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EFFECTIVENESS OF THE PERFORMANCE OF THE STUDENT GOVERNMENT OF NORTH LUZON PHILIPPINES STATE COLLEGE

Abstract: This study is anchored upon salient factors such as the perceptions of the students and student leaders on the effectiveness of performance of the Student Government of North Luzon Philippines State College. Student leaders could be benefited by the study for they shall be provided with a massive insight of how the Student Government operates. Since they are prospective leaders of the college, they may be able to determine which programs and projects could provide a better impact to students' welfare. For the school administrators, personnel and faculty members, they shall be illuminated with the real scenario of how student leaders work for the welfare of their constituents. They shall get a deeper understanding of the situations prompted by the student leaders in the campus; thereby helping them in some aspects of their academic lives. For the students, this study would provide the needed information as to how effective the Student Government is in ushering programs and projects which redound to their welfare. Based on the foregoing findings, the following conclusions were formulated: The Student Government, as to some extent, is doing its role in the college in making the students aware of their political rights. It is just that they need to hold regular leadership training seminars so that the students, especially the student leaders, could adequately learn how to become more mature and effective leaders. It should play the role of a facilitator to the administration or to any other student organizations whenever necessary.

Keywords: Effectiveness, Performance, Student Government, Student Leaders.

Introduction

The Student Government (SG) of North Luzon Philippines State College (NLPSC) is the highest governing student organization in the college. It serves as the umbrella organization of all the departmental student organizations which are operating within the campus. It is headed by a president, an officially enrolled non-graduating student from any of the program offerings of the institution and has been elected to man the affairs of the organization within a school year along with the other officers who also serve with the same length of office tenure. Its Constitution and By-Laws effected the full operation of the organization which is under the supervision of an adviser, a full-time faculty who has been designated by the college President.

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The creation of the Student Government as a student organization is imperative of the need for the students to have an avenue of keeping a closer and a more harmonious relationship with the school administration. The Student Government establishes the primordial role of ushering the voice of the student-constituents into the hearing faculties of the school authorities; thereby handling the noble responsibilities of working for the welfare of the entire studentry. After-all, the school as a purveyor of human knowledge, is institutionalized in order to provide the students with the needed services for their holistic development. It is for this reason that NLPSC envisions its students as effective partners in realizing her vision, mission, goals and objectives along with the attainment of worthwhile lives in the community of which she is a part.

Student Government is continuously serving the students through the creation of impact projects and programs of the college. It has been serving the studentry with fairness and transparency since a school year would not pass without having subjected itself for scrutiny in a general assembly.

This study is anchored upon salient factors such as the perceptions of the students and student leaders on the effectiveness of performance of the Student Government of North Luzon Philippines State College. Student leaders could be benefited by the result of the study for they shall be provided with a massive insight of how the Student Government operates as a student organization. Since they are prospective leaders of the college, they may be able to determine which programs and projects could provide a better impact to students' welfare. For the school administrators, personnel and faculty members, they shall be illuminated with the real scenario of how student leaders work for the welfare of their constituents. They shall get a deeper understanding of the situations prompted by the student leaders in the campus; thereby helping them in some aspects of their academic lives. For the students, results of this study would provide them the needed information as to how effective the Student Government is in ushering them programs and projects which redound to their welfare.

Statement of the Problem

This study determined the level of effectiveness of performance of the Student Government of North Luzon Philippines State College.

Specifically, it sought to answer the following questions:

1. What is the profile of the students and the student leader-respondents of North Luzon Philippines State College in terms of:
 - a. Age,
 - b. Sex,
 - c. Year Level,
 - d. Course,
 - e. Religious Affiliation, and
 - f. Place of Residence?
2. What is the level of effectiveness of performance of the Student Government of NLPSC as perceived by the respondents along:
 - a. Campus Politics,
 - b. Promotion of Student Welfare,
 - c. School Programs and Activities,
 - d. Maintenance of Student Discipline, and

- e. Improvement of School Facilities?
3. Is there a significant relationship between the profile of the respondents and their perception on the level of effectiveness of performance of the Student Government of North Luzon Philippines State College?

Scope and Delimitation of the Study

This study determined the level of effectiveness of performance of the Student Government of North Luzon Philippines State College as perceived by the two groups of respondents.

The variables along student performance are: campus politics, promotion of student welfare, school programs and activities, maintenance of student discipline, and improvement of school facilities.

Theoretical Studies

The researcher reviewed different studies related to the present paper; hence, it provides wider perspective on the problems raised in this study.

According to Gutek (2009), colleges and universities usually provide learning centres to assist students who are experiencing difficulties in their classes. These facilities offer tutoring and remedial education in areas where the student is experiencing difficulty. Counselling services are also available for students dealing with personal difficulties, including substance abuse and eating disorders. Career placement centres provide help in making career decisions and finding jobs after completing college.

The Student Government deals with the organization and regulation of student activities, academic curricula, and discipline at schools, colleges, and universities by student bodies or councils. A group of officers, elected by students and consisting of students and some faculty members, acts as a channel of communication between the administrators of the institution, such as the school principal or the president and board of governors of a college, and the students. It also takes part in the regulation of educational, disciplinary, and extracurricular activities and listens to the grievances of students (Microsoft Encarta, 2009)

However, Garlejo (2006) said that every college or university has a student Council as the supreme student organization of the school. Its main role is to ensure that the rights and welfare of all students are always upheld and promoted. The Student Council is tasked to develop school spirit and promote the general welfare of the students; to advise the university/college President on student matters, affairs and activities of distinctly intercollegiate concern; to adopt its own by-laws for its internal and general government; to coordinate student activities; and to exercise such powers and perform such act of duties as the school authorities may from time to time delegate to it.

On the other hand, Gacutan (2006) said that leaders of different student organizations in every campus played very important roles to perform for school enhancement. They are considered as a powerful vigor of human resources that the school taps for instruction as well as in school organization. This is very true to students for they are considered as the most important element of the educational community. Though young as they are, students are aware of the many problems that confront their school life and their future. Hence, they

should have the initiatives to offer solutions to such problems thereby giving them chances to execute their plans and mobilize their works within their capabilities because of their desire to facilitate students' development and help improve the prestige of the school they belong.

Cooper et al., (1994) as cited by Foubert and Grainge (2006) said that involvement in clubs and organizations has been shown to correlate positively with several areas of psychosocial development. Specifically, college juniors who are members of student organizations score higher than nonmembers on such factors as educational involvement, career planning, lifestyle planning, cultural participation, and academic autonomy.

Meanwhile, De Jesús, et.al (2015) holds that the challenging terrain of modern urban life requires these youth to navigate the political, economic, and legal demands confronted by their families; to understand the rules for success in public schools; and to steer clear of violence in their communities. Larger issues such as climate change and environmental justice understandably cannot be priorities for youth who are preoccupied with day-to-day survival.

However, Martin, (2000) as cited by Ebede (2015) mentioned that many college and university students participate in student organizations not only for entertainment. Student also wants to develop skills, knowledge and competencies that are relevant to their career. Researchers suggested that participation in activities that supplement classroom learning is certainly associated to the development of skills, knowledge and advanced interpersonal connections. It was mentioned by Reifman (2012), that many U.S. universities are located in older, inner-city communities, where problems such as blighted buildings, abandoned spaces, and crime can make the areas unattractive to prospective students and faculty. Some schools have taken an active role in neighborhood redevelopment, spending millions in university funds and involving their administrators and faculty in the planning and oversight of the changes.

The youth-led efforts to create change in schools, school districts and education-related policies are increasing. Research suggests that youth organizing can have a positive impact on young people's skill development, sense of agency, and level of community involvement.² Combined with evidence of concrete changes in education policies and practices resulting from youth organizing, this suggests we should take seriously the role of students as active change agents in their own education, as well as in other policy arenas that affect their lives. (Shanahan, 2015)

Based from the findings of oikos Tbilisi Report (2013), nowadays even the students who are experienced in establishing student organizations still having hard time in finding the right funds for them. Besides they are not supported by universities, they often face different barrier of s which causes their ineffective functioning.

Research Methodology

This portion presents the research design, population and sample, data gathering techniques and instrument and statistical treatment of the data.

Research Design. This study used the descriptive-correlational method of research with the questionnaire as the chief instrument in gathering the data.

In this study, it described the profile of the respondents such age, sex, year level, course, membership in organization, religious affiliation, place of residence.

This study also attempted to determine whether or not the profile of the respondents has something to do with their perception on the level of effectiveness of performance of the Student Government of North Luzon Philippines State College along campus politics, promotion of student welfare, school programs and activities, maintenance of student discipline, and improvement of school facilities.

Population and Sample. The population of the study covered the students and the student leaders of mandated organizations of North Luzon Philippines State College.

There were 1,654 students enrolled during the first semester of the school year 2016 – 2007 and 318 were taken as sample respondents; while total enumeration (100%) or all of the student leaders were taken as respondents. The data on population and sample can be seen in Figure 1.

Figure 1
Respondents of the Study

Respondents	Population		Sample	
	<i>f</i>	%	<i>f</i>	%
Students	1,654	96.61	318	84.58
Student Leaders	58	3.39	58	15.42
TOTAL	1,712	100.00	376	100.00

Result of the Study

Problem 1. What is the profile of the students and the student leader-respondents of NLPSC in terms of age, sex, year level, course, membership in organization, religious affiliation and place of residence?

Table 1.a presents the frequency and percentage distribution of the students and the student leader-respondents in terms of age.

AGE	Students		Student Leaders	
	<i>f</i>	%	<i>f</i>	%
16 – 18	164	51.57	22	37.93
19 – 21	123	38.68	28	48.28
22 – 24	24	7.55	3	5.17
26 and above	7	2.20	5	8.62
TOTAL	318	100.00	58	100.00

The table shows that there are 164 or 51.57 percent student-respondents who belong to the age bracket of 16 – 18 years; 123 or 38.68 percent are 19 – 21 years old; 24 or 7.55 percent are 22 – 24 years old; and seven or 2.20 percent are 26 years old and above.

In the same table, it shows that there are 22 or 37.93 percent student leader- respondents who belong to the age bracket of 16 – 18 years; 28 or 48.28 percent are 19 – 21 years old; three or 5.17 percent are 22 – 24 years old; and five or 8.62 percent are 26 years old and above.

This shows that more than half of the student-respondents belong to the age bracket of 16 – 18 years while almost half of the student leader-respondents belong to the age bracket of 19 – 21 years.

Table 1.b presents the frequency and percentage distribution of the students and the student leader-respondents in terms of sex.

SEX	Students		Student Leaders	
	f	%	f	%
Male	227	71.38	28	48.28
Female	91	28.62	30	51.72
TOTAL	318	100.00	58	100.00

The table shows that there are 227 or 71.38 percent student-respondents who are males while 91 or 28.62 percent are females.

In the same table, it shows that there are 28 or 48.28 percent student leader-respondents who are males while 30 or 51.72 percent are females.

This shows that most of the student-respondents are males while majority of the student leader-respondents are females.

Table 1.c presents the frequency and percentage distribution of the students and the student leader-respondents in terms of year level.

Table 1.c
Frequency and Percentage Distribution of the Students and the Student Leader-Respondents in Terms of Year Level

YEAR LEVEL	Students		Student Leaders	
	f	%	f	%
First Year	4	1.26	11	18.97
Second Year	202	63.52	22	37.93
Third Year	87	27.36	13	22.41
Fourth Year	25	7.86	12	20.69
TOTAL	318	100.00	58	100.00

The table shows that there are four or 1.26 percent student-respondents who are first year students, 202 or 63.52 percent are second year students, 87 or 27.36 are third year students and 25 or 7.86 percent are fourth year students.

In the same table, there are 11 or 18.97 percent student leader-respondents who are first year students, 22 or 37.93 percent are second year students, 13 or 22.41 percent are third year students and 12 or 20.69 percent are fourth year students.

This shows that most of the student-respondents are second year students and many of the student leader-respondents are in the same year level.

Table 1.d presents the frequency and percentage distribution of the students and the student leader-respondents in terms of course.

COURSE	Students		Student Leaders	
	f	%	f	%
Bachelor of Arts (AB)	71	22.33	7	12.07
Bachelor in Elementary Education (BEED)	22	6.92	9	15.52
Bachelor of Secondary Education (BSE)	42	13.21	7	12.07
Bachelor of Science in Computer Science (BSCS)	22	6.92	6	10.34
Bachelor of Science in Business Administration (BSBA)	77	24.21	7	12.07
Midwifery	36	11.32	10	17.24
Bachelor of Science in Office Administration (BSOA)	48	15.09	12	20.68
TOTAL	318	100.00	58	100.00

The table shows that there are 71 or 22.33 percent student-respondents who are enrolled in the AB program; 22 or 6.92 percent are from the BEED and the BSCS programs, respectively; 42 or 13.21 percent are from the BSE; 77 or 24.21 percent are from the BSBA; 36 or 11.32 percent are from the Midwifery; 48 or 15.09 percent are from the BSOA program.

In the same table, it can be seen that there are seven or 12.07 percent student leader-respondents who are enrolled in the AB, BSE, and BSBA programs, respectively; nine or 15.52 percent from the BEED; six or 10.34 percent from the BSCS and 12 or 20.68 percent from BSOA program, and ten or 17.24 percent from the Midwifery program.

This shows that there are many student – respondents who belong to the BSBA department while there are many of the student leaders – respondents who belong to the Midwifery department.

Table 1.e presents the frequency and percentage distribution of the students and the student leader-respondents in terms of religious affiliation.

Religious Affiliation	Students		Student Leaders	
	f	%	f	%
Catholic	266	83.65	51	87.93
Non - Catholic	52	16.35	7	12.07
TOTAL	318	100.00	58	100.00

The table shows that there are 266 or 83.65 percent student-respondents who are members of the Roman Catholic Church and 52 or 16.35 percent are non-Catholics. In the same table, it shows that there are 51 or 87.93 percent student leader-respondents who are Catholics and seven or 12.07 percent are non-Catholics.

This shows that most of the students and student leader-respondents are members of the Roman Catholic Church.

Table 1.f presents the frequency and percentage distribution of the students and the student leader-respondents in terms of place of residence.

PLACE OF RESIDENCE	Students		Student Leaders	
	f	%	f	%
Candon City	128	40.25	28	48.28
Outside Candon City	190	59.75	30	51.72
TOTAL	318	100.00	58	100.00

The table shows that there are 128 or 40.25 percent student-respondents who are residents of Candon City and 190 or 59.75 percent are residents outside Candon City. In the same table, there are 28 or 48.28 percent student leader-respondents who are residents of Candon City while 30 or 51.72 percent are residents outside Candon City.

It shows that majority of the students and the student leader-respondents are residents outside Candon City. This implies that most of the students enrolled in North Luzon Philippines State College come from the neighboring municipalities of Candon City, especially from the upland municipalities located on the eastern part of the city.

Problem 2. What is the level of effectiveness of performance of the Student Government of NLPSC as perceived by the respondents along campus politics, promotion of student welfare, school programs and activities, maintenance of student discipline, and improvement of school facilities?

Table 2.a presents the level of effectiveness of performance of the Student Government of North Luzon Philippines State College as perceived by the respondents along campus politics.

A. Campus Politics

The SG...	Students		Student Leaders	
	ξ	DL	ξ	DL
1. Supports the independence and integrity of the Student Election Committee or SELECOM.	3.34	E	4.32	VE
2. Encourages students in the free expression of their ideas through forum or conference.	3.66	E	4.29	VE
3. Works for the accreditation of student organizations.	3.18	ME	4.24	VE
4. Holds leadership training seminar.	2.89	ME	3.59	E
5. Serves as the voice of the studentry.	3.39	ME	4.36	VE
Weighted Mean	3.29	ME	4.16	E

Legend:

- 4.21 – 5.00 (VE) Very Effective
- 3.41 – 4.20 (E) Effective
- 2.61 – 3.40 (ME) Moderately Effective

The table shows that the student-respondents perceived that the Student Government is moderately effective in their performance in the realm of campus politics with the computed weighted mean of 3.29. They perceived the SG as effective in supporting the independence and integrity of the SELECOM” (ξ=3.34) and in encouraging students in the free expression of their ideas through forum or conference (ξ=3.66). However, they perceived the SG as

moderately effective only in working for the accreditation of student organizations ($\xi=3.18$), in holding leadership training seminar ($\xi=2.89$) and in serving as the voice of the studentry” ($\xi=3.39$).

The same table further shows that the student leader-respondents perceived that the Student Government is effective in addressing the students' welfare of NLPSC in the realm of campus politics with the computed weighed mean of 4.16. They perceived that the Student Government is very effective in all of the indicators except that it is effective only in its task of holding leadership training seminar as shown by the computed weighted mean of 3.59.

This implies that the SG, as to some extent, is doing its role in the college as a machinery of providing the students with ample awareness of their political rights. It is just that they need to hold regular leadership training seminar so that the students, especially the student leaders, would adequately learn better on how to become matured and effective leaders and how to effectively manage the affairs of their organization.

Table 2.b presents the level of effectiveness of performance of the Student Government of NLPSC as perceived by the respondents along promotion of student welfare.

B. Promotion of Students' Welfare

<i>The SG helps the students in...</i>	Students		Student Leaders	
	ξ	DL	ξ	DL
1. The orientation of their rights and privileges in the school through general assembly.	3.47	E	3.20	ME
2. Addressing their needs and concerns.	2.84	ME	3.47	E
3. Organizing and conducting academic and sports skills activities and talents competitions in school.	3.39	E	3.30	ME
4. Making the SG office available to listen with their grievances.	3.56	E	3.23	ME
5. Organizing recreational activities like social gatherings, recognition/induction programs, cultural activities etc.	2.93	ME	3.26	ME
Weighted Mean	3.24	ME	3.29	ME

Legend:

- 3.41 – 4.20 (E) Effective
- 2.61 – 3.40 (ME) Moderately Effective
- 1.81 – 2.60 (SE) Slightly Effective

The table shows that the Student Government of North Luzon Philippines State College is moderately effective in their performance along promotion of students' welfare as perceived by the student-respondents with the computed weighted mean of 3.24.

They perceived that the SG is effective in the orientation of the students' rights and privileges in the school through general assembly ($\xi=3.47$), in organizing and conducting academic and sports skills activities and talent competitions in school ($\xi=3.39$) and in making the SG office available to listen to students' grievances” ($\xi=3.56$). However, they perceived that the SG is moderately effective in addressing the students' needs and concerns ($\xi=3.47$) and in organizing recreational activities like social gatherings, recognition/induction programs, cultural activities, etc. ($\xi=2.93$).

The table further shows that the student leader-respondents perceived that the Student Government is moderately effective in addressing the students' welfare of NLPSC along promotion of students' welfare with the computed weighted mean of 3.29. They perceived that the SG is moderately effective in all the indicators except that it is effective in addressing the needs and concerns of the students as shown by the mean value of 3.47.

This implies that the Student Government should exert some more effort in serving the studentry by looking into their common welfare. They have to find ways and means on how to serve their constituents at the best extent.

Table 2.c presents the level of effectiveness of performance of the Student Government of North Luzon Philippines State College as perceived by the respondents along school programs and activities.

C. School Programs and Activities

<i>The SG cooperates with the school administration in...</i>	Students		Student Leaders	
	ξ	DL	ξ	DL
1. The realization of the Vision and Mission of the College	2.85	ME	3.36	ME
2. Leading the students in the formation of flag raising ceremony.	2.86	ME	3.39	ME
3. The orientation program	2.90	ME	3.52	E
4. Involving students to school programs such as the Nutrition Month, Foundation Celebration/Intramurals, Clean and Green or Beautification Program.	3.41	E	2.95	ME
5. Preparing systematic programs and activities for the whole school year through action plan.	3.61	ME	3.42	E
Weighted Mean	3.13	ME	3.33	ME

Legend:

- 3.41 – 4.20 (E) Effective
- 2.61 – 3.40 (ME) Moderate Effective

The student-respondents perceived that the Student Government is moderately effective in their performance along school programs and activities with the computed weighted mean of 3.13. They perceived that the Student Government is moderately effective in all of the indicators but its is effective in its attempt to cooperate with the school administration in involving students to school programs such as the Nutrition Month, Foundation Celebration/Intramurals, Clean & Green or Beautification Program as shown by the mean value of 3.41.

Further, the student leader-respondents perceived that the Student Government is moderately effective in addressing the students' welfare of North Luzon Philippines State along school programs and activities with the computed weighted mean of 3.33. They perceived that the Student Government is moderately effective in helping the school administration in the realization of the university vision and mission (ξ=3.36), in leading the students in the formation of flag raising ceremony (ξ=3.39) and in involving students to school programs such as the Nutrition Month, Foundation Celebration/Intramurals, Clean and Green or Beautification Program (ξ=2.95); however, the Student Government is perceived to be

effective in helping the school conduct the orientation program” ($\xi=2.81$) and in preparing systematic programs and activities for the whole school year through action plan” ($\xi=2.42$).

This implies that the SG should work closely with the school administration for the welfare of the studentry. However, they should maintain their independence and should not establish an image of being “rubber stamp” to the school administration. They should play the role of a fiscalizer or critic to the administration or to any other student organizations whenever necessary.

Table 2.d presents the level of effectiveness of performance of the Student Government of North Luzon Philippines State College as perceived by the respondents along maintenance of student discipline.

D. Maintenance of Student Discipline

The SG helps in....	Students		Student Leaders	
	ξ	DL	ξ	DL
1. Coordinating with the guidance counselors regarding students’ personal or family problems.	2.91	ME	3.38	ME
2. Conducting information drives on health related topics, social and political issues, etc.	2.95	ME	3.26	ME
3. Recommending punishments for students who violate school rules and regulation to the administration.	2.90	ME	3.44	E
4. Reminding and convincing student s in the observance of order, discipline in the corridors, classrooms and library.	3.20	ME	3.27	ME
5. The implementation of the rules and regulation of the school.	3.30	ME	3.35	ME
Weighted Mean	3.05	ME	3.34	ME

Legend:

- 3.41 – 4.20 (E) Effective
- 2.61 – 3.40 (ME) Moderately Effective
- 1.81 – 2.60 (SE) Slightly Effective

The table shows that the student-respondents perceived that the Student Government is moderately effective in their performance in all of the indicators along maintenance of student discipline as shown by the computed weighted mean of 3.05.

The same table further shows that the student leader-respondents perceived that the Student Government is moderately effective in their performance along maintenance of student discipline with the computed weighted mean of 3.34. They perceived that the Student Government is moderately effective in all of the indicators for the maintenance of student discipline except that it is effective in recommending to the administration some punishments for students who violate school rules and regulation as shown by the mean value of 3.44.

This implies that the SG should have more programs or activities where discipline may be imposed or instilled to the students. They should work hand and hand with the students in maintaining discipline among students so that they may be of good examples or models to the community.

Table 2.e presents the level of effectiveness of performance of the Student Government of North Luzon Philippines State College as perceived by the respondents along improvement of school facilities.

E. Improvement of School Facilities

<i>The SG helps make the school conducive for learning by...</i>	Students		Student Leaders	
	ξ	DL	ξ	DL
1. Cleaning and beautifying the campus.	3.43	E	3.20	ME
2. Proper utilization and maintenance of school equipment and facilities.	2.88	ME	3.52	E
3. Improving the comfort rooms, pathways, sports facilities and supporting the program on proper garbage disposal of the school.	2.95	ME	3.30	ME
4. Finding ways and means for the provisions of needed books in the library, laboratory rooms, etc.	3.45	E	3.18	ME
5. Assisting the school administration in the proper implementation of the school development plan.	3.37	ME	3.21	ME
Weighted Mean	3.22	ME	3.28	ME

Legend:

- 3.41 – 4.20 (E) Effective
- 2.61 – 3.40 (ME) Moderately Effective

The table shows that the student-respondents perceived that the Student Government is moderately effective in their performance along improvement of school facilities with the computed weighted mean of 3.22. They perceived that the Student Government is effective in helping make the school conducive for learning by cleaning and beautifying the campus (ξ=3.43) and by finding ways and means for the provisions of needed books in the library, laboratory rooms, etc.” (ξ=3.45). However, the Student Government is moderately effective in the proper utilization and maintenance of school equipment and facilities” (ξ=2.88), in improving the comfort rooms, pathways, sports facilities and in supporting the program on proper garbage disposal of the school (ξ=2.95) and in assisting the school administration in the proper implementation of the school development plan” (ξ=3.37).

The student leader-respondents meanwhile perceived that the Student Government is moderately effective in their performance along improvement of school facilities with the computed weighted mean of 3.28. They perceived that the SG is moderately effective in helping make the school conducive for learning in all of the indicators except that it is effective in the proper utilization and maintenance of school equipment and facilities as shown by the mean rating of 3.52.

This implies that the Student Government should have allocated more projects and programs which could help the school in improving its facilities. If there is a need to ask for more collection of funds or solicitation from outside sources, they should do it for the betterment of the students and for the entire academic community.

Problem 3. Is there a significant relationship between the profile of the respondents and their perception on the level of effectiveness of performance of the Student Government?

Table 3.a presents the significant relationship between the profile of the student-respondents and their perception on the level of effectiveness of performance of the Student Government.

Profile	Level of Perceptions	r_{xy}	Conclusion
1. Age		-.038	NS
2. Sex		.085	NS
3. Year Level		-.010	NS
4. Course		.035	NS
5. Membership in Organization		.055	NS
6. Religious Affiliation		.001	NS
7. Place of Residence		.033	NS

NS – not significant

The profile of the student-respondents has no significant relationship with their perceptions on the level of effectiveness of performance of the Student Government.

Table 3.b presents the significant relationship between the profile of the student leader-respondents and their perception on the level of effectiveness of performance of the SG.

Profile	Level of Perceptions	r_{xy}	Conclusion
1. Age		-.035	NS
2. Sex		-.046	NS
3. Year Level		-.124	NS
4. Course		-.221	NS
5. Membership in Organization		-.132	NS
6. Religious Affiliation		.276*	S
7. Place of Residence		.075	NS

NS – not significant

The table shows that the profile of the student leader-respondents such as age, sex, year level, course, membership in organization, religious affiliation, and place of residence has no relationship with their perceptions on the level of effectiveness of performance of the SG.

However, the profile variable religious affiliation appeared to have a significant relationship with their perception. This implies that the religious sect where the student leader-respondents belong have affected their perception.

Conclusions

Based from the foregoing findings, the following conclusions were formulated:

Majority of the student-respondents are 16 – 18 years old; they are residents outside Candon City; most of them are males; many are second year students; are not members of any accredited organizations in the college; are members of the Roman Catholic Church; and many of them are enrolled in the BSBA program.

Many of the student leader-respondents are 19 – 21 years old; many are enrolled in the Midwifery program; most of them are members of the Roman Catholic Church; majority are females; are not members of any of the accredited organizations in the college and they are residents outside Candon City.

The Student Government, as to some extent, is doing its role in the college in making the students aware of their political rights. It is just that they need to hold regular leadership training seminar so that the students, especially the student leaders, could adequately learn better on how to become matured and effective leaders. It should exert some effort in serving the studentry by looking into their common welfare. It should find some ways on how to serve their constituents best. It should work closely with the school administration for the welfare of the studentry and the university in general but it should maintain its independence and should not establish an image of being “rubber stamp” to the school administration. It should play the role of a fiscalizer or critic to the administration or to any other student organizations whenever necessary. It should organize more programs or activities where discipline may be imposed or instilled to the students. It should work hand and hand with the students in maintaining discipline among students so that they may be of good example or model to the community and should allot more projects and programs for the improvement of the school facilities. If there is a need to ask for more collection of funds or solicitation from outside sources, it should do it for the betterment of the students and the college community.

Recommendations

The following recommendations were formulated by the researchers based from the findings and conclusions of the study:

1. The Student Government should have to be more focused upon the needs, concerns and interests of its constituents. It should organize a regular forum where it could gain insights about the concerted needs of the students most especially that these students mainly come from outside Candon or from the neighboring upland municipalities in the eastern part of the city. While a general assembly is meant to be an open ground for the Student Government to report its accomplishment to all its member-students, a separate forum is instead for fitting and appropriate to this effect.
2. There is a need for the Student Government, together with the school administration through the office of the coordinator for student services, to initiate a recognition program before a school year lags. This activity is meant to recognize students who excel in both academic and non-academic endeavors; thereby uplifting their morale and effect a greater cause for self-improvement and enhanced self-confidence. While the Commencement Rites held during the graduation day is meant to recognize the achievements of graduating students, the same recognition should also be due for the non-graduating ones who wish also to be known during Recognition Rites.
3. The Student Government shall have a regular and updated schedule for training, seminars and workshops which shall be held in the campus for the benefit of all the students. Diverse and varied training apt for the individual specialization of students shall be conducted every semester. These shall greatly improve students' aptitude

and skills especially when theories learned inside the four-walled classroom have to be amplified through hands-on and practical applications in training conducted.

4. The school administration observes that the students do not have ample participation during flag raising ceremonies every Monday morning. Hence, there is a need to mobilize the Student Government to act as the immediate machinery in enticing or enjoining students to have full attendance and participation during the flag-raising rites. The Student Government must make students' involvement in flag ceremony a necessity by putting this as one of its priority programs in its yearly action plan.
5. There is a need for the Student Government to continue its programs on cleaning and greening the campus. In as much as the accreditation of the campus is concerned, the Student Government should make it a point that the school where its constituents are enrolled in shall be conducive for learning.
6. The Student Government is perceived to be slightly effective in its function of coordinating with the guidance office regarding students' personal and family problems. Therefore, there is a need for the Student Government to have a closer working relationship with the guidance office. The Student Government office should open its doors wide enough for students who are prompted with predicaments at home and in school. It should readily relate these situations to the guidance office for immediate action; thereby helping students to ease a bit their problems.
7. The Student Government is also perceived to be slightly effective in its task of recommending punishments for students who violate school rules and regulation to the school administration. Therefore, the Student Government should work with the guidance office in the creation of the university student tribunal which shall cater to the needs of students for due process of litigation in moments when they have committed grave misconduct inside the school.
8. Further study shall be conducted regarding the responsiveness of the Student Government for the needs, concerns and interests of the students who are considered its immediate constituents. It shall also include in this study the motivation needs of student leaders inside the campus.

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