



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 20, 2021**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## **A Glimpse into the Lives of Transferring Private School Students to a State College**

**Jona J. Gabana<sup>1</sup>, Dennis V. Madrigal<sup>2</sup>**

Carlos Hildao Memorial State College, Bacolod City, Philippines,  
University of Negros Occidental-Recoletos, Bacolod City, Philippines  
[jjgabana@yahoo.com](mailto:jjgabana@yahoo.com)<sup>1</sup>, [dennis\\_madrigal@yahoo.com](mailto:dennis_madrigal@yahoo.com)<sup>2</sup>

**Abstract.** Private schools ensure students' future with rigorous academic curricula that incorporate durable skills like pro-activeness, critical thinking, and collaboration. However, due to financial constraints, learners are left with no option but to enroll in a tertiary school that offers free of charge. Hence, this paper aims to inquire into the lives of transferring students from a private school to a state college. The researcher utilized the purposive sampling technique to determine the five participants of the study who were selected using inclusion criteria. Through qualitative research design, the data were gathered from the participants using an in-depth interview. Data were analyzed using a recursive textual analysis aided by Litchman's 3 C's-coding, categorizing, and conceptualizing. The findings reveal that participants shared usual experiences and observations in a state college. Notwithstanding the hardships to accomplish the desired purpose, the students remained focused and motivated. Thus, state college is a conducive avenue for a determined student to earn a degree and become successful in their chosen field.

**Keywords.** Transferring Students, Private Schools, State College, Negros Occidental

### **Introduction**

Filipino parents view education as one of the most valuable legacies they can impart to their children. They firmly believe that having a better education opens opportunities to ensure a viable future and eventually elevates them out of poverty. Thus, they are inclined to make enormous sacrifices to send their children to school [20]. Private tertiary schools prepare students for the future with rigorous academic curricula that incorporate applicable skills like pro-activeness, critical thinking, and collaboration. As family income and parents' levels of education increase, so does the inclination to select a private school. Students become more discerning customers, demanding better value for money, becoming more selective in choosing an educational institution. [14]. Institutional image and reputation had a tremendous effect on college choice. It is a powerful influence on potential students, and college reputation is ultimately persuasive in the college search and selection process. Students value the importance of a college, and it rates as an influential factor by students in the college choice process. The most significant factor that students will evaluate in selecting their school choice is the institution's reputation.[ 17]

In choosing private schools, one of the most common reasons is that parents truly believed that their children have an excellent education. Also, parents are attracted to the smaller

class size, and educators acknowledge that smaller categories could foster close working relationships between and among teachers and students, thereby enhancing learning [23].

The primary form of investing in human capital is through the development of any educational system. Later, the main driver for socio-economic progress and welfare is the performance of the human capital. The efficiency of the education organization in general and higher education, in particular, is an intricate socio-economic relationship. The influence of qualitative and quantitative factors generates various effects throughout society. [12].

However, due to financial constraints for low-class families, learners are left with no option but to enroll in a tertiary school that offers free of charge. United Nations Children Fund (UNICEF) advocates for considerable investment in the countries cognitive capital. Free tertiary programs that pay for student tuition fees are steps toward tackling the expensive cost of education. As provided in R.A. 10931, it is the state's policy to promote and protect the rights of every student to quality education at all levels, and such quality education is an inalienable right of all Filipinos.

Low-income and first-generation students often live in communities where young people take jobs immediately after high school and do not see the value of going on to college if they are making money at present. Many observed that students' financial assistance at the tertiary level is insufficient and may warrant credible policy and administrative improvements to reach deserving students. [5]. Due to a mismatch of requirements from the market and the supply from the academic community, the state college performance and graduate's performance are vital factors to the employability of the graduates. [26]

In this study, various research conducted the factors and reasons students move from one school to another. However, no study highlighted the lived experiences of students from private schools transferring to a state college. Hence, the researcher intends to explore and describe students' lived experiences from private schools and currently enrolled in a state college.

## **1. Method**

This study utilized qualitative research using phenomenological inquiry to inquire into the lives of transferring students from private schools to a state college. Qualitative research involves a naturalistic and interpretative approach to the world. Researchers examine things in their natural settings, attempting to make sense of, interpret, and explain phenomena in terms of the meanings people bring to them.[6]. Phenomenology is a philosophy of experience. The ultimate source of meaning and value is the lived experience of human beings [2].

A phenomenological study sets out the meaning for several individuals of their lived experiences of a concept or a phenomenon. The phenomenological method aims to reduce individual experiences with a phenomenon to describe the universal essence[6].

The study participants were five students who graduated from a private school during their senior high school and are currently taking up Bachelor of Science in Accountancy in a state college for more than a year. They participated through the purposive sampling technique. The process involves identifying and selecting individuals or groups of individuals that are chiefly knowledgeable about or experienced with a phenomenon of interest [6]. Through an in-depth interview, the data gathered from the participants is to acquire the adjustments, financial opportunities, feelings, and expectations of the transferring students from a private school towards a new environment.

There were two issues of particular relevance for beginning researchers: (1) maintaining confidentiality; and 2) obtaining informed consent. Researchers must guarantee that participants freely agree to participate in the research process and protect their privacy. They also must

inform participants of all potential risks from participating in the study and gain formal consent before starting the interview. [11]. Informed consent entails informing the research participants about the overall purpose of the investigation, the main features of the design, and any possible risks and benefits from participating in the research project. Informed consent further involves obtaining the voluntary participation of the people involved and informing them of their right to withdraw at any moment from the study [18]. If this investigative paper publishes information that is potentially recognizable to others, the participant should agree to release identifiable information. The principle of the research subject to privacy is not without ethical and scientific dilemmas [18].

In the conduct of this study and in gathering information using in-depth interviews, the researcher followed strict protocols in obtaining informed consent. The consequences of qualitative research are concerned with possible harm and benefits expected from their participation in the study. The ethical principle of beneficence means that the risk of danger to a participant should be the least possible. From the practical ethical perspective, the sum of potential benefits to a participant and the importance of the knowledge gained should outweigh the risk of harm to the participant and warrant a decision to carry out the study. A researchers' responsibility is to reflect on the potential consequences for the persons taking part in the research and the larger group they represent. [18]

To comply with the prescribed ethical standard, the researcher obtained informed consent from all participants at the beginning of the study and ensured the participant's privacy. The participants shall be given "aliases" instead of their real names for anonymity purposes.

To analyze the data, the researcher utilized the recursive textual analysis aided by Litchman's 3C's - coding, categorizing, and conceptualizing students' experiences after they transferred to a state college.

## **2. Results**

The rationale of this study is to describe and explore the life experiences of students from private schools enrolled in a state college. While they enjoy the opportunity to have free education, some factors might affect their learning process, considering that they came from a private school. Inquiring into their lived experiences will give us a better understanding of their current situation. This section has identified five main themes with three to four sub-themes for each to facilitate the discussion of this study.

### **Living Up to the expectation of a State College**

**Scholarships are for deserving Students.** Participants alleged that they should be prepared to dedicate a significant amount of time to fulfilling the roles and responsibilities of a scholarship award. An ideal student does not waste hours and energy on trash. According to them, the school strongly imposed a retention policy. The Retention Policy examines the standards for the Accountancy Students whose in the future is needed to take the prestigious CPA Licensure Exam. For them, retention policy causes competition within themselves rather than with their classmates or other people in the BSA Program. Retention Policy causes too much stress, physically and mentally, to the students who undergo the BSA Program. Scholars are one of the most vulnerable students on campus when it comes to pressure. There's always that extra push to be at the top of their game- making sure they are every inch deserving of the scholarship given. Some students verbalized it this way:

Since the tuition fee is not available for all students in this college, we need to maintain our grades and stay in the program.

If we are not qualified to continue in the BSA curriculum, we should shift to another course.

**Maintenance of Good Conduct and Behavior.** As an academic community, the college recognizes the necessity to articulate and enforce standards of behavior. Accordingly, such measure is intended not to prohibit misbehavior and punish violations but to educate about traits and character attributes that the community desires to uphold or deter. To protect community members from unwanted interference and harm, to hold every individual and group accountable for the consequences of their behavior, and foster an environment conducive to our community's primary purpose. Students are responsible for governing their conduct by standards set forth and ethical behavior not to injure or discredit themselves, the university, or any other individual. Moreover, just as the learning environment, it does not end at the four corners of the room, neither is the exercise of individual responsibility, civility, and honor limited to the academic domain.

The students, regardless of year level, must maintain good moral character at all times. He must adhere to the rules of conduct imposed by the College Students Handbook. Participants of this study expressed their observations in the imposition of school discipline this way:

We must act and behave like true professionals during our stay on the campus since we are bringing the good name of our school.

In my four years of stay in this institution, I will make sure that I will not receive a letter from the Office of the Discipline Officer.

### **Embracing School Culture and Traditions**

**From religious to non-sectarian school.** Since most of the participants came from private catholic schools, they could adjust the kind of practices they used to have for the past six years of their stay in the previous institution. While it is true that in a state college, they do not celebrate holidays, practice any religious rituals or display religious symbols, however, this does not mean that they do not respect religious beliefs and practices. Accordingly, they were even encouraged to share with classmate's family holiday traditions. The school recognizes that examining religious beliefs and practices often leads to understanding the essential nature. As mature individuals, they are fully aware of the role religion has played throughout history. Like any other brand, state colleges and universities need to communicate culture to articulate their effectiveness. In the exercise of one's faith, students are free to choose who and what to believe. Some of the participants shared this experience, stating:

Before, I was getting used to attending masses since I am from a Catholic School. We are not allowed to go out of the campus until the ceremony is over. Now, we could leave the campus anytime.

At the start of the class, our teacher will lead the prayer. Here, praying is optional.

**They were joining the community extension project.** Higher Educational Institutions, particularly State Universities and Colleges, are committed to fostering quality education through its four-fold function: instruction, research, extension, and production. One of the core functions of a state college is its extension projects. It recognizes the vital role colleges and universities play in developing communities, especially the under-served and depressed. Community engagement describes the collaboration and commitment between institutions of higher learning. Larger gatherings are for the mutually beneficial exchange of knowledge, expertise, and reciprocity. Community engagement could be sustainably done and promoted through the collaborative process wherein students serve as the aid of their instructors in

conducting extension services. Some students shared their observations in this kind of undertaking, stating:

I admire the extension program of this college. Faculty members actively support and help those who are in a low-income family by teaching them means of livelihood.

There is some sort of fulfillment the moment you extend your small contribution to the less privileged individuals.

**Student-driven leadership.** The ultimate test of leadership involvement comes with the first task and assignment to manage others. College students, in particular, can improve their social being from early exposure to leadership opportunities by learning how to serve as an officer in various peer on-campus organizations. Early involvement in leadership activities will help students recognize interest and commitment to campus academic and social life. By having the knowledge and skills to influence others to follow them, these student leaders can grow with greatness in serving their communities. Students who build and establish technical skills will grow into an effective and efficient leadership practice as they mature and develop. As an early involvement in the pursuit of leadership students, higher learning will establish credibility. Credibility provides leaders the leverage of demonstrating trust and confidence in what they do as viewed by others. Some participants shared their observations in the kind of leadership practiced in school by saying:

I am amazed how student leaders take an active role in school governance. They can be the voice of every student when it comes to policy-making.

Students are very wise when it comes to electing their representatives. It seems like they are in a perfect political arena.

The president of the student government is very active when it comes to school activities.

The exposure in campus governance is truly a training ground for those aspiring to become political leaders.

**They are posting late announcements during calamities and suspension of classes.** Emergency response encompasses a scale of measures to protect life and property and cope with the social disruption that disasters produce. Higher Educational Institutions and state colleges should inform students ahead of time or at the earliest possible time in cases of natural disaster, and calamities for their lives are of primordial importance compared to education. Participants of the study shared their disgust, stating:

We kept on calling the school to update whether there is a need for us to report, there is no definite response.

Before we knew that they suspended classes, we were already in school. The sad part is, we already spent our money on transportation.

### **Challenges Encountered by Students in the Academic Field**

**Reporting in school is a significant part of academic requirements.** Academic workload is one of the leading stressors for college students, as it accounts for increased stress levels in their college life. Academic performance was examined by asking the participants how difficult they perceived their assigned topic and the number of hours in a week they spent studying and working on it. Participants of this study revealed that:

Almost all of our teachers would require us to report the assigned topic since, according to them, that is part of the OBE curriculum, and students should take part in the delivery of the discussion.

Sometimes our instructors are not satisfied with our performance in reporting. Thus, we need to exert some extra effort to meet their expectations.

**Loads of assignments even late at night.** Assignment being part of academic requirement enables to enhance the cognitive and analytical abilities of students. Also, it would increase their research and exploratory skills. However, some students have difficulty complying with said requirement since almost all of the teachers have assigned topics within a short period. Some participants would allege that their instructors shift their burdens to them when they could not hold classes due to holidays and meetings. Students verbalized their sentiments this way:

Whenever they do not meet us due to meetings, they would give us plenty of assignments to compensate for when we are supposed to meet.

Every time our teacher would require us a project or assignment, we should present a better output.

### **Exploration of One's Identity as a Student**

**They were dealing with peer pressure.** Peer pressure can be challenging for teenagers or during college years to deal with the changing attitudes and influence. The desire and expectations to fit in and feel like being part of a group are typical, and most people feel this way their entire lives. The significant thing about peer pressure is that it can sometimes be positive, but other times, it can negatively influence the students' lives. One way to combat peer pressure is to be involved in dedicated friends to their schooling and even join a club or sports team. Stay busy and avoid parties where alcohol drinking and drugs might be affected. Pressure can be in the form of sexual pleasure, drug or alcohol use, the pressure to do something wrong like commit vandalism, or even something like bullying. But in a state college, pressure, according to these BSA students, comes in academic performance. Some participants shared their experience stating:

Most of my classmates were intelligent, and I need to study harder to compete with their scores.

Sometimes when my classmates would ask me to have a snack, I usually pay beyond my budget.

**They were making good adjustments.** Successful student adjustment to the college domain is of great importance to various individuals, including college students striving to succeed, mental health professionals who help students overcome challenges in emotional, social, and academic adjustment, and college administrators concerned with retention rates. Student adjustment to college has been increasing interest since first appearing in educational journals in the 1940s. One of the major concerns associated with college adjustment is understanding what factors cause attrition and what factors increase retention. Participants of this study expressed their adjustments, stating:

Now that I am staying in a boarding house, I need to overcome my homesickness.

I am now responsible for my food and personal belongings, and my parents can no longer help me prepare for my needs.

My place is near the road where the jeepney passes, I am quietly disturbed, but somehow I can tolerate the noise.

**They were missing the old routines.** A routine, as the usual series of things that you do at a particular time. It is a practice of regularly doing things in a fixed order. Receiving scholarship grants is excellent, but it's not always easy. Some scholars were making that decision would mean packing their bags and studying miles away from home. And for free

quality education and just resolve to battle homesickness now and then. While their fellow students rush their way home, scholars who live in dormitories rush their thoughts until their next travel home. College students, especially freshmen, would call their friends and classmate in high school to meet up or have a video call during their free time. Participants of this study verbalized their experience this way:

After class, we immediately go home. If not, we hang out with a friend in our favorite resto.

I miss my high school life, the teachers, my classmates, and what we used to do after our class in the afternoon.

### **Realization of One's Dream**

**They were making the right choice.** State universities and colleges, unlike their private counterparts, are financed by the public fund. The state approximately provides 90 percent of its fund to carry out this purpose. Since the life of the university is contingent upon state support, such colleges strictly follow state regulations. Most of the coursework is reasonably standardized among state universities, especially those within the same state. To promote collaborative learning within the classroom less than they do independent studies is the primary goal of public universities. Thus, the information given in the instruction field feels more like the outline of a subject than the course itself. The moment one decides on the state school, challenge oneself whenever possible, set goals, and establish an academic background. Investing in a college education is considered a big financial move, and one should not take it lightly. Whichever educational path a student may choose, it is always necessary and essential to remember that, after all, it's their field of interest that will matter. Using their voice and making their own decision is what this is all about. Even if it goes against practical considerations, their decisions will be their form of commitment. As long as they will uphold it, work hard at it, and keep on getting better at it, they will enjoy it for the rest of their life. Some participant expressed their self-motivation this way:

I love my course, and I enjoy my chosen field. In time, I will finish my studies and make my parents proud.

College life is a survival for me, but still, I have no regrets. I have made a good decision for myself.

When asked, what course to choose, no doubt I will become an accountant!

**The most practical decision.** One of its most positive aspects of the public is its affordability, for even without any form of assistance, it is undoubtedly the cheapest path to a diploma. Educating learners and their families about a college education's financial and social advancement and providing vital information about financial aid to students and their families will give them the wisdom to pursue and complete a college degree. Some students verbalized their observations this way:

Surely I could finish college without putting too much burden on my family. I am blessed to enroll in a state college that offers free of charge.

Instead of paying for my tuition, I could save it for my allowance.

Most of my teachers came from prestigious colleges and universities. It makes no difference, only a name.

### 3. Discussion

This study revealed that participants shared the same experiences, sentiments, expectations, and observations in a state college. After graduating from a private institution, studying in a government-funded institution is a major decision one has to make for his future. Consequently, living up to the expectation of the school run by the government requires keeping a good grade for the scholarship are deemed given to those deserving students. One of the school's policies that students must do better regarding their academic performance is free of charge; having a part-time job is highly discouraging for them to focus on their chosen degree and eventually graduate on time. The scholarship is not limited to students with excellent academic records or demonstrated financial need. Students must simply get into college and maintain an average point while enrolled [4]. Some scholarship grantees seem to have a different case than regular college students in keeping their grade weighted average. [10]

Every scholar shall maintain good conduct and behavior during admission and before graduation from the institution. It is worth noting that disruptive behavior and demeaning conduct have been the primary problem for many educators and other school officials. Thus, the researcher of this study convinces that discipline should be maintained in schools, although corporal punishment has been abolished for effective teaching and learning to occur. Educators must, therefore, come to terms with acceptable strategies for maintaining discipline in schools and classrooms. [9]

Adaptation to school culture and tradition includes the shift from religious to non-sectarian school. Some students were used to attend masses and say a prayer before the start of every class; however, state College doesn't involve or relate to any religious sect or political group. Such activities were not practiced and observed. Because of the significance of culture, it becomes incumbent upon the institution's leaders to shape this culture to maximize the effectiveness of the institutions. [2]

One of the core functions of the college is on the community extension; students in aid to their respective teachers joined in the school programs in support of the school community projects. On the other hand, recognizing student's contributions is essential to foster the growth and development of school programs. Participants acknowledge the efforts and the hardship that the student leaders provide to carry out the school vision and mission. The institution's community affiliates contribute to shaping the culture and influencing the institution's effectiveness [2].

It has been the practice of the college to wait for the higher management to declare the suspension of classes. Unfortunately, before sending the official memorandum order to satellite campuses, students are on their way to school. According to [3], there are contingency action plans with assigned titles on several shelves throughout higher education institutions. Still, the functional competencies associated with the individuals who must fill those titled roles seem to go unresolved. In the absence of clear performance expectations and accountability of roles and responsibilities, one must assume emergency response duties assigned amid the emergency. Without specific role performance preparedness, those expected to perform necessary response and recovery tasks will improvise actions based on life experiences and assumptions.

In addition to the challenges encountered by the participants in academics, delivering reports as part of the academic requirement is essential for every student. It is a way for them to develop confidence and enhance the language of the discipline as a means for educators' to support outcome-based education. In contrast, students develop critical thinking in the academic field. On the other hand, doing assignments late at night is a rigorous task for every student. No one could exempt from the compliance for such requirement is indispensable in an educational community. College grantees have the greatest extent of exposure to personal academic and

social stressors, as they are required to maintain their good academic standing to sustain their scholarship grants [10].

Furthermore, exploring a new environment for participants includes dealing with peer pressure, making fine adjustments, and missing the old routines. For them, their current environment has taught them significant change and adjustment for half of the lives they have lived in the comfort of their home. In pursuit of a brighter and better life, participants are most willing to overcome the obstacles and persevere in their career path. Various empirical studies have assessed successful college adjustment despite prior adversity to understand how individuals who have experienced these challenges adjust. [24]. The emergence of the concept of resilience has generated interest in assessing and understanding factors and characteristics that predict a higher probability of unquestionable outcomes, particularly in the context of adversity. These qualities are protective factors, securing against risk and unprecedented results. [22]

Finally, participants need to think that the school will realize their dreams. Accordingly, their enrolment in a state college is the right choice and the most practical decision by far. Government education spending expects to enhance the well-being of beneficiaries and improve their capability to gain income in the future. In this sense, engaging education expenditures to the poor holds a promise for breaking the intergenerational transmission of poverty [21]

## **5. Conclusion**

The experiences, views, observation, and expectations of the participant of this study carefully describe their lived experiences in a state college. As one of the faculty members in a tertiary public school, most of the responses are more likely relevant in the currently existing system of the college. The institution set a high standard to materialize the very essence and purpose of making a tertiary education beneficial for deserving students. This policy is significant to all departments so that the money allocated by the government for governmental purposes such as for educational undertaking will serve its very essence.

The school environment has a lot to do with student performance and achievement, whether in co-curricular or academic aspects. Since time immemorial, the culture and traditions of every school have been in existence, and faculty, students, personnel, and administrators have to live with it since it has been the observed practice in the institution. Challenges encountered by students are part of the process, and to counter this, exploration and adjustment are essential factors that students must adhere to and strictly follow.

Finally, looking back with gratitude in an institution that provides an opportunity to realize their dreams is a humble gesture that every state scholar must possess; after all, they deserve the government's support since they are doing their counterparts.

## **References**

- [1] Adams, S. (2009). Importance of Institutional Culture at A Technical College. Retrieved. March 2021 from [http://epublications.marquette.edu/dissertations\\_mu/337](http://epublications.marquette.edu/dissertations_mu/337)
- [2] Armstrong, P. B. (2005). Architecture, Body, and Performance Phenomenology. John Hopkins Guide for Literacy Theory and Criticism Entry (2<sup>nd</sup> Edition. Retrieved from <http://litguide.press.jhu.edu/>
- [3] Barnowski, T. (2010) College Campus Emergency Preparedness: Is Avoidance a Reason for Concern. Franklin University. Columbus, Ohio, 2010.
- [4] Bartik, T. J. (2014). The Kalamazoo Promise Scholarship: College Funds Boost Grades of African American Students. Retrieved March 15, 2021 from, <https://research.upjohn.org/jrnlarticles/163/>

- [5] Benjamin, S. et al. (2011). Affordability of private tertiary education: A Malaysian Study. *International Journal of Social Economics*.
- [6] Creswell, J.W. (2007). *Qualitative Inquiry and Research Design (2<sup>nd</sup> Edition)*. Sage Publications, Inc.
- [7] Davis, Ava M. (2011). Why Do Parents Choose to Send Their Children to Private Schools?". *Electronic Theses and Dissertations*. 382.  
<https://digitalcommons.georgiasouthern.edu/etd/382>
- [8] Denzin, N. K. and Lincoln, Y. S. (2005). Introduction: The Discipline and Practice of Qualitative Research. *The Sage Handbook of Qualitative Research* (p. 1-32) Sage Publication Ltd.
- [9] Dzivhani, M. D. (2000). *The Role of Discipline in School and Classroom Management: A Case Study*. Retrieved March 20, 2021 from, <https://core.ac.uk/download/pdf/43175949.pdf>
- [10] Esperanza, E. T. and Bulusan, F. (2020). Stressors and Coping Mechanisms of College Scholarship Grantee. A Quantitative Study of an Island Higher Education Institution. Retrieved March 15, 2021 from, [https://www.researchgate.net/publication/341090695\\_Stressors\\_and\\_Coping\\_Mechanisms\\_of\\_College\\_Scholarship\\_Grantees\\_A\\_Quantitative\\_Case\\_Study\\_of\\_an\\_Island\\_Higher\\_Education\\_Institution](https://www.researchgate.net/publication/341090695_Stressors_and_Coping_Mechanisms_of_College_Scholarship_Grantees_A_Quantitative_Case_Study_of_an_Island_Higher_Education_Institution)
- [11] Esterberg, K. (2002). *Qualitative Methods in Social Research*. McGraw Hill, Boston
- [12] Gogu, E., Muregan, M. and Turdean, M. (2014). Statistical Comparative Analysis of the Public and Private Tertiary Education in Romania 2000-2012. Retrieved February 5, 2021, from: <https://www.sciencedirect.com/science/article/pii/S2212567114002743>
- [13] Hossler, D. and Bontrager, B. (2004). *Handbook of Strategic Enrollment Management*. Retrieved March 16, 2021, from: <https://www.amazon.com/Strategic-Enrollment-Management-Jossey-Bass-Education/dp/1118819489>
- [14] Ismael, N. et al. (2007). Choice Criteria for Private Tertiary Programs at a Private Higher Education Institution. *Asian Journal of University Education*.
- [15] Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of basic and clinical pharmacy*, 5(4), 87.
- [16] Kee Ming, J. S. (2010). *Institutional Factors Influencing Students College Choice Decision in Malaysia: A Conceptual Framework*. Curtin University, Sarawak, Malaysia
- [17] Keling, Z. (2007) *Pushing Forward Education Fairly to Promote Balanced Education Development for Nationalities*. Retrieved March 10, 2021, from: [https://en.cnki.com.cn/Article\\_en/CJFDTotat-HLMZ200704041.htm](https://en.cnki.com.cn/Article_en/CJFDTotat-HLMZ200704041.htm)
- [18] Kvale, S. and Brinkman, S. (2009). *Interviews, Learning The Craft of Qualitative Research Interviewing*. Sage Publication
- [19] Lubienski, C.A & Lubienski, S.T. (2014). *The Public School Advantage: Why Public Schools Outperform Private Schools*. Retrieved January 30, 2021, From: [https://books.google.com.ph/books?hl=en&lr=&id=mZ4TAQAAQBAJ&oi=fnd&pg=PR7&dq=private+schools+vs+public+school&ots=ozXu4I4bYm&sig=ZfEcuEXIpL4pmXCI339iFLAvI9E&redir\\_esc=y#v=onepage&q=private%20schools%20vs%20public%20school&f=false](https://books.google.com.ph/books?hl=en&lr=&id=mZ4TAQAAQBAJ&oi=fnd&pg=PR7&dq=private+schools+vs+public+school&ots=ozXu4I4bYm&sig=ZfEcuEXIpL4pmXCI339iFLAvI9E&redir_esc=y#v=onepage&q=private%20schools%20vs%20public%20school&f=false)
- [20] Maligalig, D. S. et al. (2010). *Education Outcomes in the Philippines*. Asian Development Bank, 6 ADB Avenue, Mandaluyong City, 1550 Metro Manila, Philippines.

- [21] Manasan, R. G. et al. (2008). Benefit Incidence of Public Spending on Education in the The Philippines. Retrieved March 21, 2020, from: [https://ideas.repec.org/p/phd/dpaper/dp\\_2008-08.html](https://ideas.repec.org/p/phd/dpaper/dp_2008-08.html)
- [22] Masten, A. S. (2013). Risk and Resilience in Development. The Oxford Handbook of Development Psychology. Retrieved March 10, 2021, from, <https://psycnet.apa.org/record/2013-01013-023>
- [23] Olivas, N. (2017). Predicting Adjustment to College: The Role of Protective Factors. Colorado State University, Fort Collins, Colorado
- [24] Silverman, D. (2000). Doing Qualitative Research. Thousand Oaks, CA: Sage Publication p. 54
- [25] Villanueva, F. P. et al. (2013). Education Status of State Universities and Colleges in the The Philippines. Retrieved March 20, 2021, from: <http://www.smrj.sdssu.edu.ph/index.php/smpj>