

Mismatch or alignment?

Exploring Social Studies students' expectations, experiences, and educational outcomes in higher education

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Abstract: Student expectations are crucial in shaping academic engagement, learning experiences, and eventual success in higher education. This study examines how expectations align with actual experiences among Bachelor of Secondary Education major in Social Studies (BSEd-SocStud) students at Jose Rizal Memorial State University (JRMSU), Dapitan City, Philippines. Employing a multi-method approach, this research combines descriptive quantitative analysis of students' socio-economic characteristics with thematic analysis highlighting gaps in their expectations and experiences in four key areas: instructors, administration, school environment, and subjects. Results indicate that most students met their expectations, particularly regarding instructional quality and academic support. However, unmet expectations emerged in areas such as limited institutional support for online learning, inconsistent classroom facilities, and perceived discrimination. Notably, students whose expectations were fully met exhibited higher academic performance, including better GPAs and licensure examination outcomes. Full-time students and those who independently chose Social Studies as a specialization demonstrated more realistic expectations. In contrast, students from lower-income brackets displayed a more pragmatic approach to academic challenges. The findings highlight the critical role of expectation management in shaping student success and institutional strategies for improving learning experiences.

Keywords: student expectations, actual experiences, academic performance, licensure examination, Social Studies education

Introduction

In the Filipino culture, oftentimes, students' choice of enrolling programs in college or university is influenced by their parents, peers,

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personal choice, or significant other. To whomever they attribute their choice, it is thought to be a factor in setting realistic expectations for their academic performance and future achievement. Amidst the factors that influence their choice, they keep going and develop their expectations of their professors, school administration, subjects, and school environment and match them with actual experiences.

When expectations are unmet, students usually attribute and characterize their performance to their professors instead of their high expectations (Graces-Ozanne & Sullivan 2014). Awang et al. (2014) pointed out that there were differences in students' expectations and experiences, where most of these expectations were hardly met, creating a gap with what the institution promised to offer (de Moraes et al. 2019). Transitioning from high school to higher education created varying student expectations, such as viewing teaching as student-focused, teacher-focused, or similar in high school (Hassel & Ridout 2018). Some of their expectations on teaching and learning are suitable. In contrast, others are uncertain, which creates unrealistic expectations and recommends the significance of the presentation of course module expectations during orientation (Tomlinson 2023). Addressing and understanding students' expectations are also considered to influence their educational motivation, behavior, and achievement. These expectations are crucial in their learning approaches and strategies as they start university classes and eventually transition from one level to another. Dissatisfaction could ensue when there is an issue with clarity during the foundation year that includes their subjects and programs against students' expectations (Ariffin 2022; Keane 2023; Goldring et al. 2018).

While literature strongly suggests that students' expectations and whether these were appropriately experienced influence their academic behavior and achievement in higher education institutions (HEIs), it is also interesting to note the trends in their selected socio-economic characteristics against whether expectations met with actual experiences. This trend is important for academic institutions to improve inclusivity among students by targeting groups with unmet, partially met, or mixed expectations. Furthermore, the literature did not have an explicit objective in looking beyond the gaps on what they expect from HEIs, such as how it might influence achievement after graduation, such as taking licensure examinations. Tomlinson et al. (2022) also suggested that additional investigation can be conducted using a qualitative perspective on students' expectations towards

teaching and learning separately. With qualitative perspectives, students' expectations and actual experiences are not limited to pre-structured responses. Furthermore, while these studies provide insights on the topic, they lack a focus on Social Studies education and localized university settings.

For the past years, students' enrollment in the College of Education at Jose Rizal Memorial State University (JRMSU), Dapitan City, Philippines, has a fluctuating trend, particularly in its Bachelor of Secondary Education major in Social Studies (BSEd-SocStud) program. For the past five years, the first-semester enrollment in SY 2019-2020 was recorded at 110 students and reached its peak at 149 students in the first semester of SY 2021-2022 and eventually decreased to 108 students in the first semester of SY 2023-2024. Graduates of the program can testify well to their experiences during their stay in the institution and the gaps between these experiences and expectations. These experiences, in turn, can navigate to those who plan to enroll in the program. Additionally, the significance of their expectations and experiences can be better investigated to determine whether the gaps between them can reflect passing the licensure examination and be described by their selected socio-economic characteristics. Hence, this study attempted to describe the JRMSU BSEd-SocStud students' family monthly income, status as a student, reasons for choosing the program, academic performance, and licensure examination for teachers (LET) results, and determine the trend of these characteristics against whether their expectations met with actual experiences.

Methodology

The study applied a multi-method approach to research to address its objectives. It used descriptive quantitative research to describe the selected socio-economic characteristics of the students. The second method was descriptive qualitative with thematic analysis to explore the students' expectations and actual experiences. Thematic analysis followed Braun and Clarke's (2006) six-phase framework. The primary researcher conducted the initial coding process independently, identifying recurring patterns across the data. Codes were then grouped into overarching themes through an inductive approach, allowing patterns to emerge organically from the data. To enhance the reliability of the coding process, a secondary researcher reviewed a subset of transcripts, and discrepancies were resolved through discussion.

Themes were refined iteratively until consensus was reached, ensuring they accurately represented the participants’ experiences. A questionnaire checklist using Google form was used to gather the profiles of the students, while an interview was conducted to explore the expectations and actual experiences of the students. For a period of three months, the study involved 27 student-participants who were graduates of BSEd-SocStud. Consistent with qualitative research standards emphasizing depth over generalizability, data saturation was considered when no new themes emerged from additional interviews after the 27th participant, indicating that the dataset was sufficient to capture the range of participants’ experiences (Guest, Bunce, & Johnson 2006). While the findings are not meant to be generalized, they offer valuable insights into the expectation-experience alignment within Social Studies education at JRMSU. These students graduated from 2019-2022 in the BSEd-SocStud program [as they were expected to take the licensure examination], enrolled in JRMSU for their entire college years, have access to the internet, and are willing to participate. Codes were used to conceal the identity of the students, such as P1 – P27, to represent the first to 27th participants and a consent form was sought. The researcher's background in Social Studies education provided valuable insights into participants’ experiences. Open-ended, non-leading interview questions were used to minimize potential bias, allowing participants to share their narratives freely. Additionally, reflexive journaling was maintained throughout the research process to critically assess potential influences on data interpretation.

Results and discussions

Two themes emerged for the students’ expectations and actual experiences towards their instructors or professors, school administration, and subjects, while three themes came out for the school environment. Across all themes, 101 codes were created.

Themes	Expectations – Codes	Actual Experiences – Codes
	Instructors/Professors	
Teaching Approach and Competency	Knowledgeable	Set High Learning Standards
	Master the lessons	Offered Productive and Meaningful Learning
	Possesses Rich in Teaching Strategies	Experienced and Knowledgeable
		lenient approach to

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Themes	Expectations – Codes	Actual Experiences – Codes
		grading
		Competent and parent-like
		Inspiring for the best
Teacher-Student Relationship and Professional Conduct	Provide quality education	Limited support for online learning
	Show Excellence in the Profession	Provided Fun learning
	Aim for Student's Growth	Showed Approachability and Friendliness
	Love for Students	Showed empathetic professionalism and Dedication
	Provide Meaningful Learning	Unapproachable
	Engage the classes	Discriminating
	Provide an Inclusive Learning Environment	
	Motivate Students	
	Strict	
	Show commitment to lessons and values	
	Serve as Parents	
	Possess Good personal Qualities	
	Administration	
Academic Quality and Support	High Standard Education	Limited support for online learning
	Support faculty development	Provided fun learning
	Open and Supportive to Students	Organized and conducive learning environment
	Create a Safe and Inclusive Learning Environment	Ensured student safety and security
	Promote Stakeholders' engagement	Strived to improve institutional quality
	Deliver Right Services	Provided smooth and organized transactions
	Provide Important Updates	Slightly satisfied
		Provided opportunities for financial and personal growth
		Supported holistic

Themes	Expectations – Codes	Actual Experiences – Codes
		student development
Administrations and Professional Conduct	Good management Skills	Showed empathetic professionalism and Dedication
	Well-mannered	Unapproachable
	Efficient Resources Management	Became a trusted friend
		Administration upholds high standards
		Administration meets expectations
		Highly satisfied with the administration
		Creates peaceful leadership through projects
		Administration performance is acceptable
	School Environment	
Quality of Social Environment	Safe, secure, friendly, and supportive of students	Lot of experiences
	Healthy environment	Friendly environment
	Inclusive, and inspiring environment	Sense of belonging
	Peaceful environment	Peaceful and harmonious
		Fun-filled
		less satisfied
Inclusivity and Diversity	Accommodating and friendly environment	Accepts diversity
	Non-toxic society	Welcoming and calming
	Access to education and social support	Discriminating
	Fair learning environment	
	Comfortable and inclusive	
Quality of Physical Environment/Facilities	Conducive to learning	Clean and organized
	Adjustable/flexible environment	Environmentally friendly
	Equipped for learning	Safe, comfortable, and conducive to learning
	Appropriate facilities	Uneven classroom quality
	Subjects	
Engagement and	Easy, Interesting, and	Fun and full of learning

Themes	Expectations – Codes	Actual Experiences – Codes
application	Productive	
	Develop Critical Thinking	Interconnected learning
	Deep understanding of engaged citizenship	fostered experience-based critical thinking
		useful in profession
		Memorable learning
		Helpful
		Remarkable
Difficulty and Challenges	Hard and challenging	Hard and challenging
	Broad field	Time-consuming
	Deep connections	Heavy memorization
	language mismatched	difficult yet enjoyable
		Fulfilling

Expectations and actual experiences towards instructors/professors

Teaching approach and competency. Students emphasized the importance of content mastery and *knowledgeability* in Social Studies instructors/professors. Many participants (e.g., P2, P14, P10, P27, and P13) expected their instructors/professors to master the lessons. P2 says they should be “intelligent and have mastered already the lessons and topics.” P10 and P27 also expected that “they are well-versed in their respective fields” and “Possess great skills, knowledge, and values,” respectively. Similarly, participants expected that instructors/professors possess the necessary understanding of social studies. They said their instructors/professors must be knowledgeable (P1, P23, P19, P7, P8 and P11). For instance, P7 anticipated them “To be knowledgeable in everything because social studies is a broad subject”. Consistent with their actual experiences, most participants said that their instructors/professors *offered productive and meaningful learning* (P2, P27, P18, P17, P6, P25, P21, and P22). This is apparent in the words of the participants, i.e., “So far I experience productive learning and interesting in their lesson and discussion” – P2; “The performance of the instructors exceeded my expectations that is why I had a meaningful learning experience with them.” – P27; and “They allowed us to learn and express our thoughts.” – P25. Other participants’ actual experiences included instructors/professors’ setting high standards of learning and the manifestation of being *experienced and knowledgeable*. Four of the participants expressed the latter; for example, they said, “They were also skilled at expressing concepts and

instructions, which I found to be quite important” – P5; “Most of them are experienced and have relevant knowledge of their fields of expertise.” - P10.

Teacher-student relationship and professional conduct

There are many expectations students have in terms of their relationship with their instructors/professors. For instance, P17, P5, P22, P25, and P8 aspired that they would be provided with *inclusive learning environment*. P5 expressed, “They should create a respectful and inclusive learning environment, valuing students' input and diverse perspectives.” P17 also supported, “They shall be responsible for students' learning and fair in treating students.”

While participants expected positive relationships among their instructors/professors, they confirmed it in most of their experiences, *showed approachability and friendliness* (P5, P8, P16, P12, P25), and *showed empathetic professionalism and dedication* (P19, P13, P26, and P3). Being approachable and friendly, P5, expressed, “Major subject instructors were approachable”. Further, P8 and P12 uttered related words, “During my college years, I am so thankful to all my instructors, especially on major subjects because they are approachable,” and “Other instructors became good friends with whom we can share our dilemmas, especially during the FLS modality where most students had been really struggling with their studies,” respectively. The Dedication and empathy of instructors/professors are shown when P13 said, “They are kind, understanding, and competent.” P26 supported it and expressed, “Some teachers really exerted effort to impart knowledge to us, Social Studies students.” However, P7 related to experience discrimination, as expressed in these words, “Discrimination because I don’t answer her questions, every time, she calls me I cannot answer. So she thinks I'm stupid.”

Expectations and actual experiences towards administration

Academic quality and support

Most participants expected that the school administration should be *open and supportive to students* (P2, P22, P26, P19, P23) and that they are provided with a *high-standard education* (P1, P14, P3, P18) concerning them. One student said, “I expect that the school administration will provide the things needed for the school and for the students” (P2). Another expressed, “To be more accommodating and a conducive area to learn” (P22). Most of them expected that the

administration would be more approachable and supportive of their needs without undermining education standards, as expressed by P14, “They will impose such standard in educating the students to value education for a greater deal.”

Generally, the participants had positive experiences in the school administration. The administration *provided fun learning, an organized and conducive learning environment, ensured student safety and security, strived to improve instructional quality, provided smooth and organized transactions, provided financial and personal growth opportunities, and supported holistic student development*. However, some expressed partial satisfaction, such as having experienced *limited support for online learning* and being slightly satisfied overall. For instance, P23 expressed, “Some instructors are not able to assist or do some follow-ups, especially online,” while P2 said, “So far, I experienced a little bit of satisfaction.”

Administration and professional conduct

Students expected that the administration should possess *good management skills and be well-mannered*. This is evident when one student related that he expected the administration to have “good managerial skills” (P6) while the other aspired to be “well-mannered” (P13). Among the participants’ experiences, they mostly shared that the *administration’s performance is acceptable*. P16, P18, and P20’s words were evident. For instance, when asked, P16 said, “The school administration was totally okay,” and P20 supported it, “It’s good enough.” P13 supported the experience of empathy and dedication among their instructors by expressing that the administration was “kind, understanding, and competent.”

Expectations and actual experiences towards school environment

Quality of social environment

The majority of the students wanted the social environment to be *safe, secure, friendly, and supportive for students* (P2, P5, P17, P25, and P15). This is evident in one participant who expressed, “I expect a safe and secure environment where I can focus on learning without fear of harm or disruption” (P5). Similarly, another one related, “The school environment would be a fun, safe, and supportive” (P25). They received a *friendly environment* based on their actual experiences (P15, P22 and P25). P25 said, “The school environment is fun yet friendly since students from different departments interact with each other.”

Fun-filled is another experience of the participants such as P8 and P23 who said, “JRMSU is a fun institution, especially during acquaintance party, students’ fest, and foundation week” and “Exciting, challenging, and fun,” respectively.

Inclusivity and diversity

Many participants expected a *comfortable and inclusive* environment as significant (P18, P19, P23, and P26), while others aspired for an accommodating and friendly environment, a non-toxic society, access to education and social support, and a fair learning environment. Two participants said about their expectations of the school environment, such as P18, “accommodating environment to make students comfortable,” and P26, “I am expecting that the school environment is very pleasant and diverse towards the differences of every student.” From their expectations, they experienced an environment that *accepts diversity, welcoming and calming* (P26 and P14). However, P7 related that she experienced discrimination.

Quality of physical environment/Facilities

Among the participant’s expectations towards the physical environment/facilities, they mostly expected it to be conducive to learning (P9, P10, P13, P21, and P27), aside from being a *flexible environment equipped for learning and appropriate facilities*. An environment *conducive to learning* is evident in P9, expecting that “the school will be conducive for learning as well as it will help social studies students love the subject.” As expected, most participants experienced a *safe, comfortable, and conducive learning* environment (P13, P6, P9, P24, and P17). To capture it, P24 said, “My experience back then was that the school environment was conducive for learning because the teachers met our needs.” In support, P17 confirmed it, “School environment is very conducive for learning and is free from harm.” Other participants related to having a *clean and organized* (P5-“Clean and well-maintained campus”) and *environmentally friendly* (P16-“... I can say it is an environmentally friendly school”). Amidst the positive experience, P10, P20, and P27 expressed dissatisfaction with the quality of the physical environment (*uneven classroom quality*). P10 related, “Most classrooms are suitable for teaching, but some are not encouraging for learning.” In support, P27 iterated, “Some classrooms are not well-ventilated, but motivation and quality teaching compensate for the issues.”

Expectations and actual experiences towards subjects

Engagement and application

Aside from the participants' expectations in their subjects, such as *developing critical thinking* and *a deep understanding of engaged citizenship*, they usually expected that they must be *easy, enjoyable, and productive* (P21, P2, P22, P25, P11, and P23). The words of P2 and P25 describe this expectation, "I expect that the subject and lesson shall be more funny and interesting at the same time more productive of learning" and "The subject would be easy to understand for us, the students, to clearly comprehend what was the subject all about", respectively. On the other hand, P5 expects to develop critical thinking as expressed in the words, "I expect that social studies will develop my ability to critically assess and evaluate facts, events, and historical situations..."

In consonance, most participants confirmed that fun subjects were *full of learning* (P2, P9, P16, and P11) and *fostered experience-based critical thinking* (P8, P19). For example, P2 shared about subjects, "Funny, interesting, and full of learning" in which P11 has similar experience, "I admit, I won't get tired of listening to or attending anything related to these subjects."

Difficulty and challenges

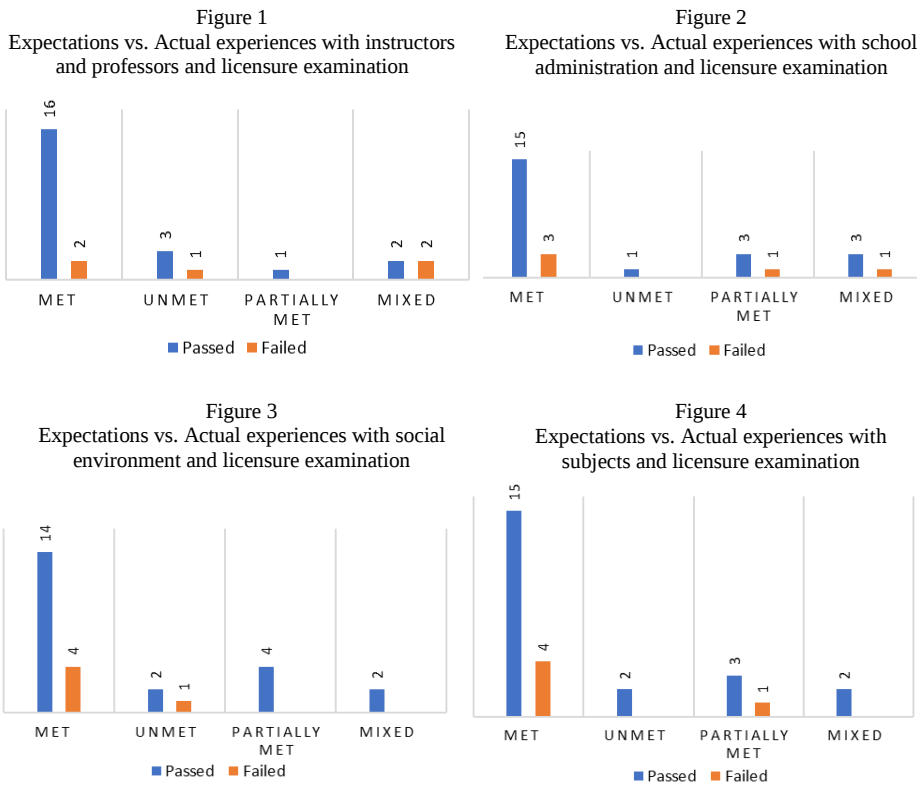
Most participants expected the social studies subjects to be *hard and challenging* (P3, P6, P1, P13, P15, P16, P17, P19, P20, P12, P4, P26, and P27), followed by social studies as *a broad field* (P14, P17, P10, and P24). Social studies being difficult is expressed in the words of P16, "Before enrolling in the subject, I know this is a difficult one." This is supported by P26, who said, "My expectations with the subjects are very hard and challenging." Being a broad subject is evident in P17, who expressed, "Social Studies is a very broad subject, and I also think that this program involves everything" since it covered a wide area of study as confirmed by P10's expectation, "From fundamental to broadest. The subjects begin with general knowledge, and then move to specific, but more likely a broader one."

Indeed, the participants experienced social studies subjects to be hard and challenging (P1, P6, P7, P15, P26, P26, P3, and P12). For instance, P7 said, "It's very difficult to understand because there are a lot of numbers to be solved, especially in our economics class." However, they see positive sides among their instructors/professors, and P26 confirmed it: "The subjects were quite hard, but with the help

and guidance of teachers, I understood well.” Similarly, P25 said, “The subjects are quite not easy, but the instructors helped us to understand further about all the topics we will be tackling.”

As a whole, 66.66% (18) of the participants met their expectations towards their instructors/professors, school administration, and school environment, while 70.37% (19) for subjects. Very few of them have unmet expectations towards instructors/professors (14.81%), school environment (11.11%), subjects (7.41%), and school administration (3.71%).

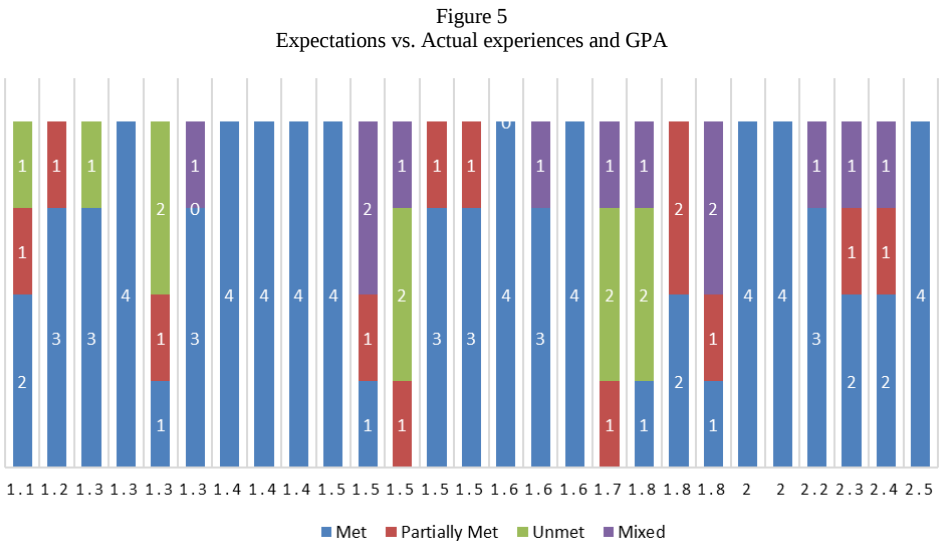
Matching expectations with actual experiences and its trend on passing licensure examination



Figures 1-4 show that most participants whose expectations met with their actual experiences with their instructors/professors, school administration, school environment, and subjects passed the LET. Generally, it is followed by those who have partially met expectations.

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Matching expectations with actual experiences and its trend on GPA



Regarding the trends in their GPAs, Figure 5 presents that most participants whose expectations met with their actual experiences have GPAs between 1.1 and 1.6. In the JRMSU grading system, 1.1 equals 97-98% (very good), and 1.6 is 89% (good).

Matching expectations with actual experiences and its trend on types of student

Figure 6
Expectations vs. Actual experiences with instructors and professors and type of student

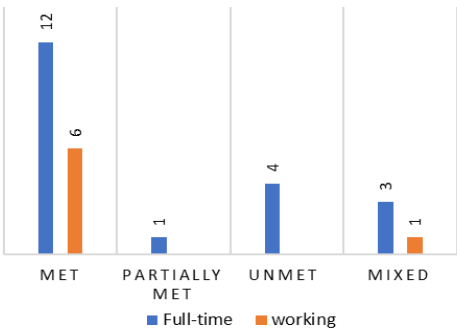
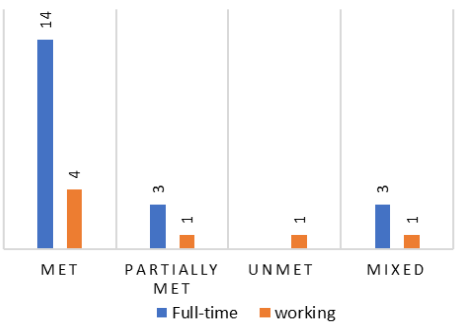
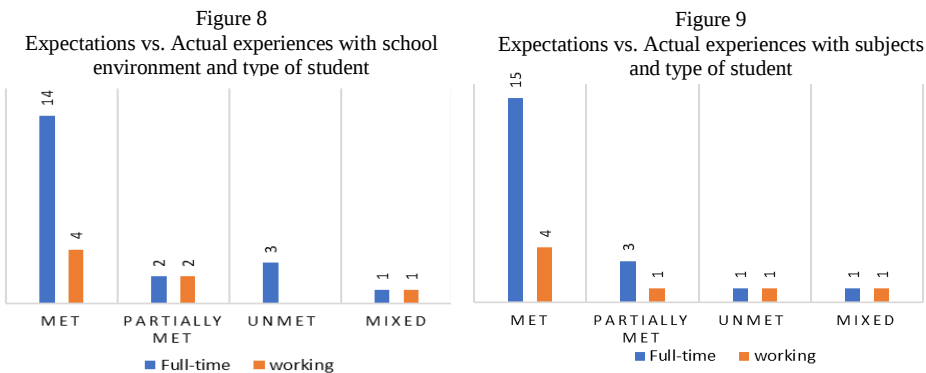


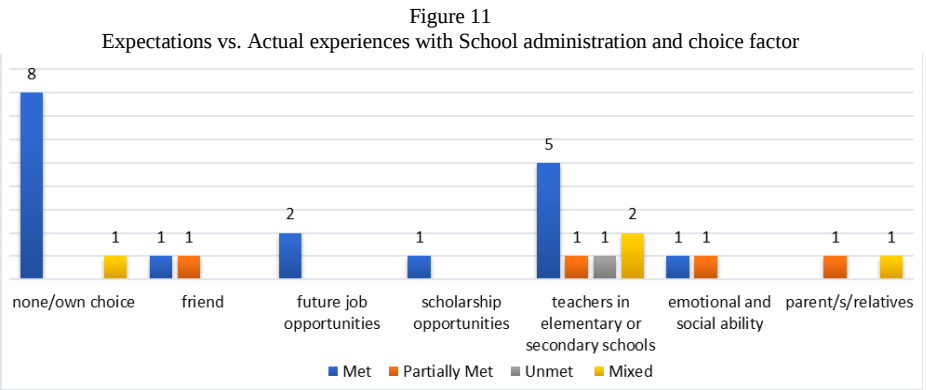
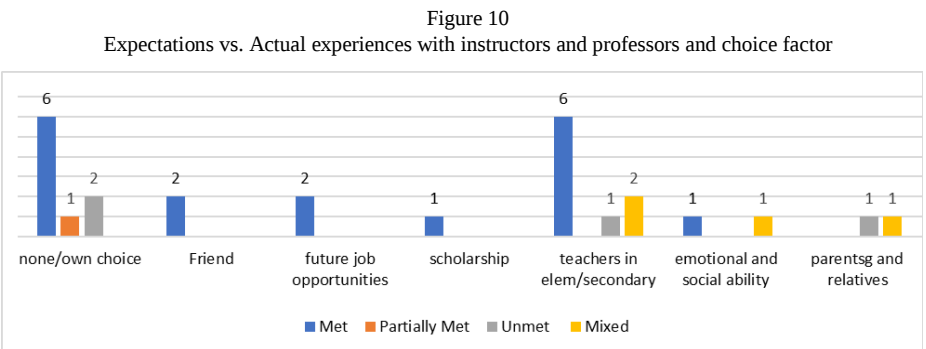
Figure 7
Expectations vs. Actual experiences with school administration and type of student





Among the participants, most full-time students met their expectations among their instructors/professors (Figure 6), and less than a quarter of those working students also met their expectations (22.22%). This trend is similar to other dimensions where most full-time students met their expectations on the school administration, school environment, and subjects (Figures 7-9). In contrast, less than a quarter of working students met their expectations as well (14.81%).

Matching expectations with actual experiences and its trend on who influenced taking Social Studies



Mismatch or alignment?

Figure 12
Expectations vs. Actual experiences with school environment and choice factor

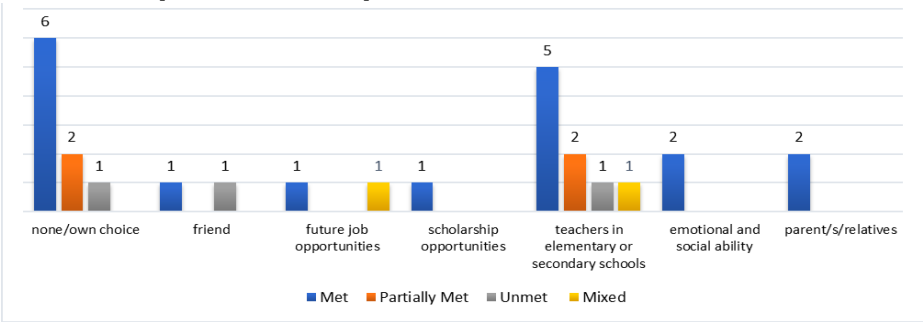
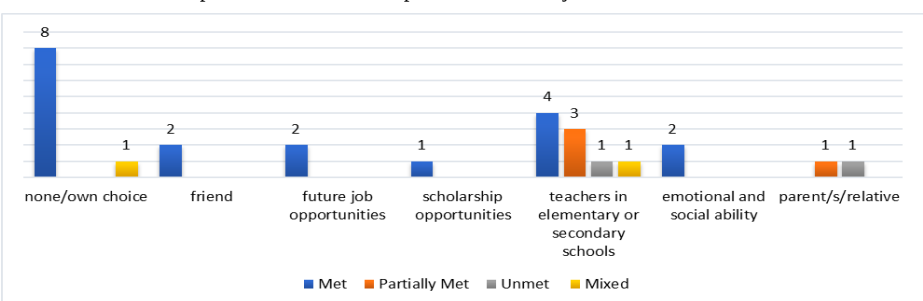


Figure 13
Expectations vs. Actual experiences with subjects and choice factor



Figures 10-13 show that those who mostly met their expectations among their instructors/professors, school administration, school environment, and subjects have chosen BSEd-Social Studies on their own (6, 8, 6, and 8, respectively) followed by those whom their teachers influenced in elementary and secondary school. However, most students with unmet expectations of their school environment and subject belonged to those who chose BSEd-Social Studies due to their teachers (2 and 3, respectively).

Matching expectations with actual experiences and its trend on family monthly income

Figure 14
Expectations vs. Actual experiences with instructors and professors and family income

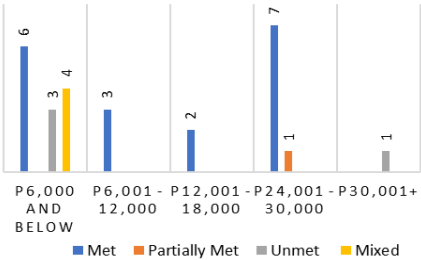
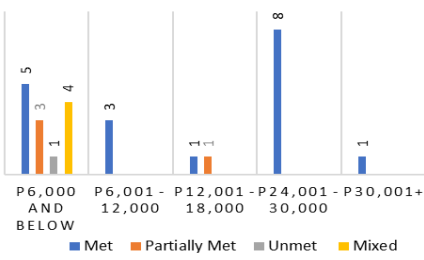


Figure 15
Expectations vs. Actual experiences with school administration and family income



The trend in Figures 14-17 shows that those with a family monthly income of PhP.6,000.00 and below and PhP.24,001.00-PhP.30,000.00 mostly met their expectations. However, those with the most unmet expectations, ranging from 1 to 3 participants, also had a family income of PhP 6,000.00 and below.

Discussions

BSEd in Social Studies students' expectations portray the need for instructors/professors to be knowledgeable and master of the subjects they handle, especially since social studies are broad in scope. Hence, those handling them must have a wide array of experiences. This requires competencies to connect various disciplines in social studies to create a whole picture of society. They no longer abide by the idea that social studies subjects are more on rote learning about historical facts; instead, they emphasize that these facts also have practical applications for more meaningful learning. Students do not appreciate learning unless they see its practical application in their profession and daily lives. This calls for instructors/professors to have enough experience to concretize abstract concepts so that students can better appreciate the courses. With high expectations among instructors/professors, their readiness is a crucial element in the teaching effectiveness for students' success (Lynch et al. 2017), with subjects under social studies described as broad and interdisciplinary. This is why students have similar perceptions that social studies cover broad topics and interdisciplinary approaches, which can be hard without effective teaching strategies among instructors/professors. Corollary, students consider it crucial for instructors/professors to be inclusive and approachable in their approach to learning, being the bearers of a deeper understanding of society. This calls for flexible and adaptable teaching strategies based on the needs of the students. Consequently, discrimination has no room in social studies. Based on the results, students' expectations are not far from their actual experiences, noting that their instructors/professors set high standards in learning, were knowledgeable, experienced, and provided meaningful learning. However, there were unmet expectations regarding the quality of the social environment due to some unconducive classrooms. Similarly, Tomlinson et al. (2022) revealed that students have high expectations of their teachers, specifically regarding access and resources. Hence, they emphasized the need to have information on preconceived ideas about the university's

teaching-learning and the provision of encouraging experience. The discrepancy between expectations and what was delivered by the institution requires that students be active participants during curriculum development (Mamica & Mazur 2020).

The school administration is seen as responsible for maintaining positive teaching-learning experiences by being open and supportive of students' diverse needs and ensuring a safe and friendly environment. From this, students accentuated management competencies in the performance of their responsibilities. Expectedly, that the school administration carries the burden of providing conducive and well-equipped facilities, mostly realized. They are being looked up to with high regard, and failure to meet expectations results in students' negative experiences. This calls for school leaders to be ready to use every resource to achieve their agenda, as it can impact students' achievement. Accountable leaders should focus on aligning every school aspect to support improvement (Yeigh et al. 2018).

While the majority have met expectations in the four areas, indicating the institution's ability to provide for the needs of the students, it is also noteworthy to consider that the highest unmet expectations belonged to instructors/professors, while the partially met expectations were higher for the school administration, school environment, and subjects. This can be attributed to diverse teaching strategies employed by teachers exacerbated by students' differences.

Closing the gap between students' expectations and experience is critical for meaningful learning experiences. The trend of whether their actual experiences met or unmet their expectations when grouped by their background can be a predictor for the school administration to improve students' experiences for quality learning. The results show that those who have met expectations are highly likely to pass the licensure examination for teachers (LET), with grades between good and very good. Students' expectations at play can impact their achievement and engagement (Tomlinson et al. 2022). Being a full-time and working student is also a crucial consideration for the administration's decision-making as the groups have varying expectations, whereas full-time students usually have realistic expectations among their instructors/professors, administration, school environment, and subjects. Furthermore, a disparity between students' expectations and reality results in motivational changes crucial for academic sustainability (Mao et al. 2022).

Factors in the choice of specialization (Social Studies) also enter the context where students have chosen their specialization, and those guided by their teachers in basic education have more realistic expectations than their counterparts. This highlights that independent and guided students are more likely to understand the educational context better. Income can also be a predictor; those in the lowest income bracket have more explicit expectations than those in the middle-income bracket. With financial limitations, they deal with realistic expectations to avoid financial waste.

Conclusions

Though students have high expectations towards instructors/professors, school administration, environment, and subjects, these were mostly met. It supports the idea that JRMSU has a better way of meeting the expectations of its students. Despite minimal partially met, mixed, and unmet expectations, these were because of a different positive experienced and negative expectations were met with desirable experiences. Meeting students' expectations can potentially produce positive results in the LET grades. In contrast, those with practical expectations come from full-time student status and consider personal decisions and teachers' guidance in selecting social studies as a specialization, as well as those in the lowest income bracket. JRMSU can consider other students' perspectives during curriculum revision, strategic planning for students' welfare and learning experiences, and college orientation to close the gap between expectations and actual experiences, specifically those with lower grades and part-time status.

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