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Words from the Editor

We thank our contributors, reviewers, and administrators for their unwavering support of our publication.

In our second volume, we feature papers in Reading Culture, Student Engagement, and Goal orientation of students. Likewise, for this volume, we also added a special section with an article on Selfies as far of Online Presentation, and another article culled from a graduate school thesis accounting. It continually emphasizes three important aspects of research: (1) its significance as a reflective process, (2) its application in program evaluation, and (3) its opportunity to understand our market. Truly, research is a journey that shapes our institutions, programs, and understanding of the individuals we serve. We cannot undermine its role in program evaluation and cultivating strengths within our academic communities. Research, at its core, is a reflective process. It's not merely about collecting data, conducting experiments, or analyzing statistics. It's about engaging in a deliberate, introspective inquiry into the questions that matter most to us as educators, administrators, and scholars. It encourages us to step back, ponder, and assess the impact of our actions and decisions. In essence, research is our compass, helping us navigate the complex terrain of education with purpose and clarity.

Another potent application of research is program evaluation. Research provides us with the tools to assess the effectiveness of our educational initiatives critically. We need it now more than ever as there are challenges to the finances and sustainability of our programs. Lastly, research is not solely about identifying weaknesses; it also plays a pivotal role in highlighting our strengths. It provides a mirror through which we can see, celebrate, and build upon our achievements. Understanding what works well is essential for sustaining and enhancing the quality of our educational endeavors.

In conclusion, as we continue our mission to advance education through research, let us remember that it is not a detached academic pursuit but a profoundly reflective and transformative process. Research empowers us to evaluate our programs, understand our market and students, and celebrate our strengths.

Elen Joy A. Bruza, MAed, LPT
Editor-in-Chief

Correlates of Extrinsic Goal Orientation and Self-Regulation of Students in a Science Class

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Abstract

The factors associated with extrinsic goal orientation and self-regulation in a science were tested in this study. These variables include study time, number (quantity) of learning materials, and educational attainment of parents and/or guardians. One hundred eighty one 7th grade students participated in the study. The students answered the Motivated Strategies for Learning Questionnaire (MSLQ) as a measure of their extrinsic goal orientation, and the Self-Regulation Questionnaire (SRQ) as a measure of their self-regulation. Results show that only the mother's educational attainment is associated with the extrinsic goals of the students. Data also indicate that among the variables tested, only learning materials and the parents' educational attainment, not only does self-efficacy influence learning and academic performance, it also influences the use of a variety of learning strategies to receive rewards, parental praises and other psychological accolade.

Keywords: self-regulation, goal orientation, self-efficacy

Studies in the 1980s and 90s presented a disquieting number of students disengaged from the instruction taking place in the classroom (Meece & McColskey, 1997). Luckily, educators have devised ways to curb the number since the 90s by giving students choice and control over the learning process. Such a move included an individualized curriculum where activities are authentic and related to student interests. When students are involved in their work, they persist despite challenges, and they take considerable pleasure in accomplishing their work (Schlechty, 2001 cited in Saeed & Zyngier, 2012).

Student engagement is concerned with the interaction between the time, effort and pertinent resources students put into to optimize their experience and enhance learning outcomes. Students are often times caught in a dilemma of keeping themselves sustained in class because they are going through a transition phase from grade school to their current grade level. Amongst the things they have to adjust include higher volumes of homework and long term projects; higher frequencies of tests and quizzes with harder content and higher stakes and to get everything done on schedule. Apart from adjustment to the new environment, students are sometimes put in a situation where they need to accommodate peer relationship, organize school work and express their feelings. Given the scenario, these students should be provided with explicit instruction on how to adjust to the next level of their academic journey.

The science classrooms in junior high school level provide a structure for whole class interactions that increase participation and sustain positive emotional energy. Demonstrations, experiments, creative engagements and the like are notable science strategies initiated by teachers to stimulate inquiry on the application of science principles and concepts. The science curriculum incorporate means for global responsibility, understanding and communication coupled with methodologies that provide appreciation for the world where learners play an active role in improving the latter; which is an explicit translation of the school's mission of producing learners who are agents of social transformation.

Science teachers who are directly involved with students can benefit from the result of this study because it outlines factors needed to encourage maximum engagement from students. On the other hand, science teachers who are not handling the students can gain insights on how to better prepare their instruction-related activities once the students get promoted to their level. Teachers need to learn key steps for guiding students toward developing self-regulation skills. Learners who lack self-regulation skills will fail in regulating their thoughts, emotions and behaviors that will deprive them to act appropriately.

These students have to be properly engaged in class activities that will foster sense-making through involvement or participation (Harper & Quaye, 2009). Teaching students how to appropriately express their feelings, understand the consequences of their actions and develop healthy relationships is important for strong student achievement. Much investigations have been conducted on extrinsic goal orientation and self-regulation among students but little is known on the factors affecting them in a science class. Hence, this paper was written to determine how

study time, number of educational materials and educational background of parents/guardians are variables affecting the extrinsic goal orientation and self-regulation of Grade 7 students in their Science class.

Social Cognitive Theory

The Social Cognitive Theory (SCT) developed by Albert Bandura in the 1960s suggests that learning takes place in a social context with the dynamic and mutual interaction of the person, environment and behavior. Bandura (1986) cited by Cole (2015) identified three different phases of the environment that influence the individual: the imposed, the selected and the constructed. In the imposed environment, the norms and settings that are prevalent control the individual but the latter is capable of controlling their own responses to the former (Bandura, 1986; Meaney, et. al. 2008). Further, Meaney et. al. (2008) noted that the selected environment is the outcome of how the individual chooses to respond to the norms and settings of the imposed environment while the constructed environment is produced from the reactions of the individual from the imposed environment to the choices made in the selected environment. In the classroom, these three settings are clearly evident in the research of Bang (2012). He noted that the imposed environment speaks about the policies a teacher establishes in class on individual work, for instance homework. The students constructed their selected environment with their decision of whether or not the individual work is completed; whereas, the constructed environment is developed when the teacher displays a specific behavior based on the output of the student. In conclusion, Bang (2012) posited that this particular scenario will shape the student's behavior in accomplishing future individual tasks. From the interactions noted in the research of Bang, self-efficacy or the belief an individual has in their ability to successfully accomplish a task is produced (Usher, 2009). The Social cognitive theory introduced the concept of self-regulated learning (Yangkim, 2009) as it emphasizes on social influence and its emphasis on external and internal social reinforcement.

When applying the social cognitive theory in the school setting, the behavior of students is the result of their own choices within the imposed school policies modelled by their teacher and administrators. Students' interactions with school policies help develop their self-confidence to succeed that, in turn, affects their academic motivation (Kitsantas, Cheena & Ware, 2011).

Student Motivation

Psychologists have noted two individual forms of motivation for students in doing school tasks: intrinsic and extrinsic. The former refers to an innate interest in pursuing a topic. Students find a subject pleasant and they naturally desire to learn mastery of it. Whereas, extrinsic motivation is characterized by the desire to pursue a subject for reasons of rewards, good grades and approval of parents, peer or teachers. Students are motivated to learn the subject mainly because they are pursuing something material or emotional in exchange of the effort invested in the tasks.

Students are more likely to invest effort into their own learning when they are encouraged to gain mastery of the subject, rather than aiming for the performance goal (Warmuth, 2014). Teachers need to always remember that they have a powerful effect on students' performance (Davis, 2009); therefore standards should be set high enough to challenge students and motivate them to be achievers.

Student motivation is an important factor to consider when developing a Science curriculum and teaching its competencies since a sense of fulfilment may contribute to student learning, engagement, lesson retention and ultimately student success. Terry (2002) emphasized that students' own motivation and learning directly affect time management and efficient use of resources to achieve academic success. In view of the importance of motivation, teachers need to develop stronger instructional context for motivational development.

Extrinsic Goal Orientation

Extrinsic motivation is a multidimensional construct characterized by four types of extrinsic behavioral regulation: external regulation, introjected regulation, identified regulation and integrated regulation (Ryan and Deci cited in Areepattamannil, 2011). External regulation is determined by stimuli external to the individual such as rewards or punishments. A student tends to perform a task to satisfy an external reward such spending a movie date with friends. An introjected regulation is a behavior affected partly by the environment and the sense of reward and punishment. A student performs well in class in order to get the appreciation of the class and in order not to disappoint the parents. This regulation is associated with low degree of self-determination (Areepattamannil, 2011). An identified regulation is seen in an individual who does a particular task by choice as he/she

judges it to be important. A student is engaged in a task he/she acknowledges valuable and useful. Finally, integrated regulation pertains to behaviors that are incorporated in the person's schema. This highly advanced form of extrinsic motivation is closely linked with intrinsic motivation as there is a sense of autonomy or freedom. A student does a work well because it is congruent with his/her own values and needs.

A number of studies have documented the effects of extrinsic motivation on learning and student achievement. Students who work for rewards and other external contingencies are more likely to have lower academic achievement (cited in Wolters, et. Al. 1996; Lepper, et. al. 2005; Becker, et. al. 2010) and only engage in surface learning. Moreover, extrinsically motivated students experience greater anxiety, display less positive emotions in school and have poor ability to cope with failures (Deci & Ryan cited in Aarepattamanni, 2011) because of the pressure of rewards & punishment. However, B.F. Skinner's behavioral model recognizes that extrinsic rewards can be used to increase task involvement and academic performance of nonperforming students (Urlaub 2002 cited in Williams & Stockdale 2004). Extrinsically motivated students produce good outputs in school because their achievements are valued by people who are significant in their lives.

Self-regulation

Self-regulation may be especially needed in the study of Science topics because the number of topics to be learned and tasks to be accomplished can overwhelm an undisciplined student. Self-regulation is the ability to monitor and control one's behavior in accordance to the best interest of the situation, consistent with personal values. Students who do not have the right attitude for science will find it difficult to adjust to the rudiments of the subject. Students, therefore, need to develop control over factors such as time and their physical environment in order to carry out tasks expected of them.

Zimmerman expanded Bandura's social cognitive theory by applying it in the field of education. This expansion led to the development of the self-regulation concept. Zimmerman described self-regulated learners as "metacognitively, motivationally and behaviorally active participants in their own learning" (Briley 2007). Zimmerman recognized that the quality and presence of actions depend on the person's beliefs and motives.

Pintrich (2004) noted that self-regulated learning is composed of strategies students use to regulate their cognition and control their learning. It is a construc-

tive process where learners monitor and regulate their own motivation and behavior in order to achieve their goals. Environmental influences play key roles in the development of self-regulation strategies among students. For instance, students check their own work after a science problem drill to know how much of the items were answered correctly. This enactive feedback mechanism makes students determine if they should repeat checking the drill output. The students' action of checking their work was "initiated personally and implemented through the use of strategies and enactively regulated through perceptions of efficacy" (Zimmerman & Schunk 2011). When students are allowed to check their own work, they are given the opportunity to develop self-efficacy that makes them acquire the feeling of control over their learning. Effective learners know when a certain strategy is effective or not in regulating their own motivation and cognition. Thus, it is important that they are given means to deliberate strategies accordingly.

The Science program and curriculum are aimed at producing independent learners. Students who are capable of regulating their own learning through external contingencies can become academically competent. Teachers' input in class does not solely affect the academic performance of students; the latter's ability to master their own learning contribute greatly to their achievement.

Theoretical Framework

Learning and motivation theories that highlight salient factors associated with student performance in class provided the framework for this research.

The benefit of the construct of academic motivation relies on its operational definition. Its indicator is seen to sustained task engagement that leads to good grades (Williams & Stockdale, 2014). The over-justification notion gives the idea that providing an extrinsic reward for engaging in a task tells that the latter must not be worth doing for its own sake (Lepper, Greene, & Nisbett, 1973 cited in Williams & Stockdale, 2014). Poor motivation and the absence of any learning strategy among learners (Ritu & Gope, 2011) can attribute to their poor performance in school. Students' motivation and engagement is determined by the time, energy and dedication they put in their tasks. The Social Cognitive Theory of Bandura (1986 cited in Ilker & Arslan, 2014) establishes the concept of self-regulation; which is necessary for individual and social forms of learning. Zimmerman (1989 cited in Ilker & Arslan, 2014) described these self-regulated learners as those who "actively participate in their own learning meta-cognitively, behaviorally and with motiva-

tion". According to Pascarella and Chapman (193 cited in Hardy, 2013) student involvement and engagement are pertinent to student persistence, in this case, academic performance. These learners tend to rely on their own merits to produce the needed learning environment and to organize themselves for learning (Mitra, 2004 cited in Ritu & Gope, 2011).

The social cognitive models of self-regulated learner (SRL) model of Pintrich (2004) acknowledges that personal and contextual factors impact self-regulated learner. The Social Cognitive Theory emphasizes the significance of self-regulation because it serves as a bridge between external factors and internal actions of an individual (Bandura, 1989 cited in McLeod 2016). Personal factors that influence SRL include demographic characteristics such as age, enduring traits & dispositions, self-belief & motivational beliefs and knowledge (Anthony, Clayton & Zusho, 2013). Pintrich further notes that learners find ways to make the learning environment more conducive and effective for studying. Extrinsic rewards may be mostly useful when students initially have minimal interest in an activity (Cameron, 2001). Unfortunately, for a variety of experiential reasons, some students are not inclined to engage in certain academic tasks that teachers deem valuable.

Duncan and McKeachie noted that a specific need advanced the development of an instrument that would assess student's motivation and learning skills; hence, the introduction of the Motivation Strategies Learning Questionnaire. The instrument was structured within a social-cognitive framework that does only assess learning strategies and motivation but also provide feedback for improving the identified factors.

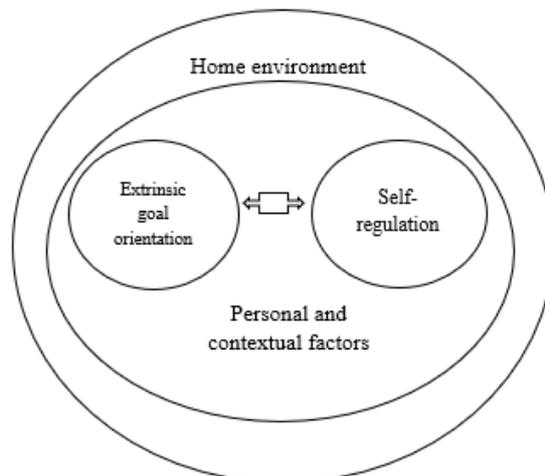


Figure 1. *Illustration of student's extrinsic goal orientation and self-regulation*

Statement of the Problem

This research aimed at answering the following questions:

1. Is there a relationship between extrinsic goal orientation and amount of time spent for studying, number of learning materials & educational attainment of father, mother or guardian?
2. Is there a relationship between self-regulation and amount of time spent for studying, number of learning materials & educational attainment of father, mother or guardian?
3. Is there a significant relationship between extrinsic goal orientation and self-regulation?

Scope and Limitation

The study involved students enrolled in Junior High School Unit. The extrinsic goal orientation subscale from the Motivated Strategies for Learning Questionnaire of Pintrich and McKeachi (1980s), was utilized to assess the students' extrinsic goal orientation. On the other hand, the Self-regulation Questionnaire developed by Brown, Miller and Lawendowski (1999) assisted the measurement of the self-regulation behaviour of students. Moreover, the risk involved in the study is minimal as respondents were only asked to answer checklists pertaining to extrinsic goal orientation and self-regulation.

Method

Research Design

A correlation research design was used in this investigation. It is a research design used to determine the extent to which two or more variables are related among a single group of people. A correlation has direction which can either be positive or negative and can differ in degree or strength of relationship.

Participants

A total of 181 students, ranging from 11-13 years old, participated in this study. The subjects were chosen because they comprise the newest population in the Junior High School and they are also transitioning to rigors of Junior High School from Grade School.

Instrument

Items pertaining to extrinsic goal orientation from Motivated Strategies for Learning Questionnaire (MSLQ) were used to collect the data intended for the first variable. MSLQ is a self-report instrument comprising of 15 scales scored using a 7-point Likert-type scale developed by William McKeachie and Paul Pintrich at the University of Michigan in the 1980s (Duncan & McKeachie, 2005). The instrument was developed as a data source that may be used to improve student learning. MSLQ is based on the assumption that motivation and cognition are learned processes under the control of the learner.

The Self-Regulation Questionnaire (SRQ) was originally developed by Brown, Miller and Lawendowski in 1999. It is a self-rating device aimed on measuring self-regulation of behaviour in the adult population. The tool is based in the seven-phase model of the processes of self-regulation of behavior developed by Kanfer in 1970 and Miller and Brown in 1991. The instrument uses a 5-point interval scale with end points 1 = strongly disagree and 5 = strongly agree, to assess statements. It is crucial to stress that the questionnaire measures the generic rather than the domain-specific self-regulation capacity of one's behaviour.

The demographic characteristics survey tool is a means to profile the participants of the study base on their attributes. Examining data by demographic factors can serve a number of purposes for researchers, program planners and the like.

Data Analysis

Scores obtained from the administration of the instruments were computed for demographic statistics. Extrinsic goal orientation and self-regulation items were calculated using the Pearson correlation.

Results and Discussion

Extrinsic goal orientation drives students to achieve something outside themselves; often associated with people's validation and approval of self-worth. The amount of time spent for studying does not offer enough justification that it is a variable for students to warrant attention from other people for commendation for their desire to get a good grade in the Science class.

Table 1.**Correlation between extrinsic goal orientation and study time, number of educational materials and educational background of parents/guardians**

Variable	<i>r</i> coefficient / <i>p</i> value
Time spent in studying	$r = 0.11 / p = .14$
Learning materials	$r = 0.11 / p = .14$
Highest Educational Attainment (Father)	$r = 0.03 / p = .69$
Highest Educational Attainment (Mother)	$r = 0.20 / p = .007^*$
Highest Educational Attainment (Guardian)	$r = 0.20 / p = .56$

* Correlation is significant at $p = 0.01$

The 0.11 *r* value offered a weak relationship between extrinsic goal orientation and number of learning materials. This entails that the number of study materials for Science available at home does not automatically respond to students' desire to excel in the subject to get good grades, parental approval and other related rewards. Moreover, the latter also is not the primary reason for students' aspiration for rewards, rather how the learning material is purposely utilized to achieve their goal.

Meanwhile, extrinsic goal orientation and highest educational attainment of the father showed a positive yet very weak relationship. Fathers play an important role in the development and choices of their daughters. Fathers who are generous with their approval of their daughter's achievement can motivate further the latter to perform in class. The result presented in the table shows that the desire of students to have good grades, parental praise and the like is not entirely dependent on the educational background of the father. Students' positive performance in their Science class is sustained because of the lauds afforded by their fathers. Furthermore, studies have shown that if the father is affectionate, supportive, involved in the activities of their children and has good education background can positively affect the latter's cognitive, language, social development & academic achievement, a strong sense of well-being, good self-esteem and genuineness (Gross, 2014).

Extrinsic goal orientation and highest educational attainment of mother indicated a positive and fairly good relationship. Employed professional mothers who are actively engaged in parenting can improve children's outcomes in school (Forman, 2017). The availability of mothers to attend to their daughters' academic needs despite work schedule increases resiliency of children. These children enjoy the support of their professional, working mothers as they tend to increase the emotional maturity of former while reducing academic stress (Preethi, 2005 cited

in Min, 2013). Malik (2006 cited in Min, 2013) noted in a study that children with professional, working mothers obtained high mean score, which is a measure of academic performance, than children without working mothers. Sutherland (2015) pointed out that mothers with good education background dispenses affirmations more generously than less educated mothers. Students are extrinsically motivated to perform well in their Science class because they often receive commendations and rewards from their mothers for a good academic performance. These rewards are sought by students because when mothers provide support in their school works, they create a healthy, cultured and confident individuals (Bingham, 2014).

Finally, extrinsic goal orientation and highest educational attainment of guardians pointed out a positive and somewhat good relationship. These data were analyzed from 11 of the 181 respondents who live with their guardian/s. In the absence of biological or legal parents, guardians assume the responsibilities of ensuring that a child is looked after properly and that basic necessities like food, clothing, shelter, healthcare, education, recreation, spiritual care and the like are duly provided. Guardians inherently and directly teach their wards values, work ethic and life outlook. Just like professional, working fathers or mothers who spend time to attend to their children's academic needs, guardians in the same situation are found to have positively influenced their wards' academic performance. Students who live with their guardians see that the educational attainment of the latter is pertinent to their success in school. Students also sought to be praised and rewarded by their guardians because it increases motivation. A guardian with a high educational profile is looked upon by students under their care because the educational background serves as a model for future career choice.

Table 2.

Correlation between self-regulation and study time, number of educational materials, educational background of parents/guardians and extrinsic goal orientation

Variables	<i>r</i> coefficient / <i>p</i> value
Time Spent in Studying (TS)	$r = 0.11 / p = .14$
Learning Materials (LM)	$r = 0.16 / p = .03^*$
Highest Educational Attainment of Father (HEF)	$r = 0.16 / p = .03^*$
Highest Educational Attainment of Mother (HEM)	$r = 0.23 / p = .00^{**}$
Highest Educational Attainment of Guardian (HEG)	$r = 0.06 / p = .86$
Extrinsic Goal Orientation (EGO)	$r = 0.30 / p = .000^{**}$

* Correlation is significant at $p = .05$

** Correlation is significant at $p = 0.01$

Self-regulation is the competence to monitor and control ones behavior, emotion or thoughts. An individual can alter them in accordance with the demands of the situation. Self-regulation and the amount of time students spend weekly for studying for their Science class entailed a positive relationship. However, although the relationship is positive, it is weak. Study time allocation is necessary among students as it inculcates a sense of discipline. The ability to self-regulate with a good study plan makes students clarify their priorities and the requisite level of importance & effort needed in learning Science topics. Spending regular time for studying can reduce the level of stress during unannounced quizzes. The study of Basila (2014) suggested that time management and motivation are pertinent predictors of student academic success. Self-regulation sets in with study time when students are able to see that the latter allows them to personally adapt to the various learning tasks required by the subject in school. Sufficient time allotted for the Science class permits students to remain focused on learning despite other high activity levels and inherent potential distractions, like peer relationship.

Self-regulation and number of learning materials the respondents have for their Science subject presented a positive correlation but weak relationship. The common learning materials identified by the respondents in this study are Science books (apart from their textbook), maps, charts, gadgets like calculators, tablets, personal computers & smart phones, games, online materials and software. The most number of learning materials identified in the study is 7 and the least is 1. These educational materials are utilized by students to support learning that can increase academic success. Furthermore, they also provide opportunities for students to practice new skills and knowledge acquired in class. Students can learn better and accomplish any task assigned them in school (Weimer, 2010) with sufficient educational materials or access to the latter. Weimer (2010) continues that self-regulation assists in the learning process when learners are able to develop a plan to approach the task assigned them with the support of available learning materials.

A positive yet weak relationship is shown between self-regulation and highest educational attainment of father. Self-regulated learners are able to manage their thoughts, behaviors and emotions to profitably steer their learning experiences (Zumbrunn, Tadlock, & Roberts, 2011). The ability to adapt to the school environment and classroom routines may be influenced by parental support. The study of Hossler, Schmidt and Vesper (1999 cited in Hawkins, 2015) indicated a positive relationship between the level of parental education attained and the educational

aspirations of high school students. Further, it noted that parents with college diploma (or higher) value education and transfer those values to their children. Fathers with good academic standing have a strong influence in preparing their daughters for their future careers while in high school. This influence allows their daughters to be self-regulated individuals because father-daughter collaborate to solve problems in pursuit of a clearly defined goal. Fathers with adequate academic background can encourage self-regulation among their daughters because their educational experiences help overcome challenges throughout their lifetime.

Self-regulation and highest educational attainment of mothers pointed out a positive and relatively strong relationship. Cognitive skills, grades and educational attainment of children are closely linked with their parents' level of education. A mother's educational level is notable to the academic outcomes of their children on various levels (Sutherland, 2015). In the sphere of parenting, mothers with a college degree (or higher) are able to capitalize on their knowledge and skills in making their children emotionally and socially adept. As a consequence of this parenting, self-regulated individuals are molded. College-educated mothers are "able to more appropriately tailor cognitively stimulating activities to their children's developmental level" (Sutherland, 2015) which work hand-in-hand with self-regulation development because children are able to outgrow impulsive behaviors. Mothers who have completed a college degree (or higher) have impacts on the education and behavior of their children (Hawkins, 2015). Moreover, the author also noted that a mother's education is one of the most important factors in influencing the achievements of their children in school as they have access in providing their children with cognitive & language skills and the ability to transform their mental abilities into academic skills.

Self-regulation and highest educational attainment of guardians of the 11 respondents presented a positive but very weak relationship. These students possess the skills to monitor & control their own behavior, emotions and thoughts in order to be competent in school partly because of the influence of the educational background of their guardians. Engagement (regardless of educational attainment) of guardians in students' academic life greatly affect the latter's performance. Homes where guardians are proactive in school works can expect a performing ward. These students have control over their schedule and learning tasks are adequately arranged to ensure mastery of what is being studied. Self-regulated learners demonstrate strong self-efficacy and the interest to learn which do not necessarily arise from the influence of the academic background of guardians.

Finally, extrinsic goal orientation and self-regulation indicated a positive correlation. Precursors of self-regulation develop early in life. Young children show awareness of social demands in their environment, *e.g.* following orders of adults. As they grow older, they regulate not only their behavior but their emotions and problem solving strategies. Extrinsically motivated learners are able to self-regulate in order to receive the desired awards and affirmations. Students who espoused the ability to focus on besting others have found to have higher levels of self-efficacy (Pintrich et al., 2001).

Students who are able to regulate their emotions, behaviors and thoughts show a positive pattern of motivational beliefs that include receiving tangible rewards (Puentes-diaz & Cavazos, 2017). Extrinsic goal orientation is necessary when intrinsically motivated behavior in a learner declines. Rewards and reinforcements can help students identify the reason of engaging in an activity. Once they are rewarded or commended for a good performance in school, these learners put so much importance to the role of the rewards in their behavior. Extrinsically motivated learners are able to self-regulate in order to perform a specific behavior to accomplish a task.

Students who come to the Junior High School unit must be engaged academically and socially to keep their interest sustained. The academic and non-academic curricula of the unit providentially offer sustenance both to their academic needs and interests. Providing an environment for motivation for students to be engaged in all aspects of their school life is a challenge among educators despite a well-designed curriculum. For Science in particular, students find difficulty in keeping up with instructions that call for solving complex, real world problems, relating prerequisite knowledge and skills to the current topic and understanding scientific concepts and relating them to real-life events, to name a few.

This study implies that Science teachers need to accommodate the natural curiosity and interests of students in the world around them by understanding the extrinsic orientation goal and self-regulation of students. The data offer a valuable help to improve or enhance the existing Science curriculum and provide self-diagnosis of strengths and weaknesses for the students. This research assessed the extrinsic orientation goal and self-regulation of learners which can be valuable for future platform of the Science teachers to explore teaching methods that will strengthen the learning environment of all students in the unit. Identifying the extrinsic orientation goal and self-regulation can enable administrators and faculty understand how they affect academic grades so that they can promote conditions

that will encourage the former. Administrators in particular, must be attentive to well-intentioned education policies and programs that will inspire their teachers to create environment that stimulates academic achievement.

Conclusion and Recommendations

The payoff for extrinsically motivated behavior offers an essential role for students' performance in class as it increases interest in classroom activities. It can also exert a strong influence on human behavior when engaged in particular activities. Self-regulation is regarded as adopting powerful strategies for attaining goals or achieving in class.

The results of this study indicated that extrinsic goal orientation collaborate to promote self-efficacy among students in their Science class. It is perceived that study time, number of educational materials and educational background of parents/guardians have a positive correlation to both extrinsic goal orientation and self-regulation of students. Not only does self-efficacy influence learning and academic performance, it also influences the use of a variety of learning strategies in order to receive rewards, parental praises and other psychological accolade.

The ability to control and monitor one's behaviors, thoughts and emotions and use them to appropriately as the situation demands exert their effects directly in the academic performance of learners. Self-regulated learners are capable of using strategies that eventually result in better classroom performance, *e.g.*, a student experiencing success after dealing a challenging problem in computing work and power. This self-regulated strategy has a favorable effect to teachers and other students as it reduces disruptive behavior while increases teacher's appreciation of the student.

This study, while exploratory in nature, is indicative of the mechanisms of extrinsic goal orientation students can derive from to be self-regulated learners. Influences of home learning milieu, parental academic status and classroom culture are keys in understanding the many facets of self-regulation and extrinsic goal orientation. Knowing these are keys to illuminating how to promote self-regulated who aspire for tangible and psychological rewards.

Teachers look forward every year to teach students all kinds of academic concepts and skills that would make them successful in learning through purposeful engagement. The results of this study posited the following recommendations: sup-

port for self-regulated learning should be integrated into various classroom instruction and not taught separately; teachers need recognize that students are active interpreters of the learning arena whose interpretation of information mediates what they learn and therefore important in curriculum review, designing and revision. Teachers could also raise the level of awareness of parents/guardians in guiding their daughters towards academic performance by providing their daughters/wards with the necessary means to be self-regulated learners while appreciating their efforts through tangible or psychological rewards. Finally, Insight and awareness on paternal, maternal and guardian academic status on their daughters/wards' extrinsic goal orientation and self-regulation have to be made known to posit achievement in school

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Promoting Interest in Reading Culture: Reaching One Reader at a Time among High School Students

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Abstract

The national concern on the reading problem of students presses the urgency to come up with research on reading interest. This research was conducted to identify the impact of promoting reading interest among high school students. Specifically, it aims to answer the following questions: (1) What are the effective reading activities for students? (2) What is the impact of promoting reading interest among students? (3) How does encouragement influence readers? (4) What are the 21st century skills developed in reading books for pleasure? and (5) What are the rooms for improvement for existing reading programs? Results revealed that the effective reading activities for students at Antipolo National High School are modernization of the library, reading centers, leisure reading, school improvement projects, book fairs and book talks, and reading outputs; the impact of promoting reading interest among students includes evaluation of materials, wow factor, book awareness, and drive for reading; encouragement to readers lead to a culture of reading, reading habits, reading buddies, and emphasis on prior knowledge; the 21st Century Skills that were developed in reading books for pleasure are creative thinking skills, critical thinking skills, decision making, collaboration, and utilizing technology; and the rooms for improvement for existing reading programs are reading materials; facilities; training; community libraries; commitment, cooperation, and support; and need for a licensed librarian.

Keywords: reading interest, reading, leisure reading, resources

Reading is one of the perennial problems that Filipino educators have been facing. Teachers and researchers, as well as curriculum planners and school admin-

istrators, have initiated projects and programs that will provide solutions to these problems. One of the ways to address reading problems is through research. Hence, various studies have already been conducted. The success of every action research may be observed in its impact. The potential of research to ignite change in educational practices has been one of the important goals of researchers. The need to make a dent in education is vital in looking for answers to questions and solutions to problems through research.

Inspired by the Republic Act 10556 Section 2 which states “The State recognizes and supports endeavors that promote reading and literacy,” Pimentel and Lacerna (2017) conducted an action research that determined whether classroom practice influences students’ reading for pleasure. The study aimed to address the problem of declining reading habits of students due to technology consumption and lack of reading resources. Records on library visits, Phi-HRI results, focus group discussion notes, and Knowledge Circle meetings showed data that reading interest of students was declining. To address the need for reading materials, one of the teacher-researchers started The Coco Books Project in 2016, a reading program that provided students books to read and campaigned the perks of reading books. Different books were placed in a box labeled “Coco Books.” Data were gathered through questionnaires to students. Results revealed that reading enhances the way students think as well as developed inclination towards pleasure reading; reading evokes positive feelings and creates opportunity for reflection of personal experiences, and students prefer contemporary fiction about life experiences. These findings and their recommendations were presented in the Division Research Festival in August 2017. Pimentel and Lacerna (2017) shared the innovation to the teachers in the English Department of Antipolo National High School in a Chalk Talk in November 2017. Some teachers started similar projects. In the same year, the school librarians intensified the promotion of reading by holding a book fair and accumulated more reading materials for the students. In 2018, the accumulated books that were intended for elementary-age students were shared in two public elementary schools as a form of community service. Moreover, the English Department reopened a reading center to serve a venue for reading enhancement and enrichment. Many other projects were also born. Hence, the impact of the action research of Pimentel and Lacerna (2018) has been evident.

The Coco Books Project has continued to operate for years now. The research proponent has refined his integration of reading interest in his lessons since the introduction of The Coco Books Project. Other reading activities were introduced such as book products, book reflections, testimonials, journal writing, and

online publishing. The concern of the research proponent to examine the impact of promoting reading interest in the classrooms became the inspiration to come up with another research on reading interest, but this time this research intends to probe on a macro level.

Although the impact of The Coco Books Project has been proven and replicated, the potential of bringing it to the macrolevel may create a greater impact to more readers and educators. Also, this may provide an opportunity to examine how the current practice in promoting reading interest affect students and how this practice may inspire more educators in the field. Promoting reading interest has been common among elementary schools; only few secondary schools focus on this area. Usually, secondary schools focus on reading intervention and creation of reading materials. The affective aspect of promoting reading interest somehow remain at the back seat, and that is what this research would like to explore more. To truly ensure that every student is a reader and will continue to read for life, intentional efforts to promote reading interest should be enforced. Although research on reading interventions cater to the pressing needs on low reading profiles of readers, the focus on reading interest as it dwells on the affective domain of learning may also address the same concerns that educators have among struggling readers. When students read, it may give them several benefits. For instance, Sullivan and Brown (2015) stressed that reading is related with progress in vocabulary and Math. This is one among the many studies that confirm that reading for pleasure actually affect a child.

The Department of Education initiated a project in 2015 that aimed to promote the department's aim of making Filipino learners a generation of leaders via DepEd Memo No. 145 s. of 2015 with the theme "*Nasa pagbasa ang pagasa.*" As a result, schools and divisions spearheaded national reading month celebration that showcased love for reading. However, the Philippines' ranked last in reading among 79 countries and economies in the 2018 Program for International Student Assessment (PISA). Specifically, 15-year-old Filipino students who took the 2018 Pisa, administered by the Organization for Economic Cooperation and Development (OECD), had an average score of 340 on the reading portion of the test. The score was well below the OECD average of 487 points. Furthermore, it is even more worrying that, less than one-fifth of Filipino students achieved a Level 2 score, which is the minimum proficiency level. (Jaucian, 2020).

Through DepEd Memorandum No. 173 s. of 2019 (Hamon: Bawat Bata Bumabasa), the Department of Education urged all offices at the Central, Regional

and Schools Division Offices as well as in school levels to respond to the 3Bs initiatives to intensify “their advocacy for reading,” pledge “their commitment to make every learner a reader at his or her grade level,” and align “their priorities towards the promotion of culture of reading as a key step in closing achievement gaps.” These efforts are due to existing struggling learners in literacy and numeracy (Malipot, 2019). One way to promote literacy and numeracy is through an active reading program that promotes love for reading in the school and in the community. Senior (2005) argues that “By the time they reach secondary school most of our students will have managed to go through the process and be at least competent readers.”

Traditionally, a school has its own library. However, Huysmans and Kleijnen (2013) argued that a school library in itself is not sufficient to promote book reading in leisure time. The role of a reading area, facilitating both teachers and learners might have to be strengthened. For all children, the amount of time spent reading in classrooms consistently accelerates their growth in reading skills (Cunningham & Stanovich, 1998). Thus, students should be given the choice in selecting the book that is right for them. Clark and Phythian-Sence (2008) suggested that when children have the freedom to choose from a wide selection of books that interest them, it can have a positive impact on their attitude towards reading. In addition, Lockwood (2012) argued that having a range of reading material influences the frequency on how often children chose to read for pleasure.

Senior (2005) emphasized that *“There are more students who can read than students who actually read. Students need to read to become good readers. Schools should be seen as a place which values reading and welcomes readers to the English classrooms.”* Hence, students need to be exposed to different reading opportunities. Bridges (2014) stressed that *“Independent reading, which is reading for enjoyment—is a way for students to improve their skills and become fluent and proficient readers.”* Readers will develop the interests, willingness, and abilities to dive and swim in more challenging literary currents if they have first learned the pleasures of the swim in waters and are meaningful, safe, and engaging for them. Readers will develop the interest and willingness to read challenging literary materials if they find them pleasurable, meaningful and engaging.

Additionally, the home should also play an active role in cultivating reading enjoyment. Stipek and Seal (2001) emphasized that “Reading at home can boost children’s competencies in reading.”

This literature review accounted that there are various benefits of promoting reading interest and reading for pleasure in schools and in the classrooms. However, finding its relevance and effectiveness in local setting needs more probing. Thus, this research aims to address this gap.

Research Questions

Teachers may be challenged to innovate and walk an extra mile in promoting reading interest in the classrooms. School administrators may envision a program that will promote a school-wide culture of reading. Students may be the ultimate recipient of reading programs and activities in school. Hence, the present research aims to answer the following:

1. What are the effective reading activities for students as reported by teachers and school staff?
2. What is the impact of promoting reading interest among students as perceived by the teachers and school staff?
3. How does encouragement influence readers?
4. What are the 21st century skills that are developed in reading books for pleasure?
5. What are the rooms for improvement for existing reading programs?

Method

Research Design

This research used qualitative design, which is a type of research that investigates the quality of relationships, activities, situations, or materials (Frankel, Wallen, & Hyun, 2012). The researcher intends to gather qualitative data to gain deeper understanding on reading interest, its impact on the readers' reading habits, and the need to promote it in the classrooms.

Participants

The participants in this research were purposively selected based on their potential in providing the data needed for the research (Fraenkel et al., 2012). The researcher purposively selected the following school personnel as participants in this research: the school principal, English Department Chairman, a master teacher in Filipino, GPTA president, 2 school librarians, 1 English teacher, 1 reading center in English adviser, and 2 Filipino teachers (N=10). The respondents were purposive-

ly selected because their position in the school made them fit to provide the needed data for the study. The researcher purposively selected students from two classes from 2 school years at Antipolo National High School.

Instrument

The researcher used a research-made interview schedule for teachers. A research-made interview questionnaire was crafted; the questions are anchored to answer the research problem. To identify the effective reading activities for students, the researcher asked the following questions: “How will you describe reading before you came into the library/reading center?” “What has been done?” and “Where did you get your resources?” To determine the impact of promoting reading interest among the students, the researcher asked the following questions: “What is reading interest?” “How do you promote reading interest?” “What do you think is the impact of promoting reading interest among students?” and “How important is reading interest in the child’s reading development?” To identify if encouragement influence readers, the researcher asked the following questions, “Do you encourage readers to read? How?” “Is it important to encourage readers to read?” and “How do you think encouragement influence readers?” The researcher also asked what 21st century and reading skills are developed. To determine the rooms for improvement for existing reading programs, the researcher also asked, “What needs to be done?” “What resources are needed?” and “What are the common problems or obstacles in your reading program?” The researcher used these questions in a focus group discussion (FGD) composed of the school personnel who were working hands-on to the reading programs of the school. The FGD aimed to gather data through a pool of professionals and experts about their insights and experiences in promoting reading in the school.

Meanwhile, the researcher used the students’ outputs (book reflections, journals, reading improvement essay, and online published articles) to check the teacher-led projects on reading. Only examples of students’ work were used as a data source to provide a feel for students’ performances and their change over time. Students were also given a questionnaire that sought their reading preferences and insights. The survey includes the following questions: (1) Describe your reading habit for this school year: How is it different from previous years? (2) What factors influence your reading habit this year? Explain each factor. (3) What reading-related activities did you learn most this year? Narrate your experience. (4) What are the benefits of your reading habits? Explain each benefit. (5) What books did you like best? Why did enjoy reading it? and (6) Will you still read books even after this school year? Why or why not?

Data Collection

First, permission to conduct research and gather data was sought to proper authorities. Second, the instruments were prepared and underwent content validation. The researcher asked an admin who has a master's degree on English Language Teaching to perform content validation; that is, to check if the contents of the instruments could provide the needed data to answer the research questions. Third, the researcher informed the respondents and scheduled a date for interview and focus group discussion. Fourth, the researcher held interviews and a focus group discussion.

Data Analysis

To analyze the data, the researcher encoded the data and organized them depending on the common themes using thematic analysis. Specifically, the researcher read the encoded qualitative data twice. After reading, the researcher highlighted the keywords that were recurring on the transcript. From the keywords, the researcher labeled them with emerging themes.

Results

This section aims to present the answers to the following questions: (1) What are the effective reading activities for students?; (2) What is the impact of promoting reading interest among students?; (3) How does encouragement influence readers?; (4) What are the 21st century skills that are developed in reading books for pleasure?; and (5) What are the rooms for improvement for existing reading programs?

Effective Reading Activities for Students

The effective reading activities for students at Antipolo National High School are modernization of the library, reading centers, leisure reading, school improvement projects, book fairs and book talks, and reading outputs.

Modernization of the Library. Since their designation in 2016, the two librarians, who were English teachers initiated the rehabilitation and modernization of the school library. *"It was a disaster. The library is not that powerful,"* disclosed by one of the librarians when they came in the library. The librarians shared that students just went to the library because of teacher involvement. For example, stu-

dents needed to answer assignments, but those students who really went to library just because they were interested were more or less 10 percent.

A participant stated that *“We detect the main problem why very few students are visiting the library. Why only teachers are visiting the library. We searched the root causes. We renovated the library to make it appealing. We identified the books that they like. We asked the help of private companies to get books that are interesting to them. Probably, we are forcing them to read but they don’t have interest at all. We asked for different companies and agencies to share their best practices. We have TIP, National Book Development Board, National Children and Young Learners Reading,”*

Reading Centers. Reading centers are not new in Antipolo National High School, but in 2015, the English Reading Center was closed due to lack of classrooms. It was only in 2018 during the term of a new English Department chairman when a new reading center was opened. It all started when the English Department was granted a small vacant room in Ynares Building. Grade 7 teachers furnished the room and placed some pre-procured children’s books. One English teacher was designated to run the center.

“In its first school year, it was just a trial in Grade 8. All the activities that we did last year, we are implementing them this year. Now teachers are conducting reading sessions. In Grade 7 and 8. However, Grade 10 have their own venues. The most number of frustration readers are in Grade 7 and 8. Before reading center, the teachers have their own remediation. When the reading center came back, we started to have a venue and schedule for reading remediation. Instead of conducting these activities along hallways and stairwells, teachers now can reserve venues.”

The reading center had a humble beginning. *“During first year, there are really no resources. We solicit mostly from friends. I even used personal money. Later on, agencies come to provide support like PsiCom and Books for a Cause.”*

Aside from a reading center in English, the Filipino Department also opened a reading center in Filipino.

Leisure Reading. To promote leisure reading, the researcher-proponent introduced The Coco Books Project in 2016. The project came to life to give opportunities to a small community of readers to find leisure in leafing the pages and lose

themselves in the process. It aimed to intensify their love for reading that in doing so, they will become readers for life. Various books were placed in a box labeled “Coco Books.” Any student who wished to borrow a book should fill out the borrower’s card and log sheet and pass it to any of the five students in charge. Then the book was easy-to-go with them. After two weeks, they should return the book to give chance to others. Those who would be able to finish a book were encouraged to share their thoughts and experiences in reading a book to inspire other readers. No fees, chargers, penalties, and the likes in this project. It’s all for the love of reading.

School Improvement Projects. Each department or subject has at least one school improvement project. For Filipino Department, they previously had HAMAKA (Hayaang Makabasa at Makasulat). This project aimed to provide reading intervention activities so that students who were left behind could catch up in their reading levels.

One of the teachers expressed, *“Kasi mahina o mababa ‘yung foundation nila. Hindi masyadong nadedevelop. Sa elementary, 3 shifts sila. Mas maikli ang contact time ng teacher sa bata. Kaya hindi sila natutukan.”*

Currently, the Filipino Department is conducting Project HALINA (*Hayaang Linangin ang Napag-aralan*). This just elevated the previous project and aimed to assist students to catch up with their lessons.

Although there is a project name, one of the Filipino teachers revealed, *“Actually, wala naman talagang ano yun kanya-kanya naman kami ng gamit. Ang mas maganda kasi may plano yan. Parang halimbawa ikaw ang nag-assess sa bata na yon. Ikaw din ang magreremedial. Naalalal ko kasi si Sir Andrade noon. Nagparemedial sa mga bata. Siya talaga ang nagtuturo ngayon. Parang elementary ang approach niya. Mas maganda kung meron tayong isang material na gagamitin.”*

Book Fairs and Book Talks. The participants of this research, including the researcher proponent, spearheaded various reading programs such as book fairs and book talks. In book fairs, the librarians and reading center adviser invited publishers to set up books for sale for students at a cheaper price. They also set up booths for students to enjoy some perks of reading. The researcher-proponent held book talks. He invited writers and educators to share their passion in reading. These activities were participated by most students in the school.

Reading Outputs. The researcher-proponent gave various reading enrichment activities. As students borrowed books by their own choice, they were asked to write one to two book reflections per quarter. This activity aimed to develop their writing and thinking skills, as well as their appreciation of literature and reading. Students were also asked to write a weekly journal where they can share their insights about their experiences and the things that they read. At the end of the school year, the students were urged to write a reading improvement inventory essay where students were given a chance to reflect how their reading has improved. Also, the students were instructed to create a Wordpress account, a free website for blogging, and post their essays in their accounts with reading tags so other readers will be able to see their work, encourage them to read as well, and continue to passion in reading.

Results show that facilities and program play a significant role in promoting reading interest of students. Facilities, such as reading centers and library, provide an avenue for readers to be exposed with different reading materials. On the other hand, intentional programs give readers opportunities to explore reading and get a chance to be exposed on the perks of reading for pleasure.

The effective reading activities for students at Antipolo National High School are modernization of the library, reading centers, leisure reading, school improvement projects, book fairs and book talks, and reading outputs. It reinforces what Senior (2005) is pointing out that schools should make an effort to send a message to learners that it is a place where all types of readers are welcome. The findings also show that aside from intervention activities, assessment, and teaching strategies, programs outside the classroom may serve as a solution to reading problems that schools and students are facing at the moment. When implemented properly, these programs may save one reader at a time.

Impact of Promoting Reading Interest among Students

The impact of promoting reading interest among students includes evaluation of materials, wow factor, book awareness, and driver for reading.

Evaluation of Materials. The reading programs urged teachers and librarians to evaluate reading materials that were used for classroom discussion and leisure reading. According to a participant *“Students are not really interested in reading. That’s why teachers nowadays have difficulties in engaging them. You have to find reading materials that they are interested to read. The problem is we are providing reading materials that they are not interested to read.”* This participant

insisted that the review of current materials was needed to make sure that the books that they provide the student are interesting.

“Wow” Factor. One of the Filipino teachers stressed that the books that students read should have a wow factor or an impact that is strong enough to capture and sustain students’ interest. The participant expressed that, *“Kung ano ang gusto ng bata ang dapat ipabasa. Kung ano ang interest nila in reading. Baka kasi kung ano-ano na lang ang binabasa nila hindi naman pala sila interesado,”* stated by the other participant.

In addition, another participant asserted, *“As librarians, we are accumulating books that are of their interest. Those are the books that will let a reader say ‘wow.’ That’s why we got fiction books. Then we accumulated visual books and picture books. They also like books like Guinness Book of World Records, Readers’ Digest, almanacs. Actually, purchasing these kinds of books stopped in 2009, so probably that’s one factor why interest in reading dropped.”* This participant further emphasized that there are certain books that attract students’ interest.

Book Awareness. In connection to getting interested with books, students become aware with particular books already. One of the librarians mentioned, *“When Students became more aware of existing books, we have increased the number of visitors. Hence, they will be aware of the library services.”*

Drive for Reading. The drive to continue to read or read more is also one of the benefits of promoting interest. *“That’s very important. When the interest of a child sparked, the rest will follow. If you don’t know what you are doing, you don’t have time and energy to do it. If you want what you are doing, it will become your habit and routine. Those difficult stuff becomes easier. It really starts with the interest of the students,”* of the librarians shared.

The qualitative data highlight the relevance of evaluating the reading materials that learners read. It is important that readers consume reading materials that are appropriate to their reading level, as well as it has the ability to capture readers’ interest. In that case, a reading material needs to be compelling for readers so that they will read it and finish it. Making a reader read a book is one thing; making him sustain his reading is another. The efforts to let readers read should not stop from introducing interesting books to readers, but continue to make sure that readers read another book or more.

Although the data presented in this research does not quantify how much impact does promoting reading interest have among students, it confirms qualitatively how this effort creates impact. Hence, it is suggested that teachers and other school personnel, together with community and parent involvement, look for more ways on how to dig deeper and make this project more accessible to more, if not all, learners.

Influence of Encouragement to Readers

Based on the interviews and focus group discussions, encouragement to readers lead to a culture of reading, reading habits, reading buddies, and emphasis on prior knowledge.

Culture of Reading. Encouraging readers gradually promotes a culture of reading. One of the participants reported that, *“Teachers and adults are great influencers. When we teachers are discussing, and we share our readings to them, they jot down notes. Then right after that, you will just notice that they are already reading the same book that you are reading. Also in the house, there is also an impact when parents are simply reading in front of their children. When a child sees his father reading a newspaper, and he is into it. They will be inspired to read as well. That’s a good trigger. Then when it is brought to school, it will also influence others, too. We have AP teachers who love readers. Like in ordinary conversations, they share what they are reading and I believe that they are really sharing it to their students.”*

Reading Habits. Reading habits were formed among students after they were encouraged to read. Below are some responses when asked about how students improved during the school year when they were encouraged to read books.

“This year, my reading habit is very different compared in previous years. Actually, I didn't read books in previous years. I read books, but I didn't finish any books that I've read before. This year, I read books more often since I started appreciating books and read more books. I already read some books unlike in the previous years I didn't even finish one book.”

“My reading habit this year is very different unlike last year. This year, I learned to read as much as I have my time, long enough to finish several chapters or even a whole book. Unlike last year, I only read when I want to and kill boredom.”

"My reading habit became better compared to the previous years. Despite the hectic schedule, I always find time to read novels especially those genres that I like the most. I became eager each and every day to discover new things in every turn of the book that I'm reading unlike before, if I don't like the genre I will not read it at all."

"I can very well say that for this school year, my reading habit has improved a lot. I've been reading frequently. I've been using books as my escape whenever I am so stressed with the things that I'm doing. It's motivating really, refreshing. Reading takes me in a world where I've never been before. For the past few years, whenever I'm so stressed, I avoid reading. It only takes me up to another task and doesn't keep me from thinking so I end up getting a lot worse than before. Before, reading for me was just another heavy task, lots of words and pages, but now, I've come to a conclusion that books are where I find my comfort."

"I'm reading more this year than last year but I'm not fan of reading books. I'm still not fan of reading books because I love to do other things than reading."

The last response of a student still highlighted that the student improved his reading habit although he pointed out that reading is not his preferred activity.

Reading Buddies. Those students who become interested in reading also served as reading buddies. *"If they become active readers, we can get them as partners. We will get them to propagate more readers,"* stated by another participant. This participant added that assigned students by category.

Emphasis on Prior Knowledge. One of the Filipino teachers noted that if students would not read, they would not have answers in the discussion. She added that it is important that teachers activate students' prior knowledge before reading and that helps promote the reading interest of students. She also emphasized the importance of asking motive and motivation questions. Aside from prior knowledge, another Filipino teacher disclosed that she told students that they can travel and reach different places when they read.

The findings show that reading culture is formed when teachers encourage readers to read books. It affirms what Clark and Phythian- Sence (2008) claimed that when readers are given autonomy in choosing books to read, they tend to im-

prove their reading skills and habits. Just letting students read for the purpose of testing and assessment is different from making students read even after assessment or even after a school year. Creating independent readers is one important contribution of promoting reading culture not only in the classroom but also in the entire school, making a wide community of readers.

Results also show that a change in students' reading behavior is observable. Describing it qualitatively, rather than quantitatively, allows researchers to peer into what extent do readers improve. The stories shared by students only prove that encouraging them to read make a significant impact on their choice to read more. Also, experience and prior knowledge are important factors that need to be stressed when encouraging learners to read. These two are important to make readers enjoy what they read because they can comprehend text easier than when their prior knowledge is not activated.

21st Century Skills Developed in Reading Books for Pleasure

The 21st Century Skills that were developed in reading books for pleasure are creative thinking skills, critical thinking skills, decision making, collaboration, and utilizing technology.

Creative and Critical Thinking. One of the 21st century skills that was developed was creative thinking. The students were tasked to produce a book product of their most loved book for the school year. Some of the products include puzzle, diorama, poster, notebook, planner, etc. Book reflections molded the critical thinking of the students. The following are answers of students on how reflecting about book shaped their reading.

"The reading related activity that I learned in the course of my reading habit is how to write a book reflection. It made me think and contemplate on how the values on the book are related to the values that are important in real life."

"I enjoyed making reflection paper and critique paper. Every quarter we need to pass one but sometimes two reflection papers about the book that we had read. At first, it's hard for me to make reflection paper because I don't really know how to make reflection paper, and I'm not good in English. But now It's easy for me to make reflection paper, of course with the help of Mr. Pimentel who taught us and who gave us knowledge in making reflection paper and critique paper."

"I've developed the habit of reflecting while reading. I keep a notebook, a pen and pencil beside me. I underline the words that I find insightful. I write down my thoughts whenever I get to encounter a chapter that I find myself in. It's fun really. Knowing that you are really "in" the book, not just reading."

"My reading-related activity that I learned this year are making and thinking a realization and writing a reflection in every book that I've read. We can express and elaborate what our feeling and emotions by writing and doing a reflection because we can learn a life lessons by the happenings inside a book. Whatever genre it is, book always have a moral that was expressed and narrated."

"The reading-related activities that I had learned is to reflect from the book I finished reading. After I finished reading I spend some time to summarize the content of the book and I'll list the most insightful content of the book and next to it is I'll write some happenings in my life which I can connect it and I'll make a reflection from it."

"From reading the books that our adviser lent us, I now appreciate books more. As I read I tend to be more involved in the stories as I start to reflect and relate the lessons and stories to my own life. I found myself getting carried away just by reading and reflecting on the life lessons and challenges. I now think more carefully and start to develop a better empathy for others."

"I actually don't know what to write because I don't know what is reading-related activity so I have searched a little bit. I found out that I was able to relate myself to the characters in the book. In all honesty, I have done this multiple times and sometimes I write it in my book reflection. Also, every time I do that, I found myself becoming more sensitive on what to say or what actions I should do. In addition to this, my perspective of life becomes more positive. If those characters can overcome such hard obstacles, what makes me think that I can't overcome my petty, little problems myself?"

Decision-Making. Participant claimed that, *"When students read many materials, they will be able to weigh things better. They may balance things. They will have the right decisions in life."*

Collaboration. Students were able to collaborate with peers during school-based activities such as book fairs and book talks. They were able to work with their peers in planning and implementing the projects.

Utilizing Technology. The reading center adviser mentioned, “Because we are in the Digital Age, we also used nonprint materials. We should also adopt information that they can find online.”

The findings show that while students’ interest rise, they also develop 21st Century Skills as they read. Among those 21st century skills include creative thinking skills, critical thinking skills, decision making, collaboration, and utilizing technology.

Aside from the skills that students learn in each discipline, they are also expected to develop 21st century skills as prescribed in Kto12 curriculum. Hence, the endeavors to promote reading interest play a significant role in making this possible.

Rooms for Improvement for Existing Reading Programs

The rooms for improvement for existing reading programs are reading materials; facilities; training; community libraries; commitment, cooperation, and support; and need for a licensed librarian.

Reading materials. The primary need of the school according to all teachers and personnel are reading materials. “*We need reading materials appropriate for the students, especially to the target competencies. In that terms, we will look for materials that are appropriate to our learners,*” one of the librarians stressed. Aside from acquiring reading materials, the librarians indicated that some books should not just be one copy. She added, “*We have books that really cater the needs of the students, but we have 11,000 students, so books are not really enough even if we have one copy. What if 5,000 students like to read that book. We cannot provide all the copy. We cannot photocopy books because that is illegal.*”

“We need to acquire more updated books and books that are really the interest of the students,” the reading center adviser mentioned.

Facilities. The second primary concern of all participants is facilities. The librarians called for continuous modernization of the library. Also, they hinted the need for internet connection. A Filipino teacher mentioned that they used videos

and presentations in their classes. Hence, they recommended the installation of TV or LCD projector in the classrooms. *“Nakakapagod kasi mag-set-up ng projector. Katulad minsan, sa isang section nagamit ko siya ng maayos. Doon naman sa isang section, hindi ko na maayos. Ang problema talaga ay iyong time pa nang pages-set-up. Pero kung may TV na sa bawat classroom, mas mabilis at mas madali sana,”* a Filipino teacher explained.

Training. The reading center adviser mentioned that there is a need for training and skilled trainers are preferred.

Community Libraries. For library use, the librarians confirmed that students can loan books as long as they have their library card. However, one of the librarians stated that it is not enough. She mentioned, *“Another is to prioritize libraries. Don’t take libraries for granted. Based on research, communities that do not have library produce more illiterate citizens. Not only public schools but also communities need to join in the efforts of building a village of readers.”*

Commitment, Cooperation, and Support. To have a successful reading program, all of the participants agreed that commitment, cooperation, and support should be present. *“Our problem now are committed members who will perform their tasks. We have limited people who are interested,”* the reading center adviser stated. The participants also emphasized that teachers’ involvement must be strengthened. One of the librarians disclosed that if the librarians were too enthusiastic to level up, but the teacher would not feel the same way, any program will fail. *“We don’t have enough support especially in the department itself and other departments. Besides, this is not a problem of English teachers only, but everybody is at stake. Some people keep on complaining that we have many readers in frustrated level. It’s not only a problem of the librarians or the English teachers. It is everybody’s problem. We really want to help solve the problems, but if other teachers are not that cooperative, the task becomes even harder. It’s a good thing that our principal is very supportive.”*

The reading center adviser stated, *“At this point, the camaraderie of teachers is not that strong. Partnerships are not fully established. Probably, we are still in the planning stage.”*

Another participant mentioned, *“We need to break the culture. Oftentimes, only few are working and sometimes they are not consistent. Perhaps, some of them are asking what benefit it will give them.”*

Need for licensed librarian. The librarians revealed that there is an actual need for a licensed librarian especially for a school that has more than 11,000 students. One of them shared, *“In Grade 7, they have library visit that is indicated in the curriculum but we cannot cater the need for card catalog because only licensed librarians can do that.”* She also suggested the need to review the curriculum and contextualize library visits, especially for schools who do not have libraries.

Results show that the rooms for improvement require both physical and social factors. Promoting reading interest may not succeed if reading materials are not available or enough for all readers. Also, commitment of teachers and the entire community is required to ensure that any project or program will come to fruition.

Conclusion and Recommendations

The effective reading activities for students at Antipolo National High School are modernization of the library, reading centers, leisure reading, school improvement projects, book fairs and book talks, and reading outputs. The impact of promoting reading interest among students includes evaluation of materials, wow factor, book awareness, and drive for reading. Based on the interviews and focus group discussions, encouragement to readers lead to a culture of reading, reading habits, reading buddies, and emphasis on prior knowledge. The 21st Century Skills that were developed in reading books for pleasure are creative thinking skills, critical thinking skills, decision making, collaboration, and utilizing technology. The rooms for improvement for existing reading programs are reading materials; facilities; training; community libraries; commitment, cooperation, and support; and need for a licensed librarian.

Facilities and programs promote reading. When these two aspects are enriched, it may lead to greater results. Promoting reading interest among students have impact to teachers and students. Building reading culture and enforcing reading habits are among the significant influence of encouraging readers to read. Aside from reading interest, the 21st Century Skills of students are also developed in reading books for pleasure. Both physical and social needs are identified to be the rooms for improvement in school level.

Since facilities are a major necessity for promoting reading in schools, school administrators, together with community partners, may consider to continuously upgrade the said facilities. Teachers may also support the library and reading

centers by encouraging their own students to visit these facilities. Teachers may consider other activities as well to promote reading more and to reach out more students, especially struggling and reluctant readers. Teachers may continue to evaluate reading materials that fit students' abilities and interest. The school may consider procuring books that have wow factor. Also, there is a need to intensify the campaign in motivating students to read. Teachers may work hand-in-hand to promote a school-wide reading culture. Teachers (not only those who teach English and Filipino) should encourage students to read. Encouraging readers regardless of discipline may open the eyes of every learner that reading is necessary and worthwhile. Thus, parents may get involved by encouraging and supporting their children to read books. Aside from the school, parents may expose their children to reading by visiting public libraries or bookstores. Barangays may set up libraries even in small scale in the beginning. In that sense, students get more access to books. School administrators may train teachers on how to improve 21st century skills in reading. Particularly, they may show how to promote in their respective disciplines through reading. The entire school stakeholders should perform their roles in addressing the needs of the school in terms of reading. Since the school is considered large-scale, school administrators may consider procuring more books and building bigger facilities that will cater to all students.

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Student's Expectations and Engagement: A Comprehensive Report on Education Students at St. Scholastica's College Manila

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Abstract

Indexes of student expectations and engagement were ascertained from an administration of a Student Service Questionnaire (SEQ) and a St. Scholastica's College Survey of Student Engagement (SSCSSE). This study defines an index of student expectations made up of expectations (1) from various service units, (2) from the school environment, (3) on the kinds of academic activities they engage in, and (4) on the kind of assessments students experienced. Student engagement refers to the time, energy and resources students devote to in activities designed to enhance their learning. Student engagement in this study is defined as a composite of six (6) subscales (Coates, 2008): (1) academic challenge, (2) active learning, (3) student and staff interactions, (4) enriching educational experiences, (5) supportive learning environment and (6) work-integrated learning.

Thirty four (41%) Early Childhood Education (ECE) and 49 (59%) Special Education (SPED) students participated in the study. These 83 students accomplished the SSCSSE. Of the 83 students, 14 first year students accomplished the SEQ. A mixed-method research design where mean ratings and transforming these ratings into a 100 point scale were used in reporting quantitative results. Means were compared against pertinent demographic variables using cross tabulation of data. Focus group discussions provided the source of qualitative data.

The interplay of students' expectations and engagement has implications in pedagogy and instruction, students' academic performance and on the delivery of students' services. The study recommends that a school-wide survey of student engagement be periodically ascertained to obtain measurement data on students' learning.

Keywords: student expectations, student engagement, student services

Student expectation can be defined as a mindset that involves explicit and implicit expectations regarding course processes and content (Fisher & Miller, 2008; Collier & Morgan, 2008). These implicit expectations may include students' preferred learning styles, how such learning styles can contribute to their learning, and how they (students) can contribute to group effectiveness. Expectations can also be more explicit in terms of ascertaining students' views and perceptions on specific (or disciplinal) aspects of course content and process (Fisher & Miller, 2008). This view is shared by Messersmith and Schulenberg (2008) who argued that students' expectations to include their assessments of task difficulty, self-perceptions, and expectations of success are often associated with students' overt behaviors that when evaluated would most likely result in success. For example, a graduating senior student, who expects to go to college should have taken steps (i.e., searched for colleges, send in applications, etc.), to ensure that this goal will be realized; whereas a senior who does not expect to attend college did not undertake these steps (Messersmith & Schulenberg, 2008).

Failure to meet students' expectations on the kind of services or school environment they expect, on their teachers, on course work to include the kind of assessment (tests and other projects they will undertake) have implication on student retention. Students will feel that they are prepared to study in college if their expectations are met by providing academic support for their perceived needs. This can result in reducing early attrition rates and stabilizing enrollments which ultimately impacts on allocation of school's resources and improved return on the institution's investment (Brinkworth, McCann, Matthews, & Nordstrom, 2009; Messineo, Gaither, Bolt, & Ritchey, 2007; Geall, 2000). Mismatches between students' expectations and actual experiences can lead to disengagement with the academic process which, in turn, can contribute to student withdrawal. First year students, for instance, reported that many of their difficulties have something to do with a lack of guidance from academic staff and the need for independence in their approach to study. This suggests that, although support was available, many of them did not access it because they are not used to seeking it. Thus, it is important that universities must provide first-year support to introduce study skills (i.e., time management, note taking, etc.) in developing students as independent learners (Rowley, Hartley, & Larkin, 2008).

The most widely reported method in ascertaining students' expectation is through the use of a survey and engaging students (or teachers and parents) in focus group discussions. Both methods either employed separately or together, measured the implicit and explicit nature of the construct of student expectations.

Investigators also focused on the disciplinal aspects of student expectation, for instance in Geography (Gedye, Fender, & Chalkley, 2004) and in Psychology (Rowley, Hartley, & Larkin, 2008).

Several studies have explored expectations of first-year students linking these expectations to their collegiate experiences. Academic (i.e., no of hours spent in studying, expectations for instructor's behaviors, expectations for skills, assessment methods, and learning methods) and non-academic (i.e., reasons for entering tertiary education, personal development, student interaction, levels of parental education and religiosity, aspirations for graduate school) factors were investigated to know whether these factors can contribute or mediate students' expectations (Messineo, Gaither, Bolt, & Ritchey, 2007; Geall, 2000; Cronje & Coll, 2008). Collier and Morgan (2008) ascertained students' perceptions and understandings of faculty's expectation of them. There should be a match between faculty's expectations and those of students to be judged as a "successful" student. This study asserts that the mastery of the "college student role" in the form of understanding the professor's expectations is necessary in order to demonstrate knowledge of course materials (Collier & Morgan, 2008).

A number of studies have underscored the value and importance of eliciting faculty's expectations of students and determining the perceptions and understanding of these expectations by students. These studies asserted that students' expectations of their college life and how they should be aligned with those of faculty for these students are necessary to be judged as a success in their collegiate study experience (Lammers, Kiesler, Curren, Cours & Connet, 2005; Bae, Holloway, Li, & Bemepechat, 2008; Tyler & Boelter, 2008; Rubie-Davies, Peterson, Irving, Widdowson & Dixon, 2008; Perera, Lee, Win, Perera, & Wijesuriya, 2008). Equally important is determining the perspectives of students, teachers and parents as they contribute to a more holistic framework on student performance and how expectations of valued others and of student themselves contribute to student perceptions and aspirations (Rubie-Davies, Peterson, Irving, Widdowson, & Dixon, 2008).

The construct of student expectation is defined in this study as a multidimensional construct that measures explicit and implicit expectations of students. This study defines the "index of student expectation" as made up of (1) expectations of students from the various service units (library, canteen, bookstore, guidance office, etc.); (2) expectations from the school environment (i.e., clean and green campus, place and time to consult faculty, etc.); (3) expectations on the kinds

of academic activities they can engage in (i.e., listening to lectures, participating in group work, engaging in community extension services, etc.); (4) expectations on the kind of assessment students will experience (i.e., objective examinations, oral presentations, laboratory reports, research projects, etc.).

Students can be tagged as possessing a “low”, “moderate” and “high” expectations based on the calculated index of expectations. Knowledge of expectations of students has implication on instruction and pedagogy and on student performance (academic achievement). If students feel that they are adequately prepared for college; and if their expectations are matched or exceeded by their collegiate experiences, then this can contribute to students’ satisfaction of their collegiate experiences. This has a net-effect on reducing student withdrawal and attrition rates which will ultimately impacts on the management of the institution’s financial resources as enrollments are stabilized.

Another construct that this study explored was that of student engagement. Student engagement is the extent by which students are actively involved in their learning; which is one indicator of curricular quality. Recently, “students’ engagement”, defined as students’ involvement with activities and conditions likely to generate high quality learning, is increasingly understood to be important in ascertaining quality of higher education. Student engagement refers to the time, energy, and resources students devote to activities designed to enhance their learning in an academic setting. These activities typically range from a simple measure of time spent on campus or studying, to in-and-out of class learning experiences that connect students to their peers in educationally purposeful and meaningful ways (Krause, 2005). From a different perspective, student engagement has been associated with students’ use of cognitive, meta-cognitive and self-regulatory strategies to monitor and guide their learning processes (Pintrich & De, Groot, 1990). The use of metacognitive strategies (“I solved additional problems”) may be taken to indicate active task engagement, while use of shallow strategies (“I skipped the hard parts”) may be viewed as superficial engagement.

The concept of student engagement provides a lens for assessing and responding to the significant dynamics, constraints and opportunities facing higher education institutions. Student engagement provides key insights into what students are actually doing, which is a structure for framing discourses or conversations about higher education quality and a stimulus for guiding thinking about best practices. The construct of student engagement is based on the premise that learning is influenced by how an individual participates in educationally purposeful activ-

ities. While students are seen to be responsible for constructing their knowledge, learning is also seen to depend on higher education institutions (HEIs) and staff generating conditions that stimulate and encourage involvement. Measures of student engagement provide information about individuals' intrinsic involvement with their learning, and the extent to which they are making use of available educational opportunities. Student engagement data also provides information on learning processes; it is a reliable proxy for learning outcomes, and provides excellent diagnostic measures for learning enhancement activities.

One of the most practical ways to elicit information about student engagement, particularly when it involves obtaining data from a relatively large sample (students from participating HEIs), is the use of "self-reports". Students may be asked to complete surveys or questionnaires that specifically asks their extent of engagement in various curricular and extracurricular activities. Students maybe asked on the extent by which their various academic activities have challenged them to learn (e.g., how course work have emphasized higher level thinking like making judgment or applying theories). Students may report the frequency with which they engage in a number of activities representing good educational practice (e.g., participating in classroom discussions, interacting with faculty in and out of class, etc.). Whether students have participated in or plan to take advantage of a variety of learning opportunities (e.g., college orientation programs, internships or clinical placements, etc.) may also be reported. The level and nature of students contact with teaching staff can also be asked. Examples of these items are the extent by which students discussed their grades or assignments with professors, whether they talked about their career plans with professors and whether they discussed ideas from readings or classes with professors outside class. Student engagement in this study is defined as a composite of six (6) subscales that were originally formulated in by Coates (2008). Table 1 gives the conceptual definition of these subscales.

Table 1.
Descriptions of the Scales of Student Engagement

Subscale	Description
Academic Challenge	Extent to which expectations and assessments challenge students to learn
Active Learning	Students' efforts to actively construct their knowledge
Student and Staff Interactions	Level and nature of students' contact with teaching staff
Enriching Educational Experiences	Participation in broadening educational activities
Supportive learning Environment	Feelings of legitimation within university (or college) community
Work Integrated learning	Integration of empowerment-focused work experiences into study

Note that the construct of student engagement is a composite of these six scales. Aspects of student engagement have a strong relationship with a range of general, specific, social, personal and ethical and interpersonal capabilities. A more engaged student is more likely to manifest higher order thinking skills like analysis, application and evaluation. Engagement is also linked with the degree of satisfaction of students towards academic support. When HEIs offer students an environment that is supportive of their learning efforts, the more likely they will report satisfaction towards various aspects of their educational experiences.

In recent years, St. Scholastica's College Manila has experienced decreasing enrollment across all college programs, not only in the ECE and SPED programs. Because of this observation, one of the directions of the school is to look into ways and means on increasing enrollment. Thus, this study looked into how student expectations and student engagement can be a window into how attrition rates can be improved and ultimately increase enrollment. Students' expectations to include their assessments of task difficulty, self-perceptions, and expectations of success are often associated with students' engagement (whether they are actively involved in their learning) which can lead to students' academic success. Thus, the link between students' expectations and their engagement is explored. The interplay of students' expectations and engagement has implications in pedagogy and instruction, students' academic performance and on the delivery of student services. Given these contexts, the study seeks answers to the following:

1. What is the index of students' expectation (defined as a composite of students' expectations on service units and environment, engagement, and assessment)?
2. What is the degree of students' engagement in terms of (1) academic challenge; (2) active learning; (3) student and staff interactions; (4) enriching educational experiences; (5) supporting learning environment; (6) work integrated learning?
3. What themes can be generated from the students' qualitative responses on their expectations from their teachers, classmates, and the school environment in general and on their expectations on their adjustment to college life?
4. What implications on instruction and pedagogy, academic performance and delivery of student services can be drawn from the results of the study?

Method

Research Design

A mixed-method approach was adopted for the study. The source of quan-

titative data was culled from the administration of two instruments: (1) Student Expectations Questionnaire (SEQ) and (2) The St. Scholastica's College Survey of Student Engagement (SSCSSE). Qualitative data was obtained from the run of focus group discussions (FGD) amongst 1st year to 4th year students of Early Childhood Education (ECE) and Special Education (SPED) at SSC Manila.

Participants

Fourteen first year students enrolled in ECE and SPED completed the Student Expectations Questionnaire (SEQ). The SEQ was administered during the first week of classes. This was a crucial data collection point since students had not been significantly exposed to the milieu of tertiary education. Table 2 gives pertinent demographic data of those who answered the SEQ. On the other hand, the SSCSSE was administered to the first, second, third- and fourth-year students at the end of the second semester prior to the week of the final examinations. Total number of students who accomplished the SSCSSE is 83. Participants were given time to reflect and think about their responses to the SSCSSE.

Table 2.

Demographic Data of First Year Students who answered the SEQ

	Demographics	N	%
Course	▪ Special Education (SPED)	6	43
	▪ Early Childhood Education	8	57
Reasons for Enrolling in SSC	▪ Offers the degree program I like	11	79
	▪ Accessible to my residence	2	14
	▪ Not admitted in my school of choice	1	7
Age	▪ 16	9	64
	▪ 17	3	22
	▪ 18	1	7
	▪ More than 18	1	7
Type of High School	▪ Private sectarian	3	22
	▪ Private Non-sectarian	10	71
	▪ Public	1	7
Graduated With Honors	▪ Yes	2	14
	▪ No	12	86
Graded Weight Average in High School	▪ 80-84	6	43
	▪ 85-89	6	43
	▪ 90-94	2	14
Residence during stay at SSC	▪ Dormitory	3	22
	▪ Parents	6	43
	▪ Relatives	2	14
	▪ Boarding house	2	14
Officer in High School	▪ Yes	13	93
	▪ No	1	7

Instruments

Two survey questionnaires and a focus group discussion guide were used in this study. In order to describe students' expectations, a researcher-made survey, which is referred to as Student Expectations Questionnaire (SEQ) was developed for the purposes of the study. For measuring student engagement, a survey on student engagement was likewise developed by adapting the dimensions and some of the items from the Australasian Survey of Student Engagement (AUSSE) (Coates, 2008). Lastly, a FGD guide was also created for facilitating the group interviews. The succeeding sections provides the information on these instruments.

Student Expectation Questionnaire (SEQ)

The SEQ was created to assess the student's expectations of the first year education student-participants at the beginning of the school year. The SEQ was administered during the first meeting of the students' education subject. The SEQ contains 39 items on service, 32 items on engagement and 11 items on assessment.

St. Scholastica's College Survey of Student Engagement (SSCSSE)

The dimensions and some of the items in the AUSSE (Coates, 2008) were adopted in the instrument that was developed for the intentions of the current study. These dimensions are as follows: academic challenge, active learning, student and staff interactions, enriching educational experiences, supportive learning environment and work integrated learning. While the said dimension and items were adapted from the AUSSE (see Tables 4,5,6,7, 8 and 9 for details on the items), some items were formulated in order to suit the local context of the study. Hence, while acknowledging the use of the AUSSE dimensions and items, in this study, the instrument on student engagement is referred to as SSCSSE.

The SSCSSE was administered to all students (first to fourth year) taking up ECE and SPED. The SSCSSE was administered at the end of the second semester of the school year. This means that the first-year students gave self-reports of their engagement reflecting on their academic experiences for the last two semesters. For the sophomores, juniors and seniors, they reflected on four (4), six (6) and eight (8) semesters of academic experiences as they give self-reports of their engagement.

Focus group discussions (FGD) Guide

Focus group discussions were conducted amongst the 4 year levels at the end of the second semester to explore further the students' expectations, engagement and the link between expectations and engagement. A focus group discussion guide was used in leading students to reflect and answer the following questions written on the "meta cards" distributed during the FGD:

1. What are the best aspects of how SSC (education department) engages student in learning?
2. What could be done to improve how SSC engages students?
3. To what extent have your expectations been met as regards to how SSC (or the EDUC Dept.) have engaged you in your learning?
4. Describe the relationship you have at school with (1) other students, (2) friends, and (3) adults (teachers, admin and staff)?
5. Are there things that you like or dislike about school? (give specific examples)
6. How often during the school day do you feel challenged and excited about your learning? When you think about those times: (1) what were you doing? What were other students doing and (3) what was your teacher doing?
7. What motivates you to work hard or do your best in school?

Data Analysis

The raw data culled from the administration of the SEQ was coded and subjected to a statistical analysis using the SPSS Software. The quantitative analysis of the data gave the following output: (1) profile of the participants in terms of identified demographic variables (type of HS, weighted average in HS, etc.); (2) Frequencies of responses vis-à-vis year level on items on service units and school environment, on student engagement and on assessment; (3) Mean ratings and standard deviations on these same items; and (4) index of expectation with the identified demographic variables.

The same procedure in the analysis of raw data from the SEQ was applied to the raw data from the administration of the SSCSSE. Quantitative analysis of data gave a profile of the participants as a whole and per year level on the six dimensions of student engagement. A composite score, known as index of student engagement was generated. Linking students' expectations with their engagement (in all the identified subscales) is a useful framework in understanding students' learning behaviors.

Mean ratings were calculated for the different items on the SEQ as well as the SSCSSE. The perfect score for an item in the SEQ is 5.00 since students rated the different items in the SEQ using a 5-point scale while the perfect score for the SSCSSE is a 4.00 since students used a 4-point scale to rate the different items. Calculated mean ratings for the SEQ and SSCSSE were transformed into a 100 point scale for ease of reading and to conveniently compare ratings obtained from both instruments. Judgments were made as to low, moderate or high expectations or engagement based on the table below:

Table 3.

Interpretation of scores for SEQ and SSCSSE

Range of Score on a 100 point scale	Interpretation
Below 75	Low
75 to 89	Moderate
90 to 100	High

Responses to the FGDs were transcribed and coded for recurrent themes and issues. The output of the FGDs gave qualitative support to the quantitative data derived from the administration of the SEQ and the SSCSSE.

Results

The descriptive findings on students' expectations and engagement are presented in this section. The data on student engagement are presented according to its dimensions/ subscales. The final part of the results shows the themes generated from the students' qualitative responses on their expectations from their teachers, classmates, and the school environment in general and on their expectations on their adjustment to college life.

Students' Expectations

Students' expectation in this study is defined as a composite of three variables: (1) expectations on service items, (2) expectations on engagement and (3) expectations on assessment. Students were asked to rate items on these variables (or dimensions of student expectation) as "1" (*I do not know anything about this*) to "5" (*I expect very much from this*). Considering how the data were obtained, frequency distribution and weighted mean ratings were generated. Mean ratings were transformed into a 100 point scale for ease of reading. This means a "5.00" mean

rating receives 100 points; thus, a rating of 75 means that an item is moderately expected, as opposed to a 90 which is considered a high expectation. Table 4 summarizes the results from the administration of the SEQ.

Table 4.

Mean ratings on the subscales of the SEQ

Subscale of the SEQ	Mean Rating	100 point Scale	Interpretation
Expectations from various service units (i.e., library, canteen, bookstore, guidance office, etc.)	4.08	82	Moderate
Expectations from the school environment (i.e., clean and green campus, place and time to consult faculty, etc.)	4.41	88	Moderate
Expectations on Student Engagement (listening to lectures, group work, etc.)	4.18	84	Moderate
Expectations on Assessment	3.82	76	Moderate
Index of Student Expectation	4.12	82	Moderate

The data on Table 4 suggests that first year students had expectations from SSC at the beginning of the school year. Although the expectations were not extremely high, they looked forward to the school's services, the school environment, and school engagement and assessment. The succeeding table presents the descriptive findings on the dimensions of student engagement.

Student Engagement

Another construct that this study explored was on student engagement. Data for student engagement was obtained from self-reports of student on what extent they are engaged or involved in certain activities. Students were asked on how often they go to the library, on how many book reports or assignments they turn in, on whether they have interacted with classmates outside of school on school matters. Students were also asked on how they interacted with staff (defined as members of the academic community) and other school personnel. Students rated items on student engagement as "1" (never) to "4" (very often). Thus, mean ratings were generated (with a perfect score of 4). These mean ratings were transformed into a 100-point scale to allow comparison with the Student Expectations results. Tables 5 to 10 present the mean ratings and 100-point scale on the six dimensions of student engagement. The items that were adopted from Coates (2008) are likewise indicated in the succeeding tables.

Table 5.**Mean Ratings on Academic Challenge**

	Mean Rating	100 Point Scale	Interpretation
1. Worked harder than you thought you could to meet a professor's standards or expectations *	2.99	75	Moderate
2. Memorizing facts, ideas, or methods from subjects and readings so you can repeat them in pretty much the same form	2.93	73	Low
3. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components. *	3.27	82	Moderate
4. Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships *	3.20	80	Moderate
5. Making judgment about the value of information, arguments or methods such as examining how others gather and interpret data and assessing the soundness of their conclusions. *	3.29	82	Moderate
6. Applying theories or concepts to practical problems or in new situations *	3.30	82	Moderate
7. Preparing for class (e.g., studying, reading, writing, doing homework or lab work, analyzing data, rehearsing and other academic activities) *	2.01	50	Low
8. Spending significant amounts of time studying and on academic work.*	3.13	78	Moderate
9. Writing clearly and effectively	3.34	84	Moderate
10. Speaking clearly and effectively	3.31	83	Moderate
11. Thinking clearly and effectively	3.48	87	Moderate
12. Analyzing quantitative problems	3.16	79	Moderate
13. Solving complex real world problems	3.17	79	Moderate
Overall	3.12	78	Moderate

*Item is adopted from the Australasian Survey of Student Engagement (AUSSE)

It can be deduced from Table 5 that in terms of academic challenge, students mostly reported to be engaged in challenging tasks that are required in pursuing academic work. However, the results also indicate that students do not quite frequently perform tasks that entail memorizing facts, ideas and methods. Students also seem to study, read, or review in preparation for class not quite frequently.

Table 6.**Mean Ratings Active Learning**

	Mean Rating	100 Point Scale	Interpretation
1. Asked questions or contributed to discussions in class or on-line *	2.83	71	Low
2. Sought advise from professors	2.71	68	Low
3. Made a class or on-line presentation.*	3.00	75	Moderate
4. Worked harder to master difficult content.	3.14	79	Moderate
5. Prepared two or more drafts of an assignment before handling it in	2.46	62	Low

6. Use library resources on campus or on-line	3.13	78	Moderate
7. Worked on an essay or assignment that required integrating ideas or information from various sources.	3.25	81	Moderate
8. Used student learning support services	2.80	70	Low
9. Included diverse perspectives (e.g. different races, religions, genders, political beliefs etc.) in class discussions or written assignments	2.99	75	Moderate
10. Came to class having completed readings and assignments	2.98	75	Moderate
11. Kept up to date with your studies	3.05	76	Moderate
12. Worked with other students on projects during class *	3.30	83	Moderate
13. Worked with other students outside class to prepare assignments *	2.80	70	Low
14. Put together ideas or concepts from different subjects when completing assignments or during class discussions	2.95	74	Low
15. Tutored or taught other college students (paid or voluntary). *	1.98	50	Low
16. Participated in a community-based project (e.g., volunteering) as part of your study. *	2.45	61	Low
17. Using computing and information technology	3.27	82	Moderate
18. Learning effectively on your own	3.31	83	Moderate
19. Understanding yourself	3.34	84	Moderate
Overall	2.93	73	Low

*Item is adopted from the Australasian Survey of Student Engagement (AUSSE)

Overall, it could be understood from Table 6 that students are not really highly engaged in active learning. This low engagement in active learning is especially in tasks that require them to immerse in the community, to work with students outside their class, and to seek support for learning. This suggests that students do not interact with individuals beyond their classroom and that they might not be comfortable seeking help from others (e.g., professors) regarding their academic needs.

Table 7.

Mean Ratings Student and Staff Interaction

	Mean Rating	100 Point Scale	Interpretation
1. Discussed your grades or assignments with professors *	2.75	69	Low
2. Talked about your career plans with professors and advisors *	2.37	59	Low
3. Discussed ideas from your readings or classes with professors outside class *	2.26	57	Low
4. Received prompt written or oral feedback from professors on your academic performance.*	2.82	71	Low
5. Worked with professors on activities other than course work (e.g., committees, orientation, student organizations, etc.).*	2.37	59	Low
6. Discussed ideas, from your readings or classes with others outside class (e.g., students, family members, co-workers, etc.).**	2.76	69	Low
7. Working effectively with others	3.53	88	Moderate
Overall	2.69	67	Low

*Item is adopted from the Australasian Survey of Student Engagement (AUSSE)

**Item adopted from the Australasian Survey of Student Engagement (AUSSE) Active Learning Dimension

Table 7 conveys that students do not interact that much with other students and school staff. The ratings arrived at in each item are consistently low in majority of the items. This suggests that students and faculty do not engage in after class learning support sessions. Students do not likely consult or work with their professors beyond the classroom hours.

Table 8.

Mean Ratings on Enriching Educational Experiences

	Mean Rating	100 Point Scale	Interpretation
1. Used an on-line learning system to discuss or complete an assignment	3.05	76	Moderate
2. Used email or a forum to communicate with professors	3.16	79	Moderate
3. Had conversations with students of a different ethnic group than your own *	2.23	56	Low
4. Had conversations with students who are very different to you in terms of their religious beliefs, political opinions or personal values.*	2.71	68	Low
5. Attended an art exhibition, play dance, music theater or other performance	2.37	59	Low
6. Exercised or participated in physical fitness activities.	2.29	57	Low
7. Acquiring a broad general education	3.29	82	Moderate
8. Voting informedly in local or national elections	3.12	78	Moderate
9. Understanding people of other racial and ethnic backgrounds	3.34	84	Moderate
10. Developing personal code of values and ethics	3.22	81	Moderate
11. Contributing to the welfare of your community	3.24	81	Moderate
Overall	2.91	73	Moderate

*Item is adopted from the Australasian Survey of Student Engagement (AUSSE)

The results in Table 8 shows that students have an enriching educational experience with some exceptions. However, their educational experiences may be limited since they do not seem to be interested in conversing with those whose ethnicity or religious affiliations is different from theirs. They are not into attending art activities, watching performances and doing activities for physical fitness.

Table 9.

Mean Ratings on Supportive Learning Environment

	Mean Rating	100 Point Scale	Interpretation
1. Providing the academic support you need to help you succeed academically *	3.07	77	Moderate
2. Encouraging contact among students from different economic, social and ethnic backgrounds.**	2.83	71	Low
3. Helping you cope with your non-academic responsibilities (e.g., work family, etc.) *	2.76	69	Low
4. Providing the support you need to socialize *	2.73	68	Low

6. Using computers in academic work	3.42	86	Moderate
Overall	2.96	74	Low

*Item is adopted from the Australasian Survey of Student Engagement (AUSSE)

**Item is adopted from the Australasian Survey of Student Engagement (AUSSE) Enriching Educational Experiences dimension

In terms of engagement in a supportive learning environment, Table 9 reveals that students' engagement is low. Consistent with the findings in the previous dimensions, students do not engage so much in activities that compel them to socialize and to be acquainted with those coming from different backgrounds.

Table 10.

Mean ratings on Work Integrated Learning

	Mean Rating	100 Point Scale	Interpretation
1. Blended academic learning with work experiences *	2.90	73	Low
2. Examined the strengths and weaknesses of your own views on a topic or issues	2.57	64	Low
3. Improved knowledge and skills that will contribute to your employability *	2.80	70	Low
4. Developed communication skills relevant to your discipline	2.99	75	Moderate
5. Explored how to apply your learning in the workplace *	2.88	72	Low
6. Tried to better understand someone else's view by imagining how an issue looks from his or her perspective	2.94	74	Low
7. Learned something that changed the way you understand an issue or concept	3.61	90	High
Overall	2.87	72	Low

*Item is adopted from the Australasian Survey of Student Engagement (AUSSE)

The ratings in Table 10 suggests that students are not concerned about preparing themselves for the workplace. Their engagement in terms of learning thru work experiences and learning about skills that will make one employable in the future are low. Students also seem not be introspective in discovering their strengths and weaknesses or viewing things from another viewpoint or perspective.

Focus Group Discussions

Focus group discussions were conducted to elicit additional information on students' views and perceptions on their expectations and engagement. The FGD is a viable source of information on the link of expectations with engagement. Table 11 gives the highlights of the FGD across year levels. No focus group discussion was conducted with the first year students because it was deemed that two semesters is not sufficient parameter for students to articulate on their engagement.

Table 11.**Highlights of FGD**

	2 nd year	3 rd year	4 th year
<i>What are the best aspects of how SSC (Education Department) engages student in learning?</i>	Involvement in EDSOC (Education Society) Activities	Students are engaged in the various activities embedded in their classes like lesson planning, demo teaching and field trips to ECE and SPED schools as well as activities in Field Studies.	They are engaged thru their various courses particularly thru their field study (FS) courses, and in their OJT (Practice Teaching), "Special Topics", EDSOC activities, the SPED Olympics and exposure trips to ECE and SPED schools.
<i>What could be done to improve how SSC engages students?</i>	Provide more activities that are challenging, fun and interesting for students (i.e., SPED Olympics)	They need "more time" to complete their requirements, to "reflect" on their learning as well as to assess and evaluate their learning goals. More exposure trips and "experiential" approach in teaching.	Exposure trips to ECE and SPED school be put early in the curriculum. There should be better alignment of Field Study (FS) activities with SPED or ECE
<i>To what extent have your expectations been met as regards to how SSC have engaged you in your learning?</i>	Expectations are being met to a moderate extent as evidenced by involvement in the SPED Olympics	Students feel that they need more "hands on" experiences in handling ECE or SPED children. They feel that the delivery of instruction is wanting and some expectations on facilities were not met	Some reported that their experiences in SSC exceeded their expectations. They like that SSC is a single-gender school and that SSC is not only developing them in their professional courses but also in their values and as "responsible members" of society thru the various outreach programs of the school (NSTP and Lay Apostolate).
<i>Describe the relationship you have with (a) other students, (b) friends? (c) adults (teachers and staff)?</i>	Very good relationship with classmates, friends and school personnel.	Very good relationship with classmates, friends and school personnel.	Very good relationship with classmates, friends and school personnel.
<i>Are there things that you like or dislike about school?</i>	They like the physical facilities of the school. They don't like the canteen and "dirty" comfort room. Students like the program and the outreach component of their schooling.	Students like the small population and therefore the hallways are not "chaotic". Students like small classes because they feel that they are better handled by their teachers- there are more interactions. Students do not like some of the classroom, canteen and eating area. Students wish that they have "places" they can hang out and de-stressed.	They like how they are molded into responsible members of society. They like the outreach component of their curriculum. They like the campus in general with the presence of trees inside the campus. They don't like the canteen and canteen food, the dirty comfort rooms and the fact that there are very few eating areas for the students.

<i>How often during the school day do you feel challenged and excited about your learning?</i>	Students reported that they feel challenged and excited "almost every day"; when there are activities coursed thru the EDSOC as well as activities in their major subjects.	They feel challenged and excited with their academic workload. Assessment of Student learning (ASL) and Methods of Research (METRES) are challenging for students.	Students feel challenged and excited during their practice teaching (OJT). They are challenged in their teaching demonstration, in preparing for their lessons as well as instructional materials
<i>What motivates you to work hard or do your best in school?</i>	Students are motivated by their parents, siblings and friends to do well in school. They are also motivated by their dreams to finish their schooling.	Students are motivated by their family ; their family is their source of strength, hope and inspiration. They are motivated by the prospect of graduation.	Seniors are inspired and motivated by the children in their OJT (practice teaching). . They are happy when the children appreciated the instructional materials they have prepared. Seniors are motivated by graduation. They see their degree as a stepping stone to fulfill their dreams and ambition of getting a good job. This is also seen as a way to provide for their families. Their parents and families are also constant sources of strength and motivation for these seniors.

Engagement and Demographic Variables

It would be interesting to see the interplay of student engagement with other variables of interest (i.e., majors [ECE or SPED], year level, quality of academic advise received , quality of educational experience, grades obtained and extent of on-line studying). The mean rating of the different dimensions of student engagement were calculated vis-à-vis these variables. Tables 12, 13, 14, 15, 16 & 17 give the cross-tabulation data.

Table 12.

Student Engagement According to Students' Specialization

Major	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
ECE (N= 34)	2.68	67	2.94	74	2.63	66	2.58	64	2.94	74	2.84	71	2.78	69
SPED (N=49)	2.67	67	2.86	72	2.73	68	2.63	66	2.97	75	2.89	72	2.80	70

Table 12 shows that in all areas of student engagement, student engagement is low. It is only in the dimension of supportive learning environment that SPED students rated themselves as moderate in terms of engagement

Table 14.**Student Engagement According to Year level**

Year Level	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
Year 1 (N= 16)	2.52	63	2.73	68	2.46	62	2.42	60	2.69	68	2.80	70	2.61	65
Year 2 (N= 5)	2.83	71	3.08	77	2.91	73	2.61	65	2.94	74	2.80	70	2.88	72
Year 3 (N= 18)	2.53	63	2.78	69	2.74	69	2.47	62	2.77	70	2.75	69	2.68	67
Year 4 (N=20)	2.70	68	2.92	74	2.61	65	2.70	68	3.03	76	2.80	70	2.81	70
Year 5 (N=24)	2.83	71	3.03	76	2.82	71	2.76	69	3.22	81	3.07	77	2.96	74

Data from Table 14 suggests that generally, student engagement is low across year level. Only the 4th and 5th year students indicated moderate engagement in the domain of supportive learning environment and work integrated learning.

Table 15.**Student Engagement according to Age**

Age	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
Under 18 (N=16)	2.48	62	2.77	69	2.64	66	2.47	62	2.85	71	2.77	69	2.67	67
18 to 19 (N=25)	2.64	66	2.88	72	2.68	67	2.57	64	2.90	73	2.84	71	2.76	69
20 to 21 (N=34)	2.76	69	2.97	74	2.76	69	2.72	68	3.07	77	2.95	74	2.88	72
22 to 23 (N=6)	2.88	72	2.94	74	2.57	64	2.62	66	3.00	75	2.81	70	2.82	71

Table 15 reveals that when presented data is analyzed according to age group, the engagement is mostly low. Only students 20 years old and above showed moderate engagement in the context of a supportive learning environment.

Table 16.

Student Engagement According to Grades

Grade	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
C-to C+ (N=7)	2.41	60	2.60	65	2.41	60	2.41	60	2.57	65	2.77	69	2.53	63
B- to B+ (N=63)	2.64	66	2.85	71	2.68	67	2.60	65	2.95	74	2.83	71	2.77	69
A-to A (N=13)	2.99	75	3.26	82	2.88	72	2.75	69	3.20	80	3.13	78	3.05	76

Table 16 discloses that when analyzed according to grades, students who reported to have earned grades of A minus to A showed moderate levels of engagement in terms of academic challenge, active learning, supportive learning environment and work integrated learning. Overall, students who have high grades also showed moderate levels in the index of student engagement.

Table 17.

Student Engagement and On-Line Studying

On-line studying	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
About a quarter (N=15)	2.57	64	2.80	70	2.71	68	2.48	62	3.03	76	2.87	72	2.75	69
About half (N=46)	2.60	65	2.86	71	2.65	66	2.55	64	2.92	73	2.77	69	2.74	68
All or nearly all (N=22)	2.89	72	3.04	76	2.77	69	2.82	70	3.00	75	3.08	77	2.94	74

Data from Table 17 reveals a low index of student engagement across amounts of online studying period. More precisely, students who did online studying mostly exhibited moderate engagement when it concerns active learning, supportive learning environment and work integrated learning.

Table 18.**Student Engagement According to Quality of Academic Advice**

Over-all Academic Advice	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
Fair (N=6)	2.38	60	2.66	66	2.57	64	2.43	61	2.82	71	2.52	63	2.57	64
Good (N=45)	2.58	64	2.81	70	2.56	64	2.54	64	2.80	70	2.81	70	2.69	67
Excellent (N=32)	2.86	72	3.06	76	2.90	72	2.73	68	2.96	80	3.01	76	2.97	75

Table 18 conveys that students who perceive the quality of the academic advice they received as excellent also claimed to be moderately engaged in active learning, seeking supportive learning, and integrating learning to work.

Table 19.**Student engagement vs total educational experiences**

Educational Experiences	Academic Challenge		Active Learning		Student and Staff Interaction		Enriching Educational Experiences		Supportive Learning Environment		Work Integrated Learning		Index of Student Engagement	
	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100	MR	100
Fair (N=7)	2.27	57	2.58	64	2.51	63	2.39	60	2.64	66	2.73	68	2.51	63
Good (N=52)	2.60	65	2.82	71	2.59	65	2.54	63	2.85	72	2.81	70	2.71	68
Excellent (N=24)	2.94	74	3.14	79	2.95	74	2.82	71	3.28	82	3.03	76	3.04	76

Table 19 shows that students who perceived their educational experience as excellent also reported to be engaged in active learning, seeking support for learning, and integrating learning with future work life.

Table 21.**Ratings on Various Dimensions of Student Engagement**

Student Engagement (N=83, all year levels including first year)	
Academic Challenge	78 (moderate)
Active Learning	73 (low)
Student and Staff Interaction	67 (low)
Enriching educational Experiences	73 (low)
Supportive Learning Environment	74 (low)
Work-Integrated Learning	72 (low)
Index of Student Engagement	73 (low)

Table 21 summarizes the ratings of students in all the areas of student engagement. The index of engagement is mostly low which means that students minimally pursued active learning, sought academic staff or faculty and learning support, engaged in enriching educational experiences, and minimally integrated school with work life possibilities.

Discussion

Students' Expectations

This study explores the constructs of student expectations and engagement. Expectation is defined in this study as a composite of three dimensions: service or school environment, engagement and assessment. Fourteen first year students (either in ECE or SPED) were asked on their expectations as they embark on their tertiary education. These 14 first year students gave a mean rating of 4.93 (99) to the item "Wi-Fi access in all places in the classroom". This is one facility that the school could look into so this expectation on Wi-Fi access can be met. In the context of services and school environment, these students wished for a safe, secure, green and smoke free campus. This is an expected response, since tuition fee in SSC is not cheap, students then should expect a safe and clean school environment.

Items on information about the campus, library orientation and guidance counseling received relatively low ratings. It could be inferred that as new college students, these are the kinds of services that, from their point of view, is not important and to a certain extent, not needed. These students feel that they don't need an office or a person to direct them when they are lost since SSC is a relatively small campus. The fact that these students have moderate expectations on Guidance services (76) is not good. These students have to be reminded or be made aware of such services to be availed of.

Students were also asked to rate their expectations on the kinds of activities that they would most likely encounter in college. The responses are expected. Students expect to take down detailed notes of their lecture and participate in class discussions. These students being new in college still have the mindset (or expectations) that lecture and class discussions are the predominant mode of learning. In this case, it would not be half as bad if students' expectations on taking notes and participating in class discussions will not be met. Being in college, these students should expect a more engaging and innovative pedagogy and instruction that would be employed by their professors to make their learning experiences more meaningful.

Playing a team sport, doing lab work and meeting with faculty to discuss assignments were rated low. Note that these responses are only true for these 14 students. Perhaps these students are not interested in pursuing a sport. Doing laboratory work is also not expected because of the nature of their disciplines (ECE and SPED). However, these students have the perception that faculty need not be consulted regarding school work or projects. This is important and students should be given orientation and be made aware that faculty consultation to include place and time for consultation is part of the teaching-learning process at SSC.

Students expect (and quite predictably) pencil and paper tests. This mode of assessment is by far still the most preferred mode of assessment and if well-constructed, pencil and paper tests will give an indication or measure of the attainment of learning outcomes. However, over and above pencil and paper tests, students should also expect that alternative (or authentic) forms of assessments will be used by their professors.

For these 14 students, their index of student expectation is 4.12 (82) and that of the subscale on assessment is 3.82 (76) [see Table 3]. Thus, these 14 students do not have high expectations of the kind of collegiate experiences they will have in SSC. An expectation on assessment is relatively low. This implies that these students as they study for their various major subjects (in ECE or SPED) should be properly oriented that their professors will employ alternative assessments aside from the traditional pencil and paper tests.

Students' Engagement

Another construct investigated in this study is students' engagement defined as a composite of six dimensions. They are (1) Academic Challenge, (2) Active Learning, (3) Student and Staff Interaction, (4) Enriching Educational Experiences, (5) Supportive Learning Environment and (6) Work Integrated Learning. Eighty-three students accomplished the St. Scholastica's College Survey of Student Engagement (SSCSSE). Table 21 gives the over-all mean ratings on these six dimensions plus the index of student engagement for these 83 students.

Note that students accomplished the SSCSSE in the context that they are making judgments on their educational and academic experiences as a whole. Given this context, first year students reflected on two semesters of their educational experiences. Second, third and fourth year students had four, six and eight semesters respectively as bases for their responses on the SSCSSE. Thus, it is not possible

to isolate the extent of engagement of students for their Education subjects (ECE or SPED). These ratings are reflective of the holistic educational experiences of the students-to include their General Education as well their Education subjects.

Thus given this context, the students by their own accounts and admission reported low ratings on their engagement except for academic challenge. These students had a moderate judgment on the assignment, work and projects they have done as being “academically challenging” (3.12, 78). Thus, academic tasks can be structured and designed to sustain or further challenge these students to learn.

Active learning measures the extent by which students actively construct their knowledge; whether they are given ample opportunities to take a more active role in knowledge construction. This is accomplished by giving students problem prompts and exploring various resources and references to solve problems. Another way is for instruction or lessons to be designed in ways where students can learn on their own and demonstrate self-directed thinking in the process. Students reported a low rating on this dimension (2.93, 73). In today's techno savvy word, where information is a click of a mouse away, teaching for content is no longer the most viable way of instruction. Students must learn to identify what they know and do not know, where to get the information they do not know and how to evaluate such information. Students must learn to evaluate and assess their study strategies and identify what worked and did not work and adjust their completion of an academic task accordingly.

Students reported a low rating on Enriching Educational Experiences dimension (2.91, 73). This dimension measures to the extent whether students are engaged in activities that will broaden their educational experiences beyond the confines of the classroom. These activities could be watching a play, or concert, visiting museum or exhibit, or engaging in discourses with their fellow or other students of different ethnic, racial or even religious affiliations (if possible). Doing community work is also one way to enrich the students' educational experiences. Students reported that they are only engaged in these activities to a limited extent. Thus, it is important that co-curricular and extracurricular activities be provided such that opportunities for students to expand and acquire learning beyond the classroom are made available.

Student gave low rating on Student and staff interaction dimension (2.69, 71). For these students, they have little opportunities to interact with their profes-

sors on various aspects of their schooling or study. Students are reluctant to consult with their professors regarding their assignment or projects. Students have yet to learn when to ask for help or consult their professors on their school work. Part of student and staff interaction is also consulting with other students. Students gave a moderate rating on this as evidenced by a rating of 3.53 (88) on “*working effectively with others*” (see Table 6). Learning is never a solitary and isolated activity and learning certainly does not occur in a vacuum. Students learn best in small group settings where there are opportunities for student to negotiate and debate ideas as they construct and de-construct their knowledge.

Supportive Learning Environment dimension of student engagement measures the extent by which students feel a sense of belongingness to the school. Students were asked whether the school environment provides support for their academic endeavors; whether there are human and physical resources to ensure that they succeed academically. Students reported a mean rating of 2.96 (74) on this dimension. This is a low score. School policies whether provisions are given (or are adequate enough) to ensure academic success of its studentry can be looked into.

Students gave a low rating on Work Integrated Learning dimension (2.87, 71). This dimension measures the extent by which opportunities or activities are provided that will prepare students for their employability. In the students’ curriculum, this is equivalent to the students’ *On the Job Training (OJT)* or practicum. Practicum is the culmination or the venue where the knowledge gained and skills developed by the students could be applied. The low rating on this dimension can be due to the varying year levels of the raters-not all of them are seniors who are enrolled in OJT or practicum.

Note that the extent of student engagement of ECE majors with those of the SPED are comparable. They do however differ when the variable of interest is year level. It is expected that 5th and 4th year students would report higher ratings of their academic engagement because they had more academic experiences (8 semesters or more). Those who are older (20 to 21) have higher index of student engagement. This is probably because of the maturity of the students as well as having more academic experiences as they get older.

Those who reported receiving a grade of A-to A obtained a higher index of engagement as compared to those who received a grade of C-to C+ and those who received a grade of B-to B+. This is an expected finding. Those who obtained a

higher grade exerted more efforts and study time to earn such a grade. In the process they feel and perceived that they are engaged in their learning. This is the classic reaping what have been sown. Those who took the time to study, consulted references and sought advice from professors and classmates definitely are more engaged in their learning and thus, obtained a high grade. Corollary to this, those who are involved on on-line studying, surfing the net in search of information or resources for their course work got a higher index of engagement.

Those who rated the quality of advice as "excellent" got a higher index of engagement as compared to those who rated the advice they received as "fair" or "good". This is a logical finding. Those who rated the advice they received as "excellent" would necessitate that they had more contact time and interactions with professors and thus they are in a confident position to say that they are actively engaged in their learning. The same argument can be extended for those who rated their total educational experiences as "excellent". The quality of their educational experiences correlates highly with the index of student engagement. Thus, extending the argument, the index of student engagement correlates well with year level, age, grades received by students, length of on-line studying, quality of academic advice and quality of educational experiences.

In this study, the 14 first year students have moderate expectations in terms of service, engagement and assessment. Table 13 gives the index of student engagement for the first year students (N=16), which can be described as 'low'. Thus, reflecting on two semesters of their schooling these 14 or (16 students) have moderate expectations and reported a low rating on their engagement. The same is true for the 83 students. These 83 students reported low ratings on the dimensions of student engagement except for academic challenge. These students as they reflect and assess four to eight semesters of schooling reported limited opportunities for them to be engaged in their learning. This is not a good sign.

Student expectation and engagement are good barometers of student learning as well as curricular quality. Articulating students' expectations has implications on the physical resources of the school. The school can identify areas where students have high expectations. For example, students expect that the campus be clean, green and safe. Interestingly students expect that the campus be smoke-free. Thus school policies and rules and can be reviewed to address these expectations. More often than not, because tuition is not cheap in SSC, students expect that facilities are in order (i.e., more eating areas, quality and pricing of canteen food, parking inside the campus, etc.). In this study, students have moderate

expectations on their academic engagement and on the kinds of assessment they will encounter. This is a good thing. Pedagogy and instruction can be designed and structured so that more innovative teaching strategies as well as alternative assessment can be employed.

Student engagement is by far one of the best indicators of student learning. This is also an excellent indicator of curricular quality whether the curriculum as written or planned is actually being achieved. Ascertaining students' satisfaction over aspects of the program or curriculum is a bit limiting. This has shortcomings because satisfaction is not a tangible variable. Students' satisfaction with their program is not an automatic indicator of achievement or learning. Thus, student engagement is a more viable, and measurable variable of student learning. In this study, student engagement is a composite of six (6) dimensions: academic challenge, active learning, enriching educational experiences, student and staff interaction, supportive learning environment and works integrated learning. The interplay of these six dimensions gives a holistic picture of what students are actually doing to learn. Student engagement data gives a window into the specific aspects of student learning. In this study, students reported a relatively low rating on student and staff interaction (67) and work integrated learning (72). This signals that the curriculum can be revisited to provide opportunities for work integrated learning. OJT or Practicum can be reviewed and assess whether the practicum program has ample provisions for the application of the knowledge gained and developed skills of the students. Thus beyond satisfaction, student engagement gives a proxy to the extent of how student are spending their time to learn.

Conclusions and Recommendations

In this study, 14 first year students (either in ECE or SPED) accomplished the Student Expectations Questionnaire (SEQ). Student expectations is operationalized in this study as composite of service, school and learning environment, engagement and assessment items. These 14 students obtained a rating of 82, 88, 84 and 76 on these three dimensions respectively. These students likewise obtained an average of 82 as the index of student expectations. As a whole, students have moderate expectations on said dimensions.

Eighty three (N=83) students accomplished the St. Scholastica's College Survey of Student Engagement (SSCSSE). Student engagement is operationalized in this study as a composite of six dimensions: academic challenge (78), active learning

(73), enriching educational experiences (73), student and staff interactions (67), supportive learning environment (74) and work integrated learning (72). The scores obtained by these 83 students on the SSCSSE are all judged as low in engagement except for academic challenge.

Year level, age, grades obtained, length of on-line study, the quality of academic advice received and the quality educational experiences may have implications to student engagement. These factors positively affect student engagement. Student expectation is a good indicator of curricular quality. Provisions can be reviewed in the light of articulated expectations of students. It makes sense to address the expectations of students so that student attrition can be minimized. Likewise, student engagement is an excellent indicator or benchmark of student learning beyond satisfaction. Student engagement is a proxy to what students are actually doing as the intended curriculum is being achieved.

The participants of this study are limited to the students of the Education Department at the St. Scholastica's College Manila. It is recommended that the study be conducted with more participants across different schools and departments at SSC to obtain a school wide profile of student engagement. Student engagement can be a valuable construct that can be ascertained systematically in a school setting. It makes sense to obtain a data base of student engagement across year-levels to gauge and evaluate student learning. This is one way of monitoring the quality of the school's curricular programs.

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SPECIAL SECTION

Online Self-Presentation: Selfies in View of Goffman's Dramaturgical Model

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Abstract

Since its commercial introduction in 1839, photography has permeated aspects of human life as a source and repository of information about human experiences (Wells 2009, p. 11). In the advent of digital technology and social media, photography's use has changed. It is no longer just used for remembering but as a tool for communication and self-presentation. In this regard, this paper traces how photography's use as a form of self-presentation specifically through selfies contribute to the discussion of how people view and present themselves online. It highlights how the concepts of consumerism and misrecognition of self in technology affect online self-presentation. Furthermore, it showcases how self-presentation through selfies echoes Erving Goffman's dramaturgical model.

Keywords: selfies, social media, self-presentation, Erving Goffman, Dramaturgical Model

Photography has become a widespread social activity that has changed how people view and experience the world. For Susan Sontag (1977), American activist and author of *On photography*, photography has become a social rite like a tool for power. People have incorporated photography in viewing oneself and the world and of certifying one's experiences. According to Sontag (1977, p. 10), "Photography has become one of the principal devices for experiencing something, for giving an appearance of participation." It became an essential social practice in framing and presenting experiences that it has become a part in establishing peo-

ple's identity and idealization. Photographs serve as pieces of evidence for people's experiences. To have an experience is to have it photographed like "everything exists to end in a photograph" (Sontag, 1977, p. 24).

People's desire to see oneself is not new and is as old as painting and photography (Harad 2014). Since its introduction in the nineteenth century, photography has been popularly used as a medium for portraiture. This prevalent use became more intensified because of the development of handheld digital cameras and camera phones together with the rise of the internet and social media. In the past decade, self-portraiture had its renaissance as digital self-portraits or popularly known as selfies. Though self-portraiture is not a novel human practice and activity, self-portraiture reached a new height of popularity. In 2013, selfie became Oxford Dictionaries' Word of the Year as it appeared in various social media platforms and in popular culture. Selfie is a catchall term pertaining to digital self-portraits made popular by the explosion of camera-phones and social media such as photo-sharing sites and social network sites. Selfie refers to a self-taken photograph of oneself that is usually uploaded and shared online. The selfie phenomenon happened in the rise of social media in the last decade. Social media refers to a group of internet-based applications made available by the technology of Web 2.0 that provided for the creation, exchange, and collaboration of user-generated content. The technology provided by social media and mobile phones ushered the new frontier of human communication that allowed new forms of visual communication to emerge (Katz & Crocker, 2016).

This widespread use of social media and practice of photo sharing manifest some of the prevailing problems in the notion of 'self' and 'self-presentation' in disciplines like psychology, philosophy, sociology, and popular media. For example, in philosophy, this proliferation of selfies adds to the discussion of how human think, gain insight through, or even develop arguments via images (Katz & Crocker, 2016). As such, this study of selfies explores how these digital representations reflect how people present themselves, how people communicate and socialize with others, and how technology changed and continuously change how people view themselves. In line with this, this paper discusses self-presentation in the advent of digital technology, social media, and prevalence of selfies. In particular, this paper highlights how issues of consumerism and misrecognition of selves in digital technology and selfies echo Erving Goffman's (1959) dramaturgical model of social interaction.

Online Self-Presentation through Selfies

As individuals immerse in a social situation, each plays a certain role or roles. Self-presentational behavior explores the social side of the self. It suggests a kind of behavior intended to create, modify, or maintain an impression in the minds of others or an attempt to lead people to think in a particular way about oneself (Brown n.d.). It is a crucial aspect and prevalent feature of the social self as it facilitates social interaction, a matter of social gain, and self-construction (Brown, n.d.). Self-presentation raises questions on identity formation and social behavior making it a key concept in understanding how people construct and regulate themselves in a social setting. Given the use of digital technology and social media, the concept of self-presentation has transformed. Nowadays, the use of digital technology can be seen as a mark of social coming-of-age of a person (Nicolescu, 2016).

One popular concept of self-presentation is discussed by the American sociologist Erving Goffman in his 1959 work entitled *The presentation of self in everyday life* which presents the dramaturgical model to describe human interaction and socialization. He compares social interaction to the imagery of the theatre, the self to an actor on a stage portraying different roles, and other people as audience observing and reacting to performances. Goffman (1959) says that an individual in appearing before others controls one's impressions in accordance with the situation he or she is in. For Goffman, the self has awareness of the multiple roles that one has to perform in various situated contexts (Elliott, 2001). Hence, the individual in creating self-identity is a creative and reflective agent who decides on how to carry out and stage these various roles (Elliot, 2001). Moreover, Goffman said that social interaction has two regions or stages, the front stage and the back stage. The front region refers to the stage where the actors face the audience while the back region points out to the backstage where actors and individuals can be themselves away from their roles. Goffman states that the frontal aspects of self-presentation routinely involve the bracketing-out or screening-off of aspects of identity which are felt to be inappropriate to the social setting or encounter which is contrasted to the back region where the individual does not worry about one's projected image (Elliot, 2001). Goffman contends that this theatre performance imagery best describes how people present themselves to others. The individual's self-presentation provides identity for the self as it presents impression for the audience to give meaning and confirm. While Goffman recognizes that this impression management can be viewed as deceitful or manipulative, he highlights that this allows people to act and behave appropriately in a social setting. It should be noted though that the dramaturgical model does not necessitate that everyone is aware that one is per-

forming roles or is always acting as if one is performing on stage.

According to Rettberg (2014), self-representation online began in text, sometimes accompanied with images and sounds, when graphical browsers were introduced. Rettberg (p. 3) says, “The visual turn in social media has been particularly strong in the last few years, especially after smart phones with cameras and fast broadband connections for downloading images and video files became increasingly accessible.” In visual self-portrait history, some artists’ even before the advent of digital technology have incorporated their bodies in their art and have represented themselves through their art. For Rettberg (2014), some of the most interesting pre-digital self-portraits are those created by early photographers. Accordingly, just like our modern day digital cameras and camera phones, the first cameras served as powerful extensions of the photographer’s body which sometimes represent the fragmented versions of their selves. Compared to early photographic self-portraits, digital self-portraits or selfies are shared on social media and are not intended to be exhibited in art galleries. Using digital technologies, selfies as forms of self-representations are as well a kind of self-documentation. Rettberg (2014) states that in posting online one does not only think of how to present oneself to others but also about recording moments of one’s life. Digital technologies allow people to see their reflection and at the same time record it. Digital technologies provide people a way to represent themselves in a far greater degree than that of analogue cameras. Rettberg (2014) contends that creating and sharing a selfie is an act of self-representation in a way that creating and sharing selfies is a form of self-reflection and self-creation. She argues that creating selfies are like creating texts. In social media, people view others as texts that will be read and be interpreted. As such, as readers of texts, people view other people’s self-expression as self-representation.

Because of the over extension of internet and undeniable popularity of social networking sites, people are somehow forced to be drawn in virtual society like it is a necessary and essential human activity (Taslim & Rezwan, n.d.). As such, most people now possess virtual identities that they use to connect and interact with other users. In posting or uploading selfies in the social network, one is very much aware that one’s image will be looked at; that is why in photographing oneself, one applies his or her own gaze and ideology to the photograph one aims to produce (Taslim & Rezwan, n.d., p. 80). Taking and posting selfies allows its creator to present and express his or herself in one’s own idealized self. Unlike a mirror image, he or she could control, modify, appropriate, or decorate one’s image. Echoing this is Warfield (2014) who discusses selfie as a camera, a mirror, and a stage for young

women. According to Warfield:

"Many young women contemplated the ethics of self-presentation in online spaces too. For instance one young woman said; "I look for the best [image] but I won't post a selfie taken in my bedroom, by myself... you know the ones people are chastised for taking." Another young woman said "I'd post a cute one on Facebook, but not a sexy one. If it was a sexy one, maybe I'd put it on Instagram." (Warfield, 2014, p.4)

She explains that these inhibitions and consciousness on posing and sharing selfies reflect how these young women police their actions in online, offline, public and private spaces. As identities in virtual spaces is partially defined by the self and is partially defined by others, it is logical to note that selfies are created and shared in view of how one manages his or her impressions to others. As such, they create their selfies based on their perceived and imagined audience and construct their images in relation to their environment and how they understand others. The image being produced is not only a visual representation of the self but a visual discourse with different meanings and contents.

In another view, according to Andrea Chester and Di Bretherton (2007), online impression management reflects impressions that are socially desirable aspects of offline personality and a desire to present an authentic impression regardless of how online contexts provide unique opportunities to manage impressions. Online impression management or synonymously known as self-presentation is motivated by the desire to express unexplored parts of one's identity or aspects that are inhibited in face-to-face interactions. People in online spaces are driven more by their desire to develop identity than to deceive or manipulate. This entails that online selves may be in some form of idealized images but these are said to be just a positive spin on an existing personality trait or an attempt to attract others by putting one's best foot forward. Though people seek to attract others and build relationships, online self-presentation highlights self-exploration as a strong motivation in constructing and managing impressions of digital selves. Moreover, compared to its early years where only few people are engaged with it, the Internet today is used by millions of people and treats it as part of their lives. The cyberspace, treated before as a separate world from the offline world, is considered now as a transactional space embedded in everyday life (Chester & Bretherton, 2007). The Internet is embedded in people's daily interactions and is no longer viewed as a differently. Though cyberspace is a virtual world and a virtual system, it mirrors and is very much connected to the lives of people outside it. Hence, people's online

selves regardless of the capacity of manipulation and control are no longer different from their offline selves and cannot be considered as inauthentic. Accordingly, “the Internet is, after all, a part of our real life” (Chester & Bretherton, 2001, p. 235).

Given these, the concepts of consumerism and misrecognition of self in technology and selfies will be discussed. This aims to further shed light on how self-presentation are done through selfies and social media.

Consumerism in Selfies

With selfies used as tools for online self-presentation, issues of consumerism have emerged in the age of virtual interaction and socialization. With digital technology and how people interact and socialize through social media, people have faced issues with regard to how people create their online or virtual selves and identities. As such, questions like “How do people present themselves in the internet?” and “Can virtual identities be authentic?” have emerged.

Schau and Gilly (2003) discuss self-presentation and consumption in digital virtual spaces. According to them, consumption can be a self-defining and self-expressive behavior as the products or brands people use are self-relevant and can communicate self-identities. In the advent of digital technologies and computer-mediated environments (CMEs), virtual worlds became new avenues for consumers to present themselves. CMEs are virtual digital places that occupy neither space nor time and are inherently discursive spaces where people actively interact with one another either for work, learning or entertainment.

Some thirty years ago, this consumerism through photography was discussed by Sontag. According to Sontag (1977), to photograph is to put oneself into a certain relation to the world that feels like power. Before the age of social media photostream where people attempt to control, frame, and package their idealized lives for presentation to others and themselves, Sontag has foreseen how people nowadays purposefully manipulate and portray themselves pictorially on Facebook, Instagram, and the like (Popova, 2013). That is, it is a kind of social media violence of self-assertion in which people forcibly frame their identity for presentation, idealization and currency in an economy of envy.

Furthermore, Schau and Gilly (2003) say that consumers communicate through symbolic and digital stimuli and use personal Web space to construct digi-

tal collages to represent and express their self-concepts. Consumers who create personal websites are engaging in authenticating acts and revealing their "true selves" and "multiple true selves". Accordingly, new modes of consumer self-expression reveal innovative self-presentation strategies that inform the discourse on self-presentation and possessions. Accordingly, self-presentation as desired impression is consumption oriented and dependent upon individuals displaying signs, symbols, brands, and practices. This idea agrees with Rettberg (2014) who says that self-presentation may express different images or micro-narratives about oneself. Self-presentation is about manipulation of signs and an embodied representation and experience.

On the one hand, Warfield (2014) discusses how young women sought a sense of bodily, experiential, and expressed 'authenticity' in the selfies they produced. Accordingly, these young women who were the subjects of her research sought for their selfies that feel authentic and satisfying. Warfield (2014) states:

One young woman said, "I have a tendency to plaster on a fake 'photo smile' which I do not like because I don't look genuine. So any of those are scrapped and the best is the one in which I look happy or think I look pretty/confident/nice etc." Parallel to this young women said they sought an image that felt 'real' and "natural". One young woman said "the photo that I choose as the best is the one where my skin looks the best, face looks the slimmest, smile is the most 'genuine', the one I look the prettiest in."

For Warfield (2014), these statements show the multi-subjectivity of the image producer as she mediates between one's photographic self and what she feels to be authentic self. Selfies allow people to control one's representation of the self. She continues that they sought for the kind of images that look 'not forced' or 'not fake' and images that feel 'real' and 'authentic'. That is why for some authenticity relates to selfies that look natural and not prepared or seem staged.

On the other hand, while virtual space may be a venue to show one's true self, Yoo and Kyoung-Nan (2015) show how consumption have affected people's search for their authentic self online using selfies. Accordingly, because it is a practice that involves a creator who is simultaneously the subject of the image, they explain that selfies are consumed in forms of image modification, storing, and self-appreciation. Taking and posting a selfie is a practice regarded as self-consumption as it promotes the self while pursuing authenticity in a virtual space created by so-

cial media. More than a practice of self-consumption, selfies are considered as a kind of social consumption managed and orchestrated in the context of taking, posting and sharing photos in social networking sites. Yoo and Kyoung-Nan, (2015), (p. 302) contend that the culture of selfie is a newly emerging practice of exploring the authenticity of self. Selfies are people's attempt to present their photographed self-imageries based on who they think they are and who they want to be. These self-imageries are socially shaped through online interactions with others by posting, sharing, and receiving feedbacks. In selfies, the real self is discovered and pursued in the process of social consumption practice. For Yoo and Kyoung-Nan (2015), authenticity can be presented in several ways. It can emerge in the reflective process of the self or self-consciousness in figuring out what one wants and values. It can also be discussed in relation to consumption where people search for authenticity in consuming commercial objects and services. Accordingly, this search for authenticity of consumers is their response to modern society where societal experiences are commoditized and virtualized. As an activity-based concept, authenticity is equated to a kind of consumption that generates creative and cathartic feelings that make consumers feel more expressive and truer to themselves in a way that gratifies their desire for identity.

Misrecognition of the Self in Technology and Selfies

Selfies are characterized by its ubiquity, of being everywhere or omnipresent. According to Wendt (2014, p. 7), "It was perhaps unforeseen that people would generate an astronomical amount of selfies and that our desire to capture and share selfies would become a global phenomenon." She uses Canadian philosopher and media theorist McLuhan's (1994) reframing of the Narcissus myth in explaining people's fascinations with their mirror images in the form of these digital self-portraits or selfies in the age of social media. Narcissus is the Greek mythology figure who is popularly known to have fallen in love and got fixated with his own reflection in the water. His name is the origin of the word narcissism which pertains to excessive admiration of oneself.

In contrast with the known version of the myth, McLuhan (1994, p.41) in *Understanding media: The extensions of man* explains that Narcissus did not fall in love with himself but rather he became numb to his own reflection as he fails to recognize his own reflection. Narcissus thought that his image is an image of another. McLuhan (1994, p. 41) traces the mythological character's name from the Greek word 'narcosis' meaning 'numbness'. He says:

"The youth Narcissus mistook his own reflection in the water for another person. This extension of himself by mirror numbed his perceptions until he became the servomechanism of his own extended or repeated image. . . He was numb. He had adapted to his extension of himself and had become a closed system."

Narcissus while looking at one's reflection became numb to it that he has failed to recognize it as his own extension. McLuhan is pointing out using the Narcissus myth the fact that people are fascinated by any extension of themselves in any material other than themselves. Wendt (p. 19) argues people are attracted to themselves and always wanted to view themselves because of the numbness and misrecognition.

With digital photography producing editable images and technology of artistic filters, misrecognition increases leading to more fascination with oneself. For Rettberg (2014), filters as technology provided by smart phone applications that people use have become an integral part of today's visual culture. As popularized by the social network site and application Instagram, people are given a tool to make selfies and other photos appear "brighter, more muted, more grungy, or more retro than real life" (Rettberg, 2014, p. 21). These photo filters allow people to show images that are different from the world they are used in seeing. Rettberg states that one reason why photo filters fascinate people is the way it gives images strangeness that defamiliarises their lives. In terms of using filters in selfies, Rettberg (2014, p. 27) contends:

"Putting a filter on our selfies, or framing them by placing them in a blog or an Instagram feed, gives them a distance that makes them new to us. We see ourselves and our surroundings as if we are outside of ourselves, through a retro filter or in the same poses and layouts as we see fashion models or homes in magazine spreads."

Through artistic filters, images are given a new appearance that makes everyday life seem unfamiliar. Agreeing with McLuhan's (1994) idea of misrecognition, people are fascinated with the unfamiliar images they are able to produce through photo filters. Thus, "users create many digital selves with many different looks, compulsively abstracting their appearances as if compelled by an external force" (Wendt, 2014 p. 19). People are so involved with the extensions of themselves that they perceive it to be separated and different. Like Narcissus looking at his reflection in the water, people use technology to do the same. In turn, the me-

dia as extensions of selves are not recognized as their own selves. Wendt (2014, p. 20) says that taking and sharing selfies in the social media enables people to be larger than life. This sense of a never-ending cycle of images provides people of frequent numbness and amplification in taking and viewing selfies.

Selfies in View of Goffman's Dramaturgical Model

Considering the above discussions, there are three ways in which self-presentation through selfies echoes Goffman's dramaturgical model. First, with the concept of consumerism in social media, selfies are being made to present the idealized self to others. While it may or may not display authenticity, the manipulation or staging of the self through selfies showcase impression management raised by Goffman. This is done through the creation of multiple selves made possible by the functions of social media. Accordingly, these multiple selves and fronts are created based on the impression one desires to obtain from his or her perceived audience. This signifies that self-presentation through selfies allows the individual to perform various images or roles. Beyond this ability given by digital technology and social media to manage and present the desired self, an important point raised here also is how people give consideration on what others think about them. Just like in the dramaturgical model, the self is compared to an actor on a stage who portrays roles for the audience to watch and react to. Given the reality of socialization in social media where others can easily like, share, or comment on people's post, our online self-presentation are socially shaped to the extent of being commoditized to please others or to get good impression from them more especially that existence in social media depends on the amount of interactions we get from other users.

Second, the concept of misrecognition of self in technology further strengthens how one performs or presents the self through selfies. Using McLuhan's (1994) reframing of the Narcissus myth and idea of misrecognition of the extensions of selves in technology, self-presentation using selfies create idealized self that fascinates oneself and others. Through the use of filters and other tools made possible by social media and mobile applications, people are able to produce self-images that are strange and unfamiliar but are able to amplify how one view the self and how one appears to others.

And third, Goffman's idea of the front stage and back stage is also noticeable in online self-presentation. The line drawn between online self and offline self may somehow represent the idea of front stage and back stage. Similar to front stage, the online self makes use of impression management through presentation of iden-

tities or aspects of the self that are hidden or inhibited in face-to-face interaction or the offline world. Meanwhile, the concept of the back stage can be likened to the offline self which technology or photography cannot stage or idealize compared to our virtual posts like selfies. The offline self, while can be regulated, does not have the same tools or functions provided by technology and social media. Keeping in mind the amplification that technology can do to self-presentation, the projected image produced in selfies will allow idealization and manipulation which can have a different effect. However, the blurry line between online and offline self should be noted. As reiterated previously, the use of internet and digital selves are very much embedded in the everyday life today that it is no longer regarded as separate or different.

Conclusion

Looking at the various notions related to selfies, this paper emphasizes how digital technology and social media continuously transform how people communicate and socialize with one another. The exposition of the issues raised serve as points in investigating further online socialization and the vast virtual space and its communities. While taking and uploading selfies might seem like a simple activity, it opens up new discussions on how these images can be used for visual communication and how these images can be interpreted to examine sociological, philosophical, or psychological concepts. And most importantly, the study of selfies contributes to understanding social media, internet culture, and social practices in view of technological developments.

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The Relationship between Sustainability Reporting and Financial Performance of Selected Universal and Commercial Banks in the Philippines

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Abstract

Banking institutions are pressured by their stakeholders to include sustainable practices as part of their organizational objectives after experiencing prodigal events that almost impaired the credibility and reputation of the industry. Researches have shown that financial performance in a different marketplace, including the banking industry, is influenced by sustainability reporting through improved branding and corporate image. This study aims to investigate the relationship between sustainability reporting and the financial performance of universal and commercial banks in the Philippines for the year 2017. Global Reporting Initiatives (GRI) sustainability reporting guidelines are used to evaluate how extensive the sustainability information reported. In this context, sustainability disclosures include information on good governance, economic, environmental, and social aspects. The financial performance is measured using quantitative indicators, namely: return on equity (ROE), return on assets (ROA), and net interest margin (NIM). This study conducted a correlational research design using Spearman rank-order and multiple regression analysis. The stakeholder theory provided the framework for this research study. The results indicate that significant positive relationships exist only between the extent of disclosure of sustainability reporting, and the financial performance indicator on return on equity of universal and commercial banks in the Philippines. On the other hand, non-significant findings were seen in the correlation between the extent of disclosure of sustainability reporting, and the financial performance

indicators on ROA and NIM. On this basis, the results suggested the regulators and the government should implement policies providing a standardized framework, like GRI guidelines, and imposed a penalty to non-conformance of published sustainability reports with this standardized framework. Further research is needed to guide business leaders in decision-making.

Keywords: Sustainability Reporting, Financial Performance, Global Reporting Initiative (GRI) Sustainability Reporting Guidelines, Universal and Commercial Banks, Philippines

Sustainability has become the focus of global attention. In many countries, governments, businesses, and even the banking and stock exchange sectors have taken substantial steps to embed sustainable practices in their operations as a way to further contribute to and make a more significant difference in society. These steps include a clearer focus on green financing, environmental protection, biodiversity conservation, employee rights, promotion of economic sustainability, water efficiency management, and corporate and ethical governance, among others.

It is the desire for high-quality brand reputation and operational longevity that drives businesses to engage in sustainable development which helps commerce demonstrate its active participation in support of programs linked to social change, economic growth, ethical and good governance, and environmental preservation and protection. An organization can always excel, but taking responsibility for society and promoting sustainability will help it perform better financially (Semuel & Colleagues, 2019). Furthermore, its stakeholders consider sustainable information a vital component in making purposive decisions and implementing corporate policies (World flavor, 2018). This being so, the mandatory reporting of sustainability has resulted in widespread improvements in many facets of the operation, along with areas of sustainable business in several countries (Ioannou & Serafeim, 2011). Some countries in southeast Asia recognize the sustainability reporting as means to improve transparency and credibility, and agreed that sustainable development integrates their commercial strategies and considered it a best practice leading to better economic advantage (Loh & Thomas, 2018).

Countries maintain strict regulations on their financial sectors to ensure that the economy is stable and minimize the danger of a financial crisis. Without strict regulations, manipulation of banks and the financial sector can happen such as the one that led to the worldwide economic crisis in 2008 when deregulation of financial sectors played a major role that caused it (Amadeo, 2017). Governments

in the Asia-Pacific countries tend to focus its regulatory power with the macroeconomic stability, exerting less effort to achieve the benefits of sustainability such as job creation, social development and environmental protection (Akhtar, 2018). Tight regulatory policies are indeed necessary to lessen the risk of recession in the future. During the 1985 economic crisis, 1997 Asian financial crisis and 2008 global financial crisis, Singapore has shielded its citizen from massive impact of the economic downfalls through enhancing the regulatory and fiscal policies (Jie, 2018). In addition to safeguarding against the financial crisis, the supervision of regulatory authority contributes as well to the profitability, efficiency, and stability of banking institutions of different countries (Kufnerova, 2016).

In the Philippines, the relatively lax regulation and weak internal control in the sector of banking have resulted in several controversies. In 2016, the transfer of \$81 million to Rizal Commercial Banking Corporation (RCBC) from the Central Bank of Bangladesh was recorded as the biggest money-laundering scandal (Reuters, 2016). Another controversy involved a corrupt senior management official of Metropolitan Bank and Trust Company (Metrobank) who engineered the fraudulent release of P900 million to a fictitious account. In 2017, Bank of the Philippines Islands (BPI) experienced an unfortunate and upsetting system glitch that resulted in unauthorized transactions in the accounts of its depositors. In the first quarter of 2019, a foreign shipbuilding company declared bankruptcy and made the biggest corporate default. Loan exposure of \$412 million to five of the biggest banks (RCBC, Land Bank of the Philippines, Metrobank, BPI, and Banco de Oro Universal Bank) could impair their credit scores due to these weighty exposures (Caraballo, 2019). Banking scandals have seriously affected the credibility of banks and the economic status of the country. One precedent is the money laundering scam and internal fraud which resulted in a huge amount of penalty imposed against RCBC and Metrobank (Lucas, 2018; Schnabel, 2017). Reputations were compromised in the system glitch when account holders chose to deposit their money to other banks (Galolo, 2017). Bankruptcy and loan default do have a substantial influence on the employment rate of the country and financial losses are incurred by the exposed banks and the whole financial sector of the country (Kritz, 2019; Lopez, 2019).

This study focused on the relationship between sustainability reporting and the financial performance of universal and commercial banks in the Philippines. There are research studies in the Philippines that examine the sustainability reporting and practices of publicly listed companies, but none is concentrating in the financial sector. This study fills the research gap by focusing on sustainability re-

porting of the banking industry in the Philippines and its relationship with financial performance.

In this study, sustainability reports are evaluated based on Global Reporting Initiative (GRI) guidelines. GRI guidelines are considered as the most commonly used standard globally with the objective to standardize and quantify the environmental, social, and governance aspects derived from the operation of the reporting organizations. GRI guidelines also make sustainability reporting, such as the case of financial reports, measurable. The banks' financial performance is measured using the basic quantitative indicators, namely: return on equity, return on assets, and net interest margin. These financial performance indicators are the most commonly used determinants of the over-all performance achieved by banks because of their accessibility, ease of calculation, and simplicity of interpretation. Financial ratios such as return on assets and return on equity are used as indicators of a company's growth, success, and control. Net interest margin is the profitability ratio used by banks to measure the efficiency of decision-making in investment. In the Philippines, return on assets, return on equity, and net interest margin are mandated by the Central Bank to be included in the notes to financial statements.

The banking sector of the Philippines is composed of universal and commercial banks, thrift banks, and rural and cooperative banks. Universal and commercial banks, the largest financial institutions, offer the most extensive financial services in the Philippines. The banking sector ensures the stability in economic and social stability and sustainable growth of the economy by providing banking services to the general public and to business.

The Philippine government mandates publicly-listed companies to report information, particularly on environmental awareness and social responsibility. The interest to conduct this study is based on whether this information is correlated to the banks' financial performance or not. This study will increase awareness of existing policies in mandatory reporting for sustainability.

Literature Review

Sustainability reporting has become the focus of the corporate environment because of the current needs of the stakeholders and business leaders who started to incorporate sustainability into their corporate routine. Applying the shared principle of corporate social responsibility and sustainability, stakeholders

are both the main motivators and recipients of these green practices. Stakeholders, such as employees, are more likely to be satisfied if they are working in a company that extends support to environment and community. Satisfied employees are more productive, therefore, benefiting the company and its operation. Customer satisfaction is one of the goals of every company and customer service is essential for sustainable organization. Just like other stakeholders, customers and consumers prefer sustainable companies. Brands that are connected to sustainability increase consumer demands. Thus, meeting these expectations strengthens the market presence of the company. Businesses engage in sustainability reporting either because they volunteered or are required to get involved. The strongest elements that drive businesses to sustainable development are pressure from stakeholders, increase in branding, regulatory requirements, and competitive advantage (Global Reporting Initiative, 2011; Association of Chartered Certified Accountants, 2013).

Sustainability reporting consolidated non-financial information of businesses, their views, and efforts to promote awareness on economic, environmental, and social issues. The commitment to sustainable developments builds a better connection with stakeholders. Sustainable business practices benefit companies in different ways such as company visibility, brand awareness, and reputational advantage (Globe Telecom, Inc., 2016). Corporate collapses and scandals can also be avoided or countered by engaging in sustainability and re-branding. Therefore, having sustainable business perspectives has huge impacts on the company's overall performance, global economic progress, environmental preservation, biodiversity, human rights, equality, and social balance (Amran & Ooi, 2014).

The absence of standard guidelines may lead to selective disclosures in which merely good news will be disclosed and negative issues will be concealed. The uniformity and comparability of sustainability reporting across the industry will not be achieved. Despite the fact that there is still no common framework in preparing sustainability reports in the Philippines, GRI sustainability reporting guidelines are considered as a universally applicable framework. GRI guidelines provide the different aspects that indicate sustainability: the general strategic view as standard disclosure, and the economic, environmental, and social aspects which fall under specific standard disclosures. The GRI guidelines are pertinent to this study and will be referred to in measuring and quantifying the information reported in the sustainability reports.

Table 1.

Disclosures in GRI Sustainability Guidelines

General standard disclosures	Economic aspect	Environmental aspect		Social aspect
<ul style="list-style-type: none"> ▪ Strategy and analysis ▪ Organizational profile ▪ Identified material aspects and boundaries 	<ul style="list-style-type: none"> ▪ Economic performance ▪ Market presence ▪ Indirect economic 	<ul style="list-style-type: none"> ▪ Materials ▪ Water ▪ Emissions ▪ Compliance 	<ul style="list-style-type: none"> ▪ Energy ▪ Biodiversity ▪ Transport ▪ Overall 	<ul style="list-style-type: none"> ▪ Labor practices and decent work ▪ Human rights ▪ Society
<ul style="list-style-type: none"> ▪ Stakeholder engagement ▪ Report profile 	<ul style="list-style-type: none"> ▪ impacts ▪ Procurement practices 	<ul style="list-style-type: none"> ▪ Products and services ▪ Effluents and waste 		<ul style="list-style-type: none"> ▪ Product responsibility
<ul style="list-style-type: none"> ▪ Governance ▪ Ethics and integrity 		<ul style="list-style-type: none"> ▪ Supplier environmental assessment ▪ Environmental grievance mechanisms 		

In the Philippines, the Securities and Exchange Commission (SEC), in its intention to strive for a sustainable economy, has encouraged the reporting of non-financial information and sustainable issues by companies and financial institutions. The Bangko Sentral ng Pilipinas (BSP), on the other hand, although unable to implement policies strengthening the sustainability reporting across the industry, has encouraged banks to initiate sustainable and green financing as a regulatory body monitoring the Philippine banking system. One of its functions is the monitoring and benchmarking of key performance indicators, such as return on equity, return on assets, and net interest margin which are identified as the basic quantitative financial performance indicators, and are required to be disclosed in financial statements. These financial performance indicators are relevant to the study.

Several studies on the relationship between corporate sustainability and financial performance concluded with different results due to the dissimilarities in their research designs and methodologies, and the measurement of sustainability and performance indicators. Some researches pointed out that the positive relationship is driven by several factors such as the size of firms, banking policy, moderation of sustainability performance, and economic growth. Corporate social responsibility and good governance, as integral components of sustainability, also showed a positive relationship with financial performance. Companies considered sustainability reporting as a beneficial business tool and a venue for social change which support the concept a positive impact on stakeholder as a result of being socially responsible. Since sustainability reporting were concluded to provide a better fi-

financial performance, banks with greener operation and engaged in sustainable practices, will not only achieve sound financial return but will also have a positive influence with the economy as well (Stanley, 2011; Bartlett, 2012; Moenna, 2014; Weber, 2017).

However, there are studies indicating that there is no relationship between financial performance and sustainability disclosure because of the voluntary and subjective nature of the measurement of sustainability, incomplete disclosure of actual sustainable practices, and differences in the manner of measuring research variables. Banks do not base the necessity to report sustainability in their financial performance and they may or may not implement sustainable practices regardless of their profitability (Swinkels, 2012; Kusuma & Koesrindartoto, 2014; Wong & Wong, 2015).

The mixed results of studies on the relationship of sustainability reporting and financial performance are due to differences in research designs and methodologies, particularly based on the measurement of sustainability and the indicators of financial performance (Alshehhi, et al., 2018). Mismatching measurement of sustainability reports and financial performance also contributed to the inconsistency in the results of some studies on the relationship between sustainability reporting and financial performance (Fauzi & Idris, 2010).

These studies, like this current one, considered the relationship of corporate social responsibility, corporate governance, and financial performance, as these are integrated with sustainability reporting.

Theoretical Framework

This research was guided by the stakeholder theory considering that corporate social responsibility and sustainability are closely related and linked to financial performance, through stakeholders as a connecting bridge. Stakeholder theory explains how companies would disclose different information in their sustainability report to achieve their main purpose. A socially responsible firm creating a good corporate branding through sustainable reporting can easily attract customers and investors and keep beneficial employees. Sustainability is a corporate responsibility oriented towards all stakeholders and companies' need to create value for customers, suppliers, employees, investors, owners, creditors, society, and government (Freeman & Dmytriiev, 2017).

According to Freeman (1994), the stakeholder theory points out two essential things in business. The first idea defines the organization’s main purpose which requires business leaders to create values that will bring its processes and the stakeholders together. This is expected to lead to a better business outcome and generate outstanding performance. The second idea emphasizes the responsibilities of the management to its stakeholders. Business responsibility goes beyond the focus on being profitable and considers with equal priority the well-being of the society and environment in making decisions. As the company’s goal is to satisfy their stockholders through good financial performance in terms of profit, in the stakeholder theory, the priority is not only evolving with the stockholders but with the interests of the greater stakeholders.

Stakeholders are the main resources of the company. They can control the stability of the organization as their decisions and behaviors have an impact on corporate reputations, regulatory restrictions, and tax obligations imposed (Matuleviciene & Stravinskiene, 2015). The stakeholders contribute to the firm’s value through the efficiency and productivity of its employees, funding from its creditors and investors, and improved profitability through satisfied customers (Nollman, 2013; Confino, 2014).

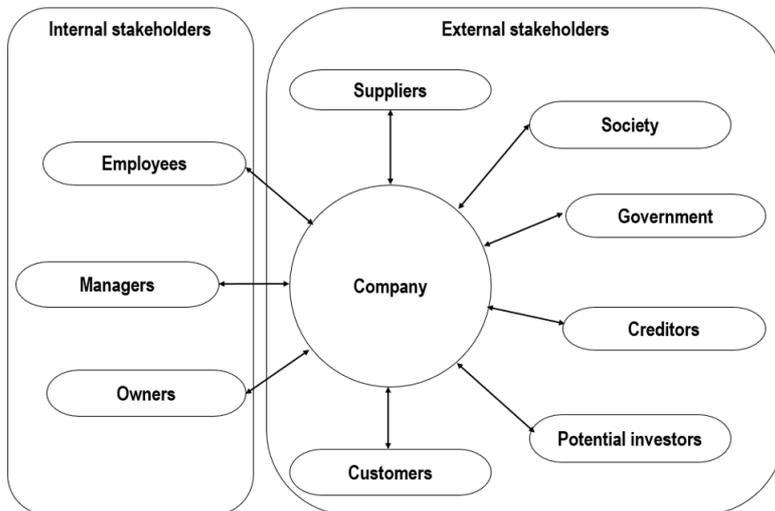


Figure 1. The stakeholder’s theory illustration which shows the stakeholders related to the company. Internal stakeholders are composed of employees, managers and owners. External stakeholders are suppliers, society, government, creditors, investors, and customers (Bracken, 2012).

Stakeholders are commonly grouped into two: internal and external. Internal stakeholders, represented by individuals and parties within the organization, primarily influence the company's profitability, performance, and decision-making (Surbhi, 2015). External stakeholders include customers, suppliers, creditors, potential investors, government, and society (Hawrysz & Maj, 2017).

Financial Performance Measurement

Financial performance is determined through financial statements analysis. Ratio analysis is a technique used in gaining insight into a company's performance, such as profitability, liquidity, and operational efficiency by examining the information included in its financial statements. Financial ratios can identify potential opportunities and problems in a company's financial environment (Kenton, 2019). In this study, universal and commercial banks are required by the *Banko Sentral ng Pilipinas* or BSP (Central Bank of the Philippines) to include in the audited financial statements the return on equity, return on assets, and net interest margin as banks' basic quantitative financial performance indicators.

Return on Equity (ROE), Return on equity is one of the important parameters for measuring the profitability of the banks. Return on equity measures profit as a percentage of equity capital of banks. The profitability is measured by how much profit is generated with the investments of the shareholders.

Return on Assets (ROA), Return on asset ratio is the net income or loss after tax generated by the bank on its average total assets. The higher the proportion of average earnings assets, the better would be the resulting returns on total assets. Return on assets is also one of the important parameters for measuring profitability of the banks. This ratio indicates the return as a percentage of total assets.

Net Interest Margin (NIM), Net interest margin refers to the ratio of annualized net interest income to average earning assets. Annualized net interest income is the difference between the interest income and interest expense during the year. Interest earning assets include investment securities, loans, and leases (Kumar, 2014).

At the end of the year 2017, the Philippine banking system's return on equity stabilized at around 10%, return on assets at above 1%, and net interest margin at above 3% (Bangko Sentral ng Pilipinas, n.d.).

This study is anchored on the variables of sustainability reporting and financial performance of universal and commercial banks in the Philippines. Sustainability reporting is measured by the extent of disclosures on general governance, economic, environmental, and social aspects based on GRI guidelines while financial performance is based on the basic quantitative indicators: return on equity, return on assets, and net interest margin.

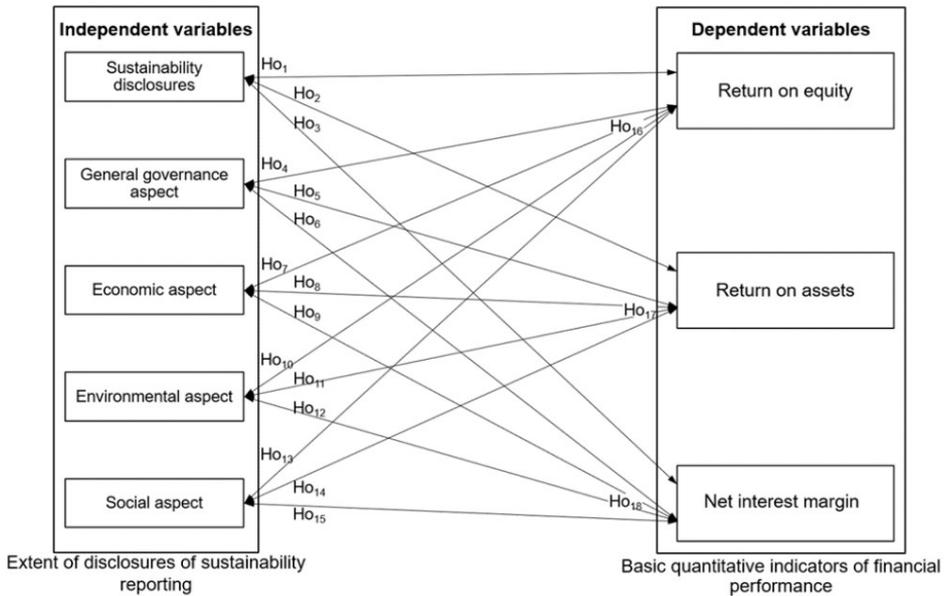


Figure 2. The illustration is based on the information stated in the hypotheses. This shows that the extent of disclosures on sustainability report based on GRI guidelines is related to financial performance. Return on equity, return on asset, and net interest margin are the indicators of financial performance.

Statement of the Problem

The current study tests the predictive relationship between sustainability reporting and the financial performance of universal and commercial banks in the Philippines. Specifically, this study addresses the following research questions:

1. What are the extents of disclosure of overall sustainability reporting, general governance aspect, economic aspect, environmental aspect, and social aspect of the universal and commercial banks in the Philippines based on the GRI guidelines?

2. What are the return on equity (ROE), return on assets (ROA), and net interest margin (NIM) of the universal and commercial banks in the Philippines?
3. Are there significant relationships between sustainability reports on the extents of disclosure of overall sustainability reporting, general governance aspect, economic aspect, environmental aspect and social aspect and the following financial performance indicators:
 - a) Return on equity
 - b) Return on assets
 - c) Net interest margin
4. Do sustainability reports on the extents of disclosure of general governance aspect, economic aspect, environmental aspect and social aspect significantly predict the following outcomes:
 - a) Return on equity
 - b) Return on assets
 - c) Net interest margin

Hypotheses

The following null hypotheses were tested in this correlation study and multiple regression model:

- 1) There is no positive relationship between the extent of disclosure of overall sustainability reporting and ROE of universal and commercial banks in the Philippines.
- 2) There is no positive relationship between the extent of disclosure of the general governance aspect and ROE of universal and commercial banks in the Philippines.
- 3) There is no positive relationship between the extent of disclosure of the economic aspect and ROE of universal and commercial banks in the Philippines.
- 4) There is no positive relationship between the extent of disclosure of the environmental aspect and ROE of universal and commercial banks in the Philippines.
- 5) There is no positive relationship between the extent of disclosure of the social aspect and ROE of universal and commercial banks in the Philippines.
- 6) There is no positive relationship between the extent of disclosure of overall sustainability reporting and ROA of universal and commercial banks in the Philippines.

- 7) There is no positive relationship between the extent of disclosure of the general governance aspect and ROA of universal and commercial banks in the Philippines.
- 8) There is no positive relationship between the extent of disclosure of the economic aspect and ROA of universal and commercial banks in the Philippines.
- 9) There is no positive relationship between the extent of disclosure of the environmental aspect and ROA of universal and commercial banks in the Philippines.
- 10) There is no positive relationship between the extent of disclosure of the social aspect and ROA of universal and commercial banks in the Philippines.
- 11) There is no positive relationship between the extent of disclosure of overall sustainability reporting and NIM of universal and commercial banks in the Philippines.
- 12) There is no positive relationship between the extent of disclosure of the general governance aspect and NIM of universal and commercial banks in the Philippines.
- 13) There is no positive relationship between the extent of disclosure of the economic aspect and NIM of universal and commercial banks in the Philippines.
- 14) There is no positive relationship between the extent of disclosure of the environmental aspect and NIM of universal and commercial banks in the Philippines.
- 15) There is no positive relationship between the extent of disclosure of the social aspect and NIM of universal and commercial banks in the Philippines.
- 16) There is no relationship between the extents of disclosure of general governance aspect, economic aspect, environmental aspect, and social aspect and ROE of universal and commercial banks in the Philippines.
- 17) There is no relationship between the extents of disclosure of general governance aspect, economic aspect, environmental aspect, and social aspect and ROA of universal and commercial banks in the Philippines.
- 18) There is no relationship between the extents of disclosure of general governance aspect, economic aspect, environmental aspect, and social aspect and NIM of universal and commercial banks in the Philippines.

Method

Research Design

The research design combined both qualitative and quantitative methods - content analysis procedure and correlational research analysis. Data were gathered through secondary literature and content were analyzed and evaluated using Global Reporting Initiatives guidelines. The selection of samples is based on the availability of 2017 secondary source literature such as published annual reports, sustainability reports, audited financial statements, and corporate social responsibility reports. Out of the 46 listed banks as of March 4, 2019 (Bangko Sentral ng Pilipinas, 2019), 30 banks were selected, of which had made their 2017 annual reports, sustainability reports, audited financial statements, and corporate social responsibility reports, published in their websites and made available to the public.

A two-part scoring sheet was developed. Part I lists the disclosures in the GRI guidelines, representing the independent variables. Part II records the values of basic quantitative indicators of financial performance: return on equity, return on assets, and net interest margin gathered from the published financial reports, representing the dependent variables.

Through content analysis, the disclosures as defined in the GRI guidelines: the general (governance), economic, environmental, and social aspects of the annual reports, corporate social responsibility reports and sustainability reports, were assessed. With a binary coding technique, each information presented was assigned "1" or scored "0" when no disclosure was presented. The researcher created two levels to calculate the scores. In the lower level, the list of 53 information based on GRI guidelines was calculated using the arithmetic mean for each aspect. In using the arithmetic mean, each aspect had the same weight. In the upper level, the score in each aspect was aggregated and calculated using the arithmetic mean (Ching, Gerab, & Toste, 2013). Basic quantitative indicators of financial performance (return on equity, return on assets and net interest margin) disclosed in the financial statements were written in part II of the instrument.

A descriptive analysis was used to summarize the data collected. To examine the relationship, this study took a correlational approach - Spearman's rank-order correlation where the general governance aspect, economic aspect, environmental aspect, social aspect, and sustainability report level – which is the total of general governance aspect, economic aspect, environmental aspect, and social as-

pect – were each correlated to ROE, ROA and NIM (Ho₁ to Ho₁₅). Sustainability disclosures were separated into each aspect to better understand the relationship of each component with each financial performance indicator.

Aside from being correlational, this study also examined the relationship between the general governance aspect, economic aspect, environmental aspect, and social aspect and each financial performance indicator through the multiple regression model (Ho₁₆ to Ho₁₈).

Ethical Consideration

The study does not involve human participants. The research data and the basis for testing rely on secondary data available in the public domain. By using secondary data, ethical issues regarding data collection are eliminated, as the information comes from published annual reports, sustainability reports, audited financial statements, and banks’ websites, and these are available to all users.

Results and Discussion

Descriptive Analysis

The descriptive statistics presented in Table 3 and 4 describe the extent of disclosures of sustainability reporting for each aspect (overall sustainability reporting, good governance aspect, economic aspect, environment aspect, and social aspect) and the financial performance of universal and commercial banks in the Philippines for the year 2017.

Table 3

Extent of Disclosures of Sustainability Reporting

Variables	Minimum	Maximum	Mean	Std D
Overall sustainability reporting	43.69%	89.17%	64.09%	14.57%
Good governance aspect	71.43%	100.00%	90.95%	12.15%
Economic aspect	50.00%	100.00%	81.67%	13.02%
Environment aspect	0.00%	83.33%	33.61%	24.90%
Social aspect	16.67%	93.33%	50.11%	20.33%

Results showed that among the aspects of sustainability reporting, universal and commercial banks in the Philippines give lower priority to reporting the environmental and social aspects of sustainability among the aspects and exert out-

standing effort in reporting good governance and economical information. The voluntary nature of sustainability reporting in the banking system of the Philippines resulted in a low number of universal and commercial banks that are engaged in sustainability reporting. The policies implemented by the SEC mandate the publication of sustainability reports of only the publicly-listed banks, and not the entire banking system. BSP, as the chief monetary authority, has not implemented regulations parallel to the objectives of SEC. Philippine banks are encouraged to engage in sustainable practices but are not mandated to publish sustainability reports. Therefore, only the publicly-listed universal and commercial banks are required to produce sustainability reports, while the privately-held banks may opt to voluntarily disclose sustainability or not publish at all.

Table 4

Financial Performance

Variables	Minimum	Maximum	Mean	Std D
Return on equity	2.56%	22.60%	9.72%	4.23%
Return on assets	0.34%	1.75%	1.02%	0.36%
Net interest margin	1.21%	7.89%	3.30%	1.57%

Results showed that all the performances of universal and commercial banks in the Philippines based on computed mean of return on equity (9.72% deviating 4.23%), return on assets (1.02% deviating 0.36%), and net interest margin (3.30% deviating 1.57%) are all within the range of the 2017 overall performance of the Philippine banking system return on equity at around 10%, return on assets at above 1%, and net interest margin at above 3%.

Testing the Research Hypotheses

Spearman's Rank-order Correlation. Spearman's rank-order correlation was used to test hypotheses 1 to 15. The results of hypotheses 1 to 15 are illustrated in Table 5.

Table 5

The relationship of financial performance and extents of disclosure

Financial Performance	Extents of Disclosure	<i>r</i>	<i>p</i>	Interpretation
Return on Equity	Overall sustainability reporting	0.502	.002**	Significant
	Good governance	0.284	.064	Not significant
	Economic	0.419	.011*	Significant
	Environment	0.557	.001**	Significant
	Social	0.322	.041*	Significant
Return on Assets	Overall sustainability reporting	0.091	.315	Not Significant
	Good governance	-0.078	.341	Not Significant
	Economic	0.097	.304	Not Significant
	Environment	0.115	.272	Not Significant
	Social	-0.033	.431	Not Significant
Net Interest Margin	Overall sustainability reporting	-0.347	.030***	Significant
	Good governance	-0.228	.113	Not Significant
	Economic	-0.273	.072	Not significant
	Environment	-0.379	.019***	Significant
	Social	-0.386	.018***	Significant

**p* = .05

** *p* = .01

*** Significant but does not support the study's hypothesis

The results of Spearman's rank-order correlation in Table 5 show that there is a positive significant relationship between the overall sustainability reporting, economic aspect, environmental aspect, and social aspect, and the financial performance presented by return on equity. On the other hand, there is no positive significant relationship between the good governance aspect and return on equity. Therefore, $H_{0_{15}}$ is accepted and H_{0_1} , H_{0_3} , H_{0_4} , and H_{0_5} are rejected.

Moreover, there is no positive significant relationship between the extent of disclosure of sustainability reporting and the financial performance presented by return on assets, and net interest margin. Therefore, H_{0_6} to $H_{0_{15}}$ are accepted. Since most of the results showed that there is no positive nor significant relationship between the extent of disclosures of sustainability reporting and financial performance, the results cannot be used to encourage universal and commercial banks in the Philippines to engage in sustainability reporting.

Multiple Regression Model. The multiple regression model was used to test hypotheses $H_{0_{16}}$ to $H_{0_{18}}$. Hypotheses $H_{0_{16}}$ to $H_{0_{18}}$ investigate the relationship between the independent variables, that is, good governance aspect, economic aspect, environmental aspect, and social aspect; and each of the dependent variables, namely, return on equity, return on assets, and net interest margin.

Table 6**Model Summary - Sustainability Reporting and Financial Performance**

Model	R	R square	Adjusted R Square	Std Error of the Estimate	Durbin-Watson
Sustainability Reporting and					
Return on Equity	0.491	0.241	0.119	3.96890%	1.780
Return on Assets	0.285	0.081	-0.066	0.37050%	1.870
Net Interest Margin	0.469	0.220	0.095	1.49326%	1.324

Predictors: (Constant), social aspect, general governance, economic, environmental

Durbin-Watson in Table 6 includes the number of tests in order to detect the errors from a statistical analysis where R is used to measure the relationship between the observed value and predicted value of dependent variables while R square processes the amounts of variance in dependent variables that are accounted by independent variables. R-squares of 0.241, 0.081 and 0.220 mean 24.10%, 8.10% and 22% of total variance of return on equity, return on assets and net interest margin are explained by the total independent variables. On the other hand, Durbin-Watson are 1.780, 1.870 and 1.324, values that are between the cut-off threshold of 1 to 3 which indicate that there is no autocorrelation among the residuals.

Table 7**ANOVA - Sustainability Reporting and Financial Performance**

Financial Performance	Sum of Squares	DF	Mean Square	F	p values	Interpretation
Return on Equity	124.803	4	31.201	1.981	0.128	No relationship
Return on Assets	0.303	4	0.76	0.551	0.700	No relationship
Net Interest Margin	15.696	4	3.924	1.760	0.169	No relationship

Predictors: (Constant), social aspect, general governance, economic, environmental

Presented in Table 7 is the output of analysis of variance (ANOVA). The ANOVA table shows the significant value arrived at from the data analysis which should be equal or less than 0.05 (p -value = 0.05) to mean that the model is fit to use. However, since the significant values of the regression are 0.128, 0.700 and 0.169 (p -value = 0.128, 0.700 and 0.169), these indicate that there is no relationship between the independent variables and the dependent variables (return on equity, return on assets and net interest margin). Therefore, H_{016} to H_{018} are accepted.

In view of the absence of a positive and significant relationship between the extent of disclosures of sustainability reporting and financial performance, the

results do not imply that universal and commercial banks should not continue their sustainable practices and reporting to promote sustainable initiatives. Since the mandatory publication of sustainability reports in the Philippines is in the early stage of implementation, the results are purely indicative that majority of the universal and commercial banks are still in the process of adopting comprehensive and applicable sustainability reporting frameworks, such as GRI guidelines.

Research Limitations

The limitations of this study are as follows:

1. The recent introduction of sustainability reporting in the Philippines as part of regulatory compliance is one of the limitations pertaining to the statistical findings of this study.
2. In the study, the sample size was reduced due to the unavailability of some secondary information from published banks' websites and data stream. The findings may not precisely depict the sample of universal and commercial banks in the Philippines that report on sustainability. These limitations will provide strong incentives for future research that can expand this study.

Recommendations

The insignificant relationship between sustainability reporting and financial performance did not lend enough validation to recommend business leaders to take action on sustainability reporting. However, sustainability reporting may still be valid practice since it generates awareness on economy, environmental issues and social welfare. Based on the results and conclusions drawn, the following recommendations are proposed:

1. The full disclosure on sustainability reporting can be achieved by making sustainability reporting a mandatory practice in the banking industry through the BSP. A sustainability framework like the GRI guidelines can provide a comprehensive, flexible, and adaptable framework for the banks in the Philippines of any size to report on their governance, economic, environmental, and social impacts.
2. BSP could issue a standardized framework similar to the GRI guidelines prescribing the contents of a comprehensive sustainability report. Since a sustainability framework would likely increase the costs of reporting, the BSP may re-

quire universal and commercial banks to prepare sustainability reports with reduced requirements to mitigate the cost burden. When this standard or framework is issued, banks will be required to prepare sustainability reports with information and disclosures only pertinent and applicable to the banking industry. The disclosures in these reports will be more uniform, measurable, and comparable. The BSP should implement policies requiring published sustainability reports that conform with the standard framework and a penalty may be imposed to ensure compliance.

3. The BSP and non-governmental banking organizations and associations should also motivate banks to adequate disclosure of sustainability by holding a corporate sustainability reporting award. This recognition could encourage banks to be more transparent and implement a more comprehensive sustainability reporting.
4. Sustainability reports, like financial statements, could undergo external attestation and be graded as to the completeness, relevance, and conformity to the adopted sustainability reporting framework.

The results obtained in this study suggest the conduct of further research on the relationship between sustainability reporting and financial performance to provide guidance for business leaders in decision-making. While this study did not provide evidence for the significance of the relationship between sustainability reporting and financial performance using the 2017 published data for universal and commercial banks in the Philippines, this research suggests examining the same relationship over the next period upon implementation of legislation about mandatory sustainability reporting. Future researchers may consider the extent of sustainability disclosures based on the rules and regulations which the regulators may implement to achieve uniformity and standardized measurement of variables. Further research may also obtain data across multiple years to evaluate the long-term effect of sustainability reporting on a firm's financial performance and not just a short-term assessment.

Conclusions

The relationship between sustainability reporting and financial performance is very pertinent today's events that sustainable information is considered as vital components of decision-making and implementing corporate strategies. The purpose of this study was to investigate the extent of disclosures of sustainability reporting relative to the financial performance of universal and commercial

banks in the Philippines and to examine the relationship between sustainability reporting using the GRI sustainability reporting guidelines and the financial performance for the year 2017. Based on the study, the finding concluded that:

1. The Philippine banks have not fully implemented a comprehensive reporting on sustainability, such as the GRI guidelines. The voluntary nature of sustainability reporting resulted in a low number of universal and commercial banks engaged in sustainability reporting and merely a few that are actively involved in the environmental and social awareness activities.
2. The financial performance of the selected universal and commercial banks in terms of return on equity, return on assets, and net interest margin is within the level of the overall performance of Philippine banking system.
3. The results of the study revealed that only a few aspects of sustainability reporting based on the GRI guidelines have a significant positive relationship with the financial performance of universal and commercial banks in the Philippines. The absence of standard sustainability reporting framework, such as the GRI guidelines in the marketplace, has made the sustainability measurement a difficult procedure, with banks unable to produce a more comprehensive report. Thus, other sustainability reporting elements have not been included.

The results of this study do not imply that the banking sector should not continue their sustainable practices and reporting to promote sustainable initiatives. The value of sustainability reporting is that it ensures that banks consider their responsibility when it comes to sustainability issues and enables them to be transparent about the risks and opportunities they encounter. Banks are creating values through sustainability, improving return on capital by introducing better technological innovation in the banking activities. Sustainability and transparency can help banks to build and maintain consumer trusts, just like ethical financial reporting does. Banks should still pursue the sustainability reporting because the interests of today's investors and customers do not focus only on finances but also on responsible investments.

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