

---

## MANIFESTATION OF THE SCHOOL CULTURE AND THE EDUCATIONAL ENGAGEMENT OF THE TERTIARY STUDENTS

Mary Anne C. Villaganas (0000-0002-1046-9721)

*Cebu Technological University, Cebu City, Philippines*

---

### Abstract

Understanding culture is a challenge for educators because individual cultural orientation is present in every interaction. This study determines the manifestation of school culture and the extent of students' achievement in terms of educational engagement. A descriptive inferential method was employed in this study. The respondents in this study were the identified tertiary students. The study utilized the mean to assess the respondent's perception of the capacity of school culture. On the basis of the findings, the following conclusions are revealed the University's culture, as manifested by the following characteristics: school, students, teachers, research, and community extension is functioning and effective. It means that each college has its own unique culture based on the impact of the different components. In addition, the university has to work on the different areas which are weak and continue enhancing its functioning and effective areas. The college inculcates the values of academic excellence and academic freedom in higher education which are viewed as essential characteristics for students' engagement. Such results pointed out that learning does not only happen in the room's four corners. Verily, significant mean differences were noted, which is indicative that there is a moderate agreement among the four colleges in the five areas concerned with weak non-significant relationships. Furthermore, it is recommended that the University have a development plan to chart the university's direction to be competitive in the global market.

**Keywords:** Educational Engagement, School Culture, Performance, Descriptive Inferential Method, Philippines

---

### Introduction

Understanding culture is a challenge for educators because individual cultural orientation is present in every interaction. We always make sure on our assumptions about ethnicity, when in reality; cultural identities are a complex weave of all the cultural groups that influence our values, beliefs, and behaviors.

Organizational theorist has noted that paying attention to culture is the most important action that a leader can perform. According to Lee (2006), there are empirical evidences indicating that the important driver of organizational culture is the organizational performance. He further commented that school culture has a great impact in schools since it characterizes the vital components of that school.

The term school culture depicts the condition that influences the conduct of the whole school network. It characterizes as the quality and character of school life. It depends on examples of school educational encounters and reflects standards, objectives, values, connections, instructing, administration rehearses and the structure of the association. Great schools rely upon a solid feeling of reason and administration. ( MacNeil and Maclin, n.d). Social propensities affect the manner in which kids partake in training. To draw in understudies viably in the learning procedure, instructors must know their students and their scholarly capacities separately, instead of depending on racial or ethnic generalizations or related knowledge with different students of comparative foundations. Teachers comprehend that students are not all the equivalent. Pat Guild of the Johns Hopkins School of Education says that time and again, teachers keep on treating all students alike regardless of the obvious cultural diversity within. Addressing cultural differences in the teaching – learning process is both important and controversial. It is critical in light of the fact that we are defied with an inexorably different populace of students and the wide accomplishment hole among minority and non-minority students. It is dubious in light of the fact that we may fall into the device of social stereotyping and making credulous endeavors to clarify accomplishment contrasts among our students. The learning that is achieved through training encourages open ways to a great deal of chances for better prospects in profession development. Training is imperative instrument for everybody to prevail throughout everyday life and get something other than

what's expected. It helps a great deal in diminishing the difficulties of life and assumes a crucial job in forming tomorrows' leaders.

When you walk into any truly excellent school, you can feel it almost immediately — there is a sense of calmness and orderliness in the atmosphere that hums with excitement and vibrant sense of purposefulness. This is a positive school culture, the kind that improves educational outcomes. A safe, orderly climate is conducive to learning and can lead to higher student achievement.

However, student engagement is often cited as the most crucial factor in predicting educational success; with a wealth of research aimed at determining how best to foster this in higher education (Grier-Reed, Appleton, Rodriguez, Ganuza, & Reschly, 2012). Low engagement is considered a key risk factor in student dropout and lack of persistence at both second level and third level, with engagement consequently viewed as essential for student learning (Finn & Zimmer, 2012). Within higher education, focus is often placed on modifying external factors, such as teaching and learning strategies, as means of increasing engagement (Kuh, Kinzie, Schuh, & Whitt, 2005). Nevertheless, when understanding predictors of engagement, it is important to acknowledge that student characteristics play a role in guiding this process.

The concern for this particular study is the reflective pursuance engagement of the CTU-Main Campus students as influence or affected by the specific aspects of school culture such as school characteristics, student characteristics, teacher characteristics, research characteristics, and extension characteristics. The extent of students' achievement in terms of educational engagement such as Board Examination and Sport Competition were the student's engagement that was considered in evaluating students' performance academically and in the extracurricular activities.

It is on these grounds that the study was conducted to find out whether or not the culture of Cebu Technological University – Main Campus has reflected on the different students' engagement in the Board Examinations and Sports Competition or whether plans could be formulated for a development program that will enhance the performance of the CTU students.

## **Materials and Methods**

### **Research Design**

Descriptive research method using both mined and historical data that describes the population under study with quasi-qualitative-quantitative consideration of the identified variables. According to Babie (2010), descriptive research, also known as statistical research, describes data and characteristics of the population or phenomenon being studied.

It answers the questions of who, what, where, when, and how. It deals with everything that can be counted and studied and must have an impact on the lives of the people.

### **Flow of the Study**

The research flow generally follows the input–process–output continuum. The input includes the respondents' profile, as well as the perception of the effect of the identified variable of school culture that may affect the academic performance of the respondents.

The process includes classifying, evaluating, interpreting, and measuring the data that are being gathered. The intended output is the development plan. The IPO model provides the general structure and guide for the direction of the study. This study is concerned only with the graduating students of Cebu Technological University–Main Campus. The identified respondents were limited only to the graduating students of the College of Education, College of Arts and Sciences, and College of Engineering whereas from the College of Technology, the respondents' group were from the identified third-year students since the graduating students were spending their time in their practicum/industry immersion.

A purposive sampling was based on which subject best fit the criteria of the study. It is a non-probability test that is chosen depending on the attributes of a populace and the goal of the investigation. This sort of testing can be extremely

helpful in circumstances when you have to achieve a focused test rapidly, and where inspecting for proportionality isn't the fundamental concern.

#### Results and Discussions

#### RESEARCH FINDINGS:

The University's culture as manifested by the following characteristics: school , students, teachers, research, and community extension is functioning and effective. It means that each colleges has its own unique cultures based on the impact of the different components.

#### SCHOOL CHARACTERISTICS

Generally, on school characteristics, the identified tertiary students in each college perceived school characteristics as Functioning and Effective in concordance with their educational engagement. This means that insofar as the tertiary students' perception is concerned, school characteristics are more than acceptable because they are still effective and functioning and more than acceptably satisfying. Yet there are still areas that need to be attended to by the concerned officials so the performance of the students can be enhanced.

#### STUDENTS' CHARACTERISTICS

Capsulizing the overall data, student characteristics are effectively functioning, and the respondents are more than satisfied because quality student development services are assured. The university is concerned with the academic support experiences of students to attain holistic student development as well as in the attainment of the University's VMGO. These characteristics are perceived as having a good educational engagement in terms of Board Examinations and Sports Activities.

#### TEACHERS' CHARACTERISTICS

Generally, on school characteristics, the identified tertiary students in each college perceived school characteristics as Functioning and Effective in concordance with their educational engagement. This means that insofar as the tertiary students' perception is concerned, school characteristics are more than acceptable because they are still effective and functioning and more than acceptably satisfying. Yet there are still areas that need to be attended to by the concerned officials so the performance of the students can be enhanced.

#### RESEARCH CHARACTERISTICS

On the average, this component on research characteristics is interpreted by the identified tertiary students as Functioning and Effective. Conversely, the students are satisfied with these characteristics. It is therefore construed that their educational engagement in research helps them to achieve more in the LET and in Sports Competition. It is also evident in every College that the implementation, monitoring, evaluation and research utilization of outputs are effective and being utilized.

#### EXTENSION CHARACTERISTICS

Capsulizing the overall data, extension characteristics is effectively functioning, and that, respondents are more satisfied with this characteristics, that is perceived as having a good effect for the good and positive performance of the students in their educational engagement in the Board Examination.

#### Conclusion

On the basis of the findings, the following conclusions are revealed the University's culture, as manifested by the following characteristics: school, students, teachers, research, and community extension is functioning and effective.

It means that each college has its own unique culture based on the impact of the different components. In addition, the university has to work on the areas that are weak and continue enhancing its functioning and effective areas.

### Acknowledgment

The researcher wishes to thank the ALMIGHTY GOD for the countless blessings He has bestowed on her, for the courage, strength, wisdom and good health to make it possible for her to accomplish this endeavor as an achievement in her life and career. The researcher wants to offer her most profound thanks to her family for their continuous love and support.

To the dissertation committee, headed by the chairman, Dr. Rosein A. Ancheta Jr., and panel members Dr. Rebecca DC Manalastas, Dr. Perla N. Tenerife, Dr. Nolasco K. Malabago, Dr. Severino R. Romano, and Dr. Regina P. Galigao, for the valuable input and precious suggestions which helped the researcher furnish her work and at the same time enrich her knowledge about research studies.

### References

- Apps, T., Beckman, K., Bennet, S. (2019). Engaging with Bourdieu's theory of practice: an empirical tool for exploring school students' technology practice, 28(4), 413-423.
- Ballano, V.O. (2021). Catholic Clerical Celibacy and Bourdieu's Theory of Practice: Analyzing Ecclesial Structures Supporting Mandatory Celibacy, *International Journal of Religion and Spirituality in Society*, 11(1), 211-226.
- Barott, J. E. & Raybould, R., (1998). Changing schools into collaborative organizations. Barth, R. S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 8-13.
- Bolman, L. G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Bowman, D. H. (2002). School 'connectedness' makes for healthier student, study suggests. *Education Week*. Retrieved November 7, 2005 from: <http://www.edweek.org>
- Cohen, J., Shapiro, L., & Fisher, M. (2006). Finding the heart of your school. *Principal Leadership [Middle School Edition]*, 7(4), 26-31.
- Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture*. San Francisco, CA: Jossey-Bass. Deal, T. E., & Peterson, K. D. (2002). *The shaping school culture fieldbook*. San Francisco, CA: Jossey-Bass.
- Deal, T. E., & Peterson, K. D. (2002). *The shaping school culture fieldbook*. San Francisco, CA: Jossey-Bass.
- Friberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership*, 56(1), 22-26.
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896. Retrieved January 21, 2008 from: [www.hwwilsonweb.com](http://www.hwwilsonweb.com)
- Kalogeropoulos, T., Leopoulos, V., Kirytopoulos, K., Ventoura, Z. (2020). Project-as-Practice: Applying Bourdieu's Theory of Practice on Project Managers, *Project Management Journal*, 51(6), 599-616.
- Lauer, D., & Matthews, M. (2007). Teachers steer their own learning. *Journal of Staff Development*, 28(2), 36-37, 39-41. Retrieved January 21, 2008 from: [www.hwwilsonweb.com](http://www.hwwilsonweb.com)
- MacNeil, A. J. (2005). Culture, climate, and school outcomes. In Hughes, L. W. (Eds.), *Current issues in school leadership* (pp. 289-302). Mahwah, NJ: Lawrence Erlbaum Associate, Inc.

Mkasiwa, T.A. (2020). Budgetary practices in a Tanzanian University: Bourdieu's theory, *Journal of Public Budgeting, Accounting and Financial Management*, 32(3), 399-420.

Ober, K., Sakdapolrak, P. (2017). How do social practices shape policy? Analysing the field of 'migration as adaptation' with Bourdieu's 'Theory of Practice', 183(4), 359-369.

Oerther, S., Oerther, D.B. (2018). Pierre Bourdieu's Theory of Practice offers nurses a framework to uncover embodied knowledge of patients living with disabilities or illnesses: A discussion paper, *Journal of Advanced Nursing*, 74(4), 818-826.

Tichavakunda, A.A. (2019). An Overdue Theoretical Discourse: Pierre Bourdieu's Theory of Practice and Critical Race Theory in Education, *Educational Studies – AESA*, 55(6), 651-666.

Veenstra, G. (2018). Infusing fundamental cause theory with features of Pierre Bourdieu's theory of symbolic power, *Scandinavian Journal of Public Health*, 46(1), 49-52.