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Social Learning Practices and Student Engagement in a Private Higher Education Institution

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Abstract: This paper looked into the factors of social learning practices and the parameters of student engagement. The primary purpose of the research is to identify the connections between social learning practices and student engagement, as well as the independent and dependent variables. The study utilized the quantitative descriptive correlational design. The researchers gathered data from one hundred ten students (110) of a local private higher education institution. The data were collected using an approved questionnaire and were analyzed using the Descriptive Analysis and Pearson's Correlational Coefficient (r) statistical tool. The study's findings showed that the institution manifested its learning practices in terms of social learning practices. The result implied powerfully demonstrated learning practices, meaning it has an outstanding strategy and structure contributing to student involvement and internal practices. The study also revealed that the drivers of student engagement highly engaged the respondents. The result suggested that higher student engagement may boost students' dedication and involvement, which fosters a collaborative learning environment for students' success and institutional sustainability. The correlational analysis showed a strong positive relationship between social learning practices and student engagement. The study further suggested that a positive learning environment and practices will increase student engagement. Researchers recommend further research in the academic area for future researchers.

Index Terms **- Social learning practices, student engagement, private higher education**

I. INTRODUCTION

Student engagement in the learning process is a crucial challenge that educators have wrestled with for a long time. Moreover, social learning is often portrayed as a passive process of copying and trusting others. Considering that our education system here in the Philippines has evolved, it has also been recognized that the traditional teaching and learning process of instruction may only be the most effective approach for some students. Students have accepted different teaching practices that have influenced their engagement in school activities and involvement. Therefore, understanding social learning and teaching through a typical conceptual perspective, inferential social learning, explains how human awareness supports acquiring and communicating theoretical knowledge (Gweon, 2021).

Student engagement and loyalty are equivalent to a fruitful and positive academic outcome. Snijders et al. (2020) stated that affective commitment and conflict influence student engagement in absorption, dedication, and vigor. Student engagement is a relevant factor in the success of students enrolled in higher education. A study by Tani et al. (2021) said that global motives, intentions, and reasons for engagement significantly affect engagement. Additionally, Casan-Nuñez (2021) posited that student engagement was attributed to a positive learning environment.

Educators in the 21st century must understand that students are not merely obedient receivers of knowledge and information but active participants in their education. As stated in the study of Ahmed and Khan (2024), the convergence of psychological, pedagogical, and societal influences in recent decades has laid the groundwork for present social education theory, practice, and research. Learning practices involving techno-pedagogical articulation also help transform the pedagogical practice and lead to the students' integral formation (Palmera & Senior-Naveda, 2024). According to Xianggang (2023), the effectiveness of various pedagogical practices in online learning platforms is in keeping with the changing nature of online education.

Social learning practices strengthen educators in encouraging and transpiring total involvement of students through collaboration, communication, active learning, and collaborative experiences (Seifert, 2016). In the study of Evangelou (2023),

innovative teaching practices, if applied in the context of the learner-centered approach, will have significant advantages, such as focusing on students' needs, making the lesson more engaging, and enhancing students' self-confidence and collaborative skills. It offers the potential to open up curiosity and motivation within students, leading to more robust engagement and rewarding student involvement.

The study of de Borba et al. (2020) highlights the importance of learning practices as a factor that will affect student engagement and establish connections between students and professors in an active learning process. Another study by Pedler et al. (2020) cited that student engagement is considered malleable, a multi-dimensional construct that combines behavioral, emotional, and cognitive engagement. Their study revealed that teaching tends to hold disparate student engagement conceptualizations. In addition, research by Reeve et al. (2020) offered a conceptualized engagement model to explain academic progress better. Their study stated further that engagement represents students' constructive judgment of the flow of instruction they receive, and these proactive, purposive, and reciprocal actions are integral both to academic progress and to the shaping of a more supportive learning environment.

According to Rodrigues and Koubek (2019), applied learning, collaborative assignments, understanding diverse points of view, and constructive feedback on assignments are essential to engagement and learning. Moreover, only self-efficacy in active learning spaces positively predicted student-centered strategy use. Findings have challenged the presumption that proficient faculty will feel successful in any space and warrant the development of policies and training that consider pedagogy and space in the learning environment (McDavid et al., 2018).

Seeing these previous studies conducted, the researcher aimed to look further into the relationship between social learning practices and student engagement, specifically in academic involvement. Existing studies iterated it as crucial, yet the factors influencing student engagement in academic activities still need to be discovered (Xerri et al., 2017). This study will address this breach in knowledge by investigating the influence of student connectedness, motivation to study, and perception of students' learning practices in their engagement in academic activities. Given the demand for more information on the subject, it is necessary to recognize the relationship between learning practices and student engagement in the local context of higher education institutions. The study aims to contribute knowledge on effective teaching and learning practices that will help empower educators and provide students with a dynamic and engaging educational experience. In order to accomplish this, the study explored the dimensions of social learning practices and the drivers of student engagement in academic research.

Statement of the Problem

The study aimed to determine the relationship between social learning practices and student engagement. Specifically, it aimed to provide answers to the following questions:

1. What is the respondents' assessment on social learning practices in a private higher education institution in terms of;
   1.1 attention;
   1.2 retention;
   1.3 reproduction; and
   1.4 motivation?

2. What is the level of student engagement in the private higher education institution in terms of;
   2.1 social interaction; and
   2.2 collaboration?

3. Is there a significant relationship between social learning practices and student engagement in a private higher education institution?

Hypothesis

HO1: There is no significant relationship between social learning practices and student engagement in academic research involvement.

Theoretical framework

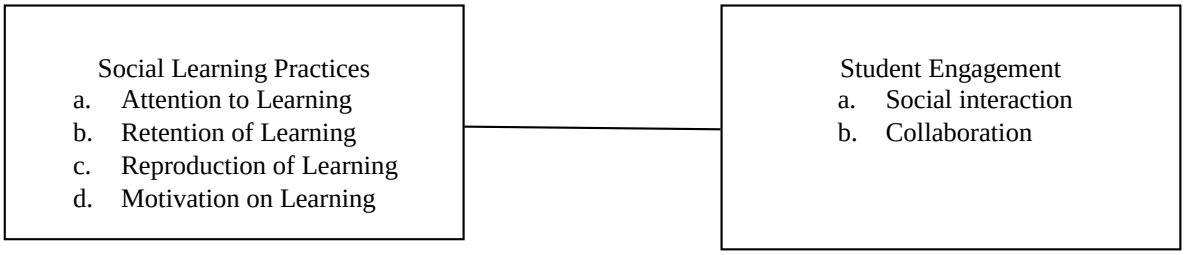
This study is anchored on Albert Bandura's Social Learning Theory (1977). The theory suggests that observation and modeling play primary roles in how and why people learn. Bandura's theory goes beyond the perception that learning results from direct experience with the environment. The theory posits that learning does not occur passively. Therefore, attention, retention, reproduction, and learning motivation are needed to benefit from social learning practices.

This study is also anchored on Lev Vygotsky's Student Engagement Theory (1978). The theory focuses on the role of the environment in students' learning processes by encouraging social interaction and collaboration. According to Vygotsky, learning occurs through interactions with more knowledgeable peers and adults.

Figure 1 presents the interaction between social learning practices (independent variable) and its dimensions: attention to learning, retention of learning, reproduction of learning, motivation for learning, and student engagement (dependent variable), specifically social interaction and collaboration. Connecting the variables and their components portrays the relationship between social learning practices and student engagement.

Figure 1

The Schematic diagram showing the interplay of the independent variables; attention to learning, retention of learning, reproduction of learning and motivation on learning, and the dependent variables: social interaction and collaboration.



Social learning plays a critical role in educational institutions. Research describes social learning in terms of social competence and social interactions (Johnson, 2021). Siyuan et al. (2023) describe social learning as a critical theory that offers a theoretical framework for understanding the part of human intervention in learning and can shed light on the underlying mechanisms of students' social learning behaviors, such as engagement and collaboration. In identifying the level of social learning practices, one needs to understand the factors of attention, retention, reproduction, and Motivation.

Attention to learning practices is the students' awareness of the social factors contributing to shaping the students' education. Buhler (2024) described attention as a critical factor for successful learning, with research indicating strong associations between (in)attention and learning outcomes. According to Chen et al. (2024), learning-related attention is one of the most crucial factors influencing learning.

Next is retention to learning, which is the ability of students to memorize and recall the knowledge acquired through the learning process. In the study of Valderama and Oligo (2021), retention is defined as the ability to retain information in the mind, either in short-term or long-term memory, and it is emphasized that memory in the long term is ideal.

Reproduction of learning is the ability of students to replicate and demonstrate the knowledge acquired in the learning discussion. In a study by Krafczyl et al. (2021), reproduction or reproducibility is obtaining consistent results using the same input of knowledge and the condition of interpretation. Krafczyk and his colleagues stated that the generation and dissemination of reproducible learning is an important, even essential, step for assessing the scientific correctness of information. However, it must support transparency and verifiability,

Lastly, Motivation to learn is the desire of students to engage in the learning process. According to Uddiniyah and Sifia (2019), Motivation can stimulate students to achieve learning goals in school. Furthermore, Gomes et al. (2018) suggested that to be successful, students should be motivated, as an attempt to allegiance is necessary to overcome the trials and tribulations many of them experience.

Student engagement is necessary to the learning process and must be fully understood. According to Pedler et al. (2020), student engagement is a malleable, multidimensional construct that combines behavioral, emotional, and cognitive engagement. This research will explore student engagement factors, including social interaction and collaboration.

Social interaction is a dynamic and reciprocal exchange of actions, behaviors, and communications between two or more individuals. According to Ellinger et al. (2023), social interaction is connected with many effects on the psychological level of children, such as mental health, self-esteem, and executive functions. Additionally, social interaction has many positive impacts. There are also negative impacts, including social interaction between students or academic performance, which need to be improved or occur during lectures (Ali et al., 2022).

Collaboration, on the other hand, is the coordination of efforts and ideas for a common goal. A study by Ellis et al. (2019) found that collaboration is an increasingly important and challenging skill for students to develop. In addition, collaboration has been continually emphasized and highlighted in assessing students' learning experiences (Han & Ellis, 2021).

II. METHODOLOGY

The study employed a descriptive correlational design to recognize the connection between the independent and dependent variables and give static descriptions of situations. A descriptive correlational study is appropriate for demonstrating how one phenomenon can be related to other instances where the researchers have no control over the independent variables (Seeram, 2019).

The researchers conducted the study in Valencia City, Bukidnon, particularly at the Philippine College Foundation. The respondents of the study are Business Administration students. They are considered respondents as their involvement and performance are the determining factors for crucial decisions in academic research involvement. The study employed 120 students as respondents. The researchers provided the respondents with privacy and safety guarantees regarding information security following proper ethical standards. Before gathering data, the researcher sought approval from the participating institution and gave the respondents consent forms to participate in the study. Moreover, the researchers ensured that this research study could cause no potential harm to the respondents, whether legal, social, physical, or psychological.

The primary data for the study were collected through a survey using researcher-made questionnaires. The questionnaire has undergone validation and reliability tests with a score index of 0.960, which means it has a very high level of internal consistency. The questionnaire comprised two (2) parts. The first part gave data on determining the respondents' social learning practices assessment. The second part, on the other hand, provided data to identify student engagement. The results from the survey instrument are summarized and tabulated according to a 4-point Likert Scale, 4=extremely manifested to 1=not manifested at all,

on Social Learning Practices that determined the degree to which the respondents rate the quality of a given statement. The equivalent interpretation of the scoring guide for the Social Learning Practices was 4=strongly demonstrated to 1=not demonstrated. Additionally, a 4-point Likert Scale, 4=strongly agree and 1=strongly disagree, was used on Student Engagement to understand the level of the respondent's agreement with a given statement. The equivalent interpretation of the scoring guide for student engagement was 4=highly engaged to 1=not engaged.

The statistical analysis used was descriptive statistics to determine the assessment of social learning practices and the level of student engagement. On the other hand, Pearson's correlation coefficient (r), a statistical tool for identifying the relationship between social learning practices and student engagement, the dependent and independent variables, respectively, was used.

IV. RESULTS AND DISCUSSION

1 Assessment of Social Learning Practices

The study looked into the relationship between social learning practices and student engagement in a private higher education institution, considering the four (4) indicators of social learning practices: attention to learning, retention of learning, reproduction of learning, and motivation for learning. Also, the two parameters for student engagement includes social interaction and collaboration.

Table 1.1: Assessment of Social Learning Practices in terms of Attention to Learning

	Attention to Learning	Mean	SD	Interpretation
1	I actively participate in group discussion during the lessons	3.564	0.628	Strongly demonstrated
2	The class activities encourage participation and interaction with classmates	3.491	0.632	Strongly demonstrated
3	I felt comfortable expressing my opinions and ideas in front of the class	3.636	0.570	Strongly demonstrated
4	The instructor facilitated opportunities for peer-to-peer learning and interaction	3.564	0.599	Strongly demonstrated
5	I enjoyed working with classmates on group projects and assignments	3.573	0.598	Strongly demonstrated
6	The class environment fostered a sense of community and teamwork	3.582	0.548	Strongly demonstrated
7	I found value in listening to and learning from my classmates' perspectives	3.645	0.584	Strongly demonstrated
8	The instructor promoted an inclusive environment where everyone felt welcome to participate	3.473	0.631	Strongly demonstrated
9	I engaged in meaningful conversations with my peers related to the lesson	3.645	0.535	Strongly demonstrated
10	I feel that involvement enhanced my learning experience in class	3.418	0.626	Strongly demonstrated
	Overall	3.559	0.595	Strongly demonstrated

Legend:

	Scale	Assessment of Social Learning Practices
4	3.25 – 4.00	Strongly Practiced
3	2.50 – 3.24	Mostly Practiced
2	1.75 – 2.49	Slightly Practiced
1	1.00 – 1.74	Not Practiced

As shown in Table 1, social learning practices in terms of attention to learning are strongly demonstrated. This result suggests that attention to learning is emphasized within the institution. In this social learning practices indicator, the statement "I found value in listening to and learning from my classmates' perspective," with a mean and standard deviation of (M=3.645, SD=0.584), is the highest factor in an institution, which indicates strongly demonstrated. On the other hand, the statement "I feel that my involvement enhanced my learning experience in class," with a mean of (M=3.418, SD=0.626 is the lowest, indicates powerfully demonstrated.

According to the study of Canpolat, Kuzu, Yildirim, and Canpolat (2015), the cognitive approach included paying attention, taking down notes, building relationships and likeness, asking questions, integrating information, making conclusions, obtaining key points, and setting a purpose; affective approach included appear in classes on time, being motivated, staying undisturbed, and enjoying the discussion; and psychomotor-based approach included being universal, following down with both the head and eyes,

making eye connection, generating a response, sitting up straight, and paying attention to actions, facial expressions, tone of voice, and stresses in speech are impactful in a learning environment.

Additionally, the study of Andersen, Ronningen, and Lohre (2019) pointed out that peers are a significant resource in the components of academic and social connectedness. It means that students' discussions create a healthy learning environment.

Table 1.2: Assessment of Social Learning Practices in terms of Retention of Learning

	Retention of Learning	Mean	SD	Interpretation
1	I feel confident that I will remember the key concepts from our lessons	3.255	0.656	Strongly demonstrated
2	The instructor used effective techniques to help us remember important information	3.536	0.553	Strongly demonstrated
3	The class activities facilitated my retention of the material	3.455	0.585	Strongly demonstrated
4	I actively reviewed and practiced the information after the lesson	3.273	0.589	Strongly demonstrated
5	The instructor provided useful tips for retaining the material long-term	3.536	0.585	Strongly demonstrated
6	I believe I can recall the information when needed in future assessment	3.209	0.622	Mostly demonstrated
7	The lesson content was organized in a way that aids memory retention	3.373	0.619	Strongly demonstrated
8	I feel motivated to continue studying and reinforcing what I have learned	3.445	0.584	Strongly demonstrated
9	The instructor encouraged us to make connections between new and prior knowledge, aiding retention	3.573	0.582	Strongly demonstrated
10	I am confident in my ability to retain and apply the knowledge from this lesson	3.409	0.625	Strongly demonstrated
	Overall	3.406	0.600	Strongly demonstrated

Table 1.2 shows that retention in learning in a higher education institution is strongly demonstrated. Respondents in the study viewed the statement "I believe I can recall the information when needed in future assessment" as moderately demonstrated, with a mean and standard deviation of (M=3.209, SD=0.622), which means they can recall information not all the time. However, the rest of the indicators are strongly demonstrated.

A study by Vogel & Schwabe (2016) indicates that stress may hamper updating memories in the light of new information and induce a shift from a flexible, 'cognitive' form of learning towards a relatively rigid one. It may lead to difficulties with learning and remembering. Moreover, students can have long-term memory and preserve learning to locate, identify, and accurately retrieve it in the future. However, there is a "Forgetting Curve" that demonstrates that 70% of information is lost within 24 hours (Akpan, Notar & Beard, 2019).

Table 1.3: Assessment of Social Learning Practices in terms of Reproduction of Learning

	Reproduction of Learning	Mean	SD	Interpretation
1	I am capable of explaining the key concepts covered in the lesson to someone else	3.245	0.638	Mostly demonstrated
2	The instructor encourage us to actively discuss and share our understanding with peers	3.482	0.631	Strongly demonstrated
3	I can confidently apply the learned concepts to solve related problems	3.309	0.646	Strongly demonstrated
4	The class activities helped me practice and reinforce what I have learned	3.482	0.617	Strongly demonstrated
5	I believe I can reproduce the information accurately in future assessments	3.355	0.644	Strongly demonstrated
6	The instructor provided opportunities for us to present our understanding to the class	3.509	0.602	Strongly demonstrated
7	I feel prepared to teach others about the material covered in the lesson	3.309	0.617	Strongly demonstrated
8	The group discussion facilitated my ability to articulate and reproduce knowledge	3.373	0.633	Strongly demonstrated
9	I have developed a clear understanding of how to apply the concepts in various contexts	3.382	0.606	Strongly demonstrated

10	I am confident in my ability to reproduce and utilize the knowledge gained from the lesson	3.373	0.648	Strongly demonstrated
	Overall	3.382	0.628	Strongly demonstrated

Table 1.3 shows that the Reproduction of Learning is strongly demonstrated in the organization. Indicators are viewed as "strongly demonstrated," which means the social learning practice is evident in the institution. However, "I am capable of explaining the key concepts covered in the lesson to someone else" with a mean and standard deviation of (M=3.245, SD=0.638) is only moderately demonstrated. It means that the reproduction of learning is not always highly present.

A study indicated how knowledge is commonly established when students interact with others and their environment. It further revealed the main factors that play significant roles in knowledge construction and reproduction, such as social interactions, social relationships and connections, knowledge relevance, and its social entities (Chang, 2018).

Additionally, Ku and Phillipson (2015) claim that the nature of knowledge construction and reproduction is purposeful and dynamic to help students reason about subject knowledge critically and independently. Moreover, it further emphasizes the integration of new information with prior knowledge, metacognitive controls, and strategic use of cognitive skills.

Table 1.4: Assessment of Social Learning Practices in terms of Motivation on Learning

	Motivation on Learning	**Mean**	**SD**	**Interpretation**
1	The instructor's enthusiasm for the subject matter inspired me to engage in classes	3.573	0.627	Strongly demonstrated
2	I feel motivate to participate in the lesson	3.445	0.658	Strongly demonstrated
3	I found the lesson content personally interesting and relevant	3.473	0.601	Strongly demonstrated
4	I felt challenged in a way that motivated me to learn and improve	3.445	0.658	Strongly demonstrated
5	The instructor provided positive feedback that encouraged my motivation to learn	3.536	0.631	Strongly demonstrated
6	The learning environment was supportive and conducive to my motivation	3.500	0.632	Strongly demonstrated
7	I felt a sense of accomplishment when mastering new concepts or skills	3.473	0.586	Strongly demonstrated
8	I am motivated to continue learning about the topic outside the class	3.473	0.646	Strongly demonstrated
9	Setting clear goals motivated me to stay focused	3.555	0.615	Strongly demonstrated
10	I am motivated to succeed and excel in this course	3.600	0.594	Strongly demonstrated
	Overall	3.507	0.625	Strongly demonstrated

Table 1.4 illustrates that motivation towards learning is strongly demonstrated with a mean and standard deviation of (M=3.507, SD=0.625). This means that motivation is always prevalent among the respondents.

Hawthorne (2021) stated that motivated students are likelier to achieve their potential and succeed. Motivation is an important element in effective teaching and learning. It not only yields more positive behavior in students, but it also contributes to a greater sense of well-being. Moreover, Wardani et al. (2020), cited that elements that influence learning motivation include aspirations, the ability of citizens to learn, the conditions of teaching citizens, and the atmosphere of the learning environment. It underscores the inspiring role of a positive climate in cultivating motivated students.

Table 1.5: Summary of the Assessment of Social Learning Practices

	Social Learning Practices	**Mean**	**SD**	**Interpretation**
1	Attention to Learning	3.559	0.494	Strongly demonstrated
2	Retention of Learning	3.406	0.485	Strongly demonstrated
3	Reproduction of Learning	3.382	0.524	Strongly demonstrated
4	Motivation of Learning	3.507	0.526	Strongly demonstrated
	Overall	3.464	0.507	Strongly demonstrated

Table 1.5 summarizes the assessment of social learning practices. It shows an overall mean and standard deviation of (M=3.464, SD=0.507), which is strongly demonstrated. Additionally, attention to learning has the highest mean and standard deviation (M=3.559, SD=0.494). This means that social learning practices are strongly manifested in higher education institutions.

In a study by Keller, Davidesco & Tanner (2020), they consider having strong attention may help us better understand the variety of ways in which students pay attention in the classroom and how different teaching strategies can guide students' attention. Importantly, by guiding attention in the classroom, educators can orient students to external content and direct students' attention internally toward their ideas and reflections.

Moreover, according to Lodge & Harrison (2019), increasing our understanding of fundamental attentional processes and how they influence learning in the complex social world will allow educators to develop strategies and tactics for helping students manage their attention better. It means students give voluntary attention to the learning environment, especially involving critical areas in technology, that will help them create and exploit the process.

2 Evaluation of Student Engagement

Table 2.1: Evaluation of Student Engagement in terms of Social Interaction

	Social Interaction	Mean	SD	Interpretation
1	I actively participate in group discussion during the lessons	3.355	0.711	Highly Engaged
2	The class activities encourage participation and interaction with classmates	3.491	0.617	Highly Engaged
3	I felt comfortable expressing my opinions and ideas in front of the class	3.245	0.706	Moderately Engaged
4	The instructor facilitated opportunities for peer-to-peer learning and interaction	3.500	0.632	Highly Engaged
5	I enjoyed working with classmates on group projects and assignments	3.309	0.701	Highly Engaged
6	The class environment fostered a sense of community and teamwork	3.400	0.594	Highly Engaged
7	I found value in listening to and learning from my classmates' perspectives	3.409	0.654	Highly Engaged
8	The instructor promoted an inclusive environment where everyone felt welcome to participate	3.464	0.631	Highly Engaged
9	I engaged in meaningful conversations with my peers related to the lesson	3.327	0.651	Highly Engaged
10	I feel that social interaction enhanced my learning experience in class	3.409	0.579	Highly Engaged
	Overall	3.391	0.648	Highly Engaged

Legend:

	Scale	Evaluation of Student Engagement
4	3.25 – 4.00	Extremely Engaged
3	2.50 – 3.24	Engaged
2	1.75 – 2.49	Not Engaged
1	1.00 – 1.74	Very Much Not Engaged

Table 2.1 illustrates the student engagement in terms of social interaction. In this variable, the statement "I felt comfortable expressing my opinions and ideas in front of the class," with a mean and standard deviation of (M=3.245, SD=0.706), which showed moderate engagement, is the lowest. The rest of the statements are rated highly engaged.

The result of moderate expression can be explained in the study of Al-Khouja, Weinstein, Ryan & Legate (2022), which found that consistent demonstration of authentic expression was associated with positive need satisfaction and well-being outcomes. If students need to do so, they will be assertive to express their motives.

Furthermore, having a high manifestation of social interaction among students means there is active participation. A study by Hurst, Wallace & Nixon (2015) revealed that students perceived that social interaction improved their learning by enhancing their knowledge, critical thinking, and problem-solving skills. In addition, social interaction, specifically peer connection, is only exerted as a secondary effect on distinguished learning, unlike social impact with a direct effect (Chung & Pan, 2023). It means that in student engagement, social interaction directly affects student learning.

Table 2:2 Evaluation of Student Engagement in terms of Collaboration

	Collaboration	Mean	SD	Interpretation
1	I actively collaborated with classmates on group projects	3.573	0.613	Highly Engaged
2	There are opportunities for collaborative learning activities	3.500	0.554	Highly Engaged
3	I feel supported by my classmates when working together on tasks	3.427	0.697	Highly Engaged
4	We are encouraged to have open communication and collaboration with classmates	3.545	0.569	Highly Engaged
5	There is effective collaboration between teachers and students in addressing questions and concerns	3.518	0.617	Highly Engaged
6	I appreciated the feedback and guidance provided by instructor during collaborative activities	3.609	0.592	Highly Engaged
7	Collaboration with classmates helped me gain new insights and perspectives	3.536	0.570	Highly Engaged
8	Collaboration with teachers and peers enriched learning experience	3.655	0.566	Highly Engaged
	Overall	3.545	0.597	Highly Engaged

Table 2.2 illustrates the overall mean and standard deviation of collaboration in student engagement (M=3.545, SD=0.597), which indicated high engagement. It means frequent and meaningful interdependence among group works. It further implies high support and sharing among students for common goals.

Similar to the findings of Baanqud, Samarrie, Alzahrani & Alfarraj (2020), our research underscores the positive impact of collaboration on students' cognitive engagement, knowledge sharing, and reflective thinking, which in turn influences their knowledge construction. Furthermore, a survey on collaborative learning and academic performance revealed that the highest benefits are seen in the promotion of interaction. When students perceive collaboration as extensive and helpful, it leads to both individual and collective benefits (Ronfeldt, Farmer, McQueen, & Grissom, 2015).

Table 2.3: Summary of the Evaluation of Student Engagement

	Indicators	Mean	SD	Interpretation
1	Social Interaction	3.391	0.519	Highly Engaged
2	Collaboration	3.545	0.503	Highly Engaged
	Overall	3.468	0.511	Highly Engaged

As shown in Table 2.3, student engagement has an general mean and standard deviation of (M=3.468, SD=0.511), which indicates that students are highly engaged. This result means that students are actively involved, motivated, and invested in the learning process.

The study by Xerri et al. (2017) stated the importance of developing positive relationships and communicating a clear sense of purpose to students to improve their engagement in academic activities and optimize perceptions of workloads. It likely defines how students' motivation and peer interaction can increase their engagement.

Additionally, the intermediate elements of identity and sense of belonging, which develop in the interaction between individual and collaborative dimensions as a long-term process and affect engagement (Korkohen, Mattson, Inkinen & Toom, 2019).

3 Test of Significance

Table 3:1 Test of significant relationship between Social Learning Practices and Student Engagement of a private higher education institution

		Dependent Variable: Student Engagement		
Independent Variable	n	Correlation coefficient	p-value	Remark
Social Learning Practices	110	0.864**	0.000	Significant

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

Table 3.1 demonstrates a statistically significant relationship between the independent and dependent variables. Specifically, the figure showed a strong positive relationship between social learning practices and student engagement (r=0.864, p=0.000). It also denotes the p-value (0.000), which is less than the significance level. Hence, the null hypothesis is rejected. In assessment, as the social learning practices increase, student engagement also increases. Therefore, the two variables are strongly related to each other.

A study revealed that although many variables need to be considered, students who are satisfied with the learning environment report to have higher engagement (Garcia, 2022). Additionally, in online learning, the social presence can affect the student's learning engagement (Miao & Ma, 2022).

Moreover, findings in the study of Raza, Qazi, and Umer disclosed that chronicle-based learning augments student engagement and a noteworthy and positive relationship between case-based learning and all four engagement features, i.e., behavioral, emotional, cognitive, and agentic engagement.

Conclusion and Recommendation

The study found that Bandura's social learning practices in a private higher education institution were strongly demonstrated. It implies that the institution always practices attention, retention, reproduction, and motivation in learning practices. Vygotsky's student engagement parameters have kept students highly engaged, suggesting that social interaction and collaboration within the institution are reasonable and consistently practiced. Findings of Bandura's social learning practices and Vygotsky's students' engagement were a basis for concluding a strongly positive relationship between social learning practices and student engagement. It implies that the relationship between social learning present and practiced by students and the student engagement factors that engage students is always practiced and seen in a private higher education institution.

Educational institutions may use the findings of this study to review their teaching styles and for the internal assessment and enhancement of their organization. The study recommends that the administration, especially the educators, enhance the teaching environment to foster a more positive atmosphere and practices that will encourage highly expressive students and not shy away from constructing ideas from the learned knowledge and skills. Moreover, institutions should present a more interactive teaching style to inspire students to practice and showcase the concepts and ideas learned. The results revealed by the study could enhance and improve the reproduction of learning in social learning practice and social interaction in student engagement.

Additionally, there is an opportunity for knowledge-based research on creating an increased student engagement program for institutions. It could develop from a more extensive analysis of how administrations have handled student engagement and created successful methods for improvement. It might also be advantageous for academic community research and other industries.

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