: Social media and the political awareness of American youth. *Afro-Americans in New York Life and History*, 37(1), 75.
- Niemi, R. G., & Sobieszek, B. I. (1977). Political socialization. *Annual review of sociology*, 3(1), 209-233.
- Witherspoon, R., & Phillips, N. K. (1987). Heightening political awareness in social work students in the 1980s. *Journal of Social Work Education*, 23(3), 44-49.
- Yates, M., & Youniss, J. (1998). Community service and political identity development in adolescence. *Journal of Social issues*, 54(3), 495-512.