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Committing to Social Responsibility:
A Grounded Theory of a Conducive Learning Environment

Abstract

This qualitative study examined the roles and duties of the administrators, teachers, stakeholders, and students in a conducive learning environment and how to make the learning environment conducive to the 21st century learners. Administrators, teachers, stakeholders, and learners were the participants of this study for the year 2018. Since the constructivist grounded theory method was used, data were gathered through in-depth interviews and observations. After going through initial coding, focused coding and comparative analysis, three categories emerged on what makes the environment conducive for learning: teaching efficiently, learning collaboratively, and performing responsibilities. Finally, the core category that emerged was committing to corporate social responsibility.

Keywords: *corporate social responsibility, conducive learning environment, grounded theory, Philippines*

Introduction

Learning is the main goal of the stakeholders, the desire of the learners and the living mission in the Department of Education. Learning or to learn is the core of educational instruction and everyone in the community has a significant role to play in these learning activities. The quality of instruction is a crucial factor in promoting effective learning in school and it requires a group of individuals,

who are academically able and who care about the well-being of the learners (Singh, 2014). Every agent in the school community is contributing their portion and sharing their part to facilitate and enhance the educational learning of the learners. Facilities, trainings, seminars and all kinds of educational resources and developments are anchored to the learning of the learners. Moreover, educational programs are derived from the needs of the learners to learn.

Learners are affected by their learning styles as stressed out by the memletic model (Mantle, 2001). Dunn & Dunn (2000) explained that learning style is the way a person processes, internalizes, studies, interprets new and challenging materials. Learning would take place when learners' style of acquiring knowledge is catered. Learning styles of the learners are affected by several factors and one major factor is the environment (Zhou & Brown, 2015).

Learning environment refers to the learning atmosphere that learners occupy in the learning process and a significant place to develop the personality of every learner (Osborne, 2013). It is a place or situation where teachers facilitate learning and learners are able to learn. Learning environment is a venue of social interaction that includes the ways of doing things, and acquiring new information (Alonzo, 2007). It is an environment that allows one to learn more easily and that provides conditions that make it easy for the learners to learn. A good learning environment has a stimulating climate, not only for physical surroundings and healthful conditions but also for social and emotional attitudes (Acero, Javier, & Castro, 2015). Learning environment according to Aquino (1988) encompasses a broad range of educational concepts which include physical environment, intellectual climate, social climate, and emotional climate. Mufanechiya and Nyoni (2012) defined this environment as conducive learning environment.

School administrators, teachers, and stakeholders establish learning environment wherein learners feel physically, psychologically, socially, and culturally secure. They apply various strategies with the intention of helping the learners to learn. They do not consider their welfare but of the learners (Zakaria & Daud, 2009). They are working collaboratively to provide the needs of the learners in facilitating learning. Everyone makes use of their resources wisely to provide learning facilities and to reinforce a learning environment conducive for learning to hone the skills of every learner.

Despite the fact that new facilities have been introduced and quality instruction has been implemented in the school setting, academic performance is still decreasing. This is manifested by the figure below.

Table 1. Data of Learning Outcome

Efficiency	SY 2015–2016	SY 2016–2017	SY 2017–2018	Average
Dropout Rate	0	0	2.15	0.72
Completion Rate	89.54	95.28	87.74	90.85
Quality and Relevance	SY 2015–2016	SY 2016–2017	SY 2017–2018	Average
School MPS	74.7	73.02	75.54	74.42

The data showed that the dropout rate increased on the SY 2017–2018. It is also noticeable that the completion rate is fluctuating. Further, the school MPS is 75%. Learners are provided with facilities but the learning outcomes are still decreasing. Hence, the researcher came with the series of questions. What makes the environment conducive for learning? What are the perceptions of the 21st century learners, teachers, stakeholders, and school administrators of an environment conducive for learning? The researcher in his desire to know the answers conducted some research that would help the significant individuals in school to manage an environment conducive for learning.

Research Focus

The researcher formulated grand tour questions that lay – out in-depth descriptive sequence explaining a series of events to get the desired level of information. The grand tour questions are:
1. What are the roles and responsibilities of the 21st century learners, teachers, external stakeholders, and administrators of the environment conducive for learning?
2. What makes the environment conducive for learning to the 21st century learner?

Research Methodology

The used qualitative research design specifically grounded theory method. In choosing the research participants of the study, the researcher used the non-probability sampling specifically the purposive sampling. The researcher is a Senior High School Teacher of Buug National High School and the study was conducted

in the same school. The participants of this study were the learners, teachers, stakeholders, and administrators that served as the beneficiaries on the outcome of this study. Learners as participants were represented by grade level to cater the perception of every learner, specifically the SSG officers and the classroom officers. The teachers in this study were those employed in Buug National High School, stakeholders were those who voluntarily support the needs of the school, and the administrators referred to the school principal.

The process of data analysis started with initial coding, memo-writing, focused coding, theoretical sampling, and saturation of data. Coding categorizes the essence of the data gathered and summarizes each piece of data. In the coding process the researcher considered three main phases, the initial coding, focused coding and theoretical coding. The initial coding involved naming each word, line or segment of data, while focused coding is more directive and selective which also places a significant aspect on data analysis. Finally, theoretical coding followed wherein it relates to how essential codes may link to each other that served as hypotheses to be integrated into a theory (Glaser, 1978). In the coding process, several properties formed and established which were organized to form categories and the emergence of core category thereafter.

Discussion

Initial/Open Coding Results

There were 85 incidents gathered from the interview transcripts. These varied incidents initiated shaping the core category of the study. The initial phase directed the researcher to identify substantial codes to establish properties in the line-by-line coding. Discovering patterns among the incidents produced conceptual categories of which incidents were grouped according to their pattern. In forming the conceptual category, constant comparison was done so that no one would cross to other codes that could create confusion.

In the 85 incidents, 22 are from learners and they include: cooperating with the group in the class, working on harmonious relationship in the class, seeking companion, being leader in the group, coordinating with students, following the rules and regulations in the class, advising classmates, sharing food with classmates, learning environment accommodates student's emotional aspect, cleaning makes the classroom conducive for learning, providing a friendly environment, learning environment accommodates student's financial aspects, providing an environment of respect, having a comfortable environment, having interacting in class discus-

sion, using multimedia is not at all advantageous, helping classmates in the class, guiding students to study, doing responsibilities as school leaders, doing student's responsibility, respecting the rights and ideas of everyone, respecting one another.

There were also 39 incidents from teachers which comprise: providing necessary learning materials, providing fresh environment, learning environment is crucial in the classroom, creating an interdependence atmosphere, creating collaborative environment, doing everything to support their children, considering experience as part of learning environment, learning environment requires good ventilation, learning environment is well-ventilated, learning environment is hassle free, learning environment is comfortable, considering emotional aspect is relaxing, creating a clean environment, learning environment is a place where students learn, facilitating learning, encouraging students to listen in the discussion, giving appropriate questions, addressing children's questions, providing differentiated instruction, assessing students' weaknesses, assessing students' strength, giving questions, lessening time of learning, accepting reactions from the students, being prepared in the class discussions, being relaxed in approaching students, motivating students to participate in the class, knowing the students in the class, using multimedia in instruction, acting as a facilitator, performing teachers' responsibility, taking care students, being open to students, accepting reactions from the students, considering one's self as friend to students, creating ways for students' openness, going along with the students, creating plan in the class, being prepared while approaching in the class.

External stakeholders had 9 incidents: supporting students by joining the school's activities, supporting children's financial needs, supporting their children's need in studies, borrowing money from neighbors to support students, letting children understand the situation, having peaceful environment, giving importance to the role as guidance counselor, studying their lessons, comforting their children.

Administrators had 15 incidents which comprise: providing teachers with instructional materials, providing physical facilities, learning environment includes physical aspects, considering physical aspect is relaxing, advising teachers with their problems, comforting teachers with their problems, cooperating with the teachers, letting teachers to be open minded, letting teachers to be approachable, approaching teachers if there are problems, monitoring teaching strategies, letting teachers to be ready in the class, making teachers aware of their responsibilities, instructing teachers to maintain the cleanliness of the school, instructing teachers on the issuance of books.

From the 85 incidents seven initial codes emerged. Initial codes emerged through the process of grouping or categorizing incidents which are relevant to

each other. The emergence of focused codes was different from the initial since the researcher becomes more directive in this phase. The seven initial codes were: integrating teaching-learning strategies, sustaining a learning environment, establishing learning environment, building connections to students, doing one's responsibility, and providing students' needs.

Below is the table which categorizes the incidents that lead to the emergence of initial codes.

Table 2. Initial Coding Results

Incidents	Initial Coding
1. Providing necessary learning materials	Providing Students' Needs
2. Supporting students by joining the school's activities	
3. Supporting children's financial needs	
4. Providing teachers with instructional materials	
5. Supporting their children's need in studies	
6. Borrowing money from neighbors to support students	
7. Doing everything to support their children	
8. Providing physical facilities	
9. Letting children understand the situation	
10. Sharing food with classmates	
11. Cooperating with the group in the class	Promoting Harmonious Relationship
12. Working on harmonious relationship in the class	
13. Seeking companion	
14. Desiring good relationship with classmates	
15. Being a leader in the group	
16. Coordinating with students	
17. Following the rules and regulations in the class	
18. Advising classmates	
19. Learning environment includes emotional aspects for students	Establishing A Learning Environment
20. Providing fresh environment	
21. Learning environment accommodates physical aspects of the classroom	
22. Learning environment is crucial in the classroom	
23. Learning environment accommodates student's financial aspects	
24. Considering experience as part of learning environment	
25. Learning environment requires good ventilation	
26. Cleaning makes the classroom conducive for learning	
27. Having peaceful environment	
28. Creating an interdependence atmosphere	

Incidents	Initial Coding
29. Providing an environment of respect	Establishing A Learning Environment
30. Creating collaborative environment	
31. Having a comfortable environment	
32. Learning environment is well-ventilated	
33. Providing a friendly environment	
34. Learning environment is hassle free	
35. Learning environment is comfortable	
36. Considering physical aspect is relaxing	
37. Considering emotional aspect is relaxing	
38. Creating a clean environment	
39. Learning environment is a place where students learn	
40. Facilitating learning	Integrating Teaching-Learning Strategies
41. Encouraging students to listen in the discussion	
42. Giving appropriate questions	
43. Addressing children's questions	
44. Interacting in the class discussion	
45. Providing differentiated instruction	
46. Assessing students' weaknesses	
47. Assessing students' strength	
48. Giving questions	
49. Lessening time of learning	
50. Being prepared in the class discussions	
51. Being relaxed in approaching students	
52. Motivating students to participate in the class	
53. Knowing the students in the class	
54. Using multimedia in instruction	
55. Using multimedia in the class is not at all advantageous	
56. Giving importance to the role as guidance counselor	Doing One's Responsibility
57. Helping students in the class	
58. Acting as facilitator	
59. Performing teachers' responsibility	
60. Taking care of students	
61. Studying the lessons well	
62. Doing responsibilities as leaders	
63. Guiding students to study	
64. Doing student's responsibility	

Incidents	Initial Coding
65. Being open to students	Building Connections to Students
66. Advising teachers with their problems	
67. Respecting the rights and ideas of everyone	
68. Accepting reactions from the students	
69. Comforting teachers of their problems	
70. Considering one's self as friend to students	
71. Comforting their children	
72. Cooperating with the teachers	
73. Letting teachers to be open minded	
74. Creating ways for students' openness	
75. Moving along with the students	
76. Respecting one another	
77. Letting teachers to be approachable	
78. Approaching teachers if there are problems	
79. Monitoring teaching strategies	Sustaining A Learning Environment
80. Letting teachers to be ready in the class	
81. Making teachers aware of their responsibilities	
82. Creating plan in the class	
83. Instructing teachers to maintain the cleanliness of the school	
84. Instructing teachers on the issuance of books	
85. Being prepared while approaching in the class	

The data showed that 10 incidents directed to providing student's needs, 8 results to promoting harmonious relationship, 21 incidents were related to establishing a learning environment, 16 were categorized as integrating teaching-learning strategies, 9 were categorized as doing one's responsibility, 14 led to building connections to students, 7 were directed to sustaining a learning environment.

Focused/Selective Coding Results and the Emergence of Core Category

The emergence of focused codes was anchored to the constant comparison of the initial codes which led new categories. The researcher in the focused codes were more directive and selective. The initial codes were simplified and refined to use the most significant code overarching every property. Properties were grouped

according to their substance to evaluate and discover which of them explained or interpreted the empirical phenomenon. In the focused coding, properties and categories were delimited. Through development of theory bits and sorting of memos which were the products of deep thoughts, the potential core was identified.

The table below showed the categories of the initial codes which with emergence of the focused codes.

Table 3. The Emerging of the Focused Codes

Initial/Open Coding	Focused Coding	Core Category
1. Integrating teaching-learning strategies	Teaching Efficiently	Committing to Corporate Social Responsibility
2. Sustaining a learning environment		
3. Establishing Learning Environment		
4. Building connections to students	Learning Collaboratively	
5. Promoting harmonious relationship		
6. Doing one's responsibility	Performing Responsibilities	
7. Providing students' needs		

Category 1: Teaching Efficiently

This category has initial codes of integrating teaching-learning strategies, sustaining a learning environment, and establishing learning environment.

Teachers are working hard and developing their skills and talents to perform their duties and responsibilities efficiently. They continue schooling, attending conferences and trainings for their improvement and development. Teachers hone themselves to deliver teaching to students efficiently. Hence, effective teaching requires integrating learning strategies and sustaining a learning environment. Further, effective teaching is assisted with establishing learning environment. The focus of everyone in the school is to create a conducive learning environment to facilitate learning effectively.

Category 2: Learning Collaboratively

Learning collaboratively has an initial code of building connections to students, and promoting harmonious relationship.

Learning is the goal of every institution and the responsibility of everyone. Learning can be done not by a single individual but by the collaboration of the sig-

nificant persons in the school. When everyone works according to their function, learning could be facilitated easily. Learning collaboratively includes building connections to students. Collaboration of learning is when teachers, administrators, stakeholders, and learners build connections. Hence, the school should promote a child-friendly environment for the learners. When learners feel the acceptance and belongingness consequently, cooperation follows. Collaborative learning also involves promoting harmonious relationship. There is peace and comfort in a harmonious relationship. When learning is collaboratively done then everyone feels that there is harmony in the school. Collaborative learning requires cooperation and coordination and this can be done through the efforts of the actors in the school. When everyone promotes harmonious relationship and build connections to students a conducive environment for learning will be facilitated.

Category 3: Performing Responsibilities

Performing responsibilities has an initial code of Doing one's responsibility, and providing students' needs.

Every actor played a vital role in the school. Administrators, teachers, stakeholders, and students have functions which are necessary to the achievement of the objectives of the school. They have responsibilities to perform in order to make the classroom conducive for learning. Performing responsibilities is associated with doing one's responsibility. Teachers possess different roles to maintain the ease
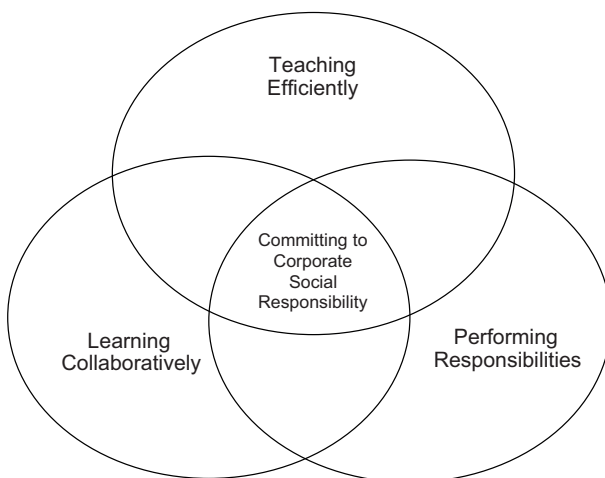

Figure 1. Emerged Conceptual Framework on "Committing to Corporate Social Responsibility.

and comfort of the school. They share their skills and expertise in every aspect to give student satisfaction. Further, performing responsibilities entails providing the needs of the students. Parents and other stakeholders have showed support to the needs of the students. They provide the students financially, morally, and spiritually. Moreover, teachers and administrators are also doing their part in providing the needs of the learners. Everyone in the school is performing according to their responsibilities to provide a learning environment conducive to the learners. They perform corporate social responsibility to establish learning environment conducive to 21st century learners.

Emergence of the Core Category – Committing to Corporate Social Responsibility

Constant comparative analysis was used to established analytic distinctions. Sequential comparisons of data helped the researcher in the emergence of theory phase by phase. From the incidents listed, 7 initial codes emerged, and these were categorized to form 3 focused codes and thereby emerged the core category thereafter.

Committing to corporate social responsibility is a state where every individual is working together leading to the achievement of the objectives of the organization. Everyone in the school has their own duties and responsibilities tied up to their job position. The positions that one has occupied determines the levels of their function being an employee. If everyone works according to their function, cooperate and coordinate with others, conducive learning environment will be attained. When the administrators, teachers, learners, and stakeholders are functioning corporately the environment of learning will be conducive and the objectives of the school will be attained.

Conclusions

Establishing a conducive learning environment requires the efforts of the administrators, teachers, stakeholders, and students. The bond of these individuals establishes a learning environment that would facilitate learning. The attainment of conducive environment for learning is accomplished when they commit to corporate social responsibility.

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