

# Role Performance of Social Institutions in Student Activities

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**Abstract** - *The study was conducted to determine the influence of social institutions on the involvement of students in school activities. The descriptive method of research was used. Purposive sampling was utilized which involved 30 Presidents of all accredited student organizations. The study specifically determined the degree of involvement of students in school activities; and identified the roles of social institutions and the extent of their influence on the involvement of students in college activities. Interviews, documentary analysis and a survey using a questionnaire-checklist were utilized to gather data and information. The study revealed that family and school have a strong influence on the participation of students in school activities. This was so because student leaders are often in direct contact with people who provide support and spend a long time with them. The Church and community are revealed as moderate influences. The moderate influence of social institutions is because students are not exposed to a variety of activities that are equally important in the development of their abilities and skills. It was found that students had limited involvement in church and community undertakings because of the demands put upon them by their academic and non-academic school activities. There is a need to improve students' participation in the Church and community activities that have moderate influence in order to strengthen their roles.*

**Keywords** - social institutions, role performance, extent of influence

## INTRODUCTION

Social institutions and student activities co-exist and have each role to ascertain views from different perspectives. It is not only what student leaders want but what should be done. There is influence and an interplay of processes that are consistently aligned with efforts and resources of various institutions. Family background determines the social and moral environment while school provides the knowledge and academic competence of students. Religious affiliation reflects doctrines of the Church and has a bearing on one's moral ideologies, while community involvement shapes the leadership abilities of students.

Institutions in the realm of education and training provide for transmission and cultivation of knowledge, abilities and specialized skills, and the broadening of individual horizons [1]. A social institution may be defined as an organizational system which functions to satisfy basic social needs by providing an ordered framework linking the individual to larger culture [2]. The family, religion, government, and education are some of the basic institutions with general functions to satisfy basic needs of society, define dominant social values, and roles of the

individual. The specific functions of the family include the control and regulation of sexual behavior; the providing of new members of society (children), economic and emotional maintenance, and primary socialization. Nonetheless, there is a proposition for religion to provide solutions for unexplained natural phenomena; supply means for controlling the natural world; support the normative structure of the society; furnish psychological diversion from unwanted life situations; both promote and retard social change, and both reduce and encourage conflict in groups.

Government has to function within the institutionalization of norms, enforcement of laws, and adjudication of conflict, and provide for the welfare of society and protection from external threats. Education should function by transmitting culture, preparing citizens for occupational roles, evaluating and selecting competent individuals, and transmitting functional skills. Nevertheless, the economy must provide the means for the production of goods and services, the methods for the distribution of goods and services, and enable society members to consume the goods and services which are produced [3]. The aforementioned information about government functions should be inculcated in every

individual as a member of the society. Lund [4] stressed the importance of encouraging students, teachers, and community members to become active agents of social change in schools and communities. The range of activities to increase civic engagement and civic responsibility includes student initiatives, changes in curricula and establishment of administrative/academic units. To provide the desired learning scenario, there is a need to understand the role of social institutions in the involvement of students in activities from the perspectives of student leaders. State colleges need a push to enhance students' involvement in the varied activities of the college.

The role of social institutions has to be reinforced to better enhance students' participation and involvement, hence the study was meant to achieve its goals. Ropers-Huilman, Lee, Carwile & Barnett [5] made a comment that students' involvement in activities gave them an opportunity to be involved and demonstrate their commitment to social change. A similar remark was made by Astin [6] who saw student development as the process that demonstrates cognitive and moral growth, while student involvement was the amount of physical and psychological energy that students devote to the academic experience. It was emphasized that a highly involved student is one who devotes considerable energy to studying, spends time on campus, participates actively in student organizations, and interacts frequently with faculty members and students. A Grounded Theory on Student Development by Bernardo [7] stresses that although development is primarily a personal responsibility, it is concomitantly a responsibility of social agents. These are schools, government, civil society, Church, business and other organizations that provide a better learning environment for the young.

Regnerus' [8] analysis of religious socialization as it relates to schooling showed that participation in church activities is related to heightened educational expectations. In his study, the college student leaders identified the role of the Church within the framework of student activities and how the community perceives the different social institutions. This simply implied the need for a strategy integrating the desired roles in pursuing the philosophy, mission, vision, goals and objectives of the institution amidst the opportunities for development. Page [9] on the other hand, examined the similarities between participation in student activities and leadership development among

college students guided by the social change model (SCM) of leadership development. Results showed that participation and holding a leadership position in on-campus and off-campus organizations, community service, and participation in an internship emerged as significant predictors of socially responsible leadership capacity among the collegiate experiences included in the model.

Saxby [10] looked into the contributions of selected individual and micro-system characteristics of adolescent community involvement. The said undertaking made use of Understanding Adolescent Community Service Involvement where the key micro-system variables refer to family type, family rules and involvement, modeling, and the type of school. It was found that adolescents from two-parent families of higher socio-economic status with either one or both parents participating in an ongoing community service activity, and who had a chance to talk about their service experience showed significant longer duration in community service activities.

Moreover, Rosas [11] made a statement that "Student activism is a sign of a healthy campus. Student affairs professionals should handle activities that provide opportunities for faculty, staff, and students to learn and engage as a community". She stated further, the need for more information about the nature, causes and degree of engagement to better understand the effects of student activities. This could be the subject for future research particularly on learning outcomes associated with activities. In state universities and colleges in the Philippines, students elect the President of Supreme Student Council who represents their sector in the Board of Regents/Board of Trustees as provided in RA 8292 [12]. Through the organization, students are encouraged to participate in activities. Students, however, engaged only in some activities attractive to their own personal interests and this could be attributed to the influence of social institutions, which shaped their values and morals.

## **OBJECTIVES OF THE STUDY**

The study was an assessment of the role and performance of social institutions in school activities. An inventory of the student leaders involved in different activities was conducted to answer the following specific objectives: 1) Determine the degree of involvement of student leaders in student activities, 2) Identify the role of social institutions in student activities, 3) Determine the extent of influence of

social institutions on the involvement of students in activities.

**MATERIALS AND METHODS**

The researcher considered a survey design using the descriptive method. The questionnaire as the main instrument used in the study was developed and validated by experts. For a description of the degree of involvement of student leaders, the following rating scale was used: much; sometimes; and seldom. For the extent of influence, the following rating scale was used: very strong; strong; moderate; fair; and little. Purposive sampling was used on 30 presidents of the 30 student organizations in the campus. This was a complete enumeration and 100% retrieval of the questionnaire. An unstructured interview aided the researcher in interacting with respondents. It was done during the distribution and retrieval of the instrument with further discussions on issues relevant to their involvement in activities of their interests. Documentary analysis was adapted to ascertain the data on their profiles. Frequency count, weighted mean and percentage were the statistical treatments used in data analysis. The computation was facilitated by resorting to Microsoft Excel and Statistical Packages for Social Sciences.

The given scale was used to interpret the result of the data gathered in terms of the degree of involvement of student leaders and family members in activities: 4.51-5.00:Always/ Very Strong (VS); 3.51-4.50: Much/Strong (S); 2.51-3.50: Sometimes/Moderate (M); 1.51-2.50: Seldom/Fair (F); 1.00-1.50: Not at All/Little (L).

**RESULTS AND DISCUSSION**

Table 1. Membership of student leaders in organizations

Organization	Frequency
Academic	20
Cultural	2
Sports/Athletics	2
Spiritual/Religious	2
Political/Economic	1
Socio-Civic	1
Student Organization	1
Health	1
<b>TOTAL</b>	<b>30</b>

Table 1 presents the membership of student leaders in organizations. It consisted of eight types of

classifications. Following typologies, (20) or 66.67 % belong to academic organizations. The remaining (10) or 33.33 % constituted the socio-civic, 2 or 6.67 % spiritual/religious, 2 or 6.67 % sports/athletics, 2 or 6.67 % political/economic, 1 or 3.33 % cultural, 1 or 3.33 % merely student organization, and 1 or 3.33 % health.

Most of the student leaders were members of academic organizations. This is justifiable because they are in an educational institution. However, as student leaders they should be encouraged to join different organizations in the religious and community sector to broaden their knowledge, attitude and skills in organizing groups for worthy experiences. Joining activities in the school will provide students with opportunities to learn about their strengths, how to become academically organized and improve knowledge generation. However, spiritual, socio-civic, health orientations and involvement have to be strengthened because this is where the moral and spiritual foundations are being formed.

Table 2. Degree of Involvement of Student Leaders in Activities

Activities	WM	Degree of Involvement
1. Meeting	4.13	Much
2. Income generating project	2.57	Sometimes
3. Community outreach	3.20	Sometimes
4. Training/seminar	4.00	Much
5. Contest	3.80	Much
6. Tutorial	3.00	Sometimes
7. Fellowship	2.55	Sometimes
8. Solicitation/donation	2.43	Seldom
9. Mass action	2.63	Sometimes
10. Rallies/demonstration	1.93	Seldom
<b>Overall Weighted Mean . . .</b>	<b>3.02</b>	<b>Sometimes</b>

Table 2 shows the degree of involvement of students in activities. The three leading activities the student leaders were ‘much’ involved in were in the forms of meetings, training/seminars and contests based on the weighted mean ratings of 4.13, 4.00 and 3.80, respectively. The five activities student leaders ‘sometimes’ participated in were community outreach (3.20), tutorials (3.00), fellowships (2.55), mass action (2.63), and income generating projects (2.57). Student leaders ‘seldom’ resorted to solicitations/donations (2.43) or rallies/demonstrations (1.93). The overall assessment of their involvement in activities was ‘sometimes’- based on the weighted mean rating of 3.02.

This means that due to limited activities organized by student organizations only those academic in nature are actively participated in by the student leaders. Activities were centered mostly on teaching/learning and evaluation of knowledge learned. All of these are meant to provide opportunity for learning. This is consistent with the statement of Thomas [13] that the range of activities institutions uses to increase civic engagement and civic responsibility include: student initiatives, changes in curricula, and establishment of administrative/academic units with an outreach mission. Long [14] identified that local community service attracts students because they “can make direct connections and experience feedback that reassures them of a meaningful impact”. The involvement of students in the community provides them with a sense of contribution. Lack of academic experience can be reinforced by community experience, thus, some institutions invest in off-campus activities to help students experience realistic goals.

Table 3 shows the role of the family as well as the extent of its influence. The self-assessment of students with the same weighted mean rating of 3.93 or “strong” shows students expected the family to provide food, shelter and warmth for them to survive, and social needs, such as the norm, values, beliefs and behavior appropriate for membership in society. Five other weighted mean ratings indicated a “strong” influence. More important to note was the extent of “moderate” influence of the family, which included:

- (1) Maintenance of order, means of communication, establishes types and intensity of interaction, patterns of attention and affection, and sexual expression, 3.43;
- (2) Individuals’ first and foremost school where he/she learns the basic lessons in life, 3.30; and (3) Mechanism for social control, continually exerts pressure to make him/her conform to what it considers a desirable behavior, 3.17.

The itemized assertions by the student leaders led to the impression that the family has a strong influence (3.63) on student activities. The observation comes in the form of providing basic biological/physiological needs like food, clothing and shelter. This can be interpreted in terms of their expectations and extent of influence on student activities. Results of self-assessment are assumed as their experiences and understanding describing direct and indirect situations during their term as student leaders.

Table 4 shows the school involvement in student activities. In the order of influence as a result of the weighted mean ratings, the school had performed strongly in socialization (4.03) and teaching (4.03), and, similarly, on knowledge generation (3.93), selecting talents (3.90), cultural transmission (3.70), innovation (3.70), selection and allocation to adult positions (3.67), political and social integration (3.57) and social control (3.53). It is only on “postponing job hunting” that the rating was moderate (3.33). Nonetheless, the overall influence of school on student activities was strong (3.74).

Table 3. Family Involvement in Students’ Activities

Roles of Family	WM	Extent of Influence
The family provides :		
1. Food, shelter, and warmth for the student activist to survive.	3.93	Strong
2. Social needs of student activist, (the norms, values, beliefs, and behavior appropriate for membership in the society).	3.93	Strong
3. Emotional intimacy and support (giving him/her a sense of security, belonging, and personal worth).	3.83	Strong
4. Care and attention (help him/her with his/her problems and back him up whenever he/she comes into conflict with others).	3.70	Strong
5. Family background (most important social factor affecting the predictable course of one’s life).	3.67	Strong
6. Mechanism for social control (continually exerts pressure to make him/her conform to what it considers a desirable behavior).	3.17	Moderate
7. School where he/she learns the basic lessons in life.	3.30	Moderate
8. Maintenance of order, means of communication, establishes types and intensity of interaction, patterns of attention and affection, and sexual expression.	3.43	Moderate
9. Placement in larger society (church, school, and other organization).	3.63	Strong
10. Motivation and morale, refining a philosophy of life and gives a sense of family loyalty through rituals and festivities.	3.69	Strong
<b>Overall Weighted Mean . . .</b>	<b>3.63</b>	<b>Strong</b>

Table 4. School Involvement in Students' Activities

<b>Roles of School (Education)</b>	<b>WM</b>	<b>Extent of Influence</b>
The school provides:		
1. Socialization – Formal education in one way to prepare newcomers for membership in society	4.03	Strong
2. Cultural transmission – Education is important for passing on the social and cultural heritage of one generation to the next.	3.70	Strong
3. Selection and allocation to adult positions. Schools affect life chances through the degrees they award.	3.67	Strong
4. Knowledge generation. Schools affect student activist through the knowledge they produce.	3.93	Strong
5. Political and social integration. Through education countries tend to lessen racial and political discrimination.	3.57	Strong
6. Selecting talents. Through education, talents are selected, classified, and further developed.	3.90	Strong
7. Teaching skills. Various skills and competencies are not identified by the formal school system. These skills are not based on the needs of student activist and of entire community.	4.03	Strong
8. Innovation. The primary task of educational institutions is to transmit society's knowledge, and part of that knowledge consists of means by which new knowledge is to be sought through research.	3.70	Strong
9. Postponing job hunting. Initial skills acquired through non-formal technical and vocational education have given rise to working or self-supporting student activist in college.	3.33	Moderate
10. Social control. The "hidden curriculum" is what prepares student activist to accept the requirement of adult life and to "fit into" the social, political, and economic statuses the society provides.	3.53	Strong
<b>Overall Weighted Mean . . .</b>	<b>3.74</b>	<b>Strong</b>

Socialization has the highest weighted mean which reflects the fact that with regular attendance of students in school socialization is inevitable. It entails formal education to prepare newcomers membership in societies. Meeting the manpower needs of industry and the community are likewise inherent functions of schools. This requires the identification and development of teaching skills and competencies taking into account the needs of student leaders, and includes the generation of knowledge, which entails selection, classification and further development of talent. At times, these are independently developed and passed on through education via the social and cultural heritage from one generation to the next.

The need to acknowledge desirable opportunities should be ascertained in the academic life of the school, students and constituents. Provision for political and social integration or reforms to ensure equal access to education is indispensable. With the information shared by the student leaders, the college, particularly the Office of Student Affairs, shall be in the best position to articulate plans and programs/projects/activities that are student-friendly for meeting the students' needs. There are the ideals and mandate to provide: professional, technical and special instruction and promote research and extension services, advanced studies and progressive leadership in education, engineering, arts and sciences, and other relevant fields[7].

There is the philosophical pronouncement, and categorically acknowledged, that institutions provide for the transmission and cultivation of knowledge, abilities and specialized skills for broadening individual horizons [1]. This can be initiated by recognizing the presence of student activities, as it is a sign of a healthy campus when students are practicing skills learned in the classroom and in out-of-class activities. Student affairs professionals should be prepared to handle activities that provide opportunities for faculty, staff, and students to learn and engage as a community [15].

Table 5 shows the involvement of the Church in student activities. On the basis of the highest weighted mean ratings of 3.73, the Church had a strong influence by providing student leaders with peace of mind and comfort. The other area the Church had a strong influence was on helping student leaders understand the meaning of life (3.63).

Moreover, the student leaders were moderately influenced by the Church in the following areas: 1) helping them integrate their personality as they acquire system of goals, attitudes, and values inherent in religious conviction, 3.33; 2) helping form their concepts of the world and relationship between man and the universe, 3.30; and 3) providing an interpretation of birth, puberty, marriage and death, and links to the larger community, 3.27.

Table 5. Church Involvement in Students' Activities

<b>Roles of Church</b>	<b>WM</b>	<b>Extent of Influence</b>
The church:		
1. Provides the student activist peace of mind and comfort.	3.73	Strong
2. Helps the student activist understand the meaning of his/her life.	3.63	Strong
3. Provides interpretation of events; birth, puberty, marriage and death for student activist and links him/her to larger community.	3.27	Moderate
4. Helps the student activist integrate his/her personality when he/she acquires a system of goals, attitudes, and values inherent in his/her religious conviction.	3.33	Moderate
5. Helps student activists form concepts of the world and relationship between man and universe.	3.30	Moderate
6. Serves as social marker; student activist uses his/her religious belief as a mark of who he/she is and what he/she stands for.	3.20	Moderate
7. Student activist finds himself deeply involved in religious activities and commitments to religious beliefs, to learn more about importance of religion in people's daily lives.	3.20	Moderate
8. Source of status symbols of student activist in society.	3.23	Moderate
<b>Overall Weighted Mean . . .</b>	<b>3.36</b>	<b>Moderate</b>

The Church made a similar impression in the following areas: 1) status symbols of student leader in society, 3.27; 2) serving as social marker using religious belief as mark of who and what they stand for, 3.20; and 3) deep involvement in religious activities and commitments to religious beliefs to learn more about the importance of religion in people's daily lives, 3.20. Nonetheless, the role and influence of the church on student activities was moderate (3.36).

The administration as well as campus ministry must have knowledge regarding involvement of the Church in the activities of students. Activities may be designed to strengthen collaboration between school, students and the Church in the most civil manner, observing and respecting their rights and responsibilities. Religious socialization according to

Regnerus [8] relates to schooling as involvement in church activities and is associated with heightened educational expectations.

Table 6 identified the involvement and extent of community influence on student activities. The highest weighted mean rating of 3.47 showed a moderate extent of influence by the community in promoting democracy in all activities of the school and community. This was followed by stimulating student leaders towards cooperation projects of common interests and mutual concern (3.40). They also claimed that instructional materials can be produced to meet local needs and develop abilities of student activists (3.37). In the same table, it upheld the: 1) utilization of the community resources and attitudes in its educational programs, 3.34; 2) interest in reading about an urgent economic problem if the

Table 6. Community Involvement in Students' Activities

<b>Roles of Community</b>	<b>WM</b>	<b>Extent of Influence</b>
The community:		
1. Meets the needs and provides for the interest of student activities (SA); develops the SA both as an individual and as useful member of society.	3.28	Moderate
2. Utilizes community resources and attitudes in educational programs.	3.34	Moderate
3. Promotes democracy in all activities of school and community.	3.47	Moderate
4. Organizes school curriculum around major processes and problems of community living.	3.07	Moderate
5. Stimulates student activist toward cooperation projects of common interests and mutual concern.	3.40	Moderate
6. Broadens and deepens experiences, liberate intelligence and increase appreciation of social values.	3.23	Moderate
7. Encourages student activist in reading about urgent economic problem if the materials are written at their level.	3.24	Moderate
8. Coordinates with institution of higher learning, uses local resources and abilities, produces instructional materials to meet local needs and develops abilities of student activist.	3.37	Moderate
<b>Overall Weighted Mean . . .</b>	<b>3.30</b>	<b>Moderate</b>

materials are written at their level, 3.27; 3) broadens and deepens experiences to liberate intelligence and increase appreciation of social values, 3.23; and 4) organizes the school curriculum around major processes and problems of community living, 3.07.

Most of the student leaders live in the city. The place is thickly populated and people are busy; earning is very strong. For example, the appointment of the president of the college as dependent on the choice of a politician creates an issue that student can make action. The president should be selected based on merit and fitness as stipulated by the Civil Service Commission, and as much as possible a prominent citizen. Simply because he/she is aware of the needs of the school, faculty, students and other stakeholders and a desired role model to the student leaders. The influence of the community on student activities being moderate implies a passive attitude towards involvement. There is the clamor to participate, get involved or support student leaders achieve the purposes inherent to the organization they represent. Rosas [11] claimed that participation in community service and student activism is only two types of civic engagement among a range of activities. The most popular form of civic engagement for college youth is community service.

Table 7. Influence of social institutions on the involvement of students' in activities

Social Institutions	WM	Extent of Influence
1. Family	3.63	Strong
2. School	3.74	Strong
3. Church	3.36	Moderate
4. Community	3.30	Moderate
<b>Overall Weighted Mean . . .</b>	<b>3.51</b>	<b>Strong</b>

Table 7 consolidates the extent of influence of social institutions on student activities. Apparently, they admitted the strong influence of the school (3.74) and family (3.63) on student activities. The Church and community showed moderate involvement and influence based on the weighted mean ratings of 3.36 and 3.30. The composite involvement of the different social institutions in student activities had the overall weighted mean of 3.51.

A request for suggestions was made to encourage more insights. Two respondents each made the following suggestions: 1) sense of responsibility for every student leader and support from the school administration and 2) provide financial support for activities and student development. These are valid

requests that should be negotiated by the student, represented by their trustees, and the administration.

Similarly, this would apply to other suggestions involving policy issues, which include: 1) provision for an open discussion on issues relevant to the needs of students, 2) freedom for student organizations and encouragement of other students to join school activities, 3) intensifying the exposure of students in community or leadership training; if not, at least student leaders to set an example for everyone, and 4) more support be given by the college for school organizations' activities, affairs, etc.; hear the students' complaints, and suggestions for the improvement of the school. Other suggestions include: 5) proper protocol, open-mindedness and socialization, participation and democracy, 6) enhancement of information regarding procedures during activities, 7) developing student skills for them to participate during activities, 8) support funds be provided to athletes to aid performance and development with guidance from coaches, 9) support from the college officials, social recognition, and fair treatment for the ordinary students, 10) more respect and recognition of the student leaders' beliefs and the things they are fighting for, and 11) strengthening of campus activities related to religion.

## CONCLUSION AND RECOMMENDATION

Based on the findings, the family, school, church and community are the environments of student leaders. Family and school have a strong influence on the involvement of students in activities because student leaders are often in direct contact with people who provide support and spend extended time with them. Church activities are occasional because attending mass and religious activities are personal initiatives and not a requirement. Students' participation in community activities is minimal because most activities are in the home and school. Generally, students have limited involvement in community undertakings because of the demands for participation in academic and non-academic undertakings in school. Family values also require every member to spend most of their time at home, thus leaving other social institutions as secondary only.

As recommended, student participation in varied activities should be encouraged to help attain a balanced, well-rounded personality and leadership skills; the integration of the role of social institutions in every facet of the activities of students should be a major concern for student affairs officials; a

sustainable program for enhancing the roles of social institutions that have a strong influence to moderate influence be strengthened. Finally, consideration of the role of social institutions as input to policy enhancement be made by the college to increase participation of students in activities, plans, programs and projects.

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