



Academic Conflicts, Challenges, and Conquests of Performing Students at Central Mindanao University

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Abstract. This paper attempts to explain the academic conflicts, challenges, and conquests of the performing or the intellectually-gifted students by unravelling the codes, concepts and categories, clustering them into emerging themes that would qualitatively explain their lived experiences in the university. The framework for analysis was anchored from Cilesiz (2010) and Moustakas (1994), that any phenomenon could be explained through its noema (texture) and the noesis (structure). The analysis reveals that “time” and “student organization” are the initial codes for the academic conflicts, while “good vibes”, “positive”, and “smile” for the challenges, and “determination”, “hardwork”, “faith” for the conquests. Moreover, the clustered concepts and themes are “regulated involvement”, “imposition of self-control”, and “setting targets”. Finally, the emerging themes among the lives of the performing students are best captured in the slogan “academic success is the product of self-discipline, hardwork, determination, and firm goals in life”.

Keywords: conflicts, challenges, conquests, performing students, phenomenology

1 Introduction

“Hope of the Future” is the usual thought given to the performing or the intellectually-gifted students. Expectedly, it would seem natural that schools, educators, parents, and the community in general would provide the much-needed assistance to the potentially high-achieving students in schools, for them to eventually materialize and become the expected notion of being the “Hope-Bearers” in transforming the society. Paradoxically however, while these high-performing students are given the high assumptions, there seemed to be too few if not, very minimal interventions done by schools to better usher these potentially “Hope-Bearers” to really become what they are expected to be in the society.

In addition, quantitative studies have been flooding that would reveal the amount of skills and abilities that these performing students could have displayed in schools but very scanty studies have been conducted especially at the tertiary level that is particularly introspecting into the qualitative aspect, such as the feelings, the struggles, the

challenges, and the triumphs amidst adversities in their scholastic life [3]. If meaningfully and interestingly captured, the lives of the highly-performing students, or the intellectually-gifted students, and the “hope-Bearers” definitely are assumed to serve as an inspiration to other students to excel in school; otherwise, according to [16], this emerging picture of the gifted child would just become a myth in schools and those gifted students may eventually lose their interest to keep going further.

Considering these above-mentioned premises, it would be noteworthy to conduct a qualitative study that would transect the inner life of the performing students in schools, much more at Central Mindanao University considering the fact that the university is recognized as one the top-performing SUCs in the country, the “Home of the Board Topnotchers”, and the university that provides a strategic avenue for intellectual development particularly in Mindanao islands. Thus, the following were the main purpose of the study.

1.1 The Research Questions

In consideration to this research gap, it was generally conceived to reveal the performing students’ academic conflicts, challenges, and conquests. Specifically, the study hoped to answer the following questions:

1. What are the initial codes that signify the conflicts, challenges and conquests of the performing students?
2. What are the clustered categories that illustrate their academic conflicts, challenges, and conquests?
3. What emerging themes could be inferred to expound the academic conflicts, challenges and conquests of the performing students?

1.2 The Theoretical Framework

As a phenomenological study, this paper is largely patterned after the qualitative framework [6], which includes transcendental, existential, and hermeneutic theories. Transcendental phenomenology covers even the outside of life’s experiences, as if standing outside of our experiences to view the world from above. On the other hand, hermeneutic focuses on the interpretation and explanation of why these phenomena exist, as opposed to just a plain description of the said phenomena.

The aim of phenomenological research is to derive the essence of the individual’s lived experiences while ascertaining the phenomenon. The essence of phenomenon is universal [6] and [15] which can be described through a study of the structure that governs the instances or particular manifestations of the lived experiences. The general purpose is to provide and in-depth explanation to reach the essence of the lived experiences.

Figure 1 shows that the concept of phenomenology is the duality of the lived experiences [6], that every experience has a dual component – the noema and the noesis, the real and the ideal, the texture and the structure. Although these two are in a continuum, but there is a strong connection and interrelationship that exists, which defines the real meaning of one’s existence and experiences.

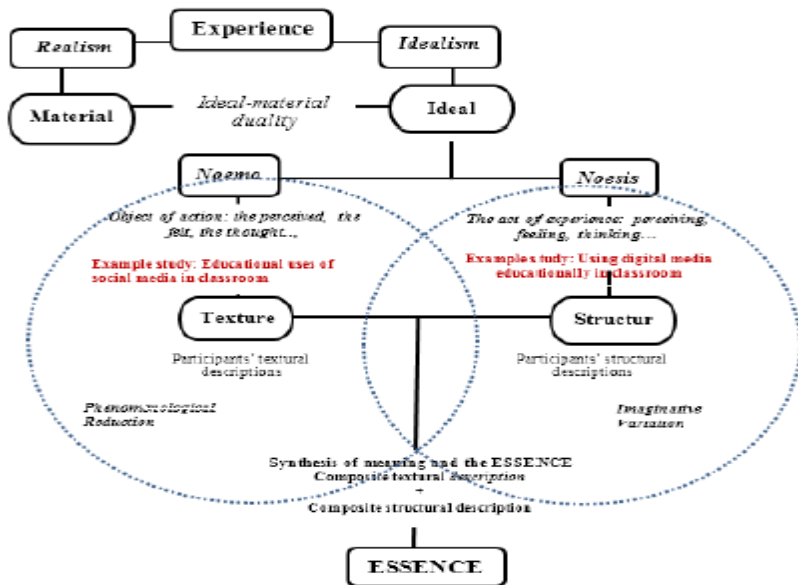


Fig. 1. The Phenomenological Concept of Experience

(adapted from Cilesiz, 2010)

2 Methodology

2.1 Research Design

This study is qualitative in nature employing the phenomenological case method. Qualitative research design is a research method used extensively in studying human behavior, opinions, themes and motivations (Shuttleworth & Wilson, 2008). In this study, the information taken depend much on the participants' views of the phenomenon. Thus, a close collaboration between the researcher and participants is needed [7]. Interviews are often perceived as the research method of choice in special education [9].

In addition, [7] explained that it is an investigation done in a natural setting to understand the quality of people's lives and their situation through firsthand experience and actual interaction. Inquiry and deeper understanding of the situation is between the researcher and the participants. In other words, the researcher interprets the phenomenon in terms of what information do participants bring to her.

2.2 Setting of the Study

This study was conducted in Central Mindanao University (CMU), an institution for higher learning in Mindanao that caters to varied groups of learners from all walks of

life. The University is one of the top-performing schools in the country today and is tagged as the home of the toppers. CMU is the first Level II-institutionally-accredited SUC in Mindanao, with four Centers of Excellence (COEs) and three Centers of Development (CODs). To date, it has a total student-population of 9,367 enrollees at the college level, with more than 454 highly-qualified and competent faculty members.

2.3 Participants of the Study

Qualitative study is a process of interpretive naturalistic inquiry that seeks deeper understanding of a certain phenomenon in a situation [7]. They stressed that it is an investigation done in a natural setting to understand the quality of people's lives and their situation through firsthand experience and actual interaction. Inquiry and deeper understanding of the situation is between the researcher and the participants. They added that the number of the participants is not as crucial as in quantitative research. In other words, the number of the participants may just be a few, in order to provide a thorough description and explanation of the phenomenon.

In addition, in qualitative studies, sampling is closely related to saturation, where repetition of discovered information and confirmation of collected data keeps on recurring which then necessitates termination of data gathering [7].

So then, the participants of this study were the six (6) randomly chosen performing students from the nine colleges, from among the listed highly-performing students of SY 2018-2019, based on their General Weighted Average (GWA). They are qualitatively described as follows:

Student 1 (PS1):

Student 1 is a 20 year old female BS-Biology student, now on her third year. She hails from Quezon, Bukidnon and her family belongs to middle-income earners, with both parents who are employed in a government institution and both are equally supportive to her educational endeavors. Since her pre-school days, she has consistently received academic awards, and she envisions herself to join the medical profession that is why she enrolls in the BS-Biology program, as her pre-medicine course. Currently, she lives in a dormitory and holds a top leadership position in one of the student organizations in her program.

Student 2 (PS2):

Student 2 is a 19 year old female BS-Accountancy student, now on her third year. She hails from Musuan, Bukidnon and her family belongs to middle-income earners, with both parents who are employed in a government institution and both are equally supportive to her educational endeavors. Since her elementary grades, she has consistently received academic awards and distinctions. She envisions herself to be working in a bank, occupying a high position someday. Currently, she lives with her parents and also holds a top leadership position in one of the student organizations in her program.

Student 3 (PS3):

Student 3 is a 21 year old male Engineering student, now on his fourth year. He hails from Musuan, Bukidnon and his family belongs to middle-income earners, with both parents who are employed in a government institution and both are equally supportive to his educational endeavors. He received academic awards during his elementary grades, but during his secondary school years, he only received special awards. Currently, he lives with his parents and does not hold any leadership position in one of the student organizations in his program.

Student 4 (PS4):

Student 4 is a 20 year old male BS-Nutrition and Dietetics student, now on his third year. He hails from South Cotabato and is now an orphan of a father, with his elder siblings being supportive to his educational endeavors. Since childhood, he has consistently received academic awards and recognition. Currently, he lives in a relative as a working student and he involves himself actively only as member of a student organizations in his program.

*Student 1 (PS1):**Student 5 (PS5):*

Student 5 is a 22 year old male BS-Agriculture student, now on his third year. He hails from Cabanglasan, Bukidnon and both of his parents being supportive to his educational endeavors. Since childhood, he has consistently received academic awards and recognition. Currently, he lives in a relative from Valencia City and he involves himself actively only as member of a student organizations in his program.

Student 6 (PS6):

Student 6 is a 20 year old, female BS-Education student, now on her third year. She hails from Maramag, Bukidnon and her family belongs to middle-income earners, with both parents who are farmers and both are equally supportive to her educational endeavors. Except in her high school years, she has consistently received academic awards, which keeps inspiring her to really pursue for her dream of becoming a professional teacher. Currently, she lives in a dormitory and holds a top leadership position in one of the student organizations in her program.

Student 7 (PS7):

Student 7 is a 20 year old, male, Doctor of Veterinary Medicine student, now on his fourth year. He hails from Pagadian City with family income belonging to middle-level income earners and with both parents supporting his educational needs. During his pre-school, until secondary school years, he has consistently received academic awards in school. He stays in a dormitory, and he intentionally inhibited himself from active involvement in the student organizations in order for him to really focus his time to his studies.

Student 8 (PS8):

Student 8 is a 19 year old, female, Bachelor of Science in Environmental Science student, now on her third year. She hails from Banisilan, North Cotabato with family income belonging to middle-level income earners and with both parents supporting her educational needs. During her pre-school until secondary school years, she has consistently received academic awards in school. She stays in a dormitory, and she intentionally inhibited herself from active involvement in the student organizations in order for her to really focus her time to her studies.

Student 9 (PS9):

Student 8 is a 19 year old, female, Bachelor of Science in Nursing student, now on her third year. She hails from Malaybalay City with family income belonging to middle-level income earners and with both parents supporting her educational needs. During her pre-school until secondary school years, she has consistently received academic awards in school. She stays in a dormitory, and she intentionally inhibited herself from active involvement in the student organizations in order for her to really focus her time to her studies.

Moustakas (1994) said that the description of the participants is part of the phenomenological reduction, where horizontalization happens, or simply the listing of commonalities among all participants, to establish equal grounding, and to provide comparability of experiences. Likewise, this phenomenological reduction also sets aside, which one is different or the outliers, among the participants' circle of experiences

2.4 Sampling Procedure

Purposive sampling is the most appropriate sampling technique for a qualitative study since the researcher has the targeted participants, in order to provide an in-depth description and interpretation of the participants' responses [7].

2.5 Research Instrument

This study used the audio-recorded face-to-face, open-ended, one-on-one, in-depth interview questions with the participants. Audio recordings were then lexically transcribed, which were then the basis to create memos, which then subsequently became the basis for identifying the initial codes, then categorized into concepts and categories, which were then finally the clustered themes in describing the academic conflicts, challenges, and conquests of the performing students.

In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interviews are useful when the researcher wants detailed information about a person's thoughts and behaviors or want to explore new issues. In-depth interviews should be used in place of focus groups [4].

2.6 Data Collection

In qualitative case study research, data collection method is time consuming thus, it is advisable to have small participants. The researcher is the main instrument in data gathering and depends on the information given by the participants. Thus, it is important that a good rapport between the researcher and participants must be built in order to gain the real essence of the phenomenon (Hilligoss, 2014).

2.6.1 *Setting the Atmosphere: The Grand Tour Question and Sub-questions*

The biggest challenge in conducting qualitative research is on how to encourage the participants to talk widely on the interviewer's topic. Thus, experts suggest that researchers should plan for an open ended interview which usually starts with a big question and down to details [2]. This framing of questions is called the funnel shape or grand tour question [9].

Grand tour question as opening question of an interview journey that asks the participants to give details about a phenomenon [2]. Similarly, he described it as an overall general question that can be answered by answering mini-questions. The researcher has to restructure questions that may lay out an in-depth descriptive sequence explaining a series of events, describing a group of people, telling how to engage in an activity, use an object, or run through the events of a time period [15].

This was the grand tour question that guided this study: As one of the identified performing students of CMU, how do the performing students overcome their academic conflicts and challenges, then eventually turning these into conquests? Before arriving at the desired responses, sub-questions were asked, such as:

1. How are you? How do you feel today?
2. Can you describe your first hour upon waking-up today?
3. In what degree program are you enrolled?
4. Was your academic program your own choice? Why/why not?
5. How do you see yourself, ten or 20 years from now? Please describe.
6. Are you happy and proud to be here at CMU? Why/why not?
7. Will you describe your family? Your classmates? Your teachers?
8. What subject in college do you like the most? The least? Why?
9. What is your most favorite past-time activity in school? Can you describe it?
10. What meaningful/unforgettable experiences can you remember of your whole stay at CMU? Can you share it?

2.7 Ethical Considerations

Ethics is part of research work that concerns proper ways of acting towards people, and suggests moral principles and guidelines for the right ethical choices [17]. He added that specific ethical considerations arise for all research involving human subjects. As research in social sciences, particularly in education, always relates to humans, ethical considerations become vital. By emphasizing and addressing ethical concerns, educational researcher show respect for research participants, protects them from possible harm and honors their contribution. Due to this reason, the researcher secured different

permissions from the authorities to conduct the study from different legal authorities. A legal document was written to ensure that the study is ethically planned.

2.8 Informed Consent

The researcher made an effort to ensure that the information in the study would be fully clear to the participants. Informed consent from participants were obtained prior to the face-to-face interviews were conducted, audiotape/video recording were used for clearer transcription and explanation. The participants were informed that their participation was voluntary and that they have the right to withdraw from the research at any stage even after signing the agreement.

The researcher ensured to protect the privacy of the participants by keeping the leading information confidential. The participants were assigned with numbers to uphold their true identity.

2.9 Data Analysis

The goal of qualitative analysis is to reduce a large amount of textual data to meaningful concepts while identifying the emerging themes. Qualitative research has a unique way of analyzing data called triangulation, a useful method of combining data collection [18]. Moreover, [7] has stated that triangulation is an attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint. This is done in order to develop a deeper understanding of the phenomenon. In qualitative studies where interview is the chief source of data, triangulation is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic.

However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon. Furthermore, triangulation is commonly used in studies to minimize biases [7]. He added that it as a means to achieve more detailed and balance picture of the situation. That is why in this study, in-depth interview among the performing students was employed, then their responses were validated by the identified key informants, and further validated by the researcher's observation and document verification.

2.10 Validation

Since this is a qualitative study, the researcher brings in the personal experiences of the participants through interview and transactional observation. To ensure credibility and improve the accuracy of the study, the researcher employed a technique called triangulation, or respondent validation which is known as member check (Creswell, 2007), which happens when the researcher goes back to the participants and shows the interpreted data whether they are authentic or not. Furthermore, it is important to the researcher to build rapport with the participants to achieve honest responses during the interview.

3 Results and Discussion

3.1 Initial Codes that Convey the Academic Conflicts, Challenges and Conquests of the Performing Students

After transcribing the responses, memo-ing of the respective responses follow, where axial coding was noted per response, taking into full consideration the first objective of the study, which is to derive the initial codes that represent the academic conflicts, challenges, and conquests of the performing students. From among the responses, here are the extracts that represent the derived initial codes:

Extract 1

PS1: It was in my major subjects where I got the difficulty, because I am a student leader too, and my time was not enough to devote on the two. One activity has to sacrifice.

Extract 1 reveals that PS1 has not enough *time* to equally focus on the two - her academic subjects, which are her major subjects, and the other is her leadership role in her student organization. She even emphasized that one has to sacrifice the other, which she refers to sacrificing her academic subject over her responsibility as a student leader. Her response was also further corroborated by the response of PS2 as conveyed by her statement:

Extract 2

PS2: If I would have a difficulty, it would be time devoted to my major subjects. It is because I usually look at the weight of my responsibility to the organization that I handle and tending to set aside my own personal needs in my academic subjects.

I am even scolded by my mother because sometimes I bring my co-officers at home. Kay kung naa miy dili matapos sa school, sa balay man namo tiwason (Because when we cannot finish the task in school, we would do it at home). Tapos, wala na, buntag na diay unya wala pa gihapon nahuman ang para sa amoa activity sa org, (Then, before we know it, it is already morning of another day but the task for the organization is not yet done).

In Extract 2, PS2 pointed out the *lack of enough time* to do the organization's *responsibility* pushed them to finish that task at home. She emphasized that she usually set aside her personal needs (referring to her academic subjects) in favor of her *responsibility* in the *organization*, that sometimes even her parents have already noticed and were not happy about. This problem on lack of enough time was also evident on the responses of other participants (PS4 & PS5), as revealed in the following extracts:

Extract 3

PS4: Lack of time to study is my difficulty. Usahay kay masuko na akoa ate kay inig tawag niya asa ko kay naa pa man diay ko sa school, wala pa nakauli sa dorm, kay nag-meeting pa sa amoa student org (referring to organization). Pag-abot sa balay, splak na sa bed kay katulgon na. (Sometimes, my elder sister scolded me because she would find me still in school even late night due to meetings in my student organization. Upon reaching the dormitory, I already feel so sleepy that I forget to study anymore).

PS5: Time is my problem because I am commuting. Sometimes, I am late in coming to my classes especially if there are vehicular accidents on the road that I am travelling. In the afternoon, I had to rush in going home also because I don't like to be soaked in the rain, aside from my parents who would keep on worrying if I do not get home early.

From these responses, it is clear that *lack of time* to devote in their academic subjects is the common problem. *Time* is the frequently recurring code that appears in all of the responses of the participants. [1], in his study with the gifted students in Turkey, he emphasized that these gifted students be assisted in terms of utilizing their time, especially when referring to their social activities, to which having a social responsibility in the student organization belongs. In schools, policies could be crafted in order to better assist the gifted students to make the most of their talents and abilities.

Aside from “*time*” as the most recurring code to describe the academic conflicts, involvement in the “*student organization*” is also one of the most frequently recurring code that emerge from the participants’ responses. While it is true that student organizations play a crucial role on the total development of the learners, it is also of paramount importance to consider on how these potentially-gifted learners would be able to manage their time, as guided by a family member, to which in the case of PS4 is an elder sister, who seemed to intervene just to keep her on-track, so that her involvement in the student organizations could also be balanced with their active engagement in their academic requirements. This sort of intervention from a family member, specifically from her elder sister, is part of adult, if not parental influences [11]. In addition, these performing students need to be “assisted”, and schools play a particular role in coming up with some intervention programs or policies so that those potentially-gifted learners would be able to maximize their potentials and potentially bring about change in the society [1].

Summing up, there are at least two most recurring initial codes that convey the academic conflicts, challenges, and conquests of the performing students. These are: *time* and *student organization*. With this, it could be surmised that one of the experiences that put most difficulty or conflict with their academic achievement are these two main factors – their lack of sufficient time to balance the two, as well as their active involvement in their student organization as a student leader [1] that these student leaders are the “big fish” in their organizations, and because of that role in the society, these performing students are accorded with a social responsibility [1].

Considering the above premises, Figure 2 is then provided to best capture the initial codes underlying the academic conflicts, challenges, and conquests of the performing students.

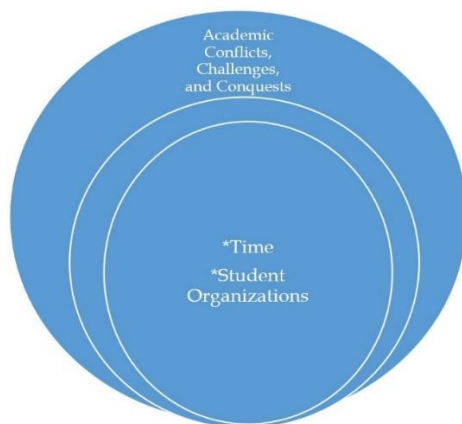


Fig. 2. The initial codes on the academic conflicts, challenges, and conquests of the performing students at Central Mindanao University

3.2 Clustered Categories that Illustrate the Academic Conflicts, Challenges and Conquests of the Performing Students

From the participants' responses, identified codes were clustered into categories that would illustrate the academic conflicts, challenges, and conquests of the performing students. The following were the identified clustered categories: "good vibes", "positive", "smile". These are reflected in the following clustered extracts:

Extract 4

PS1: Whenever I am down, I always put in mind to keep "good vibes". Dili jud ko magpadala sa ako gibati nga kalisud (I would not yield to the difficulty I feel inside). I just pray to God.

PS7: If I have some problems, I always pray. Also, I need to always project good aura to my classmates. They know me as one who has a lot of patience so, stay cool, and good vibes lang (only).

PS5: Usually, pag naa koy problema, akoa lang I pray kay Lord. Then, ma solve ra man sad basta dili lang jud ka mag think ug bad. Always good thoughts lang jud...yes...good vibes lang ba (Usually, when I have a problem, I just pray to God, Then, problems would b solved as long as I don't think bad only good thoughts...yes...only good vibes).

As could be seen from the extracts above, the phrase "good vibes" is kept recurring from the responses of the three participants. They are all using the term "good vibes"

as their way of overcoming the challenges that they are facing everyday in school. They could have believed that if they maintain good vibes, it will also attract good vibes for them. The inner feelings of an individual can greatly affect the way one behaves. In the case of PS1, where she has that inner control of herself to always keep the good vibes in her, which in turn is also giving her the good ambiance and feeling [8]. The same kind of feeling could have also engrossed PS7 and PS5, in that they too adhere to the good vibes to also radiate good vibes. The positive social-emotional characteristics of an individual learner conveys a unique sense of positivity too. This could be termed as the power of positivity, where the law of attraction could have some sort of semblance [10].

Another recurring clustered category if “keeping positive” as reflected in the following responses:

Extract 5

PS3: As for me, I really look at the brighter side of any situation. I do not like to focus on the negatives, but the positives only. Lain man gud nga nega ka pirmi, mas okay nga positive jud, kay positive sad ang gakahitabo (It is not good to dwell on the negatives because I don't want to be branded as 'nega', it is good to be positive all the time because positive outcomes are expected to happen).

PS 4: Gina-think nako nga positive lang, ang mga happy and triumphant moments nako when I was in my younger years. Kung nakaya nako to, mas makaya nako ni karon nga kalisud (I just keep thinking on the happy and triumphant moments that I won during my younger years. If I was able to overcome them before, then I would think that I would still be able to overcome them now).

PS6: Naa jud koy dala-dala nga smiley sa akua bag. If I am lonely kay daghan kayo pressures sa school, akua lang dayon tan-awon ang ako smiley, ug maka-smile na dayon ko...positive na dayon ako tan-aw sa kalibutan....morag ma okay na dayon ko (I always have a smiley in my bag. If I am lonely due to too much pressures in school, I just look at my smiley and I then think positively and everything would be okay...and I am then okay).

Meanwhile, the three participants use the term “positive”, which is still similar to what [15] refer to as an inner motivation of a person to mitigate an ill feeling towards something. In addition, [12] also termed it as a social-emotional characteristic of a person, when one is able to adjust to a given situation, and behave accordingly. Keeping positive is a way of counteracting the school-related pressures, whether co-curricular or extra-curricular pressures that the performing student may face.

Aside from good vibes and keeping positive, another PS6 is also having that sort of self-discipline to really impose on herself to keep smiling, as motivated by the smiley image that she can see.

In addition, from the responses captured in Extract 6, it is evident that the performing students have encountered challenges, which measured their hardwork, faith, and determination to really succeed in life, as captured by these terms serving as the initial codes. These inner feelings can greatly affect the way the person behaves, such as keeping the person motivated to keep striving hard, and achieving for more [17].

Considering all these clustered categories, Figure 3 is provided to capture the clustered categories of the academic conflicts, challenges, and conquests of the performing students at Central Mindanao University.



Fig. 3. The clustered categories on the academic conflicts, challenges, and conquests of the performing students at Central Mindanao University

3.3 Emerging Themes Inferred from the Codes and Clustered Categories on the Academic Conflicts, Challenges and Conquests of the Performing Students

From the clustered categories, the emerging themes of the participants' responses were inferred. These are: 1) regulated involvement in scholastic activities, which includes their active involvement as student leaders; 2) imposition of self-control/discipline, such that they need to prioritize things particularly relating to their academic achievement; and 3) setting firm and lofty targets, to keep them inspired and motivated to through, higher and higher. The following extracts would illustrate these clustered emerging themes:

Extract 6

PS2: Every night, before I go to sleep, I keep retrospecting and evaluating my daily activities. What went right and what did not? Then I found out that too many activities really disrupt my study time and really affects my academic standing in class. And I realize that I need to regulate my involvement in the different activities.

PS3: My parents keep reminding me to do things, one at a time. They keep telling me that I need to focus more on my academics. They tell me that college life is my preparation for work, so at this early, I need to control my activities and really discipline myself so that I would really succeed.

PS6: Everytime I almost get too much active in my extra-curricular activities, I would question myself...wait, naunsa na man ko ani (what has happened to me?) What is my target? Would I become a better person someday because of this activity? Then, I would be reminded of my goals in life, that is, to become the best person that I could be and have a brighter future out there.

From these extracts, PS2 pointed out the regulation of one's extra-curricular activity. Her self-checking/evaluating has helped her a lot in trying to be on track, on staying with her goal. The importance of regulating one's involvement in extra-curricular activities is very essential so that the academic side would not suffer. Career-setting is very important in an adolescent's life [5]. They tend to see themselves in a different perspective. In the case of PS2, at least she would always remind herself of her goal in life.

On the other hand, the presence of the parents of PS3 played a significant role in keeping him on track. The reminders of the parents to really focus on the academics has of paramount importance to PS3, such that he was able to control his extra-curricular activities in school. Indeed, the family atmosphere, has really a tremendous bearing on the life of the learners. Parents, being the adult members of the family, need to serve as the guiding light so that the learners would not be at a loss [5].

Moreover, PS6 highlighted the term *goals in life* which serves as her counterchecking measures to stay in focus. So, there is then the need to set targets, and not just to set these targets, but rather to set these targets firmly and work hard for the attainment if these goals in life, just like what PS6 did to herself. It is still part of inner motivation, which can drive the person to do mighty things [8].

Thus, based on the contentions stated beforehand, Figure 4 is provided that captures all on the academic conflicts, challenges, and conquests of the performing students at Central Mindanao University.

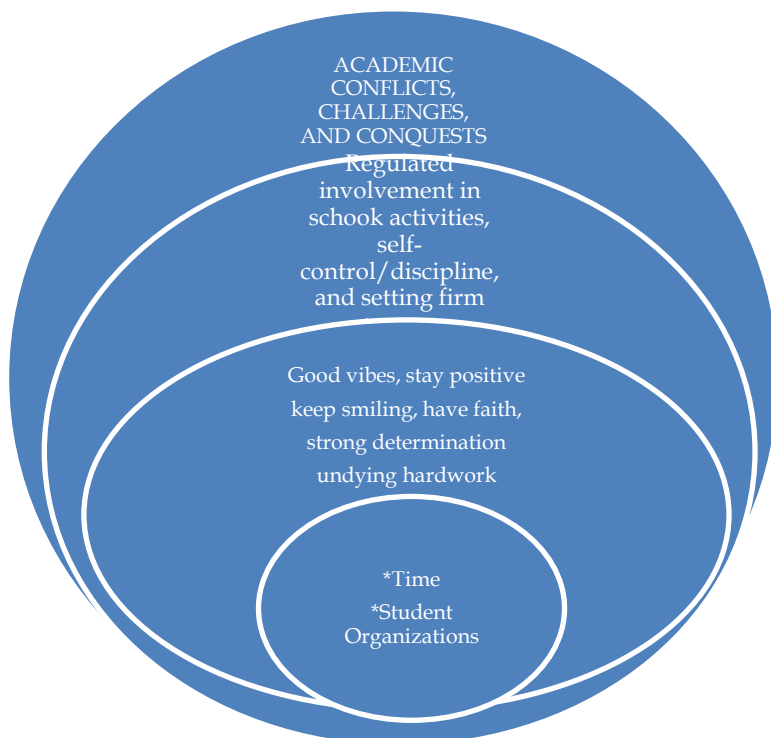


Fig. 4. Academic conflicts, challenges, and conquests of the performing students at Central Mindanao University.

4 Conclusion

On the basis of the foregoing, this paper points out three initial codes to convey the academic conflicts, challenges, and conquests of the performing students. These are: good vibes, positive, and smile. Moreover, hardwork, faith, and determination came out as the clustered categories. Finally, regulated involvement in extra-curricular activities, imposition of self- control or self-discipline, and setting firm targets in life were the emerging themes that capture the academic conflicts, challenges, and conquests of the performing students at Central Mindanao University.

Recommendation

Given the limited time and data for the analysis for a similar study, the researchers would take it a challenge to involve an obtrusive observation, focus-group discussion, and key informant technique to gather a more in-depth data, a more sophisticated data

analytical tools, for a more generalized results, and for possible formulation of an intervention program that would better address the needs of the performing students, not only at Central Mindanao University, but to other Universities as well.

Acknowledgements

The researcher would like to express her heartfelt gratitude to Central Mindanao University, through the University Research office, for the grant of this study. Likewise, to the support of the CMU students who served as the participants, for the much-needed data of the study.

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