



DEMOGRAPHIC AND SOCIO-EDUCATIONAL PROFILE OF STUDENTS IN PARAÑAQUE CITY

DENNIS C. CAMATOG, LPT, DBA, FRAEL¹, MA. ZENAIDA B. BAES, LPT, MACDDS²

<https://orcid.org/0000-0002-9221-2937>¹

camatog.dennis@paranaquecitycollege.edu.ph¹, baes.mazenaida@paranaquecitycollege.edu.ph²

Parañaque City College¹⁻²

Victor Medina Street Corner Coastal Road, Barangay San Dionisio
Parañaque City, 1700 Philippines

DOI: <https://doi.org/10.54476/ioer-imrj/120292>

ABSTRACT

Achieving inclusive and equitable education requires higher education institutions to understand the demographic characteristics of the learners they serve. However, many local government colleges in the Philippines operate without detailed student profiling systems, limiting their ability to design evidence-based interventions. This study developed a comprehensive demographic and socio-educational profile of students enrolled at Parañaque City College (PCC) during Academic Year 2024–2025 to inform institutional planning and support services. Using a quantitative–descriptive design, data were gathered from 2,035 students across the Entrepreneurship, Tourism Management, and Real Estate Management programs through a structured survey. Results show a predominantly female (62.31%) and youth-oriented population, with most students aged 16–20 and nearly all identifying as single. About 19.41% are working students, while smaller but important groups include persons with disabilities and student parents. Only 21.73% receive financial assistance, indicating a gap between student need and available support. High residency within Parañaque and strong voter registration reflect deep community anchoring. The findings highlight the need for targeted financial aid, flexible academic policies, and more inclusive student services. Overall, the study provides institution-specific evidence essential for improving student integration, promoting educational equity, and guiding policy development within local government colleges.

Keywords: *Demographic profiling, inclusive education, student integration, working students, financial assistance*

INTRODUCTION

The global movement toward equitable and inclusive education has reshaped the expectations placed upon higher education institutions, compelling them to recognize and respond to the diverse needs of their student populations. Sustainable Development Goal 4 articulates a vision of “inclusive and equitable quality education,” underscoring the responsibility of institutions to ensure that all learners—

regardless of gender, socio-economic background, disability, age, or employment status—can participate meaningfully in education (Schuelka, 2019). In the Philippines, this mandate is echoed in the Commission on Higher Education’s policies on inclusive education, which call for data-driven planning, student-centered systems, and proactive identification of barriers to participation (Slee, 2021). Despite these policy directions, many local government colleges (LGCs) lack comprehensive mechanisms for



demographic profiling to understand their students and determine the support needed for their success.

Globally, research demonstrates that demographic characteristics significantly influence academic persistence, engagement, and outcomes. Age, gender identity, disability status, employment conditions, and access to financial support collectively shape how students navigate the demands of higher education. Ajayi and Olalekan (2018) showed that stress levels and coping efficiency vary widely among undergraduate groups, with working students showing the highest strain. Similar findings are observed in Southeast Asian contexts, where younger students and first-generation learners often require structured support to adjust to the academic environment successfully (Guo & Nguyen, 2020). Studies in the Philippines confirm these patterns. Bernardo et al. (2021) found that gender and socio-economic disparities strongly predict coping styles and academic well-being among Filipino students. At the same time, Hernandez and Cortes (2019) reported that working learners encounter considerable academic strain unless institutions provide flexible schedules. Lumibao and de Guzman (2022) further established that access to scholarships plays a critical role in sustaining motivation and retention among Filipino undergraduates.

Despite this well-documented evidence, demographic and socio-educational profiling in the Philippine higher education system remains limited, particularly at the LGC level. Much of the existing literature aggregates results across regions or compares public and private higher education institutions broadly, leaving a gap in understanding how specific institutions differ in their student compositions. As De Witte et al. noted, dropout risks and retention predictors must be interpreted within the institutional context, as demographic patterns vary substantially between colleges (De Witte et al., 2013). Without granular data, institutions risk designing one-size-fits-all interventions that do not reflect learners' lived realities.

This gap is particularly pronounced in LGCs such as Parañaque City College (PCC),

which serve populations that are typically more economically vulnerable, more likely to be working students, and more likely to be embedded within local community networks. These colleges play a vital role in access to higher education for urban populations, yet remain underrepresented in research. The lack of institution-specific demographic studies limits college administrators' capacity to plan programs, design targeted support services, and implement inclusive education reforms effectively. However, CHED policies encourage inclusivity; the weak empirical foundation at the local level results in interventions that are often reactive rather than proactive.

Theoretical perspectives on inclusion and student persistence underscore the importance of demographic understanding. Booth and Ainscow's *Index for Inclusion* positions inclusive education as an institutional process that requires identifying and removing barriers to participation, ensuring equitable access, and continually adapting structures to meet diverse needs (Booth & Ainscow, 2019). This perspective emphasizes that inclusivity is not merely an administrative mandate but a dynamic commitment rooted in an empirical understanding of the learner population. Complementing this view, Tinto's Theory of Student Integration asserts that students are more likely to persist when they experience both academic and social integration within the institution (Tinto, 2012). When demographic realities—such as financial hardship, disability, or work demands—interfere with students' capacity to engage academically or socially, institutional responsiveness becomes central to improving retention and success.

Taken together, these frameworks suggest that demographic profiling is foundational to achieving both inclusion and persistence. It functions diagnostically by revealing where inequities exist, and prescriptively by informing specific interventions. As Schuelka (2019) and Slee (2021) emphasize, inclusive education requires evidence-based structural change rather than superficial accommodation. For LGCs, which operate with limited resources, such evidence becomes even more indispensable.



The present study addresses this institutional and scholarly gap by developing a comprehensive demographic and socio-educational profile of PCC students for the Academic Year 2024–2025. Drawing from a large dataset of 2,035 valid responses, the study maps the distribution of gender identities, age groups, civil status, employment status, disability, parenthood, residency, voter registration, and financial assistance across PCC's three academic programs: Entrepreneurship, Tourism Management, and Real Estate Management. By examining patterns within and across programs, the study provides insights into program-specific inequities, financial vulnerabilities, and barriers to full academic participation.

The study aims to (a) describe the demographic characteristics of PCC students, (b) analyze patterns across programs, (c) discuss their implications for institutional policy and inclusive practices, and (d) contribute to the limited literature on demographic profiling in Philippine LGCs. Beyond providing descriptive statistics, the study situates findings within broader theoretical and policy frameworks, demonstrating how demographic evidence can guide decisions on scheduling, scholarship allocation, learner support systems, and accessibility improvements.

Ultimately, this research highlights the need for granular, institution-specific data to realize inclusive and equitable education. Through its integration of demographic mapping, theoretical grounding, and policy relevance, the study offers a replicable model for LGCs seeking to align their institutional practices with global and national commitments to educational inclusion. By foregrounding learners' lived realities, the study moves PCC—and potentially other local colleges—from reactive responses to proactive, evidence-based institutional planning.

OBJECTIVES OF THE STUDY

This study aims to develop a comprehensive demographic and socio-educational profile of students enrolled at Parañaque City College (PCC) during Academic Year 2024–2025. Specifically, it seeks to describe

the distribution of key demographic characteristics, including gender identity, age, civil status, employment status, disability, parenthood, residency, voter registration, and access to financial assistance. Furthermore, the study aims to examine patterns and variations across the three academic programs—Entrepreneurship, Tourism Management, and Real Estate Management—to identify program-specific trends and potential inequities among student groups. Lastly, the study aims to analyze the implications of these demographic patterns for institutional policy, inclusive education practices, and student support systems, thereby providing evidence-based insights to guide strategic planning, resource allocation, and the development of targeted interventions to enhance student integration and academic success.

METHODOLOGY

This study employed a quantitative-descriptive research design to construct a comprehensive demographic and socio-educational profile of students enrolled at Parañaque City College (PCC) for Academic Year 2024–2025. A quantitative approach was selected for its suitability for systematically capturing the distribution of characteristics within large populations and for its capacity to present patterns with clarity and precision. As highlighted by York et al. (2015), descriptive quantitative analysis is essential when institutions require evidence-based insights for planning, student support, and policy formulation. In the context of inclusive education and student integration frameworks, empirical mapping of student demographics becomes foundational to identifying equity gaps and designing targeted interventions.

Research Locale and Institutional Context.

The study was conducted at Parañaque City College, a local government-funded higher education institution situated in Metro Manila, Philippines. PCC offers three major undergraduate programs: Bachelor of Science in Entrepreneurship (BSE), Bachelor of Science in Tourism Management (BSTM), and Bachelor of



Science in Real Estate Management (BSREM). As a community-based institution, PCC serves predominantly residents, many of whom are first-generation college students, working learners, or individuals balancing significant family responsibilities. Understanding the demographic profile of such a population is particularly significant for local colleges, which must respond not only to academic needs but also to socio-economic contexts that shape students' educational trajectories. Schuelka (2019) and Booth and Ainscow (2019) emphasize that inclusive education in such environments requires institutions to understand specific learner contexts rather than relying on generalized national trends.

Research Design. The quantitative–descriptive design enabled the researchers to document demographic distributions without manipulating variables, ensuring that findings reflected the natural characteristics of the student population. The design aligns with the analytic recommendations of De Witte et al. (2013), who argue that descriptive institutional research provides essential insight into dropout predictors, equity gaps, and structural barriers. By employing this design, the study aimed not only to generate descriptive statistics but also to support deeper institutional reflection on how student characteristics interact with academic policies, program structures, and resource allocation.

Population and Sampling Procedure. The target population consisted of all 2,657 officially enrolled PCC students for the 2024–2025 academic year. To maximize representativeness, the study adopted a census-style sampling approach, inviting all enrolled students to participate. A total of 2,035 valid responses were collected, yielding a high response rate of 77%. This level of participation increases the reliability of findings and enables detailed subgroup analysis, particularly across academic programs.

The distribution of valid responses reflects the natural composition of the student body:

Table 1
Distribution of respondents

Program	Total Enrollment	Valid Responses	Percentage of Sample
BSE	1,163	901	44.3%
BSTM	1,061	817	40.1%
BSREM	433	317	15.6%

This proportional distribution aligns with recommendations by Fong (2021) and Thomsen (2022), who note that demographic analyses must preserve institutional proportionality to accurately capture the experiences of subpopulations such as working learners, student-parents, or persons with disabilities.

Research Instrument. Data were collected using a structured survey questionnaire designed to capture core demographic and socio-educational variables, including gender identity, age, civil status, employment status, disability identification, parenthood, residency, voter registration, and financial assistance. Items were primarily closed-ended to ensure consistent responses and facilitate quantitative analysis. The instrument was developed based on existing studies on student demographics and inclusive education (Ajayi & Olalekan, 2018); (Bernardo et al., 2021); (Hernández & Cortés, 2019); (Lumibao & de Guzman, 2022) and aligned with the CHED indicators recommended for institutional monitoring (Slee, 2021).

To establish content validity, the instrument underwent expert review by three specialists: a PCC research coordinator, a CHED representative with expertise in student affairs, and an external statistician. Following their recommendations, several items were revised for cultural sensitivity, clarity, and alignment with inclusive education guidelines. A pilot test involving 30 students was conducted to assess comprehension and response behavior. Feedback from the pilot resulted in minor adjustments to item sequencing and wording to enhance clarity and response accuracy.

Data Collection Procedure. Data were gathered over three weeks during the second



semester of AY 2024–2025. A dual-mode distribution strategy was employed to ensure wide accessibility and minimize participation barriers:

Online Administration

A Google Forms version of the questionnaire was disseminated through PCC's official communication channels, including institutional email, learning management systems, and program-specific social media groups.

Paper-Based Administration

Printed questionnaires were distributed to students with limited internet access or those preferring paper formats. Collection booths staffed by trained student assistants and faculty coordinators were set up at designated campus locations.

Class advisers and program chairs assisted in coordinating distribution across year levels to prevent sampling bias. The voluntary nature of participation was emphasized in all communication materials.

Data Management and Analysis. Collected data were consolidated and encoded using Microsoft Excel before being imported into the Statistical Package for the Social Sciences (SPSS). Data cleaning procedures included checking for duplicates, removing questionnaires with more than 20% missing responses, and validating encoded entries against original forms. For records with minimal missing values, pairwise deletion was used to preserve as much data as possible without compromising analytical integrity.

Descriptive statistical techniques were employed, including frequency distributions, percentages, and cross-tabulations. Visualizations were generated to facilitate interpretation, including tables summarizing demographic distributions across programs. Although the study did not require inferential analysis, descriptive comparisons across programs provided insights into program-specific inequalities and educational vulnerabilities. As York et al. (2015) assert, such descriptive mapping is beneficial for institutions seeking to align support systems with their student populations' characteristics.

Ethical Considerations. The study adhered to the ethical principles outlined in the Philippine Data Privacy Act of 2012 and to institutional requirements for research involving human participants. Prior to data collection, the research protocol was reviewed and approved by the PCC Institutional Research Ethics Committee. Participation was voluntary, and informed consent was obtained electronically or via signed paper forms. No personally identifiable information was collected, ensuring full anonymity. Sensitive items, such as disability status or single parenthood, included a "prefer not to answer" option to safeguard respondent comfort.

Alignment with Theoretical and Policy Frameworks. The methodological decisions in this study reflect the conceptual foundations of inclusive education and student integration frameworks. Booth and Ainscow's *Index for Inclusion* emphasizes the importance of systematically identifying barriers to participation and using empirical evidence to guide institutional improvement (Booth & Ainscow, 2019). Similarly, Tinto's model highlights the role of institutional structures in fostering academic and social integration (Tinto, 2012). By employing a census-style sampling process, designing a structured instrument aligned with inclusion indicators, and using descriptive analysis to uncover demographic disparities, the study operationalizes these theoretical principles in a manner directly relevant to PCC's institutional context.

RESULTS AND DISCUSSION

This section presents the demographic and socio-educational profile of students enrolled at Parañaque City College (PCC). It discusses the implications of the findings for institutional policy, inclusive education, and student persistence. Results are organized by the key variables captured in the survey, with each table followed by an integrative analysis drawing on relevant literature and theoretical frameworks. The descriptive patterns observed across programs illuminate structural inequities that influence



academic engagement, retention, and learner well-being.

1. Gender Identity

Table 1 presents the gender distribution across PCC's three academic programs.

Table 1.
Gender Identity by Program

Program	Male (%)	Female (%)	LGBTQIA+ (%)	Total (%)
BSE	35.74	58.82	5.44	100
BSTM	24.97	70.01	5.02	100
BSREM	41.32	52.37	6.31	100
Total	32.29	62.31	5.40	100

The findings reveal a predominantly female student population (62.31%), with males comprising 32.29% and LGBTQIA+ learners 5.40%. Gender clustering is program-specific: Tourism Management (BSTM) exhibits the strongest female dominance (70%), consistent with global trends in service-oriented fields that tend to attract women (Bernardo et al., 2021; Slee, 2021). Conversely, Real Estate Management shows a more balanced distribution.

From an inclusivity perspective, the presence of LGBTQIA+ learners, though proportionally smaller, underscores the need for gender-safe environments and policies aligned with Booth and Ainscow's *Index for Inclusion* (Booth & Ainscow, 2019). Gender representation also carries implications for leadership opportunities, classroom participation dynamics, and the hidden curriculum. Literature suggests that gendered program clustering may reflect broader socio-economic and cultural expectations that influence career aspirations and perceived suitability of the field (Guo & Nguyen, 2020). PCC must therefore evaluate whether program practices reinforce or mitigate such patterns.

2. Age Distribution

Table 2
Age Distribution of Students

Age Group	Frequency	Percentage (%)
16–20	1,279	62.85
21–25	741	36.41
26 and above	15	0.74

PCC's student population is predominantly young, with 62.85% aged 16–20 and 36.41% aged 21–25. Only a very small proportion (0.74%) are older than 25, indicating that nontraditional adult learners are underrepresented. This age profile aligns with trends in Asian community colleges, where youth dominate enrollments (Guo & Nguyen, 2020). Younger learners often require structured academic support, guidance, counseling, and program transitions to adjust to college demands successfully.

Tinto's integration framework posits that younger students are susceptible to the early academic and social experiences that shape commitment and persistence (Tinto, 2012). Because many students are within the traditional college-age range, PCC has an opportunity to design proactive integration efforts—especially in their first academic year—to reduce attrition risk.

3. Civil Status

Table 3
Civil Status of Students

Civil Status	Frequency	Percentage (%)
Single	2,030	99.75
Married/Separated	5	0.25

The civil status distribution mirrors the age profile. Nearly all respondents (99.75%) are single, which is expected in youth-oriented student populations. However, the small subset of married or separated students warrants additional consideration, as nontraditional students often face a higher risk of academic disruption due to family responsibilities → (Guo & Nguyen, 2020). These learners benefit from flexible scheduling



and advisement services tailored to the complexities of adult life.

4. Working Students

Table 4
Working Student Status by Program

Program	Working (%)	Non-Working (%)	Total (%)
BSE	19.09	80.91	100
BSTM	22.64	77.36	100
BSREM	15.14	84.86	100
Total	19.41	80.59	100

A significant proportion (19.41%) of PCC students are working while studying, with Tourism Management having the highest rate (22.64%). Working students constitute a well-documented vulnerable group. Ajayi and Olalekan (2018) report that employed learners experience increased stress and reduced study time, while Hernandez and Cortes (2019) emphasize that academic performance often declines unless institutions provide flexible learning arrangements.

The finding that the program with the highest working-student rate (BSTM) also exhibits the lowest financial aid penetration (see Table 7) suggests a structural misalignment between need and support. In inclusive education frameworks, such mismatches represent systemic barriers to participation (Booth & Ainscow, 2019; Schuelka, 2019). PCC can utilize these insights to design program-specific scheduling adjustments or promote blended learning options.

5. Persons with Disabilities (PWDs)

Table 5
PWD Identification

Category	Frequency	Percentage (%)
PWD	41	2.01
Non-PWD	1,994	97.99

PWD students represent 2.01% of the population. While numerically small, this subgroup requires institutional action aligned with inclusive

learning principles. Literature emphasizes that students with disabilities face heightened risks of academic exclusion when accommodations are inadequate (Booth & Ainscow, 2019; Slee, 2021). Ensuring accessibility—physical, pedagogical, and technological—supports both integration and persistence.

6. Single Parenthood

Table 6
Single Parenthood

Category	Frequency	Percentage (%)
Single Parents	26	1.28
Not Single Parents	2,009	98.72

Student-parents constitute 1.28% of the sample and represent a high-risk group. Ocampo (2019) highlights that student-parents often struggle with academic load due to caregiving responsibilities. Given that most existing PCC policies cater to traditional learners, institutions may need to implement institution-level flexibility—such as adjusted attendance or submission policies.

7. Financial Assistance

Table 7
Financial Assistance by Program

Program	With Aid (%)	Without Aid (%)	Total (%)
BSE	22.86	77.14	100
BSTM	20.07	79.93	100
BSREM	23.97	76.03	100
Total	21.73	78.27	100

Only 21.73% of students receive financial assistance. This is consistent with Tuazon and Reyes' findings that free tuition in Philippine colleges does not eliminate hidden costs—such as transportation, digital access, food, and materials—that continue to burden students. Lumibao and de Guzman (2022) and Fong (2021) further argue that financial strain is a major predictor of attrition among low-income learners.



The mismatch between financial need and aid distribution is evident. Programs with higher student-to-teacher ratios (such as BSTM) receive proportionally less assistance, highlighting the need for targeted financial support informed by demographic data.

8. Residency

Table 8
Student Residency

Category	Frequency	Percentage (%)
Residents of Parañaque	1,973	96.95
Non-Residents	62	3.05

Most PCC students (96.95%) reside within Parañaque City, confirming the institution's community-serving role. Local residency supports Tinto's social integration model, as proximity to campus can facilitate involvement in academic and co-curricular life (Tinto, 2012). It also positions the college as a hub for local development initiatives.

9. Voter Registration

Table 9
Voter Registration Status

Category	Frequency	Percentage (%)
Registered Voters	1,974	97.00
Not Registered	61	3.00

The remarkably high voter registration rate (97%) suggests strong civic engagement among PCC learners. Salazar and Mendoza [18] note that civic participation correlates with stronger community ties and an increased sense of agency, which, in turn, can support academic engagement. PCC can leverage this civic potential through service-learning and community-based programs.

10. Synthesis of Results

Across demographic indicators, several patterns emerge:

1. Gender clustering suggests socio-cultural influences on program choice and

highlights the need for gender-responsive support.

2. Youth dominance underscores the importance of first-year transition programs.
3. Working learners reveal structural inequities between financial need and institutional support.
4. The presence of PWDs and student-parents, though small, indicates the need for tailored accommodations.
5. Financial aid inadequacy remains a significant equity issue.
6. High civic engagement and local residency create opportunities for community-integrated education.

Together, these results highlight the necessity of institutional policies that address the realities of specific student subgroups—consistent with inclusive education frameworks (Booth & Ainscow, 2019; Slee, 2021) and retention models (Guo & Nguyen, 2020; Tinto, 2012).

CONCLUSION

This study developed a comprehensive demographic and socio-educational profile of students enrolled at Parañaque City College (PCC) during Academic Year 2024–2025, providing institution-specific evidence essential to inclusive, equity-driven educational planning. Drawing from responses of 2,035 students across the Entrepreneurship, Tourism Management, and Real Estate Management programs, the findings illuminate demographic patterns with direct implications for academic integration, learner support, and policy development.

The overall profile reveals a predominantly young, female, and community-based student population. Youth dominance suggests that many PCC learners are navigating critical developmental and academic transitions, reinforcing the theoretical position that early social and academic integration is pivotal for persistence (Tinto, 2012). Gender clustering, particularly the overrepresentation of women in service-oriented programs such as Tourism Management, reflects



broader socio-cultural patterns documented in regional and global studies (Guo & Nguyen, 2020; Bernardo et al., 2021; Slee, 2021). This pattern invites institution-level reflection on how program environments, leadership opportunities, and pedagogical practices can be more gender-responsive and inclusive of LGBTQIA+ learners.

The study also highlights key equity concerns. Nearly one in five PCC students is a working learner, with the highest concentration found in Tourism Management. Existing research shows that working students face heightened academic strain, reduced study time, and elevated risk of burnout (Ajayi & Olalekan, 2018; Hernández & Cortés, 2019; Sharma, 2023). However, financial assistance in PCC is both limited and unevenly distributed, with only 21.73% of students receiving aid, and with aid penetration being lowest in programs with the highest working-student populations. This mismatch underscores the need for data-informed financial aid policies, consistent with Fong's (2021) recommendation that financial support significantly affects motivation and retention.

Although PWDs and student-parents constitute small subgroups, their presence underscores the importance of institutional accommodations. Inclusive education literature (Booth & Ainscow, 2019; Slee, 2021) argues that even numerically small vulnerable groups deserve systematic support, as institutional inattention can amplify barriers to participation. Proactive strategies—such as accessible learning materials, flexible deadlines, and psychosocial support—are therefore essential to promote equity.

The strong local residency and civic engagement observed among PCC students provide a unique opportunity for community-oriented programming. With 96.95% of students living in Parañaque and 97% registered to vote, the college can leverage this civic orientation by strengthening service-learning initiatives, local partnerships, and community immersion activities, which literature has linked to deeper engagement and personal agency (Navarro & Reyes, 2021).

Collectively, the study's findings reveal that inclusive and equitable education at PCC requires

differentiated strategies that respond to intersecting demographic realities. Institutional practices—ranging from scheduling, course delivery, and financial aid allocation to accessibility measures—must be refined to accommodate the needs of working learners, financially vulnerable students, PWDs, LGBTQIA+ individuals, and student-parents. These insights align with the theoretical foundations of the *Index for Inclusion* (Booth & Ainscow, 2019 and Tinto's model (2022), both of which emphasize that student success is shaped by institutional responsiveness to diverse learner contexts.

This study is not without limitations. The reliance on self-reported data introduces the possibility of response bias, and the descriptive design does not permit causal inference. Additionally, the study did not examine academic outcomes such as GPA, retention, or progression, which could have provided more profound insights into how demographic characteristics influence achievement.

Future research should explore the intersectionality of demographic variables—for example, the experiences of working students who are also PWDs or single parents—and examine how these intersections relate to academic outcomes and student well-being. Longitudinal studies would also be valuable in tracking how demographic factors influence persistence and graduation over time. Comparative studies across different local government colleges could further illuminate systemic patterns and guide national-level policy improvements.

Despite these limitations, the present study offers a robust empirical foundation for evidence-based institutional planning. By revealing who PCC students are and identifying which subgroups experience structural barriers, the study provides administrators with actionable insights for designing flexible schedules, improving financial assistance schemes, enhancing accessibility services, and strengthening community engagement. More broadly, the research demonstrates that demographic profiling is not a peripheral administrative exercise but a central component of inclusive education, institutional accountability, and student success.



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AUTHORS' PROFILE

Dennis C. Camatog, DBA, LPT, FRAEL, is a distinguished academic leader and researcher currently serving as Vice-President for Research, Extension, Innovation, and Development at Parañaque City College. He holds a Doctor of Philosophy in Educational Management and a Doctor of Business Administration, reflecting his strong foundation in both educational leadership and business management. Dr. Camatog has extensive experience in higher education administration, having held key positions including Vice President for Academic Affairs, College Registrar, and Director of the Center for Research and Publication. His research interests focus on educational leadership, inclusive education, institutional development, and community-based higher education systems. He has published and presented studies in national and international journals and conferences, with recognized contributions to leadership, innovation, and strategic planning in local colleges. He is also a Fellow of the Royal Golden Assembly of Eudoxia Lifetime (FRAEL) and an active member of various professional and research organizations.

Ma. Zenaida B. Baes, LPT, MACDDS, is a dedicated educator and emerging researcher affiliated with Parañaque City College. She is currently pursuing a Doctor of Philosophy in Curriculum Development and Supervision, demonstrating her commitment to continuous professional growth and academic excellence. With several years of teaching experience, she is known for her learner-centered approach, emphasizing inclusivity, fairness, and student engagement. Her academic interests include curriculum development, student support systems, and inclusive education practices. Ms. Baes contributes to research initiatives aimed at improving institutional responsiveness to diverse student needs, particularly in local government colleges. Her work reflects a strong advocacy for equitable access to education and for developing evidence-based strategies that enhance student learning and success.

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