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# The Manifestation of Sociocultural Factors among the Local Universities and Colleges' Administrators



Patricia Sonia Elardo-Zabala

## Abstract

The study assessed the sociocultural factors affecting leadership of the Local Universities and Colleges (LUCs) administrators in the Philippines. The descriptive-evaluative method of research was used. Data were gathered using a self-made Likert-type questionnaire from the 111 randomly administrators in the regions of Cavite, Laguna, Batangas, Rizal and Quezon (CALABARZON). The statistical tools applied were weighted mean and single factor Analysis of Variance (ANOVA). Findings revealed that the administrators have strong manifestation of the sociocultural factors such as values, customs and lifestyles. However, there was no significant difference on the manifestations of sociocultural factors when grouped as to provinces. There is a need to impose familial relationships with the members of the LUCs for a stronger and healthy working environment. This study leads to the determination of the patterns and trends of the sociocultural factors and leadership style practices of the LUCs administrators for any sustainable leadership program.

Keywords:

sociocultural factors, college administrators, values, customs, lifestyle

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## 1. Introduction

Sociocultural relates to or involves a combination of social and cultural factors. It looks at the important contributions that society makes to individual development. Culture and society are interrelated; one does not exist without the other (Reyes, 2014). There are three main sociocultural factors such as values (Baltazar et al, 2013), customs (Abundo, 2015), and lifestyles (Panopio & Rolda, 2007). According to Reyes (2014), sociocultural factors characterize a society or group while cultural aspects *per se* include concepts of education, language, law and politics, religion, social organizations, technology, and attitudes. However, sociocultural theory, according to Vygotsky (2013) is the way people interact with others and the culture they live in that shape their mental abilities. This explains why differences are highly observed in the way people think and behave and even lead others.

Sociocultural factors like values, customs, and lifestyle in the Philippine society are a reflection of its complex history. CALABARZON is not an exemption to this since it has several customs being followed by the different provinces where each has its own customs and traditions, like town fiestas, festivals, Lenten season celebration and others (Garcia, 1985). Further, the people living in the region are mostly inhabited by Filipinos conglomerated by the different nationalities who invaded the country even from the time of the ancestors, the *Datus and the Barangays*. According to Abundo (2015), the Philippines is a combined society, both singular and plural in form. It is singular as one nation, but plural in that it is fragmented geographically and culturally. The nation is divided between Christians, Muslims, and other religious-ethno-linguistic groups; between urban and rural people; between upland and lowland people; and between the rich and the poor. Although different in numerous ways, Filipinos give appropriate respect to everybody regardless of race, culture, and beliefs.

Filipino values and lifestyle were shaped by several conflicting cultures and the resulting blend is what makes a unique Filipino influenced and cultured by the rich Christian values of Europe, the pragmatic and democratic values of America, and the spiritual values of Asia (Boström & Schmidt-Hertha, 2017). For this reason, the Philippine culture is rich in customs and traditions. One of the known Filipino practices is being hospitable. In Filipino culture, serving other people the best of what they have, gives them an honor and a promise of true friendship.

This study evaluated the manifestation of the sociocultural factors affecting the leadership of the LUC administrators in the CALABARZON region in the Philippines. It determined the sociocultural factors in terms of values (Baltazar et al, 2013), customs (Abundo, 2015), and lifestyle (Panopio & Rolda, 2007). It also tested any significant difference in the sociocultural factors according to province.

## 2. Literature review

### 2.1 Elements of Sociocultural Factors

#### 2.1.1 Values

Values are the bases for determining what behavior and attitudes are correct. They are emotion laden. The members of a culture share a value such as religiosity or honor because they feel that it is right (Panopio & Rolda, 2007; Oropilla & Guadana, 2021). Values indicate the social conscience of the people, and to a large extent determine behavior, but they are not directly observable, as behaviors are. There may be a difference between stated and operating values. People will attribute their behavior to stated values. Values or belief of what is important to people in life are among the most stable and enduring characteristics of individuals. These are the basis upon which people base their attitudes, personal preferences, and much of their behavior. They are the foundation of crucial decisions and life directions. Much of who people are is the result of the basic values they have developed throughout their lives (Harvey & Allard, 2011).

Moreover, values comprise the things that are most important to people (Baltazar et al., 2013). They are deep-seated pervasive standards that influence almost every aspect of our lives - from books we read, to our religious beliefs, our values are at the core of our personality. They influence the choices we make, the people we trust, the appeals we respond to, and the way we invest our time and energy.

Enriquez (2004) started unfolding the concept of *kapwa* (shared identity), which is at the core of Filipino social psychology, and which is at the heart of the structure of Filipino values. He discovered that it is not maintaining smooth interpersonal relationships that Filipinos are most concerned with, but *pakikipagkapwa* which means treating the other person as *kapwa* or fellow human being. There are two categories of *kapwa*: the *Ibang-Tao* (outsider) and the *Hindi-Ibang-Tao* (“one-of-us”). In Filipino social interaction, one is immediately

“placed” into one of these two categories; and how one is placed determines the level of interaction one is shown (Rungduin, Rungduin & Acopio, 2020). For example, if one is regarded as *ibang-tao*, the interaction can range from *pakikitungo* (transaction/civility with), to *pakikisalamuha* (interaction with), to *pakikilahok* (joining/participating), to *pakikibagay* (in-conformity with/in accord with), and to *pakikisama* (being along with). If one is categorized as *hindi-ibang-tao*, then you can expect *pakikipagpalagayang-loob* (being in-rapport/understanding/acceptance with), or *pakikisangkot* (getting involved), or the highest level of *pakikiisa* (being one with) (Rebustillo, 2017).

Also, having a *close family ties* is one of the outstanding Filipino cultural values (Badana & Andel, 2018; Marquez, 2019). The family takes care of each other and are taught to be loyal to family and elders by simply obeying their authorities (Alampay & Jocson, 2011; Morillo, Capuno & Mendoza, 2013). Having fondness for family reunions on Fiestas, Christmas season, New Year, homecomings, etc., is evidence that Filipino valued the spirit of the family. Unlike in the United States where kids move out when they reach legal age, the Filipino people will stay with their parents as long as possible. Moreover, the Filipino cultural value of ‘bahala na’ has no exact English translation. This is obviously a pervasive interpretation that when Thomas Andres published the Dictionary of Filipino Culture and Values, he still defines ‘bahala na’ as the Filipino attitude that makes him accept sufferings and problems, leaving everything to God. ‘Bahala na ang Diyos’ means ‘God will take care of us’ (Andres, 1994). The Sikolohiyang Pilipino perspective interprets ‘bahala na’ differently. Lagmay (1977) explained that *bahala na* is not “fatalism” but “determination and risk-taking”. When Filipinos utter the expression “Bahala na!” they are not leaving their fate to God and remaining passive. Rather, they are telling themselves that they are ready to face the difficult situation before them, and will do their best to achieve their objectives. In fact, even before they have said “Bahala na!” they have probably done their best to prepare for the forthcoming situation.

### 2.1.2 Customs

There are quite a lot of Filipino customs, culture, and traditions for the home and the family. Almost all customs are based on religious beliefs. During the morning, it is also customary for Filipino people to open their east window. This is said to bring God’s grace inside the house through the sun. It is also very important to make sure that there are statues of Jesus or Mary in the house and that they are facing the direction of the front door. This is

because they will be greeting the visitors of the house and anyone who comes in. This simply means that the people who they greet will be blessed too. This is why most of the Filipino households have statues of Jesus and Mary by the front door.

Also, if one would have to move out to a new house, there is a saying that the homeowner will be asked to throw some coins when he opens the front door. This is said to bring good luck and prosperity to the household. The first thing that is brought inside the house is the uncooked rice. This is because they believe that this will bring wealth to the family who will live there. Putting some coins in the main corners of the house will signify wealth and when building the stairs of the house, they make sure that the stairs are not thirteen. It is said that thirteen is the number of Judas and this will bring bad luck to the household and the people who will come in (Enriquez, 2004).

One of the unique trait and custom is having close family ties. It is one of the outstanding cultural values and customs that Filipinos have. The family takes care of each other and are taught to be loyal to the family and elders by simply obeying their authorities. Having fondness for family reunions during secular and religious holidays is an evidence that Filipino people valued not only our customs and traditions but also the spirit of our family and we are blessed to have been brought up with strong family ties (Abundo, 2015).

Filipinos are known to be the most hospitable people. Foreign visitors in the country are treated with utmost respect. It is amazing to see that even the simplest home along the road opens their home to a stranger. This trait is usually seen during fiestas and holidays where many Filipinos are giving their best to entertain their visitors well. Filipino hospitality is a trait and custom one cannot take away from them.

The habit of going to church and often praying reflects that Filipinos have a deep faith and belief to God, especially the Roman Catholics. They are very devoted to religions that sometimes many take the risk of their lives just to touch the Black Nazarene in Quiapo, Manila. Filipinos believe that having a strong devotion may lead to a better life and guidance to face the challenges in everyday life.

### ***2.1.3 Lifestyle***

It is as broad as culture. Lifestyle relates to socioeconomic strata that have certain patterns of behavior. Lifestyle can be viewed in a number of ways: (1) As an indication of a given level

of evaluation where, for instance, place of residence and type of home are used as criteria in dividing a population into strata; (2) As the reward or consequence of other inequalities, as where the preference for and the capacity to afford a certain type and place of residence are differentiated by income, education, and occupation; and (3) As a technique for validating one's claim to a given level of evaluation or honor, such as those cases where persons change their place of residence when moving to a new socioeconomic level and seeking to validate this claim to a new level. (Panopio & Rolda, 2007).

On hindsight, it can be said that all of these techniques can be used in the context of Philippine situations. Though the Philippines is an open society where everybody is given the opportunity to succeed, accessibility to certain goods and services appear to vary according to the capabilities of individuals. It appears that the rich have more chances of further improving their strata in society because they have not only wealth, property, and occupation to accomplish it, but also influence and connection. This is also possible because they not only reside in the same subdivision and work in the same company or perhaps are partners in business and are also educated in the same schools. They share the same interests and are therefore members of the same club and civic organizations, making their relationships friendlier and close. Thus, their children tend to marry each other and therefore share their parents' interest as well as their properties.

These diverse source of the combined Philippine culture has brought a very diverse Philippine lifestyle for most Filipinos today. A legacy of way of life transferred to them by their ancestors, from different cultures and from different countries, nowadays, have conquest and put their own mark at the Philippine archipelago.

## ***2.2. Sociocultural Theory***

It is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. This theory suggests that human learning is largely a social process (Cherry, 2017). However, Lev Vygotsky's sociocultural theory's major theme is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal

development”. This “zone” is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop. A teacher or more experienced peer is able to provide the learner with “scaffolding” to support the student’s evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modelling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.

*Every function in the student’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the student (intrapsychological). This applies equally to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Mind in Society, Vygotsky L.S.)*

Lev Vygotsky was a contemporary of other great thinkers such as Sigmund Freud, B.F. Skinner, and Jean Piaget. As his work became more widely published, his ideas became influential in areas including student development, cognitive psychology, and education. He believes that learners are born with basic biological constraints on their minds and each culture provides what he referred to as “tools of intellectual adaptation”. These tools allow students to use their basic mental abilities in a way that is adaptive to the culture in which they live. He believed that each culture presents unique differences (Cherry, Oct 2017).

### **3. Methodology**

This study applied the descriptive-evaluative method of research. The evaluative part assessed the situation to where the study was established and to where the problem was addressed by the study, which are the LUCs administrators in the CALABARZON region. While the quantitative approach employed a questionnaire as the main guide of the study (Bryman & Bell, 2013). More simply put, descriptive-evaluative research is all about describing people who take part in the study (Fraenkel, 2007).

There were fifteen (15) local government established public educational institutions in the provinces of Cavite (2), Laguna (5), Batangas (3), Rizal (3) and Quezon (2) representing

the study participants. There were respondents who were the administrators at the LUCs. The simple random sampling method was used in selecting the respondents.

The self-made instrument used to gather the data was a Likert-scale type with five choices and equivalent values. To validate the instrument, permission for pilot testing was done in one of the university in Laguna Province on December 5, 2017 wherein ten (10) administrators participated in the initial try-out of data gathering using the instrument. Then, the data were treated by using the Cronbach's Alpha to determine its extent or range of error correction. Subsequently, the instruments were corrected and validated before distribution to the target respondents.

The data were treated using weighted mean and single factor Analysis of Variance (ANOVA).

#### 4. Findings and Discussion

**Table 1**  
*The Sociocultural Factors as to Values*

Indicators	WM	QD
The administrators ...		
1.Strive to be dynamic-eager to learn, grow, change, develop, and improve.	4.58	SA
2.Are responsible - feel accountable for work, make good use of time, systematizes, organize, seek feedback, and follow-up.	4.45	SA
3.Encourage ethical/virtuous – has moral uprightness, practices the virtues of charity, humility, industriousness, justice, and cheerfulness.	4.57	SA
4.Practice ethics and virtues.	4.52	SA
5.Make full use of intellect and will.	4.48	SA
6.Acquire and continually recommit oneself to positive work attitudes.	4.50	SA
7.Exercise leadership which serves and guides others, acquire and implement effective communication skills which transmit truth in an atmosphere of sincerity and understand the authentic use of authority.	4.50	SA
<b>Average Weighted Mean</b>	<b>4.51</b>	<b>SA</b>



Table 1 shows the frequency and weighted mean distribution of the responses on sociocultural factors as to values. The general weighted mean is 4.51 with a verbal interpretation of “Strongly Agree.” The top indicators are statement nos. 1, 3, and 4 with weighted means of 4.58, 4.57, and 4.52 respectively. The bottom indicators are statement nos. 2, 4, 6 and 7 with weighted means of 4.45, 4.48, 4.50 and 4.50, respectively. It amplifies that the administrators strive to be dynamic and they are eager to learn, grow, change, develop and improve. Yet the respondents feel that the administrators are sometimes not that responsible and they are less accountable for work.

This was proven true by what Panopio and Rolda (2007) stated about values which indicate the social conscience of the people and most of the time, members of a culture share values such as religiosity and honor because they feel it is right. It is a shared identity (*kapwa*) and mostly identified as the heart of the structure of Filipino values. Moreover, according to Baltazar et al., (2013) values comprise the things that are most important to someone. They are deep-seated pervasive standards that influence almost every aspect of one’s lives - from books read to religious beliefs, our values are at the core of our personality. They influence the choices they make, the people they trust, the appeals they respond to, and the way they invest time and energy.

**Table 2**  
***The Sociocultural Factors as to Customs***

Indicators	WM	QD
The administrators ...		
1.Practice the use of “po” and “opo” in the offices to give respect to the senior school managers.	4.49	SA
2.Foster hospitality in treating every person who are part of the school be it a school official or an outsider.	4.51	SA
3.Impose familial relationships with the members of the school.	4.33	SA
4.Exert good company (pakikisama) in the school towards building strong mutual relationships (pakikipagkapwa).	4.38	SA
5.Exhibit dedication and loyalty to the school.	4.57	SA
6.Inculcate obedience (pagigingmasunurin) to the immediate heads of the schools.	4.50	SA
7.Presuppose solidarity (pagkakabuklod-buklod) among all the departments or divisions of the school.	4.37	SA
<b>Average Weighted Mean</b>	<b>4.45</b>	<b>SA</b>

Table 2 shows the frequency and weighted mean distribution of the responses on sociocultural factors as to customs. The general weighted mean is 4.45 with a verbal interpretation of “Strongly Agree.”

The highest rates are on statement nos. 1, 2, 5 and 6 with weighted means of 4.49, 4.51, 4.57 and 4.50, respectively. While the lowest rates are on item nos. 3, 4, and 7 with weighted means of 4.33, 4.38, and 4.37 respectively. Interestingly, though the respondents strongly agreed on most of the indicators, it shows that they need to impose familial relationships with the members of the school since it was rated low by the respondents. Abundo (2015) stated that one of the unique trait and custom is having close family ties. It is one of the outstanding customs that Filipinos have. The family takes care of each other and are taught to be loyal to the family and elders by simply obeying their authorities. Having fondness for family reunions during secular and religious holidays is an evidence that Filipino people valued not only our customs and traditions but also the spirit of our family and we are blessed to have been brought up with strong family ties (Abundo, 2015). This suggests for a team building program to impose familial relationships with the members of the schools.

**Table 3**  
*The Sociocultural Factors as to Lifestyle*

<b>Indicators</b>	<b>WM</b>	<b>QD</b>
The administrators ...		
1. Combat any graft or corruption in the schools through strong moral compass in life and in work.	4.49	SA
2. Avoid violence or any troubles brought about by adverse situations or problems to be solved at hand.	4.47	SA
3. Disallow any bribery that might happen in the school.	4.54	SA
4. Does not tolerate any conspiracy common in all schools that can wreak havoc to the entire school system.	4.52	SA
5. Maintain optimism in all the works that come along in the school.	4.41	SA
6. Are futuristic of the plans and prospects that school are heading to.	4.38	SA
<b>Average Weighted Mean</b>	<b>4.47</b>	<b>SA</b>

Table 3 shows the frequency and weighted mean distribution of the responses on sociocultural factors as to lifestyle. The general weighted mean is 4.47 with a verbal interpretation of “Strongly Agree.”

The top scorers are item nos. 1, 2, 3, and 4 with weighted means of 4.49, 4.47, 4.54, and 4.52, respectively. It reflected that the administrators combat any graft or corruption in the schools through strong moral compass in life and in work, avoid violence or any troubles brought about by adverse situations or problems to be solved at hand, disallow any bribery that might happen in the school, and does not tolerate any conspiracy common in all schools that can wreak havoc to the entire school system.

The bottom scorers are item nos. 5 and 6 with weighted means of 4.41 and 4.38, respectively. Indeed, lifestyle can be viewed in a number of ways based on what Panopio & Rolda (2007) stated that when moving to a new socioeconomic level, a lifestyle can change, thus the respondents gave a low score for being futuristic of the plans and prospects that the school are heading to.

**Table 4**  
*Differences of the Responses on Sociocultural Factors when Grouped As to Provinces*

		Sum of Squares		Mean Square	F	Sig	Analysis
		(SS)	df	(MS)			
Values	Between groups	45.26	4	11.31	.61	.66	NS
	Within groups	1921.33	104	18.74			
	Total	1966.59	108				
Customs	Between groups	96.62	4	24.16	1.60	.18	NS
	Within groups	1572.39	104	15.12			
	Total	1669.01	108				
Lifestyle	Between groups	241.43	4	60.36	3.75	.01	S
	Within groups	1672.90	104	16.09			
	Total	1914.33	108				

\*F critical value @0.01 level (2-tailed) = 3.41

The table 4 shows the differences of the responses on sociocultural factors when grouped as to provinces. In terms of values and customs, the F computed values are all less than the F Critical value of 3.41. Thus, the null hypothesis is accepted. There is no significant difference in the responses on sociocultural factors when grouped as to provinces.

As contrasted, in terms of lifestyle, the F computed value is 3.75 which is far greater than the F critical value of 3.41. Thus, the null hypothesis is rejected. There exists a significant difference of the responses on sociocultural factors when grouped as to provinces.

**Table 5**  
*Weighted Mean Distribution of the responses on Values when grouped as to Provinces*

Indicators	Batangas		Cavite		Laguna		Quezon		Rizal	
	WM	QD	WM	QD	WM	QD	WM	QD	WM	QD
The administrators ...										
1. Strive to be dynamic-eager to learn, grow, change, develop and improve.	4.30	SA	4.67	SA	4.63	SA	4.76	SA	4.50	SA
2. Are responsible – feel accountable for work, make good use of time, systematizes, organize, seek feedback, & follow up.	4.25	SA	4.67	SA	4.40	SA	4.57	SA	4.45	SA
3. Encourage ethical/ virtuous – has moral uprightness, practices the virtues of charity, humility, industriousness, justice, & cheerfulness.	4.35	SA	4.73	SA	4.63	SA	4.55	SA	4.60	SA
4. Practice ethics and virtues.	4.30	SA	4.67	SA	4.57	SA	4.48	SA	4.60	SA
5. Make full use of intellect and will.	4.45	SA	4.53	SA	4.40	SA	4.52	SA	4.55	SA
6. Acquire and continually recommit oneself to positive work attitudes.	4.30	SA	4.60	SA	4.51	SA	4.43	SA	4.68	SA
7. Exercise leadership which serves and guides others, acquire and implement effective communication skills which transmit truth in an atmosphere of sincerity and understand the authentic use of authority.	4.45	SA	4.73	SA	4.43	SA	4.48	SA	4.50	SA
<b>Average Weighted Mean</b>	<b>4.34</b>	<b>SA</b>	<b>4.66</b>	<b>SA</b>	<b>4.51</b>	<b>SA</b>	<b>4.54</b>	<b>SA</b>	<b>4.55</b>	<b>SA</b>

Table 5 shows the weighted mean distribution of the responses on values when grouped as to provinces. The general weighted mean is 4.51 with a verbal interpretation of “Strongly Agree.” This implies that the respondents strongly agreed on the sociocultural factors of the locally funded universities and colleges’ administrators in the CALABARZON Region.

The top scorer is Cavite with a weighted mean of 4.66, followed by Rizal with a weighted mean of 4.55, then Quezon with a weighted mean of 4.54, and Laguna with a weighted mean of 4.51. The bottom scorer is Batangas with a weighted mean of 4.34.

**Table 6*****Weighted Mean Distribution of the Responses on Customs when grouped as to Provinces***

Indicators The administrators ...	Batangas		Cavite		Laguna		Quezon		Rizal	
	WM	QD	WM	QD	WM	QD	WM	QD	WM	QD
1. Practice the use of “po” and “opo” in the offices to give respect to the senior school managers.	4.15	A	4.67	SA	4.40	SA	4.81	SA	4.50	SA
2. Foster hospitality in treating every person who are part of the school be it a school official or an outsider.	4.35	SA	4.60	SA	4.57	SA	4.52	SA	4.50	SA
3. Impose familial relationships with the members of the school.	4.00	A	4.67	SA	4.31	SA	4.43	SA	4.35	SA
4. Exert good company (pakikisama) in the school towards building strong mutual relationships (pakikipagkapwa).	4.10	A	4.53	SA	4.37	SA	4.48	SA	4.45	SA
5. Exhibit dedication and loyalty to the school.	4.47	SA	4.67	SA	4.60	SA	4.52	SA	4.60	SA
6. Inculcate obedience (pagiging masunurin) to the immediate heads of the schools	4.15	A	4.73	SA	4.54	SA	4.67	SA	4.45	SA
7. Presuppose solidarity (pagkakabuklod-buklod) among all the departments or divisions of the school.	4.10	A	4.67	SA	4.34	SA	4.45	SA	4.40	SA
<b>Average Weighted Mean</b>	<b>4.19</b>	<b>A</b>	<b>4.65</b>	<b>SA</b>	<b>4.45</b>	<b>SA</b>	<b>4.55</b>	<b>SA</b>	<b>4.46</b>	<b>SA</b>

Table 6 shows the weighted mean distribution of the responses on customs when grouped as to provinces. The general weighted mean is 4.45 with a verbal interpretation of “Strongly Agree.” This implied that the respondents strongly agreed on the sociocultural factors of the locally funded state universities’ administrators.

The highest rates are Cavite, Quezon, Rizal, and Laguna with weighted means of 4.65, 4.55, 4.46, and 4.45, respectively. The lowest rate is Batangas with a weighted mean of 4.19.

**Table 7*****Weighted Mean Distribution of the Responses on Lifestyle When Grouped as to Provinces***

Indicators	Batangas		Cavite		Laguna		Quezon		Rizal	
	WM	QD	WM	QD	WM	QD	WM	QD	WM	QD
The administrators ...										
1. Combat any graft or corruption in the schools through strong moral compass in life and in work.	4.00	A	4.73	SA	4.57	SA	4.52	SA	4.60	SA
2. Avoid violence or any troubles brought about by adverse situations or problems to be solved at hand.	4.00	A	4.67	SA	4.51	SA	4.67	SA	4.50	SA
3. Disallow any bribery that might happen in the school.	4.10	A	4.67	SA	4.60	SA	4.67	SA	4.63	SA
4. Does not tolerate any conspiracy common in all schools that can wreak havoc to the entire school system.	4.00	A	4.53	SA	4.60	SA	4.62	SA	4.80	SA
5. Maintain optimism in all the works that come along in the school.	3.85	A	4.53	SA	4.46	SA	4.62	SA	4.60	SA
6. Are futuristic of the plans and prospects that school are heading to.	3.90	A	4.40	SA	4.40	SA	4.57	SA	4.60	SA
<b>Average Weighted Mean</b>	<b>3.98</b>	<b>A</b>	<b>4.59</b>	<b>SA</b>	<b>4.52</b>	<b>SA</b>	<b>4.61</b>	<b>SA</b>	<b>4.62</b>	<b>SA</b>

Table 7 shows the weighted mean distribution of the responses on lifestyle when grouped as to provinces. The general weighted mean is 4.47 with a verbal interpretation of “Strongly Agree.” This implies that the respondents strongly agreed on the sociocultural factors of the locally funded state universities’ administrators.

The highest indicators are Rizal, Quezon, Cavite, and Laguna with weighted means of 4.62, 4.61, 4.59, and 4.52, respectively. The lowest indicator is Batangas with a weighted mean of 3.98.

## 5. Conclusion

The results of the study showed that the LUC administrators strongly agree on the manifestations of the sociocultural factors affecting their leadership. On values, the administrators strive to be dynamic - eager to learn, grow, change, develop, and improve; encourage ethical/virtuous – has moral uprightness, practices the virtues of charity, humility, industriousness, justice, and cheerfulness; and practice ethics and virtues, respectively. In terms of customs, the administrators practice the use of “po” and “opo” in the offices to give

respect to the senior school managers; foster hospitality in treating every person who are part of the school be it a school official or an outsider; exhibit dedication and loyalty to the school; and inculcate obedience (*pagiging masunurin*) to the immediate heads of the schools. While in terms of lifestyles, the administrators combat any graft or corruption in the schools through strong moral compass in life and in work, avoid violence or any troubles brought about by adverse situations or problems to be solved at hand, disallow any bribery that might happen in the school, and does not tolerate any conspiracy common in all schools that can wreak havoc to the entire school system.

Though there is no significant difference in the responses on sociocultural factors of LUCs administrators in the CALABARZON region when grouped as to provinces, the need to impose familial relationships with the members of the locally funded universities and colleges in the CALABARZON Region, for a stronger and healthy working environment is essential. There is also a need to monitor and supervise sociocultural factors hand-in-hand with leadership style practices for a better school performance. In the same way, the need to determine the pattern and trend of the sociocultural factors and leadership style practices of the LUCs administrators to develop a sustainable program is important. The program can serve as a guide and reference to the LUCs administrators and to other researchers in the near future.

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# Uncertainty among the Migrants during the Lockdown in India



Neetu Jha

## Abstract

COVID-19 pandemic is a global health crisis that has put the entire world economy at a halt. The impact of COVID-19 has gone beyond public health to social and economic issues, especially for migrant workers. To tackle the spread of COVID-19 virus, as many other countries the Indian government has also implemented various lockdown measures which severely impacted migrants, whom lost their jobs due to shutting down of economic activities. Due to this economic slowdown, about 40 million migrant workers of the country are facing the major issues like lack of social security and health benefits, lack of portability of state-provided benefits and lack of social equality. The issue of having uncertainty about the future in the urban cities during total lockdown period led the migrant workers to travel to their hometowns. It is essential to explain the environment of social and economic uncertainty among these industrial workers during the pandemic situation and to bring the attention of the policy makers on the issues facing by the migrant industrial workers amid the COVID-19 pandemic situation.

Keywords: COVID-19, Global health crisis, Social and Economic issues, Migrant workers

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## 1. Introduction

The COVID-19 crisis for the first time has brought ‘invisible’ migrants and the phenomenon of migration to the centre stage of policy concern around social protection. Migrant worker tragedy unfolding in the wake of the COVID-19 pandemic lockdown is reinforcing the necessity of consolidating the social policy efforts of the past decades. Migrant workers occupy a special position in the debates around development and social protection. They have driven the engine of globalisation, though not reaped great benefits from the process. The pandemic caused by the coronavirus disease, the gravest health emergency of the century, is poised to disrupt social, economic and political systems and lives worldwide.

In the wake of COVID-19, the very factors that made them desirable as a workforce are turning against them. As millions of migrant workers in India began their long trek home, carrying children, clutching their meagre possessions, crowding disrupted transport networks, beaten and no resources, after the sudden lockdown in the wake of the novel coronavirus pandemic, they faced hunger, destitution, the wrath of the police and suspicion of communities and tragic death (Ghosh, 2020; Jadhav, 2020; Jha & Pankaj, 2020). The suffering borne by the uprooted informal workers, who constitute more than 90 per cent of India’s workforce and have helped to build India’s US\$2.9 trillion economy demonstrate the frailty of state social protection systems, the erosion of recent progress and the urgent need for state welfare measures to be more robust and accountable. Unorganised-sector workers and circular migrants working on casual and irregular contracts are emerging as the most vulnerable community and are at great risk.

Internal migrants form a crucial part of India’s economy. The Economic Survey 2016–2017 estimated that there are 100 million internal migrants in India, which make up about 20 per cent of the total workforce. They contribute an estimated 10 per cent of India’s economic output (Al-Jazeera, 2020) and play an important role in the economy of the country. Many of the internal migrants travel from poorer states such as Bihar and Uttar Pradesh in the north to work in the industrial hubs of more developed states like Gujarat and Maharashtra in the south, or to the metro cities. They depart from remote villages seeking work in large cities to support families whom they usually leave behind.

This article discusses how poverty, informality and inequality have been accentuated in the context of COVID-19 pandemic through the experiences of the migrant workers in India during the period of pandemic 'lockdown'. It also examines how social policies under changing political regimes and fluctuating economic climates designed protection instruments and how these safety nets can be mobilised by democratic and accountable governance to respond to the crisis of millions of informal workers displaced by COVID-19. Overall, the aim is to discuss the scope of current social policy in India to protect the most vulnerable in the context of dislocation from work, loss of income and livelihoods and the added problems of stigma, discrimination and destitution. For the analysis and discussion, the article draws on sources such as academic articles, policy briefs, government surveys, reports, press notes and advisories and current newspaper and online media reportage of the unfolding health and humanitarian crisis about informal migrant workers. The article argues that the scale and depth of poverty revealed by the COVID-19 migrant issue suggest renewed attention towards the urgency of adequate financial resources to consolidate social protection and democratic governance that demonstrate commitment to protect the basic entitlement and fundamental rights of all, and especially its most disadvantaged citizens.

## **2. Discussions**

### ***2.1. Uncertainty among migrants during COVID-19***

Following the outbreak of the COVID-19 pandemic, a sudden proclamation of the national lockdown (24 March to 31 May), the first phase for 21 days, extended for 19 days, further extended for 15 days and extended again for 15 days starting May 18, to break the chain of transmission of the coronavirus caused panic among millions of migrant workers in India's big cities. As the announcement of lockdown with a notice of less than 4 hours spread, migrant workers were rendered instantly without work. Panic-stricken workers arrived at bus stops and highways in large crowds hoping to reach their distant rural homes. The point of the lockdown measure was to initiate 'social distancing' to prevent the spread of infection. But there was no way that the migrant workers could fulfil those conditions in their temporary, cramped urban homes without work, income or social protection. Their response to the directive for preventive confinement over the next days and weeks exposed the insecurity, uncertainty and precarity of their life and circumstances. At present, 400 million workers in the informal economy, constituting 90 per cent of India's workforce, are at risk of falling deeper into poverty.

Outraged by the condition of the migrant workers, public policy academics have described the COVID-19 lockdown as ‘the choice between virus and starvation (Chen, 2020).

The ‘Great Lockdown’, had led to a massive collapse in all economic activities, ‘the worst economic downturn since the great depression’ (Gopinath, 2020). According to a Centre for Monitoring Indian Economy (CMIE) report, India’s lockdown order led to a jump in unemployment rate from 21 per cent to 26 per cent in mid-April and a weekly decline in labour market participation (The Economic Times, 2020, April 29). CMIE data show that the unemployment rate increased from 7.03 per cent in May 2019 to 23.98 per cent on 2 May 2020 (CMIE, 2020). Following the lockdown, millions of workers left from industries such as retail, construction, textile, tourism and leather.

On 26 March, Surendra Pandey walked 110 km to his home when the plywood factory in Lucknow, in the northern state of Uttar Pradesh, downed shutters. There was no transport available, he told press reporters, and kind people helped him with water and food during his inter-state travel. At this point, India had only 600 confirmed coronavirus cases and 13 deaths. A 39-year-old manual worker from the industrial town Surat in the Western state of Gujarat, also walking back home with his 15-year-old son, told reporters that he would have to borrow money to survive. According to trade union reports, 60,000—70,000 people, mainly in domestic service and construction work, left the state of Gujarat for their home state, neighbouring Rajasthan, within days after the lockdown order (Sharma & Khanna, 2020). From New Delhi, men, women and children walked to neighbouring Uttar Pradesh.

On 27 March, a man working as a welder left the southern state and information technology (IT) hub, Bangalore, to walk home, an impossible 800 km to Rajasthan. Reporters found him in Tumkur, 70 km away, where he had reached in 18 hours on foot (Nagaraj & Srivastava, 2020). Another Reuters story, carried on 21 April, described how a group of 50 construction workers, women and men with small children, walked from the national capital, Delhi, after lockdown, on the midnight of March 24, to their village in drought-affected Bundelkhand in the state of Madhya Pradesh, a distance of nearly 500 km. They reached their village after walking and taking lifts from the occasional truck carrying essential goods. On their journey, they were pushed by the police to keep walking and not stop or gather anywhere (Pal & Siddiqui, 2020). Seasonal labourers in agriculture travel hundreds of kilometres on established routes. In a heartrending episode, a 12-year old tribal girl, who had migrated with

a group of women and men from Chhattisgarh to Telangana for chilli harvest, died of dehydration on the way as the group walked back home (Verma, 2020). The immense traumatic incident is the death of 16 migrant workers who were crushed to death by a goods train as they fell asleep exhausted on a railway track after walking for kilometres (Banerjee & Mahale, 2020).

Migrants began fleeing the cities out of fear of COVID-19 infection. They left on foot due to transport lockdown. Due to the long period of lockdown, migrants preferred to leave for rural homes because they lacked the economic means to support themselves and self-isolate in urban areas. The initial government response to prevent migrant movement towards their homes was informed by the fear that they would carry the contagious coronavirus to their hometowns and villages leading to community transmission of the COVID-19. Thus, migrants were not allowed to leave the city. When the Government of India (GOI) went to the Supreme Court to clarify why migrants could not leave their destination cities, the Apex Court had asked the central government to ensure the provision of food, water and shelter for the migrants (Bindra & Sharma, 2020). Health experts had questioned the assumption that most migrants were likely to be COVID-positive. Later, the state governments were tasked with the responsibility of arranging quarantine for all returning migrants and providing them with health services if required. On 23 April, news reports estimated that 34 per cent of all COVID-positive cases (out of 4,281 cases from 284 districts) were from the 31 high in-migration districts in the country, based on the economic survey of 2016–17 (Kaushik, 2020).

A situation of insanitary conditions was reported from many areas. Many migrant workers belonging to socially deprived communities faced discrimination. A family in a Bihar village where a migrant worker had returned was not allowed to access their own food stores and take water from the communal hand pump and was forced to depend on water used by cattle (Agrawal, 2020). The return of migrant workers has led to social tensions in many states, and reports of violent clashes among villagers have come up from many places. A youth was beaten to death in Madhaul village in Sitamarhi district on 29 March 2020, after he alleged that two migrant workers had returned to the village from Mumbai without taking any tests. In another incident, angry villagers in Jehanabad district of Bihar assaulted a team of officials who had gone to a village to detain migrant workers and put them in a quarantine centre (Manoj, 2020).

These incidents lead to the question “Why did the corona pandemic that requires a health and humanitarian response become an issue of policing or community surveillance?” Security forces are commanded onto the streets as agents of welfare. Police are mobilised as the protectors of public health, the enforcers of social distancing. States are justifying intensified surveillance as a public safety measure (Bhattacharya & Dale, 2020).

Health systems in many migrant home states are poor, and some migrants could be asymptomatic carriers of the virus. But none of these factors are dependent on the migrants’ own actions. Yet, the blame for contracting the disease and the responsibility for doing something about it seems to be overwhelmingly borne by the migrants themselves. Questions need to be asked about the manner in which pandemic communication has been misdirected towards hate and stigma and has been further warped by infodemic on social media (Sengupta, 2020; UN News, 2020). Community surveillance is merging into vigilantism and violence (Agrawal, 2020), putting the migrant in an anxious and complicated situation. Lack of work has also pushed several thousand migrant workers to the edge of starvation, sparking protests. Daily wage earners or those working on piece-rate wages, with their meagre income, do not have the capacity to stay at the destination without work. Soon after the announcement of the extension of the lockdown in Mumbai, a false rumour about a special train sent thousands of migrants to a sub-urban train station, creating a riot situation (Miglani & Jain, 2020). These situations underscore not just shortcomings of emergency measures and unpreparedness of local administration but also the challenges of providing relief to millions of unprotected informal workers with no means of subsistence, no homes to practise distancing and receiving confusing information and communication about the ongoing situation.

## ***2.2. Response towards COVID-19 relief measures***

That the lockdown announcement had huge implications for the economy in general and for the informal migrant labourers in particular was acknowledged and responded to by the government. On 26 March, the Indian finance minister announced a relief package for the poor affected by COVID-19. Amounting to US\$22.6 billion, this would pay for free food grains, liquefied petroleum gas (LPG) for cooking, cash transfers for 3 months and insurance for frontline healthcare workers (The Economic Times, 2020). In April, the government announced that 330 million poor people have been assisted through transfers amounting to ₹312,350 million (USD 4,129 million) under Prime Minister’s Poor Relief Scheme (PMGKY)

(All India Radio News, 2020); ₹100,000 million (USD 1,322 million) has been transferred to 200 million women holding special Jan-Dhan accounts (₹500 per person), ₹14,050 million (USD 186 million) was provided under welfare pension schemes to 28.2 million people, ₹161,460 million (USD 2,134 million) to 80 million registered farmers under cash income support scheme, PM-KISAN, and ₹34,970 million (USD 462 million) worth of financial support to 21.7 million building and construction workers. Under the PMGKY, 392.7 million people received free food grains, and 26.6 million LPG cylinders were distributed under the PMUY scheme (All India Radio News, 2020). However, an assessment by the International Monetary Fund (IMF) shows that overall support by the central and state governments through various cash and kind transfers and other measures, such as healthcare infrastructure, testing facilities and tax relief, was only about 0.2 per cent of India's GDP (IMF Policy Tracker).

Critics argue that these disbursements are part of regular welfare dues to eligible groups and do not address the new catastrophic losses, such as that of incomes, leading to ongoing survival crises suffered by stranded and out-of-work migrant informal workers. The government, they claimed, was dressing up the small, targeted transfers as a special package for COVID-19 (Bajaj et al., 2020). These transfers amounted to less than 0.8 per cent of the GDP and only 5.6 per cent of the central government's planned financial outlay for 2020-21. Cash transfers to Jan-Dhan accounts amount to less than ₹17 (USD 0.22) per household and ₹4 (USD 0.05) per person per day (Bajaj et al., 2020). Moreover, migrant workers unable to return home and those who are not ration card holders at the destination would not benefit from additional free food grains under the PDS. They cannot avail increased MGNREGA (public works) wages until they go back home and the lockdown is over. Besides, GOI continues to use outdated 2011 data to distribute food under the National Food Security Act. Dreze (2020, April 9) recommends the use of the projected 2020 census figures to design the relief package. The PMJDY list for cash transfers would exclude poorer women. As the majority of the seasonal migrants are landless or marginal farmers, they will not be benefitted from the grant to landholders under schemes such as PM-KISAN through which the central government provides an income support of ₹6,000 (USD 79) a year to farmers in three equal cash transfers of ₹2,000 (USD 26) every 4 months.

Similar is the case with benefits under the Building and Other Construction Workers Welfare Board (BOCWFB). Registration under the statutes requires 90 days of work in the previous year. Also, most states do not register migrants, and registration is not portable.



Further, the number of BOCWWB-registered workers is only 35 million in the whole country (The Economic Times, 2020, March 27). An alternative suggestion was a Union bank of India (UBI)-type transfer that would include stranded workers, amounting to an income support based on the current national floor wage of approximately ₹200 (2.6 USD) per day for the period of the lockdown (The Economic Times, 2020, March 25).

The 2019 Nobel laureate economist Abhijit Bannerjee argues that the Indian government needed to support the poor (Biswas, 2020). The emergency situation created by the COVID-19 lockdown and the uncertainty about the future trajectory of the pandemic requires immediate and near universal cash transfers to the poor (Biswas, 2020). Instead of narrow targeting and searching for beneficiaries or establishing 'deservingness', the government should use a consolidated list of beneficiaries of all welfare schemes to make immediate transfers (Biswas, 2020; Somanchi & Khera, 2020). Beyond standard welfare measures, the COVID-19 pandemic requires disaster-grade response, and the government issued directives under the appropriate law, the National Disaster Management Act, to support key decisions. Using a section of the National Disaster Management Act (NDMA), 2005, the Ministry of Home Affairs (MHA) issued a number of advisories to state governments, including order for restricting the movement of migrants along with the provisions that must be made for them (Ministry of Home Affairs, March 29, April 3). State governments were tasked with providing temporary shelters with basic amenities for migrants who remained in destination areas, return migrants were to be kept in quarantine for 14 days in home states, landlords were asked to defer rents for migrants, and employers were asked to give them wages for the period of the lockdown.

A critical gap has been the absence of adherence to minimum standard of relief (including provision of food, water, shelter and sanitation) and compensation for loss of life and livelihood that must be provided to affected persons under the disaster management law (Sibal, 2020). The government has also transferred significant responsibility of disaster relief to states and private enterprise owners, whereas the NDMA (2005) requires the central government to take some financial liability for immediate disaster relief. Activists and volunteers have raised alarm about the abysmal conditions in the temporary shelters where migrants are confined (Roy Burman, 28 April 2020).

The Indian government's pandemic response is moving towards technologies and citizen responsibility to stay safe. Automation and contact tracing applications are being used in many countries by governments to trace community transmission of COVID-19 and take decisions about lifting the lockdown measure (The Economist, 2020; Kelion, 2020). Concerns are also being raised about data privacy and providing private parties, technology providers and states with wideranging powers of surveillance over individuals (Soltani, Calo, & Bergstrom, 2020). The Aarogya Setu Application (ASA) launched by the GOI for the contact tracing of COVID-19-affected people finds itself as a centre of these debates. The ASA is being used to seek a number of additional information, beyond health and travel, and it is being connected to the issue of travel passes (Mehrotra, 2020). The conflation of disease surveillance/monitoring with personal, societal and national security signals the central place of security in government welfare discourse. Migrant workers and people in their rural communities are unlikely to own smartphones. For them, COVID-19 protection would require improved and free healthcare services, water and sanitation access and support in the form of frontline health workers to monitor the health and well-being of return migrants and home communities through the period of quarantine and in days to come. Reliance on technology must be combined with, and not replace, measures that directly aid the well-being of informal workers and their home destination communities.

In his address to the nation on 12 May, the Indian Prime Minister Narendra Modi announced an economic package worth `20 trillion (USD 264.08 billion), with the intended aim to make India self-reliant in the post COVID-19 world. He described this intervention as a movement towards self-reliant India ('Atmanirbhar Bharat Abhiyan'). This was followed by a five-phased announcement by the finance minister who emphasised 'land, labour, liquidity and laws' as vital aspects of this package. The announcement of free food grain supply (5 kg of grains per person and 1 kg of chickpeas per family) for 2 months to 80 million migrant workers without a ration card, outside the ambit of National Food Security Act, was expected to provide some relief to migrant workers. The new provisions also promised an additional allocation of USD 5.286 billion for the public works programme MGNREGA that is expected to generate 3 billion person-days of work to address the subsistence needs of out-of-work migrants returning to rural areas. Observers have pointed out that the COVID-19 relief package continues to fall short of expectations as it includes previously announced fiscal and monetary measures. The additional measures in the recent announcement amount to only 2.7 per cent of

the GDP as relief for businesses and not more than 1.1 per cent of the GDP as a safety net for poor households, migrants and farmers (IMF, 2020). Thus, as COVID-19 cases travel with the tired migrants to their rural homes, government social protection measures resemble a drop in an ocean of trouble.

### **3. Conclusion**

When large-scale population migration occurs as a direct result of a health crisis, the movement mostly tends to be internal, temporary and early on in the health crisis. It generally happens to regions directly outside the immediate crisis zone, and mostly happens because of misunderstandings and panic, including financial crisis or fear of losing job. During the 2003 SARS outbreak, up to 1 million people left Beijing. In such example, people tended to go back to their native villages and return to the city after the crisis had subsided. A pneumonic plague broke out in Surat in August 1994, and receding that was a bubonic plague in Maharashtra's Beed district. Compared to its bubonic form, the pneumonic plague spreads rapidly, and the plague in Surat caused widespread panic. The outbreak of the disease led to more than 200,000 people fleeing the city, making it one of the largest post-independence migrations in the country (Leo, 2020). Bihari workers fled from Maharashtra some years ago, when hostile nativists turned against them. Similarly, racial hostility spread panic among migrants from the North-East living in Bangalore in 2016.

Whether it is economic recession or an epidemic like COVID-19, migrant workers in large cities are forced either to stay in perilous conditions in the urban areas, or go back to their places of origin- villages or smaller towns. Initially, they change from becoming providers of remittance incomes to their households, to becoming dependents of these households. Many of these migrant workers come from the most depressed and backward regions of the country, where there is currently little potential for employment and education (Kumar et al., 2009). In this way, any health or economic crises at the destination also increase return migration to origin communities (Castles, 2011).

Another major challenge raised by the pandemic could be on the food security and nutrition. The COVID-19 may bring hunger to millions of people around the world. Available evidence suggests that insecurity is one of the main reasons why people abandon their livelihoods and move to other places. Crisis increases food insecurity and limits the livelihood options of migrant populations. On the one hand, lockdowns and social distancing measures

are drying up work and incomes, whereas they are likely to disrupt agricultural production, transportation systems and supply chains on the other. According to the United Nation's World Food Programme (WFP), an estimated 265 million people could be pushed to the brink of starvation by the end of year 2020 (Dahir, 2020). India is one among the countries where child undernutrition is severe. Around 38.4 per cent, 21 per cent and 35.7 per cent of children below 5 years suffer from stunting, wasting and underweight, respectively. Malnourishment results in compromised immunity, which puts an individual with a greater risk and susceptible to the spread of the virus. Undernutrition is a major underlying cause of child mortality in India, as it is the primary reason behind 69 per cent of deaths of children below the age of 5 in India (UNICEF, 2019).

Contemporary theories of migration suggest that decisions to move or stay and the overall patterns of movement are closely related to economic conditions in places of destination and origin, relationships that connect people between origins and destinations and the accumulated experiences at destinations among individuals and members of their community (Haas, 2012). Evidence from the Asian Financial Crisis and the Global Economic Crisis indicates that migrants' cumulative experiences and shared migrant associations might influence the propensity for migrants to return to origin after an economic tremor (Curran et al., 2016). A number of migrant workers who left the big cities during the crisis may never return, preferring to drag out a living on their marginal farms or find work in nearby towns. It would deprive industrial centres such as Delhi, Gurugram, Surat and Tiruppur, Mumbai, etc. of labour for a long period of time, resulting in temporary shortage of human resources in the industries.

An epidemic is a problem that tests the ability of a nation to effectively protect its population, to reduce human loss, to save the economy and to rapidly recover (Rachaniotis et al., 2012). The Central and State governments are preparing strategies to cope with the crisis. The states and union territories have also been advised to make these vulnerable groups aware of measures taken by the government, including provision of free food grains and other essential items through public distribution system (PDS), and streamline the procedures. The Union government is planning to give unemployment benefits to a section of organised workers who may lose their jobs due to the COVID-19 pandemic. The labour and employment ministry is looking to extend the scheme and allow workers to avail unemployment insurance if they are impacted by coronavirus (Jha, 2020). However, these measures are not sufficient

considering the intensity of the crisis. Much more can be done by the government to protect its people and economy.

The coronavirus epidemic has come with extraordinary, intense uncertainty. It is difficult to estimate how long and to what extent will the impact of the epidemic be on the lives of people and economy of the country. The government has to come up with a well-crafted strategy to deal with this crisis. At the national level, greater coordination is required between government agencies separately tasked with migration and health mandates. There is also a need to relook at the national migration policies, which should accommodate the assistance and protection of migrants arriving from, or faced with the prospect of returning to, the areas affected by health crises. Establishment of resilient food systems could reduce food insecurity and the pressure to return to origin among migrants. More research is required on the impact of health crises on migration, particularly in distinguishing health from other motivations to migrate.

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# Self-Regulation Learning Variables and Learners' Performance: A Correlational Analysis



Leni D. Magsino

## Abstract

The study evaluated the self-regulation related variables and the learners' performance to determine any significant relationship. Through descriptive-correlational design, the data were generated from the 250 Grade 9 students of Dolores Macasaet National High School for the school year 2018 – 2019. The various statistical treatments were arithmetic mean and Pearson Product Moment Correlation. The results showed that the students' self-regulation were “moderately high” in memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility and organizing. Moreover, the manifested learners' performance in terms of motivation, cognition, and behavior were also “moderately high”. It was further revealed that there is a significant relationship between the self-regulation variables and the learners' performance. It is recommended to develop a program that will stabilize or strengthen the students' motivation to self-regulate in terms of learning. This can be included in all aspects of classroom management. Further research using a standardized or validated questionnaire can further strengthen the findings of this study.

Keywords:

self-regulation, learners' performance, motivation, cognition, behavior

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## 1. Introduction

The Department of Education (DepEd) has mandated all public schools in the Philippines to improve the quality of learning in all aspects by continuously improving instruction and assessment of learning as stipulated in the Department Order No. 8 s. 2015. It also stresses the importance of conducting research in relation to improving classroom practices. It has allotted funds for approved researches in the district, division and national levels through BESRA (Basis Education Research Agenda). Principals and other school leaders have been instructed to support DepEd's agenda to improve the quality of learning. However, despite these efforts, quality education is still far to be reached. This has been evident by the results of international surveys such as TMDE (Test, Measurement, and Diagnostic Equipment) Integrated Maintenance Management System (TIMMS) in 2012 to which the country is second to the last among the countries surveyed in terms of Mathematics and Science efficiency of the Filipino students. More so, the results of the National Achievement Test for the last five years are not improving, as a matter of fact, these continue to decline.

In the school setting, some notable improvements in different areas have been installed in terms of infrastructure and facilities, however, there has been no significant improvement noted in terms of academic achievement. For example, the Office of the Guidance Counselor in Dolores Macasaet National High School, a public school in Quezon Province, records a declining test scores in the National Achievement Test for the last five years. More so, dropout problem is still evident.

Various factors interplay that affect the academic performance of students. As argued by Garcia (2017), some of the factors affecting students' performance include home, school, teacher and student factors. Of these, students' factors are highly associated with the academic performance (Almerino, et al., 2020; Sicat & Panganiban, 2009; Lansangan, et al., 2015; Mangaoil, 2018). In the public school setting, many cases of quarrels have been forwarded to the guidance office. Many of which can be traced to lack of social skills being possessed by the students. Another cause of the problem is lack of understanding oneself. Many students do not know who they are. Some of them rebel against the world they are living with for lack of such understanding. When this happens, this results to problems in academic aspects. Problems

become more complicated. For this, understanding oneself is a key to understanding others. This can be developed through a well-developed self-esteem on the part of the students.

This study presumes that the basic step to understanding the academic problem is the determination of the students' level of self-regulation. This will be the fundamental step in effective decision-making processes. Academic policies may be modified in relation to the self-regulation that students have. When this will be correlated to academic performance, sound academic policies would be possibly developed to improve school achievements.

This study assessed the self-regulation level of the Grade 9 students of Dolores Macasaet National High School in terms of memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility and organizing. It also assessed the learners' performance in terms of motivation, cognition and behavior to determine any significant relationship with the self-regulation variables.

## **2. Literature review**

### ***2.1. Self-regulation and Self-regulated learners***

Hayon (2008) said that self-regulation usually refers to awareness and knowledge of one's learning and cognition and the control of one's cognition that renders this ability essential in learning and development. Recently, the concept has been studied intensively, except in professional learning. This is believed to be essential in student teacher learning since prospective teaching professionals are likely to be confronted with different challenges of learning and the learners. It is high time that they developed a sense of responsibility that aims to know every learner under their jurisdiction.

Zumbrunn, Tadlock and Roberts (2011) said that self-regulated learning (SLR) is recognized as an important predictor of student academic motivation and achievement. This process requires students to independently plan, monitor, and assess their learning. However, few students naturally do this well. Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences. This process occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills. Research shows that self-regulated students are more engaged in their learning. These learners commonly seat themselves toward the front of the classroom, voluntarily offer answers to questions, and seek out additional

resources when needed to master content. Most importantly, self-regulated learners also manipulate their learning environments to meet their needs. Due to their resourcefulness and engagement, it is not then surprising that findings from recent studies suggest that self-regulated learners also perform better on academic tests and measures of student performance and achievement (Zimmerman, 2010).

## ***2.2. Domains of Self-regulation***

### ***2.2.1. Memory Strategy***

Memory strategies (traditionally known as mnemonics) have been found to enhance remembering through the connection of new knowledge with familiar words and images. Memory strategies, as one of the most effective strategies in the vocabulary learning process are extremely powerful mental tools. They include activities for remembering and retrieving the new information such as acronyms, key words, images etc. They help the learner to link the second language item with the new one. In the study of Ghorbani (2011) that memory strategy instruction is useful for the long-term vocabulary retention. Since teaching memory strategies seems to have facilitated the process of long-term vocabulary retention, the findings are in line with Nemati (2009), Schmitt and Schmitt 1995), and Craik and Tulving (1972). However, they are different from Marefat and Shirazi's (2003) findings in which learners who received memory strategy instruction performed better in short-term retention test than long-term retention test. In Sozler's (2012) investigation, the results of the study suggest that successful vocabulary learning depends on the ways they are practiced. It has been proved that memory strategies help learners to integrate with the language and learn the vocabulary, which helps to recall them easily in the following phases of language teaching.

### ***2.2.2. Goal Setting***

Goals can be thought of as the standards that regulate an individual's actions (Schunk, 2010). In the classroom, goals may be as simple as earning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. Research also suggests that encouraging students to set short-term goals for their learning can be an effective way to help students track their progress. Similar to goal setting, planning can help students self-regulate their learning prior to engaging

in learning tasks as this can help learners establish well thought out goals and strategies to be successful (Schunk, 2010). Teaching students to approach academic tasks with a plan is a viable method for promoting self-regulation and learning. Academically self-regulated students take time to plan. They know how to use time frames to schedule and pace their academic activities (Bandura & Cervone, 1986).

In the study of Morisano, Hirsh, Peterson, Pihl, & Shore (2018) it was found that setting goals and reflecting upon them improves academic success. Dotson (2015), based on his study, asserted that setting goals keeps students focused on desired outcomes and provides a clear direction for success. The key to establishing goals that produce results is making them specific, measureable, attainable, relevant, and time sensitive. Furthermore, goals must be supported by a specific plan of action that outlines the steps to be taken to maximize success.

### ***2.2.3. Self-Evaluation***

Andrade (2017) defines self-evaluation as the act of monitoring one's processes and products in order to make adjustments that deepen learning and enhance performance. Student self-evaluation is the process by which the students gather information about and reflect on their own learning and is considered to be a very important component of learning. It occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous. By establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying (Zimmerman, 2010).

William and Black (2010) study indicated that self-assessment and self-directed learning would have an effect on student's academic performance. Students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments. This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in their future. Teachers can promote self-evaluation in the classroom by helping students monitor their learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes (Zimmerman, 2014).

#### ***2.2.4. Attention Control***

In order to self-regulate, learners must be able to control their attention. Attention control is a cognitive process that requires significant self-monitoring. Often this process entails clearing the mind of distracting thoughts, as well as seeking suitable environments that are conducive to learning (e.g., quiet areas without substantial noise). Research indicates that students' academic outcomes increase with focused time spent on-task. Thus, teaching students to attend to learning tasks should be a priority. Teachers can help their students control their attention by removing stimuli that may cause distractions, and providing students with frequent breaks to help them build up their attention spans.

Students who are academically self-regulated understand and use problem-solving strategies. They select strategies to achieve their goals, sequence the strategies selected, set standards to gauge the quality of their performance, manage their attention, and monitor the degree to which they are acting in accordance with their standards and making progress in achieving their goals. If they become frustrated along the way, these students work to overcome the problem. They do not procrastinate and are aware of discrepancies among their actions, goals, and performance standards. When discrepancies are noted, academically self-regulated learners use this information to adjust their efforts and strategies. In addition, they try to take advantage of the help available and use routines and structure to help get their work done.

#### ***2.2.5. Self-Monitoring***

To become strategic learners, students must assume ownership for their learning and achievement outcomes (Kistner et al., 2010). Self-regulated learners take on this responsibility by monitoring their progress towards learning goals. The process of self-monitoring encompasses all of the aforementioned strategies. In order for a learner to self-monitor their progress, they must set their own learning goals, plan ahead, independently motivate themselves to meet their goals, focus their attention on the task at hand, and use learning strategies to facilitate their understanding of material. Teachers can encourage self-monitoring by having students keep a record of the number of times they worked on particular learning

tasks, the strategies they used, and the amount of time they spent working. This practice allows students to visualize their progress and make changes as needed.

### ***2.2.6. Seeking Assistance***

Contrary to popular belief, self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when necessary. What sets self-regulated learners apart from their peers is that these students not only seek advice from others, but they do so with the goal of making themselves more autonomous. Teachers can promote positive help seeking behaviors by providing students with on-going progress feedback that they can easily understand and allowing students opportunities to resubmit assignments after making appropriate changes.

In summary, self-regulated learners are able to set short- and long-term goals for their learning, plan ahead to accomplish their goals, self-motivate themselves, and focus their attention on their goals and progress. They also are able to employ multiple learning strategies and adjust those strategies as needed, self-monitor their progress, seek help from others as needed, and self-evaluate their learning goals and progress based upon their learning outcomes. Teachers at the primary and secondary levels can use the aforementioned strategies to promote self-regulation in their classrooms. However, teachers should understand that learners develop at various paces, and strategies that work best for one learner may not always work with the next.

### ***2.2.7. Environmental Structuring***

According to Mutua (2010), the distribution of secondary school students' performance in public examinations has been skewed towards the lower grades. This poor performance has been majorly attributed to school environmental factors and little has been done on individual psychological factors which may contribute towards students' academic achievement. The study was therefore designed to determine students' academic motivation and self-regulated learning as predictors of academic achievement. The main aim was to determine a prediction model of secondary school students' academic achievement given academic motivation and self-regulated learning. More specifically, the relationship among academic motivation, self-regulated learning and academic achievement was established.



### **2.2.8. Learning Responsibility**

Responsibility has been defined in different ways in the literature. One of these definitions is, people assume the consequences of any event or behavior within its own limit of authority (TDK, 2014). According to Yiğittir's (2010) study, results have showed that parents of elementary students wish that responsibility value can be acquired in schools. Families have important roles in children gaining the responsibility value. Families can be taught in primary schools about the importance of value education, families roles when making children gain values, supporting the values at home in the context of school-family cooperation.

According to Farrington et al.( 2012), not only in utilizing approaches that encourage growth of discrete skills or strengths such as self-regulation and collaboration, educators can shape students' overall attitude towards and beliefs about school. These academic mindsets strongly influence student behaviors, and thus, academic outcomes. They include students' beliefs about the value of school and how much they feel they belong, succeed, and grow there. Mindset is an area in which, compared to individual non-curricular learning skills, there is more of a research base describing successful interventions. Academic mindsets might not at first sound skill-related, but these mindsets can be taught and developed. Furthermore, programs that target academic mindsets have encouragingly been shown to not only improve academic performance, but also to indirectly contribute to the growth of other non-curricular learning skills.

### **2.3. Self-Regulation and Academic Performance**

Wolters (2013) said that self-regulated learning concerns the application of general models of regulation and self-regulation to issues of learning especially within academic contexts. Rio et. al (2017) state that learning to learn and learning to cooperate are two important goals for individuals. Moreover, self-regulation helps to prevent school failure. Learners high on self-regulation, both high and low-achieving, tend to exhibit a high sense of efficacy in their own capabilities. Therefore, schools should try to improve both, self-regulation and self-efficacy, to prevent school failure, because every student needs to feel the support to develop the belief that he/she can improve his/her knowledge and skills and learn.

Lavasoni et al (2011) investigated the effects of self-regulation learning strategies training on the academic motivation and self-efficacy of students. The results of the study indicated that the teaching of self-regulation learning strategies has had a significant effect on the academic motivation and self-efficacy of the students. Meanwhile, Dent and Koenca (2015) explored how academic achievement relates to two main components of self-regulated learning and found that correlations significantly differed based on the specific process or strategy, academic subject, grade level, type of self-regulated learning measure, and type of achievement measure.

According to Patrick et al. (2007), adaptive cognitive and metacognitive engagement are defining features of self-regulated learning. Although several studies have explored students' use of cognitive and metacognitive strategies, few have tested their relative influence on academic achievement. Students' use of cognitive strategies has been found to improve academic performance across different grade levels and subject areas. However, the self-regulation of these strategies may be more important. While cognitive strategies help students understand and retain academic material, metacognitive processes ensure that they have done so. Without self-monitoring, students would not realize that their comprehension of the material falls short of a learning goal. Without self-control, students could not take the needed steps to improve it. Cognitive strategies are thus the tools in a student's repertoire that are necessary to perform a task. However, choosing the most appropriate tools and making sure they accomplish the task goal are necessary to perform it well. Therefore, academic performance is expected to have a stronger association with the metacognitive processes of self-regulated learning than the use of cognitive strategies. However, the extent to which self-regulated learning influences academic achievement depends on the type of schoolwork. Put simply, academic tasks must demand metacognitive processes and cognitive strategies in order for using them to improve performance (Patrick et al. 2007).

Students who are behaviorally engaged would normally comply with behavioral norms, such as attendance and involvement, and would show the absence of disruptive or negative behavior. So, behavioral engagement can be seen from the behavioral norms of the students. In addition, Mintz (2009) states that survey questions that are grouped within this dimension of engagement include questions about homework, preparation for class, classroom discussions and assignments, and the level of academic challenge that students report. It means

that the behavioral engagement of the students includes their behavior in class activity, such as: the students' contribution in class, the students' performance, etc. Moreover, based on Lester's (2011) opinion, the involvement in learning and academic tasks comprise student behaviors related to concentration, attention, persistence, effort, asking questions, and contributing to class discussions.

### **3. Methodology**

This study used descriptive-correlation design. The study employed descriptive method design in the form of a survey questionnaire. A set of questionnaire was prepared for the students aimed at assessing their own level of self-regulation. This was likewise correlated with their learners' performance.

The study employed questionnaire as the research instrument used in gathering pertinent data. The self-regulation learning tool in academics was used to determine the self-regulation level of the students. This was composed of the following components: memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility and organizing.

The participants of the study were Grade 9 students of Dolores Macasaet National High School. Through the use of Slovin's formula in determining sample size, a total of 250 students were chosen as participants. This comprises 89% of the total population. There were 127 female and 123 male students whose parents' combined family income are mostly more than P 5, 000.00 (USD105) a month.

The various statistical treatments used in this study were arithmetic mean and Pearson Product – Moment Correlation.

### **4. Findings and Discussion**

Table 1 shows the summary of the respondents' perception on the self-regulation variables. Based on the table, the respondents generally agree on all statements as shown in the overall mean summary of 3.743 interpreted as "Moderately High".

**Table 1*****The Respondents' Perception on Self- Regulation***

<b>Indicators</b>	<b>x</b>	<b>SD</b>	<b>Interpretation</b>
Memory Strategy	3.73	0.95	Moderately High
Goal Setting	3.74	0.75	Moderately High
Self-Evaluation	3.66	0.39	Moderately High
Seeking Assistance	3.73	0.24	Moderately High
Environmental Structuring	3.81	0.25	Moderately High
Learning Responsibility	3.72	0.32	Moderately High
Organizing	3.81	0.31	Moderately High
<b>Overall</b>	<b>3.743</b>	<b>0.459</b>	<b>Moderately High</b>

In terms of memory strategy, the respondents' level of self-regulation in terms of memory strategy is moderately high as shown in the overall mean computation of 3.73. Results of the assessment imply that the respondents can more likely be described as "visual" learners because they need to construct symbols through writings, drawings and organizers for them to easily remember ideas they hear from class activities and they do not prefer audio-video recording of the lesson.

Meanwhile, in goal setting, the respondents manifested a moderately high level of self-regulation in terms of goal setting as shown in the overall mean of 3.74. In particular, participants of the study set goals for learning through thinking always of their goals and the possible output whenever they do important tasks. On the other hand, the least they do in terms of setting goals although in a moderately high level scale is making the list of things to do each day. This validates the kind of visual learners the students are. They may just want to think what they want to accomplish each day. They don't necessarily have to write all of them. It could be inferred from this result that the students lack the discipline of organizing their work load or academic tasks that could somewhat lead to poor academic performance. It has been observed in various studies that making plans entail organizing your task that includes listing of daily tasks is an effective tool of improving one's performance. When one does listing of tasks and checking them daily if everything has been complied then one would not have the chance to miss something that is important. In the classroom setting, this could mean not forgetting any important class activity or task to do, to complete and to submit to the teacher. This means attaining all the goals one has set for the achievement of something.

In self-evaluation, the respondents manifested a moderately high level of self-regulation in terms of self-evaluation as shown in the overall mean computation of 3.66. Specifically, they assess their own learning by examining their own work which involves a lot of reflection as far as the learning activity is concerned. For learners to evaluate themselves, they need to ponder about their performance. While it may be true that they examine their own work, they may not do it through compiling them for personal evaluation. As it was clearly shown that these respondents are not keen on writing. Another possible reason is their economic status, most of them belong to poor family income groups to which it might be very difficult for them to buy materials for such.

In terms of seeking assistance, the respondents exhibit a moderately high level of self-regulation in terms of seeking assistance as shown in the overall mean computation of 3.73. The learners' way of seeking assistance to learn more is through listening from feedback coming from authorities on the subject matter such as teachers and significant others whom they think are knowledgeable about the subject matter. They also understand the role of feedback in improving their work as students. On the other hand, the least they do in terms of seeking assistance is they use library resources to find necessary data for their work. This may be due to the fact that there is lack of library materials in the school. Most of them rely heavily on information provided in the internet which are easy to access anytime aside from the fact that it is convenient. Another possible reason for this occurrence may be attributed to poor economic condition of the respondents.

In environmental structuring, the respondents generally exhibited a moderately high level of self-regulation in terms of environmental structuring as shown in the overall mean computation of 3.81. Specifically, they read instructions carefully before doing any task ( $m=4.04$ ). On the other hand, the least they do in terms of environmental structuring is that they listen to music attentively when they study ( $m=3.51$ ). It could be deduced that these learners want an environment that is conducive to their own learning. Actually, they make it themselves. Distractions hamper learning development.

In terms of learning responsibility, the respondents generally manifested a moderately high level of self-regulation with an overall mean of 3.72. They do assigned task before doing any personal matters ( $m=3.88$ ) but they do not prefer to allot time to study lessons every night

( $m=3.55$ ). Results show that the respondents manifested responsibility towards learning. This is a good indication that they voluntarily subject themselves to different learning experiences. Such responsibilities as manifested exist because of many factors that collaborate with one another.

In organizing, the respondents manifested organizing skills in a moderately high level as forms of their self-regulation learning as shown in the overall mean of 3.81. They develop plan for the solution of a problem ( $m=3.96$ ) but have less preference on figuring out goals and things to do to accomplish them ( $m=3.63$ ). Based on their less preferred self-regulation tasks in terms of organizing, it could be deduced that the respondents are not keen on cognitive aspects of planning or figuring out the necessary things to do in terms of learning.

**Table 2**

*Summary of Respondents' Perception on their Performance*

Indicator	X	SD	Interpretation
Cognition	3.73	0.35	Moderately High
Motivation	3.80	0.39	Moderately High
Behavioral	3.73	0.24	Moderately High
<b>Overall</b>	<b>3.75</b>	<b>0.33</b>	<b>Moderately High</b>

Table 2 shows the mean summary of learners' performance of the respondents in terms of cognition, motivation and behavior. The overall mean of 3.75 shows that the respondents generally agree with the statements. It means that they exhibited academic performance within the moderately high level.

The respondents perform cognitive activities on a moderately high level of cognition as shown in the overall mean of 3.73. Specifically, they are able to comprehend what they have read ( $m=3.85$ ) and can evaluate concepts and products at a moderately high level ( $m=3.60$ ). The respondents' cognitive function may be said to be increasing when they are exposed to concrete and tangible facts, that is, they learn best when they actually see the subject of their learning experiences. It could be thought that these respondents are actually visual learners based on the results of previous analyses. Visual learners needed to be shown actual or related symbols just to understand fully what they symbolize as an object of learning.

Meanwhile, the respondents manifested activities that improve motivation in relation to their academic performance on a moderately high level as shown in the overall mean computation of 3.80. They become motivated when they hear feedback about their learning (m=4.05) while are moderately high in problem solving when it develops a solution that works (m=3.71).

The respondents manifested behavioral performance on a moderately high level as shown in the overall mean of 3.73. Based on the table, they learn well in a well-arranged classroom (m=3.86) while they are moderately high in their recitation (m=3.56). Students learn behavior by watching and imitating others. Many types of behavior detract from learning. These include talking out of turn, being out of the seat without permission, not paying attention and disrupting other students by making noise or touching them.

**Table 3**

***Correlation between Learners' Performance and Self-Regulation Related Variables***

	<b>Motivation</b>	<b>Cognition</b>	<b>Behavior</b>
1. Memory Strategy	.386	.477	.444
2. Goal Setting	.505*	.591*	.545*
3. Self-Evaluation	.546*	.642*	.596*
4. Seeking Assistance	.587*	.655*	.642*
5. Environmental Structuring	.702*	.718*	.699*
6. Learning Responsibility	.622*	.667*	.643*
7. Organizing	.671*	.675*	.616*

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

Table 3 shows the correlation between learners' performance in terms of cognition, motivation and behavior and self-regulation related variables such as memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility and organizing of the respondents.

Based from the table, there is a positive low correlation between motivation and memory strategy ( $r=.386$ , low positive correlation). On the other hand, there is a moderate correlation between cognition, behavior and memory strategy ( $r=.477$  and  $r=.444$  respectively). There is a moderate correlation between goal setting and learners' performance (such as cognition, motivation and behavior) with  $r=.591$ ,  $r=.505$  and  $r=.545$  respectively. There is a moderately high correlation between self-evaluation and cognition ( $r=.642$ ). Meanwhile, there is a low positive correlation between self-evaluation and motivation ( $r=.546$ ) and low positive correlation also between self-evaluation and behavior ( $r=.596$ ).

There is a moderately high correlation between seeking assistance and cognition with  $r=.655$  and between seeking assistance and behavior with  $r=.642$ . On the other hand, there is a low correlation between seeking assistance and motivation with  $r=.587$ .

There is a moderately high correlation between environment structuring and academic performance (cognition, motivation and behavior) with the  $r=.718$ ,  $r=.702$  and  $r=.699$  respectively. There is also a moderately high correlation between learning responsibility and learners' performance (cognition, motivation and behavior) with  $r=.667$ ,  $r=.622$  and  $r=.643$  respectively. Finally, there is also a moderately high correlation between organizing and learners' performance (motivation, cognition, and behavior) with  $r=.675$ ,  $r=.671$  and  $r=.616$  respectively.

## 5. Conclusion

The study assessed the self-regulation related variables and learners' performance to determine if there is a significant relationship between these variables. The respondents of the study were 250 selected Grade 9 students of Dolores Macasaet National High School for the school year 2018-2019. The study utilized descriptive design of research using questionnaire as the main tool to gather data needed in the study. The weighted arithmetic mean and Pearson  $r$  were the main statistical tools used to treat data gathered in the study.

The results showed that the respondents' self-regulation were "moderately high" in all variables of self-regulation such as memory strategy, goal setting, self-evaluation, seeking assistance, environmental structuring, learning responsibility and organizing. As to the learners' performance in terms of motivation, cognition, and behavior, they are generally "moderately high". It was further revealed that there is a significant relationship between the self-regulation variables and the learner's performance.



The school administrators may develop a program that will stabilize or strengthen more students' motivation to self-regulate in terms of learning. They may also include Self-Regulated Learning program in all aspects of school management and administration and more funds to maintain a well-structured and organized learning environment. Teachers may always include Self-regulated learning program in all aspects of classroom management. They may maintain a positive learning environment to strengthen students' interest in learning and their self-regulation learning activities in the classroom. Future researchers may conduct researches of the same nature such as this to extreme population sector. They may develop a more validated questionnaire to strengthen the findings of this study. Furthermore, they may use other variables to correlate with self-regulation learning drive.

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## APPENDICES

### Appendix A

#### *The Level of their Self-Regulation as to Memory Strategy*

Indicator	Interpretation
1. I write down information so I could easily remember them.	Moderately High
2. I group similar information according to their category.	Moderately High
3. I take down notes using my own words in writing my notes.	Moderately High
4. For better comprehension, I try to illustrate my ideas through graphic organizers.	Moderately High
5. I utilize drawings and symbols that will help me in recalling the concepts and ideas I need to learn.	Moderately High
6. I summarize what I have read	Moderately High
7. I usually write an outline of the topics that we have discussed in class.	Moderately High
8. I visualize the concepts in my mind so that I will be able to recall them.	Moderately High
9. I record the video or audio of the class discussion I attended to.	Low
10. I read aloud to recall things.	Moderately High
<b>TOTAL</b>	<b>Moderately High</b>

### Appendix B

#### *The Level of the Self-Regulation as to Goal Setting*

Indicator	X	SD	Interpretation
1. I make sure to accomplish things that I need to do each day.	3.88	0.87	Moderately High
2. I make a list of things to do each day.	3.40	0.94	Low
3. I plan my daily tasks.	3.65	0.93	Moderately High
4. I have personal tracking scheme to see to it that everything is done as planned.	3.70	0.9	Moderately High
5. I always think of my goal and the possible output whenever I do an important task.	3.99	0.84	Moderately High
6. I think of my resources first before I plan any task to accomplish.	3.74	0.86	Moderately High
7. My goals are clearly defined.	3.75	0.89	Moderately High
8. I set deadlines for myself so that I will be able to attain my goals.	3.80	0.92	Moderately High
9. I set goals that I can surely attain.	3.72	0.89	Moderately High
10. I try to identify the important parts that I need to do to be able to accomplish a particular task.	3.75	0.93	Moderately High

<b>Overall</b>		<b>3.74</b>	<b>0.75</b>	<b>Moderately High</b>
<b>Appendix C</b>				
<i>The Level of their Self- Regulation as to Self-to Self-Evaluation</i>				
<b>Indicator</b>		<b>X</b>	<b>SD</b>	<b>Interpretation</b>
1.	I write reflective journal after accomplishing a task	3.45	0.90	Low
2.	I appreciate feedback/comments/ suggestions from my teachers and classmates.	3.77	0.83	Moderately High
3.	I evaluate my own performance based on determined criteria.	3.68	0.82	Moderately High
4.	I check my own progress by reviewing and reflecting on my previous performances.	3.72	0.89	Moderately High
5.	I examine my work.	3.89	0.91	Moderately High
6.	I improve taking into account all the feedbacks/comments/suggestions I receive from others.	3.68	0.94	Moderately High
7.	I am aware of my own progress in working effectively.	3.58	0.81	Moderately High
8.	I compile my works for personal evaluation and reflection on how to further improve them.	3.41	1.01	Low
9.	I utilize the suggestions of others for the improvement of my performance.	3.59	0.9	Moderately High
10.	I evaluate my own learning to continually improve myself.	3.86	0.92	Moderately High
<b>Overall</b>		<b>3.66</b>	<b>0.39</b>	<b>Moderately High</b>

**Appendix D**  
*The Level of their Self-Regulation as to Seeking Assistance*

<b>Indicator</b>		<b>X</b>	<b>SD</b>	<b>Interpretation</b>
1.	I seek experts' opinion for my own work.	3.82	0.87	Moderately High
2.	I welcome feedback for the improvement of my performance.	3.76	0.82	Moderately High
3.	I listen attentively to people who comment on my work.	3.88	0.93	Moderately High
4.	I use variety of resources when doing school-related tasks.	3.74	0.85	Moderately High
5.	I use library resources to find necessary data for my work.	3.59	0.9	Moderately High
6.	I consult my teacher whenever I don't understand something in my studies.	3.74	0.92	Moderately High
7.	I enjoy group work for I get a lot of learnings from group mates.	3.82	0.9	Moderately High
8.	I compare my notes with that of my classmates.	3.63	0.93	Moderately High
9.	I use study group chat to share and get ideas from each other.	3.60	0.92	Moderately High
10.	I share ideas with my peers.	3.74	0.9	Moderately High
<b>Overall</b>		<b>3.73</b>	<b>0.24</b>	<b>Moderately High</b>

**Appendix E**  
*The Level of their Self-Regulation as to Environmental Structuring*

Indicator	X	SD	Interpretation
1. I want a noise-free environment whenever I review notes.	3.93	0.96	Moderately High
2. I avoid any distractions while doing schoolwork.	3.92	0.78	Moderately High
3. I find a place where I can study well.	3.90	0.94	Moderately High
4. I am very particular about task conditions.	3.70	0.88	Moderately High
5. I read instructions carefully before doing any task.	4.04	0.83	Moderately High
6. I keep working even on difficult tasks.	3.80	0.87	Moderately High
7. I listen to music when I study.	3.51	1.14	Moderately High
8. <i>I want to be in the group during class activities.</i>	3.57	0.9	Moderately High
9. <i>I listen attentively during lecture.</i>	3.93	0.8	Moderately High
10. I prefer visuals during class activities.	3.86	0.88	Moderately High
<b>Overall</b>	<b>3.81</b>	<b>0.25</b>	<b>Moderately High</b>

**Appendix F**  
*The Level of their Self-Regulation as to Learning Responsibility*

Indicator	X	SD	Interpretation
1. I always do my homework.	3.65	0.87	Moderately High
2. I recheck classwork before submitting it.	3.80	0.82	Moderately High
3. I do assigned task before doing any personal matters.	3.88	0.85	Moderately High
4. I submit works on or before the deadline.	3.71	0.8	Moderately High
5. I make sure that I submit quality work on time.	3.79	0.9	Moderately High
6. I make time for my school work despite busy schedules.	3.77	0.85	Moderately High
7. I make sure that I have advanced readings over a topic.	3.57	0.85	Moderately High
8. I allot time to study lessons every night.	3.55	0.97	Moderately High
9. I budget time for each subject to study.	3.61	0.89	Moderately High
10. I make sure that learning is a responsibility.	3.86	0.98	Moderately High
<b>Overall</b>	<b>3.72</b>	<b>0.32</b>	<b>Moderately High</b>

**Appendix G**  
*The Level of their Self-Regulation as to Organizing*

Indicator	X	SD	Interpretation
1. I determine how to solve a problem before I begin.	3.93	0.84	Moderately High
2. I think through my mind the steps of a plan that I have to follow.	3.70	0.76	Moderately High
3. I try to understand the goal of a task before I attempt to answer.	3.85	0.79	Moderately High
4. I ask myself questions about what a problem requires me to do to solve it, before I do it.	3.76	0.9	Moderately High
5. I imagine the parts of a problem that I still have to complete.	3.76	0.89	Moderately High
6. I carefully plan a course of action to solve a problem.	3.78	0.87	Moderately High
7. I figure out my goals and what I need to do to accomplish them.	3.63	0.83	Moderately High
8. I develop a plan for the solution of a problem.	3.96	0.87	Moderately High
9. I highlight important concepts and information I find in my readings.	3.76	0.81	Moderately High
10. I organize materials that I need to study.	3.92	0.82	Moderately High
<b>Overall</b>	<b>3.81</b>	<b>0.31</b>	<b>Moderately High</b>

**Appendix H**  
*Perception of the Respondents on Learning Performance in terms of Motivation*

Indicator	X	SD	Interpretation
1. I study because it's good for me.	4.00	0.95	Moderately High
2. I study because of reward or grades.	3.79	0.92	Moderately High
3. It is important to me to be smart.	3.80	0.9	Moderately High
4. I test myself on important topics until I understand them completely.	3.80	0.87	Moderately High
5. I learn more if it is without fear.	3.90	0.97	Moderately High
6. I want a self-directed learning.	3.73	0.9	Moderately High
7. I visualize my own learning.	3.73	0.93	Moderately High
8. I perform well in a competition.	3.96	0.9	Moderately High
9. I love to hear feedback of my learning.	4.05	0.84	Moderately High
10. I am good at problem-solving when it develops a solution that works.	3.71	0.9	Moderately High
<b>Overall</b>	<b>3.80</b>	<b>0.39</b>	<b>Moderately High</b>



**Appendix I*****Perception of the Respondents on Learning Performance in terms of Cognition***

<b>Indicator</b>	<b>X</b>	<b>SD</b>	<b>Interpretation</b>
1. I am able to memorize concepts and ideas.	3.81	0.85	Moderately High
2. I can reason out based on the given facts.	3.79	0.81	Moderately High
3. I am able to comprehend what I have read.	3.85	0.83	Moderately High
4. I am able to internalize the message of an idea.	3.83	0.85	Moderately High
5. I am able to produce new ideas out of the given set.	3.74	0.87	Moderately High
6. I can evaluate concepts and products.	3.60	0.83	Moderately High
7. I can deliver messages from the given set.	3.66	0.83	Moderately High
8. I can see types of relationship that exists between ideas or objects.	3.75	0.81	Moderately High
9. I can read between the lines.	3.64	0.83	Moderately High
10. I am able to control or manipulate my own learning.	3.62	0.35	Moderately High
<b>Overall</b>	<b>3.73</b>	<b>0.35</b>	<b>Moderately High</b>

**Appendix J*****Perception of the Respondents on Learning Performance in terms of Behavior***

<b>Indicator</b>	<b>X</b>	<b>SD</b>	<b>Interpretation</b>
1. I learn through samples and patterns.	3.84	0.84	Moderately High
2. I get high scores in the test.	3.71	0.78	Moderately High
3.. I am a good performer in the group when the group members have trust on me.	3.71	0.86	Moderately High
4. I perform well when I am supervised.	3.66	0.82	Moderately High
5. I perform well in a welcoming environment.	3.71	0.97	Moderately High
6. I follow instruction well.	3.69	0.89	Moderately High
7. I am good at recitation.	3.56	0.88	Moderately High
8. Breaks or rest help me a lot to perform well in class.	3.80	0.88	Moderately High
9. I have different working skills when I find the work challenging.	3.73	0.82	Moderately High
10. I learn well in a well-arranged classroom.	3.86	0.93	Moderately High
<b>Overall</b>	<b>3.73</b>	<b>0.24</b>	<b>Moderately High</b>

