

Research

## **Academic Engagement of Criminology Students in Northwestern University The Philippines**

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### **Abstract**

Student engagement is one of the most critical methods of understanding students' behavior towards the teaching-learning process. Instructors and academic supervisors use a valuable instrument when developing successful pedagogical strategies to increase learning opportunities. This study identified the factors that influence the academic engagement of criminology students at Northwestern University. It specifically looks into the level of academic engagement as to literary identification (intellectual development and academic performance) and educational participation (number of hours spent in school activities, the extent of participation in school activities, and quality of relationship with peers, faculty, and staff), reasons for leaving the institution and the best aspects of Northwestern University to engage criminology students in learning. The study used a descriptive method using a survey questionnaire. Findings disclosed that factors under academic identification under intellectual development and academic performance often lead students from 1st to 4th year to academic engagement. The main reason for leaving the institution is personal reasons.

In contrast, the best aspects of the institutions are faculty, the LMS-Canvas, academic teaching strategy, and academic materials for teaching. The research is limited only to Criminology students and covers the face-to-face learning process. The result significantly contributes to formulating instructional policies to improve students' academic engagement.

**Keywords:** *Academic engagement, academic performance, academic identification, intellectual development*

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### **INTRODUCTION**

Academic engagement is a combination of academic identification (which includes getting along with teachers, having an interest in the subject matter, and other related behaviors and attitudes) and academic participation (which includes hours spent on homework, meeting deadlines, not skipping classes, and other factors). It is one of the most desired school outcomes in recent years, because to its considerable link to student well-being.

Student involvement is one of the most significant factors for understanding how students respond to the teaching-learning process. Understanding academic institution student behavior can help you better understand how the university's instructions and academic procedures work. As a result, teachers and academic supervisors could use it as a valuable tool to build effective pedagogical strategies to maximize students' learning experiences. (2005, Coates)

Student engagement is a concept that refers to a student's participation in activities and conditions that result in high-quality learning and considerable progress toward good learning outcomes. The idea of student participation provides factual data in assessing and responding to

important developments to address the restrictions and possibilities faced by tertiary education institutions. Checking student involvement is important for knowing what students are up to and providing information to help students have a better experience and make continual development in the school system (Radloff, 2015).

Northwestern University, the Office of the Students Affairs, and other departments of the university, offer different ways to maximize academic engagement of criminology students through programs and activities that could help academic involvement, intellectual development, feeling of belongingness and importance in school. The University organizes a yearly intramurals program and foundation day where students develop social skills/social bonding with fellow criminology students, fellow students from different departments of studies and faculty, develop self-esteem, and develop their talents through participation.

College of Criminal Justice Education and Faculty also practice ways to keep the BS Criminology students academically engaged. The members of the faculty and Dean also practice different methods in developing academic involvement, academic engagement, intellectual development, and feeling of belongingness and importance of the criminology student in the school. The department organizes a plan of community outreach held at the adopted barangay of the institution which the goal of helping students develop community relations, social skills, and social service. There are different programs that the department organizes, such as Criminology Week, wherein the students spend time in social bonding with friends, classmates, and faculty, developing intellectual capability, developing their talents and sense of belonging through the different activities and programs that are organized. With this program, all students from the first to the fourth year are encouraged to participate in all activities.

The faculty and staff also offer students counseling and advising on academic or family problems. The office is open anytime for students who are looking for advice. Students have easy access or communication with their instructors to resolve any concerns by communicating thru the phone, sending text messages, or private messages on social media such as Facebook. Each class's student adviser also provides suggestions to students on how to boost academic engagement and keep everyone on track throughout the learning process.

Students who are actively involved in their studies are more likely to achieve academic achievement and are less likely to drop out. Students are primarily motivated to spend time learning, participate in study activities, and attend classes. Students' performance is critical in producing top-notch graduates who will serve as excellent leaders and manpower for the country's economic and social progress. One of the essential elements employers examine is an academic achievement when employing new graduates. As a result, students must devote their full attention to their studies to achieve good marks and prepare for future prospects in their careers while also meeting the employer's requirements. (Bakker et al., 2007)

This study aims to know and identify factors that influence academic engagement of criminology students. The identified factors affecting the academic engagement of the criminology students is very important which will be use to improve academic engagement of the students.

## **LITERATURE REVIEW**

### **Academic Engagement and Commercialization.**

Because there is a partial lack of evidence about the outcomes of educational engagement where research and teaching are rare, it cannot be assumed that engagement activities are always beneficial and should be promoted. In order to limit the risk of failure, authorities should avoid implicitly presuming that more is better, instead striving to differentiate the conditions under which participation produces both academic and industrial benefits (Perkman, 2013).

### **Students' Engagement in School.**

Student engagement came in different forms and emerged both in lecture and discussion sessions which suggests some aspects may be invisible to teachers and a self-contained decision-making process that may place a higher priority on passing rather than learning. Engagement emerged as a process in the interplay between student, pedagogy, and course content. Lack of institutional assistance, course selections, and study techniques may all contribute to disengagement or early exit. To meet objectives, a separate pedagogical method that works better for all students is required, as it is the bridging network of learning between students and the course content. Teachers and students both need to evaluate themselves reflections upon students learning and engagement. Furthermore, teachers must pay special attention to what students see as evidence of interest, and student engagement should not be defined solely by satisfying expectations. (Padilla-Petry, et.al, 2020).

### **Perspectives of Scholars on Engagement, Learning, and Pedagogy**

Student engagement took several forms and appeared in both lecture and discussion sessions, implying that some components of learning may be invisible to professors and that students have an independent decision-making process that favors passing over learning. In the relationship between student, pedagogy, and course content, engagement arose as a process. Disengagement or early departure may be attributed to a lack of institutional advice, course selections, and study techniques. Because it is the bridging network of learning between students and the course content, a distinct pedagogical strategy that works better for all students is required to meet these. Self-evaluation is also crucial for both teachers and students to allow reflections on their learning and involvement. Teachers must also pay special attention to what students see as evidence of involvement, and student engagement should not be reduced to satisfying expectations. (Padilla-Petry, et.al, 2020).

### **Student Engagement and Learning Outcomes**

Student engagement and learning outcomes is linked with high quality learning outcomes. Understanding and effectively managing student's engagement in higher education plays a significant role in enhancing the learning process and outcomes for students. According to a key notion, how an individual engages in educationally deliberate activities has an impact on learning results. While students are thought to be in charge of their own knowledge production, learning is also seen as reliant on institutions and staff providing conditions that encourage student participation. In educational psychology, student involvement is a critical topic of study. Engagement entails more than just doing something; it also entails feeling and making sense of it

(Harper and Quaye, 2009). Student involvement, according to Bomia and colleagues (1997), is defined as a student's willingness, needs, desire, motivation, and success in the learning process. Hu and Kuh (2001) and Kuh (2009) define student engagement as the number of time students dedicate to educational activities in order to contribute to the learning process. Gunuc and Kuzu (2014) describe student engagement as "the quality and quantity of students' psychological, cognitive, emotional, and behavioral reactions to the learning process as well as in-class/out-of-class academic and social activities in order to achieve successful learning outcomes" (Radloff, 2019)

### **Building Student Engagement and Belongingness**

To create a culture of student engagement there are factors that has got to be considered to create student engagement and belongingness: a) there should be a way of belonging, and institutional policy implementation should be visible right down to the smallest academic unit, such as an academic department (history, sports, chemistry, etc.) or an academic support unit (student services, libraries, guidance counseling, etc.) that ought to "nurture a culture of belonging through the way they function and relate to people." "Belonging in educational environments" is defined by Gooden as "students having a sense of being welcomed, appreciated, included, and supported by others (teacher and peers) in the academic classroom setting, and of considering oneself to be an important part of the class's life and activities." Such an atmosphere "includes support and respect for personal autonomy and the learner as an individual," in addition to "perceived liking or warmth"; b) Fostering intellectual engagement - having students participate in the finalization of a curriculum is one technique.

This instills in them a sense of ownership over the knowledge they will acquire. It should use a negotiated syllabus to encourage student engagement. This blend of disciplines gives students a glimpse into what globalization is by considering people's personal and professional linkages. Intellectual engagement is exemplified by such a task. It gives students a sense of social acceptance as well as cognitive engagement; c) emotional engagement nurtures belongingness - through having students participate, deciding what they wish to learn and how they can demonstrate their learning gains, emotional engagement is one other form to nurture students in the sense of belonging. This entails mechanisms that ensure students can open up to adults, such as guidance counselors, about study-related as well as personal problems. Mentors for every year-level of students may be designated for such a role. "The basic theory is that students are more likely to succeed if at least one adult in the school meets with them on a regular basis, inquiring about academic and non-academic issues, offering advice, and showing an interest in their outside-of-school activities, personal passions, future aspirations, and unique learning challenges and needs."; d) fostering student engagement in graduate students - in graduate studies, provision of mentorship of thesis and dissertation at an early stage of their graduate studies would be welcome support for students. The tendency to be discouraged and eventually to drop out could begin during the preparation of the concept of the paper of a thesis/dissertation. The suggestion is for graduate studies lecturers/mentors to train students in scholarship early on, even before enrolling in a formal research course. Assigning them in content courses to write a review of literature and coaching them to draw from the literature a conceptual framework and crafting one or two research questions- exposes students to the practice of scholarship early in their graduate studies (Tanhueco-Tumapon, 2017).

In higher education, the high incidence of student failure, which is followed by an elevated dropout rate, is an issue. It is particularly concerning in programs involving mathematics, accountancy, and science. For many years, both internationally and in South Africa, models of student entrance and selection have been thoroughly examined. According to research, a combination of a lack of English proficiency, mathematical aptitude, and effective study habits causes under-preparedness in the academic field. In view of the aforementioned, as well as government policy orientations aimed at increasing student productivity by expanding access to limited skill areas, North-West University's Vaal Triangle Campus (VTC) opened in 2010. (NWU) provided foundation provision for students enrolled in commerce, computer technology, business, mathematics, and informatics courses. First-year students should be placed in appropriate programs with care in order to maximize academic success while avoiding 'labeling' people as underprepared. This research includes student perspectives on the various selection factors for predicting academic success/preparedness, as well as personal anecdotes. The findings of pre-admission prediction examinations are compared to the quantitative outcomes of first-year students' performance in core modules. (Du Plessis, L., and Gerber, D., 2012).

W.A.Van Schoor cites that access to success has become a mantra for higher education institutions globally as funding and the financial accountability of institutions to the public that supports them become more and more tied to student retention and dropout. (W.A.Van Schoor, 2011)

Furthermore, the ACER-Australian Council for Education Research states that understanding effectively in managing students' Education engagement is important for improving learning processes and outcomes. AUSSIE (Australian Survey of Student Engagement) is an annual survey of students and staff enrolled in Australian and New Zealand universities and other higher education and tertiary education institutions. It includes the Student Engagement Questionnaire (SEQ), a survey of undergraduate and tertiary students to provide real-time information on learning processes, offering the most reliable proxy measure of learning outcomes and providing excellent diagnostic measures for improving learning outcomes. The SEQ is based on the National Survey of Student Engagement (NSSE) College Student Report from the United States, and it has gone through a series of focus groups, consultations, cognitive interviews, pilot testing, expert reviews, and psychometric analyses to ensure it is suitable for use in Australian higher education. This survey is undertaken with first and third-year onshore undergraduate students who have never attended college before, and it is designed to take no more than fifteen (15) minutes to complete, either online or on paper. Since 2007, over 200,000 undergraduate students, postgraduate coursework students, and academic staff have completed the AUSSE, POSSE (Post-graduate of Student Engagement), or SSES (Staff Student Engagement Survey), making it one of the largest surveys of higher and tertiary education students and staff in Australia. (Australian Council for Educational Research-ACER) Student engagement is a term that describes how students connect with their institutions and how institutions may help students learn. Both are critical for high-quality education; the AUSSE gives information to your school on crucial topics such as student experiences and activities, students' perception of the values and quality of their institutions and student demographics. (ACER-Australian Council for Education Research, 2007)

Some of the elements that affect student engagement was high across behavioral, emotional and cognitive to attain excellent academic performance. There is also positive relationship between teacher and family characteristics. Teachers and schools should work closely together to

give students opportunities to maximize their university involvement in order to provide relevant learning experiences for students; increasing student involvement is a good idea. (Delfino, 2019).

In addition, although good values of both teacher-controlled and autonomy-supportive learning climates have a positive impact on tertiary students, there is still a considerable gap between these learning environments. (Espejo, 2018)

Furthermore, in order to increase student engagement, school administrators and teachers must create a more conducive environment and meaningful learning activities, and students of various ages and genders must be addressed differently in order to create a better learning environment that is tailored to their emotional, psychological, and cognitive development. The level of achievement and engagement among students also based on gender and age wherein as students get older, they demonstrate a decline in these characteristics. This could be related to an increase in outside activity and participation. Students may perceive schooling to be less fascinating than what they experienced outside school (Abubakar's 2018).

Moreover, Student expectations and participation are critical seeding factors in student engagement. Affective involvement was the most important indicator of institutional reputation, wellbeing, and transformative learning. Self-esteem and self-efficacy were dictated by behavioral engagement, while cognitive and social engagement was required but not sufficient prerequisites for student achievement (Bowden, 2019).

## **RESEARCH METHOD**

The descriptive method of research was used in this study. This method involves gathering, interpreting and analyzing data from the criminology students of Northwestern University-Laoag City (Hara, 2000). The respondents of the study involved one hundred (100) criminology students of Northwestern University, Laoag City, wherein twenty five (25) students per year level used. Random sampling technique was employed in selecting the sample from the target population.

The research instrument of this study is a questionnaire based on the Australian Survey of Students Engagement. The Australian Survey of Student Engagement (AUSSE) is an annual survey of students and staff enrolled in Australian and New Zealand Universities and other higher education and tertiary education institutions (Radloff, 2019).

There are three (3) parts of the questionnaire. All three parts of the questionnaire was adapted based on the Australian Survey of Students Engagement.

Part I of the questionnaire deals on the Level of Academic Engagement as to Academic Identification and Academic Participation. Academic Identification represents factors affecting student's intellectual development and student's academic performance. Academic Participation represents the factors affecting students' academic participation as to the number of hours spent in school, the extent of participation in school activities, and the quality of relationships with peers, faculty, and staff. Data gathered was statistically treated using a weighted mean using the following four (4) Likert scale.

<b>Numerical Scale</b>	<b>Range of Scale</b>	<b>Descriptive Value</b>
4	3.76-4.00	Very Often (VO)
3	2.51-3.75	Often (O)
2	1.76-2.50	Sometimes (S)
1	1.00-1.75	Never (N)

Part II is the Reasons for Leaving the Institution (Northwestern University), and Part III is the Best Aspects of the Institutions. Data gathered in in Part II and Part III were analyzed and presented through frequency and rank.

The researcher delivered the questionnaires to the respondents through online (FB) messenger or respondents' personal email due to pandemics. E.g., COVID-19). Respondents were advised to send back the accomplished questionnaire to the researcher's personal email address through FB messenger.

## RESULTS AND DISCUSSION

### Academic Engagement

Academic Identification. This section presents the academic engagement of the BS Criminology students of Northwestern University, which is composed of their Academic Identification and Academic Participation. Academic Identification, on the other hand, has other components of intellectual development and academic performance, while Academic Participation is described as the number of hours spent in school, the extent of participation in school activities, and the quality of relationships with peers and faculty and staff.

Table 1. *Intellectual Development (n=100)*

ITEMS	1 <sup>st</sup> YEAR		2 <sup>nd</sup> YEAR		3 <sup>rd</sup> YEAR		4 <sup>th</sup> YEAR	
	WM	DV	WM	DV	WM	DV	WM	DV
a. Sought advice from academic staff.	2.16	S	2.60	0	2.16	S	2.60	0
b. Made a class or online presentation	2.56	0	2.40	S	2.40	S	2.72	0
c. Work hard to master the difficult content	2.32	S	3.28	0	2.60	0	2.76	0
d. Prepared two or more drafts of an assignment before handling it.	2.40	S	2.88	0	2.68	0	2.76	0
e. Using library resources on campus or online.	2.68	0	2.64	0	2.52	0	2.80	0
f. Worked on essay or assignment that required integrating ideas or information from various sources.	2.80	0	3.04	0	2.76	0	2.80	0
g. Used student learning support services to help with your academic work.	2.52	0	2.92	0	2.32	S	2.84	0
h. Used student learning services to assist with personal/non-academic problems.	2.52	0	2.36	S	2.12	S	2.84	0
i. Work alone projects and assignments	3.00	0	2.92	0	3.04	0	2.92	0
j. Came to class having completed readings and assignments.	2.80	0	2.92	0	2.76	0	2.56	0
k. Worked with other students on projects during class.	2.16	S	2.64	0	2.24	S	2.52	0
l. Worked with other students outside the class to prepare assignments.	2.28	S	2.12	S	2.20	S	2.52	0
m. When completing projects or participating in class discussions, combine ideas or concepts from many courses.	2.68	0	2.68	0	2.40	S	2.48	S

n. Participated in online discussion groups/forums concerning your academic work.	2.84	O	2.32	S	2.28	S	2.80	O
o. To assist you in completing your assignments, you used any online learning materials (other than those given by the library).	2.44	S	3.00	O	2.52	O	2.68	O
p. To communicate with the teaching staff, I used email or a forum.	2.36	S	2.76	O	2.44	S	2.76	O
q. Outside of class, you discussed concepts from your readings or classes with the teaching staff.	2.08	S	2.04	S	2.04	S	2.72	O
r. Teachers provided you with timely written or spoken feedback on your academic performance.	2.40	S	2.44	S	2.16	S	2.72	O
s. Talked to teachers about grades or assignments.	2.16	S	2.08	S	1.93	S	2.76	O
t. As part of your studies, you took part in a community-based activity (for example, volunteering).	2.28	S	2.20	S	2.28	S	2.68	O
u. Career plans were discussed with teachers or advisors.	2.24	S	2.24	S	2.20	S	2.72	O
v. Collaborated with faculty on activities other than coursework (e.g. open days, research projects)	2.04	S	2.16	S	1.88	S	2.68	O
w. Outside of class, you discussed concepts from your books or classes with others (e.g. students, family members, co-workers)	2.24	S	2.60	S	2.48	S	2.68	O
<b>General Mean</b>	2.54	O	2.69	O	3.19	O	2.83	O
<b>Composite Mean</b>	2.53				Often			

As shown in the table, the majority of the students from first year, second year and third year answered that some of the factors under intellectual development sometimes indicate academic engagement. Working hard to master difficult content; preparing two or more drafts of an assignment before handing it in; using library resources on campus or online; working on an essay or assignment that required integrating ideas or information from various sources; working alone and with other students on projects and assignments during class; arriving to class with completed readings and assignments; and using any online learning resource and using email or a forum to communicate with teaching staff often indicate academic engagement. As defined in the study of Bowden, 2019 that cognitive student expectations and involvement play a key seeding role in student engagement, which indicates a set of enduring and active mental states experienced with relation to focused objects of engagement. The basic theory is that students are more likely to succeed if at least one adult in the school meets with them on a regular basis, inquiring about academic and non-academic issues, offering advice, and showing an interest in the student's outside-of-school activities, personal passions, future goals, and unique learning challenges and needs (Tanhueco-Tumapon, 2017). In a study of Padilla-Petry et.al, 2020, disengagement can be attributed to a lack of institutional counsel and alternatives of courses and forms of study, as well as a lack of institutional guidance and options of courses and modes of study. A different



instructional strategy that works better for all students should be developed because it is the bridging network of learning between student and the course content.

On the other hand, 4<sup>th</sup> year students said that all of the factors often indicate academic engagement except with regard to putting when completing projects or participating in class discussions, bring ideas or concepts from many subjects together. Most of the items are under social engagement wherein it generates the feeling of inclusivity, belonging, purpose, socialization and connection (Bowden, 2019). Therefore, based on the results, the 4<sup>th</sup> year students are socially engaged where they develop intellectual development that is important in academic engagement.

As a result, it is critical to comprehend and effectively manage student involvement, which plays a key role in improving the learning process and outcomes. Institutions and establishing conditions that encourage student involvement also play a role in this type of learning, according to Radloff (2019). As a result, when students believe their learning to be interesting, they are more likely to be engaged academically (Espejo, 2018).

Overall, the general mean and composite mean for all year level responses reflects that students *often* gained intellectual development in performing all of the different items.

**Table 2. Academic Performance**

ITEMS	1 <sup>ST</sup> Year		2 <sup>ND</sup> Year		3 <sup>RD</sup> Year		4 <sup>TH</sup> Year	
	WM	DV	WM	DV	WM	DV	WM	DV
a. Getting a broad general education	2.36	S	2.36	S	2.48	S	2.68	S
b. Gaining knowledge and abilities in a job-related or work-related field.	2.80	0	2.80	0	2.64	0	2.84	0
c. Writing with clearly and effectively.	2.76	0	2.76	0	2.88	0	2.92	0
d. Speaking clearly and concisely.	2.48	S	2.48	S	2.76	0	2.88	0
e. Critical and analytical thinking.	2.88	0	2.88	0	2.88	0	2.92	0
f. Identifying and analyzing quantitative issues.	2.84	0	2.84	0	2.68	0	2.92	0
g. Using computing and information technology.	2.80	0	2.84	0	2.68	0	2.76	0
h. Working effectively with others.	3.04	0	3.04	0	2.68	0	2.72	0
i. Voting in local or national elections with knowledge.	2.72	0	2.72	0	2.72	0	2.80	0
j. Can learn effectively on your own.	2.76	0	2.76	0	2.92	0	2.92	0
k. Understanding yourself.	3.16	0	3.16	0	2.88	0	2.88	0
l. Understanding people from different cultural and racial backgrounds.	2.96	0	2.96	0	2.60	0	2.76	0
m. Solving real-world challenges that are complex.	2.72	0	2.72	0	2.96	0	2.64	0
n. Creating a personal code of ethics and principles.	2.88	0	2.88	0	3.04	0	2.72	0
o. Making a positive contribution to your community's well-being.	2.56	0	2.56	0	2.76	0	2.88	0
p. Securing relevant work after graduation.	3.04	0	3.04	0	3.04	0	2.88	0
<b>General Mean</b>	<b>2.79</b>	<b>0</b>	<b>2.80</b>	<b>0</b>	<b>2.79</b>	<b>0</b>	<b>2.82</b>	<b>0</b>

Composite Mean	2.80	Often
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Based on Table 2, the majority of the students from 1<sup>st</sup> year level to 4<sup>th</sup> year level answered that the majority of the items under academic performance often indicates academic engagement. We can conclude from the results that students are having behavioral engagement where participatory actions (Bowden, 2019).– efforts to stay on track – thinking critically and analytically; participation in academic and co-curricular activities – voting informedly in local or national elections and contributing to the welfare of your community; and endurance and resiliency when faced with difficult tasks were done. – solving complex, real-word problems.

Students from first year level and second year said that academic involvement is sometimes indicated by the acquisition of job-related or work-related information and abilities, as well as the ability to communicate clearly and effectively. However, 1<sup>st</sup> year to 4<sup>th</sup> year students all agreed that *acquiring a broad general education* sometimes leads to academic engagement. As a result, school administrators and teachers must establish a more conducive setting and meaningful learning activities for students of various ages and genders to create a better learning environment that is tailored to their emotional, psychological, and cognitive growth (Abubakar, 2018). One reason could be that Criminology students are far more interested in acquiring major subjects in criminology such as criminalistics, law enforcement administration and others. These types of subjects are an interest to students because they are relevant to their career in the future (law enforcer-e.g. PNP, BJMP, AFP and BFP). This correlates with the study by Espejo (2019), despite the fact that both teacher-controlled and autonomy-supportive learning climates have favorable effects, there is still a considerable disparity in learning environments. When an individual's participation in educationally purposeful activities influences a critical assumption in learning outcomes. (Radloff, 2019). Based on the overall result of the general mean and composite mean, all year level responded that performing all of the items under academic performance *Often* lead to academic engagement.

### Academic Participation

This part represents the factors affecting student's academic participation as to the number of hours spent in school, extent participation of school activities and the quality of relationship with peers, faculty and staff as an indicator of student academic engagement.

#### Number of Hours Spent in School.

**Table 3. Number of Hours Spent in School**

ITEMS	1 <sup>st</sup> YEAR		2 <sup>nd</sup> YEAR		3 <sup>rd</sup> YEAR		4 <sup>th</sup> YEAR	
	WM	DV	WM	DV	WM	DV	WM	DV
a. Participating in timetabled classes/lab work	1.68	S	1.84	S	2.32	S	2.48	S
b. Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analyzing data, rehearsing as well as other academic pursuits)	1.96	S	2.36	S	2.32	S	2.84	0
c. Working on campus for pay.	1.56	S	1.44	S	1.96	S	2.44	S

d. Working for pay on campus	1.60	S	1.76	S	1.88	S	2.64	0
e. Participating in extracurricular activities (e.g. organizations, campus publications, student associations, clubs and societies, sports etc.)	1.56	S	1.80	S	2.32	S	2.52	S
f. Relaxing and socializing (e.g. watching TV, partying, playing PS4 games etc.)	1.96	S	2.56	0	2.16	S	2.60	0
g. Taking care of dependents who live with you (e.g. parents, children, spouse, grandparents etc.)	2.44	S	2.64	0	2.80	0	2.76	0
h. Personal business management (e.g. housework, shopping, exercise, health needs etc.)	2.32	S	2.40	S	2.40	S	2.76	0
i. Travelling to campus	1.64	S	2.08	S	2.24	S	2.44	S
j. Being on campus, which includes time spent in class, is a must.	1.56	S	1.92	S	2.48	S	2.24	S
k. Being on campus (not including class time)	1.44	S	2.00	S	2.36	S	2.36	S
General Mean	1.79	S	2.07	S	2.30	S	2.55	0
Composite Mean	2.18				Sometimes			

In order to have student engagement, school administrators and teachers must plan for a more conducive atmosphere and meaningful learning activities. Furthermore, students of various ages and genders must be treated differently in order to provide a better learning environment that is tailored to their emotional, psychological, and cognitive growth. 2018 (Abubakar).

Table 3 reveals that from first year to 4<sup>th</sup> year students answered that sometimes they spent 1-15 hours in school. However, the result shows that the 1<sup>st</sup> year students sometimes spend 1-15 hours in school in all aspect.

On the other hand, student from 4<sup>th</sup> year said that they often spent 16-30 hours in school in preparing for class (e.g. studying, reading, writing, doing homework or lab work, analyzing data, rehearsing and other academic activities). While the 2<sup>nd</sup> year and 3<sup>rd</sup> year student answered that they often spent 16-30 hours in personal and family aspect such as a) relaxing and socializing (e.g. watching TV, partying, playing PS4 games etc.) ., playing with their friends online e.g. mobile legend; b) providing care for dependents living with you (e.g. parents, children, spouse, grandparents etc.) – some of the students are living in an extended family where they are oblige to look after older people and also some of the students already have kids of their own; and c) personal business management (e.g. housework, shopping, exercise, health needs etc.) – students have to help parents and relatives work on their farms and sometimes as a part time/full time worker. Therefore, to ensure student engagement in school, the teachers and the school should work closely together to provide students with opportunities to get the most out of their university experience. Maximizing student involvement will be beneficial in providing students with relevant learning experiences (Delfino, 2019). Overall, result shows that the general mean, 1<sup>st</sup> year to 3<sup>rd</sup> year level reveals Sometimes they spent time in school while 4<sup>th</sup> year level reveals that *Often* spent hours in

school for academic participation. However, data reveals that the composite mean for all year level responses that *Sometimes* they spent about 1-15 hours weekly in school.

**Extent of Participation to School Activities**

According to the study, the majority of freshmen and second-year students took part in school activities on a regular basis. Some items were addressed on occasion while they participated in school activities such as attending an art exhibition, play, dance, music, or theatre; analyzed the strengths and limitations of your own opinions on a topic or issue; attempted to better comprehend someone else's ideas by envisioning how an issue looks from their perspective; and developed communication skills relevant to your discipline Student willingness needs, desire motivation, and learning success are characterized by Bomia and colleagues (1997) as the student's willingness needs, desire motivation, and learning success.

Furthermore, Hu and Kuh (2001) and Kuh (2009) defined student involvement as the contribution of educational activities to desired results as well as the quality of their related efforts. It encompasses not just the amount of time pupils devote to assignments, but also their willingness to participate in activities (Stovall (2003).

Third year level and fourth year level both said that they often participated in school activities. This supports the idea that "the quality and quantity of students' psychological, cognitive, emotional and behavioral reactions to the learning process as well as to in-class/out-of-class academic and social activities to achieve successful learning outcomes" (Gunuc and Kuzu 2014). However, they said that sometimes they saw a play, dance, music, or theatre performance, among other things and spent time keeping their CV up-to-date. As revealed in the table, the general mean and overall composite mean on all students of each year level response was that they often participated in school activities.

**Table 4. Extent of Participation to School Activities**

Items:	1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year		4 <sup>th</sup> Year	
	WM	DV	WM	DV	WM	DV	WM	DV
Attended an art exhibition, a play, a dance performance, a musical performance, or a theater or other performance.	1.92	S	2.40	S	2.44	S	2.16	S
Participated in physical fitness exercises or exercised.	2.48	S	2.56	0	2.64	0	2.64	0
Examined the advantages and disadvantages of your own points of view on a topic or issue.	2.44	S	2.40	0	2.60	0	2.76	0
Improved knowledge and skills that will help you get a better job.	2.96	0	2.60	0	3.00	0	2.96	0
Examined how to put what you've learned in the classroom to use in the business.	2.92	0	2.76	0	2.88	0	2.96	0
Tried to better understand someone else's views by imagining how an issue looks from their perspective.	2.68	0	2.48	S	2.64	0	2.80	0

Developed communication skills relevant to your discipline.	2.88	0	2.48	S	3.28	0	3.04	0
learned something that changed the way you understand an issue or concept.	2.96	0	2.48	0	2.76	0	2.96	0
Take time to update CV.	2.64	0	2.75	0	2.48	S	2.80	0
Considering how to present yourself to potential employers.	2.80	0	2.48	S	2.76	0	2.48	S
Explored where to look for jobs relevant to your interests.	2.64	0	2.76	0	2.92	0	2.88	0
Used networking to source information on job opportunities	2.40	S	2.68	0	2.84	0	2.44	S
Set career development goals and plans.	3.08	0	2.68	0	3.28	0	2.76	0
General Mean	2.68	0	2.58	0	2.81	0	2.74	0
Composite Mean			2.77	Often				

### Quality of Relationship with Peers, Faculty and Staff

Data reveals that from 1<sup>st</sup> year level to 4<sup>th</sup> year level students said that they often have quality of relationship with peers, faculty and staff as a part of their academic participation. According to a 2017 article by Tanhueco-Tumapon, "student engagement" is defined as "having a sense of belonging" - as an institutional policy whose implementation must be visible down to the smallest academic unit, such as an academic department (history, sports, chemistry, etc.) or an academic support unit (student services, libraries, guidance counseling, etc.), all of which should "nurture a culture of belonging through the way they function and relate to people." Furthermore, social engagement, defined as the connections of identification and belonging developed between students and their peers, academic staff, administrative staff, and other relevant figures in their tertiary experience, is a contributory factor to student engagement in school. It fosters sentiments of belonging, purpose, socializing, and connection to the tertiary provider both within and outside of the classroom through social engagement (Bowden, 2019).

Data result shows that the general mean and overall composite mean, response was that they *often* have quality of relationship with peers, faculty and staff.

Table 5. *Quality of Relationship with Peers, Faculty and Staff.*

ITEMS:	1 <sup>st</sup> YEAR		2 <sup>nd</sup> YEAR		3 <sup>rd</sup> YEAR		4 <sup>th</sup> YEAR	
	WM	DV	WM	DV	WM	DV	WM	DV
Students are friendly and supportive.	2.84	0	2.88	0	3.24	0	3.00	0
Faculty and staff are available when you need to contact them	2.60	0	2.76	0	3.04	0	3.08	0
Faculty staffs are helpful when you asked for help	3.04	0	2.80	P	3.08	0	3.12	0
Administrative personnel are available when you need to contact them.	2.48	S	2.80	0	2.68	0	2.84	0

Administrative personnel are helpful when you asked for help.	2.68	0	2.92	0	2.76	0	2.96	0
Students support services are available when you need to contact them.	2.68	0	2.92	0	2.84	0	2.96	0
Students support services helpful when you asked for help.	2.52	0	2.80	0	2.96	0	2.48	0
General Mean	2.69	0	2.84	0	2.94	0	2.92	0
Composite Mean	2.85		Often					

### Reasons for Leaving Northwestern University

Based on the result, out of the 100 students for all year level, 14 of the students answered that number one reason they left the institution is financial difficulties (14%) followed by family responsibilities. This correlates with the identified problems in tertiary education wherein non-school factor of leaving the institution is poverty (Gato et. al 2014). This could be true because most of the parents of the students have limited income and they are oblige to help their parents in working at the farm, which is the number one means of income in each family. Most students have difficulty studying and working at the same time. Therefore, due to financial crisis and/or poverty to prevent losing students, there is a need for educational institutions to make changes, create opportunities as a reflection and analysis about education turning students in school as the most important factor.( Veiga, et al, 2012 )

Table 6. *Reasons for Leaving Northwestern University*

PERSONAL REASON	Frequency	Rank
1. Financial difficulties	14	1 <sup>st</sup>
2. Family responsibilities	10	2 <sup>nd</sup>
3. Commuting difficulties	8	3 <sup>rd</sup>
4. Personal reasons	6	4 <sup>th</sup>
5. a. Poor career prospects	5	5 <sup>th</sup>
b. Study/life balance	5	
c. Health or stress	5	
d. Need a break	5	
6. a. Academic exchange	4	6 <sup>th</sup>
b. Difficulty with workloads	4	
c. Poor administrative support	4	
d. Change of direction	4	
e. Boredom/lack of interest	4	
7. a. Received other offer	3	7 <sup>th</sup>
b. Social reasons	3	
c. Paid work responsibilities	3	
d. Other opportunities	3	
8. a. Moving residence	1	8 <sup>th</sup>
b. Need to do paid work	1	
c. Travel or tourism	1	

ACADEMIC OR UNIVERSITY REASON	Frequency	Rank
1. Quality concerns	4	1 <sup>st</sup>
2. Standards too high	2	
3. Gap year/deferral	2	2 <sup>nd</sup>
4. Poor academic support	2	
5. Institution reputation	1	3 <sup>rd</sup>

To properly identify the reasons why students leave school, I have categorized them into two categories; personal reasons and academic or university reasons. Students were allowed to choose multiple answer form the identified items regarding reasons in leaving Northwestern University.

For the personal reasons, out of the 100 students from all year level there are 14 students who answered that financial difficulty (14%) is the top reason; family problem (10%); commuting difficulties (8%) - most students live very far from school which requires them to commute everyday wherein some places have limited access to transportation; personal reasons 6%; they experiencing health and stress, could not do study life/balance and they need a break are 5 % and poor career prospect. Therefore to address this problems of students, mentors should be assigned for every year-level of students designated for such a role. The basic theory is that students are more likely to succeed if at least one adult in the school meets with them on a regular basis, inquiring about academic and non-academic issues, offering advice, and showing an interest in their outside-of-school activities, personal passions, future aspirations, and unique learning challenges and needs" (Tanhueco-Tumapon, 2017). In addition, 4% says that they are thinking of academic exchange, boredom or lack of interest, change of direction, difficulty with workloads and received other offers, social reasons, other opportunities and paid work responsibilities are 3% while moving residence, need for paid work and travel tourism are 1%.

Under the university or academic reason it reveals that out of the 100 students from all year level there are 4% they have quality concerns; 2% of the students says that the standards of the institution are too high, they are having a hard time coping with the gap year/deferral and also there is poor academic support. In contrast, 1% answered that they are concerned of the institutions reputation. Therefore, to reduce the danger of failure, policy should not presume that more is better, but rather aim to differentiate the conditions under which involvement delivers both academic and industrial gains. (Perkman, 2013)

### **Best Aspects of the Institutions**

Out of the 100 students, there were 35 students who responded on the best aspects of the institutions. Data reveals that Faculty (11%) is the number one best aspect of the institution. According to Tanhueco-Tumapon (2017), children must feel a sense of belonging and inclusion in school that begins with the smallest academic unit, such as an academic department (history, sports, chemistry, etc.) or an academic support unit (such as student services, libraries, guidance counseling, etc.). Northwestern University has adapted to the new normal of learning after the pandemic. The Learning Management System- Canvas is also a positive component of the university, according to 7% of students.

Another best aspect of the institution is the academic/academic teaching strategy/materials and the facilities (oval, library and sports) (5%). This is because criminology students tend to be fond in sports, there are very interesting academic subjects such as

criminalistics (dactyloscopy, ballistic, marksmanship, lie detection etc.) which is very relevant to their future career and that having an online library resources with lots of references which they can use especially this time of pandemic helps the students accomplish their worksheets, assignment and projects without visiting the school. It also reveals that student support (3%) is another best aspect of the institution. We could assume that students have easy communication or can contact the faculty and the student affairs anytime if they have any concern. Using all of the applications used in communication such as (FB) messenger, group chat, email, contacting through phone, to quickly addressed student concerns. Responses also show that High Standards and ISO (1%) are also considered the the institution.

**Proposed Intervention Activities to Enhance Academic Engagement of BS Criminology Student**  
**Rationale**

Education is crucial to one's personal development. Stability, security, and the realization of dreams are all provided through education. Student involvement is important for understanding how students respond to the teaching-learning process. In this regard, both educational institutions and professors play a crucial role. As a result, it's vitkeepings intellectually engaged while they're learning. Furthe is vitalrmore, knowing how students behave in the classroom will provide essential information about how to boost student involvement. The findings of this study are being utilized to develop intervention activities to help Criminology students become more engaged in their studies.

General Objective:

The general objective of the Research Proposed Intervention Activities is to enhance the academic engagement of the BS Criminology student at Northwestern University, Laoag City.

**PROPOSED INTERVENTION ACTIVITIES**

INDICATORS	OBJECTIVE	ACTIVITIES	PEOPLE INVOLVED
1. Sought advice from academic staff	To guide students and address concerns immediately.	<ul style="list-style-type: none"> <li>● CCJE Orientation faculty and staff beginning of every semester.</li> <li>● OSA, Guidance Office and CCJE Faculty conduct Consultation and Guidance Consultation.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE Faculty</li> <li>● OSA</li> <li>● Guidance Office</li> </ul>
2. Worked with other students on projects and prepare assignments duringde class.	To develop good relationship between students.	<ul style="list-style-type: none"> <li>● Faculty will assign group discussion on lesson and or group projects periodically.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE Faculty</li> </ul>
3. Received prompt written or oral feedback on your academic performance and discussed grades or	To address student academic concerns immediately and update in their academic standing.	<ul style="list-style-type: none"> <li>● CCJE Orientation faculty and staff beginning of every semester.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE Faculty</li> </ul>



assignments from teachers.		<ul style="list-style-type: none"> <li>● Faculty must update students on their academic standing periodically.</li> <li>● Faculty must schedule a Student Mentoring time.</li> </ul>	
4. Participated in a community based project (e.g. volunteering) as part of your study.	To develop students social skills, social commitment, public relation and public speaking.	<ul style="list-style-type: none"> <li>● All year level of student should participate in an organized community extension in schools adopted barangay.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● RCEAID (Community Extension)</li> </ul>
5. Talked about your career plans with teaching staff or advisors.	To guide students in attaining their goal.	<ul style="list-style-type: none"> <li>● CCJE Orientation faculty and staff beginning of every semester.</li> <li>● OSA, Guidance Office and Faculty must schedule a Student Mentoring service monthly.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> <li>● Guidance Office</li> </ul>
6. Worked with teaching staff on activities other than coursework (e.g. open days, research projects)	To address concerns or problems regarding lesson or coursework.	<ul style="list-style-type: none"> <li>● CCJE Orientation faculty and staff beginning of every semester.</li> <li>● OSA, Guidance Office and Faculty must schedule a Student Mentoring service twice a month.</li> <li>● Research Mentoring Service.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> <li>● Guidance Office</li> <li>● RCEAID</li> </ul>
7. Acquiring a broad general education.	To develop student academic engagement in general subjects.	<ul style="list-style-type: none"> <li>● OSA and Faculty on general subject must organized a more interactive/strategic way of teaching.</li> <li>● CCJE, OSA and General Subject Faculties collaborate a plan to boost academic engagement of Criminology Student.</li> <li>● Student survey on General subject.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> <li>● General Subject Faculty</li> </ul>
8. Speaking clearly and effectively.	To develop students self-confidence, good communication	<ul style="list-style-type: none"> <li>● Faculty must implement an English speaking interaction inside the classroom.</li> <li>● Faculty will assign group discussion on lesson and or group projects periodically.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> </ul>

	skills and public speaking.		
9. Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analyzing data, rehearsing and other academic activities)	To develop self-confidence and academic engagement.	<ul style="list-style-type: none"> <li>● Faculty must schedule a Student Mentoring service.</li> <li>● Reading diary for all year level.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> </ul>
10. Participating in extracurricular activities (e.g. organizations, campus publications, student associations, clubs and societies, sports etc.)	To develop students social skills and academic engagement.	<ul style="list-style-type: none"> <li>● OSA and CCJE department must oblige student to join different clubs and extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> </ul>
11. Relaxing and socializing (e.g. watching TV, partying, playing PS4 games etc.)	To encourage student to spend time in school on their free time.	<ul style="list-style-type: none"> <li>● OSA and the department of CCJE must add leisure room or install TV on open areas where student can watch TV or relax.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> </ul>
12. Attended an art exhibition, play, dance, music, aneatre o,r other performance.	To develop student social skills and talent, self-confidence, sense of belongingness, and quality time for peers, faculty and staff.	<ul style="list-style-type: none"> <li>● Advice studestudents to voluntarilyicipate in the different activities both e and outside the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> <li>● Guidance Office</li> <li>● RCEAID</li> </ul>
13. Administrative professionals are available when needed.	To make sure that students are familiar with their faculty. To develop good relationship between students and faculty.	<ul style="list-style-type: none"> <li>● CCJE Orientation of faculty and staff every semester.</li> <li>● OSA, Guidance and Faculty must be available to contact thru private message or phone during off work for emergency or academic concerns only.</li> </ul>	<ul style="list-style-type: none"> <li>● Student</li> <li>● CCJE</li> <li>● Faculty</li> <li>● OSA</li> <li>● Guidance Office</li> </ul>

## CONCLUSION

Academic engagement is often evident in their academic identification and academic participation. The 2nd year and 3rd year have spent the longest hours and students vary as to the number of hours spent in school. Students are actively involved in school activities and maintain harmonious relationship with peers, faculty and staff. Students leave the school for personal reasons. The Northwestern University is equipped with facilities that support students' learning and engagement of substitution is known for its conducive learning environment.

## LIMITATION & FURTHER RESEARCH

This research has several limitations. First, this research was carried out during an uncertain and unclear pandemic, making data collection as comfortable and efficient as possible. This has an impact on the relatively small sample size in this study. Second, as explained above, this study highlights two aspects of the user experience on Halodoc. Other variables such as motivation to use, willingness to buy funds at Halodoc, or other health applications can be considered for future research. Third, the variety of users from other generations such as generation X can also be used for future research, especially in measuring the adoption of health application technology.

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