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# Student Expectations: Bases for Management Intervention

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## Introduction

The current climate in higher education suggests that students could be seen as primary customers (Hill, 1995; Sander et al., 2000) and teachers as service providers. To ensure provision of quality service, the expectations of the student-customers as they enter into the service transaction must be known (Sander et al., 2000). Discovering what students expect of and from their university is crucial, if the faculty are to adjust their instructional approaches accordingly and institutions are to modify policies and practices to respond in educationally effective ways to the current generation of students (Gonyea, 2001). Gonyea (2001) defines an expectation as something the student believes will happen, anticipates doing or experiencing, or perhaps even requires from the institution. Expectations are grounded in a student's self-understanding and in knowledge about the college or university he/she plans to spend the next four years or more. When applied to self, an expectation is like a plan or a goal. When directed at the institution, it is more of a requirement – a condition by which the student will measure his or her contentment with the institution.

Research on student expectations of higher education suggests that they are dependent on a number of factors: culture (Shank et al., 1996), gender (Lammers, H.B et al., 2005) and university type. Furthermore, expectations and perceptions of service quality change over time (Sander et al., 2000).

Why is there a need to measure expectations of students, particularly of the new undergraduates? Admittedly, the first year college is a critical transition point in a student's life when mental models from home and high school clash with the new experiences in college classes. Each of these experiences will challenge previous expectations. Thus, institutions must be mindful in learning about student expectations and how these expectations shape behavior. In so doing, institutions invest in transition experiences and programs to support students as they make adjustments in college (Miller, Bender & Schuh, 2005). Moreover, new undergraduates may have unrealistic or inappropriate expectations and it would be fitting to have those expectations managed to a more appropriate or realistic level (Hill, 1995). Thus, the early experiences on college campus are not only a testing period for expectations but are also likely to be shaping new expectations (James, 2001).

Moreover, expectations are thought to affect college experiences in at least two ways. The first is to act as an organizational system or filter to help the individual determine what is or is not worth attending to or putting effort toward. That is, expectations influence experience so as to construct what becomes reality for the individual (Feldman, 1981 in Gonyea, 2001). The second is to act as a stimulus or deterrent to behavior, as represented by psychological theories such as expectancy theory, self-efficacy theory and motivational theory (Kuh, 1999 and Olson, Kuh et al., 1998 in Gonyea, 2001). To illustrate, when a student's expectations are met, he/she is more likely to remain in school and complete a degree; otherwise, the student may consider dropping out or transferring to another institution with a better fit (Braxton, Hosler and Vesper, 1995 in Gonyea, 2001). In support of this last statement, Steele (1992 in Sander et al., 2000) showed that the careful manipulation of the expectations of students from traditionally disadvantaged groups could positively affect retention and performance. This finding suggests that

addressing expectations can in fact produce measurable improvements in student outcomes.

Also, Schilling and Schilling, 1999 (in Miller, 2001) captured the broad idea that expectations are vital to education. Their reviews of the literature revealed that motivation and school performance in younger school children suggest that expectations shape the learning experience very powerfully. They cited classic studies in the psychology literature, which found that persons with high expectations perform at a higher level than those with low expectations even though their measured abilities are equal.

Given that most academic institutions articulate to students what they expect from the latter, they look into standards of behavior, student performance, coursework and the like. However, it appears as though much less energy goes into determining what students expect of institutions (Miller, Bender & Schuh, 2005). In this light, this study was conceptualized to serve as 'filler' to this gap. The current research is also novel in examining student expectations as there are only very few local studies conducted along this sphere of inquiry in higher education.

### **Conceptual Framework**

The first year at university life is a critical period for understanding student expectations and their consequences (James, 2001). Expectations are regarded to act as a stimulus or deterrent to behavior, as represented by psychological theories such as expectancy theory, self-efficacy theory and motivational theory (Kuh, 1999 and Olson, Kuh et al., 1998, in Gonyea, 2001). To illustrate, a student whose expectations are met is more likely to remain in school and complete a degree. On the other hand, a student may decide to either drop out from schooling or leave and look for another school that will meet his/her expectations (Braxton, Hosler and Vesper, 1995 in Gonyea, 2001).

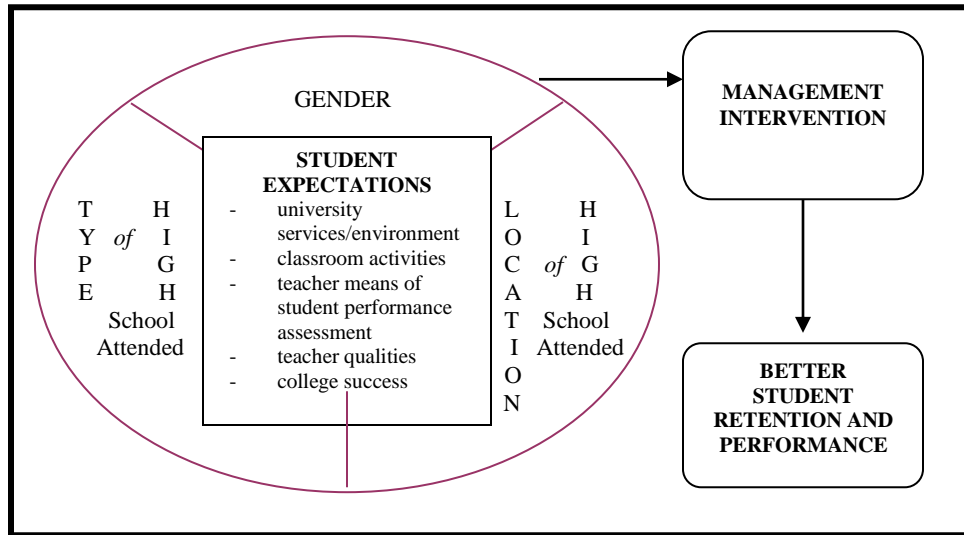
The most obvious consequence of students believing their expectations are not being met is the decision to withdraw. A less obvious consequence is simply the 'decision' of a student to be less involved in the academic and social life of university. Arguably, not all college difficulties that may be experienced by a beginning student can be traced to unfulfilled expectations or expectation-university reality mismatches, but the research literature offers 'unhappiness with the institutional environment, dissatisfaction with institutional service, and poor quality of student experience' as factors leading to non-completion, all highly suggesting underlying mismatches of expectations (James, 2001).

Managing student expectations was also found to affect performance. Steele (1992 in Sander et al., 2000) showed that the careful manipulation of students' expectations from traditionally disadvantaged groups could positively affect retention and performance. This finding suggests that addressing expectations can in fact produce measurable improvements in student outcomes.

Also, Schilling and Schilling (1999 in Miller, 2001) cited classic studies in the psychology literature, which found that persons with high expectations perform at a higher level than those with low expectations even though their measured abilities are equal.

The conceptual paradigm of the study (Figure 1) shows that student expectations, possibly influenced by the individual's gender, type and location of high school attended, may be managed and addressed by administrators to promote better student retention and performance. However, this study only focused on and described expectations in the specified aspects, as may be defined by a student's gender, type and location of high school attended. No attempt was made to measure management intervention and student retention and performance. The framework essentially demonstrates what may be done about student expectations and what may be most

likely gained from learning about and addressing them, to the benefit of all the constituents in a tertiary institution.



**Figure 1.** General Research Paradigm of the Study

### Research Problem

Primarily, this study aimed at determining what new students of the Philippine Normal University (PNU) expected of and from the University at the start of their college life.

Specifically, the study sought answers to the following research questions:

1. What are the expectations of the freshman students in terms of the following:
  - a. University services/environment;
  - b. Classroom activities;
  - c. Teacher means of student performance assessment;
  - d. Teacher qualities; and
  - e. College success?

2. Are there significant differences in the expectations of students when grouped according to:
  - a. gender;
  - b. type of high school attended; and
  - c. location of high school attended?
  
3. To what extent do the respondents' expectations relate to their:
  - a. expected success in college; and
  - b. demographic factors?

### **Significance of the Study**

The results of this study are valuable to the management people of the University, as it provides them hard facts relating to university services/environment that students expect the most from. From such information, the management may then take actions in identifying whether what the University offers in reality matches with those expected by its students and, if disjunctions exist, to initiate changes ensuring that student expectations are responded to.

The University faculty, particularly those handling first year classes, would also benefit from the findings of the study, as it gives them information about and opportunity to assess whether their planned classroom activities agree with student expectations. Eventually, the insights they gained in this study will prove useful in designing, implementing, and revising their instructional plans, if necessary, to engage students in activities they expect to be doing, as long as the nature and need of the course/subject are not defeated.

New undergraduates stand also to gain from this research, as it may help crystallize their thoughts about what to expect, in general, of university life. Specifically, the study offers students the opportunity to learn about varied university services that they may avail themselves or benefit from

classroom activities; similarly, college teachers may evaluate their own academic performance. It also makes the students reflect on the kind of teacher they may associate with in their college life.

Finally, this study serves as a “filler’ to the dearth of local research on tertiary students’ expectations, which may then be used as a source of reference by future researchers of other higher/teacher education institutions. They may wish to replicate this study in their own settings, thereby contributing further to and closing the aforesaid gap in the literature.

### **Scope and Delimitation**

Focusing only on First Year students of the Philippine Normal University enrolled during the first semester of school year 2007-2008, the research study is delimited to expectations about university services/ environment, classroom activities, teacher means of student performance assessment, teacher qualities, and college success. No attempt was made to measure management intervention and student retention and performance.

Another limitation of this study is that more open-ended questions could have been asked so that more insightful information about student expectations could have been drawn out.

### **Definition of Terms**

The following terms are defined operationally:

*Student Expectations.* These refer to what new students expect of and from the University as far as university services/environment, classroom activities, teacher means of student performance assessment, teacher qualities and college success are concerned.

University Services/Environment. These refer to the myriad amenities and school atmosphere, supporting student learning and experience. About 41 items on these matters were asked in the questionnaire developed and used in this study.

Classroom Activities. These are the learning activities that a student may anticipate engaging in college classes. Twelve (12) items on these were included in the questionnaire used in this research.

Teacher Means of Student Performance Assessment. These refer to the methods that teachers employ in measuring student performance. Given in the instrument were eleven (11) modes of assessment, which the respondents had to rate in terms of how often they expected their professors to use each in evaluating their learning.

Teacher Qualities. These refer to three (3) one-word traits of a teacher the respondents expected their professors to possess.

Expected Level of Success in College. This refers to the grade point average (GPA) the students expected to get at the end of their four-year course.

Gender. This refers to the biological sexual category of the respondents, coded as 1 - male and 2 - female.

Type of High School Attended. One of the variables used in this study to correlate with expectations, type of high school attended refers to the category of high school from which the sample graduated, coded as 1 – public and 2 – private.

Location of High School Attended. Another variable correlated with expectation, it refers to the geographic location of the high school attended by the sample, categories of which were rural coded as 1 and urban as 2.



*High School GPA.* This refers to the grade point average obtained by the respondents in their fourth year high school.

## **Methodology**

### ***Participants***

The population from which the sample of this study was taken comprised of the PNU freshman students enrolled during the first semester of school year 2007-2008. Twenty percent of the total number of sections for First Year students was the identified sample size. Thus, out of 30 existing first year sections, six (6) were randomly chosen. In sum, 217 freshmen got involved in this study, a number already considered sufficient, as it is more than the minimum required number of 100 respondents for descriptive studies (Fraenkel and Wallen, 1994).

Of the 217 respondents, 188 or 86.6% were female, while 29 or 13.4% were male. The trend in the gender of PNU freshman students, whereby there are largely more females than males, has been true for more than 50 years (Mancao 2001, in Hermosisima, 2005).

Most of the respondents (142 or 65.4%) graduated from public high schools, while the remaining number (75 or 34.6%) attended private high schools. These results inferentially indicate the socio-economic level to which most of the respondents belonged (Mancao, 2002). In terms of location of high school attended, approximately three out of four (164 or 75.6%) respondents were high school graduates from urban areas, while 49 or 22.6% were from rural areas. The remaining number (4 or 1.8%) did not give answer to this specific item in the questionnaire.

Table 1 shows the respondents' distribution by gender, type and location of high school attended.

**Table 1.** Frequency and Percentage Distribution of Respondents by Gender, Type and Location of High School Attended

<b>Variables</b>	<b>F</b>	<b>%</b>
Gender		
Female	188	86.6
Male	29	13.4
<b>Total</b>	<b>217</b>	<b>100.0</b>
Type of High School Attended		
Public	142	65.4
Private	75	34.6
<b>Total</b>	<b>217</b>	<b>100.0</b>
Location of High School Attended		
Urban	164	75.6
Rural	49	22.6
No Answer	4	1.8
<b>Total</b>	<b>217</b>	<b>100.0</b>

In terms of academic performance in fourth year high school, approximately seven (7) out of 10 respondents obtained high school general point averages (GPAs) above 85 (Table 2). A negligible 2.30% of the students were with GPAs below 82. This indicates that the respondents had above average high school performance, a finding that is not surprising since PNU requires entering students to have no grade lower than 80 from the first grading to the fourth grading periods in their last year in high school.

**Table 2.** Frequency and Percentage Distribution of Respondents by High School GPA

<b>GPA</b>	<b>f</b>	<b>%</b>
94 – 95	2	0.92
92 – 93	17	7.83
90 – 91	37	17.05
88 – 89	49	22.58
86 – 87	50	23.04

GPA	f	%
84 – 85	25	11.52
82 – 83	25	11.52
80 – 81	5	2.30
No Answer	7	3.23
Total	217	100.00

### *Instrument Used*

The instrument used is a questionnaire developed by the researcher. Some of its items were culled from the instruments utilized in the studies of Mancao (2005), Wendorf, 2004 (<http://www.uwsp.edu/education/facets/mainpage.htm>), and Sander, Stevenson, King & Coates (2000). It underwent revisions based on experts' comments and try out results before it was finally administered to the actual sample on the first week of classes in June 2007. The try out was conducted during enrollment in May 2007.

The questionnaire had five (5) parts. Part I elicited data on such student characteristics as gender, type of high school attended, location of high school attended, and grade point average (GPA) in high school. Part II used a 4-point scale, with 4 as the highest and 1 as the lowest, in rating university services/environment in terms of how much students expect from each. Part III had 13 items focusing on expectations on classroom activities, which asked respondents to rate how often they expect to engage in each of the given activities. Part IV contained items on teacher means of learning assessment, where students had to rate each in terms of how often they expect their learning to be evaluated by their professors using each of the given means of assessment. Finally, Part V had two parts: Part A asked the freshmen to give three characteristics they expected their college teachers to possess, while Part B is an open-ended question asking for the expected college GPA of the respondents.

### ***Data Collection Procedure***

Before collecting data, a copy of class schedules of the six randomly chosen sections from the University Registrar's Office were secured. Based on these schedules, visits to the classes were planned. Data gathering then took place and was completed within the first week of classes in June 2007. Since the study had expectations as the main variable, it was imperative to collect data on the day the school year had started when students' expectations were not yet influenced by experience and exposure to university life.

### ***Data Analysis***

The questionnaire data were first encoded using Microsoft Excel and then processed later using the SPSS computer software. Frequencies and percentages were computed for the categorical data such as gender, type and location of high school attended, while means and standard deviation were obtained for the interval data, i.e., expectation ratings on student services/environment, classroom activities, and teacher means of student performance assessment. Responses to open-ended questions were tallied, and the qualitative and quantitative data categorized, analysed and interpreted.

T-test and Pearson's correlation analysis were also run to answer the study's specific problems 2 and 3, respectively.

The mean interval scales and their verbal interpretations were as follows:

#### On expectations about university services/environment

1.00 – 1.49	I do not know anything about this service/ environment
1.50 – 2.49	I expect little from this service/environment
2.50 – 3.49	I expect much from this service/environment
3.50 – 4.00	I expect very much from this service/environment

On expectations about classroom activities and teacher means of student performance assessment

1.00 – 1.49	Not at all
2.50 – 3.49	Often
1.50 – 2.49	Occasionally
3.50 – 4.00	Very Often

**Findings**

This part presents the analysis and interpretation of obtained data. The discussion follows the order of the specific problems stated under *Research Problems* of this paper.

***Expectations on University Services/Environment***

Table 3 shows the computed means on expectations about university services/environment. The items on services/environment were all *very much expected* or *much expected* by the respondents. The over-all mean derived was 3.48, interpreted in the scale as *much expected*, with a standard deviation of .3087.

**Table 3.** Means on Expectations about University Services/ Environment

Services/Environment	Mean	SD
Safe and secure campus surroundings	3.89	.3342
Clean and green grounds	3.86	.3591
Availability of nutritious, tasty food	3.76	.5216
Provision of clean canteen utensils and surroundings	3.72	.5605
Student discipline	3.67	.5721
First-aid services	3.67	.5268
Availability of variety of food and drinks	3.66	.5216
Provision of clean toilets	3.66	.6103
Career placement	3.64	.5934
Information dissemination on student-related needs and activities (e.g. scholarship, enrollment procedure, grievance procedures)	3.62	.5496
Provision of medicine	3.62	.5917

Drinking water services	3.62	.5971
Availability of reasonably-priced food	3.62	.5580
Guidance and Counseling	3.61	.5519
Availability of food until last schedule of classes	3.59	.6690
Convenient University location for transportation	3.59	.6261
Religious/Spiritual services	3.58	.5964
Computer/Internet access	3.58	.6124
Response to communication/requests (e.g. request for grades certification, copy of grades, statement of accounts, refund of fees, approval of activity, change of schedule, change of section, etc.)	3.56	.6311
Provision of clean, well-ventilated classrooms	3.55	.5763
Medical advice and assistance	3.53	.6163
Smoke-free campus	3.52	.8785
Cashier's Office services	3.51	.5281
University location freed from traffic hazards	3.49	.7336
Dental treatment	3.47	.6383
Reserve book service	3.46	.7333
Index or Database (card catalogue, computer, etc) to find materials	3.45	.6462
Library orientation	3.44	.6141
Provision of recreational facilities	3.43	.5976
Photocopying services	3.41	.6407
Public telephone services	3.41	.6620
Reference Service	3.39	.8145
Sports Facilities/Services	3.39	.6235
Annual physical check-up	3.37	.6411
Provision of student lounge	3.32	.6360
Noise-free campus	3.32	.8866
Alumni Services	3.24	.7186
Referral service (i.e. request for students to use other university libraries)	3.17	.8390
Mail service	2.99	.7786
Dormitory	2.73	.8948
Parking Areas	2.68	.9054
<b>Over-all Mean</b>	<b>3.48</b>	<b>.3087</b>

*Legend:* 1.00-1.49 Not known service; 1.50-2.49 Expected little; 2.50-3.49 Expected much; 3.50-4.00 Expected very much

The top five (5) university services/environment the respondents *expected very much* from were the following: safe and secure campus ( $x=3.89$ ,  $sd=.3342$ ), clean and green grounds ( $x=3.86$ ,  $sd=.3591$ ), availability of nutritious and tasty food ( $x=3.76$ ,  $sd=.5216$ ), provision of clean canteen utensils and surroundings ( $x=3.72$ ,  $sd=.5605$ ), and student discipline ( $x=3.67$ ,  $sd=.5721$ ). From these data, the value the respondents gave more to university services related to life and health safety may be inferred. This finding is in accordance with Herzberg's (1993) in James and Beckett (2002) hygiene theory, which holds that hygiene factors, such as quality of working spaces and amenities, ambience of campus and surrounds and the like, are associated with the level of personal comfort in the workplace. Applied to students and university life, James and Beckett (2002) state that student expectations on commencement are necessarily limited to hygiene factors. They make decision on such factors – the observable, tangible qualities- rather than on the less tangible university features such as career placement, guidance and counselling, information dissemination on students needs, library orientation and services, and others which may have direct bearing on their academics. While this finding seems to be true of the respondents, it is also known that student expectations change over time (Boulding et al., 1993 in Sander et al., 2000) through experiences on campus. Interestingly, one could find out what services the students would consider more worthy in the future.

For 'safe and secure campus' to top the list was also noteworthy. The same thing may be said of 'student discipline' which ranked fifth. This goes to show that even at their young age, the respondents were already conscious of current negative real life issues pervading the country and the world, let alone expecting from their chosen university to provide protection from such occurrences.

The items that got the lowest means, but still interpreted in the scale as *much expected*, were mail service

and parking areas. The finding on mail service is not surprising given the developments in technology when communication may be done faster through electronic mails and chat services of web providers. On parking areas, PNU is a government institution whose students were attracted by its low tuition (Mancao, 2002). This definitely gives insight about the income group the students belonged to, to whom cars are considered a luxury.

### ***Expectations on Classroom Activities***

On classroom activities, the computed overall mean was 3.11, interpreted as *often*, with a standard deviation of .4347. Two items obtained a mean interpreted in the scale as *very often*; the rest received means interpreted as *often* (Table 4).

The respondents expected to engage *very often* in 'listening to lectures' ( $x=3.70$ ,  $sd=.4872$ ). and 'participating in group work' ( $x=3.53$ ,  $sd=.5782$ ), followed by 'doing research' ( $x=3.26$ ,  $sd=.7281$ ), while the activity that they least expected to engage *often* is 'engaging in a community extension service' ( $x=2.75$ ,  $sd=.7409$ ). Clearly, these results show the value students placed on lectures, which are generally considered a traditional method for transmitting course material. Moreover, the students seemed to display preference for group involvement and research work.

On community extension service, however, the students manifested their unfamiliarity with the new teacher education curriculum currently implemented by the University, where field study that may be regarded as extension work was an additional component. Perhaps what the Management can do is to include this matter in the Freshmen Orientation Program to prepare students for the kind of work they will be engaging in within their four-year stay in the University.



**Table 4.** Means on Expectations about Classroom Activities

<b>Classroom Activities</b>	<b>Mean</b>	<b>SD</b>
Listen to lectures	3.70	.4872
Participate in group work	3.53	.5782
Do research	3.26	.7281
Work with classmates outside of class for requirements	3.25	.7299
Present reports to class	3.13	.7025
Speak/discuss during interactive class sessions	3.12	.6370
Ask the teacher questions	3.02	.7696
Do laboratory work	2.95	.7086
Use multi-media equipment	2.94	.8662
Enact role play	2.89	.7911
Go on field trips	2.76	.8807
Engage in a community extension service	2.75	.7409
<b>Over-all Mean</b>	3.11	.4347

*Legend:* 1.00-1.49 Not at all; 1.50-2.49 Occasionally; 2.50-3.49 Often; 3.50-4.00 Very often

### ***Expectations on Teacher Means of Student Performance Assessment***

All the items in this part of the questionnaire obtained averages interpreted in the scale as *often* with an overall mean of 3.03 and a standard deviation of .3166. Among the teacher means of assessing student performance, the first three (3) expected methods that came out were objective examination ( $x=3.33$ ,  $sd=.6459$ ), followed by oral examination ( $x=3.17$ ,  $sd=.6551$ ), and performance-based assessment ( $x=3.16$ ,  $sd=.7065$ ). The last on the ranking, but still expected *often* by the respondents of teachers to use, is journal writing ( $x=2.83$ ,  $sd=.8920$ ).

A closer study of the data shown in Table 5 would give the notion that students seemed to less prefer methods which involved complex learning outcomes such as essay, written reports, portfolio and journal writing. The reasons behind this

are beyond the scope of this study, but it may be traced to their constant exposure to these methods in the basic education, particularly performance-based assessment which is emphasized in the new Basic Education Curriculum, that they also expected college learning to be evaluated similarly. Another assumption is that the respondents may regard the less-preferred methods to be too demanding on their part. It is thus suggested that the academe orient students as to the useful skills students would acquire from performing such tasks. This does not mean, though, a shift in the methods planned by the faculty members in their instruction, because the ultimate decision for such lies on the nature and requirements of the course/subject.

**Table 5.** Means on Expectations about Teacher Means of Student Performance Assessment

<b>Teacher Means of Assessment</b>	<b>Mean</b>	<b>SD</b>
Objective Examination (e.g. multiple choice, true or false, identification)	3.33	.6459
Oral Examination	3.17	.6551
Performance-based examination	3.16	.7065
Oral Presentation of Reports/Papers	3.09	.7720
Research Projects	3.04	.7336
Essay Writing	2.96	.7506
Written Reports/Papers	2.95	.7575
Take home examinations	2.95	.8807
Portfolio	2.92	.7335
Laboratory Work	2.86	.7135
Journal Writing	2.83	.8920
<b>Over-all Mean</b>	<b>3.03</b>	<b>.3166</b>

*Legend:* 1.00-1.49 Not at all; 1.50-2.49 Occasionally; 2.50-3.49 Often; 3.50-4.00 Very often

***Expectations on Teacher Qualities***

This part of the questionnaire asked the freshmen to give three (3) one-word traits that they expected their college teachers to possess. When categorized, the qualitative data show that student responses dwelt more on the personal rather than on the instructional characteristics of a teacher. This finding may suggest two issues: one, that students give more value to personal attributes of teachers; two, that they may not be very familiar with other traits associated with effective teachers, such as mastery of subject matter, expertise in classroom management, questioning, student engagement and the like (Plaza, 1989; Stronge, <http://www.scs.unr.edu/~hartman/qualities.htm>). Also, the question might have limited the respondents in giving answers, as it only required them to give three (3) one-word adjectives.

Nonetheless, the top five expected qualities culled from the student responses are exhibited in Table 6. Top in the list is 'kind' with 114 votes, followed far behind by 'understanding', 65 votes, and then by 'strict', 59 votes. Notably, students looked for strictness in a teacher. It would be good to make a follow up on how students themselves define strictness and the benefit/s derived from having a teacher with such attribute.

**Table 6.** Top Expected Teacher Traits

<b>Teacher Qualities</b>	<b>Number of Votes</b>
Kind	114
Understanding	65
Strict	59
Patient	53
Approachable	42

Note: Multiple Responses.

### ***Expectations on College Success***

To answer specific problem number 3 of the study, a question on expected GPA at the end of college was asked of the respondents. The quantitative data were tallied and categorized.

Table 7 reveals that a large number of the respondents (94 or 43.32%) indicated GPAs ranging from 87 to 89. Fifty-six or 25.81% of them gave GPAs ranging from 90 to 92, while only one (1) or 0.46% divulged he/she expects an average of 99. Such findings indicate that more than a big majority of the freshmen believed their college scholastic performance would be highly or more than highly satisfactory.

**Table 7.** Frequency and Percentage Distribution of Respondents by Expected College GPA

<b>Grades</b>	<b>f</b>	<b>%</b>
99	1	0.46
96 – 98	0	0.00
93 – 95	9	4.15
90 – 92	56	25.81
87 – 89	94	43.32
84 – 86	49	22.58
81 - 83	4	1.84
78 - 80	2	0.92
No Answer	2	0.92
<b>Total</b>	<b>217</b>	<b>100.00</b>

### **Differences in Expectations by Gender**

To test whether the students differ in their expectations when grouped according to gender, the t-test was computed. Table 8 sums up the t-test results for each of the specific domains of expectations covered in this study. It can be gleaned in the table that there was no significant difference in expectations between male and female freshmen in all the

domains. Thus, both groups had the same expectations as far as university services/ environment, classroom activities, teacher means of student performance assessment, and teacher qualities.

**Table 8.** T-test for Differences in Expectations on Services/Environment, Classroom Activities, and Teacher Means of Assessment by Gender

<b>Expectations</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t</b>	<b>Sig</b>
<b>Gender</b>						
Services/Environment						
Male	29	3.47	.3726	215	-.308	.759
Female	188	3.49	.2987			
Classroom Activities						
Male	29	3.19	.3839	215	1.115	.266
Female	188	3.10	.4415			
Teacher Means of Assessment						
Male	29	3.12	.4396	215	1.202	.231
Female	188	3.01	.4493			
Total						
Male	29	3.26	.3050	215	.977	.330
Female	188	3.20	.3183			

***Differences in Expectations by Type of High School Attended***

When grouped according to type of high school attended, the respondents differed significantly in expectations about university services/environment, favoring those who graduated from private schools. This finding is not surprising in that it was anticipated that students who graduated from private high schools would have higher expectations from the University in terms of this domain as a result of their exposure and experience in schools where facilities and services are generally known to be better than those available in public schools. Indeed, this is a given fact in Philippine schools.

No other significant differences in expectations along the other dimensions were detected.

**Table 9.** T-test for Differences in Expectations by Type of High School Attended

<b>Expectations</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t</b>	<b>Sig</b>
<b>Type of High School Attended</b>						
Services/Environment						
Public	142	3.44	.3117	215	-2.985	.003
Private	75	3.57	.2862			
Classroom Activities						
Public	142	3.12	.4107	215	.638	.524
Private	75	3.08	.4787			
Teacher Means of Assessment						
Public	142	3.04	.4289	215	.366	.715
Private	75	3.01	.4861			
Total						
Public	142	3.20	.3084	215	-.486	.627
Private	75	3.22	.3333			

### *Differences in Expectations by Location of High School Attended*

Expectations of students were not influenced by the location of the high school they attended, as supported by the data shown in Table 10. Thus, even if a student was a product of a high school situated in an urban area, he/she had the same expectations as his/her counterpart from the rural area.

**Table 10.** T-test for Differences in Expectations by Location of High School Attended

<b>Expectations</b> <b>Location of High School Attended</b>	<b>n</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t</b>	<b>Sig</b>
Services/Environment						
Rural	49	3.47	.3156	211	-.477	.634
Urban	164	3.49	.3079			
Classroom Activities						
Rural	49	3.09	.4182	211	-.418	.676
Urban	164	3.12	.4432			
Teacher Means of Assessment						
Rural	49	3.05	.4548	211	.364	.716
Urban	164	3.02	.4510			
Total						
Rural	49	3.20	.3477	211	-.173	.863
Urban	164	3.21	.3109			

***Relationship between Student Expectations and Level of Expected Success in College***

To find out if student expectations were associated with level of success in college, Pearson coefficients of correlations were computed. Table 11 shows that expectations about university services/environment and about classroom activities were significantly correlated with expected college GPA. This means that those who had high expectations about the aforesaid dimensions also had set high expectations for themselves in terms of college performance, and vice-versa.

**Table 11.** Correlation Coefficients of Expectations with Expected College GPA

<b>Expectations</b>	<b>Expected College GPA</b>
University Services/Environment	.162*
Classroom Activities	.135*
Teacher Means of Student Performance Assessment	.029
Total	.128

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

### ***Relationship Between Student Expectations and Their Demographic Factors***

Equally, the study attempted to find out if significant relationships exist between student expectations and their demographic factors. It may be gleaned in Table 12 that only two (2) correlation coefficients reached the statistical requirements of significance: type of high school attended with university services/environment ( $r = .199$ ) at the 0.01 level, and high school GPA with expected college GPA ( $r = .476$ ). It has been discussed earlier that type of high school attended is a factor to student expectations on university services/environment. Thus, the significant correlation was not unexpected. As for the significant relationship between performance in high school and expected performance in college, it is logical for an individual to think of himself/herself highly performing future tasks, particularly since he/she was able to prove this accomplishment in a previous performance. The reverse may be said true.



**Table 12.** Correlation Coefficients of Students' Demographics with Their Expectations

Demographic Factors	Expectations				
	University Services/ Environment	Classroom Activities	Teacher Means of Student Performance Assessment	Total	Expected College GPA
Gender	.021	-.076	-.082	-.066	-.060
Type of High School Attended	.199**	-.043	-.025	.033	.134
Location of High School Attended	.056	.052	-.015	.035	.007
GPA in High School	.130	.076	-.023	.065	.476**

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

### Conclusions and recommendations

The results of this study show that the student-respondents entered college with definite expectations about university services/environment, classroom activities, teacher means of student performance assessment, teacher qualities, and college performance. Some of their expectations, though, were unsophisticated. For instance, on university services/environment, the respondents focused more on services that are considered 'hygienic factors'— the observable, tangible qualities— such as availability of nutritious food, clean and green campus, and the like, rather than on the less tangible university features such as career placement, guidance and counselling, information dissemination on students needs, library orientation and services, and others which have direct bearing on their academics. On classroom activities, the students manifested less preference for community work, revealing their unfamiliarity with the new teacher education curriculum currently implemented by the University, where field study regarded as extension work was an additional

component. On methods of teacher assessment, students seemed to less prefer methods that involve complex learning outcomes such as essay, written reports, portfolio and journal writing. On teacher qualities, the respondents valued more the personal, instead of the teacher's instructional characteristics.

Based on the results, it is strongly recommended that the University Administration sensitively manage expectations seemingly wanting of being raised to a higher level. These pertain specifically to classroom activities and methods of teacher assessment. For the former, it is recommended that such academic matters be included in the Freshmen Orientation Program to prepare students for the kind of work they will be engaging in within their four-year stay in the University. For the latter, it is suggested that the academe orient students as to the useful skills students would acquire from performing tasks that promote complex learning outcomes.

It is also recommended that the University management identify whether student expectations are aligned with what the University offers in reality and, if a mismatch exists, to make the appropriate actions and adjustments to ensure students' expectations are responded to and addressed appropriately. This, in fact, is the real purpose in learning about student expectations.

Finally, future research on the same subject should make use of more open-ended questions to elicit more insightful information on student expectations.

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