

Equity of Student Right to Education as Perceived by College Students across Gender, Ethnicity, Religion and Socio-economic Status, and its Relationship to Students' Academic Performance

Julius S. Valderama, Fermila D. Cauilan², Marigem J. Pascual² and Lorna L. Oligo³

¹ Department of Mathematics and Statistics, Nueva Vizcaya State University, 3700 Bayombong, Nueva Vizcaya, Philippines

² Department of Languages, Nueva Vizcaya State University, 3700 Bayombong, Nueva Vizcaya, Philippines

³ Department of Social Sciences, Nueva Vizcaya State University, 3700 Bayombong, Nueva Vizcaya, Philippines

Keywords:

Academic performance, students' right to education, discrimination, school biases, univariate analysis, Philippines

ABSTRACT

A learning institution should provide equal opportunities to each student to enhance and maximize their learning potential without any feeling of prejudice. Discrimination in the school is one of the factors that could affect the individual's performance. There were several sources of discrimination such as gender, ethnicity, religion and socio-economic status. These suppress the students' right to education and affect their potential to grow and develop.

The descriptive – correlation design was used in order to profile the respondents as to their academic performance across gender, ethnicity, religion and socio-economic status. Likewise, to establish relationship of the students' perception on the equity of the right to education as influenced by the profile variables to their academic performance. The study was conducted in one of the State Universities in Northern Philippines with a sample population of 60%, all of which are fourth year students, proportionately distributed to the colleges. A validated research instrument was used; data were tabulated and analyzed using cross tabulation, analysis of variance and univariate analysis.

The study found out that gaps among students as to their perception to students' right to education as affected by their gender, ethnicity, religion and socio-economic status existed. The discrimination experienced by the students from other students of opposite gender, different ethnicity, religion and socio-economic status affected their academic performance. Likewise, discrimination experienced from university office staffs in using facilities such as laboratories, library and recreational activities, and even in the university dormitories and nearby boarding houses were found to affect the students' academic performance.

INTRODUCTION

Rationale

A survey was conducted by one of the researchers in her classes on the issue of "causes of bullying". Based on the students'

responses, the following are the causes with the most number of occurrences; gender, ethnicity, religion, socio-economic status, language accent, height, weight, and skin complexion. According to some, these causes of bullying were somewhat similar

to discrimination. Discrimination in the school suppresses the student's right to education. This affects the student's potential to grow and develop. Hence, the researchers conceptualized a study anchored on the following three basic principles: The theory elaborated by Vygotsky, the individual's right to education, and the concept of discrimination.

- Vygotsky, a Russian Psychologist, extended Piaget's developmental theory of cognitive abilities of the individual to include the notion of social-cultural cognition. He believed that all learning occurs in the context of culture and social interactions. He stressed that culture and language play important role in developing students' thinking and the ways the teachers and peers assisting the learners in developing new ideas and skills.
- Right to education is one of the basic rights of an individual - it is mandated in the Philippine constitution. This is the legal bases which bring the Department of Education into existence. Although DepEd supervision is limited to the basic levels; primary, elementary and high school, the right to education is still given importance to all learning institution either supervised by TESDA or by CHED.
- The Amnesty International (AI) defines discrimination as an assault on the very notion of human rights. Discrimination is the systematic denial of certain peoples' or groups' full human rights because of who they are or what they believe.

With the above theory and principles, the individual performance could be a result of interactions on the environment that surrounds him. A fully motivated individual can perform better than those individuals with so many inhibitions in life caused by people around him. Students who feel they are discriminated, given less attention,

importance, and priority might affect their academic performance. Whatever interaction this is, a learning institution should provide opportunities to each student equal to all to enhance and maximize their learning potential without any feeling of prejudice.

In an educational institution like Nueva Vizcaya State University (NVSU), right to education is best elaborated as "student's rights". These rights are incorporated in the Students' Manual under the University Student Affairs unit. Below are excerpts of the said student's rights:

1. Students have the right to quality and affordable education relevant to the needs of the people in the community.
2. Students have the right to organize, join organizations and societies recognized by the university. They have the right to invite resource speakers during assemblies, symposia and other activities, provided these do not disrupt classroom instruction and other academic activities and are not designed to directly or indirectly overthrow the government.
3. Students have the right of access to their school records, the confidentiality of which the school shall maintain.
4. Students have the right to a wholesome environment that is provided with adequate guidance and counseling.
5. Students have the right to be free from involuntary contributions except those approved by their own organizations and those authorized by law.

With these, the researchers came up with the assumption that the academic performance of students is somehow affected by their perceptions in the equity of students' rights together with the identified common sources or nature of discrimination which the student have knowledge of or experienced in school.

To validate the above assumption, the researchers conducted this study to assess if there is equity of student's rights in the school

as perceived by the NVSU students. Likewise, to determine the relationship of student's academic achievement with their perception to equity of student right as affected by their gender and sexual preferences, ethnic group, religion and socio-economic status.

METHODOLOGY

Research Design

The study used the descriptive–correlation design of research in order to profile the respondents as to their academic performance across gender, ethnicity, religion and socio-economic status. Likewise, the design enabled the researchers to establish relationship of the student's perception on the equity of student right to education as influenced by the profile variables to their academic performance.

Sample and Sampling Technique

The study was conducted in Nueva Vizcaya State University, Bayombong campus. The researchers distributed as many questionnaires as possible to have more varied responses. There were 531 fourth year students encompassed by the seven colleges. Three hundred twenty-four (324) questionnaires were retrieved from the group as reflected in Table A. Based on the data, 60% to 63% were retrieved from each college.

Instruments

The instrument used in the study was a researcher made questionnaire involving three parts.

Part I was designed to gather information pertaining to students' demographic profile such as gender, ethnicity, religion and academic performance.

Part II was used to ascertain the student's level of socio-economic status (SES) which was adopted from the study of Aggarwal (2005).

Part III was designed to determine

Table A. Distribution of Respondents

College	N	n	%
College of Agriculture	61	37	60.66
College of Arts and Sciences	95	58	61.05
College of Human Ecology	53	32	60.38
College of Teacher Education	185	113	61.08
College of Forestry	41	25	60.98
College of Business and Economics	69	42	60.88
College of Engineering	27	17	62.96
Total	531	324	61.01

the students' perception of equity of right to education. The statements included in this part were result of preliminary investigation which aimed to collect or gather statements and indicators of students' rights among NVSU students. The statements gathered during the preliminary investigation were validated by experts and researchers to ensure that the statements considered in the study are anchored to the Philippine Constitution's "Right to Education", and has bearing to the "Students' Right" as described in the Office of Student Affairs Student Manual.

Data Gathering Procedure

The instrument was administered to the 324 fourth year students during the Job orientation program for the graduating class of SY 2013 – 2014. The researchers tapped the help of the Job Orientation organizers in distributing and retrieving the researcher-made questionnaire. The Academic performance of the student was completed with the help of the University registrar.

Statistical Treatment of the Data

Cross tabulation of academic performance and the following profile variables; gender, ethnicity, religion and SES was adopted to draw the profiles of the

respondents.

T-test uncorrelated and ANOVA were used to determine the relationship of gender, ethnicity, religion and SES to the student's perceived equity of right to education.

Univariate analysis was used to determine influence of the perceived student right to education together with the profile variables; gender, ethnicity, religion and SES to the students' academic performance.

RESULTS AND DISCUSSIONS

Cross Tabulation of Students' Academic Performance and Gender, Ethnicity, Religion and Socio-Economic Status

There were 156 (48%) of the respondents who incurred a GPA within the mean range of 2.01 – 2.50, 147(45%) respondents were in 1.51 – 2.00, 15 (5%) fell within 1.00 – 1.50, and 6 (2%) are within 2.51 – 3.00.

Majority or 246 (76%) of the

respondents were female, while 78 (24%) were male. One twenty-six (39%) of the respondents were female with GPA within the 2.01 – 2.50. One hundred eleven (34%) of the female had GPA within 1.51 – 2.00. Thirty-six (11%) of the males have GPA within 1.51 – 2.00 and 30 (9%) have GPA 2.01 – 2.50.

Majority or 168 (52%) of the respondents are Ilocano, 72 (22%) are Ifugao, 60 (19%) are Igorot and 24 (7%) belonged to other ethnic tribes. The group with highest frequency marks and percentage were the Ilocano with GPA of 2.01 – 2.50 as indicated by the 87 (27%), followed by Ilocano with GPA of 1.57 – 2.00 indicated by 72 (22%). There were 36 (11%) respondents 1.57 – 2.00 GPA and 33 (10%) respondents with 2.01 – 2.50 were Ifugaos.

The most common religion from the group of respondents was Roman Catholic as indicated by the 171 (53%), followed by United Methodist Church with 39 (12%). There were 30 (9%) respondents who were Iglesia Ni Cristo and 33 (10%) of the

Table 1. Cross Tabulation of Students' Academic Performance and Gender

Gender	Academic Performance								Total	
	1.00 – 1.50		1.51 – 2.00		2.01 – 2.50		2.51 – 3.00		N	%
	n	%	n	%	n	%	n	%		
Male	6	1.85	36	11.11	30	9.26	6	1.85	78	24.07
Female	9	2.78	111	34.26	126	38.89	0	0.00	246	75.93
Total	15	4.63	147	45.37	156	48.15	6	1.85	324	100

Table 2. Cross Tabulation of Students' Academic Performance and Ethnicity

Ethnicity	Academic Performance								Total	
	1.00 – 1.50		1.51 – 2.00		2.01 – 2.50		2.51 – 3.00		N	%
	n	%	n	%	n	%	n	%		
Ifugao	0	0.00	36	11.11	33	10.19	3	0.93	72	22.22
Igorot	3	0.93	27	8.33	30	9.26	0	0.00	60	18.52
Ilocano	6	1.85	72	22.22	87	26.85	3	0.93	168	51.85
Others	6	1.85	12	3.70	6	1.85	0	0.00	24	7.41
Total	15	4.63	147	45.37	156	48.15	6	1.85	324	100

respondents were combination of Evangelical Mission, Jehovah’s Witness and Born Again Christian. Eighty-one (25%) of the Roman Catholic respondents have GPA within 2.01 – 2.50 and 78 (24%) have GPA within 1.57 – 2.00.

Using the instrument of Aggarwal (2005), 261 (81%) of the respondents have socio-economic status Low average and Below average, and 63 (19%) of the respondents have socioeconomic status of High average and Above average. Two-thirds of the respondents with Low average and Above average; 129 (40%) incurred a GPA within 1.51 – 2.00 and 114 (35%) fell within 2.01 – 2.50. The biggest percentage or 42 (13%) of the respondents with High average and above average socio-economic status incurred a GPA within 2.01 – 2.50.

The Perception on the Equity of Student Right to Education related to Gender, Ethnicity, Religion, and Socio-Economic Status

As to Gender

The t-value of 0.30 with significance value of 0.58 under the gender and to the overall perceived equity of students’ right to education signifies that there exist no differences. This finding further indicated that on the average, the students in both sexes were treated fair and no biases.

However, the following findings showed that in specific points of students’ right, students felt discriminated against other students from the opposite gender.

- Students felt they were not treated fair, just and equal by other students who

Table 3. Cross Tabulation of Students’ Academic Performance and Religion

Religion	Academic Performance								Total	
	1.00 – 1.50		1.51 – 2.00		2.01 – 2.50		2.51 – 3.00		n	%
	n	%	n	%	n	%	n	%		
Catholic	9	2.78	78	24.07	81	25.00	3	0.93	171	52.78
Iglesia Ni Cristo	-	-	15	4.63	12	3.70	3	0.93	30	9.26
Evangelical Mission / Jehovah’s Witness / Born Again Christian	-	-	21	6.48	12	3.70	-	-	33	10.19
United Methodists church	-	-	9	2.78	30	9.26	-	-	39	12.04
Others	6	1.85	24	7.41	21	6.48	-	-	51	15.74
Total	15	4.63	147	45.37	156	48.15	6	1.85	324	100

Table 4. Cross Tabulation of Students’ Academic Performance and Socio-economic status

Socio-economic Status	Academic Performance								Total	
	1.00 – 1.50		1.51 – 2.00		2.01 – 2.50		2.51 – 3.00		n	%
	n	%	n	%	n	%	n	%		
Low average and Below average	12	3.70	129	39.81	114	35.19	6	1.85	261	80.56
High average and Above average	3	0.93	18	5.56	42	12.96	0	0.00	63	19.44
Total	15	4.63	147	45.37	156	48.15	6	1.85	324	100

belong to opposite gender. This statement was implied by the finding that there was significant difference between the perceived equity of the students' right when group according to gender as indicated by t-value of 13.16 with corresponding significance value of less than 0.05.

- Students felt they were not provided quality education compared to students from different gender. This statement was based on the finding that there was significant difference between the perceived equity of the students' right when group according to gender. The T-value of 6.55 with significance value of 0.01 was the basis of this statement.
- Student tenants of the university dormitory felt they were not given the same opportunity and privileges as the other tenants of the university dormitory with different gender receives. This statement was based on the finding that there was a significant difference between the perceived equity of the student' right when group according to gender as indicated by t-value of 4.37 and significance value of 0.04.

As to Ethnicity

The F-value of 3.73 with significance value of 0.01 under the Ethnicity and to the overall perceived equity of students' right to education signifies that there exist differences. This finding further suggests that group or groups of students felt biases or violations of their rights as students with respect to their ethnicity.

The following were indicators perceived by the students, sources of biases with regards to their ethnicity.

- Students felt they were not treated fair, just and equal by other students who belong to other ethnic groups. This statement was based in the finding that there were significant differences between the perceived equity of the student' right

when group according to ethnicity. The F-value of 2.65 with corresponding significance value of 0.03 suggests this finding.

- Students felt they were not treated fair and just by university office staff as compared to other students who belong to other ethnic groups. The F-value of 4.03 with corresponding significance value of less than 0.01 suggests that there were significant differences on the perceived equity of students' right when grouped according to ethnicity.
- Students felt they were not provided quality education differently from the students from other ethnic groups received. This was the implication of the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity. The F-value of 5.94 with significance value of <0.01 suggest this finding.
- Students felt they were not safe and comfortable staying inside the library compared to the students with different ethnicity. The F-value of 4.33 with significance value of <0.01 suggests that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity.
- Students felt they were not given the same opportunity and privileges using university laboratory compared to the students with different ethnicity. This was the implication of the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity. The F-value of 4.68 with significance value of <0.01 was the basis of this finding.
- Students felt they were not given the same opportunity and privileges with other students in using recreation and physical facilities differently from

the students with other ethnicity. This statement was based on the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity as implied by the F-value of 3.40 with significance value of <0.01 .

- Students felt they were not given the same opportunity and privileges in using the E-lab with other students with different ethnicity. This statement was based on the implication of the F-value of 4.16 with significance value of <0.01 that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity.
- Students felt they were not given the same opportunity and privileges as tenant of the university dormitory compared to students with different ethnicity. This statement was based on the implication of the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity as implied by the F-value of 2.56 with significance value of <0.01 .
- Students felt they cannot freely express themselves without inhibition and not violating any rules of the school compared to the students with different ethnicity. This statement was implied by the F-value of 5.59 with significance value of <0.01 that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity.
- Students felt they cannot easily access their school records compared to students with different ethnicity. This was the implication of the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity. The F-value of 4.62 with significance value of <0.01 suggests this finding.

- Students felt they hardly get certifications from the university not as easy as the students with different ethnicity. This statement was implied by finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to ethnicity and based on the F-value of 3.54 with significance value of <0.01

As to Religion

On the average, religion was not a source of bias of student right to education. This conclusion was based on the overall F-value of 2.39 with corresponding significant value of 0.054. However, there were specific points of student rights was a source of bias as observed by the students as to their Religion.

- Students felt they were not treated fair and just by university office staff as compared to students with different Religion. The F-value of 3.70 with corresponding significance value of less than 0.01 suggests that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion was the basis of the above statement.
- Students felt they were not provided by the university quality education compared to other students with different religion. This statement was based on the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion. The basis of this finding was the F-value of 2.85 with corresponding significance value of less than 0.01.
- Students felt they were not safe and comfortable staying inside the library as compared to students from other Religious group. This statement was based on the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion as suggested by the F-value of 6.27 with

corresponding significance value of less than 0.01.

- Students felt they cannot easily avail medical and dental services of the university as easy as the students from other Religious group. The basis of this statement was the F-value of 2.79 with corresponding significance value of less than 0.01 which suggests that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion.
- Students felt they were not given the same opportunity and privileges in using university laboratory compared to students from other Religious groups. This statement was based on the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion. The F-value of 2.46 with corresponding significance value of less than 0.01 suggests this finding.
- Students felt they were not given the same opportunity and privileges in using university library as compared to students from other religious group. The basis of this statement was the F-value of 3.49 with corresponding significance value of less than 0.01 which suggests that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion.
- Students felt they were not given the same opportunity and privileges in using recreation and physical facilities compared to students from other religious group. This statement was based on the F-value of 3.72 with corresponding significance value of less than 0.01 suggests that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion.
- Students felt they were not given the same opportunity and privileges in using the

E-lab with students from other religious group. This was implied by the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion. The F-value of 3.76 with corresponding significance value of less than 0.01 suggests this finding.

- Students felt they were not given the same opportunity and privileges as tenant of the university dormitory compared to student-tenants from other religious group. This statement was based on the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion as suggested by the F-value of 3.45 with corresponding significance value of less than 0.01.
- Students felt they were not given the same opportunity and privileges as tenant of the nearby boarding houses compared to student-tenants from other religious group. This statement was based on the finding that there were significant differences on the perceived equity of students' right of the respondents when grouped according to religion. The F-value of 2.59 with corresponding significance value of less than 0.01 suggests this finding.

As to Socio-Economic Status

On the average, socio-economic status was not a source of bias of student right. This conclusion was based on the overall t-value of 0.85 with corresponding significant value of 0.36. However, there were specific points of student rights observed as bias by the students as to their socio-economic status.

- Students felt they were not given the same opportunity and privileges in using university laboratory compared to other students with different socio-economic status. The basis of this statement was the finding that there was significant difference on the perceived equity of

student rights when group according to their socio-economic status. The t-value of 7.34 with corresponding significance value of 0.01 suggests this finding.

- Students felt they were not given the same opportunity and privileges as tenants of the nearby boarding houses compared to student-tenants with different socio-economic status. This statement was implied by the finding that there was significant difference on the perceived equity of student rights when group according to their socio-economic status as suggested by t-value of 13.99 with corresponding significance value of less than 0.01.
- Students felt they cannot freely express themselves without inhibition and not violating any rules of the school as compared to students with different socio-economic status. This statement was based on the finding that there was no significant difference on the perceived equity of student rights when group according to their socio-economic status. The t-value of 3.88 with corresponding significance value of less than 0.049 suggests this finding.

The influence of the above significance (Perception on the Equity of Student Right to Education and the students' Gender, Sexual Preferences, Ethnicity, Religion and Socio-economic Status) to the students' academic performance

The profile variables; gender, ethnicity, religion and SES that showed significant results in the above analysis were subjected for more in-depth analysis using the univariate procedure to determine if the following relationship can influence the academic performance of the students.

As affected by gender

Table 6 reflects the academic performance (GPA) of the respondents as to gender; the male respondents incurred a mean

GPA of 2.04, almost equal to the mean GPA of the female respondents.

The F - value of 4.85 together with the significance value < 0.001 for the corrected model as reflected in Table 7 indicates that the GPA of the students were affected by the perceived equity to student rights and the gender. Among the four (4) student right to education that were significantly related to gender, the student rights treated fair, just and equal by other students form opposite gender (SR-2) was found significantly related to students' GPA. The F-values of 4.42 with the corresponding significance value of 0.013, suggest this finding.

The result further implies that the biases experienced by the students from other students with opposite gender affects the performance of the students. These findings are in parallel with the study of Messina (2002) and in line with the theory of Vygotsky.

As affected by Ethnicity

Table 8 reflects the students' performances as to Ethnicity; Seemingly, Igorot students performed least among the four groups as indicated by the mean GPA of 2.12, followed by Ifugao with mean GPA of 2.03, then by the group of Ilocano with mean GPA of 2.01. The mean GPA for the other groups of students was 1.89; this group consist of Tagalog, Bicolano, Gaddang and other small ethnic group in the population.

Among the 20 points of students' rights, twelve (12) students' right to educations was significantly associated to the students' religion; and among these twelve, five (5) points of students' right was found significantly related to students' academic performance as reflected in Table 9. These are (Ethnicity*SR-2) treated fair, just and equal by other students with different ethnicity, (Ethnicity*SR-3) treated fair and just by university office staff, (Ethnicity*SR-5) safe and comfortable staying inside the library, (Ethnicity*SR-10) given the same opportunities and privileges with other students

Table 5. Difference Test of Students' Perception to Equity of Students' Right across Gender, Ethnicity, Religion and Socio-Economic Status

Student Right Indicators	Gender		Ethnicity		Religion		SES	
	t	sig	F	sig	F	sig	t	sig
Can easily avail guidance and counseling services of the university the same with other student	1.52	0.22	1.69	0.15	1.30	0.27	0.31	0.58
Treated fair, just and equal by other students (opposite gender/dif. ethnicity/ dif. religion and dif. SES)	13.16*	0.00	2.65*	0.03	0.83	0.51	0.87	0.35
Treated fair and just by university office staff	3.52	0.06	4.03*	0.00	3.70*	0.01	1.29	0.26
Provided by the university quality education	6.55*	0.01	5.94*	0.00	2.85*	0.02	0.98	0.32
Safe and comfortable staying inside the library	2.76	0.10	4.33*	0.00	6.27*	0.00	0.46	0.50
Can easily avail medical and dental	0.04	0.83	1.82	0.12	2.79*	0.03	0.57	0.45
Given the same opportunity and privileges with other students in using university laboratory	1.23	0.27	4.68*	0.00	2.46*	0.04	7.34*	0.01
Given the same opportunity and privileges with other students in using university library	1.79	0.18	0.55	0.70	3.49*	0.01	0.07	0.79
Given the same opportunity and privileges with other students in using recreation and physical facilities	1.54	0.22	3.40*	0.01	3.72*	0.01	0.50	0.48
Given the same opportunity and privileges with other students in using the E-lab	0.13	0.72	4.16*	0.00	3.76*	0.01	1.18	0.28
Given the same opportunity and privileges as tenant together (university dorm)	4.37*	0.04	2.56*	0.04	3.45*	0.01	0.45	0.502
Given the same opportunity and privileges as tenant together (nearby boarding houses)	0.43	0.51	0.09	0.99	2.59*	0.04	13.99*	0.00
Can freely express myself without inhibition and not violating any rules of the school	2.45	0.12	5.59*	0.00	1.77	0.13	3.88*	0.049
Can access my school records	0.57	0.45	4.62*	0.00	1.33	0.26	0.25	0.62
Can easily get certifications from the university	1.82	0.18	3.54*	0.01	1.28	0.28	0.16	0.69
Have the right to see all documents pertaining to the proposed increase / fees and other monetary collectibles except those approved by my organization	2.03	0.15	1.74	0.14	1.00	0.41	0.01	0.94
Total	0.30	0.58	3.73*	0.01	2.34	0.054	0.85	0.36

in using E-lab, (Ethnicity*SR-11) given the same opportunities and privileges as tenants of the university dorm, (Ethnicity*SR-13) can freely express his/herself without inhibition and not violating any rules of the school, (Ethnicity*SR-14) can access school records, and (Ethnicity*SR-15) can easily get certifications from the university.

The results further imply that students with regards to their ethnicity were experiencing unequal treatment from other students that belong to other ethnic group. These students likewise felt they were not treated fair and just by university office staff, no longer safe and comfortable staying inside the library, not given the same opportunities and privileges with other students in using E-lab, not given the same opportunities and privileges as tenants of the university dorm, cannot freely express his/herself without inhibition and not violating any rules of the

school, cannot easily access school records, and cannot easily get certifications from the university. These biases experienced by the students relative to their ethnicity influenced the students' academic performance. This result was somehow related but contradicts the study of Pitts (2009).

As affected by Religion

Table 10 reflects the academic performance of the students as to religion. Roman Catholic incurred a mean GPA of 1.99, followed by other religion with mean GPA of 2.00. The group of religions such as Evangelical Mission, Jehovah's Witness and Born Again incurred a mean GPA of 2.04, followed by the mean GPA of the group of Iglesia ni Cristo students. The students with United Methodist Church as their religion

Table 6. Academic Performance of the Students as to Gender

Gender	Mean	Std. Deviation
Male	2.04	0.32
Female	2.03	0.24
Total	2.034	0.25

Table 8. Academic Performance of the Students as to Ethnicity

Ethnicity	Mean	Std. Deviation
Igorot	2.141	0.261
Ifugao	2.059	0.255
Ilocano	2.007	0.240
Others	1.858	0.263
Total	2.027	0.256

Table 7. Univariate Analysis of the GPA as Influenced by the Gender and the Identified Student Right to Education found Significant in the Previous Analysis

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2.184(a)	8	.273	4.845	.000
Intercept	23.849	1	23.849	423.256	.000
Gender * SR-2	.498	2	.249	4.423	.013
Gender * SR-4	.212	2	.106	1.882	.155
Gender * SR-11	.176	2	.088	1.558	.213
Error	11.326	201	.056		
Total	882.631	210			
Corrected Total	13.509	209			

R Squared = .162 (Adjusted R Squared = .128)

incur a mean GPA of 2.23.

The F-value of 8.697 together with the significance value of 0.001 for the Corrected Model suggests that the students' academic performance were influenced by the perception to students' right and the religion as reflected in Table 11.

It was also reflected in the Table 11, influence of Religion and the (Religion * SR-7) given the same opportunity and privileges with other students in using laboratory, (Religion * SR-8) given the same opportunity and privileges with other students in using library, (Religion * SR-9) given the same opportunity and privileges with other students in using university recreation and physical facilities, (Religion * SR-10) given the same opportunity and privileges with other students in using the E-lab, (Religion * SR-11) given the same opportunity and privileges as tenants of the university dormitory, and (Religion * SR-12) given the same opportunity and

privileges as tenants of the nearby boarding houses.

The above findings further imply that the biases in using the laboratory, library, recreation and physical facilities, and E-lab; likewise the biases in staying in the university

Table 10. Academic Performance of the Students as to Ethnicity

Religion	Mean	Std. Deviation
Catholic	1.99	0.215
Iglesia Ni Cristo	2.20	0.308
Evangelical Mission / Jehovah's Witness / Born Again Christian	2.04	0.290
United Methodists Church	2.22	0.223
Others	2.00	0.318
Total	2.04	0.257

Table 9. Univariate Analysis of the GPA as Influenced by the Ethnicity and the Identified Student Right to Education found Significant in the Previous Analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8.765(a)	33	.266	9.922	.000
Intercept	8.677	1	8.677	324.098	.000
Ethnicity * SR-2	.397	2	.198	7.411	.001
Ethnicity * SR-3	.276	2	.138	5.149	.007
Ethnicity * SR-4	4.52E-005	1	4.52E-005	.002	.967
Ethnicity * SR-5	.245	2	.122	4.571	.012
Ethnicity * SR-7	.003	1	.003	.120	.729
Ethnicity * SR-9	.049	1	.049	1.836	.177
Ethnicity * SR-10	.913	2	.456	17.051	.000
Ethnicity * SR-11	.225	2	.113	4.206	.016
Ethnicity * SR-13	.991	2	.495	18.504	.000
Ethnicity * SR-14	.280	2	.140	5.236	.006
Ethnicity * SR-15	.673	3	.224	8.376	.000
Error	4.551	170	.027		
Total	851.765	204			
Corrected Total	13.317	203			

a R Squared = .658 (Adjusted R Squared = .592)

Table 11. Univariate Analysis of the GPA as Influenced by the Ethnicity and the Identified Student Right to Education found Significant in the Previous Analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.676(a)	30	.256	8.697	.000
Intercept	8.424	1	8.424	286.339	.000
Religion * SR-3	.007	1	.007	.225	.636
Religion * SR-4	.145	2	.072	2.458	.089
Religion * SR-5	.006	1	.006	.188	.665
Religion * SR-6	.022	2	.011	.378	.686
Religion * SR-7	.139	1	.139	4.732	.031
Religion * SR-8	.408	3	.136	4.617	.004
Religion * SR-9	.399	1	.399	13.564	.000
Religion * SR-10	.261	2	.130	4.431	.013
Religion * SR-11	.217	2	.108	3.688	.027
Religion * SR-12	.462	2	.231	7.855	.001
Error	4.560	155	.029		
Total	787.530	186			
Corrected Total	12.236	185			

a R Squared = .627 (Adjusted R Squared = .555)

dormitory and nearby boarding houses as to the student's religion were found influential to students' academic performance.

As affected by Socio Economic Status

Table 12 reflects the academic performance of the students as to their Socio-economic Status. The students with low average and below average socio-economic status obtained a mean GPA of 2.008, little bit higher than the mean GPA of 2.021 for students with high average and above average socio-economic status.

The F-value of 14.64 together with significance value of 0.001 for the Corrected Model suggests that the student GPA was influenced by students' socio-economic status and perceived equity to student rights. All the three points of students' right and the socio-economic status; (SES*SR-7) treated fair, just and equal by other students from different SES, (SES*SR-12) treated fair, just and equal by other students with the same SES, and

Table 12. Academic Performance of the Students as to Socio-economic Status

Socio-economic Status	Mean	Std. Deviation
Low Average and Below Average	2.007	0.260
High Average and Above Average	2.020	0.152
Total	2.009	0.250

Dependent Variable: GPA

(SES*SR-13) treated fair, just and equal by university office staff were found related to students academic performance.

The above findings further imply that the biases experienced by the students from other students with similar/different SES, likewise the biases experienced by these students from the university office staff with regards to their SES can influenced their academic performance.

CONCLUSIONS

Based on the results and discussion, the following conclusions were deduced;

1. There exists gender gap among the students as to their perception to students' rights to education. Specifically, students felt they were treated differently from other students of opposite gender, belief of being provided with quality education, and as tenants of the university dormitory.

The biases experienced by the students from the other students of the same or opposite gender can influence the students' academic performance.

2. There exist ethnic gaps among the students as to their perception to the students' rights to education. Specifically, students felt they were treated differently from the other students of different ethnic group, university office staff, in using the library, laboratory, recreation and physical facilities, elab, university dorm, and in expressing self freely, in accessing school records, and in getting university certification.

With regards to ethnicity, the biases experienced by the students from students

that belong to other ethnic group, from the university office staff, inside the library, in using E-lab, as tenants of the university dorm, cannot freely express his/herself without inhibition, and cannot easily access school records and get certifications from the university can influenced the students' academic performance.

3. There exist religion gaps among students as to their religious affiliation. Students felt they were treated differently by university office staff, believed was not given quality education, staying inside the library, availing medical and dental services, in using laboratory, recreation and physical facilities, e-lab, as tenants in the school dormitory or the nearby boarding houses with the students from the other religious groups.

The biases experience by the students in using the laboratory, library, recreation and physical facilities, e-lab, and as tenants of the university dorm or the nearby boarding houses could influence the students' academic performance.

4. There exist socio-economic status gap among students as to their religious

Table 13. Univariate Analysis of the GPA as Influenced by the Socio-economic Status and the Identified Student Right to Education found Significant in the Previous Analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.128	6	.688	14.637	.000
Intercept	30.953	1	30.953	658.483	.000
SES_level * SR-7	1.444	2	.722	15.355	.000
SES_level * SR-12	0.823	2	.412	8.756	.000
SES_level * SR-13	1.121	2	.560	11.921	.000
Error	11.376	242	.047		
Total	1020.611	249			
Corrected Total	15.504	248			

R Squared = .266 (Adjusted R Squared = .248)

affiliations. Students felt they were treated differently on the bases of socio-economic status.

The biases experience by the students from other students with different socio-economic status can influenced the students' academic performance.

RECOMMENDATIONS

Since it was found out that there exists gender gaps, ethnicity gaps, religious gaps and socio-economic status gap to the students perception to students right, the researchers strongly recommend to the director of the Office of the Students' Affairs to conduct the following;

1. Student symposium regarding the students right
2. Students rights awareness campaign
3. Design and distribute brochures and leaflets that would explain students rights and student equality
4. Friendship games among students
5. Leadership trainings involving the students of different gender, sexual preferences, religion, ethnicity and socio-economic status
6. Propose activities harmonizing student gap

LITERATURE CITED

- Breskin, L. (2008). The relationship among ethnic identity, academic achievement, and attitudes toward education and gender. Hofstra University.
- Derek, N. (1998). What Have We Learned About the Benefits of Private Schooling?. Federal Reserve Bank of New York Economic Policy Review, Vol. 4, No. 1, pp. 79-86.
- Freeman, R. (1985). Who Escapes? The Relation of Churchgoing and Other Background Factors to the Socio-economic Performance of Black Male Youths from Inner-City Tracts.
- Medel-Anonuevo, C. (2002). Integrating Lifelong Learning Perspectives. UNESCO Institute for Education, Hamburg, Germany.
- Naderi, H. (2008) . Intelligence and Gender as Predictors of Academic Achievement Among Undergraduate Students. European Journal of Social Sciences – Volume 7, Number 2.
- National Bureau of Economic Research Working Paper No. 1656. <http://www.readperiodicals.com/201106/2375818501.html#ixzz2HMN7AV1S>).
- Pitts, R. (2009). The relationship of ethnic identity and bicultural competence to academic achievement among Urban African – American adolescents. Temple University.
- Regnerus, M. D. (2001). Making the Grade: The Influence of Religion upon the Academic Performance of Youth in Disadvantaged Communities. University of Pennsylvania, Center for Research on Religion and Urban Civil Society Report No.3, 2001.
- Segel-Brown, Ben. A Model of Success: Self-Control, Gender and Academic Performance. Carleton University, Canada.
- Zembar, M.J. and Blume, L.B. (2009). Middle Childhood Development: A Contextual Approach. p. 212-215. Boston: Allyn and Bacon.