British and Australian degrees in Manila

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Understanding the Factors that Influence Student Engagement: An Asian Perspective

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AGENDA

- Results of Research Study: Antecedents of Student Engagement

  Are the antecedents unique to Philippine or Asian students?

- Sharing – best practices in enhancing student engagement

- Group discussions- Moving forward

  Where do we go from here?

The Research Study

- Why the continuing interest in Student Engagement? Effects on:
  - -- Student learning and achievement
  - -- Student retention
  - -- Allocation of resources
  - -- Good class attendance

Objectives of the study

- Understand student engagement in tertiary schools in the Philippines

- Determine how to assess levels of engagement

- Investigate the antecedents of engagement among college students

Conceptualization of Student Engagement

- <u>One dimensional</u> concept – behavioral

  (Schlecty, 1994; Chapman, 2003)

- <u>Two dimensional</u> – behavioral and emotional (Finn, 1989;Marks, 2000)

- <u>Three dimensional</u> – behavioral, emotional, cognitive (Fredericks & McColsky, 2012)

- <u>Four dimensional</u> – behavioral, emotional, cognitive, agentic (Reeve & Tseng,2011)

What is Student Engagement?

Any sustained connection that a learner has towards any aspect of learning, schools or education (Fletcher, 2017)

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Literature Review: Factors influencing Student Engagement

- **Motivation** – perceived relevance of learning tasks; value of learning; belief in outcomes- good grades (Patrick et.al., 2007)

- **Transactional Relationships - peers; teaching staff; study groups** (Rubin,et.al.,2002)

- **Feedback**

- **High Academic Standards**

Methodology

- Respondents- 520 university students in the Philippines

- Questionnaire: Student Engagement Questionnaire

- Data analysis: Multiple Regression

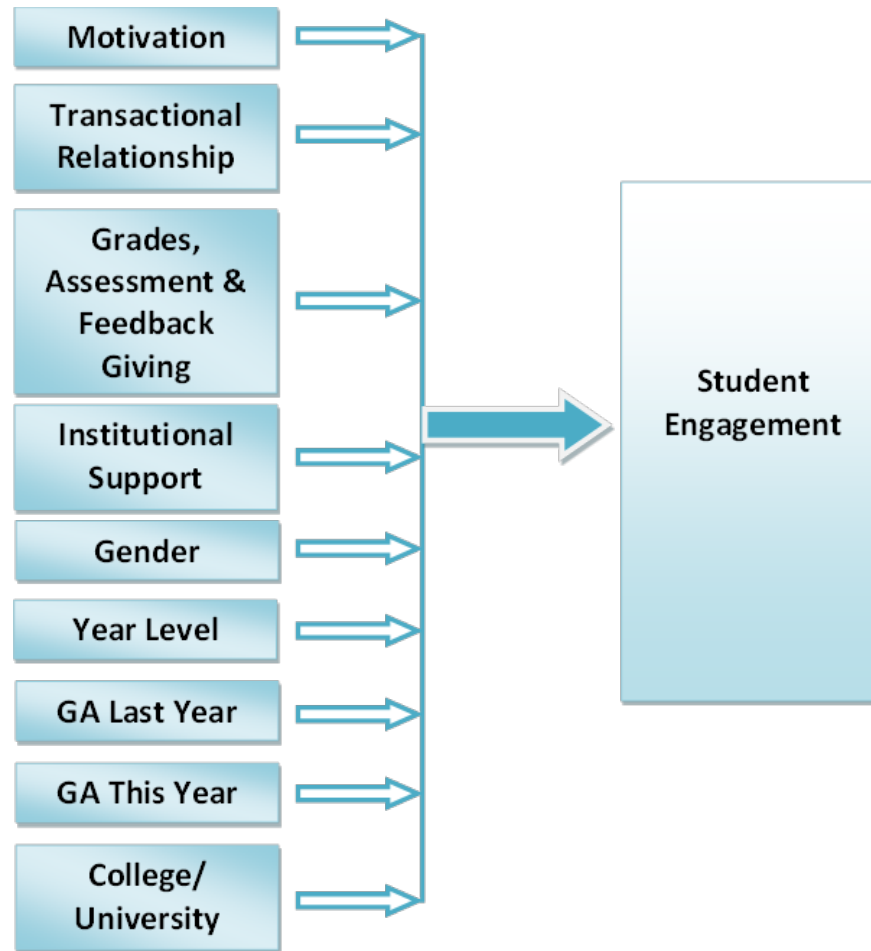# Conceptual Framework – Antecedents of Student Engagement

Table 1 – Frequency Distribution of Students' Engagement

STUDENT ENGAGEMENT 1 – 4	NUMBER OF STUDENTS	PERCENT OF STUDENTS
LOW (1)	21	4.0
AVERAGE (2)	96	18.5
HIGH (3)	229	44.0
VERY HIGH (4)	174	33.5
TOTAL	520	100.0%

Regression –Student Engagement

Model	R		Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.912[a]	.831	.821	.21151	.831	77.492

Model Summary[b]

Model	Change Statistics			
	df1	df2	Sig. F Change	Durbin Watson
1	31	487	.000	1.939

a. Predictors: (Constant), College, s28, Gender, Year, GALastYear, s20, s2, s22, s15, s31, s5, s11, s8, s26, s14, s17, s3, s35, s9, s25, s30, s4, s32, s13, s6, s34, s29, s16, s36, GAThisYear, s18
b. Dependent Variable: DVStudentEngagement

Findings

- Motivation – not intrinsic

  Role of parents; culture

  Is this unique to the Philippines; how about Asian students?

- Grades and Feedback

Findings

- Institutional support – allow peer study groups

- Relationships with peers, professors, administrative staff

- Culture

Importance of Culture

- Respect for elders; authority reverent culture; less interaction with faculty (Kim, 2012)

- Lower levels of engagement

  - **Chinese students** - Antecedents include: contextual – role of family & friends; campus environment; feedback (Gao & Shi, 2016 Hongbiao, 2018))

  - **Korean students**: uncomfortable with communicative tasks; emphasis on rote learning

- Japanese students:

  -- respect for elders; do not criticize openly

Conclusion

- For Philippine and Asian students, motivation is an important antecedent of student engagement; **research shows that their culture affects their levels of student engagement**

- Parents play an important role in influencing student engagement

- The factors that contribute to engagement are within the educational institutions ability to influence (in the Philippines).

Best Practices

- Curriculum Design and Class Design
-- Create an Active Learning environment: Interaction, Exploration and Relevancy:

(Contreras, 2016; Moxley, et al., 2016)

a) Collaborative/cooperative learning activities (Stebleton, et al., 2010; Colazo, 2017)

b) Problem-based; Project-based learning (PBL)

c) Study Groups

- Flip classroom
- Differentiated classroom
- Use of social media, technology, multi-media

Curriculum Design & Class Design

- Actively involve students in curriculum design
- Make peer teaching part of the curriculum

Institutional Approach

- Build a Culture of Engagement early in the university life (Higher Education Academy, 2010)

- Academics and Student Affairs have to work together – share valuable insights into students' lives

Institutional Support

- Create a framework for formal student membership in governance (Peters et.al., 2018)

  -- Student representatives

  -- Pathways for communication

  -- Students role in welcoming new students

- Student Advisory Centers – learning and advising centers (Zepke & Leach, 2010; Weiman, 2017)

- Genius Hour

Build Relationships

- Peers, faculty & Staff
  - -- Approachable faculty & Staff
  - -- Create study groups
  - -- Adopt Growth mindset attitude; develop self-efficacy (Bradley & Corwyn, 2004)
  - -- Peer mentoring and peer leaders support
  - -- Mentoring

Assessment Strategies

- Set clear goals

- Provide timely feedback

- Authentic assessment – formative assessment; sharing conversations

- Pre-class quizzes; one-minute paper

- Students take responsibility for their own learning

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Thank You! Have a Nice Day!