



LUZ Y SABER



Luz y Saber

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Luz *y* Saber

Volume 15 Issue 1

November 2021

Luz *y* Saber

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November 2021

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METACOGNITIVE KNOWLEDGE, SKILLS AND ATTITUDE OF SCIENCE TECHNOLOGY AND SOCIETY STUDENTS ACROSS PROGRAMS

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ABSTRACT

Metacognition can be applied in several disciplines in various ways. There are more subtle ways to include metacognition into the fabric of any course and make it part of both the teacher and students' everyday language. In today's educational environment, metacognition is a powerful construct, and its systematic teaching may promote a sense of independence and autonomy among college students. This study explores and analyzes the metacognition of first-year students enrolled in Science Technology and Society (STS) course during the first semester of school year 2018-2019 at Colegio de San Juan de Letran Manila. The result of the study will be used as basis for the development of syllabus and other instructional and learning materials in STS. Specifically, it sought to: 1. find out the metacognition (knowledge, skills, and attitudes) of freshmen students enrolled in the course (STS) at Letran Manila; 2. identify whether metacognition display significant differences in terms of various variables; and 3. draw out implications in the teaching and learning process in the course (STS). Most of the respondents were communication students (26.5%) followed by psychology students (24.5%), business management students (16%), accountancy students (14.5%), (13.5%) broadcasting students (13.5%), and education and engineering students (2.5%). The participants were 139 (69.5%) female and 61 (30.5%) were male. More than half of the respondents were female (69.5%). The male respondents with a mean of 4.36 reported a slightly higher metacognition than female. The study also showed significant difference among the scores of (STS) student's metacognition according to course or programs. Metacognition was rated the highest among communication students (4.46) and lowest among management students (4.16). The overall mean metacognition (4.35) and the standard deviation (0.439) correspond that first-year students have metacognition. Furthermore, first-year students agree that they have metacognitive knowledge of (4.20), metacognitive skills of (4.07) and metacognitive attitudes of (4.03) in the course STS regardless of their programs. Professors are confronted with classes full of students that have varying levels of metacognitive skills.

Keywords: metacognition, science technology and society, college students

INTRODUCTION

In today's educational environment, metacognition is a powerful construct, and its systematic teaching may promote a sense of independence and autonomy among college students. Self-directed learning has been listed as one of the life and career skills needed to equip students for 21st century skills (Van Laar, E., Van Deursen, A. J. A. M., Van Dijk, J. A. G. M., De Haan, J., 2017). College students who succeed academically rely on being able to think effectively, efficiently, and independently. These students do not need to depend on their professors as much as other students who are heavily dependent on guidance and monitoring to initiate and finish a learning task or activity. Self-regulated students are thought to believe that hard work pays off, which motivates them to put in the effort and persevere in academic

activities. (Ames 1992; Weiner 1986; Wolters 2003; Zimmerman and Martinez-Pons 1990). These are the kind of students who consistently monitor their own progress academically. Students define learning standards or objectives, track their progress toward these goals, and then adjust and regulate their cognition, motivation, and behavior to achieve these goals (Pintrich, 2000).

Metacognitive skills can help students enhance their own academic school experiences. It can help students solve problems creatively, think critically, communicate effectively, and collaborate with their peers. It is an awareness of oneself, one's own cognitive skills, strategies, and attitude under different situations because they can easily solve problems creatively as they plan, monitor, assess and finally evaluate and make the needed changes. (Flavell, 1979). Metacognition has a variety of definitions and applications in

various domains. Flavell coined the phrase "thinking about thinking" to describe a cognitive process (Flavell, 1979). Metacognition affects the academic achievement of students, metacognitive knowledge, skills, and attitudes are directly proportional to academic achievement. Students learn more and have longer attention span as compared to their peers with weak metacognitive skill. Metacognition can be compared to being reflective, conscious, and aware of own progress. (Woolfolk, 1998; Young, Fry 2008, Coutinho, Neuman 2008). Metacognition is a complex phenomenon (Boekaerts, Cascallar, 2006; Kane, Lear, and Dube, 2014). John Flavell an American developmental psychologist coined the term metacognition because of his research in 1970's on children's knowledge and control of their memory processes.

Metacognition plays an important factor that can affect the problem-solving behaviors of students especially with outcomes-based education (OBE) that higher education is implementing. It can help students to become independent learners (Swanson, 1990; Artzt and Armour-Thomas, 1992; Fitzpatrick, 1994; Kuiper, 2002). Effective use of basic cognitive processes is a fundamental part of learning especially with the full implementation of Outcomes Based Education (OBE) in higher education. All learners are metacognitive, according to Gunstone (1994), and the pedagogical goal should be to improve metacognition. Students who use metacognitive strategies and metacognitive practices are likely to be able to achieve more as these strategies help students monitor their own progress, take charge of their learning as they analyze, read, write, and solve cases in the classroom. Metacognition is an important factor for an effective and efficient learning. It provides students with the cognitive processes and cognitive strategies to solve a problem or complete a task. (Schraw and Graham, 1997).

The College of Liberal Arts and Sciences (CLAS), of the Colegio de San Juan de Letran Intramuros, Manila, offers Science Technology and Society (STS) a new course under General Education foundation that complements students' professional degrees. Strengthened by the formation process, which combines development of reason, the deepening of faith, appreciation of the living Christian values, CLAS takes pride in answering the needs of today's youth in their search for well-rounded education. Courses in business and professional areas are designed to equip students the skills and experience to enable them to cope with the challenges of the competitive world after they graduate from college.

Conceptual Framework

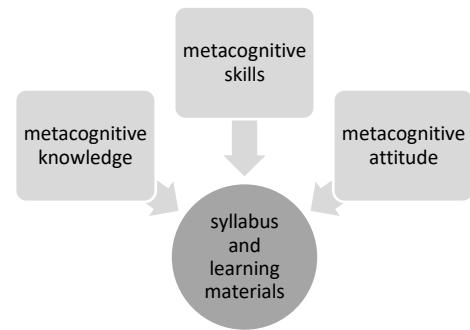


Figure. 1. Conceptual Framework of the Study

The study assessed the students' metacognitive knowledge skills and attitude. The students came from College of Liberal Arts and Sciences, College of Business and Administration, College of Education and College of Engineering and Information Technology and were enrolled in the course (STS) during first and second semester of SY 2018-2019. The Awareness of Independent Learning Inventory (AILI) contains self-survey questions to measure the awareness of independent learning. The survey consists of 45 statements about metacognitive knowledge, skills, and attitudes in learning. The self-assessment questionnaire would reflect the kind of strategies students use to monitor and access their own learning. The result will be used as basis for designing syllabus and other learning materials in the course (STS).

Statement of the Problem

This study analyzes the metacognition of first-year students enrolled in Science Technology and Society (STS) course during the first semester of school year 2018-2019 at Colegio De San Juan De Letran Manila. The result of the study will be used as basis for the development of syllabus development and other instructional and learning materials in STS.

Specifically, it sought to: 1. find out the metacognition (knowledge, skills, and attitudes) of first-year students enrolled in the course (STS); 2. identify whether metacognition display significant differences in terms of various variables; and 3. draw out implications in the teaching and learning process in the course (STS).

MATERIALS AND METHODS

Research Design

The study used descriptive method, to describe a population or phenomenon being studied. The design includes gathering, analyzing, exploring, and tabulating data.

Population Sampling

Purposive sampling was used in this study. The sample was selected from Colegio de San Juan de Letran Manila.

Respondents of the Study

The respondents of this study are first-year students enrolled in Science Technology and Society (STS) during the first and second semesters of school year 2018-2019 at Colegio de San Juan de Letran Manila.

The course deals with interactions between science and technology, social, cultural, political, and economic contexts that shape and are shaped by them. (CMO No. 20, series of 2013). This interdisciplinary course engages students to confront the realities brought about by science and technology in society CHED (CMO No. 20, series of 2013) Such realities pervade the personal, the public, and the global aspects of our living and are integral to human development. Scientific knowledge and technological development happen in the context of society with all its socio-political, cultural, economic, and philosophical underpinnings at play. This course seeks to instill reflective knowledge in the students that they can live the good life and display ethical decision making in the face of scientific and technological advancement.

The population sample consisted of 200 first-year students from College of Liberal Arts and Sciences, College of Business and Administration, College of Education and College of Engineering and Information Technology who were enrolled in the course (STS) during first and second semester of SY 2018-2019.

Research Instrument

The Awareness of Independent Learning Inventory or (AILI) questionnaire is a reliable and valid instrument to measure metacognitive knowledge, skills, and attitude of

students in higher education. The Awareness of Independent Learning Inventory (AILI; Elshout-Mohr 1992; Elshout-Mohr et al. 2004; Meijer et al. 2003; Meijer et al. 2006) assesses not only metacognitive knowledge and regulation, but also metacognitive experiences. The instrument was developed in 2001 to get a self-reported learning related to metacognition. It assesses students self-perceived metacognitive knowledge, skills and attitude that are of concern for students in higher education.

The Awareness of Independent Learning Inventory (AILI) are self-survey questions to measure awareness of independent learning. It consists of 45 statements about metacognitive knowledge, skills, and attitudes in learning.

Table 1. Positive and Negative statements about metacognitive knowledge, skills, and attitudes

Positive statements	Negative statements
1	3
2	4
6	5
7	8
13	9
14	10
15	11
16	12
18	17
19	20
22	21
24	23
30	25
31	26
32	27
34	28
36	29
39	33
40	35
41	37
42	38
43	44
45	

The (AILI) consists of 23 positive statements and 22 negative statements.

Table 2. Areas of Metacognition

Metacognitive Knowledge	Metacognitive Skills	Metacognitive Attitude
1	6	5
2	7	15
11	8	26
13	17	28
16	20	31
21	22	35
23	24	36
27	25	38
30	29	39
32	33	44
37	41	
40	42	
45	43	

The three areas are metacognitive knowledge, skills, and attitude. Metacognitive knowledge is the awareness of one's own cognition and cognitive goals, experiences obtained through cognitive attempts, and process statements. Metacognitive skills are activities that help a person control their own thinking or learning consists of statements. Metacognitive attitude consists of statements about how sensitive and curious students are about themselves (Flavell, 1979; Schraw and Moshman, 1995; Baker and Brown, 1984).

Table 3. The Six-point Likert Scale with corresponding verbal interpretation

Numerical Rating	Range	Verbal Interpretation
1	1.00-1.49	1- Strongly Disagree
2	1.50-2.49	2- Slightly Disagree
3	2.50-3.49	3 -Disagree
4	3.50-4.49	4- Agree
5	4.50-5.00	5- Slightly Agree
6	5.50-6.00	6- Strongly Agree

In this study, the researcher adapted a 6-point Likert type agreement scale ranging from 1 ("strongly disagree") to 6 ("strongly agree").

Data Gathering Procedure

First-year students from College of Liberal Arts and Sciences, College of Business and Administration, College of Education and College of Engineering and Information Technology who were enrolled in STS during first and

second semester of SY 2018-219 answered the instrument. The respondents were told that it will take about 30 minutes to answer the questionnaire. The self-assessment questionnaire would reflect the kind of strategies students use to monitor and access their own learning, to assess metacognitive knowledge, metacognitive skills, and metacognitive attitude levels. Moreover, students were informed that the questionnaire is not a test, therefore, there is no right or wrong and all answers will be kept confidential. Respondents were also instructed not to spend too much time on any specific statement and give the answer which seems to describe how they thought during studying (STS).

Validation/Reliability of Instrument

The instrument used in this study was validated and pilot tested. It was subjected to Cronbach Alpha. It was also examined by three academicians who are experts in the field of science education to address the issue of cultural differences, thus some suggestions were incorporated. The numerical ratings of the responses of the participants were tallied and averaged. Descriptive statistics such as means, and standard deviations were obtained for the items. In addition, pilot testing Cronbach's Alpha, which is a classical measure of reliability was obtained to examine internal consistency. Cronbach Alpha values range from 0 – 1.0. In most cases the value should be at least 0.70 or higher although a value from 0.60 to 0.70 is acceptable. The value of Cronbach's Alpha is .812

RESULTS AND DISCUSSION

Respondents completed a self-survey designed to assess awareness of independent learning to measure their metacognitive knowledge, metacognitive skills, and metacognitive attitude levels. Respondents were instructed to reflect on their STS classes when responding to the items to provide a basis for answering questions regarding their learning techniques and study habits.

Descriptive analysis was performed on variables relating to metacognitive knowledge, skills, and attitude. After checking the normality of the data as well as removing one outlier (respondent # 25), a one-way analysis of variance or ANOVA was performed to determine if there is a significant

difference between the metacognition of the respondents when grouped according to their academic program and gender. The total sample who participated in this study were 200 first-year collegiate students from College of Liberal Arts and Sciences, College of Business and Administration, College of Education and Engineering and Information Technology and enrolled in the course (STS) during the first and second semester of SY 2018-2019.

Based on Figure 2, the CSJL gender of study population shows that more than half of the respondents were female and are more likely to provide feminine perspective or answer to the survey questionnaire.

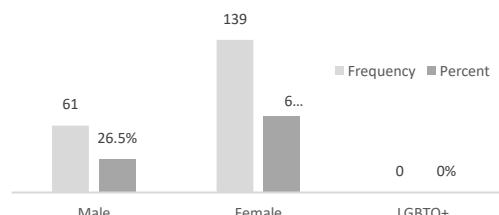


Figure 2. Gender of Study Population

Based on figure 3, most of the respondents were communication students, followed by psychology, business management, accountancy, broadcasting and lastly education and engineering students

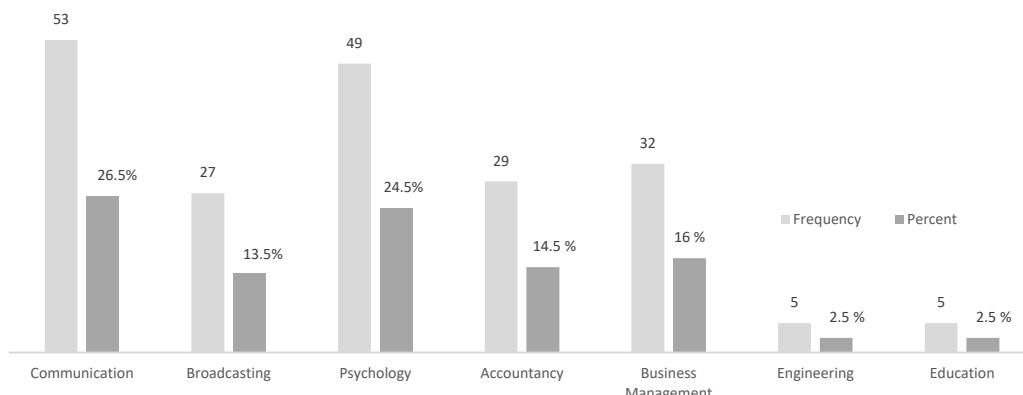


Figure 3. Academic Program of the Respondents

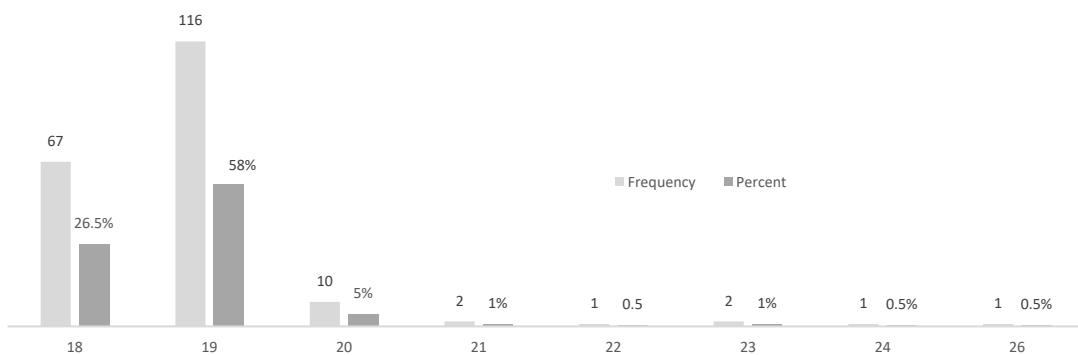


Figure 4. Age of the Respondents

Based on figure 4, the age of respondents, it shows that more than fifty percent of the respondents were young adults. The age of the respondents is one of the most important features in understanding their views on the issues, and increasing age indicates levels of individual maturity. The youngest respondent was 18 years old. The oldest respondent was 26 years old.

Table 4. Descriptive Statistics of the Dependent Variables with Gender as the Grouping Variable

	N	Mean	Std. Deviation
Male	61	4.36	.468
Female	138	4.34	.427
Total	199	4.35	.439

Based on table 4, it shows the descriptive statistics of the dependent variable (metacognition) with gender as the

grouping variable. The mean or the average is the value that represents all the other observations per batch of concrete while the standard deviation is the average distance of the observations from the mean score. Males with a mean of 4.36 reported slightly higher metacognition than females 4.34.

Table 5. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Metacognition	199	3.3043	5.6087	4.350797	.4391266

The mean or the average is the value that represents all responses of the participants. The standard deviation, on the other hand, is the average distance of the observations from the mean score. Based on Table 5, the overall mean 4.35 and the standard deviation .439.

Table 6. Descriptive Statistics of the Dependent Variables with Academic Program as the Grouping Variable

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Communication	52	4.466555	.4386964	.0608362	3.5217	5.6087
Broadcasting	27	4.386473	.3945118	.0759238	3.6957	5.2609
Psychology	49	4.371783	.4388453	.0626922	3.3043	5.3913
Accountancy	29	4.283358	.4613938	.0856787	3.3913	5.2609
Business Management	32	4.167935	.4404092	.0778541	3.4348	5.2609
Engineering	5	4.252174	.3415189	.1527319	3.9130	4.8261
Education	5	4.408696	.3920283	.1753204	4.1304	5.0870
Total	199	4.350797	.4391266	.0311289	3.3043	5.6087

Table 6 presents the descriptive statistics of the dependent variable (metacognition) with academic program as the grouping variable. The mean or the average is the value that represents all the other observations per batch of concrete while the standard deviation is the average distance of the observations from the mean score. Table 6 shows that metacognition was rated the highest among communication students 4.46 which fall under the numerical rating of 4.00 with verbal interpretation of agree and standard deviation of .438. On the contrary, the lowest mean was rated among management students 4.16 which fall under the numerical rating of 4.00 with verbal interpretation of agree and standard deviation of .440.

Table 7. ANOVA Statistics of the Dependent Variables with Academic Program as the Grouping Variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.020	6	.337	1.788	.104
Within Groups	36.161	192	.188		
Total	38.181	198			

Based on table 7, the result of one-way ANOVA shows that there is no significant difference (i.e., the p value is greater than the .05 level of significance) in the metacognition of the respondents when grouped according to their academic program. As such, there is no need to perform a post-hoc analysis (e.g., Tukey's HSD test).

Table 8. Descriptive Statistics of the Independent Variable with Metacognitive Knowledge as the Grouping Variable

	N	Mean	Std. Deviation
Q1	199	4.69	.830
Q2	199	4.85	.878
Q11A	199	4.20	1.141
Q13	199	3.93	1.000
Q16	199	4.47	1.009
Q21A	199	3.93	1.106
Q23A	199	3.42	.965
Q27A	199	3.56	.940
Q30	199	4.87	1.119
Q32	199	4.11	.867
Q37A	199	3.77	1.130
Q40	199	4.31	.944
Q45	199	4.53	.999
Valid N	199		
Average Mean 4.20			

Based on table 8 the average mean in metacognitive knowledge is 4.20. The highest mean is Q30 4.87, while the lowest is Q23A 3.42. First-year students agree that they have metacognitive knowledge in STS regardless of their programs.

Table 9. Descriptive Statistics of the Independent Variable with Metacognitive skills as the Grouping Variable

	N	Mean	Std. Deviation
Q6	199	4.44	.902
Q7	199	4.24	1.065
Q8A	199	3.76	1.207
Q17A	199	3.84	1.098
Q20A	199	4.10	1.166
Q22	199	4.20	.851
Q24	199	4.43	.992
Q25A	199	3.49	1.128
Q29A	199	3.97	1.108
Q33A	199	3.52	1.105
Q41	199	4.27	.886
Q42	199	4.23	.863
Q43	199	4.42	.866
Valid N	199		
Average Mean 4.07			

Based on table 9, the average mean metacognitive knowledge is 4.07. The highest mean is Q6 4.44, while the lowest is Q33. First-year students agree that they have metacognitive skills in the course STS regardless of the course.

Table 10. Descriptive Statistics of the Independent Variable with Metacognitive attitude as the Grouping Variable

	N	Mean	Std. Deviation
Q5A	199	4.24	1.318
Q15	199	4.03	1.058
Q26A	199	4.01	1.223
Q28A	199	4.16	1.202
Q31	199	4.27	.868
Q35A	199	3.50	1.029
Q36	199	4.14	.983
Q38A	199	4.01	1.251
Q39	199	4.54	1.179
Q44A	199	3.42	1.195
Valid N	199		
Average Mean 4.20			

Based on table 10, the average mean metacognitive skills is 4.03. The highest mean is Q39, 4.54, while the lowest is Q44A 3.42. First-year students agree that they have metacognitive attitude in the course STS regardless of the course.

CONCLUSION

The population sample consisted of 200 first-year students from College of Liberal Arts and Sciences, College of Business and Administration, College of Education and College of Engineering and Information Technology who were enrolled in the course (STS) during first and second semester of SY 2018-2019. Most of the respondents were communication students (26.5%) followed by psychology students (24.5%), business management students (16%), accountancy students (14.5%), broadcasting students (13.5%), and education and engineering students (2.5%). The participants were consisted of 139 (69.5%) females and 61 (30.5%) males. More than half of the respondents were female (69.5%). Male respondents with a mean of 4.36 reported a slightly higher metacognition than female. Majority (58%) of the respondents were 19 years old. The youngest respondent was 18 years old. The oldest respondent was 26 years old. The average age of the respondents was 18.85 years old with a standard deviation of 0. 991.

The results presented significant difference among the scores of (STS) student's metacognition according to course or programs. Metacognition was rated the highest among communication students (4.46) and lowest among

management students (4.16). The overall mean metacognition (4.35) and the standard deviation (0.439) of correspond that first-year students have metacognition. First-year students agree that they have metacognitive knowledge of (4.20), metacognitive skills of (4.07) and metacognitive attitudes of (4.03). in the course STS regardless of their programs.

Metacognitive knowledge, skills and attitudes are very important in students learning. As General Education teachers it is important to acknowledge the role of metacognition in designing and applying different classroom activities that will enhance student's metacognitive knowledge, skills, and attitude that will help STS students increase their abilities to adapt to a new learning task. Teachers should encourage the use of metacognitive cues and prompts during instruction in the classroom so students can develop their own ability to examine their own thoughts and feelings.

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ENGLISH LANGUAGE EXPOSURE: ITS EFFECTIVENESS IN HELPING STUDENTS UNDERSTAND THEIR ENGLISH LESSONS

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ABSTRACT

This qualitative study determined how English language exposures through media, technology, and at home help the students in understanding their English lessons. Fifteen students were selected purposively from three sections of Grade 10. A prior interview was conducted before the selection, and students who were able to articulate their ideas clearly were chosen as respondents. They were asked a set of questions in the Focus Group Discussion where their answers were analyzed using the deductive research approach. The results of the study showed that exposures to the English language through media, technology, and at home enable the students to develop and hone their grammar, vocabulary, and pronunciation skills which they used in their English class and eventually helped them in understanding their English lessons. Hence, this study has proven that English language exposures are effective in helping students better understand their English lessons.

Keywords: English language exposure, media, technology, home, K-12 curriculum

INTRODUCTION

Globalization has played a significant role in the teaching and learning process. It has affected the what, how, and why of education. Today, acquiring a second (L2) language has become necessary for international communication, and due to globalization, English is the language that has generally been selected for such an endeavor (Olmedo, M.I., 2014). Various countries all over the world have ratified their existing policies intending to boost the presence of English. Olmedo (2014) cited factors like tourism, internationalization of the economy, and social mobility has given rise to the concern for expanding the knowledge and use of English in different public spheres.

As a result, according to Miranda et al., (2019), to align the country's curriculum and meet the need of the global market where quality education become a must for everyone, the Philippine educational system adapted a modern and more dynamic curriculum where it followed the 12-year program. The Philippine government implemented the K to 12 curricula to enhance the educational system of the country to accelerate the mutual recognition of Filipino graduates and professionals across the world. Learners are expected to

master 21st-century skills and develop core competencies that are essential to meet the demands of the global market.

However, English is taught from Grade 3 in the new K–12 curriculum is difficult for Filipino students to understand primarily because it is a foreign language. Accordingly, learners today have difficulty in understanding stories, directions, and questions written and spoken in English as evidenced by the result of the Program for International Student Assessment (PISA) conducted last December 2019 where the Philippines ranked in the last place (79th) in reading comprehension.

It has been observed that poor background of knowledge in English hinders the students' understanding of their English lessons. Although it is used as a medium of instruction, English is not spoken outside the classroom, and students feel awkward in using it. Their confusion in using the many rules of grammar construction, the use of appropriate punctuation marks, the agreement between the subject and the verb, the spelling, and sentence fragments also add to their inability to understand.

Another reason is lack of exposure to the language which can overcome the students' weaknesses and which can improve their proficiency in the language (Al-Zoubi, 2018). Exposing students to the English language may enable them

to develop the four language skills such as reading, writing, listening, and speaking which are target learning skills of the Languages area of the Elementary and Junior High School Department of Colegio de San Juan de Letran.

Thus, one must be equipped with the skills of the language, and exposure to it is vital to its learning and proficiency (Zubega, 1979). Yet, a decent amount of exposure may be affected by one's apprehension and self-efficacy. (Parina, J.C. & de Leon, K., 2013). It is worthy to note that learning that takes place outside of the classroom which involves self-instruction and naturalistic learning is considered exposure (Benson& Al-Zoubi, 2018). English language exposures include watching English films, reading materials in English, listening to songs written in English, traveling to English-speaking countries, and using the language as a medium of communication. English language proficiency can be attained through exposure to it. Educators should only opt to tap linguistic models at home, media, and technology. Likewise, language exposures that suit the learners' level of comprehension will lead to more regular usage of the language (Steinberg, 1982).

Language exposure at home, media, and technology may impact learners' understanding of their English lessons taught inside the classroom. First, children's language exposure at home plays an essential role in their early language abilities regardless of the language spoken and language produced. These exposures are composed of the speech children hear and the language children construct (Lewis et al., 2017). Home activities that may promote language learning include book reading, child storytelling, and other home literacy-related teaching activities such as teaching colors, shapes, the alphabet, letter-sound correspondence, numbers, and writing.

Second, media allow learners to be engaged in real-life situations; thus, may encourage them to use the language in an authentic context. Media present an opportunity for second language learners to listen and to communicate to native speakers of the target language. Third, studies have shown that using technology in teaching a language is very effective for young learners. If used correctly, technology, the internet, and some computer games could promote and affect language learning. Gie (1996) argued that the socio-cognitive approach may enable learners to participate in an authentic context. Thus, the internet can provide authentic tasks and project-based studies. In addition, online games can aid learners in improving their vocabulary and may also give substantial language feedback. Moreover, Young (2013)

indicates that students raise their language awareness by using on-site games, discussions in different social and cultural contexts. Language awareness may be done through intercultural communication which the current technology can provide to young learners and offers them unlimited resources.

Furthermore, given that learners need to know thousands of words and that classroom time is limited, learners should engage in out-of-class language activities to enlarge their vocabulary knowledge to meet the vocabulary demands for understanding input (Verspoor et al., 2011). Previous studies have shown that exposure to books, television programs and various computer games using the English language as a medium has a positive impact on vocabulary development and overall learners' language proficiency.

Two studies found positive effects of out-of-class reading on vocabulary learning. González-Fernández and Schmitt (2015) found a high correlation between out-of-class reading and learners' knowledge of English collocations. Similarly, Schmitt and Redwood's (2011) study showed that the amount of out-of-class reading affected learners' knowledge of phrasal verbs (Peters, 2018).

Lindgren and Muñoz (2013) showed that out-of-class exposure to the foreign language was the second-best predictor of learners' reading and listening comprehension after cognate linguistic distance. Especially watching (subtitled) movies seemed to be positively correlated with learners' reading and listening proficiency. Peters (2018) said that other exposure predictors were listening to songs and playing computer games, but these parameters had less impact on learners' reading and listening scores.

Therefore, formal classroom instruction is one way to learn and execute new language skills. But there are also a massive number of opportunities for learning a new language and using various linguistic skills that can be presented outside of the classroom. According to Al-Zoubi (2018), multimedia (Internet, social media, television, radio, video games), group work, and projects may assist learners to develop the target language appropriately.

First, media in the form of news presentations followed and observed standard rules in English grammar; hence, students who are watching the news on television or listening to radio programs have a high possibility of understanding lessons in English grammar and structure (Lilu & Yanlong, 2005). Moreover, the constant reading of newspapers and magazines expands learners' vocabulary that allows them to

comprehend the meaning of the words and that provides an easier understanding of lessons being discussed in their class.

Similarly, the current technology called blogging allows students to express freely their opinions on certain issues. It exposes learners to varied scenarios that require their positions on matters at hand which can be related to messages or morals of literary stories taken in class. Blogging is a way to prepare them to understand current issues of the world and connect them to their lessons.

In the same way, social media sites on the internet are effective platforms that provide up-to-date information, a considerable amount of language input, and interaction with native language speakers. Exposure to this technology adds to the development of the language fluency of students. Internet modifies language studies. If one is learning English to go to different places, he/she can look up specific information about the place that he wants to visit. If he wants to learn English for his career, he can find out more about the sectors he works in, including common words and phrases, and industry-specific terms. A big advantage of using the internet to support language learning is how much it can help understand the culture of another country. This is true when it comes to watching videos online. Watching the news, including sports coverage, or popular television shows can help see the world through the eyes of another country and gives an insight into how its culture differs from the others.

An opportunity that the internet presents for English language learners is the ability to communicate in real-time with native speakers. Using video calling, instant messaging, and online forums means one can join in live conversations, a dependable way to practice spoken and written English. Another opportunity to learn the language is when one commits an error when posting a comment on a blog. People online can easily check and correct grammar.

Equally, English movies are good ways to learn English by picking up many expressions and new vocabularies which can be understood through context. According to Al-Harbi in 2015, "Language is a social phenomenon, and it is naturally used in social-communicative settings. "As such, interaction with the viewing material is crucial for this new learning process to transform the newly acquired linguistic skills from passive to active." Watching the news processes information while music allows one to repeat the lyrics that improve pronunciation.

Students' language experiences at home play a pivotal role in their early language abilities (Arrigada, 2005; Huennekens

& Su, 2010). Students who converse in English with their parents and siblings at their homes have receptive and expressive vocabulary skills. This is because they talk about anything that concerns their family. They become equipped with many words which they understand and use in their practical conversations. Considering the time, they spend with their family members especially with their parents and the coverage of things they talk about, students get high exposure to English. Students are also comfortable in expressing themselves and applying the skill to their schools.

Parental involvement not only enhances academic performance but also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. Reading, in particular, improves greatly when parents and children read together at home. Reading aloud with a child contributes significantly to the child's reading abilities.

Parental influence tends to be the greatest with young children and tends to taper off as children get older. Studies have shown, however, that the involvement of parents of middle and high school students are equally important.

Parents of minority or low-income children are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, parents of a minority or low-income children can be just as effective as other parents in contributing to their children's academic success (publicschoolview.com/blog/parental-involvement-is-key-to-student-success).

Exposure to English in other place or means like language literacy-related teaching activities give students opportunities to mold their language and literary abilities (Frijters et al., 2000; Senechal et al., 1991).

In this study, the social-interactionist theory is applied since it suggests the importance of social environment interaction in language acquisition and development (Lucas, 2008). In addition, Al-Zoubi (2018) emphasized that researchers in the field of linguistics pointed out that language acquisition does not merely happen inside the four walls of a classroom. Learners must get a chance to use the language at any given chance and circumstance. It should be emphasized that exposure can directly improve a target language so that language proficiency may be a result of social interaction with

speakers of the target language (Perego & Boyle, 2005 and Al Zoubi, 2018).

In explaining the influential elements on children's first language advancement, some scholars took the "sociocultural" side saying that interaction plays a key role in developing skills and strategies in a meditative process (Vygotsky, 1978) and that human competence is both biological and cultural (Bruner, 1983). These viewpoints are included in the broad "Social Interactionist" paradigm about language acquisition. The Social Interactionist theory supposes that children are social beings who acquire language in service of their needs to communicate. It assumes that language is acquired from an interaction of a human's innate biological capabilities to acquire language with exposure to language in the environment in which the child is developing, with more emphasis on the latter; the outside experience (Amerian, 2015).

The Social Interactionist theory of human language development argues that the development is both biological and social, and that language learning is influenced by the desire of children to communicate with others. The theory adds that children are born with a powerful brain that matures slowly and predisposes them to acquire new understandings that they are motivated to share with others. The main theory associated with Interactionist theory is Lev Vygotsky's model of collaborative learning (1978); the idea that conversations with older people can help children both cognitively and linguistically. The interaction theory of language development is a compromise between the nativist theory and the behaviorist theory of language development. It recognizes that both environmental and biological factors are important in language development. The basic appeal of the Social Interactionist approach is the importance it places on the home and the cultural environment in early-childhood language acquisition. According to this theory, language develops in negotiating the environment. Hence, vocabulary is bound by context-or, alternatively, by the culture within which speech is necessary and understandable. Within this theory of compromise are theorists who are closer to one end of the extreme than the other. However, all interactionists believe that language acquisition occurs as a result of the natural interaction between children and their environment, more specifically, their parents (Amerian, 2015).

Moreover, using the behaviorist perspective postulated by B.F. Skinner, children tend to imitate adults, thus, language acquisition occurs. Although the theory has opened a wide array of possibilities, it has been criticized because language

is based on a set of structures that cannot be successfully acquired by mere imitation. On the other hand, Jean Piaget through his Cognitive Theory stated that "all aspects that are learned by an individual are as a result of what learners have constructed or discovered by their mental process and not through observable behavior" (Warren, 2012). The main argument is that language acquisition must be perceived within the context of a child's intellectual development and linguistic structures will only emerge if a cognitive foundation has been successfully founded (Sassonian, 2009).

In addition, the Innate Theory proposed by Noam Chomsky proposed that children are born with a learning mechanism dedicated to language which focuses only on the syntactic features. The problem, however, is on the ability of the learners to socially interact with their peers and to the environment, they are included in. Moreover, Chomsky (2009) argues that "language learning is not something that the child does; it is something that happens to the child placed in an appropriate environment much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation".

According to Fred Genesee, a well-known professor from psycholinguistics at McGill University in Montreal (The New York Times, 2007), a constant language system should be presented before a child so that learning comes as naturally as possible. Likewise, parents or caregivers must guarantee that children get a certain amount of exposure to the target language. For both adults and children, the vital key to learning a language is through immersion and by having a connection with the environment they are part of.

The discussion above anchored the basis of this study. This study aimed to find out if language exposures to media, technology, and at home help the Grade 10 students of Letran concerning their understanding of English lessons in the classroom. Additionally, it provided information for further research on whether the above exposures to the English language indeed make them easily understand their English lessons.

METHODOLOGY

The research design that is used in this study is the qualitative method. This research method greatly focuses on

various processes of naturalistic inquiry that aim to understand phenomena occurring in its natural setting. Likewise, it is dependent on the experiences which make meaningful insights into the everyday lives of human beings (University of Utah, n.d.).

The participants of the study are 15 Grade 10 students of the Elementary and Junior High School Basic Education Department of Colegio de San Juan de Letran. The academic institution was founded in 1620 through the fusion of two similar institutions - Colegio de Nino Huerfanos de San Juan de Letran and Colegio de Huerfanos de San Pedro y San Pablo. The two institutions mentioned were built to mold orphans into responsible and well-educated individuals. In May 1865, a royal decree from Spain designated Letran as the school of the first class. After decades of operating exclusively for boys, the Elementary and Junior High School Department opened its door to female students. Up to this day, Letran continuously strives to give quality education to its stakeholders.

A prior interview was conducted before the selection. Students who were chosen as respondents were able to articulate their ideas clearly. According to Matin in 2013, students are articulate if they communicate in English effectively with emphasis on language in use than language as structure. Students were asked a set of questions in the Focus Group Discussion.

Data Gathering

Data were gathered from the direct responses of the students from the Focus Group Discussion regarding their exposures in the English language through linguistic models at home, media, and technology. Interview sessions were recorded using audio and video for accurate and detailed transcription. Some of the tools used in carrying out in-person interviews included a recording device (for audio and video) and a notepad to mark the conversation which is very important due to human forgetful nature.

The interview was carried out through a thorough in-person interview by researchers. In-person the interview requires an interviewer or a group of interviewers to ask questions from the interviewee in a face-to-face fashion.

Interview is the main source of primary data that was collected by the researchers. The source of primary data was chosen and tailored specifically to meet the requirements of the research. It is a method of data collection that involves

two groups of people, where the first group is the interviewer (the researcher(s) asking questions and collecting data) and the interviewee (the subject or respondent that is being asked questions). The questions and responses during the interview were conducted orally.

Data Analysis

The transcribed data from the audio and video recording were analyzed using the deductive approach. The direct responses were subjected to thematic analysis to determine students' exposures to the English language at home, media, and technology and how their exposures affect their understanding of their English lessons.

Ethical Consideration

Ethical considerations were observed throughout the conduct of this study to ensure confidentiality of the data and to protect the respondents. The respondents were allowed to decide to assist the researchers by providing information to the questions that were asked to them. A letter of consent was provided and was answered and returned by the parents of the concerned students.

RESULTS AND DISCUSSION

The purpose of this study is to allow the students to answer how English language exposures through media, technology, and at home help them understand their English lessons and to find out how effective these exposures are in helping them understand their class lessons. The method implored was the focus group discussion which started with the central question (1) "What is an effective English language exposure?" to find out from the students as to what they consider an effective English language exposure so that they can articulate clearly their responses to the succeeding questions: (2) How does your English language exposure through media help in understanding your English lessons?, (3) How does your English language exposure through technology help in understanding your English lessons?, (4) How does your English language exposure at home help in understanding your English lessons?, and (5) What are other exposures that help in understanding your English lessons? Through the answers of students to the questions, this study

will find out the effectiveness of the exposures and how these exposures help students in understanding their lessons.

Answers to the first question: What is an effective English language exposure for you?

Jack said, "When I can converse with people of different countries like when I met people from Vietnam and U.S.A., I had a great time sharing my knowledge about our country and culture and when I listen to them as they share their countries' culture too. It is when I exchange experiences with other people and when we learn from each other and enjoy it."

Ryan answered, "It is when I completely understand what people try to tell me and they do the same"

Patricia shared, "When I learn to voice out my opinion to other people. It is when I listen and respect what they say and when I can finally influence them."

Harvey added, "When students can understand the lesson and discuss it among themselves."

The students answered that an effective English language exposure is when they can engage in a meaningful interaction by listening, understanding, and responding to the people they come across with, when there is a mutual and desirable exchange and sharing of information between and among them. Claudia in 2018 said one important component of verbal exchange is essentially understanding the timing of human conversation and responding to it meaningfully. Claudia also used the word understanding to mean that in a verbal exchange, it is essential that one understands and empathizes in conversation to experience an effective communication exchange with someone and to respond in a meaningful way. A student's ability to attentively listen, formulate, and share a thoughtful response, engage in extended conversation, make eye contact --- each of these skills results from an experience and environment that fosters interpersonal communication (Chandler & Curtis, 2019).

Franz mentioned, "When it helps one improve and develop English fluency which he/she can apply in everyday life."

Nathaniel conveyed, "When we read different literary stories, we can understand the approach and point the view of the authors, also how we can apply the values we learned in our lives."

Mark imparted, "When you have a head-start or advantage in speaking and actually using or applying it already."

Andrei disclosed, "When you are exposed in an English environment that allows you to develop your speaking skills and apply it."

An effective English language exposure is using the language in the real world in everyday life. It is understanding values learned from stories read and applying them in life. Students engage in communication where they understand and improve their communication skills. The main objective of education is not limited to acquiring knowledge but it has expanded to the utilization of the same in the practical life in everyday existence. Here comes the need for communication skills (Ganguly, 2017).

Elmer voiced out, "When we can understand and analyze complicated English grammar structure through reading materials."

Rance communicated, "When you have the drive and passion to learn and hone your language skills like in pronunciation and basic structure knowledge."

Timothy declared, "It is developing technical skills and grammatical skills."

Grammar refers to the rules of a language. It is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999). The correct grammar structure is an important component of effective English language exposure. When students can understand, analyze, and hone their grammatical structure, they find language exposures effective. Students should be exposed to the language to develop their communication skills. It is a matter of concern when students face difficulty in speaking English fluently with appropriate sentence structure (Ganguly, 2017). Krahne (1985) added that to be an effective language user, learners should develop good grammar because grammar skills will help learners to organize words and messages and make them meaningful. Good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages.

Answers to the second question: How does your English language exposure through media help in understanding your English lessons?

Rance shared, "My mother gave me a book when I was a child and asked me to read it. That was how I learned substantial lessons in sentences which I used in activities and lessons in my class. Reading English newspapers is also a big help. I learned errors in English structure. I also watch podcasts which honed my understanding of other grammar lessons."

Franz said, "I was a bookworm in my younger years. I love to read books not to learn but just to be entertained. When I do that and when I listen, read and watch television, along the way I pick up learning on grammar structure and develop my English fluency."

Manzo revealed, "I am of a movie kind of guy, the media helps me understand my grammar lessons".

Ryan verbalized, "I don't have time to read and by watching World News on television, I found entertainment and pick up learning related to English lessons. I can better communicate also and can express myself using correct grammar.

Through media, like books, television, movies, and podcast, the students are exposed to substantial grammar education that led to their understanding of their English lesson. The students find avenues to express their experiences from the media. Beyond generating the desire to speak, media also provide a basis for conversation in a highly charged viewing involvement that students share. Movies, news channels, and newspapers can rouse views and opinions and create discussion-like debate and group interaction that can thus be part of useful assignments which help learn lessons in class (Gomathi, 2016).

Franz answered, "When I want to know the meaning of words I just look through context clues from the book as I was lazy to check the meaning of words in the dictionary. Also, when I watch television, I realize that I hone my vocabulary skills."

Jack added, "Media made learning fun. I develop my vocabulary through songs as I love to sing. I have a head-start in understanding my lessons through reading books and articles from the magazine also."

Fhamela imparted, "The popular movies, television programs and games enhanced my understanding of English lessons. Those media and books made me also want to read and increase my reading comprehension and vocabulary.

Elmer mentioned, "I love to read poems from books. At first, I had difficulty understanding the meaning but later on I was able to get what the words meant and improve my vocabulary. I was able to even mimic different lines of the poems including the ones I wrote."

Timothy disclosed, "I am exposed to documentary films on television. I developed very good vocabulary which is important in my English lessons."

Ng disclosed, "I read Komiks and anime and that's where I understand English lessons better. Also, I got exposed to different languages and honed my vocabulary."

Andre attested, "I read print media like books and magazines and they made me learn deeper meaning of words.

Vocabulary learned through context clues in print media is concrete and allows learners to use their word knowledge both receptively and productively. Learning vocabulary through context is one of the most commonly used strategies nowadays. It is a meaningful way of vocabulary acquisition; it gives learners numerous opportunities to use the words in their reading and writing and also helps them to understand how words are used in real life. (Sarifa, 2018).

Well-written books can expose learners to more complex and advanced language and vocabulary (Nagy & Townsend, 2012; Snow et al., 1998). Also, illustrated books often have pictures that represent novel or interesting words that help learners determine their meanings as well as captivating narratives to help students understand those new words across contexts (Ganea, Pickard, & DeLoache, 2008). Finally, these same features of books can boost learners' attention and engagement, helping them to learn vocabulary more efficiently (Sipe, 2002).

One medium where students can develop good vocabulary is movies. Movies can be useful in acquiring and providing students with communicative competence. It is quite interesting to hear them pick up phrases, vocabulary exercises to learn new words; using exercises like Prefixes, Suffixes and compound words, close test and so on, to improve their level of vocabulary (Nagarathinam, 2016).

Integrating songs in interactive instructional media revealed students enhanced vocabulary. A study showed that students' vocabulary knowledge was significantly improved

after they were exposed to songs, the instructional media, and components in the media. The instruments utilized were the needs analysis form, vocabulary test, the developed instructional media and learning log, and evaluation questionnaire. The results showed that students' opinions toward the instructional media were very positive. They agreed that the media were useful; they were satisfied with the content and components of the media. They also agreed that the media promoted language learning motivation and autonomous learning (Manasara, 2019).

Andre informed, "My watching of movies and video made me develop my conversation with other people and learn the correct pronunciation of words. They made me more confident in my speech lessons."

Charles specified, "I watch movies, Youtube, and anime. I learned how to pronounce some words correctly."

Lauren communicated, "My watching of television shows and Youtube and going to Twitter improved my pronunciation."

Films improve the ability to understand the spoken language in many different contexts. Learners unconsciously absorb language and learn new accents that can improve their pronunciation (Nagarathinam, 2016). A Study on pronunciation instruction through Twitter showed that when sending learners, a daily tweet with concise explicit explanations about the target aspects and a link to a video/audio file illustrating the pronunciation of the target word in an authentic context yields significant improvements in the learners' pronunciation of the target features and that improvements were maintained over time (Fourz-Gonzales, 2017). The correct pronunciation is one aspect of speech lessons. Students through television and movies can adopt correct pronunciation, hence applying this knowledge and skills in their English class.

Answers to the third question: How does your English language exposure through TECHNOLOGY/INTERNET help in understanding your English lesson?

Rance said, "I go to public forums and I like to argue with people there. I consider it as a tool when I argue and exchange different points and opinions. It helps me in noting grammatical errors because we correct the grammar of each other. This is very true when we post long essays or issues that we are

passionate about. The process has become easy with the internet."

Ryan added, "I have a better understanding of lessons in an easy way. I chat on the internet with my co-millennials as a way of communication for information. This is accessible on the Net and I understand it at my level."

Andre quipped, "After the English lesson, I search the internet and look for the subject matter. There, I compare how the lesson is taught. The internet serves as the confirmation of the lesson learned inside the classroom which makes my study very easy. Also, on social media, I check the sentences of those posting and those that I chat with. I observe and note grammatical errors which I learned from them."

The new technology has become a tool for the students to easily discover a huge amount of information and a venue for them to express their opinions and check their grammar lessons. The internet also paves to a more accessible and greater exposure in the English language that students can now explore platforms that are very useful in their studies. They are able also to confirm their understanding of the lessons fast as data and materials are always available.

The use of technologies will not only allow learners to quickly master new language skills through exposure to a variety of new technologies but also, the excitement that comes with these new mediums can motivate learners for an extended period. Technology, when properly applied, can be engaging and produce fast learning results, as outlined in the study conducted by Xiao and Jones (1995).

Data from the research Technology Enhances Students Learning Experience shows overall positive attitudes of the learners towards M-learning that demonstrated more opportunities in acquiring information through collaborative online learning environment (Diallo, 2014). Also, studies provided strong support for the use of chat in English language learning. These studies showed that, with chat, both the amount of learners' language production and grammar structure skills significantly increased. The literature revealed support for claims that technology-enhanced learners' output, interaction, and motivation (Golonka, 2011). In addition, Liccardi et al. in 2007 reviewed that the students are socially connected for sharing their daily learning experiences and do conversations on several topics. This shows that social networks are beneficial for the students as they

contribute to their learning experiences as well as in their academic life (Peter, 2015).

Harvey imparted, “There is no denying that technology is a part of life as almost everyone has a laptop, cell phone, and any gadget. English lessons are integrated with technology which makes lessons easier and stress-free. If I find a challenging lesson in English, I search it on the internet where I understand grammar structure.”

Franz divulged, “I love the site Grammarly as it checks and corrects my grammar. The site gives me the freedom to know more about any lesson in English. It makes the structure lessons very easy.”

As Mark attested, “An enjoyable new atmosphere for young learners is created through the many applications of learning English lessons. I learn outside the classroom and increase my language awareness and improve my reading comprehension, vocabulary, and grammar skills which I find very useful.”

Technology makes the English language understandable in a stress-free and interesting environment. The stress factor attached to the need to learn grammar rules in a boring environment as opposed to the need to learn the same grammar rules in an innovative technology-based environment makes a difference. Most users are therefore excited when offered to learn using technology tools, and this excitement motivates them to learn (Diallo, 2014). With the recent development of electronic and print media, the programs and the contents of news channels and papers have become affluent and dramatic. Some news channels and papers are easy to watch, read, and easy to use, thus committing learners to build up grammar skills. (Nagarathinam, 2016).

Fhamela informed, “I read articles in Google. I developed my vocabulary and enhanced my reading comprehension.”

Patricia furthered, “I am very fond of technology. As I have investigatory research and topical defense. I developed semantic expansion of words through the social media.”

Nathaniel disclosed, “Through social media, I can expand my vocabulary and avoid redundant errors which I apply in our formal theme writing.”

Timothy added, “I understand better lessons in research through the internet by reading published researches with ISSN. It made my study efficient and my vocabulary better.”

According to the study conducted by Jackson et al. (2006), it has been found that students who used the internet more got higher scores and grades as it helps the learners improve their vocabulary through live communication with other people by using social media such as Facebook, Twitter, and Instagram (Nagarathinam, 2016). Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests, and other forms of expression via virtual communities and networks (Obar & Wildman, 2015). Different ways can be used via social media to improve one’s vocabulary. These could include following other users on social media websites who give daily tips and hints about English language vocabulary with explanations (Kurniawan, 2017).

The internet provided a new environment of acquiring new knowledge instantly which the students find useful and enjoyable. Their reading of articles using different platforms enhances their reading comprehension and increases their vocabulary which allows them to get higher grades in their academic class. Social networks such as Facebook can foster motivation and engagement, thus promoting students' acquisition of specialized vocabulary (Ventura, 2014).

Answers to the fourth question: How does your language exposure at home help in understanding your English lessons?

Rance said, “Home is the biggest exposure to me. Since my mother is an English teacher, she's been enforcing English for us to be globally ready, and she's been teaching us English lessons especially grammar lessons at home.” I also develop good vocabulary through this engagement with my mom.”

Lauren added, “My mom and I speak in English so that I can apply the lesson taught inside the classroom such as vocabulary, pronunciation, and grammar.”

Kevin mentioned, “My mom is an English teacher so she will use the English language at home. She would teach me words that would widen my vocabulary so that I may use them whenever I write essays.”

France continued, "I could already understand terms and structures of English sentences because those are all taught by my mom."

Jack shared, "My parents would speak to us in English. The bond my elder brother and I has helped me build a strong foundation on my English fluency especially in speaking the English language."

Mark attested, "I was raised in another country so it helped me that mom talked to us in English and have an advantage in English like grammar, spelling, and vocabulary."

Fhamela disclosed, "My parents made me read English stories, watch English films, and even tutored me." I learned to love stories and enhance my reading skills, grammar, and vocabulary.

Ng divulged, "My mom told me to use the English language at home. We are only allowed to use English to practice us pronounce the words correctly."

Matthew imparted, "My mom taught me to read context clues of the sentence, pronunciation, and punctuation marks."

By engaging in a regular conversation, most specifically with their mothers every day, the students said they can develop and practice their vocabulary, reading, grammar knowledge, the foundation of English, and pronunciation skills. The interaction makes the language a natural part of their life and gives them a positive effect in their study of their English lesson. Through everyday activities, children hone the more difficult skills, including how to read, write, and solve problems. Lessons necessary to meet learning standards begin in the home (Illinois State Board of Education, 2014).

In the study of Francisco Palermo, English Exposure in the Home and Classroom: Prediction to Spanish Speaking Pre-schooler English Vocabulary, it was found out that English exposure levels at home were uniquely and positively associated with children's English receptive and expressive vocabularies. The findings highlight the importance of the home environment for maximizing Spanish-speaking children's early English vocabulary skills (Palermo et al., 2014). It has been repeatedly demonstrated that parent-child reading enhances both language and literacy skills in early childhood. The frequency of shared reading activity at home is a form of informal practice positively related to children's vocabulary and literacy skills (Yeung et al., 2016).

Observations of literacy-related activities at home show that parents engage children to focus on the structure of the written language and draw the attention of the children to pronounce the whole word, hence home teaching by parents promotes children's literacy skills (Yeung et al., 2016).

Answers to the fifth question: What are other exposures that help in understanding your English lesson?

Matthew: "The most effective one for me is the debate. Debate teaches me how to better deliver a message and convince the audience."

Patricia: "My experience in Debate organization"

Jack – "Debate was a big influence to me, and my friends point out my mistakes and it helped me use the English language.

Charles – "I learned English through debates, Letran Scroll, and games."

Manzo David: "I learned a lot about the English itself because of the debate. I am now able to talk to people because of it."

The debate as an extra-curricular activity exposes students to language which they find useful in their academic experience in the classroom. It helps them stimulate critical thinking by making them free from established opinions and helping them to appreciate the complexities involved in any situation. The debate also enhances student learning and skills development (Keller et al., 2001). R.W. Paul (as cited in Gambrill, 1997) states that critical thinkers acknowledge the imperative to argue from opposing points of view and to seek to identify weaknesses and limitations in one's position. Critical thinkers are aware that there are many legitimate points of view, each of which when thought through may yield some level of insight (p. 126).

According to Dewey, learning and reflective thinking are based on active engagement with a specific problem or issue (Baker, 1955; Dewey, 1939). This principle underlies contemporary and widely-held notions that students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than passively absorbing information through a lecture (Bean, 1996; Bonwell & Eison, 1991; Lewis & Williams, 1994; Meyers & Jones, 1993). Debate immerses students in an experience so that they will learn by doing.

Timothy: "It is our English teachers. My English teachers gave me knowledge and background information about English."

Mark - "Other exposures are the school teachers and classmates."

Elmer added, "Through the English subject and the teacher who taught inside the classroom."

Patricia: "My English teacher"

In a nutshell, English teachers' new role as facilitators allows students to do the talking and gave way to exposure that is helpful in the understanding of students' lessons. They undergo the transformation that is needed and is achieved by moving away from the traditional method of teaching English lessons to the communicative method of teaching. Instead of focusing on grammatical rules and memorization of vocabulary, present-day English teachers concentrate on improving language efficiency and soft skills by making use of real-life situations as teaching material. For this, a more creative, analytical, logic-oriented, and interactive method of teaching is adopted (Menon et al., 2009). In addition, English teachers are also effective English language exposures that help students understand their lessons. Teachers now adapt to the changing scenario and equip themselves to meet the need of the hour. The fact is that the teachers play an eminent role in promoting active learning in class. Hence the teachers remain central in all teaching programs taken up with the aid of technology (Gomathi, 2016).

France: "Basically the people surrounding you – the people you interact with."

Nathaniel: "My other exposures in the English language are talking to foreigners, writing in school papers, and joining competitions."

Elmer – "Our church exposes us to the English language. Through our pastor, I learned how to use the English language in public."

Rance – "I learned English structures by building relationships."

Andrei – "Through church reading during class mass, and my relatives especially my cousins."

Manzo David - "My other exposure is basically from my friends."

The people that students interact with are another exposure considered helpful by students in their understanding of their English lessons. According to Vani in

2016 peer team teaching serves as a better approach to develop communication skills as it provides a platform to the students to overcome fear. There are other forms of language exposure that students find helpful in their understanding of their English lessons.

IMPLICATION OF THE STUDY

Based on the answers of the students in the Focus Group Discussion, their English language exposures help them in understanding their lessons in their English class. Through their experiences in the exposures, they were able to apply their learning in grammar lessons, they were able to expand their vocabulary, and they were able to hone their pronunciation skills. Because they used the language in real life during the exposures, they bring their authentic experiences inside the classroom; hence, they do not find their lessons in their English class as new; thus, application and understanding become easier. The exposures are effective in helping students understand their English lessons.

What is very important to note in this study is how the students reacted to these exposures and how they connected them to their learning of the lessons. They said they enjoy their exposure - experiences and find their learning easy to apply in class. They attributed the enjoyment to a stress-free environment like when they collaborate with people on the internet and the relevant/challenging activities they participated in such as arguing in the podcast, checking, and comparing their works, and being global citizens in social media. Their actions were geared towards the accomplishment of the activities not minding that they are getting authentic learning in the process. Therefore, opportunities for language exposure through the mass media should be implemented in English class.

Aside from exposure to media, technology, and at home, the students said the debate is another effective English language exposure that helps them understand their lessons. Debate is an extra-school language activity where students present and defend arguments. The debate exposure allows them to confidently express themselves and be keen on listening to the side of the opponents. Through this activity, students learn the importance of listening as a valuable tool in understanding their lessons in English. The students also

discover their mistakes in sentence structures which they correct and hone, thus, when inside the classroom, the learning again becomes easier to apply.

Exposure to language has been considered as a useful tool to have a full grasp of the target language, hence it helps students in the undertakings and understanding of their lessons in their English class. Formal classroom instruction alone is not sufficient to cater to the linguistic needs of each learner. Due to constraints brought about by external factors, availability of resources and the opportunity to practice the language may occur outside the four walls of the classroom. Because of this, students are set to experience authentic learning which is the core of lifelong learning. Although there are a handful of studies conducted in the past that suggested that exposure to the language greatly affects language proficiency, Harper and de Jong (2004) in Masangya and Lozada (2009) argue that mere language exposure is not sufficient to develop language proficiency since there are platforms that are not age-appropriate to the learners, thus needing much-attention and guidance from a skilled peer.

The results of the study have shed light on some important key issues in the field of education. Although the students' exposures to media, technology, and at home have proven to be effective, and students reiterated that the exposures help them understand their English lessons; it is important to note, however, that there are still other concepts and lessons in English that are difficult to comprehend without the assistance from a skilled individual. So, these concerns should be addressed by the English teachers of any academic institution for it plays a salient role in using and understanding the language and developing mastery and fluency. The data gathered from this study can be used by other researchers who are interested in the topic and who would like to prove that other results can yield different findings.

This study will be beneficial to all basic education students, teachers, administrators, and parents since students need to become highly proficient in English that will make them globally competitive and ready for the challenges of the 21st. century. This would shed light on the language exposures of students. It would help teachers and other stakeholders devise teaching materials and create effective teaching methodologies and environments to achieve the objectives of second language teaching and learning. Finally, this study suggests that schools should provide media classrooms and other platforms that are responsive to learners' needs at their various levels. In these classrooms

and platforms, students should be exposed to different situations, and they should be allowed to participate in the activities along with other students from different schools and different countries. They can take note of how people use language in real-life situations as they get exposed to different accents, intonations, rhythms, and stresses (Carrasquillo, 1994). In this way, students are allowed to become life-long learners.

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STUDENT – DESIGNED PERFORMANCE TASKS: MAKING LEARNING PERSONAL

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ABSTRACT

Performance-based learning and assessment embody a set of techniques for the attainment and application of information, abilities, and work practices through the performance of tasks that are meaningful and engaging to students. However, with students' differing capabilities and talents, as well as their economic, social, and cultural backgrounds, these performance tasks may only be good and effective for specific students. Hence, learners' knowledge, discernments, and voices are vital and helpful in evaluating and reflecting on their learning journey. This qualitative study described and understood the lived experiences and relayed the stories of the learners as regards designing their performance tasks. A phenomenological method was used to explore how students design their performance tasks, the challenges they encountered, and the realizations they have made during the process. Through a series of focus group discussions with the students, the central question, "How do students design their performance tasks?" was addressed in this study. The responses of the participants gave focus and direction to this study which provided a thoughtful perception of this phenomenological study. After a thorough analysis and coding, categories were identified and themes emerged from the focus group discussions of the students concerning the factors that they consider in designing performance tasks (authenticity of tasks, students' self-efficacy, and assessment criteria and time allocation); the experiences in designing performance tasks (difficulty in conceptualization, conflicting ideas, and self-discovery); and students' realizations in designing the task (opportunity, challenge, and reward). The students have also made suggestions as to how student-designed performance tasks can maximize student learning and engagement. The lived experiences of the students in designing their performance tasks allowed them to become more responsible, to discover themselves better, and to become learners who successfully faced the challenges in their academics. In the light of these findings, the researchers developed the Student-Designed Performance Task Template that will serve as a guide for both students and teachers during the process.

Keywords: student-designed performance tasks; personal learning; student-designed performance task template

INTRODUCTION

In the learning process, students acquire content knowledge, develop skills, and build up work habits—and practice the application of these to “real world” situations. Performance-based learning and assessment embody a set of techniques for the attainment and application of information, abilities, and work practices through the performance of tasks that are meaningful and engaging to students. Performance tasks groundwork on the previous content knowledge, process skills, and work habits of the students and are purposefully assigned in the lesson or unit to enhance learning as these tasks aim to integrate these three. Performance tasks are not just “add-ons” at the end of instruction. Instead, they are both an integral part of learning and an opportunity to assess the quality of student

performance (Ark, 2013). However, teachers are faced with concerns of using performance tasks: the amount of time needed for the completion of tasks and the subjectivity traditionally associated with teacher assessment and assigning grades (Metin, 2013).

According to Perlman (2003), performance assessments can give a viable means of measuring learners' capacities and abilities such as the capacity to communicate, think analytically and critically, and employ computation skills that are difficult or inconceivable to determine through paper and pen tests alone. Also, Perlman mentioned that performance assessments should be interesting, are related to instructional outcomes, and allow students to demonstrate what they know and what they can do. She also identified that performance assessments consist of a task and a set of

scoring rules, or a rubric. And both (tasks and rubrics) must be chosen carefully.

A performance task is any learning activity or evaluation that examines students to showcase their knowledge, understanding, and proficiency on a specific lesson or topic. These tasks serve as tangible evidence of learning, where students are asked to apply what they have learned in a certain situation or context (McTighe, 2015). Also, McTighe stressed out that performance tasks can be used to engage students in meaningful learning. These tasks establish authentic scenarios that reflect genuine applications of knowledge; hence, students are often motivated and engaged by such “real world” challenges.

In designing performance tasks, teachers always begin with the end in mind. They identify the learning goals they want to achieve in their students, as well as the goals set by national standards. With these goals, teachers design performance tasks for their students. Most of the time, these performance tasks are the teachers’ best perceptions on how they think they will best gauge their students’ learning, understanding, and capabilities. The performance tasks integrate the 21st-century skills which aim students to become skilled in critical thinking and doing, creativity, collaboration, cross-cultural understanding, communication, computing, and career and learning self-reliance. With these in mind, teachers often design performance tasks that integrate as many subjects or fields as possible, for example, making a music video on how to take care of the planet Earth or a poster that shows ways on how to prepare for disasters.

However, with students’ differing capabilities and talents, as well as their economic, social, and cultural backgrounds, these performance tasks may only be good and effective for certain students. How would a student, who is not skilled in debating, be able to express themselves effectively in a performance task that uses debate as a medium of assessment? Or a student who is not good at singing is required to sing as a performance task? Some teachers address these questions by presenting several alternatives as a performance task. For example, given the situation or scenario, students can choose what “role” they can play in the performance task. They can be the ones to deliver the task, or they could work behind the scenes. In some cases, teachers ask their students to choose what to do (a poster, a video, or a song) as their task to present their understanding of a particular topic. However, in both ways, students are limited with what the teacher asks them to do. They are not given the opportunity to choose what performance task they should

do, knowing their skills and capabilities. Hence, teachers must also find ways to give the students the opportunity to showcase how much they have learned as well as their capabilities and talents.

Learning is a process of acquiring information and aptitudes. It is influenced by the learner’s socio-economic background, interpersonal relations, and personal and cultural factors. Learning begins the minute a person is born, with each person learning in various ways and paces. It is acquired by an individual through practice, interactions, and varied experiences. With the interplay of these factors, there is no one-size-fits-all learning style. Each learner possesses a diverse identity, influenced by a multitude of factors, and has unique ways of learning, adapting, surviving, and applying what they have learned. Hence, learners should be given various assessments to gauge how well they have understood the lesson and apply them in ways that are more meaningful for them. According to Hwang et. al. (2012), learning styles have been recognized as an important human factor that affects students’ learning performance. Anchored from previous studies, they mentioned that taking learning styles into account can benefit the students more because of the provision of personalized learning content presentation vis-à-vis the information on the students’ perceiving and processing styles. In this case, schools can probe on encouraging their teachers to give more activities that can further enhance students’ learning and interest in knowing the students’ learning styles.

Personalized learning is defined in numerous ways. According to the Great Schools Partnership’s “Glossary of Education Reform” (2014), personalized learning can refer to a “diverse variety of educational programs, learning experiences, instructional approaches, and academic support strategies” that is, designed to enable the “academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized—to a greater or lesser extent—for each student.”

The International Association for K-12 Online Learning (iNACOL) proposes a student-centered definition of personalized learning as “tailoring learning for each student’s strengths, needs, and interests—including enabling student’s voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.” (Powell, et. al. 2013). As such, personalized learning enables students to “have the agency to set their own goals for learning, create a reflective process

during their journey to attain those goals, and be flexible enough to take their learning outside the confines of the traditional classroom."

Pane et.al (2017) described personalized learning (PL) as an instruction that is focused on meeting the students' individual learning needs while incorporating their interests and preferences. In their study, they found out that students gained about 3 percentile points in mathematics when the instruction is personalized compared to the traditional instruction or teacher-centered approach. Hence, students, both low-performing and high-performing, appeared to benefit from the instruction as stated in their study.

Teachers can empower students to be in-charge of their learning by creating interesting, open-ended tasks that target real-world skills, meeting the learning objectives, and enabling students to make choices and then measure and reflect on their progress. When students are in-charge of their learning, they feel a sense of belonging—the classroom becomes a space characterized by them. And incomprehensibly, in giving more noteworthy independence for students, teachers are more critical than ever since only a skilled educator can set up a platform for this kind of learning experience and keenly direct students through each step of the method. Treating them like adults, students feel valued and regarded when an experience challenges them, reflects their interests, and permits their voices to be heard. And when they are the authors of their own stories, they attend to each moment because they care deeply about the rising action, the falling action, and the resolution—the triumphs and the lessons are their own (Pandolpho, 2018).

Mangali, et al. (2018) stated that some studies have shown that the participation of the learners as one of the stakeholders in reforming schools directed a positive impact on the teaching and learning process (SooHoo, 1993; Fielding, 2001, 2004, 2007; Cook-Sather, 2002, 2006). Similarly, enabling them to speak and organize their learning habits have made significant effects (Mitra, 2001; MacBeath, Demetriou, Rudduck and Myers, 2003; Flutter and Rudduck, 2004; Rudduck and McIntyre, 2007). In the study of Soo Hoo in 1993, she emphasized that learners who got responsibilities on a particular task could actively explore what is effective for them as learners. She even stated that collaboration among learners through sharing their experiences and stories shows a way of confidence and group camaraderie. Pedder (2009) examined that students' learning experiences are enhanced when students are engaged in preparing their tasks. Therefore, the stories, perceptions, and insights of the

learners about their classroom shared experiences help assess it. This guide, with the understanding that giving consideration and a chance to students to share their learning experiences within the teaching and learning process, would improve the school's performance and eventually the success of the learners. (Nieto, 1994).

Since the Department of Education adopted the K-12 curriculum, performance tasks are given significant weight in student assessment. The shift to performance and standards-based grading from the traditional standardized testing has been reinforced more greatly in pursuance of the DepEd Order No. 8 s. 2015, otherwise known as Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program in the Philippines. The increased emphasis on performance-based assessments, as compared to the previous grading system, aims to provide appropriate performance assessments that will enable learners to transfer their knowledge, understanding, and skills successfully in future situations (DepEd, 2015). Also, the performance task component allows learners to demonstrate what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects/defense.

Outcomes-Based Education (OBE) in the Junior High School Department of Colegio de San Juan de Letran aspires for a comprehensive understanding of the learners on the basic concepts and applications of content knowledge and skills through setting clear standards for observable and measurable outcomes. These outcomes describe the quality of assessment practices used by the teachers to measure student achievement and the opportunity for the learners to learn and explore science education. Teachers give performance tasks in each lesson to gauge students on how they will respond in a situation by applying what they have learned. The department utilizes the GRASPS model in assigning performance tasks. The GRASPS model is a guide for teachers to design authentic performance-based tasks where students are given the Goal or the objective, the Role that the students will do, the Audience to whom they will address the task, the Situation or context, the Performance or the product that the students would do, and the Standards or the criteria in which they will be graded by the evaluator. The performance tasks are also designed based on the criteria aligned with the Program Intended Learning Outcome of the Colegio (Practicing Catholic, Significant Contributor for

Community Development, Ecologically Responsible, and Independent Learner).

Learners' knowledge, discernments, and voices are vital and helpful in evaluating and reflecting on their learning journey. Through this way, teachers can effectively plan and make adjustment on the distinctive approaches to provide to their learners. The individual differences and the rapid societal changes that surround the learners pose challenges that set modern requests on the instructional framework. As teachers look for ways to make strides and meet the requests for these changes, it may be helpful to recognize students' ideas, voices, and talents in the manner that they will be assessed. In giving performance tasks that are teacher-designed, students have limited options which may result in mediocre output, and not showing their real capabilities and knowledge, hindered by not being skillful enough. With these in mind, the researchers wanted to identify the factors that students consider in designing their performance tasks, the challenges they have encountered during the process, and the realizations they have made when they are given the autonomy to design their performance tasks.

The purpose of this qualitative study is to describe and understand the lived experiences and stories of the grade 10 students of Colegio de San Juan de Letran in the School Year 2019-2020 as regards designing their performance tasks. The research question, "How do students design their performance tasks?" was addressed in this study.

METHODOLOGY

Design

Focusing on the experiences of the learners from the Junior High School of Colegio de San Juan de Letran – Manila, the phenomenological design of the qualitative research approach was utilized to develop an understanding of the insights of the students regarding designing their performance tasks. Phenomenology was the research design used because according to Creswell (2009 as cited in Padilla-Diaz, 2015), phenomenology is used when a study aims to thoroughly understand the subjective human experiences that were common among a group of people. Along with this statement, this study aimed to understand the lived experiences of the students in designing their performance tasks.

The role of the researchers in this qualitative research is to attempt to access the thoughts and feelings of the participants without personal bias, assumptions, and/or subjectivity on the impact of the student-designed performance tasks in their learning. The researchers are full-time faculty members of the Junior High School Level of Colegio de San Juan de Letran – Manila. One of the researchers is the Science Coordinator of the Basic Education Department of the Colegio and has been teaching Science for twenty (20) years. The other researcher has been teaching Science for ten (10) years, while the other researcher has been teaching for eight (8) years.

Recognizing the need to be open to different thoughts and opinions and setting aside personal biases that may shape the way they view the data collected, the researchers' exerted efforts such as triangulation and focus-group discussions that will ensure the objectivity of the study (Krueger, 2009 as mentioned in Mangali and David, 2017).

Research Sampling

Before the lessons, all grade 10 students in the Science subject of the Junior High School division of Colegio de San Juan de Letran – Manila were oriented by the Science teacher as to how they will design their performance task. They were purposely selected due to their maturity level and their vast experience in doing performance tasks from the previous years. The students were given the objective of the performance task and the criteria by which they are going to be graded by the teacher. They had the decision to design a performance task in any medium they can clearly express and deliver the objectives set. Their grade in the task will be included as a form of summative assessment.

The participants in this study are selected grade 10 students of Colegio de San Juan de Letran Manila. The researchers identified students who belong to the top rank and to the lowest rank. A letter of consent was given to the participants to inform the parents regarding the study. The letter of consent includes the signature of the parents which means they are allowing their son/ daughter to participate in the study, as well as the assurance of the confidentiality of the data that will be gathered. In addition, the date, time, and venue of the focus group discussions were stated in the consent letter. Prior to the interview proper, the researchers asked the participants to accomplish a demographic form of relevant background data and to sign a consent form regarding their involvement in the study.

There were fourteen (14) participants in this study; two batches of online focus group discussions were conducted on June 14, 2020, and June 15, 2020, through Google Meet. Nine (9) out of the 14 participants or 64.29 % have studied in the Basic Education Department of Colegio de San Juan de Letran – Manila for the past four (4) years. Ten (10) out of fourteen (14) or 71.43 % of the participants are consistent honor students. There were five (5) girls or 35.71 % and nine (9) boys or 64.29 % who participated in the study. All participants hold major positions in the student government or interest clubs.

Instrumentation and Data Collection Procedures

The researchers employed qualitative interviewing as the data collection approach. A two-part research instrument was prepared in this study to gather relevant information. The first part is getting the baseline data about the participants' information or "robotfoto". The second part is the semi-structured interview guide that serves as the prime source of data. An "aide memoire" was used during the interview to serve as a guide to the participants. (de Guzman and Tan, 2007).

A consent letter was given to the parents of the intended participants and was obtained later to certify that the parents allow their children to be included in the study. Students who were allowed by their parents to participate in the study were subjected to interviews through online focus group discussions (since face-to-face interviews are not advised, and to ensure safety and adhere to the protocols during the COVID-19 pandemic). To give more time for the participants and the interview as it is done online through Google Meet, the researchers scheduled two online focus group discussions. Students are informed before the interview that the focus group discussion will be recorded, and the confidentiality of the interview will be highly regarded. The researchers used a non-directive style of interviewing using open-ended questions thereby allowing the participants the freedom to control pacing and draw out clarity on the subject matter being discussed. In addition, a more directive style of questioning was employed to clarify some information from the participants. The researchers, video, and audio recorded the participants' responses, as well as hand-written some notes during the interview (McLafferty, 2004). More probing questions were used to elicit confirmatory answers.

The acceptability of the questionnaire was determined by asking experts' feelings on how they found answering it. The central question is, "How do students design their performance tasks?" While the sub-questions and specific questions are:

1. What are the factors that you consider in designing your performance tasks?
 - Do you prefer individual or group tasks? Why?
 - Do your designed performance tasks highlight your strengths or talents?
 - Do you avoid tasks that you think you are not good at? Why?
2. What are your experiences in designing your performance tasks?
 - What difficulties or challenges have you encountered in designing your performance tasks?
 - Do available resources limit / hinder you in designing your performance tasks?
 - What adjustments did you make in designing your performance tasks?
3. What are your realizations in designing your performance tasks?
 - How does a student-designed performance task affect your learning on the topic?
 - How do you assess your learning in doing your own designed performance tasks?
 - How did designing your performance tasks help or did not help you?
 - What qualities have you developed in designing individual or group performance tasks?
 - Would you prefer to have your teachers assign the performance tasks or you will design your own? Why?
 - What suggestions and recommendations can you share with the teachers and students to improve this method of assessment?

Strategies in Analyzing and Validating the Findings

The recorded interviews from the focus group discussions were transcribed. Statements and phrases that are significant and clearly describe how the students design their performance tasks, the factors that they consider, and their experiences and realizations in designing their performance tasks were extracted from the transcripts. Varied meanings

were constructed from the identified statements and phrases. The meanings were organized and categorized into themes, and these themes evolved into theme clusters, and eventually into theme categories. A color-coded system is used to highlight specific themes/categories to perform a preliminary analysis (Creswell & Miller, 2000)

Ethical Considerations

To certify that the study observed with ethical standards, ethical principles, and standards for qualitative research are followed. The participants of the study were given information about the scope of the research and the procedures in gathering data. Any personal information was not asked among the participants to preserve their confidentiality. As indicated by American Counselling Association (2014), autonomy (freedom of the participants), fidelity (commitment and trust), nonmaleficence (causing no harm), and veracity (truthfulness) should be followed throughout the study. These principles are used to protect the rights of the participants. The participants were informed that they will be audio and video recorded during the interview and they have the option not to answer the questions whenever they feel them distressing (de Guzman & Tan, 2007). To preserve the anonymity of the participants, code names were used instead of their real names in this paper.

RESULTS AND DISCUSSION

This study aimed to describe and understand the lived experiences and relay the stories of the grade 10 students of Colegio de San Juan de Letran in the School Year 2019-2020 as regards designing their performance tasks. The research question, "How do students design their performance tasks?" was addressed in this study. The responses of the participants gave focus and bearing to this study which provided a profound perception of this phenomenological study. Each participant in this study expressed their ideas on what factors they consider in designing their performance tasks, their experiences while doing the tasks, and their realizations after doing their own designed performance tasks. The research question, "How do students design their performance tasks?" was addressed in this study. The sub-questions and specific questions were also addressed, and after a thorough coding

and analysis, codes were identified, and themes emerged from the focus group discussions.

SQ1. What are the factors that you consider in designing your performance tasks?

In designing performance tasks, teachers think first of their expectations from students as to the extent to which students have grasped or understand the lesson and apply it in real life. In student-designed performance tasks, the students are given the opportunity to design and perform the task. Based on the focus group discussions, the following are the factors that students consider in designing their performance tasks.

Theme 1: Authenticity of Tasks

The authenticity of tasks refers to the degree to which a task is required for a student to solve real-world issues or problems and has application or value beyond the four walls of the classroom (Lombardi, 2007). The real-life applications reflect tasks that are experienced or can be experienced by the students in their everyday living, or when they go to higher studies (Senior High School or College), or when they are already working as professionals. These issues are often complex and require understanding and effort to solve. On the issue of the value of the task to an individual, it implies that the creation of tasks has individual, utilitarian, or social importance aside from evaluating student's knowledge and skills (Newman, Marks, & Gamoran, 1996).

In the studies of Newmann, et.al. (1996), Newmann, Bryk, & Nagaoka (2001), it was found out that when students in elementary and middle school classrooms are engaged in authentic work, the quality of their academic performance increases. According to Smith (1987), authenticity may be fostered by creating tasks that promote realistic problem-solving processes. In addition, authentic tasks bear a significant resemblance to activities conducted by real practitioners (Brown, Collins, & Duguid, 1989). As such, when students are exposed to such activities rather than to disarray and abstract concepts and skills it allows them (students) to "tease out the way a mathematician or historian looks at the world and solves emergent problems" (Brown, Collins, & Duguid, 1989). Through authentic tasks and activities, students learn not just by simply memorizing facts or following procedures, rather, they engage in discourses or activities in ways that a professional would.

As stated in the study of Bae and Kokka (2016), Brophy (1986) mentioned that relevance fuels a student's motivation to learn. It is a process by which a student perceives that a task will satisfy important personal needs, motives, or values (Keller, 1983). Moreover, relevance answers the question "Why does the educational content matter to the student?" and provides the student with an intrinsic reason for doing the task. Relevance may be fostered by making a connection to students' lived experiences, interests, or prior knowledge. These connections create a "need to know" for students and offer a reason for doing the task (Bae and Kokka, 2016).

The results of the focus group discussion revealed that the authenticity of tasks is the first consideration of students in designing their performance tasks. All participants mentioned that they design tasks in which they know can be of value to them and can be used in the future, be it in school or real life.

Fin points out, "Something (task) that can be useful, can be used by others, for them to know more and to enhance their knowledge."

As Tim conveys, "We design it around the lesson, applied to our lives, and apply it in real life."

Dina mentions, "Aside from I connect the lesson with my surrounding, I can also retain it for a lifetime. It creates memories with my classmates".

This implies that students consider the task value of their designed performance tasks. Rotter (1982) defined task value as the anticipated reward the individual will receive from engaging in the activity. Similarly, Raynor (1974; Raynor & Nocajski, 1986) contended that the instrumentality of a specific task in permitting one to move along an unexpected way toward the desired objective would increase the motivation of the student.

Furthermore, since these students have been doing performance tasks since grade school, they are already familiar with what performance tasks are and what are they for. Because of maturity and experience, they think of tasks that are unique and innovative.

As Andy says, "The task should be unique, something that can be enjoyed by my classmates."

Lion imparts, "Something (task) that is not done in the past which can be incorporated in the lesson, something new to the eyes of students which is still related to the lesson."

The extent to which a specific task can fulfill the needs, affirm central aspects of one's self-identity, encourage towards the attainment of goals, confirm individual values, and/or evoke positive versus negative affective associations and expected states is assumed to impact the personal value attached to the engaging in that task. Eccles and O'Neill (2005) in their study found out that individuals are more likely to engage in valued tasks. Thus, individuals' values are suggested to have both motivational and behavioral effects. In addition, as Meier (2008) mentioned, when task scenarios are used to connect a task to students' own lives, engagement and performance improve.

Theme 2: Students' Self-efficacy

Self-efficacy is described as a person's beliefs in his/her ability to how to succeed in a particular situation. Bandura (1997) described it as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations". These beliefs are determinants of how people think, behave, and feel. As Bandura et. al. (1977) stated, self-efficacy can have an impact on everything from psychological states to behavior to motivation. It determines what goals a person chooses to pursue, how to go about accomplishing those goals, and how he/she reflects on his performance. There are four main sources influencing people's beliefs: mastery experiences, modeling influences, social persuasion that one has the capabilities to succeed in given activities, and inferences from somatic and emotional states indicating their personal strengths and weaknesses.

During the focus group discussions, all participants mentioned that they consider their skills and talents in designing their performance tasks.

Race tells, "In designing tasks, we adopt our own style of doing different projects, it should be enjoyable, creative and it manifests our own talents."

Elm adds, "I incorporate my own talents or fields that I excel at. I also consider the accuracy or how accurate the information that I will be giving to my classmates".

As Earl conveys, "I consider the knowledge given by the teacher and apply our talents".

Angel validates, "...you can use your skills, and what you can use your skills, your talents, and connect it to the lesson. The skills and talents of each student

are integrated, resulting in bonding and effective communication”.

Nath adds, “I consider the topic then how can I relate it with my skills.”

AJ shares, “It depends on my hobbies and skills that I can do.”

As Dina verbalizes, “I design them by my own skills and strengths.”

And RB confirms, “I do my performance task also with my skills because I can express my opinion better and it enhances the topic”.

In the concept of self-efficacy, one of the most effective ways of creating it is through mastery experiences. If people experienced success in achieving their goals, they tend to gravitate more on it. Students thought that using skills and talents that they have mastered and are experts of will give them easy success. Thus, they tend to choose and design tasks in which they think they are good at and know that the output will be in their favor (high grades).

According to Race, “Performance tasks are created to highlight your skills or talents, opportunity to freely create the outline, be incorporated with whatever talent you have, what it means for science to be molded into all different categories, different categories of different talents.”

“My talents and strengths are my comfort zone. I tend to gravitate to where it is easy for me so that I can create a better and good performance task rather than going outside of my box and trying to learn new talents just to pretend that performance task”, Tim states.

Angel discloses, “It highlights my talents and strengths. I can express myself easily, be comfortable and give my best to get a perfect score”.

Andy further says, “performance tasks highlight our strengths or talents, you’re becoming more idealistic and innovative, you’re giving your best and you’re pouring all your heart.”

Lion quips, “We were given the chance to choose what we would like to do, we show where we are good at so that we will have a good output.”

Fin shares, “it enhances our strengths and talents, we can explore more, and go outside the box”.

Sjögren (2009) mentioned that marks, transcripts, and diplomas that encapsulate student performance are perceived as rewards for student efforts and achievements, hence, they provide extrinsic motivation for learning. Crooks (1988) suggested that carefully planned experiences of extrinsic rewards can stimulate students who lack intrinsic motivation by stimulating their (students) interest in the area. Thus, one of the ways in which students can develop their interest is to let them participate and personalize their learning. However, since students are keen to design tasks that are of their expertise, and they want to obtain high grades, teachers must seek to standardize and regulate the students’ designed performance tasks. As what Crooks (1988) and Kohn (1994) found out, the use of extrinsic motivation may be problematic, because such extrinsic motivation is closely related to the reward and that it may mean that learning will be targeted to those domains that are rewarded, students’ effort may decrease or disappear when the reward is no longer provided.

Collaboration has been found to greatly increase student engagement (Slavin, 1990; D. Johnson & R. Johnson, 1987). The concept of student collaboration refers to students working with each other in pairs or small groups to ask questions and to share and build on each other’s ideas. It builds upon cognitive theories, such as Piaget’s concept of social arbitrary knowledge, in which interactions with other people are key to learning, and Vygotsky’s concept of the zone of proximal development, in which learners’ problem-solving skills are fostered under adult supervision or in collaboration with more capable peers (Slavin, 1980). Hence, student talk, such as students explaining and justifying their interpretations of activities and solution attempts, has been found to improve student learning (Yackel, Cobb, & Wood, 1991), and collaboration provides opportunities for students to engage in such talk.

When the participants are asked if they prefer individual or group tasks, 11 out of 14 or 78.57% prefer group tasks over individual tasks.

According to Race, “Two heads than one, a group is better”.

Elm shares, “I prefer to have groupmates, it will be more accurate and credible”.

Tim says, “I prefer group tasks because sometimes there are some things in which we are not good at and are not able to polish, in which my

groupmates are good or better at. If all our skills will be put into the task, it will be better”.

Lion mentions, “..there is a diversity of information if the task is done by the group”.

Nath declares, “For me, I like group tasks better because, in group tasks, we can get our common factors or skills that we each have”.

Ray speaks, “I prefer group tasks because we can work together and accomplish the task faster and on time”.

RB discloses, “I prefer group tasks because we can evaluate each other’s skills.”

Another influencing factor of self-efficacy is social persuasion. People who are persuaded verbally that they possess the capabilities to master or make the activities exert greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. This is evident with how the participants choose group tasks over individual tasks. Group members serve as support to one another, and evaluators and critics of one another too. However, some participants mentioned that some group members do not cooperate and seem to just depend on the leader. Three (3) or 21.43 % of the participants say that if given the choice, they prefer individual tasks rather than group tasks because of uncooperating members.

Lion reveals, “some members do not cooperate, you cannot force them to do something”.

Andy says, “some members only depend on the other members.”

AJ shares, “Sometimes a lot of communication that makes it difficult for us”.

Collaboration can also increase student motivation when a group reward system relies on individuals attaining their goals through the group’s success, facilitating students’ encouragement of each other’s effort and learning (Slavin, 1990). Some of the participants shared how they encourage their groupmates to cooperate with them.

Just like what Dina mentioned, “Communication is not a problem if you would reach out to them. Sometimes you have to be a leader too.”

Nath adds, “..that’s where brainstorming enters, which is to identify the capability of your groupmates so that you can assign a task that is not difficult for them. So that he/she would not be discouraged. And

as a result, it will make our task easier and finished sooner”.

Some individuals with high self-efficacy look at difficulties as challenges rather than threats, they become more interested in the tasks they pursue. Difficulty and even failure do not mean that they have not achieved their goals. Instead, these individuals exert greater effort and look for ways to overcome these challenges. Though most participants choose tasks that highlight their skills and talents, some students take the risks of going outside their comfort zone. They see these tasks as challenges.

According to Bandura (1994), a solid sense of adequacy or self-efficacy upgrades human achievement and individual well-being in numerous ways. Individuals with high confirmation in their capabilities approach difficulties as challenges to be faced instead of as dangers to be avoided. Such an effective viewpoint cultivates personal interest and profound engrossment in tasks. They set themselves challenging objectives and keep up their solid commitment to them. They increase and sustain their endeavors with the confronts of disappointments or failures. They rapidly recuperate their sense of adequacy after disappointments or misfortunes. They approach frightening circumstances with affirmation that they can work out control over them. Such a useful viewpoint produces individual achievements, diminishes stress, and lowers depression.

Andy shares, “I don’t avoid tasks in which I think I am not good at. Because I believe that if you give them time, and your best, I believe that I can learn more and apply it in my life”.

Fin mentions, “It’s okay to take the risk, even if you are not used to doing that. It cannot be avoided. It is an opportunity to be open on other things and can be used to explore and discover if you are also good in another thing.”

Ray conveys, “I don’t avoid tasks because I can use them in my studies until Senior High School”.

And according to Dina, “I see it as a challenge, and an opportunity to grow and know myself better, and to improve myself in different departments.”

On the other hand, individuals who question their capabilities avoid difficult tasks in which they perceive as threats or dangers. They have set lower goals and are less committed to the objectives that they seek to pursue. When they are confronted with difficult tasks, they dwell on their

individual insufficiencies, on the deterrents they will experience, and all sorts of negative outcomes rather than focus on performing effectively. They lose and give up within the comfort of their troubles quickly. They are also slow in recovering their sense of efficacy following their failures, setbacks, or disappointments. Hence, they lose self-confidence, fall easy as victims of stress and depression (Bandura, 1994)

"Avoid you know, ah uncharted territories, we need to stick with what we know because we need to enhance that. Avoid first if you have uncertainty. Because you want to raise your marks, you want to show the teachers what you got, and you cannot do that by experimenting on their subject. It's impractical.", according to Race.

"Based on my experience, I rarely go out of my comfort zone, for example, drawing, I have little difficulty and I am not comfortable in doing those tasks. But that is where teamwork and cooperation enter", shares Nath.

When students develop a stronger sense of efficacy because of experiences in overcoming these challenges, they persevere more and emerge as better individuals, armed with skills and knowledge that they can use in the future. As Bandura (1994) mentioned, students' belief in their capabilities to master learning activities affects their aspirations, their level of interest in performing the learning activities, and their academic accomplishments.

Theme 3: Assessment criteria and Time allocation

When designing performance tasks, teachers give students the criteria for assessing the task. Students need to be informed and understand what they are aiming to learn and what indicators and criteria will be evaluated (OECD, 2013). This is in a form of rubrics where the criteria are described, and points are allotted. In this study, though students designed their tasks, the teacher gave the assessment criteria and the time allotment. Based on the interview of the participants, these factors are what they also consider in designing the task.

As AJ shares, "I consider my schedule because there are many subjects that we need to entertain so if I have plenty of time, I will make performance tasks, make more effort than others".

Lion states, "Based on the time allotment given by the teacher, if I am given longer time allotment, I explore more."

Ray mentions, "Based on a time limit or time allotment because there are many tasks in other subjects too. So, I need to work on the task faster and make the design simple so that I can finish according to the deadline of submission. If the time allotment is longer, I can prepare better performance tasks, so I can get a perfect score."

Rubrics are created to assess students' level of understanding of the lesson which is evident in their performance tasks. The rubrics given by the teacher in a performance task serve as a guide for students as to the teacher's expectations of them. In that case, the participants also are concerned with how they will be assessed. Likewise, most of the participants mention that time allotment is indeed a factor in designing what task to do. If students are given sufficient time, they will design more complicated tasks and explore more on tasks that they have not done before. However, when they are faced with the dilemma of time in accomplishing the task, whether it was the teacher who allotted it, or because of the simultaneous giving of tasks in all subjects, students choose what is easy for them and already tested to still get high grades.

As the students design their performance tasks, they are prone to choosing tasks that might not be aligned with the objectives or just chooses an easy way out of the task. As Mc Tighe says, "Student choice has many benefits, but you want to make sure that opportunities for choice don't get in the way of what you're trying to assess."

SQ 2 – What are your experiences in designing your performance tasks?

In designing their tasks, students come to conceptualize, agree, and decide on what tasks to do that will show how much they have learned from the lesson and how it can be applied in real life. During the interview, the participants shared their experiences in designing their performance tasks. And from these experiences, three themes emerged: difficulty in conceptualization, conflicting ideas, and self-discovery.

Theme 1: Difficulty in conceptualization

When teachers give performance tasks, they plan everything as to what task should be given to students

considering their objectives. This implies that students would do what the teacher is asked of them and be evaluated using an assessment tool. In this study, students design their tasks on their own. The very first challenge that the students faced was the difficulty conceptualizing, planning, and deciding on the task.

According to Elm, “the complexity, from the complexity of building ah or designing of performance tasks from scratch”.

Lion adds, “The most difficult part in designing performance tasks is planning. Thinking of how to do the task, with so many ideas and things that I want to integrate, it is more difficult to think of a task.”

Tim shares, “The difficulty you can encounter is creating a performance task from scratch, time allotment also, I find it difficult to do tasks about theoretical lessons”.

Fin conveys, “Planning is the hardest part for me because that’s when the time everyone has his/her idea which mixes and collides”.

Besides, when students are given time allotment, they have trouble managing time. They believe that time is not enough to do the performance task that they want.

According to Race, “Time is not enough”.

Bea shares, “I work slowly, and I find it difficult based on the given time allotment”.

RB mentions, “For me, it’s also time management since I am a perfectionist. If there is a mistake, I will change it and make it better. My time is spent and it’s not enough”.

Ray imparts, “I want to perfect my performance task, and because of that I don’t have enough time. That is why I submit late and there will be a deduction, and that’s not good”.

When students are given the opportunity to design their performance tasks, they make sure that they give their best. Hence, they would design tasks that express their being perfectionists. That is why most of the participants mentioned that the allotted time is not enough for them. In this case, the aesthetic appeal of the task matters. It could also imply that teachers should be aware of how much value students give to the aesthetics of the task rather than the fulfillment of the objectives. As McTighe pointed out,

“sometimes students get so caught up in the product (output) that they lose sight of what they’re intending to show with the product.”

Another difficulty the students encountered during designing performance tasks is the availability of resources and group members. These resources refer to the materials that students need to do the task, as well as facilities where students can do the tasks.

Lion points out, “Resources hinder us in making performance tasks, especially the availability of group members and time”.

Angel says, “When materials are not brought or available, it delays us in working with the performance tasks”.

RB and AJ both attest, “Unavailability of resources such as computers, cell phones or cameras that can be used for good editing and even internet connection can be a problem”.

Theme 2: Conflicting ideas

When tasks are done in a group, and students have the freedom to design their tasks, conflicting ideas arise. Since groups are made up of individuals who possess different traits or characteristics, and come from different social and economic backgrounds, various ideas are also formed as to what performance task to do. In those cases, conflicting ideas are also observed when students design their performance tasks.

Race explicitly mentions, “With designing your own ah outline of the task was a different experience each time, the extra ideas of every member. If you are in a group or yourself. If you are conflicting with what you do. Too many ideas that you can integrate but there’s not enough time for you”.

Angel expresses, “Every person in the group has his/her own opinion and point of view in coming up with a decision in making a task.”

Fin communicates, “Not all members are dedicated to doing the task, that is why it seems that much time is wasted”.

Dina also mentioned insecurity with other groups, “The insecurities especially if other groups perform better. You cannot help but be insecure and it might affect your grades”.

During the focus group discussion, when students are asked what they do to settle conflicting ideas, they mentioned that they talk and compromise to decide what task to do. About the availability of resources, they look for materials that can be used as substitutes. As a result, they become resourceful and creative.

Race says, "It's always compromise. Compromise is the key. Compromise is the key to performance tasks. Once your team compromises on a great idea or something that you want to monopolize then it is all straight from there, no problems mam. Compromise is the key."

Nath mentions, "We look for materials that we can use in the classroom and inside the campus. We become resourceful to avoid deductions (in grades) in our performance tasks".

Ray adds, "We became creative in doing our task to make it good."

Bea confirms, "That is where being strategic and creative comes in."

Theme 3: Self-discovery

When students are given the opportunity to design their own tasks, most of them would rely on their strengths and talents. However, if tasks are assigned per group, there will be instances when students have to agree on certain tasks at which they are not good at. Based on the interview, as the participants take risks on challenging tasks, because they are able to discover their hidden talents and overcome their fears and weaknesses.

As Elm points out, "Performance task is a gateway for developing your hidden talents and discovering them. So that performance tasks can also highlight your hidden talents with the help of your groupmates."

Nath mentions, "Group tasks cover each other's weaknesses".

AJ states, "It helps us discover things that we don't know. We can also improve our weaknesses which we have not discovered before, and we try new things to grow up."

Dina adds, "It gives as an avenue to exchange ideas and discover hidden talents."

Ray expresses, "It boosts my confidence knowing that I can do tasks which I thought I am not good at.

There are times that we did not know that we can do the task. When I was in grade 7, I didn't know that I have the knack to draw. So, when my groupmates and I have that task, I learned how to, and my confidence was boosted. When they praised my work, it boosts my self-confidence, and I would do better the next time".

Nath divulges, "We optimize the weakness of a group member. That's where teamwork happens, to help the other members overcome their weaknesses and to improve our weaknesses too so that we would not depend too much on each other"

Elm quips, "Performance tasks are made so that we students can grow. That ahm, talents that we are aiming yet discovered, we can cultivate them, and we can excel at other fields more".

SQ 3 - What are your realizations in designing your performance tasks?

When students design their own performance tasks, several factors were considered, and challenges were encountered. However, with their experiences come the realizations in designing their performance tasks. Three (3) themes emerged as the realizations of students in designing their performance tasks: opportunity, challenge, and reward.

Theme 1: Opportunity

According to Connell & Wellborn (1990), student engagement may also be improved through contexts that support autonomy. The concept of autonomy derives from self-determination theory and refers to the extent to which a student is able to choose, or self-initiate an action, or experience an action, for which the student is responsible (Deci & Ryan, 1987). Autonomy may be supported by providing students with latitude and decision-making opportunities (Skinner & Belmont, 1993), and affording students the opportunities to make cognitive choices as well as organizational and procedural choices regarding their work (Stefanou, Perencevich, DiCintio, & Turner, 2004).

During the focus group discussions, the participants explicitly state that designing their performance tasks gave them the opportunity to showcase their skills, talents, and knowledge and at the same time build confidence and own their learning.

Fin mentions, “The lesson becomes more interesting because of a student-designed performance task. It makes me explore more”.

Andy says, “If you are interested in a topic, I come up with more ideas to do a performance task which can enhance my skills and talents and to understand the lesson better.”

Elm confirms, “Yes mam definitely, I do learn more whenever we design our performance task. Just like what I have said earlier that ah in designing my own performance task. I will become more engaged and interested in the lesson. So, by becoming more engaged and interested, what happens is I will get more information about the lesson through research and not just by what is written on the book, on our books”.

RB mentions, “while enjoying while we are learning, and we really apply it (in real life)”.

Dina says, “we learn more, especially during brainstorming, instead of prioritizing ourselves, we prioritize others (groupmates), if they understand what they are going to present. That alone, we learn more”.

Nath states, it becomes easier if we know our capabilities, what we can do, unlike in the traditional way that teachers assign performance tasks for example to make a poster. Not all of us know how to make a poster, and not all of us are good at drawing, that way in designing our own performance tasks, we can explore other skills. It’s still different if what we are good at is what we are going to do. We can go out of our comfort zones”.

Dina adds, “Just like what they said, not all students are equal, especially their skills. If we are given the chance (to design our own), we can do better. We can even know the personality of our groupmates and interests of our classmates”.

Nath again adds, “not all the time that we have an idea or available ideas that we like to do, sometimes there are groups who made it already, sometimes it’s uncomfortable to do”.

Lion mentions, “Student-designed performance task let us explore more, and you will learn more about the lesson. Because when the teacher assigned the task, you will just focus on the task given. If we,

students, are allowed to design the task, we think more, on a wider coverage of the lesson, not focused on just one topic”.

Elm says, “One of the factors that I look into whenever I design performance tasks, is the accuracy or the credibility of the information that I will share with my classmates. And what happens now is that as a designer of my performance task, I begin, I become more invested in the lesson. Since I want the information to be very credible. That’s why as the student I will become more invested in whatever the lesson is all about”.

In the research of Iyengar & Lepper (1999), students’ motivation and learning are enhanced by offering them a choice. When students were given autonomy to choose their levels of difficulty, they demonstrated a preference for more difficult work. Chase, Chin, Oppezzo, and Schwartz (2009) also examined the effects of choice on student learning. Bae and Kokka (2016) in their study, concluded that students’ ability to choose what and how to learn had a positive impact on their learning.

Race conveys, “In regards to how much you learn, or whether you learn much or whether you don’t learn much, its interest wise and it helps that during the giving the students freedom the ahm, the freedom on a subject that they on a subject or branch of the subject that they like or that don’t like. If we are given the freedom to at least control that much of the project, then at least that student might be interested or at least try to be interested. That helps open up opportunities for the student to at least integrate something into the subject that takes away the factor of it being a deplorable mam”.

Race further adds, “Imagine mam an artistic student, who does not like physics can integrate art with physics which makes him interested with physics more, because he knows he can integrate it with this, and I can use my talents to learn something better.”

In the research done by Bae and Kokka (2016), students mentioned that they feel “less stressed” and “not stuck” when they are allowed to choose which task to engage in based on their ability level or by how much they want to challenge themselves. This realization is also evident based on the participants of this study.

Theme 2: Challenge

In designing a performance task, it is important to understand the steps in designing, as well as find full support and collaboration among members. Like any other new endeavor, designing performance tasks is challenging. Based on the realizations of the participants, they have identified some challenges that they have encountered in designing performance tasks.

Herman, as stated by Cohen (1995), described cooperative grouping as any kind of group activity confounded on the measurement of individual ability. She added that although group work supports learning, individual components of the assessment should be included in group tasks. And that performance of other students in the group can affect the output. This is one of the challenges the participants have mentioned.

Ray divulges, “Some of my groupmates don’t have a laptop, internet connection, some cannot go home early, some are student-athletes, like them cannot do their assigned roles on time. That is why we have to adjust”.

Bea shares, “I listen to other opinions since I am not the only one who is doing the task. We need to listen to their opinions and understand them, so we do not create conflict.”

Dina quips, “We, as groupmates, have to adjust, because sometimes when we perform, some are shy. So we have to help one another, especially if I am the leader. It (misunderstanding) can waste our time.

RB adds, “Sometimes we have to step up for the group.”

On the other hand, Herman also mentioned that giving students choices can be a dilemma for teachers with regard to the measurement perspective. Some options or topics may yield easier projects than others and not all students are “equally good choosers”. Likewise, when teachers assign tasks, there is a risk in giving an advantage to students who are more inclined or talented with what the teacher selects. Like what RB mentioned, “not all students are equal in terms of skills or knowledge. That way, I would prefer student-designed tasks rather than those assigned by the teacher. For me, the disadvantage is, like myself, sometimes I am not strong in the assigned task, so I consider it as a weakness. So, for me, I choose the design your own to be fair to everyone.” This thinking might be a challenge for the teacher to have the

students go out of their comfort zone and try new tasks that might discover their hidden talents and skills. Hence, since the students are showcasing only where they are good at, it is hard for the teacher to authentically assess their knowledge or understanding of the topic.

Theme 3: Reward

After designing their performance tasks, encountering some challenges, and grasping the opportunity, students have realized that the process developed in them some traits and work habits. They were able to explore more on the topic, keep the pace of their learning, and confront the challenges they have encountered.

Race says, “Both of the participants are equally rewarded and beneficial it helps very well for us to student’s mental composure to keep going and keep pursuing the subject, and it’s very helpful despite it being very hard”.

Elm mentions, “We are helping more on what is the lesson is all about and second, of course at the end of the day, in designing our performance task, we will improve more or better our own talent and strengths because that’s what we incorporate in designing our own performance task. I believe it is more stressful than the regular performance task because in designing our own performance task, we need to start from scratch which is harder than say performance task that has already instructions on how to do”.

In addition, certain traits or characteristics were developed in students during the process of designing their performance tasks.

Race conveys, “Resilience. I think this is the number one thing I developed in designing group perform, group performance task is resilience a lot of the times you have to be really patient, you have to give everything to your members because I believe in group camaraderie. I think creativeness you have to enhance it, uhh, you come off so much uhm different ideas because of different subject and different topics then you’ve in being creative and every performance task if you have to give at all and that’s the creative part of becoming of doing group performance task so resilience and creativeness I enhance those through (the) process of group performance task”.

Elm shares, “(What) I developed is being more productive because I've said, designing our performance task is harder or more difficult than say already, in turn, I will be more productive so to that I can produce better performance task”.

Lion mentions, the quality that I developed in designing performance task is resourcefulness, And I realized that if there is a common interest (among group members), the relationship becomes more harmonious”.

Andy reveals, “The quality that I most developed is being responsible.”

Nath shares, “Being considerate is what I developed more. Because most of the time we do group performance tasks. If it's by group, it's not always that your idea should be insisted on. That is why we need to consider the ideas of our group members so that we can make a good performance task”.

After evaluating their learning and designing performance tasks, the participants have made several suggestions. When they are asked if they would prefer student-designed performance tasks over teacher-designed, some of them honestly mentioned that it will depend on the time allotment given and the lesson or topic. Likewise, they also mentioned that it will also be helpful if the teacher will alternately allow student-designed tasks with teacher-designed tasks to lessen students' stress during the planning stage and have a consultation during the process.

Elm says, “I prefer both like alternate, because I have said that designing our performance task is harder than when already given (by the teacher), so in that case, and also, designing own performance task is a lot better in terms of cultivating our own talents, strengths. So that's why I believe that if we alternate, us as students we, uhmm, experience less stress as well as we experience more cultivation of our strengths.”

Tim mentions, “For me, it depends on the lesson. You can have designed your performance task so that you can be more creative in creating a performance task”.

Lion shares, “My preference depends on the time. If the time is limited, it will be better if the teacher will assign the performance task. But if there is much time

allotted, it will be better to create our own because we have enough time to prepare.”

Nath says, “I suggest that the teacher have consultation time with the students in each output. So that we, as students, would know the teacher's standards. So, the connection between the teachers and the students is needed. It's like give and take. I also would like to emphasize, just like what Dina said, the need to consider the time allotment”.

According to Skidmore and Aagaard (2004), the heterogeneous and homogeneous grade group treatments led to the greatest score gains over scores earned under the traditional testing condition, with the heterogeneously designed discussion groups resulting in the largest positive effect. Likewise, Bae and Kokka (2016) said that students' opportunities for autonomy also arose when allowed to make choices about who to work or sit with and whether or not they should work in groups. From the participants, knowing that group tasks are more challenging than individual tasks, they mentioned the following suggestions.

Dina conveys, “I wish that the time allotment is longer. Because based on my experience, brainstorming alone takes us a long time. It's not easy with our groupmates to share their ideas or what they can contribute. The same thing, grouping (of students) should be well distributed.”

RB confirms Dina's suggestion, “Groupings should be well distributed. The honor students are likely to form as a group. It's unfair to other groups. For students, we have to cooperate in the performance task for it to work. If there is no cooperation, ideas will be wasted.”

Allowing students to choose how they will perform a task, the resources they will use, the methods they will employ, and whether to work alone or in groups have instructional benefits but have complications too. As young as they are, the participants have realized that when they design their performance tasks, they are prone to just stick with what they are good at and do not take risks and explore more on what they can do.

AJ explicitly says, “For me, I will recommend to students not to make the same types of performance tasks in every topic. So that it will not be a cycle, and redundant. The same performance tasks are done every time. For example, drawing or poster making which is always done. So that it's not only being

artistic is developed. For the teacher, I recommend putting a summary every time that there is a meeting to create the performance task. So that students will be refreshed so that they will be clarified if ever there is confusion in doing the task that day.”

Nath says, “We can say that we can be more creative as a student because we know for ourselves what we are doing. It is a disadvantage for those who do the same performance tasks again and again because they cannot go out of their comfort zones. There should be rules and regulation.”

Ray supports, “Because if we are the ones to design the task, the tendency is to do the task repeatedly, so that’s correct, there must be rules and regulations.”

According to Sackstein (2016), when students own their learning, they will be intrinsically motivated and will be lifelong learners. When they are given opportunities such as designing their performance tasks, they show themselves as independent learners. It’s a win-win situation because the students become excited and get to read and learn more. In addition, Sackstein mentioned that the more students are allowed to be in control of their learning, the better. Because children are capable of making good choices, then adults should give them more opportunities to practice while supervising to ensure that the students will maximize their learning and full potential and address their needs.

Race articulates, “Student design performance task is a very revolutionary idea. It is really rare to see this opportunity being given to us students since the conventional way of giving performance task is always on the teachers and this is a very good situation and a win-win. Both the teachers and the students experience something new and elaborate on a subject either complicated or basic. it helps greatly because a lot of I think facilities or faculties forget that not all the students have the same kind of capabilities in different activities and basing your performance task on one activity only gives a slight advantage to, ahmm, other students who are not proficient in that activity ma’am so if a teacher keeps giving out drawing activities or keeps giving out role-playing activities then the students who are not readily available or who are not very good at the exact activity they could have lower marks and it discourages them more to perform better in the next activities. Better handling po ma’am,

I think better implementation po. I think once your perfect ma’am is a very, very good system.”

Performance tasks can give teachers a glimpse not only about how much a student knows but also what they can do with that knowledge (Darling-Hammond and Adamson, 2010). Instead of asking students to just recall facts, performance tasks assess whether a student can apply their knowledge to make sense of a new phenomenon or design a solution to a new problem. In this way, assessment becomes phenomenon-based and multidimensional as it evaluates both scientific practices and content within a new context (Holthius, et. al. 2018)

When students are given challenges like designing their performance tasks, like adults, they feel esteemed and regarded, and these reflect students’ interests and permit their voices to be heard. Since they are the designers and creators, they focus more on each activity – owning their triumphs and even the lessons (McTighe, 2015).

In the resource material titled, How to Use Student Designed Tasks (www.kyrene.org/lib), teachers are given a guide on how to use student-designed tasks. According to the material, student-designed tasks are developed to meet a class or personal learning goal. They also identified questions that need to be answered as the students’ knowledge levels progress from initial understanding through proficiency and into independence with the content material:

- What are your initial questions and predictions about this content or information? This question will help the students focus on a personal interest topic within the unit of study. Once that is decided they should determine the type of task they wish to design.
- Answering the following questions might help the students design their task:
- Relative to my questions and predictions is there an important...
- Hypothesis I want to test? (experimental task)
- Problem I want to study? (problem-solving task)
- Decision I want to examine? (decision-making task)
- Concept I want to examine? (investigation task)
- Event I want to study? (investigation task)
- Hypothetical or future event I want to examine? (investigation task)

Pat Fitzsimmons (2020) in her four-part blog series, shared how she convened educators at the Vermont Agency of Education and talked about formative and summative

assessments, and student-designed performance tasks. From the convention, they were able to draft a Student-Designed Performance Assessment Template. The template would serve as a guide for teachers in their district when they allow student-designed performance tasks.

Table 1. Student-Designed Performance Assessment Template

Proposal: Why do you want to learn about this topic? What excites you about this topic? What compelling question are you trying to answer?
Standards/Proficiencies to be Assessed (Academic and Transferable Skills):
Identify Potential Challenges: What challenges might you encounter? How will you solve them? What support will you need?
Final Product or Performance: How will it be displayed or performed? Who is your audience? What will you know, understand, or be able to do as a result of this work?
Timeline: Start Date; Milestone Dates: What will you have completed? Teacher Check-in Dates; Anticipated Completion Date
Reflection: What worked well? What would you change given another time? What are your next steps?
Success Criteria: How does this project connect to the Standards/Proficiencies you selected? How will you know if you are successful? Describe how that would look like? What evidence will you collect to demonstrate proficiency?

Source: <https://padlet.com/patfitzsimmons/sj20a4t8c28ju2u>

With the themes that came up from the sharing of the participants in this study and the above-mentioned templates, the researchers came up with the Student-Designed Performance Task Template which is created to be accomplished by the students before, during, and after designing their performance task. The template can serve as a guide for both teachers and students to keep track and be focused on the relevance and intent in doing performance tasks.

Table 2. Student-Designed Performance Task Template

THE PROPOSAL
- What specific topic/s in the lesson do you want to focus on in your performance task?
- What is/are the essential question/s that you need to address in your performance task?
- Is your task authentic?
- How is your task relevant to your life? To the community?
- What are the learning objectives to be assessed in your performance task?
- What potential challenges you might encounter? And how will you solve them?
- What support from your teacher do you need before doing the task while doing the task, and after doing the task?
THE PERFORMANCE TASK
- Goal
- Role
- Audience
- Situation
- Product or Performance
- Standards / Criteria for Success
TIMELINE
- Start Date:
- Check-in Dates:
- Anticipated Completion Date:
REFLECTION
- What have learned while working on your performance task?
- What skills were used and enhanced in doing your performance task?
- How did this performance task help you in understanding the topic?
- Describe your feelings about working on your task. Did you enjoy working on it?
- What would you do the next time you are to accomplish this kind of performance task?
SUCCESS INDICATORS
- Have you accomplished the learning objectives you set?
- How did you know that the performance task is a success?
- What evidence will prove that you have demonstrated proficiency in the lesson and your skills?

IMPLICATION OF THE STUDY

Effective classroom pedagogy, instruction, and management are linked with higher student achievement. These aspects make the learning experiences of students diverse, which is proportionate to their learning needs. These perceptions suggest that students have developed skills, abilities, and knowledge, based on how instructions were given. This phenomenological study provided an insight into the learners' experience in designing their performance tasks. The study describes the effects of student engagement in

crafting their performance tasks, hence, ensuring that learning is still sustained.

The results from this study cater to important implications for the design of instructional management. The finding is that students' engagement and involvement in planning play an integral part in their learning experience. This highly suggests that the 21st-century learning skills or the Seven (7) C's: critical thinking and doing, creativity, cross-cultural understanding, communication, collaboration, computing, and career and learning self-reliance are used whenever students design and make their performance task.

Based on the significant role of students' engagement recognized in this study, teachers need to give attention to motivating their students to promote their self-efficacies, reminding them to believe in their abilities to do well, and they (teachers) must also believe in their students. They must also ensure that students learn to ask for assistance whenever necessary. The implication is that if students are not motivated to showcase their skills and talents, it could affect their character for lifelong learning and their capacities to succeed.

Findings from this study suggest that the active involvement of students in designing their performance tasks engages and empowers them to apply their theoretical knowledge to a thoughtful application of knowledge and skills inside and outside of the classroom. Their shared experiences and ideas on student-designed performance tasks can be used by teachers to recognize new methods, techniques, and strategies to facilitate learning efficiently. Likewise, schools should offer more opportunities for the students to engage themselves in planning school activities and programs that will cater to the skills, talents, and abilities of the students.

If schools will develop and produce students who possess self-knowledge on their abilities and efficacies as learners, they will be prepared for the present and future challenges they will encounter, be it at home, in school, or at the workplace. Giving them the opportunity to be heard, plan, engage, and reflect results in achieving higher self-efficacies among learners. It also results in the learners taking ownership of their work, where they can be more responsible in managing, monitoring, and modifying themselves.

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PLEDGE OF COMMITMENT: THE PHENOMENOLOGY OF SCHOOL LOYALTY AMONG FILIPINO SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

Recently, schools experience losing students that might have been brought about by lack of understanding on the essence of school loyalty among students. Capitalizing on descriptive phenomenology, this study aims to grasp the essence of school loyalty as it is lived and experienced by a select group of Filipino senior high school students. Respondents were subjected to a two-part data gathering procedure namely, Robotfoto and semi-structured interview. With the use of cool and warm analysis, three views on school loyalty surfaced from the field texts collected, namely, leading views, laurelling views and lingering views. Validation of findings through critical friend technique was observed to establish the trustworthiness of the data. Intentionally, the study could pave way to advancing current literatures by shedding light to areas of school loyalty that is understudied qualitatively and locally.

Keywords: school loyalty, descriptive phenomenology, Filipino students, commitment

INTRODUCTION

This study aims to explore the essence of school loyalty among a select group of Filipino senior high school students through descriptive phenomenology. This paper posits that understanding the crux of student's school loyalty is crucial specially for academic institution managers for it may provide valuable insights significant in improving schools' management policies and activities in retaining old students. Rojas-Méndez, Vasquez-Parraga, Kara, & Cerdá-Urrutia, (2009) for their part contended that school loyalty is viable and strategic advantage for keeping old students is less costly than seeking for new ones and the effect of loyalty on alumni helps the institution through support from form of word of mouth, financial contributions and job offers to new graduates. This assertion is supported by Carvalho and de Oliveira Mota (2010) by claiming that student loyalty signifies a more stable financial basis and continuous support after graduation for higher education institutions.

Loyalty by its very nature demands that people commit themselves to a person, group, or cause. The relevance of customer loyalty across different fields cannot be underestimated. Recently, studies on loyalty has been observed on brands (He, Li & Harris, 2012; Erdoğmuş & Cicek, 2012; Laroche, Habibi & Richard, 2013) tourism,

(Zhang, Fu, Cai & Lu, 2014; Chen & Phou , 2013), companies (Martinez & del Bosque, 2013) and banks (Shanka, 2012) among others. In the field of education, school loyalty has been extensively studied by Ratanavaraha,, Jommonkwo, Khampirat, Watthanaklang, and Iamtrakul, (2016), Wong, Woo and Tong (2016). Interestingly, even loyalty on vocational and technical education and trainings have been explored in a study by Awang, Alavi and Ismail in 2015. Baber & Khattak (2017) emphasized that customer loyalty is beneficial for all types of organizations. From this point, it can be inferred that loyalty is indeed a significant factor in the successes of businesses and academic institutions, thus gaining interests in the field of academic research.

Education sectors now consider students as customers brought about by the rising competition among schools, thus, making them get more attention not only as learners but also as consumers. Brown (1996 as cited by Baber & Khattak 2017) described students' loyalty as students thinking to not only take admission in the same institution, but also use positive word of mouth for that institution. On a study conducted by Schelsinger , Perez- Cabañero & Cervera (2016) on higher education institutions, positive school image and shared values leads to loyalty of school. Scholars (Annamdevula & Bellamkoda, 2016) have also investigated student's loyalty with the impact from students' satisfaction, motivation and service quality. For studies to be conducted

in the future, scholars suggest that researchers should focus on other possible antecedents which arouse motivation and loyalty. Additionally, Akbar & Parvez (2009) stated that service quality is the antecedent to loyalty.

Despite the numerous actions taken by schools to retain students, they still suffer losses in enrollment due to different antecedents. Briggs (1996), for one stated that unpleasant learning experiences like bullying, traumatic experiences and teacher unfairness negatively affect student's perception of schools. Brown & Mazzarol (2009) have also observed conflicting ideas among factors affecting student satisfaction that ultimately leads to their loyalty. Carvalho and de Oliveira Mota (2010) also suggested to conduct more researches on school loyalty to explicit relational exchanges in the context of higher education institutions. Qualitative studies on this topic also remains a research imperative.

It is against this foregoing backdrop that this phenomenological study has been conducted guided by the central question, "How do Filipino senior high school students collectively view school loyalty?" Intentionally, this research undertaking can shed light to the field of school loyalty being understudied qualitatively and advance current literature on the topic in the Philippine education context.

Literature Review

Loyalty is defined as "a biased response towards a brand or product expressed over a period of time and is defined by the purchase pattern of a decision-making unit which may be an individual, a household or a firm" (Mellens, Dekimpe & Steenkamp, 1996 as cited by Ishak & Ghani, 2013). Thus, loyalty implies consistent repurchase of a brand resulting from positive affinity of consumers towards the brand or the product. Jacoby and Chestnut (1978 as cited by Henning-Thurau, Langer, and Hansen, 2001) claimed that commitment is an essential element of loyalty and is at the heart of a company's success. However, early research on loyalty emphasized the behavioral dimension and numerous studies have considered loyalty only from a perspective of purchase intention (Homburg & Giering, 2001) In addition, the majority of studies on loyalty have measured it by an aggregated mix of items (Söderlund, 2006). Loyalty can be classified into four major categories, namely: undivided loyalty, divided loyalty, unstable loyalty and no loyalty. (Brown as cited by Srinivasan, Anderson, & Ponnavolu, 2002). In educational services, loyalty requires developing a

solid relationship with students who eventually provide the financial basis for future university activities.

A student who is loyal to an educational institution must not only utilize this institution's services offered on a regular basis but must also have a positive cognitive-emotive attitude toward it, one that gives the core motivation for his or her behavior (Henning-Thurau et al, 2001). Tinto (1975 as cited by Henning-Thurau et al 2001) for his part argued that student's commitment is a factor that directly influences loyalty, whereas the relationship between integration and loyalty is moderated by this commitment. Further studies have shown that loyalty can be influenced if the expectations and desires are met. Countless parents seek schools which they believe are safe and better environment for their children (Carr, 2005). Hence, good schools should provide all students with educational and personal opportunities in a positive, nurturing environment which enables students to achieve current and future goal (Beningga, Berkowitz, Kuehn & Smith, 2006).

Seemingly, majority of studies presented were done utilizing positivistic approach. It is to be noted, however, that a paucity of qualitative literatures on school loyalty specifically in the context of the Filipino learners is evident. Thus, this study is impelled to understand the essence of the phenomenon via descriptive phenomenology.

RESEARCH METHODS

Study Design and Sample

This qualitative study was conducted to understand how Filipino senior high school students collectively view school loyalty using a semi-structured interview. Descriptive phenomenology guides this research underpinning for it purports to describe the universal structures of the phenomena being studied. (Wojnar & Swanson, 2007). Descriptive phenomenology according to Laverty (2003) and Lopez and Willis (2004) through engaging in-depth analysis to reality. Six (6) senior high school students (Table 1) participated in this study. Students were chosen through criterion sampling which involves selection of participants who meet some important predetermined criterion for it is necessary to select sample which most can be learned (Merriam, 2002). Criteria for the selection include the following: a) male or female; b) at least of legal age c) Filipino

citizen; d) senior high school student or graduate; e) have stayed in the same school from pre-school to senior high

school; and f) did not repeat in any year level upon enrollment in the academic institution.

Table. 1 Profile of interview subject

Respondent	Age	Gender	Civil Status	Year Level	Years staying in the same school	Type of School currently enrolled in	Factors in deciding to stay in the same school
Student A	17	Male	Single	Grade 12	13	Private sectarian	Parents decision & peers
Student B	17	Female	Single	Grade 12	15	Private sectarian	Parents decision & personal decision
Student C	18	Male	Single	Grade 12	15	Private sectarian	Parents decision
Student D	17	Male	Single	Grade 12	15	Private sectarian	Parents decision
Student E	17	Male	Single	Grade 12	14	Private sectarian	Parents decision, peers and academic offering of the school
Student F	18	Male	Single	Grade 12	14	Private sectarian	Parents decision, personal decision peers

Study Site

The locus of this qualitative study is the city of Manila, Philippines. There are 4,830 private high schools, private and public universities and colleges, technical-vocational schools, and Philippine schools overseas that were authorized to offer senior high school program. One hundred three (103) private academic intuitions that offer different strands for senior high school have been listed in Manila alone (deped.gov.ph, 2018). The senior high school program was established in 2015 in response to the Philippine government's initiative to shift from the ten- year pre-university program to K-12 education system. (K12 Philippines, 2017) The said locus was accessible and most selection in the locale is qualified to become respondents. Hence, the said site was chosen as the location of the study.

Data Measure

In its aim to grasp the underlying "noesis" of the phenomenon being studied, a two-part approach to data gathering was employed. For the first part, a Robotfoto (Klechterman & Ballet, 2002) was duly accomplished by each selection asking them vital information regarding personal aspects of their life student life such as: age, gender, civil status, year level, year of stay in the academic institution. The second part of data gathering process is comprised of a semi-structured interview (Ryan, Coughlan & Cronin, 2009) with an aide memoir as a guide. Culled from the apriori codes collected from related literature, the questions in the aide memoir comprise of the respondent's perception of school loyalty. Interviews are considered the primary data collection procedure in qualitative research. (Ryan, et.al, 2009) and are

utilized to gather information about the participants' experiences, views and beliefs regarding a specific research question or phenomenon (Lambert & Loiselle, 2007). Both the emic and etic perspectives of the participant will be acknowledged.

Data Collection and Ethical Consideration

With the permission and willingness of the participants, an interview was conducted in the aforementioned locus from January to March 2019. Prior to the data gathering procedure, an informed consent form was signed by each interviewee indicating their voluntary participation in the study. Confidentiality of the data gathered was assured and the selection was informed of their right to stop the interview at any time they feel the need to do so. A summary of interview questions was then relayed to each interviewee. Afterwards, using the Robotfoto and the aide memoir the researcher probed into the interview. Along with questions in the guide, follow-up questions were raised to deepen the understanding of the selection's responses (de Guzman & Tan, 2007). The interview was done based on their availability at the locale of the study. This practice is done to develop a rapport and create a comfortable and conducive environment between the researcher and the interviewee. Further, each interview lasted for 50- 60 minutes and was tape recorded with the permission from the respondents.

Mode of Analysis

Managing words, language, and the meanings they imply are the crux of qualitative data analysis (Miles & Huberman,

1994). Data from the semi-structured interview were transcribed verbatim to come up with field texts. The transcribed tape-recorded interviews were then re-read and will undergo cool and warm analyses (de Guzman & Tan, 2007). The cool analysis part will involve the creation of significant statements which consists of anchors and its phenomenal referents. These statements will pave way for the formulation of data categories and themes on the warm analysis part. The reading of the significant statements in the with-in and cross- case analysis will help surface the essence of the phenomenon. Through this mode of analyses, themes will evolve and will serve as the core of the study. Additionally, the themes and data categories which will be surfaced in the warm analysis will be vetted through critical friend technique to establish trustworthiness of the findings.

FINDINGS

Through the utilization of the cool and warm analysis on the field texts collected in this study, three recognizable views were emerged from the verbalizations describing the view of school loyalty among a select group of senior high school students (see table 2), namely leading, laurelling, and lingering views. Although it was observed that these views take place in a specific status where student is currently situated in, it has been noted, however, that these views may occur simultaneously throughout a student's residence in an academic institution.

Table 2. The 3L views on school loyalty among a select group of senior high school students

View on School Loyalty	Compelling drivers	Student status
Leading views "How my family and friends view school loyalty?"	Family and Peers	New student
Laurelling views "How my school is making me view school loyalty?"	School, Administration and Environment	Regular student
Lingering views "How do I view school loyalty myself?"	Developed loyalty with the school through the years of stay	Senior student

Leading Views

In this study, it is interesting to note that in the early years of stay of a student in an academic institution, personal relationships play a vital role in a student's view on loyalty. Respondents of this study view school loyalty the same way it was viewed by their family members, relatives, and peers.

Family for instance has great impact on student's decision to be loyal as expressed by the students, as stated by a selection, "My parents are my main reason why I stayed in this school." This was supported by another interviewee by the statement "My whole family likes this school so much." Surprisingly, familial traditions that is passed down from parents to children and parents being an alumnus of the school they are currently enrolled in were also a contributor to this view as stated, "My parents trust this school so much because my father graduated here." Another respondent mentioned "My father stayed here for four years due to financial constraints. I think that's the reason why he wants me to stay, so I stayed."

Notably, peers and classmates were also seen as great compeller of this loyalty view. Being with a company of people in the school that shares the same plight was a great motivator to stay as a respondent expressed, "I have a lot of companions that faces the same situations in life here that is why I stayed.". This was also evident in the verbalization of another respondent that goes "Of course, my friends were my reason. We have the same personalities that made me feel connected because I have a support group that helps me overcome all the difficulties and events in the institution.". Another statement by a respondent seems to include friends from home as a significant factor for staying as he said, "Almost all of my neighbors who were my playmates and friends were also my schoolmates."

Generally, a student's view on loyalty in an academic institution was greatly shaped by the people they have close ties with parents playing the greatest role among others in the beginning years of schooling, thus being called the leading views on school loyalty in this phenomenological investigation.

Laurelling views

As a student continues schooling, they will be spending majority of their days in the school, thus, its great role in compelling the student to be loyal. Through the course of a student's stay in school, the development of an attachment to the academic institution took place as one respondent mentioned "The longer that I stay in this school, the better I get to know it. Because of it my commitment to my school deepens although I get tired of the school system sometimes."

It is important to note that in this statement, the view on school loyalty did not change despite of issues on the school system once the student developed a commitment to it. This view is evident in another statement of a student that goes, "It is hard to leave because you got used to it for you've been staying in the school since you were a kid. And besides, I already grew up together with my peers here and the administration is somehow performing well that is why I am committed."

Moreover, the school environment was mentioned to be a crucial player in a student view on loyalty. Ambiance, for one, was verbalized as a one component as accounted by the respondent, "The ambiance makes me feel light and able to feel close with everyone,". The safety and comfort of the place were also determined as a factor in the interview answers as follows, "I never experienced any trouble in this school. Never. And I think it's one of the reasons I stayed here." "I already expected that I will stay here because I felt comfortable right away." Further, students tend to be loyal because of the inconvenience it may cause them to transfer as stated, "It's difficult to begin again when transferring to another school. You have to look for a new set of friends, then you have to adjust to the new environment. It is really difficult for me." From these verbalizations, it can be inferred that apparently, the school environment is a basis for the students to be loyal.

Besides the school environment, a school's performance has great part in the student's commitment to stay. The capacity of the school management to handle difficult situations, acquire achievements and maintain a positive image were in fact making students feel more committed to the school evident in the following verbalizations, "The achievements of the school specially in inter-school competitions makes me proud of my school." "The first thing I liked about is the system of my school. When there are changes and problems, we are being informed right away. That is why my perspective of my school never changed for

I got used to this practice". "I love my school and I see my school on a positive light as a whole."

Salient to the school performance, positive experiences being offered to the students that in turn make them decide to be loyal suggest a role in one student's view of school loyalty. The verbalizations of the respondents speak highly of experiences as a strong reason for staying. "My experiences in this school, that's it, that made me stay." My experiences inside the classroom and the campus were my main reason of staying for years now."

Responsible for making a school operate and provide quality service, the school management, teachers, and its staff were also seen as actors in this essence. When students feel connected to the people inside the institution, they tend to stay committed. Administrators as the head of the academic institution were mentioned to be influencing factors in the following verbalizations "The administrators care for the student's welfare. They really made us feel important that is why we feel connected to the school". Teachers as the main staff of an academic institution are seen as a reason to stay, as mentioned, "The teacher make me feel that the school is my second home for I can seek advice from them." In addition, the clinic and office staff and their show of concern to the students make them feel better with the school as verbalized by one respondent, "The office and clinic staff always check the status of my leg therapy that often leads to deeper conversations. This made me change my insights with the school." Generally, the school community and its people have greatly made the respondents view loyalty in another light as mentioned in the following statements "It's the people of the school who make you become committed to it." I have made acquaintance and friends with a lot of people in this school. It is really hard to leave it for it also formed me as the person I am now".

By and large, as stated in presented verbalizations, the school as a place, its performance, and people seemingly take part in making a student view school loyalty on a different light in the duration of their stay. This view of school propelling a student's view on loyalty is being referred as laurelling views of school loyalty in this study.

Lingering views

Students in their final year of stay in an academic institution view loyalty in the way they show actions towards their school. From the interviews, it appears that, as they develop loyalty throughout the duration of their stay, they

tend to showcase some actions that ultimately benefit the school they were affiliated with and this is how they view this phenomenon.

For example, when a student feels that their school is being badmouthed by other people, they are compelled to defend it as transpired in the respondent's statement, "If ever I will hear someone say something bad about my school, I will surely correct them." Surprisingly, the students also tend to recommend the school to acquaintances, friends, and relatives as shown in the following verbalizations, "I endorse the college, I tell them that it is a good school." "I tell my cousins and neighbor about my school. I tell them that the location is good, and the quality of education is excellent. "If someone asks me about my school, I recommend it to them by telling them its best features such as the environment and competent teachers."

It is also important to note, however, that students seem to see loyalty as convenience. For practical and financial reasons, they stayed in the school because they can afford it as expressed by one student, "I also chose this school to graduate in, since the school is convenient both for me and my parents" To add, the development of the feeling of belongingness with the school specially during school events, seems to makes them see loyalty as said by a student" During events, everyone in the school is asked to participate and that makes us feel connected with each other."

A developed commitment with the school was seen a driving compeller for the actions in the verbalizations to manifest loyalty and this may remain amongst the students who will pass the loyalty to their children, one students said "With my experience here in this school, I see my kids in the future studying here." Hence the emergence of this views collectively called as lingering views on school loyalty.

DISCUSSION

School loyalty among students across the available literature was seen as great advantage for academic institutions. Understanding how student's view school loyalty could provide potential insights that can be used as guide for school administrators and academicians alike, hence this phenomenological study. The capacity of descriptive phenomenology to surface the essence of the phenomenon in this investigation offered insights into the reality among

student participants and made us closer to the world they are living (Van Mannen, 1990). Notably, the 3L Views on School Loyalty among a Select Group of Filipino Senior High School Students sheds light on this aspect of school loyalty being understudied qualitatively.

As shown in this study, a student's view on loyalty at the beginning is greatly patterned from the views of their family and peers. Parents seem to be a great motivation for this phenomenon to surface. This aspect can be understood for parents, are very critical in choosing a school for their children. Similarly, Meoroff (cited in Johnson et al. 2000) posited that selecting a school for a child is one of the most important decisions a family makes. Parents, particularly those with high incomes, choose their children's school carefully (Huffman 2005). It can be said that since parents are the ones who send their children to school, their choice could be rooting from their own loyalty for the school and that in turn is how the students view loyalty in the beginning. This aspect might hold true for recent of studies on school loyalty were actually done in the context of parents (Sallerud, 2011; Li & Hung, 2009; Badri & Mohaidat, 2014). Fathers, according to James in 2001 in his study on team loyalty, were mentioned to be a great influencer on team preference. However, de Guzman, de Castro, Aquino, Buenaventura, Duque, and Enriquez, (2008) contend that even if Filipino parents are loyal to their school, this does not play a great role in choosing a school for their children.

Peers were also mentioned to be influencing a student's view on loyalty. Studies have shown that positive experiences with friendships become a platform for students to feel belongingness towards their school (Hamm & Faircloth, 2005). Sense of belongingness among students is found to predict school interest (Alva, 1991). A study on brands however revealed peer influence directly strengthens loyalty in China (Niu, 2013). Berndt (1992) also claimed that friendships have an important influence on adolescents' attitudes, behavior, and development. Family and peers in general, were also seen by Barber and Olsen in 1997 as primary and influential environment among youth in the United States.

As soon as the student becomes regular in an academic institution, they now view school loyalty based on how the school make them view it. Several school characteristics were mentioned to be surfacing this view such as location, environment, and the people. Interestingly, recent studies on school loyalty have explored different school features and its effect on loyalty such as, instructor quality, administration

quality, physical environment quality, social environment quality and curriculum quality and school image (Murcia & Miralles, 2017; Awang, et al., 2015), positioning (Mehra, Jain & Khare, 2015) among others. Location (from strategic perspective) was also found by Agus (2019) to significantly moderate the linkage between customer satisfaction and customer loyalty. Additionally, comfort was seen to directly affect customer satisfaction that often leads to loyalty (Khuong & Dai, 2016).

Thomas (2011) studied loyalty among post-graduate students and found that student's satisfaction from the teaching staff, services, administration, food, and accommodation, affects student's satisfaction that in turn influence their school loyalty. School's reputation in this study has been also found to impact loyalty as well. A study in a Malaysian university among international students have shown that student services, student satisfaction and school reputation greatly influence student loyalty (Fares Achour & Kachkar, 2014). Another study on school loyalty in India suggests that academic facilities, administration services, support services and campus environment have been found to be an important input to student satisfaction that develops their loyalty to the school eventually (Subrahmanyam & Bellamkonda, 2016). Maximus (2013) for his study in Indonesia posits that the fulfillment of student expectations and maintaining the image of the university are two major aspects that affects school loyalty. From these, it can be implied that students view loyalty as how the school and its people show it to them through providing them with quality and satisfactory services.

In the students' senior year, when school loyalty is assumed to be well developed among them, respondents view loyalty in the actions and feelings they show for their alma mater. Students for their part tend to defend their school out of their loyalty. This finding is supported by Hamer and Muniz (2011) in their study on loyalty among consumers. The researchers claim that customers may manifest their loyalty in social settings by actively defending and promoting their brand as superior to a particular competitive offering. Loyal students as found by Fisher in 2001, spread positive information about the school to prospective students and donors and join activities that could promote the image of the school. Dick & Basu (1994) for their part claimed that word of mouth is one of the consequences of customer loyalty although research on this aspect remains imperative that time.

Recommending the school to other was also seen as an emanation of school loyalty among the participants of this study. This finding is evident in studies of loyalty in different fields such as in health particularly among primary health physicians (Platonova, Kennedy, & Shewchuk, 2008) and bank services (Ladhari, Souiden, & Ladhari, 2011) where loyal or satisfied customers tend to recommend the product or services to others. However, Keiningham, Cool, Aksoy, Andreassen, & Weiner, (2007) argued that solely depending on recommending intentions as sole predictor of loyalty appears to flawed and may lead to misallocation of resources.

Convenience among the respondents is considered a manifestation of their loyalty to the school. One of the driving reasons for this is the cost of studying in their school is affordable. This finding runs parallel with a study on loyalty among Vietnamese customers where comfort and price are seen to have significant relationship with customer satisfaction that leads to loyalty (Khuong & Dai, 2016). The same holds true to an investigation conducted by Atik in 2009 among Turkish airline travelers where price and convenience plays a great role in developing loyalty.

It is also interesting to note that loyalty, if well-developed among alumni, posits a great contribution to a school. A loyal alumnus according Osayawe and Taylor (2009) provide current students with job-related information, internships, hosting a reception to discuss alma mater with prospective students, keeping other graduates connected to the school's alumni, assisting with raising funds for the school, attending sporting competitions that involve the school's team, attending alumni meetings, reading and/or listening to news about the school, and other related behaviors. Generally, the participants commit actions and develop feelings for their alma mater that in turn became their view of how school loyalty is. Loyal customers as Bowen (2003) puts it in the context of hotel industry, do more than patronize, they also encourage other people to try.

CONCLUSION

This study successfully surfaced the essence of school loyalty among a select group of senior high school students reflected in their leading, laurelling, and lingering views. By the guidance and influence of their parents and peers, school environment, actions and feelings towards the school,

students see loyalty as they begin, stay, and leave the academic institution they belong. This investigation contributes to the current literatures by shedding light to the areas of school loyalty being understudied qualitatively specially among students. This study however has limitations, given the number of participants and study site, findings may not reflect the views on school loyalty of all students nationally and internationally. Still, this study found trends that merit further research. The wide scope of school loyalty among senior high school students calls for a great need of more qualitative research endeavors to fully capture its depth and eidetic features. Nevertheless, school administrators and managers are invited to consider the views of students of school loyalty in developing policies and programs that will satisfy students' needs and expectations that will eventually lead to loyalty.

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