

# The Influence of Negros Oriental State University, Bais Campuses I & II on Students' Socio-Economic Life and Aspirations

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**Abstract**—This was a descriptive survey study on the influence of Negros Oriental State University in Campuses I and II, Bais City on students' socio-economic life and aspirations. Data were gathered from 1,600 respondents using a questionnaire checklist. The findings revealed that the students highly prioritized their aspirations for their future career and academic studies. Likewise, it was also found out that NORSU has moderately influenced the student-respondents in terms of social demand of its curricular programs, delivery of quality instruction, research programs, community extension programs, interdependence among stakeholders and leadership in social transformation. On the other hand, the college to which the students belong was significantly related to the aspirations of the students. However, the family income and family size of the students were not significantly related to the aspirations of students and the university's extent of influence on their socio-economic life and aspirations.

**Keywords**— Influence, Socio-Economic Life, Aspirations.

## I. INTRODUCTION

THE operation and access to higher education institutions in the Philippines liberates the Filipinos from the bondage of ignorance and poverty. Basic education is a birthright but higher education is a privilege. Both public and private institutions have complementary and supplementary roles in educating the citizenry. All these schools share a common purpose of providing formal education in the degree or non-degree programs as mandated by the 1987 Philippine Constitution.

Records of the Commission on Higher Education reveal that there are 112 state universities and colleges, and more than a thousand of private colleges and universities established across the Philippines islands. One of the newly-established state universities in the country today is the Negros Oriental State University, by virtue of Republic Act 9299, on June 25, 2004 as a comprehensive state university.

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On this note, a study on the influence of NORSU as a dynamic higher-education institution of preference in the Visayas and Mindanao specifically, in Bais City Campuses I & II provides a clear appraisal on the significant roles that NORSU has performed and its influence toward the students to achieve their aspirations in life.

Furthermore, the study looked into the Vision, Mission and Goals of the university which would serve as benchmarks in the determination of its influence on the students' socio-economic life. These are summarized into several parameters such as social demand for curricular programs, delivery of instruction, research program, community extension program, interdependence among stakeholders and leadership in social transformation.

## II. LITERATURE REVIEW

The present study seeks to find out the influence of Negros Oriental State University Bais Campus I and II on students' life and aspirations. The role of a university is very relevant to the country's development since it would provide the nation with the needed manpower. On a study by Yaakub and Ayob (1999) universities are influential in the socio-economic development of the nation since universities improved the living standards and eradicate poverty. Universities have functions for social change and transformation (Brennan, et al, 2004) and generation of jobs (Grimms, 2001). Likewise, universities and colleges gave significant effects on students' future success. These effects can be seen as a measure of values and the impact that a college has on its students' educational success are independent of the characteristics of individual students (Davis-Kean, 2006).

Students' entry to college can be attributed to many factors (Waugh, 2011). One of these factors is their aspirations in life. Khattab's study (2004) showed that despite disadvantages students hold very high educational aspirations; that the educational aspirations of students are highly associated with their social capital and perceptions. Students' with set expectations and aspirations are very likely to enter into college and enroll in a degree (Curran and Rosen, 2006). Several studies on students' aspiration revealed that aspirations affect college choices on courses and future career (Pascarella and Terenzini (1993) and Rao (2001).

Since students' aspirations are influenced by a myriad of factors, it is imperative to identify the dynamics of these factors. Family and peer contexts emerged as the salient predictors of studies as well as individual academic preparation and external barriers or the environment. Students' aspirations are also associated with family and the community (Nichols et al, 2009) Studies done by Belley and Lachner (2009), Grinsmer, et al., (1994) and Matthews (2008) showed that the changing role of family income and social status as a gauge in determining students' expectation, ability and achievement in school. In the same manner, studies on the relationship of family structure, parental education and other family factors done by Wei-Jui-han (1998), Yan, Xue and Lin (2003) and Davis-Kean (2005) provide orientation to the influence of family factors on students' expectations and aspirations.

Another study by Kalogrides (2004) analyzed the influence of college on social attitudes among students. The study reported that college played an important role in determining and changing students' attitudes, perspectives and expectations. Likewise, Gerald and Freeman (2000) and Abramson and Damewood (1990) studied the effect of university life and university climate on students' satisfaction, recruitment and placement.

### III. RESULTS AND DISCUSSION

#### A. Socio-economic Profile of the Students

Most of the students were enrolled in the College of Industrial Technology where most of the courses offered are technical-vocational courses (Automotive, Electricity, Electronics and Computer Technology). See table I.

TABLE I  
FREQUENCY DISTRIBUTION OF STUDENTS BY COLLEGE, FAMILY INCOME AND SIZE OF FAMILY N=1600

1.1 COLLEGE CLASSIFICATION	F	%
CAS	349	21.81
CIT	577	36.06
CBA	358	22.38
CED	316	19.75
TOTAL	1600	100.00
1.2 FAMILY INCOME		
21,000 and above	68	4.25
18,000 – 20,999	46	2.88
15,000 – 17,999	80	5.00
12,000 – 14,999	48	3.00
9,000 – 11,999	209	13.06
6,000 – 8,999	229	14.31
3,000 – 5,999	623	38.94
Less than 3,000	279	18.56
TOTAL	1600	100.00
X = Php 7,222	1600	100.00
1.3 Family Size		
10 and above	96	6.00
8 - 9	227	14.19
6 - 7	507	31.69
4 - 5	648	40.50
2 - 3	122	7.62
TOTAL	1600	100.00
X = 6		

On the other hand, the college where there is the least number of enrollees is the College of Education. This college has the least number of students due to its strict admission policies as well as stringent policies on student retention.

As to the family income, most of the students belong to the lower-income family group as evidenced by the monthly income of P 3,000-5,999. Students who study in NORSU Bais campus I and II are coming from families whose parents are mostly farmers, fishermen, laborers, hacienda workers and small scale vendors. Some of them are children of government and private employees. Majority of the students reside in the lowlands and hinterlands of Bais City, Manjuyod, Bindoy and other neighboring municipalities whose main means of livelihood depend on agriculture and fishery.

On the other hand, as to family size, 40.50% of the respondents answered that they have a family size of 4-5 members. Clearly, the findings show that the students belong to a medium to large family household.

#### B. Aspirations of Students

Most students highly prioritize their aspirations on future career and academic studies. See Table II.

TABLE II  
PERCEIVED ASPIRATIONS OF STUDENTS

Students' Aspirations	X	Verbal Description	Rank
Academic Studies	2.38	Highest Priority	2
Social Life	2.22	Moderate Priority	3
Future Career	2.44	Highest Priority	1

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Students aspired to seek a gainful employment after graduation and uplift their standard of living and status. Furthermore, they also aspired to become successful and respectable professionals someday. Students aspired to position themselves for a specific career in the future and maximize lifetime income while gaining valuable work experience (Owens, 2008). Likewise, the students also highly prioritize their academic studies (x= 2.38). The students give much importance in their students and to acquire a university education in NORSU. It is one of their aspirations to learn necessary knowledge, applicable skills and desirable attitudes from the university after graduation. As to the student's aspirations in their social life, the students only moderately prioritize these aspirations (x= 2.22). As can be gleaned from the findings, students only placed moderate importance on their personal image as walking advertisement of the university and as role models in their respective communities. The findings of the study relate to the Attribution Theory by Bernard Weiner (1992) which begins with the assumption that people differ in how they think about success and failure. Students' aspirations would depend on causal categories such a personal choice, ability, effort task, luck, difficulty or even external factors. A university influences the academic life and social immersion Owens (2008), Pascarella and Terenzini

(1993) and Astin (1993). Obviously, institutions of higher learning provide the formal training that leads to the acquisition of knowledge, functional skills and the honing of talents that students apply when they leave the pylons of their Alma Mater.

*C. Extent of NORSU's Influence on Students' Aspirations and Socio-Economic Life*

The findings revealed all the parameters on NORSU's influence have moderate influence on the students' socio-economic life and aspirations. In a similar study conducted by Gerald (2000), the university climate which refers to excellence of faculty, excellence of leadership and excellence of resources influence a student's decision to select a particular school, and their participants in the school's development. See Table III

TABLE III  
EXTENT OF THE INFLUENCE OF NORSU ON THE STUDENTS' SOCIO – ECONOMIC LIFE AND ASPIRATIONS

Extent of Influence on Students' Aspirations	X	Verbal Description
Social Demand of curricular programs	2.33	Moderately Influence
Delivery of Quality Instruction	2.29	Moderately Influence
Research Programs	2.18	Moderately Influence
Community Extension Programs	2.19	Moderately Influence
Interdependence among stakeholders	2.24	Moderately Influence
Leadership for social transformation	2.35	Moderately Influence

The findings implied that NORSU was able to carry out its vision as a preferred institution of higher learning in the province of Negros Oriental and its mission of providing quality yet affordable education to poor but deserving students. The university has earned a good reputation and respect from students, the university has earned a good reputation and respect from students, graduates, parents and other people in the society as the last refuge of the poor towards social mobility. In the same vein with the present study, the study of Pascarella and Terenzini (1993) warrants the same effects or influence that a university has on the life of the students with regards to employment, social mobility, personal and economic benefits and quality of life.

Manifesting the same precept, NORSU has moderately influenced the students through the delivery of quality instruction as evidenced by qualified and competent faculty, updated course syllabi, varied teaching methods and approaches and the academic officials' great concern on students' learning.

Since the findings only show a moderate and not high influence, the period of time that NORSU has exerted such influence must also be looked into. As of the conduct of the

study, NORSU is only 6 years old as a university. Being an "infant" university, NORSU has still a lot to accomplish and make a mark of difference in the life of its students and soon in the locality where it is situated.

*D. Relationship between Socio-Economic Profile of students and their perceived aspirations*

There are only four colleges in NORSU Bais namely College of Education, College of Arts and Sciences, College of Business Administration and College of Industrial Technology. These colleges in one way on the other exert influence on the students' aspirations. See Table IV.

TABLE IV  
RELATIONSHIP BETWEEN SOCIO-ECONOMIC PROFILE OF STUDENTS AND THEIR PERCEIVED ASPIRATIONS

Socio Profile / Perceived Aspiration	X <sup>2</sup> C	Decision	X <sup>2</sup> C	Decision	X <sup>2</sup> C	Decision
Academic studies	39.82	Reject Ho	14.10	Accept Ho	6.59	Accept Ho
Social Life	20.64	Reject Ho	27.18	Reject Ho	11.94	Accept Ho
Future Career	26.49	Reject Ho	20.29	Accept Ho	5.49	Accept Ho

The environment provided by these colleges could have a relevant effect on students' aspirations. Academic and social experiences during college have a significant direct effect on self-concept development (Pascarella and Terenzini, 1996). Owens (2008) concurred that college entry is a significant threshold or crossing which can lead to changes in aspirations particularly, based on the selectivity of college to which a student gains admissions. Similarly, Pascarella and Terenzini (1993) agreed that the college impacts condition students' characteristics. The more incongruent or congruent a student is with the overall environment of his college, the more likely he is to withdraw or associate with the college in particular or from higher education in general.

Moreover, contrary to the above-mentioned findings, a portion of the data also found out there is no significant relationship between family income and the students' aspiration on their academic studies and future career. These findings are consistent with Yan, Xue and Lin (2003) when they reported that personal family economic income cannot influence significantly the well-being of students. However, the findings also revealed that family income is significantly related to the social life of students. Similarly in Chenoweth and Galliher (2004) study, family income is one of the salient predictors of college aspirations among rural West Virginia High School students. Academic expectations are socialized phenomenon which formation is highly influenced by parent's education level, family income and other background demographic characteristics (Jenkins, 2005). This implies that family income has bearing on students' aspirations on their

social life. Many of the students in NORSU Bais came from low-income families as shown in Table I and they would aspire to uplift their social status and to advance to another social rung in the community where they belong.

In a similar direction, there is no significant relationship between family size and the students' aspirations. Family size or structure does not influence the students' aspirations. Most of NORSU's students belong to a medium to large family with 5-6 members. However, this does not significantly relate to the formation or determination of their aspirations. Different findings were reported by Nichols (2009) through a hierarchical multiples regression that indicated family systems were significantly related to educational aspiration of African American adolescents. Likewise, Wei-Jui Han, et. al, (1998) had the same findings in their study on family structures of college students in Taiwan, indication that family structures with single-father families have significantly affect students' attendance and attainment.

#### *E. Relationship between the Students Socio-economic Profile and NORSU'S Extent of Influence on their Socio-economic Life and Aspirations*

Apparently, the college to which the students belong has significant relationship on their perceptions on NORSU's extent of influence in term of social demand, delivery of instruction, community extension programs, interdependence among various stakeholders and leadership. See Table V.

TABLE V  
RELATIONSHIP BETWEEN THE STUDENTS SOCIO-ECONOMIC PROFILE AND  
EXTENT OF INFLUENCE ON THEIR SOCIO-ECONOMIC LIFE AND ASPIRATIONS

Socio Economic Profile	X <sup>2</sup> C	Decision	X <sup>2</sup> C	Decision	X <sup>2</sup> C	Decision
Perceived Aspiration						
Social Demand	31.58	Reject Ho	19.22	Accept Ho	11.07	Accept Ho
Delivery	17.86	Reject Ho	23.88	Reject Ho	11.49	Accept Ho
Research Program	5.20	Accept Ho	10.98	Accept Ho	11.37	Accept Ho
Community Ext. Program	38.93	Reject Ho	13.21	Accept Ho	13.79	Accept Ho
Interdependence	43.70	Reject Ho	23.01	Accept Ho	12.05	Accept Ho
Leadership	30.27	Reject Ho	30.83	Reject Ho	11.82	Accept Ho

The findings are similar with the study of Pascarella and Terenzini (1993) when they reported that most college students think that their college experiences were relevant and useful to their future work and believe that they will have good jobs and good income in the future. Another study by Astin (1993) also supported some findings as to the outcome provided by colleges that include knowledge, critical thinking and basic skills that can influence academic achievement. Since NORSU Bais Campuses is composed of four colleges,

the students are exposed to different policies, experiences and learning skills, hence, their perceptions may also vary.

Furthermore, the findings reveal that the students' family income has no significant relationship on their perceptions of NORSU's extent of influence in terms of social demand, research programs, community extension programs, and interdependence among various stakeholders. These findings are consistent with Yan, Xue and Lin (2003) when they reported that family income cannot influence significantly the well-being of students. Belley and Lachner (2009) also posited that family income has little effect on college students' educational achievements. The present study's results imply that family income has little or no bearing on students' perceptions on NORSU's extent of influence.

On the other hand, there is no significant relationship between the students' family size and NORSU's extent of influence in terms of social demand, delivery of instruction, research program, community extension programs, interdependence among stakeholders and leadership. Hence, students' perceptions on these parameters are not determined by the family size. It can be deduced that since family size is not within the control of the respondents' then this could not possibly determined their perceptions. In a study by (Matthews, 2008) siblings, familial cohesion and conflict, parental education and possessions in the home can contribute to student's achievement. Furthermore, the number of children living at home is a more sensitive indicator than the total number in the family since in elder families, some of the children might have moved away (Wilkinson and Tanner, 1999). Negative effects for family size on educational attainment have been found in Australia and Finland (Marks, 2006).

#### IV. CONCLUSIONS

Negros Oriental State University is a newly-established university, but it has influenced the student-respondents in terms of its social demand, leadership in social transformation and the delivery of quality instruction but less on the areas of research, community extension programs and interdependence with various stakeholders.

Likewise, the students perceived that the university will provide them employment after graduation and improved their socio-economic life. In the study of Real and Añinon (2009), a sterling reality was showed that "graduates in both degree and non-degree programs were employed due to their educational qualification, school reputation and adequate technical skills. Competence in the job and service-orientation influenced their promotion." However, the family income and family size were not significantly related to the aspirations of students. Regardless of these variables, the students are still determined to finish their studies in the university and earn a degree. As Weiner (1992) puts it succinctly, "learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviors."

The perceptions of students, varied though may be, point to a similar direction-that students look upon the university as the vehicle for personal and societal change. This effect can be viewed as the influence of the university on students' success and the development of the nation since the university can improve living standards and eradicate poverty (Yaakub and Ahmad, 1999). Ultimately, Negros Oriental State University is challenged to continue its delivery of excellent education and service to poor but deserving students of the country in the years to come.

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