

ONLINE FILIPINO AND ENGLISH DIARY WRITING PEDAGOGY: ITS IMPACT ON STUDENT HEUTAGOGY

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Abstract

Every classroom teacher's task is to create an environment where learners figure out their goals, learning paths, processes, and products. The learner is at the center of the learning process rather than the teacher or the curriculum. Having that in mind, the Researcher investigated the impact of online Filipino and English diary writing on Grade 12 Humanities and Social Sciences students in their Creative Non-Fiction subject. The Researcher employed a qualitative study using an exploratory case study design to attain the main objective. A focus group discussion was conducted with ten volunteer Grade 12 Humanities and Social Sciences Culiati High School students currently enrolled for S.Y. 2021-2022. It was concluded in the study that the use of online Filipino and English diary writing provided a learning experience to the students that catered to the development of proficiency in the Filipino and English language. It provided an avenue for them to express themselves, which is valuable in improving their personal and professional growth. It positively impacted students' heutagogy as their need for autonomy, competence, and connection/relatedness has been satisfied.

Keywords: Heutagogy, Writing Pedagogy, Diary Writing, Online-Based Learning, Bilingual Education, Senior High School, Humanities and Social Sciences.

Introduction

This part deals with the background of the study, the review of related literature and studies, the theoretical framework, the problem statement, the study's significance, the scope and limitations of the study, the definition of terms, and the summary. Heutagogy is becoming increasingly important in education because it gives students the tools to become more self-directed and self-motivated learners. According to Akyıldız (2019), heutagogy is a very useful strategy to make the learners self-determined once in their learning process it also places the student at the center of their learning; hence, learning should not be viewed as teacher content-centric. He added, that heutagogy is being practiced with technology like social media, learning management systems, machine learning, and online learning significantly. These technologies help heutagogical methods by allowing learners to be active rather than passive in their learning process. They also enable learners to direct and select their learning route. Heutagogy is used to teach students to find problems and questions to answer themselves, and some pedagogical ideas can also be seen in how kids are taught. Heutagogy is important for distance learning because it has its roots in adult teaching and learning. It shares some important characteristics, like learner autonomy and self-direction. Self-directed learning is another feature of remote education.

According to Carstens et al. (2021), technology enhances many learning opportunities and allows for student comfort but it can also be a tool that is too heavily relied on and can potentially affect students' fine motor development and problem-solving skills technology is a recent marvel that has become increasingly prevalent. Our lives can now be quicker and more convenient thanks to it. It benefits students in education to simplify and expedite their assignments, particularly in writing.

Writing is now a significant aspect of every student's life, from the simplest topic to the most complicated writing pieces (Abdalla et al. 2020). Most teachers in Senior High School made their students write essays, poems, short stories, and even diaries in English and Filipino. Students in Senior High School have plenty of time to practice writing well by translating it from their native language to another language. Writing a diary explains why students should write because it is a necessary aspect of communication, and effective communication is one approach to having a brighter future. Regrettably, even after graduating high school, most students still struggle to improve their writing. This is because of several things, such as poor development of analytical and cognitive skills, lack of writing experience, small vocabulary, weak arguments, bad organization of ideas, bad grammar and syntax, plagiarized work, bad formatting and

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organization of resources, and unfamiliar subject matter (Anderson, 2017).

One way to address those challenges is by introducing online diary writing among the students. The Best Online Journal (2021) website states that keeping a diary online is easy, safe, and convenient. Lots of websites offer their services for free and are optimized for mobile. By using online diary writing, students can take charge of their own learning and reflect on their progress and experiences. Additionally, the convenience, safety, and accessibility of online diary writing make it a suitable tool for students who want to engage in self-directed learning. This approach enables students to personalize their learning experiences, set their own goals, and take ownership of their learning processes, which are all key principles of heutagogy. Therefore, the Researcher of this study introduced an online Filipino and English diary-writing pedagogy to investigate the impact of its student heutagogy. Thus, students' heutagogy looks to the future. Knowing how to learn effectively is crucial in today's rapidly changing world. With new technologies and advancements emerging at an unprecedented pace, individuals must adapt quickly and acquire new skills to stay competitive in the job market. Also, since working from home and online communities are becoming more common, people need to learn independently and work well with others. One way to improve learning is to write thoughts and experiences in a diary or journal. This can help students identify their strengths and weaknesses, set goals, and track their progress. By doing so, they can also develop a deeper understanding of how they learn best and use this knowledge to improve their learning strategies in the future.

Theoretical Framework

The study is anchored to the Self-Determination Learning Theory (SDLT) proposed by Deci and Ryan (2017). Self-determination theory suggests that three innate such as autonomy, competence, relatedness, and universal psychological needs motivate people to grow and change. This theory suggests that people can become self-determined when their needs for competence, connection, and autonomy are fulfilled.

Online diary writing can be a useful tool for promoting autonomy and competence, two of the key components of SDT. By allowing students to choose their topics and reflect on their own experiences, online diary writing provides a sense of autonomy and control over the learning process. Additionally, online diary writing can help students develop an understanding of competence and mastery over their learning by providing opportunities to review and analyze their writing.

Statement of the Problem

The study aimed to know the impact of online Filipino and English diary writing on Grade 12 Humanities and Social Sciences students in their Creative Nonfiction subject. Specifically, the study sought to answer the following research questions:

1. How can students' learning experiences in online Filipino and English diary writing in Creative Non-Fiction be described?
2. What are the students' shared perceptions on the benefits of online diary writing in Creative Non-Fiction subjects?
3. What is the student's understanding of the impact of using online diary writing on their heutagogy?

Scope and Delimitation

This study focused on describing the impact of online Filipino and English diary writing on the students' heutagogy in their Creative Non-Fiction Writing subject, employing the exploratory case study method. It was conducted in Culiat High School, Quezon City, for the second semester of S.Y. 2021-2022. The target participants came from Grade 12 senior high school students under the academic track, Humanities, and Social Sciences strand (HUMSS) of Culiat High School (CHS) for the first semester of S.Y. 2021-2022. The Researcher handled the subject of Creative Non-Fiction Writing, which was usually offered to all students under the humanities and social sciences strand in the country. The study's participants include ten (10) Grade 12 HUMSS students whom the researcher handles. The Researcher, under the said subject, managed five (5) sections, and in each section was participated by at least two (2) volunteer students for the focus group discussion (FGD).

The study was limited to describing the learning experiences of the participants in using online-based Filipino and English diary writing, describing the participants' views on the benefits of using online Filipino and English diary writing, and determining the impact of using online Filipino and English diary writing to the participants' heutagogy. The main research instrument used was a validated interview guide. A diary template was provided to the target population, and the online platform for the online diary will be Google Docs. The data collected in the focus group discussion (FGD) were analyzed through semantic thematic analysis that will include transcription, reading and familiarization, coding, searching for themes, reviewing themes, defining and naming themes, and finalizing the analysis. All permission was sought before the conduct of the study.

Methodology Research Design

The present study is a qualitative exploratory case study because the researcher wanted to understand how the diary writing pedagogy impacted on student heutagogy. According to Demuth & Mey (2015), Qualitative methodology nowadays gains recognition in developmental psychology. This was recognized in the sociocultural embeddedness of human development, and the importance to study individual's subjective experiences. They added that the wide range of established procedures in qualitative research offers a promising avenue to advance the field in this direction

The Researcher used an exploratory case study design. Cherry (2021) discussed that a case study is an in-depth study of one person, group, or event where nearly every aspect of the subject's life and history is analyzed to seek patterns and causes of behavior. The author also explained that exploratory case studies are sometimes used as a prelude to further, more in-depth research that allows researchers to gather more information before developing their research questions and hypotheses. The study is an exploratory case study. The Researcher would like to explore the research problems only and not offer a definitive solution to an existing problem. The study sought to answer how online-based Filipino and English diary writing impacts the Grade 12 HUMSS students' heutagogy in the Creative Non-Fiction Writing subject. In addition, the Researcher sought to answer the description of students' learning experiences on the use of online-based Filipino and English diary writing and the benefits of using online diary writing on the Creative Non-Fiction subject as perceived by the participants. The Researcher would also like to explore the case under investigation, over which she has no control.

Participants/Respondents of the Study

The study population includes 10 Grade 12 and 225 students handled by the Researcher from the five sections. The participants of this study included 10 Grade 12 HUMSS students enrolled at Culiat High School during the second semester of S.Y. 2021-2022. The Researcher asked for volunteers from each of the five sections for the focus group discussion. Then, 10 of the 30 volunteers were randomly selected to participate in the focus group discussion. This was done using the online random name generator. The Researcher chose the physical interviews, which were originally planned by her; however, the COVID-19 Virus prevented the plan of holding a physical one-on-one interview with the participants from pushing through. But with the strong compliance of the Researcher in producing quality narratives of findings, she then held virtual interviews and focus group discussions. Four males and six females willingly participated in the focus group discussion and interview. Each participant has

different characteristics even though all participants were humanities and social sciences, students. They have different characteristics such as (1) they have self-imposed cognitive barriers due to years of academic failure and lack of self-confidence, (2) they have "shut down" in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning, (3) they want to establish immediate and long-term personal goals, (4) assume individual responsibility for learning and progress toward goals, and (5) they are both internally and externally motivated.

Instrument/s of the Study

This study employed homogenous purposive sampling because only Grade 12 Humanities and Social Sciences students were included as participants in the study the Researcher handled for the first semester of the School Year 2021-2022 at Culiat Senior High School. Also, the subject of Creative Non-Fiction is only offered to Grade 12 Humanities and Social Sciences students. Since the Researcher handled only five sections, two participants were selected randomly to represent each section using the online name generator. Homogeneous purposive sampling came from a sample whose units (e.g., people, cases, etc.) share the same (or very similar) characteristics or traits (e.g., a group of people that are similar in terms of age, gender, background, occupation, etc.). A homogeneous sample is often chosen when the research question being addressed is specific to the characteristics of the group of interest, which is subsequently examined in detail (dissertation.laerd.com, 2012). It also provides the researcher justification to make a generalization of this study and to top it all it could be highly prone to research bias.

Data Collection and Analysis

The primary data collection of the study was through a focus group interview. The Researcher prepared an interview guide. She hired a third-party moderator to minimize bias in the participants' responses. The secondary data collection method used by the Researcher is the online journal submitted by the participants. This was used to validate their responses during the focus group and explore their thoughts and ideas that were not exposed during the focus group.

To analyze and interpret the data from the focus group interview transcription of the participants, the researcher used semantic thematic analysis. The analysis used a five-level coding to identify themes and summarize the collected data.

Braun et al. (2016) explained that thematic analysis is an approach if an analyst wants to determine patterns or themes of meaning across a qualitative

data set. The authors also explained that in semantic thematic analysis, the themes were identified within the obvious meanings of the data where the analyst is not looking beyond what a participant has said or written. The Researcher utilized thematic analysis by interpreting and analyzing the given data to highlight the meanings which need to be emphasized in the answers shared by the participants through coding. Specifically, the Researcher utilized Braun and Clarke (2006) to provide a six-phase guide which is a very useful framework for conducting this kind of analysis. The data were classified thematically following the six (6) steps underscored in the Braun and Clarke model.

Step 1. Become familiar with the data

The first step in any qualitative analysis is reading, and re-reading the transcripts. It should be very familiar with an entire body of data or data corpus (i.e. all the interviews and any other data that may be used) before going any further. At this stage, it is useful to make notes and jot down early impressions.

Step 2. Generate initial codes

In this phase, data is organized in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning. There are different ways to code and determine the method through perspective and research questions. It addresses the specific research questions and analyzing the data with the use theoretical thematic analysis. Given this, the Researcher coded each segment of data and captured some interesting about the research question. The Researcher may use open coding; which means she did not have pre-set codes but developed and modified the codes as she worked through the coding process.

Step 3. Search for themes

As defined earlier, a theme is a pattern that captures something significant or interesting about the data and/or research question. As Braun and Clarke (2006) explained, there are no hard and fast rules about what makes a theme. A theme is characterized by its significance. If may have a very small data set (e.g. one short focus group) there may be a considerable overlap between the coding stage and this stage of identifying preliminary themes. In this case, it examined the codes and some of them clearly fitted together into a theme. For example, the Researcher had several codes that related to perceptions of good practice and what students wanted from feedback. She collated these into an initial theme called “The Purpose of Feedback”.

Step 4. Phase of amendments

During this phase, the Researcher reviewed, modified, and developed the preliminary themes that identified in Step 3. At this point, it is useful to gather together all the data that is relevant to each

theme. The Researcher did this by using the cut-and-paste function in any word processing package, by taking scissors to your transcripts, or by using something like Microsoft Excel (see Bree & Gallagher, 2016). Again, access to qualitative data analysis software can make this process much quicker and easier, but it is not essential. This shows how the data associated with each theme was identified in the working example. The data associated with each theme are color-coded. The Researcher read the data associated with each theme and considered whether the data really did support it. The next step is to think about whether the themes work in the context of the entire data set. In this example, the data set is one extract but usually, may have more than this and will have to consider how the themes work both within a single interview and across all the interviews. Themes should be coherent and they should be distinct from each other.

Step 5. Define themes

This is the final refinement of the themes and the aim is to identify the essence of what each theme is about (Braun & Clarke, (2006). What is the theme saying? If there are subthemes, how do they interact and relate to the main theme? How do the themes relate to each other? In this analysis, what students want from feedback is an overarching theme that is rooted in the other themes.

Step 6. Writing-up

Usually, the end-point of research is some kind of report, often a journal article or dissertation. There are some range of examples of articles, broadly in the area of learning and teaching, that we feel do a good job of reporting a thematic analysis.

The analyst is not looking for anything beyond what a participant has said or has written. In the study, the researcher only came up with themes from the participants' responses and did not investigate deeper meanings from their responses. Also, the participants' online diaries and related studies were used to confirm and explore the participants' responses. After the focus group interview, the Researcher transcribed the participants' responses verbatim using the recorded video. This was done for two weeks to ensure no missed responses from the participants. Then, the transcription was sent to the participants to confirm their responses. Their signatures were sought once they gave their approval on the transcript. A language teacher helped the Researcher while coding and analyzing the participants' responses in the transcription, which was done using a five-level coding technique. Three third-party Ph.D. professionals were also hired to validate the themes that were presented in the study.

Ethical Considerations

The Researcher ensured that this study was done per the set of rules and principles. She believes that it is necessary because it promotes trust and collaboration and mutual respect since research usually involves cooperation between the Researcher and the participants. According to Resnik (2020), ethics is not an afterthought or side note to the research study. It is an integral aspect of research that needs to remain at the forefront of our work.

Informed Consent and Voluntary Participation.

After all the permissions were sought from the persons in authority, the Researcher conducted an orientation to the 10 participants regarding the purpose of the study and its findings will be used. She also explained that there were no potential adverse impacts to their participation and that they could only access the result. Informed consent was sent to both the participants and their parents after the orientation to ensure they understood why they were participating in the study.

Protection from Harm. The Researcher ensured that no harm would be inflicted on the participants physically or psychologically during their participation. It was also emphasized to the participants that they could withdraw anytime should they find inconvenience or harm from the study, with no questions asked.

Privacy and Confidentiality. The participants' identities were kept confidential, especially the recorded video of the conducted focus group discussion and their signed informed consent. It was assured to the participants that their identities would only be revealed with their permission, parents, and school authority directly supervising them. The Data Privacy Act of 2012 was also explained to the participants to ensure their personal information was kept confidential.

Respect for Anonymity. The Researcher ensured the participants' anonymity by providing that the only person who knew them was the Researcher and the Researcher alone. Personal information, such as their names, was concealed. Instead, they were assigned a number to ensure their identity was kept secret. Also, their names in the transcription were hidden before subjecting it for confirmation, validation, and presentation of results. The Researcher and the Researcher alone kept the recorded video of the focus group discussion.

Avoiding Bias. After the transcription, the Researcher sent it to the participants to verify whether what was transcribed was truly their responses. They were asked to affix their signature right after. Also, the Researcher sought help from a fellow language teacher to code the participants'

responses. Three Ph.D. professionals were also sought to validate the result of the study.

Results and Discussion

From the findings of the study, the following themes were discussed:

1. Students' Learning Experiences in Online Filipino and English Diary Writing Creative Non-Fiction.

1.1. Language Proficiency

Language proficiency is using language accurately and appropriately in its oral and written forms in various settings. It provides a better understanding of one's language and culture. It also enhances students' thinking, creativity, and cognitive, analytical, and social development. It helps people adapt more easily to a different culture, and the ability to communicate with those who speak other languages can be conducive to the overall achievement of career goals. In the focus group discussion (FGD) conducted, participants 1, 2, 6, 7, 8, and 10 stated that the use of online Filipino and English diary writing in their Creative Non-Fiction subject helped them to choose the right words to use in writing and improve their vocabulary. One participant noted, *"I used to say any words that's comes unto my mind especially in class recitation but when I started writing a diary, I need to plan what to say or write"* Another participant said, *"Writing a diary helped me a lot in such a way that I can express all my feelings in my daily happenings, also it made me realized that I gained some new vocabulary words each day as I write it daily"*.

1.2. Self-Expression

Self-expression is revealing one's self and everything one believes to be their reality. Without it, one can never truly tell the very essence of their soul. Self-expression gives others access to who one person is. It is an outlet to release one's thoughts and feelings into the world healthily and calmly. In the focus group discussion (FGD) conducted, participants 3, 4, 5, 6, 7, 9, and 10 shared that online-based Filipino and English diary writing in their Creative Non-Fiction subject assisted them in expressing themselves through writing. One participant said, *"In diary writing, it allows us to express ourselves. In Creative Writing, we are able to write diary like we are more encourage to write."* Moreover, *it aided them to manage their emotion.*

1.3. Self-Reflection

Self-reflection is a deeper form of learning that allows us to retain every aspect of any experience, be it personal or professional, why something took place, what the impact was, and whether it should happen again as opposed to just remembering that it happened. It's about tapping into every aspect of the experience, clarifying our thinking, and honing in on what matters to us. Without self-reflection, people go through life without thinking, moving from one thing to the next without evaluating whether things are actually going well. A lack of reflection causes people to keep running, trying to keep up with things even if things are not going well they do the same things over and over again, even if those things are not producing the results they had hoped for.

2. Students Shared Perceptions on the Benefits of Online Creative Non-Fiction. The responses suggest that online Filipino and English diary writing in their Creative Non-Fiction subject benefited the participants.

2.1. Career Development

Planning around career development is essential for reaching one's goals. Career development is when individuals assess their skills and career path to grow and advance their career journey. It also incorporates learning or developing the skills needed to succeed in careers that fit their abilities and interests. During the focus group discussion (FGD), Participants 1, 3, 4, and 5 stated that the use of online Filipino and English diary writing in their Creative Non-Fiction subject is beneficial to the students as it aids in the improvement of writing skills

2.2. Emotional Development

Emotional development is a complex task that begins in infancy and continues into adulthood according to experts. As one person's sense of self develops, more complex emotions also emerge. Emotional development is about an individual's feelings for and about other people, objects, situations, and experiences. In the focus group discussion (FGD) conducted, Participants 1, 2, and 6 mentioned that the use of online Filipino and English diary writing in their Creative Non-Fiction subject is beneficial to the students in terms of expressing themselves and managing their emotions.

2.3. Personality Development

Personality development is about building one's capacities, nurturing one's talent, enhancing new skill sets, working on one's weaknesses, and transforming them into strengths. Environmental influences, such as critical life events, often cause personality changes throughout the life course and change. Participant 5 mentioned during the focus group discussion (FGD) that the use of online Filipino and English diary writing in their Creative Non-Fiction subject helped him/her to gain self-confidence, which one of the participants said, *"Diary writing helps student to motivate himself to write and it also increase their writing skills."*

3. The Students' Understanding of the Impact of Using Online Diary Writing Their Heutagogy. It is clear from the participants' responses that the use of online Filipino and English diary writing made an impact when it comes to their heutagogy. The researcher used three pre-defined categories under the self-determination learning theory to analyze the participants' verbatim responses. The categories are autonomy, competence, and connection/relatedness. These categories were under the Self-Determination Learning Theory

3.1. Autonomy

The need for autonomy suggests that learners need to be the initiators of their actions and to a sense of psychological freedom when engaging in a learning activity. This is an important aspect of learning as the primary role of teachers is to make the students own their learning and growth by providing learning experiences that are appropriate to their needs. One learning experience that the Researcher introduced is the use of online Filipino and English diary writing. After the focus group discussion (FGD), the participant's responses can be summarized as self-improvement, goal setting/staying focused, and self-remembrance.

3.1.1. Self-Improvement

Self-improvement is a big part of being successful in one's life in general. According to studies, people who prioritize self-improvement tend to have higher self-esteem and are more resilient. During the focus group discussion (FGD), one participant noted, *"I gained more confident in writing and I made my life better through*

expressing all my thoughts in diary writing.”

- 3.1.2. **Goal Setting/Staying Focused**
Goal setting is a purposeful and explicit process that starts with identifying a new objective, skill, or project you want to achieve, making a plan for achieving it, and working on completing it. To improve one's self, one has to set goals accordingly.
- 3.1.3. **Self-Evaluation**
Self-evaluation is our ability to examine ourselves to determine how much progress we have made. It requires us to monitor our capabilities and evaluate our strengths and weaknesses. It also puts us largely in charge of our development. In the case of the students, self-evaluation helps them objectively reflect on and critically evaluate their progress and skill development, identify gaps in their understanding and capabilities, discern how to improve their performance, and learn independently and think critically.
- 3.1.4. **Self-Remembrance**
Self-remembrance is a form of thinking or a form of feeling that emerges from the mental process of trying to remember oneself, an attempt to create oneself a state of consciousness without any relation to functions such as emotion and sensation. It may be experienced because of some religious emotion, under the influence of a work of art, in the rapture of sexual love, or in situations of great danger and difficulty.
- 3.1.5. **Competence**
The need for competence points out learners' feelings of effectiveness and their need to experience confidence in achieving desired outcomes. Students believed that being competent is also a need to be satisfied to be successful in life. Improved vocabulary, self-critiquing/self-checking, and improved communication skills

were among the emerged themes under this category and were discussed accordingly.

- 3.1.6. **Improved Vocabulary**
A robust vocabulary improves all areas of communication, such as listening, speaking, reading, and writing. Vocabulary is critical to a child's success as it is directly related to school achievement, predicts their ability to learn to read, helps them think and learn about the world, and provides unlimited access to new information.
- 3.1.7. **Improved Communication Skills**
It is said that communication skills enable individuals to understand others and to be understood themselves. Various aspects are important in the context of these skills, such as listening, speaking, observing, and empathy. These skills are required to communicate ideas, develop a confident attitude, respect for others, and public speaking in everyday life. Developing these skills helps many people progress in the workplace. One of the intentions of using online based Filipino and English diary writing is not only to expand how students communicate. It also aims to improve how they share their ideas through writing – how they write their experiences in their diary will somehow affect the reader (in this case, their teacher in Creative Non-Fiction).
- 3.1.8. **Connection/Relatedness**
The need for relatedness refers to learners' experiences of positive and mutually satisfying relationships characterized by a sense of closeness and trust. People need to experience a sense of belonging and attachment to other people. After the focus group discussion (FGD, the themes that emerged during the analysis include being true to oneself/expressing oneself, sharing personal thoughts, and engaging with others.

- 3.1.9. **Being True to Oneself**
To be true to yourself means following who you are and what you believe. When you do things that are not genuine or a reflection of the real you, you will be both confused and unhappy with yourself. When you are true to yourself, you allow your personality and uniqueness to shine through.
- 3.1.10. **Being True to Oneself**
To be true to yourself means following who you are and what you believe. When you do things that are not genuine or a reflection of the real you, you will be both confused and unhappy with yourself. When you are true to yourself, you allow your personality and uniqueness to shine through
- 3.1.11. **Engagement with Others**
Engaging with others is part of living a great life because “No man is an island”. We need support from others. Our connections to one another are rooted in our very humanity. We need to be engaged with the people we encounter.

Conclusion

From the findings of this study, the following conclusions were derived:

1. The students’ learning experiences in online Filipino and English diary writing in Creative Non-Fiction described as students became a proficient in using language and gained more confidence to write. It provided a learning experience that catered to the development of proficiency both in the Filipino and English language and it provided an avenue for the students to express themselves.
2. The students’ shared perceptions on the benefits of online diary writing in Creative Non-Fiction subjects were that using online diary writing in Filipino and English is valuable in improving students’ personal and professional growth. Student became career oriented and become optimistic in setting life goals.
3. The student’s understanding of the impact of using online diary writing on their heutagogy was the use of online diary writing in Filipino and English has a positive impact on students’ heutagogy as their needs in terms of autonomy,

competence, and connection/relatedness are satisfied.

Recommendations

From the findings of the study, the following are strongly recommended:

1. This study is highly recommended to all K to 12 students, especially, Senior High School students particularly Humanities and Social Science students who took up creative writing subjects. Teachers may adopt online diary writing in any learning area to improve students’ heutagogy, parents and school administrators must support in the implementation of online diary writing pedagogy.
2. School administrators may implement online Filipino and English diary writing in their respective schools and monitor its effect on students’ heutagogy. The use of online Filipino and English diary writing in their Creative Non-Fiction subject benefited the student’s career, emotional, and personal development, (such as improved writing skills, preparation for the future, and building vocabulary), emotional development (such as self-expression, managing emotions, and source of motivation), and personality development (gaining confidence).
3. Future researchers may conduct a quantitative study, particularly on determining the impact of students’ heutagogy on their academic performance using online diary writing pedagogy. Future researchers working in this area may adapt the experimental design to deepen the self-determined learning of students’ writing skills.

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Conflicts of Interest

The author declares that there is no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript. The study involves only human participants who volunteered for this study and informed consent was obtained from them.

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