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School Works for Sale: The Life Narrative of Academic Servers

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School Works for Sale: The Life Narrative of Academic Servers
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**SCHOOL WORKS FOR SALE: THE LIFE NARRATIVE
OF ACADEMIC SERVERS**

A THESIS

Presented to the Graduate Teacher Education Faculty
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

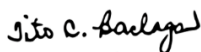
In Partial Fulfillment
of the Requirements for the Degree
BACHELOR OF SCIENCE-MASTER OF ARTS IN PSYCHOLOGY AND
COUNSELING STRAIGHT PROGRAM

EDUARD KYLE G. GOCOTANO

September 2023

APPROVAL SHEET

This thesis titled “**SCHOOL WORKS FOR SALE: THE LIFE NARRATIVE OF ACADEMIC SERVERS**” prepared and submitted by **EDUARD KYLE G. GOCOTANO** in partial fulfillment of the requirements for the degree of **Bachelor of Science-Master of Arts in Psychology and Counseling** is hereby recommended for approval and acceptance.



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DEDICATION

To God, the Philippines, Family, Friends, and myself

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This thesis was made possible with the people who continue to believe in me, mentored me, and encouraged me.

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ABSTRACT

Name : Eduard Kyle G. Gocotano
Title of Study : School Works for Sale: The Life Narrative of Academic Servers
Key Concepts : academic serving, academic servers, ethics, moral development
Degree : Bachelor of Science-Master of Arts
Specialization : Psychology and Counseling
Adviser : Tito C. Baclagan, PhD

Studies had already addressed academic dishonesty and cheating which are solely about the students. However, there was little to no research that addresses academic servers and their life. This research aims to look at the life of an academic server. The academic servers were sampled through their platform and message privately to get consent and data. The data was gathered through written narratives of academic servers which were then read and familiarized by the researcher to come up with codes then themes to describe the findings of the study. The study identified pivotal moments (reasons to start and discovery of academic serving), present experiences (opportunities, challenges, motivations, and aspirations), and implications of the reasoning of the academic server to Kohlberg's theory of moral development. In conclusion, the study provides valuable insights into the lives of academic servers, highlighting the reasons individuals engage in academic serving and how they discover this practice. The study also uncovers the experiences, challenges, motivations, and aspirations of academic servers during their

work, emphasizing the multifaceted nature of their roles, obstacles they face, and aspirations. Additionally, the findings suggest that academics serve different moral development according to their reasoning.

CHAPTER 1

PROBLEM AND LITERATURE REVIEW

In this chapter, the researcher introduced the topic of academic servers and how limited the articles are written about them. The researcher wrote about the background of the study, literature review, statement of purpose, theoretical framework, scope and limitations, and definition of terms.

Background of the Study

A significant news site reported that some people are getting paid for answering activities and assignments in exchange for money. This alarming report indicates that the academe needs to investigate the academic scene. Based on the report, a college lecturer needed clarification because the initial draft his students submitted needed to be more congruent with their final draft (GMA Integrated News, 2022). Consequently, this leads the teacher to join plenty of Facebook groups, which the lecturer found out, are accessible to everyone. In line with the issue, USEC Diosdado San Antonio made clear that the proper intervention was not to give the students guilty of paying other people to do their assignments direct punishments but rather validate the hardships that these students are experiencing. ABS-CBN also asked how the DepEd would address this problem. The answers were vague, and the sentence to be given to those who would buy or sell answers for modules has yet to be finalized (ABS-CBN News, 2021).

These kinds of acts are considered academic dishonesty. It refers to actions intended to give or receive information from others, use illegal materials, or go around the

official assessment procedure in an educational context (Baran & Jonason, 2020). While the context may have been new to the Philippine setting, there are various existing pieces of literature on academic dishonesty or cheating in the Philippines as early as the 1980s. However, most of these were unpublished theses—for instance, an unpublished master's thesis on cheating practices among fourth-year students in Laguna in 1984. Moreover, there is another unpublished master's thesis from Cagayan de Oro. This thesis attempted to study the cheating behavior among third-year highschool students in 2000. Furthermore, another one from Cabanatuan attempted to investigate cheating in private colleges. In this study, the researchers also examined the factors determining cheating behaviors among fourth-year mathematics students in 1988. In a more recent study, research published in 2008 considered the level of moral reasoning in identifying the cheating perceptions of the students (Balbuena et al., 2015). This shows that while the news has been new, cheating has been happening, but the studies on these topics were just left unpublished. Accordingly, this could make anyone wonder how long students have been cheating that it evolved into a new form of the gig spurt in which a considerable income can be generated (Aguilar, 2021). Among all of the literature mentioned above, the majority of it was an attempt to see the perceptions of the students on cheating or academic dishonesty. Little was known about those specific scenarios, wherein another individual coming from a different school or academic year was involved in assisting in finishing the academic requirements. Only two pieces of literature were able to capture the qualitative experience of the server and the students (Aguilar, 2021; Bautista, 2021). Most of the literature was about cross-sectional inquiry, with them asking Likert scale

questions regarding the student's academic integrity and not the academic server. The two pieces of literature provided a glimpse of a server's perspective on why they were doing it and used the interview method in gathering data, which gives the idea that the perspective of academic servers are documented but limited to interviewing them.

Instead of interviewing solely about their life as a current academic server, this paper allowed the academic server to tell their life story starting from their life before, during, and plans as an academic server. It would be attempted through the methods of narratives where the servers would be the ones providing the story, and the researchers would be the ones looking into it to make sure that there would be a sense in the story and from the sense-making the participants made during their narration (Bamberg, 2012).

This paper piqued my interest as academic servers are smart, intelligent, and hard-working individuals. They can work on multiple projects and assignments without letting go of their central role. Their life story has interested me in their life circumstances, goals, experiences, and way of thinking. Their personal choices and means of thinking would allow me to expand my understanding of the education system and how they see it as an individual who helps students struggling with their requirements. This interest is followed by the desire to see establish how well their moral developments follow Kohlberg's theory of moral development.

Literature Review

In this section of the paper, the researcher would investigate how the literature has described academic dishonesty. The focus of the discussion would be more on the people

helping out others or the academic servers; there might be a transition to calling the act of academic dishonesty into helping. The researcher is trying to build a non-judgmental approach in writing the paper, as Bautista (2021) stated about how serving needy students was helpful to both the academic server and the student. First, the paper shall discuss academic dishonesty towards a more accepting fact that the students need help to meet the demands of the school (Peled et al., 2019).

Academic Dishonesty

Academic dishonesty is any deceit or unfair act that aims to produce a more necessary result from any form of schoolwork (paper, exam, assessment, or assignment) (Miller et al., 2017). Another definition says that these are actions intended to give or receive information from others, use illegal materials, or go around the official assessment procedure in an academic context (Baran & Jonason, 2020). In their definitions, one can assume that the acts of dishonesty were done by individuals alone. However, further investigation into academic dishonesty as an act of cheating has clarified how students perform the act. In a study conducted by Bestand Shelley (2018), they attempted to see if students use social media as a form of academic dishonesty. However, their result prompted no or rare use of social media to do academic dishonesty. Further investigation shows that a person in authority conducted the research, and the method was a survey alone. The participants' biases were probably why the research provided a result that says students do not use cheating through social media. This gives the researcher an idea that the attempt to find cheating is improper and does not represent the cheating happening in the academic scene through social media. This is because it

was against the fact that cheating was well documented as Novotney (2011) did a huge scale study of 14 000 students, in which 2/3 had provided an answer: they have done cheating in their life. While the approach seems too much, it is worth noting that the possibility of the school's incidence of cheating could be lower in the previously mentioned study. Regardless, the result was less to no cheating done through social media. Nevertheless, in a study by Peterson (2019), there was documented cheating in which the students would attempt to get paid by doing the activities of the students and at the same time getting the answers from a website. These websites employ professionals and students to answer the assignments of the students who are members. Moreover, this kind of tool allows the students to have the option to make ask a specific person to answer a well-written exam. They have created a system to ensure website members can access academic help. The good thing with their website is that, rather than providing the answers alone, they ensure that the answers provided were given a solution to allow the students who were having a hard time to study the solution if they would still want to learn. Another was written in an article by Wolverton (2016) in which the students in an online class would pay someone to do the activities asked in an outcome-based education. One that makes all of the findings that said academic dishonesty is not happening unreal is the study of Herdian et al., (2021) wherein they have placed all forms of cheating collaboration that a group of students would do to get ahead in their academics.

This was also documented in the Philippines and mentioned in a national news program (GMA Integrated News, 2022). The news was a realization to some but a seemingly mild case of cheating to the undersecretary. Multiple interviews were done with

him, both of which asked what punishment would be for such an act. Upon close examination of the person's words in the position, we can say that the person does not know of any criminal or administrative cases of cheating. That is because cheating is an act that has no direct adverse effect on the learner, teacher, or anyone involved in the educational institution. Instead, it is indicative of poor the only thing it gives out is the fact that the integrity of the school is in question. However, the chances of failure or removal from the class are small (ABS-CBN News, 2021; GMA Integrated News, 2022). This is not true in all cases; the case of Diederik Stapel is an excellent example that academic dishonesty over a long period is a disaster waiting to happen. In this case, the former sociology professor was found to be manipulating experimental data. Then, further investigation found that the students were not gathering data but fabricating it with Stapel's help. He would not ask the students to gather data and would focus on manuscript writing alone. After long years of data fabrication and academic dishonesty, all titles were returned by Stapel to the University of Amsterdam. This kind of resolution seems insufficient for years of academic dishonesty, but it is what it is. From this, the news article says that the interim report's conclusion says there would be measures to ensure that such acts should not be repeated (Sharpe & Goghari, 2020).

A reflection of a study that attempted to look at an undergraduate degree program and the prevalence of academic dishonesty in different undergraduate programs was done at the University of the Philippines (Quintos, 2017). The result of the descriptive study showed that the students said they had committed academic dishonesty with an overall score of 97%. The kind of honesty was promising in the research data; however, the data

seems to show the considerable prevalence of academic dishonesty within the university where the research was conducted. At the same time, this kind of study is a massive help in addressing cheating incidence. A report or study that provides intervention on cheating incidence seems to be nowhere to be found.

Another instance of academic dishonesty was done by the academic servers (professionals or students) for incentive/pressure, opportunity, and rationalization/attitude (Peterson, 2019). Contrary to that, the academic server was doing academic dishonesty by helping others with financial augmentation, mercy and compassion, professional indulgence, and research for promotion (Bautista, 2021). However, for those that are not professional, their primary drive to do academic dishonesty was an opportunity to earn money and to help struggling students only (Aguilar, 2021). There is a significant disparity between the themes that were found. At the same time, the shared themes were earning and helping. Disregarding professional indulgence and promotion were unique themes (Bautista, 2021). These two reports for the academic server are a start to a deeper understanding of the academic dishonesty culture. Now, the researcher would attempt to look into their life narrative to get their sensemaking from the information they have gathered. This is to see how they view their acts and provide a counseling program to address the thoughts that breed academic dishonesty.

Getting ahead is still not an acceptable activity; it can be seen that the significance of the studies mentioned above is logical and valid. For instance, Nora and Zhang (2010) believe that getting ahead weakens the assessment tools as an indicator of learning and evidence for feedback used for teachers' grading and instructional planning. Further, the

said researchers also insisted that from the behavioral perspective, cheating, when learned and reinforced, is related to one's occupation and civic performance, making it a form of habit. Lastly, in the more significant sense, when getting ahead is accepted, its consequence to the school system would lead to the removal of respect, trust, a sense of community, and the student's motivation to learn.

Moving on, this section of the paper would discuss that those who demonstrate cheating behaviors need help because there is a chance that they have due to low self-efficacy and low moral disengagement., In other words, they see themselves as incapable of doing their academic tasks, or it is also possible that cheating is an acceptable behavior among their peers(Fida et al., 2018). Consequently, a business opportunity arises (Bautista, 2021).

Academic dishonesty in local and international studies would attempt to address cheating on the students alone and not to other professionals and people that help the students to achieve the cheating. This is natural as the commitment to the victimless act of cheating was mostly done and motivated by the students. The result would be studies looking for the demographical representation of cheating students. Then a few different variables would try to relate academic dishonesty to those other variables(Baran & Jonason, 2020; Elsalem et al., 2021; Harris et al., 2020; Peled et al., 2019; Quintos, 2017; Thomas, 2021). Very few studies would address the students and try to minimize cheating(Miller et al., 2017; Peterson, 2019; Roman, 2018a)

For instance, Quintos (2017) attempted to look for a variable correlated to the prevalence of academic dishonesty in students. This kind of literature focuses on the

student's characteristics to address cheating incidence. This approach has been ongoing for decades, yet similar recommendations are provided to us – that is, to address the cheating incidence. However, the prevalence is still ongoing; worse, it has become a business and source of income for some (Wolverton, 2016b). Another study examined procedural justice, e-learning readiness, and academic dishonesty relationships. It is a new study with new variables, but similar approaches are being made here. A relationship of academic dishonesty to another one, and the result is a weak relationship or nonexistent (Thomas, 2021). Peled et al.'s (2019) attempts were quite promising but similar approaches to the previously mentioned study. In Peled et al. (2019), academic dishonesty was attempted to relate to attitude, personality, and motivation. The course type was also included in predicting academic dishonesty. Then, the result showed a positive relationship between emotional stability and extraversion traits as predictors of academic dishonesty. The result was quite promising as the researchers found that those with extraversion and emotional stability traits are predictors of academic dishonesty. The researchers also found out that the institution's policy and the attitude of the faculty towards academic dishonesty are predictors of academic dishonesty as well. Simply put, those who tolerate academic dishonesty among their students provide a safe space for the students to cheat, which is not supposed to be the case. The professor should address it so that the school becomes a safe space to address the hardship they are experiencing in the course requirements that makes them cheat.

Furthermore, Amzalag et al. (2022) tried to see the perception of both students and teachers about academic dishonesty during the pandemic. The result is dire as the students

and the teachers do not trust each other regarding tests. For example, the students do not believe that the teachers are spending time creating and checking the exam. Conversely, the teacher does not trust that the students are truthfully doing their exams. This distrust between the two is of great concern, as this feeling should be addressed to ensure the assessment's goal is met. Moreover, Baran and Jonason (2020) examined self-efficacy, psychopathy, and achievement goals as the study variables that investigate those variables as related predictors of academic dishonesty. The result of this study implies that disinhibition and meanness are associated with the times that academic dishonesty is done. These two psychopathy traits could indicate a cheater, which should be addressed further to document better the possible demographics of those who indulge in academic dishonesty.

Accordingly, it can be concluded that the literature on academic servers is minimal and only focuses on students' academic cheating. However, if one checks the internet, academic help is “a new cheating economy,” as Wolverton (2016a) described. This can also be further approved by an article in which sites help students in exchange for money. To achieve that helping service through the website, they employ a bunch of workers, who are professionals or students, that do the assignment for the students anonymously (Brown, 2022). This is comparable to what is happening in the Philippines, but instead of a website, most of it was done on Facebook per the news (GMA Integrated News, 2022).

At this point, it is clear that academic dishonesty is prevalent, caused by multiple predictors (Baran & Jonason, 2020; Peled et al., 2019) and there are ways to deter it (Miller

et al., 2017; Roman, 2018b). While these things have been addressed, the idea is that the academic servers are individuals helping themselves and others.

Digital Ethics of Academic Servers

Ethics is a code of conduct that is agreed upon and adopted by people in a society. This code of conduct sets the norms of how a person should live and interact with other people. On the other hand, Law is a set of rules created by the government to maintain social order, peace, and justice in society. It also protects the public and safeguards their interests. Law is compulsory, meaning that everyone in the country is bound to follow it. The law specifies what a person must or must not do, and is enforced by imposing punishment or penalties, or both (Tzafestas, 2018).

Both law and ethics are based on moral values it also sets standards for what is considered acceptable and unacceptable behavior. Both law and ethics provide guidelines for how people should act in different situations, and it aims to make people benefit from being members of a well-regulated society. On the other hand, they are different in a way that Ethics is based on people's awareness of what is right and wrong, but laws are created and enacted by governments. Moreover, their differences are found in a way that when people are violating the rules of law, it can result in legal consequences, such as penalties or punishment. Violating ethical rules may only involve a violation of conscience and does not typically result in legal consequences (Sharpe & Goghari, 2020).

On the academic serving aspect, there are no specific Philippine laws that can be used to address academic servers on their act of accomplice in academic dishonesty among students that avails their services(GMA Integrated News, 2022). If there are any,

it would be found internally among schools. Policies that are supposed to punish any students that are found to commit academic dishonesty. However, this policy would not cover the academic servers as they do not study in the same school that the availing client is coming from. Again, there would be no law that can be used to address academic servers that helps their client in achieving their academic goals.

This brings us to the point of ethics regarding the use of the Internet in providing the services of academic servers. Academic serving has to address ethical considerations like principles on dealing, with security, privacy, and safety. While they are offering services anonymously, these concepts must be clear to them when they are doing the activity. The academic servers would be dealing with it away from afar and security for them and their clients is important. The privacy and safety of users are more important than the quick referral and earnings that the academic servers would have.

Statement of Purpose

The study aimed to explore the narratives of academic servers. Specifically, it sought to:

1. Describe the life of an academic server in terms of:
 - a. discovering the industry of academic servers; and
 - b. reasons for engaging in academic serving.
2. Describe the current experiences of academic servers in terms of:
 - a. opportunities;
 - b. challenges;

- c. motivations to continue; and
 - d. Plans for the future.
3. Establish implications of the study in terms of:
- a. Kohlberg's moral development based on their experiences;
 - b. Resulting framework

Theoretical Framework

The theoretical framework that was anchored in is Kohlberg's Theory of Moral development. The theory of moral development has three levels which are pre-conventional reasoning, conventional reasoning, and post-conventional reasoning. These levels are then divided into two stages each. Each stage has its description of how the reasoning of an individual works in a certain stage (Kohlberg, 1981; Petrovich, 1982; Snarey & Keljo, 1994). See Table 1 for a summary of the levels, stages, and description of each stage in terms of moral reasoning.

As represented in Figure 1, the researcher used the theory of moral development as a basis for analysis of the academic server's reasoning. The reasoning of academic servers is within the theory of moral development for the reason that only the reasoning of academic servers would be analyzed through the theory of moral development of Kohlberg and not the total experiences of the academic servers. Other aspects of the life narrative of academic servers like opportunities, challenges, aspiration, and the discovery of academic serving were not analyzed through Kohlberg's theory of moral development as it would not fit with the principles of Moral Development as it only focuses the reasoning of individuals (Kohlberg, 1981)

Kohlberg's Theory of Moral Development

Kohlberg develops and defends a typology of distinct and universal degrees of development in moral thought based on reasons for hypothetical dilemmas. He claims that people normally develop specific approaches to dealing with moral dilemmas. These approaches are distinguished by the type of moral reasoning used, rather than by any particular moral positions or values (Kohlberg, 1981). He proposes stages of universal moral development that people go through regardless of culture or society; these stages are invariant, meaning they have a specific order, and people never deviate from the order of the stages by passing successively through higher ones (Murphy & Gilligan, 1980; Petrovich, 1982; Snarey & Keljo, 1994). Kohlberg's model outlines six phases of moral reasoning, the first two of which deal with behavioral standards about avoiding punishment and meeting one's needs. People in stages three and four adopt social norms and incorporate them into their behavior (Snarey & Keljo, 1994). The confidence in the validity of universal moral principles that promote justice and a sense of personal commitment is shown in the final two phases, five and six. (Belgasem-Hussain & Hussaien, 2020) This is summarized in Table 1 and was adapted from Belgasem-Hussain and Hussaien (2020).

Table 1*Kohlberg's Theory of Moral Development*

Level and stage	Reasons for doing right
<i>Level 1 Pre-conventional Reasoning</i>	
Stage 1: Obedience and Punishment Orientation	Moral decisions are based on avoiding punishment.
Stage 2: Individualism and Exchange	Moral decisions are guided by self-interest and reciprocity.
<i>Level 2 Conventional Reasoning</i>	
Stage 3: Interpersonal Relationships	Moral decisions are influenced by societal norms and the desire for approval from others.
Stage 4: Maintaining Social Order	Moral decisions are based on upholding laws, rules, and social conventions.
<i>Level 3 Post-conventional reasoning</i>	
Stage 5: Social Contract and Individual Rights	Moral decisions are based on recognizing the importance of social contracts and individual rights. An understanding that laws can be changed if they infringe upon these rights.
Stage 6: Universal Principles	Moral decisions are guided by abstract ethical principles and the individual's internalized sense of justice and morality.

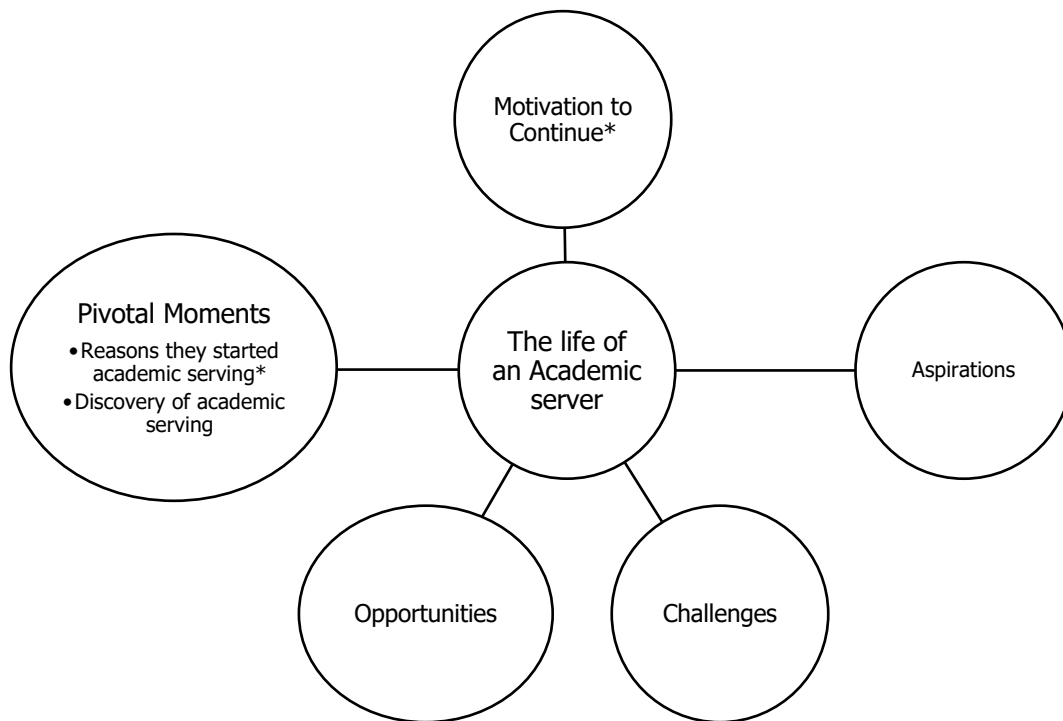
Concerning the paper, the researcher used Kohlberg's theory of moral development in understanding and appreciating the experiences of academic servers. The researcher reviewed the reasoning of the written narrative and use it as a basis for analysis of what stage of moral development the academic servers.

The theoretical framework is presented in analyzing the reasoning of the academic servers. As a result, the researcher revised his previous framework of procedural wherein there is the before, during, and after of the life narrative of an

academic server and added the resulting framework of the life of an academic server which is illustrated in Figure 1.

Figure 1

Conceptual Framework on the Lives of Academic Servers in the Lens of Kohlberg's Model of Moral Development



Note. These (*) themes were understood in the lens of Kohlberg's Theory of Moral Development

The life of an academic server was in the middle because it was at the moment that they are experiencing opportunities and challenges that made them grounded in their

life. Then the motivation to continue is above as these were their perceived reasons to continue that resulted from the experiences they have had. Finally, the aspirations are on the right side and farther from their life as these are not yet happening but rather a goal of the academic servers, whether to continue or change direction is at their mind in these aspirations to continue. The pivotal moments of the academic server could be seen as the beginning of the life of academic servers. Their lives are filled with opportunities and challenges that are pushed through by the motivations to continue. This is in consideration of the aspirations that they have while working as an academic server. This was positioned in this way to emphasize the importance of each. Then, there are certain parts of the figure that are asterisked (*), these are indication that those aspect of the academic servers' lives were understood through Kohlberg's Theory of Moral development

Scope and Limitations

The study described the life narrative of academic servers in linear narration, this includes before, during, and plans. Due to limited data gathered from the participants, the researcher had to adjust the purpose of the paper. This made the study limited to describing the pivotal moments of their life. Then, describe the opportunities, challenges, motivations, and aspirations to continue working as an academic server. Finally, the research used Kohlberg's theory of moral development to fully understand the reasoning that the academic servers have. The study was limited to the life of academic servers and did not focus on the exact activities that the academic servers are doing as academic

servers. It did not talk about the earnings they received from doing academic serving and the study did not include the mention of the people they have served. The majority of the topic would be about how the academic servers narrated their own story. The study was also limited to the academic servers that were willing to participate in the study. The results do not fully encapsulate every academic server due to the unwillingness of other academic servers in participating due to lack of time and merit for them.

Definition of Terms

In this section, the researcher defined the different terms that the researcher used across the paper. It operationally defined all the terms that were listed.

Academic Servers. It refers to the people who provide academic help to students in exchange for money.

Academic Service. It refers to the act of providing academic help to struggling students.

Challenges. It refers to the work problems that the servers face depending on their source. It could be the act of doing an academic server or something personal.

Discovery. It refers to the things that the academic servers had experienced before being able to find out who they are.

Motivation to Continue. It refers to the information that the academic servers were able to discover to continue their journey in this craft/ industry.

Opportunities. It refers to the perceived rewards that the academic servers were able to experience while working as academic servers.

Pivotal Moments. It refers to the parts of the life of an academic server when it was the start of their journey as an academic server.

Plans. It refers to the things that academic server has thought about when thinking about their craft/ industry as an academic server.

Reasons. It refers to the things that the academic servers were able to rationalize how and why they started working as academic servers.

School works. It refers to any kind of output that is submitted in fulfillment for completing a subject or course requirement.

CHAPTER 2

METHODS

This chapter discusses the qualitative design, research site, selection criteria and participants, data collection, analysis, the role of the researcher, methods of validation, and ethical considerations in the paper. The research includes the changes that were made during the process of data gathering and data analysis.

Qualitative Design and Methodology

The narrative inquiry was utilized to access the academic server's subjective experience of their journey as an academic server. McAdams (2011) defines the narrative as the chosen reconstruction of their past and anticipation of the future that attempts to explain who was, is, and would be the person in the future. Narrative inquiry was chosen to gain access to the academic server's subjective experience of their journey as an academic server. A personal narrative can provide specific attitudes, values, and beliefs about individuals (Baxen, 2008). This includes their sense and role in social experience, duplicating the changing social conditions (Bertaux, 1981), and explaining social change processes and individuals' roles (Andrews, 2007). Narratives are important because they are means for people to understand and relive their lives (Venuleo et al., 2020).

The narrative inquiry was expected to be done through both written narrative and follow-up interviews. This kind of method is best to approach the academic servers as the first assumption of the researcher was that the academic servers would be adamant about participating in the study as their personal information could be known and this would allow the data to be rich as it would include interview and written narrative. However,

upon requesting and/or scheduling of follow-up interview, the participants would either be unavailable, not responding, or outright denying the request for a follow-up interview as they do not feel comfortable being in a recorded interview. It was reassured to them that the recording would only be accessed by the researcher and for transcription. Upon receiving that information, they still chose to not proceed with the follow-up interview but maintain that they would continue to participate in the study using their written narratives. As a result, the researcher was only able to use the written narratives as a main source of information. The written narratives are available for viewing upon request as it is only accessible to the researcher. The narratives do not contain any identifying information that can pinpoint the participant. See <https://tinyurl.com/writtennarrativ> for the written narratives of the participants in this paper. Any identifying information on that website has been censored or removed to protect the identity of the participants.

Research Site

The research was conducted in Manila as this was the place where the University of the researcher was located. The participants were gathered through social media platforms and word of mouth, then, data were gathered through the use of the Internet as well.

Selection Criteria and Participants

The selection of participants would be best described into two parts, the recruitment process and participant selection. The recruitment process includes the researcher's method of recruiting the participants, compensation and/or token of

appreciation, ethical processes of gathering the data, gaining consent, determination of several participants, and decision for halting the recruitment process. On the other hand, participant selection includes the form of data collected, changes in the data-collection protocol, alteration of the data-collection process, extensiveness of engagement, questions asked, and recording of data.

Recruitment Process

The researcher employed a purposive sampling that include crowd outsourcing and snowball sampling. The researcher did the recruitment process on a Facebook group that caters to academic servers and students that avail of the service. The researcher posted a Facebook post and tried to see the numbers that would like to participate in the study. Unfortunately, only one attempted to participate however, the person that tried to participate did not qualify. Five days passed, and the researcher changed its method of getting participants by messaging individually the academic servers who were actively looking for clients to serve.

The system in the Facebook group would be a student/customer would post looking for an academic server or the other way around, the academic servers would post and promote their services in the Facebook group. The researcher decided to message anyone that would be posting or commenting that they are an academic server. The researcher was able to message around 50 academic servers across the time. However, around 30 were able to respond either as an acceptance or denial of the invitation. Among those 30, only 13 were able to submit their personal written narratives. The researcher then sent the consent form and discuss it with the participant through messaging and

allowing the academic servers to read and address the consent that they have received.

All 13 of them were able to back the file with their narrative and consent. See Appendix A and B for a sample of consent forms and raw data.

During the gaining of consent, the researcher also included the compensation or token of appreciation to the participant as a respect for their livelihood. They were trying to earn money and adding my task for writing their narrative for the sake of research is, as they have mentioned, consuming their time. Their willingness to participate was not limited to the compensation given but rather to their willingness to share their personal stories. One has also mentioned that sharing is their thing and they would love to participate in the study.

It is important to note that the data-gathering procedure underwent a review by PNU Educational Policy Research and Development Center and was given a go signal in the data-gathering procedure. The handling of human participants, the mechanism for sharing the result of the study, incentives or compensation, the research objectives that should be posed in a manner that would ensure the safety and protection of the participants, the duration of the study, the data collection tool that needed to be free from biases, and conflict of interest that needed to be avoided were all addressed during the review of PNU EPRDC.

The number of participants was only decided by the researcher with the advisory of an adviser on how many would be a good number in the study. It was expected to be around 5-15 and the researcher was able to get 13 participants.

Lastly, the researcher decided to halt the data gathering when the researcher was able to reach about 10 participants and fortunately, another three decided to participate in the study. After analyzing the written narrative, the researcher invited the participants for a follow-up interview and a review of the themes that were created from their written narratives. Unfortunately, the researcher was able to get a denial of participating in the follow-up interview due to reasons of sickness, availability time, and outright denial due to fear for their identification due to the interview being recorded which was reassured that it was only accessible by the researcher. However, they insisted to say no. Because of all these reasons, the researcher opted out of the follow-up interview that was supposed to be conducted.

Participants and Participants Selection

The researcher used purposive sampling to meet the criteria that the academic server had rendered academic service, was more than 18 years old, and is Filipino. The participants were recruited through the Facebook platform and word of mouth and were selected depending on their willingness to participate and their submission of written narratives. The researcher found 13 willing participants to participate in the study. Their profile is summarized in Table 2.

Table 2*Demographics of Participants*

<i>Code Name</i>	<i>Age</i>	<i>Gender</i>	<i>Years doing Academic serving</i>	<i>Lives in (Province or City)</i>	<i>Lives in what region of the Philippines</i>	<i>Studies in (Private university or Public University)</i>
Olivia	21	Female	8 years	Province	Region 4-A	Public
Emma	21	Female	2 years	Province	Region 5	Private
Ava	22	Female	2 and	Province	Region 4A	Public
Sophia	21	Female	4 years	City	NCR	Private
Mia	22	Female	6 months	City	12	Private
Ethan	21	Male	4 months	City	NCR	Private
Isabella	21	Female	3 years	City	NCR	Private
William	20	Male	4 months	Province	Region 3	Public
Amelia	21	Female	2 years	Province	Region 3	Private
Alexander	23	Male	2 years	City	NCR	Public
Madison	21	Female	1 year	Province	Region VII	Public
Chloe	22	Female	3 years	Province	Region 5	Public
Benjamin	22	Male	1 year	City	NCR	Public

The participants were all between the ages of 20 and 23, and the majority were female (10 out of 13). The participants have been doing academic serving for a range of years, from a couple of months to eight years. The participants live in a variety of locations, including provinces and cities. The majority of the participants live in the National Capital Region (NCR), but there were also participants from regions 3, 4-A, 5,

and 7. The participants attend a mix of private and public universities. The majority of the participants attend private universities (8 out of 13), and 5 participants attend public universities. Table 2 the demographics of the academic servers that participated in the study.

Data Collection

A poster was posted on June 9, 2023, requesting respondents from among the groups that offered academic servers. After the posting, the researcher waited for private messages to be received to arrange appointments for discussing the instructions for creating the narrative, providing a token of appreciation, and obtaining consent from the academic servers. However, there was no private message that was sent to the researcher. Instead, the researcher sent messages to the academic server that were posted in social media groups (see [Appendix D](#)). The researcher did it for more than 50 academic servers and only received an accepted response from 13 participants that committed to writing their life narratives. The instructions and consent were provided to guide them in creating their narratives and asking for their consent to participate. See [Appendix A](#) for the sample of consent.

There was supposed to be a follow-up interview with open-ended guide questions (see [Appendix G](#)). This was validated and additional suggestions for wording the questions were done to address the research questions by experts. See [Appendix E](#) for the sample communications for instrument validation.

Afterward, the researcher asked for a follow-up interview to inquire further and validate the content of the participants' written narratives. Subsequently, the researcher

provided payment, considering the task as schoolwork to be submitted, just like how their usual service works. Following that, all the narratives were compiled by the researcher for data analysis. Finally, once the desired number of respondents was obtained, the Facebook post was deleted. Moreover, the identifying information and narratives were marked as confidential and subjected to censorship, ensuring the protection of participants' identities.

The written narrative was expected to be done at least one hour depending on their availability and willingness to tell their story in a written format. On the other hand, the follow-up interview was expected to be about 45 minutes to an hour. However, it was not conducted due to the non-acceptance of the follow-up interview by the participants. As a result, the data that were gathered were written narratives of the academic servers and no follow-up interview was done to support the richness of the data that could have been gathered.

This nonparticipation of the participants in the follow-up interview resulted as well on the changes made to the research questions and framework that was used by the researcher which was adapted on the findings that were gathered from the analysis of the written narrative.

Role of Researcher

The researcher's role included finding and selecting participants, obtaining their consent to participate in the study, and maintaining confidentiality of identifying information. Following this, the analysis was initiated. The researcher conducted the analysis independently, which was later validated by experts to identify any potential

biases and overlooked implications in the participants' responses. The validation involved input from other researchers and advisors. Finally, the researcher completed the write-up of the research. experts about the possible biases and missed implications of the participants' answers after the validation of other researchers and advisors. The researcher would then finalize the write-up of the research.

The training of the researcher includes enrollment in courses for qualitative research methods, quantitative research, and seminar in thesis writing. During the courses, the researcher was introduced to the use of written narrative as a source of information and analyzing it thematically.

The researchers' assumptions on the topic were that the life of the academic servers deserves to be known and told in an academic journal as their target clientele is in the academe. They must be known and recognized as a body. Also, the researcher had seen prior that their work was a sign of academic dishonesty, and it was unethical. However, this was addressed during the consultation with an adviser that their life would be the topic and not their moral and/or ethical principles and values. It is important to be noted as the writing in the paper would interpret their moral development through Kohlberg's theory. Overall, regardless of their source of income and work, their life deserves their right to be told without judgment and prejudice.

Methods of Validation

The researcher was able to seek assistance from three experts in the field of psychology to validate the instrument that was used in order to ensure the development of

effective lines of questioning that would yield meaningful conversation on the follow up interview. See [Appendix E](#) for sample of communication for instrument validation.

The researcher sought assistance from four experts in the field of psychology and counseling: two with doctorate degree and two with master's degree in either psychology or counseling. It was for validating the themes that were created. See [Appendix F](#) for sample of communications for themes validation.

Following that, the analyzed data were tried to be shared with the participants but only two were able to respond and commit to the validation of themes. This was done to validate the themes that were created. Collaborative analysis with other researchers was encouraged to ensure multiple perspectives and insights into the life narratives of the academic servers.

The researcher also sought assistance from language expert in validating the language of the whole paper. See [Appendix H](#) for the certification and credentials from the language editor.

Data Analysis

The analysis was conducted following the six phases of thematic analysis (Braun & Clarke, 2006). These six phases involved familiarizing oneself with the data, generating initial codes, identifying themes, reviewing the themes, defining and naming the themes, and ultimately producing the report. The written narratives shared by the participants were read multiple times by the researcher to gain familiarity with the data. Subsequently, initial codes were created, which led to the emergence of themes among the generated codes. The identified themes underwent a second screening to ensure that

no other possible themes were overlooked. Following that, the researcher named the themes to categorize the data. Finally, a report was written to provide a coherent narrative that represented the experiences of the participants who shared their life narratives as academic servers.

The researcher used Microsoft Excel in categorizing the written narrative. See appendix C for sample of data analysis. The themes were only generated after reading multiple times the written narrative of the academic servers. The written narratives were expected to be divided accordingly to the research questions. This was criticized by an expert that the findings were not directly answering the first research question which resulted in changes in the research questions. The change was applied and was able to cater to both the research questions and the findings of the study. In addition to that, the researcher was only supposed to make a descriptive analysis of the life narrative of academic server, however, it was suggested to attempt to use Kohlberg's theory of moral development to have relevance to Psychology and Counseling, in which this thesis is expected to be used as a fulfillment of requirement for the program. This was then communicated to the participants to set their expectations of the results of the study.

Ethical Considerations

There are three ethical considerations in conducting the study, compensation, sharing of the results with the participants, confidentiality, and consent. The researcher used compensation or a token of appreciation. This was used to respect their time and livelihood and was not by any means an encouragement to participate. This was proven

as the participants were able to provide their life stories in the same manner that most of them participated. Not one did the extra mile of telling their life story and all were able to tell their life story according to the instructions given. This was also proven as the participants did not indulge in the follow-up interview. The compensation was only used for their busy schedule and their services.

The researcher would share the results of the findings and discussion of the paper to the participants and if they would like an in-depth discussion, the researcher would provide them a schedule for discussing the paper with them.

The researcher is protecting the participants' identifying information and confidentiality. This was done by the researcher through the use of his personal Facebook account for communications. Any communications are done only through his account which is only accessible by him and whose password is only known by him, this makes the confidentiality of the participants protected. In addition to that, after the research has been done and approved for publication or printing as a thesis, the researcher would delete all of the data and contact information related to the participants. In the findings and discussion, names are generated randomly and are not related to the participants. No mention of names or any identifying information that would help anyone locate the participant was discussed in the paper. The demographics that were presented are all superficial information that could be true for thousands of people. For example, instead of location, we place the region of the participants or when we presented the school. The researcher did it as either a public or private institution, this would keep their information

confidential while ensuring that there is still a discussion about the demographics of the participants.

Lastly, the gaining of consent was done before the participation of the academic server, The consent includes the introduction, life narrative process, research objectives, confidentiality, withdrawal, benefit, and contact information. This was all communicated to the participants before participating in the study. The consent was signed and kept on cloud storage for safekeeping purposes as it has their identifying information. These ethical considerations are all rooted from beneficence, justice, and respect for people's rights and dignity which were addressed by the ethical considerations.

CHAPTER 3

RESULTS AND DISCUSSION

In this section, it was discussed that the different themes created from the narratives of academic servers would have three sections, the pivotal moments, the present experiences, and the implications of their reasoning to Kohlberg's theory of moral development. Themes, subthemes, descriptions, and sample texts from written narratives of the academic servers are presented and discussed altogether with previous researches results and their possible implication.

The Pivotal Moments of an Academic Server in Starting Their Craft

In this subsection, the pivotal moments that pushed them to become academic server is discussed, these were called pivotal moments as these are parts of their life story that were the reasons why they started doing academic serving. Participants have somehow described minimally their life before becoming academic servers, most of them were students upon the discovery of academic serving. However, they were able to tell their story of how they discovered academic serving and the reason they started academic serving. There were two major themes which are the reasons they started academic serving and how they discovered academic serving. Table 3 summarizes the pivotal moments of an academic server in starting academic serving. It summarizes the themes, subthemes, participants, descriptions, and sample texts. All of these were mentioned to present the pivotal moments of the academic servers in starting.

Table 3*Pivotal Moments of an Academic Server in Starting Academic Serving*

Themes	Sub-themes	Participants	Description	Sample Text
Reasons they started academic serving	Growing interest in the craft of academic serving	Olivia, Ava, Mia, William, Amelia, Benjamin	This tells us that they were interested in what they were doing as academic servers, writing or creating an output.	"I've been making research papers individually since junior high school until senior high school, aside from that I am also interested in writing which made me try to pursue ghostwriting"
	Helping hand	Ava, Sophia, Isabella, Amelia	This tells us that they always felt that they want to help people that are experiencing hardship in their academic endeavors.	"I had to start giving my services to my students since I had been aiding them without expecting anything in return."
	Struggling budget	Ava, Sophia, Mia, Ethan, Isabella, Alexander, Madison	This tells us that they were struggling financially and made the decision to address it through academic serving	"...back then I've struggled a lot financially, the only one who supports my studies is my relatives, so I tried on doing some things that would support me financially. "
	Coping Mechanism	Alexander,	This tells us that the feelings and thoughts that were evoked during the pandemic resulted in feelings of anxiety that resulted in finding a way to repress and rationalize the previous unproductiveness through academic serving	"...by earning money I can rationalize and repress the unproductiveness that I feel"
	Improving self	Ava, Chloe	This theme describes the reason why academic servers started academic serving, specifically, it tells us that they have always had to develop, improve or make their selves better, as a result, they decided to pursue academic serving	"I serve this as my training ground and a proof of experience that I've worked in a related writing career."
Discovery of academic serving	Serving immediate population	Olivia, Emma	This theme describes the way academic serving was discovered by them; it specifically tells us that they have already	"...what I know is that my classmates will pay me if I do his assignment"

Themes	Sub-themes	Participants	Description	Sample Text
			been doing it since they were in high school. It started as an unpaid activity to help their classmates and was then transformed into a bigger audience through the help of social media platform	
	Discovering academic serving through Facebook	Sophia, William, Amelia, Benjamin	This theme describes the way academic serving was discovered by them, it specifically tells us they suddenly discovered it while finding something else on social media, which led them to create their account that will do academic serving	"I also discovered that there are different academic groups for it and decided to join. "
	Suggesting close connection	Mia, Ethan, Isabella, Alexander, Madison	This theme describes the way academic serving was discovered by them, it specifically tells us that they were referred or suggested by their immediate people (friends, students, classmates) to try academic serving.	"...my cousin suggested that I become an academic server"

Reasons They Started Academic Serving

The consolidated subthemes on the reasons they started academic serving were growing interest in the craft of academic serving, helping hand, struggling budget, coping mechanism, and improving self.

The Growing Interest in the Craft of Academic Serving. The growing interest in the craft of academic serving were all coming from them that they were interested, curious, drawn to, or enjoyed. This subtheme can be described as feelings that they were interested in what they were doing as academic servers, writing, or creating an output. An excerpt from William, the written narrative was, "I've always been passionate about

education and learning, so the idea of becoming an academic server intrigued me.” (20 years old)

This is the reason why William decided to start doing academic serving is because they have a passionate feeling towards academics, he had felt intrigued by how academic serving works as a result he decided to experience it firsthand to learn more about academic serving

This was a unique finding among the two researches of Bautista (2021) and Aguilar (2021). The academic server’s interest was well accounted for in this finding as the sole reason for starting academic serving. The closest yet far from the findings of the research is professional indulgence from Bautista (2021). While on Aguilar’s findings, there were none to address it. It may be close to professional indulgence but the argument of Bautista (2021) assumed that this was for the happiness of both parties – the academic server and the students. In this case, the one that benefits is the academic server as it was their growing interest in the craft of academic serving.

This reasoning fits Stage 2: Individualism and Exchange as a moral development of the participant. This is because the reasoning for growing interest is for the sake of the researcher in addressing their growing interest in the industry of academic serving (Kohlberg, 1981).

The Helping Hand. The helping hand theme was coming from the idea of someone asking for help from them and their willingness to extend their hand to help out someone in need, which could be a stranger from the internet, an associate of someone they know, or even someone from the lower year in their school. An example of how

Isabella wrote, “I had to start giving my services to my students since I had been aiding them without expecting anything in return.” (21 years old)

Isabelle was a student teacher who was a senior in their program and was given the task to help out lower years with their schoolwork. She was informed by one of them that she could be making money on the internet if she would start academic serving. While at the beginning she was not earning money from it and has been doing it all just helping them out. Isabella loves helping people out as the money comes next to her willingness to extend a hand to someone that is struggling with their schoolwork.

This finding echo two prior researches. In Aguilar’s (2021), paper he used the theme of helping struggling students for addressing the finding of the reasons why academic servers offer their services. On the other hand, Bautista (2021) had called it mercy and compassion. The idea of mercy and compassion was that the teachers had a conflict with the preparation of research writing and because of that gap it was addressed by the utility. They were able to address the lack of preparation of clients in addressing their school works.

This kind of reasoning addressed stage 6 which was the universal ethical principle in which the usage of the services of the academic servers is utilitarianism as it addresses the common good and benefit for all. It addresses the needs of the clients because they wanted to help them out as they have the skills and capabilities to address the asking for help of their clients. This is in disregard of what the current law and social order state in academia. Where the teacher was supposed to be the one providing the teaching of skills and knowledge to the students, rather it was Isabelle who is a senior of their program and

had to do it because she is good at it (Kohlberg, 1981). This can be viewed through the lenses of different ethical principles. It could be from the four ethical principles of beneficence, that tell us that when Isabelle has been aiding her schoolmates, all she used to think about was the importance of helping them out (Page, 2012).

The Struggling Budget. The struggling budget theme were all coming from their word like, struggled, cannot afford, financial difficulties, support me financially, no allowances and earn some money. This describes that the academic servers need a source of income to pay for schoolwork, tuition fee, personal wants and needs, and food. A phrase that was written in Mia's narrative said, "...able to offer my father some of my spare money so that he could purchase some food and snacks."

Mia's family was struggling in the pandemic to find means to earn money for their food and to eat, Mia decided to take matters into her own hands by doing academic serving. As a result, she was able to give some money to her father to eat. Mia's struggled financially and has decided to start academic serving because of that.

This kind of reasoning is parallel with Bautista and Aguilar, the theme that was created by Bautista was financial augmentation while Aguilar mentioned the opportunity to earn money. At this point, it is consensus that academic serving provides financial rewards to people doing it. In Aguilar (2021), it was mentioned directly the possible income of the academic servers which is 1, 761PHP weekly as per his interview with his participants, and on Bautista, did not mention any amount rather he goes on and uses quotations of academic servers and mentions how their services were used to augment the financial needs that their family has. On the other hand, this research allows us to

recognize how the earning of a student was able to offer food for their family and the money they earned could be used in funding their personal and academic expenses while being a student.

This reasoning fits Stage 2: Individualism and Exchange as a moral development of the participant. This is because the struggling budget only benefits the person and only addresses their wants and needs and not the members of society's needs. It may address the needs of the family that could fit stage 4 however, it was not a community but rather it was their family. (Kohlberg, 1981)

The coping mechanism. The coping mechanism was only true to one participant, he was able to narrate how academic serving in Coursehero, an international website for helping students in need, was able to cope with his feelings of worthlessness. He narrated:

Alexander: I felt so unproductive and so stagnant during those times adding to the fact that I was already 21 years old at the time which only made me realize how sort of worthless I have become through the years of my study. I felt that I am just wasting my years even if I am enrolled in a promising college program still, it felt like I have been missing out on opportunities that I could have gotten had I not enrolled in the college program. To sort of compensate for all of this I worked as an academic server under Coursehero.

He then added "...by earning money, I can rationalize and repress the unproductiveness that I feel." Alexander knew himself well and was able to recognize that he needs to find a way to cope with the negative feelings he was having, he started

doing academic serving due to his feelings of worthlessness and was able to overcome it with the help of earning money, which was done through academic serving in the platform, Coursehero. This was why this theme is called a coping mechanism and is only true to Alexander.

This kind of reasoning is a unique finding of this paper, nothing was mentioned on both Aguilar (2021) and Bautista (2021). There was not even a close finding on it. Also, it was worth noting that in this paper, only one person finds it as a coping mechanism. In addition, the participant mentioned it only started during the pandemic crisis, which was the root of his reasoning.

This can be related to Stage 2: Individualism and Exchange of having an emotionally sound self to reason out the needs that the client felt during the stagnancy of early times in the pandemic crisis. This has the participant's goal during that time, and he has mentioned that it was able to address his wants during that time. In addition to that, he also mentioned that academic serving was helping him on the financial side of his family.

Improving Self. Improving self. While many found themselves improving during the academic serving, Chloe, on the other hand, has been improving herself just because she wants to improve and dive into the field of academic serving. Here is an excerpt of what Chloe mentioned in her narrative as an academic server,

Chloe: I started a journey of self-improvement and skill development before diving into the world of academic service. I spent numerous hours reading up on

topics and being familiar with them to broaden my knowledge and prepare myself to assist students in a variety of academic fields. (22 years old)

Academic serving involves a high-level skill in achieving the tasks in school that have different demands per teacher. Chloe knew that it is important to be an excellent student to achieve the demands of the teachers. Because of that, she sees herself in this field as he wants to be the best version of herself and continuously improve herself. Improving oneself was her reason for doing the academic serving. This is true to the other one, Ava but rather than pursuing academic serving in the future, she sees herself in a different field.

This kind of reasoning is almost similar to the findings of Bautista (2021). Bautista calls it, “the IN thing to be promoted”. The context of this is that teachers who either ask for help from academic servers get promoted, which is coming from the context that the teacher is both a researcher and an academic server. However, in the context of this paper, it is only used as a means of improving oneself due to the process of doing academic serving that comes from experiencing doing the outputs that they never had a chance to do. It looks similar but different.

This kind of reasoning is also Stage 2: Individualism and Exchange, there is a reward in doing academic serving which was improving themselves. This may either be before them doing academic serving or during the time they are doing academic serving. Either way, they have to make sure that their output has accuracy and quality to be proud of their work and have more clients availing their services. Accuracy and quality can only be achieved by improving oneself to the best version of oneself. This makes the

improving self a reward in doing the academic serving and making their reasoning to be at Stage 2: Individualism and Exchange

The reasons they started academic serving were a combination of different reasons and were all coming from their written narratives that it was one of the moments on how they got started in doing academic serving. These reasons are growing interest in the craft of academic serving, helping hand, struggling budget, coping mechanisms, and improving self. These 5 reasons were subjected to scrutiny through the lens of moral development and all of it, but one was implied to be on Stage 6: Universal ethical principles, while the rest were on Stage 2: Individualism and Exchange. Also, the results showed that improving self, coping mechanism and growing interest in the craft of academic serving were unique findings of this study, and helping hand and struggling budget was similar to the themes of the study of either Aguilar (2021) or Bautista (2021).

Discovery of Academic Serving

The consolidated subthemes on the discovery of academic serving are serving the immediate population, discovering academic serving through Facebook, suggesting a close connection

The Serving of the Immediate Population. The serving of the immediate population was all coming from their words that they helped their classmate, schoolmates, and even their boyfriend's sister. They were a bunch of people who could help someone struggling with their academics. An excerpt from Emma narrated how she discovered academic serving was, "I started accepting academic tasks among my classmates and schoolmates."

Emma was helping anyone who had asked for her services and was able to get clients that are her classmates and schoolmates, these were immediate people that are not necessarily gathered in social media to earn clients. These were done in the schools where the academic servers went. From there, they grew their clients to people they do not know and are far from where they leave.

The Discovery of Academic Serving Through Facebook. The discovery of academic serving through Facebook was an algorithm-based finding. It was suggested by Facebook as they scroll down their news feed. They were just doing their usual stuff and suddenly a Facebook post that is about academic serving caught their attention, they did their review about it and decided to pursue academic serving. Here is an example of how it was worded by William, “I accidentally stumbled upon the world of academic services while mindlessly scrolling through Facebook”

It was like they did not plan to see and have no plan to be one but because of the algorithm on Facebook, they were able to become one and have decided to pursue it because of Facebook. It may not have been their reason to pursue academic serving, but it was their way of discovering academic serving.

Suggesting Close Connection. Lastly, some academic servers became academic servers because of a suggestion or referral from their close connection, which could be a friend, partner, or even schoolmate. It was people who they knew that knew about academic serving. An example of how Ethan told the story of his suggesting close

connection was, “I initially became involved in this side hustle through the encouragement of my girlfriend.”

Here it can be seen that a supportive partner was encouraging her boyfriend to pursue academic serving. Ethan whose reason was for financial support pursue academic serving. This when woven together could be a great factor in why Ethan had started academic serving. While this is for a partner, some close connections have suggested academic servers like friends and classmates. Because of that academic serving was discovered because of a suggestion from a close connection.

Overall, academic servers had different reasons and ways of discovering academic serving. While some discover it through suggestion of close connection, some were able to discover it through serendipity, stumbling upon a post that they were not expecting to see. More importantly, some have been doing academic serving since they were young and have been helping out their classmates and students in exchange for money. While the majority of them started because of financial reasons, some of them were doing it because there was a growing interest in the craft of academic serving. That they were doing this kind of activity for the sake of learning about it and experiencing academic service. More importantly, these people see themselves and were validated by their clients that they are helping people. They have the skills and attitude that allow them to help people in need.

The discovery of academic serving is a unique theme in this study. This theme tells us a short vignette of their life that made them discover academic serving. It was

either driven by their experience in doing it while they were young and excellent at their schoolwork or that the academic servers get called to help someone in their school with their schoolwork; or it could be while they are doing their usual stuff, looking for references or just mindlessly scrolling Facebook that resulted in them seeing the post of academic serving and having the decision to pursue it; or It could also be coming from the suggestion of their close relationship which has given them the idea that they could also start academic serving to either help or earn a financial reward. Either way, they were suggested to do it. These findings were not reported in the study of Aguilar (2021) and Bautista (2021). This is a unique finding of the paper and an important aspect in getting the full picture of the pivotal moments in how an academic server started their journey in the industry.

The Present Experiences of An Academic Server

In this subsection, present experiences of academic servers are discussed. Participants have described their life while being an academic server, they were able to share their experiences, challenges, and motivations in doing academic serving. Moreover, they were able to share positive and negative experiences that are either personal-related experiences or academic serving-related experiences. This is also true of the challenges they experienced. They were able to tell personal-related challenges and academic-serving-related challenges. In addition, they were able to tell us the different motivations they felt and had used to move forward and continue as academic servers. In the discussion of this section, due to the variety of experiences, challenges, and motivations of the academic

servers, the discussion may use two or more quotations from the written narratives of the participants. All of these are summarized in Table 4.

Table 4*Opportunities for an Academic Server*

Themes	Sub-themes	Participants	Descriptions	Sample texts
Experiences	Academic-serving related experience	Olivia, Ava, William, Amelia, Madison, Chloe, Benjamin	This theme describes all kinds of academic serving-related experiences that they have experienced.	“As academic servers, we experienced being scammed, we experienced rejection, we experienced low payments that we don’t deserve for the output we did, we experience being ghosted by our clients.”
	Personal related experience	Ava, Sophia, Mia, Ethan, Isabella, William, Amelia, Alexander, Madison,	This theme describes all kinds of personal-related experiences that the academic servers have experienced.	“Through sheer determination and hard work, I have managed to save enough money to purchase a scooter, which now serves as my primary mode of transportation.”
Challenges	Academic-serving related challenges	Olivia, Emma, Ava, Mia, Ethan, Amelia, Benjamin	This theme describes all kinds of academic-serving-related challenges that they have experienced	“There are some clients who does not know how to value the hard work of an academic server”
	Personal related challenges	Sophia, Isabella, Benjamin	This describes all of the personal related challenges that they have experienced	“it was difficult for me for a reason that I also had to deal with my own academics”
Motivations to continue	Motivations	Olivia, Emma, Sophia, Ethan, Isabella, William, Amelia, Benjamin	This theme describes all of their motivations in moving forward regardless of the challenges and experiences they have faced.	“I’m not doing this just to earn but also to keep my passion inside of me. This helps me to motivate and keep from accepting academic works”

Opportunities Experienced While Being an Academic Server

The consolidated subthemes of opportunities experienced while being an academic server are academic-serving-related opportunities and personal-related opportunities. These are then divided into different opportunities that include having different customers, revising their rate, meeting the needs of the clients, doing various tasks, having trustworthy clients, getting scammed from academic serving-related opportunities; and buying what they want and need, personal growth, appreciation of one's effort, juggling personal and academic serving responsibilities, and academic dishonesty in personal related opportunities.

Academic-Serving-Related Opportunities. Academic-serving-related opportunities are a combination of different opportunities that they experienced only experienced when they were academic servers. It could be a positive or negative experience. Some of the opportunities they have had were having different customers, revising their rate, meeting the needs of the clients, doing various tasks, having trustworthy clients, and getting scammed. Here are some examples of text that were written in Maddison's narrative, "We also experienced disrespectful clients who kept calling us if we can't reply right away, clients that request work for free but demanded to the point that it was a heavy task."

This is then followed with a positive note that there could be good clients and that even though there is hardship when it comes to facing clients, there are some that were good and was not hard to serve. "We are very thankful to our clients that trusted us, we are thankful to our clients that gave extra tips, to our clients that are respectful."

Another example of academic-related experience was having different customers as written “As an academic server, I found myself working with students from various backgrounds and academic levels. The joy of witnessing their growth and development was unparalleled.”

This theme tells that academic server get to meet clients from different customers from different courses and are not only limited to their expertise. Moreover, this kind of theme also encompasses the way different clients treat academic servers, from people who look down on them that it shows in how they become bossy and instruct them to people who look up to them that giving instructions is not even an option as clients believe that academic servers are good and can pick up what the teachers were asking.

Moreover, there are instances that they are the ones being scammed by their clients. This came from both Chloe and Madison who had shared their experience. Here is an excerpt from Chloe’s experience, “I also had to deal with the regrettable existence of con artists who tried to rip me off. These interactions gave me insightful advice on how to approach new clients with caution and discernment.”

Personal-Related Opportunities. There are personal-related opportunities that they experience when they started offering academic services. This ranges from buying what they want and need, personal growth, appreciation of one’s effort, juggling personal and academic serving responsibilities, and academic dishonesty for instance, the academic servers were able to buy themselves a motorcycle for commuting (Ethan, 21). This was also true for Mia and Olivia who had to fund their school expenses as their finances were not in good condition during the pandemic. Ethan who had experience buying

himself a motorcycle proudly shares; “Through sheer determination and hard work, I have managed to save enough money to purchase a scooter, which now serves as my primary mode of transportation.”

On the other hand, there are those academic servers that had seen their personal growth while being academic servers. Here is an excerpt from Mia on how she sees academics serving as a learning experience.

Mia: I developed into a shrewd and realistic decision-maker as a result of being an academic server. I was able to plan how to draw clients, be more imaginative and productive with my unfinished projects, and also helped me learn new things from the tasks that I had completed.

In addition to this realization, some academic servers had this sense of appreciation for themselves, whenever they are being updated on how their help was able to make their clients graduate from college. For instance, Amelia, 21, was able to say she sees her contribution to her client’s progress in learning and that she sees herself as part of something bigger.

Amelia: That it allowed me to play a role in the progress of learning, to be part of something greater than myself, and to take pride in the fact that the work I did every day had a lasting impact on the students and faculty relying on it.

Some were able to notice that what they are doing could be considered academic dishonesty and argued that not everyone is academically gifted. She worded it as “Some argue that this is unlawful since you are allowing the student to be dependent on others,

but in my opinion, everyone has various problems in life, and not everyone is academically gifted.”

Lastly and most importantly, these academic servers had to juggle the responsibilities they have on their own as a student and a child of someone together with their responsibilities as academic servers. This was the highlight of Ava’s narrative as she has also mentioned that she is a scholar. She mentioned,

Ava: When I finished my first commission, I pursued academic service one more year later since I thought that I needed to focus on my studies first. Aside from that I am also a scholar so I thought that I have my needed support enough.

The opportunities that the academic servers were a lot and were coming from different contexts. The best way that this group was through personally related opportunities and academic serving related opportunities. The opportunities that were mentioned were either negative or positive. The negative opportunity was not addressed as a lesser opportunity because these were experiences that molded their character as academic servers. The opportunities that could be deemed negative are those experiences that caused stress to the academic servers. Examples of those themes are juggling academic serving and personal responsibilities, and academic dishonesty in personal-related opportunities. On the other hand, getting scammed was the only theme that emerged to be a negative experience in academic serving-related opportunities.

This kind of finding is only mentioned in this study as during the exploratory research of Aguilar (2021) and Bautista (2021), the themes that were created are limited to the reasons why they are doing academic serving (R. G. Bautista, 2021) and key

players, revenue, prevalence and how the transaction of academic serving takes place, reasons why students do it and reasons why academic servers do it (Aguilar, 2021). The specific opportunities that academic server experiences were not mentioned.

Challenges Experienced While Being an Academic Server

The challenges that are mentioned in this discussion are academic serving-related challenges that are divided into customer challenges and competition challenges. These challenges include limited instructions, scammers, meeting the demand of the customers, customers not valuing their work, and competition of academic servers that includes the usage of ai, the integrity of other servers, and locating customers to serve. On the other hand, personal-related challenges have juggling personal academics with academic serving and social stigma on academic dishonesty.

Academic-Serving-Related Challenges. Academic-serving-related challenges are all about the things they felt were a challenge and were able to overcome as an academic server. This theme includes customer-related challenges like limited instructions, scamming, meeting the needs of customers, customers not valuing their work, and challenges that pertain to their competition like customer servers that use ai in producing output, the integrity of other servers, and locating customers.

For limited instruction, the server was able to mention that it was challenging to assist in cases where the task's instruction was not particular which made it harder for them to recognize the needs of the clients. Here is an excerpt from Benjamin's narrative, "I receive limited instructions for a particular task, which can make it challenging to provide the best possible assistance". This tells that it is important for clients to be

particular about their demands to provide the best services to them. The lack of particularity in the instructions made it more challenging for them to meet the demands of the students.

Scamming was a challenge that the majority of the participants mentioned they either see it as an experience or as a challenge. Olivia who comprehensively sees the challenge of scamming and how it works shared the following words.

Olivia: In Facebook it is easy to make an account, like creating a dummy account and this is the reason why many commissioners are victims of scams and ghosting. It's something that, the client will ask the commissioner to do academic work, of course, there will be discussion and agreement, and after the commissioner was done to the output and sent it to the client what client do is block the commissioner without paying them. This is unjust for the commissioner.

This shows that use of a dummy account or an account that is not showing any personal information about the user, the clients would get ahead of the academic server and ask them to do a school task and when it is sent to them the client would just block the academic server getting the output without spending a dime. It was the academic server's hard work, and they are not getting paid because of the client's scamming.

While expectation has to be set in order for academic servers to work better, it is important to note that academic servers see varying needs due to expectation as a challenge. For instance, Amelia has mentioned that the varying needs of the clients were a challenge, she specifically mentioned, "It was challenging to meet the varying needs of clients, often having to complete assignments within tight deadlines" This gives us the

idea that the demands of other clients make the other demands harder because of its variation from previous works that the academic servers were able to finish.

The last customer-related challenge was that some clients do not value or see the importance of their hard work. Emma mentioned this in her narrative, “There are some clients who does not know how to value the hard work of an academic server.” This part tells that academic server felt unvalued for their services because of how customers treat their hard work.

The competition challenges are also discussed, specifically, customer servers that use AI in producing output, the integrity of other servers, and locating customers. The first one is academic servers that use AI in their work. Olivia can see that when ChatGPT was introduced, she sees it as a challenge to her as she would still want to keep her relevance in their field. Furthermore, she claims that there are new academic servers that are marketing their skills as users of academic servers which she sees as a challenge.

Olivia: Chatgpt was introduced, imagine you just enter the ideas that you have on your mind and type it in the server the Chatgpt will do the rest, many accounts in Facebook or in other job sites claiming that they are service commissioners, thanks to Chatgpt (I’m not making this generally)

This shows that the academic servers who have been doing academic serving have seen this kind of innovation as a competition and as a tool. While there were no participants who claimed that they are using AI as a tool in academic serving, Olivia sees them and claims that they see it as a challenge. The generative AI ChatGPT as a tool is a competition of academic servers to those who do not use it.

The integrity of other servers is also a challenge to some of the academic servers for the reason that the bad integrity of others could affect the perception of their customers to other academic servers. Mia had written this on her life narrative and had been concerned about the effect of it to those who is serving with integrity

Mia: The fact that other commissioners or servers offer a low-quality service that even thesis papers are worth less than the time they extract from performing the assignment is definitely alarming. This is concerning because some clients assume that all servers behave in the same way

This shows that the academic servers who are doing their job diligently and with integrity are at risk for those who have no integrity when it comes to their work as academic servers. This leaves a bad name not only to the academic server who did it but to every academic server.

This theme could then be connected to locating customers as its theme, the reason for separating the two is because there are different means that academic servers share their services. Some are from testimonies and the others are from posting introductions of themselves about the services that they are offering. With that, one of the challenges that were mentioned in locating customers is building credibility and finding clients. Ethan had specifically mentioned this in his narrative, “Building credibility and finding clients proved to be particularly difficult.”

Ethan has been new in academic serving and was struggling on building his credibility and finding clients. While some were already established, this was specifically

true for him who was new in the field. He added that as he was finding clients back then, he was blocked as a spammer by Facebook because of his incessant posting and messaging for the sake of finding clients that he can serve.

Academic servers are challenged by customers and competition when doing their job. These challenges were all mentioned in their narratives, and nothing was mentioned on how they were trying to address these challenges. It could be better information on how the academic servers are addressing the challenges they are facing. These findings are also unique in this study as challenges were never mentioned in exploratory studies of academic serving (Aguilar, 2021; Bautista, 2021)

Personal Challenges. The majority of the challenges mentioned were academic-serving-related challenges. There are still some who mentioned that they were facing personal challenges while being an academic server. Juggling personal academics and academic serving and social stigma on academic dishonesty. These two personal challenges were mentioned by Sophia, Isabella, and Benjamin. They had a clear understanding that they are facing challenges while being an academic server. Sophia mentioned in her narrative that, “Some say it is academic dishonesty, yes it is, but for those students like who had really no choice we can’t help but to fight and do everything for the sake of good future ahead.”

This is also mentioned in Benjamin’s narrative and has mentioned that “There is the social stigma attached to being an academic server. Some people perceive it as ethically wrong or dishonest, failing to recognize the genuine intention behind our work.”

These two had true intentions and were able to recognize that society see their work as dishonest or ethically incorrect. However, they rationalize that it is for their future and to help others. This has been their challenge.

On the other hand, there is a challenge considered among the academic servers but was only mentioned by Sophia and Isabella, they mentioned that juggling or balancing their academic serving life and their academics was a challenge. Isabella mentioned in her narrative, “It was difficult to balance my schoolwork with that of others because we only had a set amount of time to complete the assignment.” Academic serving is an additional task for anyone that would try this craft. It was mentioned by two but most likely, all of them were experiencing it as the majority of them were in the same age bracket.

Overall, there are personal-related and academic-serving-related challenges that academic servers face. It includes academic dishonesty, juggling two responsibilities, customer-related challenges, and competition-related challenges. These challenges are unique findings of the study as the study of academic servers in Bautista (2021) and Aguilar (2021) did not mention anything related to the challenges of academic servers.

Motivations to Continue Academic Serving

Motivations are the reasons why they are continuing their work as academic servers. There would two topics on motivation, these are positive-emotion motivation and reward-based motivation. Positive emotions as motivations include excitement for the future and enjoyment of doing the academic serving. While reward-based motivations include receiving an appreciative message, financial rewards, and personal growth. In this

chapter, the researcher used the moral development theory of Kohlberg in appreciating the reasoning of academic servers.

The positive-emotion motivations. The positive-emotion motivations can be described by the feelings they felt that leads to helping family members and clients and were achieved through academic serving and the hope for the future. The positive-emotion motivation is coming from the feeling of satisfaction from doing academic serving as it was a way to help their family and their clients. Here are some excerpts from the written narratives of the academic servers that talk about the positive emotions and where all of these were coming from.

Olivia: I'm not doing this just to earn but also to keep my passion inside of me.

This helps me to motivate and keep from accepting academic work.

Sophia: I already have five or more clients who already graduated from college and the feeling that I am part of their success is priceless.

Isabella: To summarize, being an academic server is difficult, but if you appreciate what you do, you will enjoy it and consider it a pastime.

William: The journey as an academic server has been transformative, and I am excited to see where it takes me next.

These are short excerpts. However, the idea that doing academic serving was fulfilling for them regardless of where and how the positive emotion was created. It was enough for them to continue to move forward in their journey as academic servers. It is worth noting that there were a variety of positive emotions from the participants and all of them were their source of motivation to continue.

Reward-based motivation. Reward-based motivations are the reasoning of the academic servers in their continuation to do the academic serving through the rewards that they are receiving from doing it. In reward-based motivation, it includes personal growth and financial reward. Here are some excerpts that would talk about each of this respectively:

Isabella: What motivates me to continue is my desire to learn and explore more, despite the fact that I am studying Information Technology.

Sophia: There was a point when my schedule was too tight and even though I wanted to stop doing this kind of job I cannot afford to quit because of financial difficulties.

These are short excerpts of certain individuals, and it has shown that their desire to become better was their source of motivation and the other one's source of motivation was their inability to quit because of the financial difficulties that are resolved by working as an academic server.

Doing academic serving entails having varying experiences, challenges, and motivations. The life narratives that were written did not encompass all of these 3 but majority of what has been mentioned in their narrative was a consensus of what they are experiencing, challenging them and motivating them to continue moving forward on their journey as an academic server.

The created themes are all award-based and this makes that their reasoning for doing academic serving is at Stage 2: Individualism and Exchange. The reward could be emotion-based or it could be reward. Positive emotions that were mentioned are coming from different aspects of their life. One was coming from their passion or enjoyment of doing the academic serving or doing something academic related; one was coming from the appreciation that was received from their customers or family members that they were able to help through the output that they were able to sell or the financial reward of academic serving, respectively; one was coming from fulfillment due to the transformative experience of doing the academic serving. Rewards that were mentioned are coming from rewards that they get it could be by learning or by the financial rewards that it gets. These motivations are an important aspect of an academic server's life to continue moving forward because they are still facing challenges and their life is filled with things to do and achieve for some time. This brings us back that these positive emotions and rewards that they get were their motivations to continue and motivations are reasons to continue and when the reason one does certain tasks one is at a Stage 2: Individualism and Exchange of theory of moral development.

To add, while the result of the praises received from customers was positive emotion, it is important to note that Stage 3: Interpersonal Relationship is a stage wherein the development is based on the approval of others, which can be received from customers or family members.

Aspirations While Being an Academic Server

The aspiration aspect of an academic server was supposed to be a third topic but was demoted to a second topic and combined with present experiences. While aspiration is future-oriented, it is important to know that these thoughts and plans were created during the time while they were doing academic serving. It was suggested to be removed due to a lack of responses from academic servers but was retained for the reason that a life narrative is not complete without its plans or aspirations.

In this part, plans for academic servers are discussed. It discusses the different plans that they have had while writing the narrative that they have. Academic servers were able to note some of the plans that they have while others were not able to share their plans. Among the plans that they mentioned, two themes were created. These themes were a continuation of academic serving and a transition to a different field. Continuation of academic serving is a theme that describes their plans for their academic serving and what would be the purpose of it in the future. While some see themselves in a different field as they see the academic serving as a training ground for the future that they wanted. Table 5 summarizes the aspirations of an academic server.

Table 5*Aspirations of an Academic Server*

Subthemes	Partici- pants	Description	Sample Text
Continuation of academic serving	Oliva, Alexander, Madison, Chloe	This describes that they want to continue what they are doing as a side hustle, to earn more money in preparation for living their life and financing their goals. Others are aiming to expand the reach of their customers. Others want to create a space or platform for students in need.	“...to a larger clientele and providing specialized help”
Transition to a different field	Ava, Sophia, Isabella, Alexander	This describes that this was just a means to earn money and become their training ground for something else they have always wanted.	“I am now planning to transition into another career same with writing but in a more different writing field. This is copywriting, more in marketing. For me, ghostwriting/academic services are great for those who want to have a part-time/full time while they are home however, they should make sure that they would be obliged and responsible enough to meet each deadlines every time”
Nothing was mentioned	Emma Mia, Ethan, Amelia, Benjamin	Nothing was mentioned	Nothing was mentioned

Continuation of academic serving. The theme of continuation of academic serving describes that they want to continue what they are doing as a side hustle, to earn more money in preparation for living their life and financing their goals. Others are

aiming to expand the reach of their customers. Others want to create a space or platform for students in need. For instance, the plan to expand the reach of customers was placed.

Chloe: I want to provide a space where students can connect, share information, and be inspired by one another while still providing for their academic needs.

Chloe thought of her aspirations as a platform for students, academicians that provides a space where people can share information, connect and be inspired. This kind of aspiration was rooted on the idea for a continuation of academic serving but rather than staying in the academic serving, she would be the one providing a safe space for academic serving for everyone.

William: Looking towards the future, I envision myself continuing to serve as an academic professional, expanding my knowledge and expertise in various subject areas.

William thought of his aspiration as a personal journey wherein he sees himself furthering his knowledge, expertise and academic profession, which in return will be used to help his clients better.

Alexander: For my plans, I have decided to continue on my course hero after I graduate. This is because I am already foreseeing that my salary as a fresh graduate would be small and so I plan to do course hero as a part-time job.

Alexander has thought of using the same platform as a source of income when he graduates a it will help with his finances as a part-time job, knowing that the salary he could be getting was low, it was his aspiration to continue academic serving in the platform coursehero

This tells us that the academic servers see themselves further into their journey as academic servers. They are aiming to improve themselves better to serve more clients and some are looking forward to creating a platform or space where students are connected and to be helped by the academic server. In addition to that, some see academics serving as a means to achieve a goal, they see it as a part-time job only for extra income.

Transition to a different field. It can be seen how some see themselves in the future as an academic server, however, some academic servers see themselves in a different field. Transition to a different field describes that this was just a means to earn money and become their training ground for something else they have always wanted.

Ava: I am now planning to transition into another career same with writing but in a more different writing field. This is copywriting, more in marketing. For me, ghostwriting/academic services are great for those who want to have a part-time/full time while they are home however, they should make sure that they would be obliged and responsible enough to meet each deadlines every time.

Ava has decided to change a different but almost similar career that involves writing. She points out that she wanted to do copywriting, a different field of writing that focus on marketing and not on the creative aspect of writing. She sees it similar yet different field as it will no longer be academic writing but it will be anonymously helping someone with her abilities in writing.

Sophia: Sometimes, I do better in this than in my academics but still reach out because the main reason or motivation for me to enter this kind of side hustle was to finish my schooling journey and finally become a teacher.

Sophia's goal has always been to be a teacher, her academic serving stint was only a source of income to further her endeavors in school. This allows her to get money to fund for school projects and daily expense. Her goal to be a teacher was a different field as it will legally and directly address the students capabilities through teaching.

William: I plan to pursue advanced degrees to deepen my understanding of educational psychology and pedagogy, as well as explore research opportunities to contribute to the academic community.

William was aiming to pursue advance degrees in educational psychology, a field in academic but rather than academic serving where he is an anonymous, he aims to be one who contributes directly to the academic community bearing his name and credentials.

The three quotations talk about the transition to a different, one was about copy-writing, one as a teacher, and the third one as a researcher. It is clearly stated that they only see academic serving as a side hustle to reach their ultimate goal and are planning to transition to it while learning the skills they can get from academic serving.

While some were unable to share their plans, some were able to proudly share their plans for the future. For them, academics serve as a means to achieve their goals – it could be transitioning to a different field or expanding their clientele. One thing is certain in the after themes, academic servers have plans on their own and they see academic serving as a means to achieve their personal goals in the future.

The themes that were created from the life narrative of academic servers were before, during, and after themes. The before themes are presented with two themes that are their reasons for starting academic serving and how they have discovered academic

serving. On the other hand, for the during themes, there were experiences, challenges, and motivations that they mentioned while they were doing academic serving. There are personal-related and academic serving-related experiences and challenges, then there are positive emotional motivations and reward-based motivations. All of it was filled with their own stories and perspective on their life as academic servers. Finally, the aspirations of the academic servers are transitioning to a different field and continuing their journey in academic serving were some of the themes that were shared among academic servers.

The aspirations findings are also unique in this study. Aspirations are also an important aspect of a person's narrative to see how they see themselves transitioning to a different field or how they see themselves becoming better at their craft. While some were unable to mention their aspirations which could be coming from their position that they do not see themselves in a place where they would like to be in the future or it could be just that the instructions were not understood well. Anyway, aspirations are an important aspect of a life narrative.

Implications of the Study

In this subsection, the summary of the reasoning themes' implications for Kohlberg's moral development and the created resulting framework were discussed. This section did not go into much detail but rather summarizes the discussion done in previous subsections.

Reasonings' Implication to Kohlberg's Moral Development

In Table 6, the reasonings were laid out for the themes that have reasonings in it, these were the reasons they started academic serving and their motivations to continue doing academic serving. These reasonings were discussed in the previous subsection of pivotal moments and present experiences of an academic server. This is an important aspect of the discussion as there was a reason why they started and a reason why they keep on doing the academic serving that lasted for months to years.

The helping hand was the only difference among the reasons implication to Kohlberg's Moral development. It was implied to be on level 3: post-conventional reasoning and stage 6: universal principles. This was used as the helping hand coming from the reasoning that the academic servers were only helping the struggling students because they can and have the capabilities in addressing the academic challenges of the students. It benefits both parties and this was rooted in beneficence (Page, 2012). Beneficence is the ethical principle of moral duty to provide advantages and assist others in advancing their rightful pursuits, which means that one is morally obligated to offer help and support to fellow individuals. Some were coming from this aspect of reasoning, and it was a universal principle.

Table 6*Summary of Reasonings' Implication to Kohlberg's Moral Development*

Themes that have reasoning	Description	Stage and Level of moral development
<i>The reason they started academic serving*</i>		
Growing interest in the craft of academic serving	This tells us that they were interested in what they were doing as academic servers, writing or creating an output.	Level 1: Pre-conventional Reasoning Stage 2: Individualism and Exchange
Helping hand	This tells us that they always felt that they want to help people that are experiencing hardship in their academic endeavors.	Level 3: Post-conventional reasoning Stage 6: Universal ethical principles
Struggling budget	This tells us that they were struggling financially and made the decision to address it through academic serving	Level 1: Pre-conventional Reasoning Stage 2: Individualism and Exchange
Coping Mechanism	This tells us that the feelings and thoughts that were evoked during the pandemic resulted in feelings of anxiety that resulted in finding a way to repress and rationalize the previous unproductiveness through academic serving	Level 1: Pre-conventional Reasoning Stage 2: Individualism and Exchange
Improving self	This theme describes the reason why academic servers started academic serving, specifically, it tells us that they have always had to develop, improve or make their selves better, as a result, they decided to pursue academic serving	Level 1: Pre-conventional Reasoning Stage 2: Individualism and Exchange
<i>Motivations to continue academic serving*</i>		
The positive-emotion motivations	The positive-emotion motivations can be described by the feelings they felt that leads to helping family members and clients and were achieved through academic serving and the hope for the future	Level 2: Conventional Reasoning Stage 3: Interpersonal Relationships; or Level 1: Pre-conventional Reasoning Stage 2: Individualism and Exchange
Reward-based motivation	Reward-based motivations are the reasoning of the academic servers in their continuation to do the academic serving through the rewards that they are receiving from doing it.	Level 1: Pre-conventional Reasoning Stage 2: Individualism and Exchange

Note. These (*) are the main themes that have reasoning among the themes that were created

The rest of the reasoning was identified to be in Level 1: Pre-conventional reasoning, Stage 2: Individualism and Exchange. The majority were level 1 and stage 2 as most of them are doing it for their rewards. It could be coming from the financial rewards of doing it and the positive emotions they get from doing academic services. The themes include the growing interest in the craft of academic serving, struggling budget, coping mechanisms, improving self, positive-emotion motivation, and reward-based motivation. In addition to that, it could be seen that positive reward emotions were tagged as Stage 3: Interpersonal Relationships because those positive emotions were either coming from praises from their customers or the acceptance of the family members on the financial rewards that were brought by academic serving. Academic serving has become a tool for improving social interaction for both customers and families. This has also been their reasoning when positive emotions are spoken about.

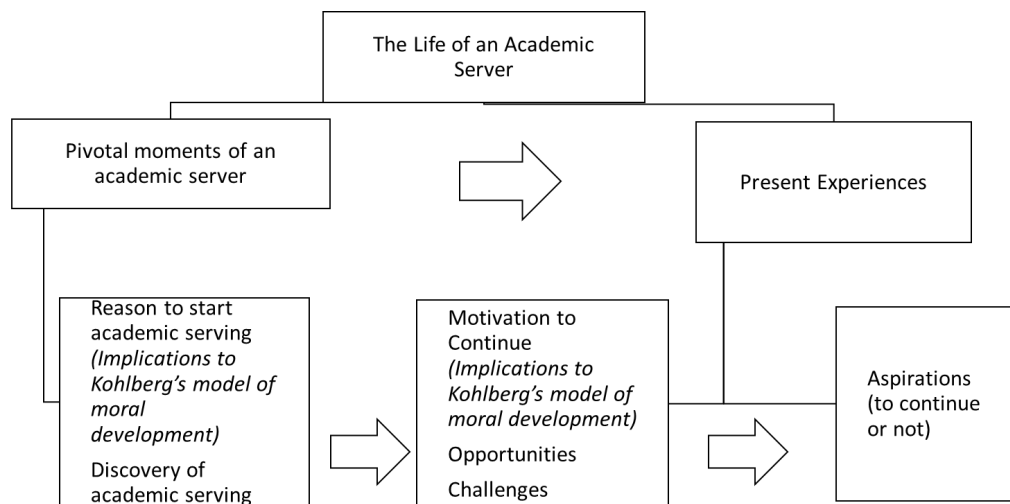
Resulting Framework of the Lives of Academic Servers

The resulting framework is shown on the Figure 2. As mentioned in the pivotal moments of an academic servers, there were reasons that they started academic serving and these are Growing interest in the craft of academic serving, Helping hand, Struggling budget, Coping Mechanism, and Improving self. Among these five reasoning, helping hand was the highest in the moral development and the rest are in stage 2, individualism and exchange, which are mostly about the rewards they get from starting academic

serving. On the other hand, motivations to continue academic serving has the positive-emotion motivations and reward-based motivation. These two are all anchored to the stage 2, individualism and exchange, as well. Furthermore, the life of an academic server is filled with experiences and thinking. The experiences include the opportunities and challenges. Which are then transformed on whether they are to continue or not in the field of academic serving. All of this can be made sense from Figure 2.

Figure 2

Resulting Framework on the Lives of Academic Server in the Lens of Kohlberg's Model of Moral Development



The life of an academic server is started by pivotal moments that leave lasting impressions. These pivotal moments may include the reason to start academic serving and the discovery of this unique profession. Then this moment turns into present

experiences. The experiences they encounter along the way include opportunities, challenges, and motivation to continue which then further results to the aspirations of an academic server. Each of these pivotal moments and present experiences contributes to their sense of purpose and direction.

The position of all the concepts is interrelated. At the top is the life of an academic server as it is the person's life everything falls down from the person. Then we have similar levels of pivotal moments and present experience of an academic server. They were at the same level as they are both contributing to the life of an academic server. Pivotal moments were the kickstart of their life story as an academic server and the rest of the things that they have experienced are placed in the present experiences. The life story includes the before, during and after of their life story. Only the before and during were included as the future of their life will not be described fully in the study as it has not yet happened. However, their future can also be considered through aspirations. Now, aspirations are future oriented, however, it still happens during the present experiences. The moments when they thought about their future and envisions their life as an either academic server or in a totally different field can only happen during the present experience. In the same way, the academic servers could not have mention it at the moment as they could not be thinking about it at all. Now there are three arrows. In a bigger perspective the pivotal moments turn into present experience. In a more detailed explanation, the reasons to start and discovery of academic server when placed together will make them decide to start academic serving and as an academic server they would

have multiple experience like their opportunities, challenges, motivations, and aspirations.

The reason an individual chooses to start and continue academic serving is often rooted in their moral development. Kohlberg's model suggests that individuals progress through stages of moral reasoning, from basic self-interest to broader ethical principles. For some academic servers, the desire to make a positive impact on the academic community aligns with higher stages of moral development. They may be motivated by a sense of duty to contribute to the education of others by helping them out. This is present in the helping hand themes of the study. On the other hand, the rest of their reason or motivations are aligning to their self-interest and one unique was improvement of the interpersonal relationship. Their reasonings to start were Growing interest in the craft of academic serving, Struggling budget, Coping Mechanism, and Improving self were all coming from their personal interest. This is only limited to reason to start and motivation to continue as Kohlberg's theory of moral development are only limited to the person's moral reasoning and not on their experiences (opportunities, challenges, motivation, and aspiration).

CHAPTER 4

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provides a summary of the complete research, which consists of five parts. The first part of this chapter summarizes the background, objectives, and methodology used in the study. The second part examines the main findings of the research, while the third section outlines its limitations. The fourth section concentrates on drawing conclusions that address the study's objectives. Finally, the fifth and final part presents the researcher's recommendations based on the study.

Summary of Study

The study is the result of the curiosity of the researcher on the life of an academic server. As an aspiring psychologist, counselor, and educator, academic serving is a scenario that has not been well known not only to students but to facilitators of learning. In addition to that, the news that was reported about academic dishonesty further instigate the curiosity of the researcher. Given this curiosity, the researcher decided to employ the qualitative method with the use of life narrative as a method and the written narrative as the raw data of the study. The research used aims to: (1) describe the life of an academic server before, (2) describe the life of an academic server during, and (3) describe the plans of the academic server, which were changed to (1) Describe the life of an academic server in terms of: (a) discovering the industry of academic server and (b) Reasons for engaging in academic serving; (2) Describe the current experiences of academic servers in terms of (a) Opportunities, (b) Challenges, (c) Motivations to continue and (c)

aspirations. Lastly, (3) Based on their experiences, establish implications for Kohlberg's moral development. The data was gathered through written narrative and themes were validated by experts. Thirteen academic servers participated in the study. Instruments were validated and approved. The expected follow-up interview was not conducted. Finally, the results were presented in a summary of the findings.

Summary of Findings

The Pivotal Moments of an Academic Server in Starting Their Craft

The findings of the study revealed several themes but were grouped only into two, these were the reasons they started academic serving and the discovery of academic serving. One reason for starting academic serving was a growing interest in the craft of academic serving, a helping hand, struggling with budget, coping mechanisms, and improving myself. While on the discovery of academic serving, the themes that were generated are serving the immediate population, discovering academic serving through Facebook, and suggesting a close connection.

The Present Experiences of an Academic Server

The findings of the study revealed several themes but were grouped into four these are experience, challenges, motivations, and aspirations. The experience was further discussed as having different customers, revising their rates, meeting the needs of the clients, doing various tasks, having trustworthy clients, and getting scammed. While challenge's themes include customer-related challenges and challenges that pertain to their competition. Then, motivation themes were discussed as positive-emotion

motivation and reward-based motivation. Finally, the aspirations' themes were discussed as a continuation of academic serving and a transition to a different field.

Implications of Their Reasoning to Kohlberg's Moral Development Theory

The findings of the study used themes that speak of reasoning like causes that they started academic serving and motivations to continue doing academic serving. These themes that were used are further categorized according to the stages that fit the reasoning to the theory of moral development of Kohlberg. The used stages were stages 2, 3, and 6 – these are Stage 2: Individualism and Exchange, Stage 3: Interpersonal Relationships, and Stage 6: Universal Principles. In addition to that, another implication was made which was the resulting framework of the life of academic servers. It illustrates the life of an academic server from their pivotal moments up until their present experiences.

Limitations

The study faces several limitations that could impact the robustness and generalizability of its findings. Firstly, relying solely on the platform Facebook to gather participants offering academic server services may result in a limited and potentially biased sample. This limitation could lead to incomplete data, as academic servers who prefer face-to-face discussions or use other platforms may be excluded, affecting the representativeness of the study. Secondly, the absence of a quantitative approach in the study hampers its ability to establish broader generalizability. By not incorporating a higher number of participants (n) and quantitative data gathering tools, the findings may

lack statistical significance and limit the study's applicability to a wider population of academic servers. Thirdly, the focus solely on academic servers may restrict the study's scope and overlook valuable insights from other user groups that avail themselves of academic server services. A more comprehensive investigation involving diverse user groups could lead to a more holistic understanding of the subject matter. Fourthly, the reliance on self-reported data and the absence of face-to-face interviews with new sets of participants may limit the depth and richness of the data collected. Gathering information through personal interviews could provide nuanced insights and enhance the credibility of the study. Lastly, the lack of follow-up interviews and validation of themes by respondents raises concerns about data completeness and accuracy. Efforts to address this limitation, such as repeated communication and more time for data gathering, could contribute to a more comprehensive and rigorous research process. Overall, while the study has provided valuable insights, these limitations should be acknowledged and considered in future research endeavors to ensure a more comprehensive and widely applicable understanding of the topic.

Conclusion

Based on the results of this study, the following conclusions are made:

The study describe the reasons individuals started engaging in academic serving and the discovery of academic serving. The paper has shine light on the various reasons influencing individuals' moments prior to engagement in academic serving and highlight the diverse paths through which individuals become aware of this practice.

The findings describe the academic servers' experiences in the field in terms of opportunities, challenges, motivation, and aspirations. The paper has shine light to the various experiences of an academic server. It can be an opportunity, a challenge and as a result of this, it made them find motivations in continuing their work as an academic server, all of this together with the aspirations academic servers has

Lastly, the academic servers' reason for doing academic serving can be categorized into three levels: pre-conventional reasoning, conventional and post-conventional reasoning. The majority of the academic servers that are motivated by rewards can be considered to be stage 2 and stage 3. The minority of the academic servers are motivated by a sense of duty to help others and a belief in universal principles, such as beneficence, which is considered to be stage 6. In addition to that, the resulting framework is created, see figure 1. The resulting framework found out that the pivotal moments are beginning of the life of an academic server and the reasoning of academic servers are anchored to the implications of Moral development of Kohlberg. The pivotal moments are how the academic servers were able to discover the academic serving. Then, the opportunities and challenges are part of their life story, this includes both personal and academic related opportunities and challenges. Then, the motivations to continue are implied to Kohlberg's moral development. Finally, the aspirations on whether to continue or not was included in their narrative.

Recommendations

In this study, the researcher embarks on a journey to delve into the captivating narratives of academic servers, seeking to understand their lives, experiences, and motivations. The aim is to shine light on this unique profession and explore the implications of their experiences for Kohlberg's moral development theory.

As the researcher have presented, he recommends the following ideas: The researcher proposes conducting career awareness programs to introduce individuals to the fascinating world of academic serving. These programs will serve as gateways, unraveling this industry and enlightening potential academic servers about the opportunities that lie ahead. Together with that, the researcher believe that it is important that one recognizes their ability and capacity in finishing the tasks that are submitted to the academe. There are people who opt to use the help of academic server and not mentioning their contribution is a better approach towards them. Academic dishonesty can only be a dishonesty when other's work is presented as of his own. To gain a more accepting inferences and conclusion to academic servers, it is suggested that for future research to employ a quantitative researcher, gaining more access to academic servers' thoughts on the matter.

Second, recognizing the significance of continuous growth and development, the researcher advocates for providing academic servers with professional development opportunities. Workshops, conferences, and training sessions can empower them to hone their skills, broaden their knowledge, and foster meaningful connections within the

academic community. It has come to light that there are challenges that academic servers face. To address these hurdles, it is suggested to provide them with the necessary support for stress management. Wellness programs and counseling services can serve as beacons of light, guiding them through the darkest moments and helping them find strength amidst adversity. Acknowledgment and appreciation are powerful motivators. Thus, it is recommended for recognizing the remarkable achievements of academic servers.

Through awards, certificates, or simple words of gratitude, they can be fueled by their passion and dedication to continue their exceptional work. Additionally, it is envisioned on a future where academic servers can chart clear paths for career advancement. By establishing well-defined progression opportunities, they can be inspired to dream big, take bold steps, and envision a future that is both rewarding and promising.

Lastly, ethics training workshops hold great potential in nurturing a culture of ethical behavior within the academic serving profession. Equipping them with tools and knowledge to handle complex ethical situations empowers academic servers to make principled choices in their daily endeavors. By embracing the longitudinal approach, the future researchers can journey alongside academic servers, tracking their moral development over time. This extensive study allows people to witness the evolution of their moral reasoning, offering unique insights into the factors influencing their ethical growth. Moreover, the resulting framework that was created illustrates the life of an academic server.

As the study is coming to an end, the researcher hopes to shine light on the paths, challenges, and aspirations of academic servers while uncovering the profound implications of their experiences for Kohlberg's moral development theory. Through these recommendations, the researcher aim to contribute to a brighter, more purposeful future for this unique and vital profession.

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APPENDICES

Appendix A: Sample Consent Form

Letter of Consent and Invitation to Participate

Greetings!

I am Eduard Kyle Gocotano, a student at Philippine Normal University-Manila. I am currently finishing my research paper entitled, School Works for sale: the life narrative of academic servers. This study aims to understand the life narrative of those academic servers/helpers.

I am requesting your voluntary participation in this study by allowing me to provide you with a task in exchange for compensation similar to whenever you are helping someone achieve their school work.

This letter of request is given to you because you have agreed to participate and fit the following criteria:

Provided academic service for:

1 year

3 years

5 years

More than 18 years old

Filipino

The following is essential information you should know if you participated in the study.

The life narrative process

The life narrative will be done through you answering the guide questions and writing your life narrative in a Word document. You can work on it for as long as you want and include as much information as you want. The final output you will submit to me will be kept and analyzed according to the researcher's procedure. The compensation will be depending on a fixed rate of 100 pesos for all participants.

Research objectives

1. Describe your experiences as an academic server
2. Describe the motivations as academic server
3. Describe the challenges as academic server

Confidentiality

All of your identifying information will be removed after all of the participants have been compensated to see that there will be no repeaters for the submission of the life narrative. All of the participant's narratives will be kept on a google drive that only the researcher has access to. The life narratives will be disposed of after 5 years after the analysis of the data.

Withdrawal

Participation in the study is voluntary so you may withdraw at any moment that you experience hesitation, fear, or anything that negatively affects your well-being without paying any form of penalty.

Benefit

The fixed rate of 100 pesos will be the compensation for the work that you have provided. A clear understanding of your life as an academic helper will be narrated and presented in an educational institution. No other incentives will be provided aside from that.

Contact Information

If you happen to have concerns and queries you may reach me out anytime. My contact information is below:

Cellphone Number: [REDACTED]

Email: Gocotano.ekg@pnu.edu.ph

Facebook URL: <https://www.facebook.com/gocotano123/> Eduard Kyle G. Gocotano

Your favorable response to my request will be highly appreciated. If you choose to participate, you may contact me at the contact details that I have provided. May God continue to bless you and stay safe!

Sincerely yours,

Eduard Kyle Gocotano

Date:

I, [REDACTED] years of age, will be participating in the study, School Works for sale: the life narrative of academic servers has understood everything in the consent form and is willing to provide the information to the researchers.

[REDACTED]
Signature over printed name
[REDACTED]

Appendix B:

Sample Raw Data

Activity: Life Narratives

This will be the instruction to them in making the narrative.

Focus: My life story as an academic server

Tell me how did you discover academic service. In your narrative, focus on your experiences before and during as an academic server. Include as well your motivations and challenges in doing it. Your written personal story must have a minimum of 2 paragraphs and five sentences per paragraph. More importantly, tell me your story as much as you want. Also, include your plans in your narrative. Upon completion, please submit the signed consent form and the final life narrative to my Gmail: Gocotano.ekg@pnu.edu.ph

When I was in my Junior high, I did not know about being or providing an academic service what I know is that my classmates will pay me if I do his assignment, I am clueless that this process is called an academic service. I'll continue doing this until my teacher found out what I am doing of course he got mad at me. I remember what he said is that I'm tolerating my classmates to be lazy instead of helping them, like encourage them to finish their ass/ projects on their own he added it is not bad to offer a help through academic service but doing it always for them is different from helping them. This was the first time that I had been introduced to the term "academic service". Before I became an academic commissioner, I was a journalist student who participate in different categories where I excelled, I also been part of student athlete (chess), placer in academic quiz bee and art competition. I am just a student who join in different academic events to just makes my parents proud, but after all the achievements that I received I feel like yeah I have my certificate, my place and I make my parents proud, I feel like what now? I am using my talent not for me but for others, this is the time where there so many what-ifs' comes in my mind, like " what if I use my talent to earn, this will be a win-win for me". After having a short conversation with myself I decided to do what I think will be benefited on both sides. And this is the moment where I started to accept academic works.

Being an academic commissioner really helps me to provide for my school expenses, but besides this, it also helps me to grow as an individual. I encountered many students with different ways to communicate there are client that kinda bossy since they feel like they're superior they have this mindset "I am the one who's paying you to do the job, so you better know who's the superior here", there are some that "I don't know what to do, I will just trust you to do the everything and the ones' that kinda shy but easy to approach. I know to myself that I still need to learn and furnish my works and I believe that accepting academic works will help me to ponder deeply. Not all life situations like job, status, business, are going smoothly of course let us face

the reality that there are impediments that will make your progress slow, and sometimes provoke you to ended up into something, like quitting what you love to do. Being an academic commissioner I face a lot of challenges, one of that is when Chatgpt was introduced, imagine you just enter the ideas that you have on your mind and type it in the server the chatgpt will do the rest, many accounts in facebook or in other job sites claiming that they are service commissioner, thanks to Chatgpt (Im not making this generally). This lead to increase the number of competitors in the field of service commissioner. Additionally, this cause a lot to the standard price that a commissioner being offered, since the so-called-service commissioner who used chatgpt offers cheaper price than to the service commissioner who really exerts an effort and time to do the academic work. Another challenges, that I am facing now as service commissioner is that, some of the customers basis of expertise is not in what you achieved but in your age. I had this experience that my client set aside all of my background achievements and work experience after knowing my age, maybe because he thinks that age justify experienced. Using facebook platforms is really helpful for me, since this is a platform where offers you an opportunity to have many clients, but besides to the benefits it offers there are still disadvantages. In facebook it easy to make an account, like creating a dummy account and this is the reason why many commissioner are victims of scam and ghosting. It's something that, the client will ask the commissioner to do acad work, of course there will be discussion and agreement, and after the commissioner was done to the output and send it to the client what client do is block the commissioner without paying them. This is unjust for the commissioner.

I kinda have this mindset that It is fun to learn and to grow through minding others business in a positive way. As a service commissioner, Im not doing this just to earn but also to keep my passion inside of me. This helps me to motivate and keep from accepting academic works. Even after I graduate I'll still keep myself to be in this.

Appendix C:

Sample Data Analysis

BEFORE THEMES		
Codes	Before themes	Sentence that describes it
Serving	Immediate serving to school population	what I know is that my classmates will pay me if I do his assignment
Did not know	Unaware of what academic serving	I did not know about being or providing an academic service
Scolded	Scolded by teacher	he said is that I'm tolerating my classmates to be lazy instead of helping them, like encourage them to finish their ass/ projects on their own he added it is not bad to offer a help through academic service but doing it always for them is different from helping them.
Different extra curricular	Multi-achiever	I was a journalist student who participate in different categories where I excelled, I also been part of student athlete (chess), placer in academic quiz bee and art competition

DURING		
Codes	Before themes	Sentence that describes it
Financial help	Experiences as an academic commission	helps me to provide for my school expenses
Personal Growth	Experiences as an academic commission	also helps me to grow as an individual
Different Customers	Experiences as an academic commission	I encountered many students with different ways to communicate (kinda bossy and "I don't know what to do")
AI as a competition	Challenges	ChatGPT was introduced, imagine you just enter the ideas that you have on your mind and type it in the server the chatGPT will do the rest, many accounts in Facebook or in other job sites claiming that they are service commissioner, thanks to ChatGPT (I'm not making this generally)
bias towards age	Challenges	some of the customers' basis of expertise is not in what you achieved but in your age
Customers scamming	Challenges	In Facebook it's easy to make an account, like creating a dummy account and this is the reason why many commissioners are victims of scam and ghosting. It's something that the client will ask the commissioner to do academic work, of course there will be discussion and agreement, and after the commissioner was done to the output and sent it to the client what the client does is block the commissioner without paying them. This is unjust for the commissioner.
Passion over earning	Motivation	I'm not doing this just to earn but also to keep my passion inside of me. This helps me to motivate and keep from accepting academic works

AFTER		
Codes	Before themes	Sentence that describes it
Keep (continuation)	Continuation of journey	Even after I graduate I'll still keep myself to be in this.

Appendix D:

Sample Communication of Invitation to Participate





Helloo, I'm a master's student from PNU-manila, I'm conducting my thesis, "Schoolworks for sale: the life narrative of academic servers". This is about/for academic servers, I saw your post and I was wondering if you would like to tell me your life story.
 To make this both beneficial to us, I would like you to see this task as a normal task as an academic server, with payment and time limit.
 I hope you can help me out. Thank you!

Hun 15, 2023, 4:28 PM

Sure! No problem po, may i know narin po if there are questions that i can answer regarding to your research this will serve as my guidelines nadin.

Pwede na ninyo ngayong i-message at tawagan ang isa't isa at makita ang impormasyon tulad ng Online Status at kapag nabasa mo na ang mga message.

 Letter-of-Consent-and-Invitation-to-Participate-and-Activity-Sheet.docx
 199.15 KB



This file is for consent and instruction, there are questions there that you can answer.

Helloo, I'm a master's student from PNU-manila, I'm conducting my thesis, "Schoolworks for sale: the life narrative of academic servers". This is about/for academic servers, I saw your post and I was wondering if you would like to tell me your life story.
 To make this both beneficial to us, I would like you to see this task as a normal task as an academic server, with payment and time limit.
 I hope you can help me out. Thank you!

Pwede na ninyo ngayong i-message at tawagan ang isa't isa at makita ang impormasyon tulad ng Online Status at kapag nabasa mo na ang mga message.

hello po!

still available?

 Letter-of-Consent-and-Invitation-to-Participate-and-Activity-Sheet.docx
 199.15 KB



yes po

as much as possible po i want to keep my identity/personal details confidential

i'm in. however, i did not pass one qualification, which is the 18 yo or above

oh okayyy thats fine, i'll look for other ones. Thanks for being honest Akia. I admire your tenacity for entering the academic servers journey!

thank you! good luck! i hope u find participants for ur thesis



Appendix E:

Sample Communications for Instrument Validation

Letter of Request for Tool Validation

May 31, 2023

Dr. Myh Alday- Bersoto
Guidance Coordinator

Dear Dr. Adlay-Bersoto

I hope this letter finds you well. I am in 5th year of BSMA Psychology. I am writing to request your expertise in validating my data-gathering tools for a research paper entitled, *"School Works for Sale: the life narrative of academic servers"*. Your input would be greatly appreciated as it would help to ensure the questions are effective and free of biases in gathering the information necessary for the research's success. The purpose of the study is to compile and understand the life narrative of academic servers and to describe their life before, during, and future plans as academic servers.

I am seeking your expertise to review the interview questions and provide feedback on their validity. Specifically, I would appreciate your opinion on the following:

1. Are the questions appropriate for the research study's purpose?
2. Are the questions clear and easily understood by the participants?
3. Are there any additional questions that you would recommend adding to the list?
4. Are there any questions that you would recommend removing from the list?

I have attached the data-gathering tool to this letter for your convenience. Please take your time to review the questions thoroughly and provide any feedback that you think would be helpful.

Your input is important to the success of my research project. I appreciate your time and expertise in this matter.

Thank you for your consideration.

Sincerely,



Edward Kyle G. Gecotano

and Counseling Straight Program
sity

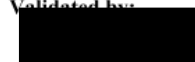
			 Open with Google Docs	It is naman pwede mo pagpilian ng specific questions
			How do you plan to proactively prepare yourself for the challenges and opportunities that may arise in your career over the next 5 or 10 years? Can you describe the specific skills or knowledge you aim to develop or acquire to support your career plan in the future? What are your aspirations for leadership roles or increased responsibilities within your chosen career path in the coming years? How do you plan to stay current and adapt to the rapidly evolving trends and advancements in your field of expertise? Are there any particular industries or sectors you are interested in exploring or transitioning into as part of your long-term career plan? How do you plan to strike a balance between achieving personal and professional growth in your career plan for the future? Can you outline any specific milestones or achievements you hope to reach within the next 5 or 10 years, and the steps you plan to take to accomplish them? How do you envision your career plan aligning with your personal values and	

Page 6 / 7



				passions, and how will that contribute to your overall fulfillment and sense of purpose?
Do you have any questions about the process of this interview?				

Validated by



MYRA A. BERSOTO, PhD, RGC, RPm, LPT
 Faculty, CTE/ Coordinator, Office of Guidance and Counseling
 Batangas Satte University- TNEU Rosario Campus

Appendix F:

Sample Communications for Themes Validation

 Open with Google Docs

Member Checking/Letter of Request for Expert's Validation of Themes

June 16, 2023

Ms. Cristine Bobier, LPT, RGC
Office of Student Affairs and Student Services
Philippine Normal University

Good day Ms. Bobier,

I hope this letter finds you well. I'm excited to present to you the findings of the participant data I acquired. I am writing to request your validation of the themes that I've derived from the written narrative that was conducted. The purpose of the study is to compile and understand the life narratives of academic servers from before, during, and their plans for the future.

Throughout the research process, invitations were sent through private messages when the academic servers were posting on social media looking for clients. They were invited to participate in the study. They were then informed about the study to gain consent, after reading their life story as an academic server, codes were written from what they said in the narrative then themes were created that was then grouped accordingly. These themes reflect the commonalities, patterns, and important insights obtained from the participants' written narratives. I believe that these themes provide a comprehensive understanding of their life as academic servers.

I respectfully ask for your professional opinion and evaluation of the created themes to obtain validation. Your input will help check the accuracy and applicability of the themes that have been identified and ensure that the study findings are consistent with the experiences of those who have been part of the thesis writing process. Please take a moment to study and confirm the themes that were determined based on the results of the written narrative. The legitimacy of this research effort will be enhanced by your knowledge and skills in the field.

If you are open to a meeting or discussion to go through the research methodology and results in greater detail, let me know. I'm open to any advice you may have to improve the study's findings. I appreciate your taking the time to consider my request, and I eagerly await your insightful advice. Your work will be properly acknowledged in the research project's final report.

Sincerely,

Eduard Kyle G. Gocotano
BSMA Psychology and Counseling Straight Program
Philippine Normal University

Page 1 / 7
— 🔍 +

Statement of the problem 3: Describe the plans for an academic server

Themes	Subthemes	Description
Continuation	Continuation to do Course Hero, Continuation of journey as an academic server, expanding their reach of their customers, Creating a space for students in need	This describes that they want to continue what they are doing as a side hustle, to earn more money in preparation for living their life and financing their goals. Others are aiming to expand the reach of their customers. Others want to create a space or platform for students in need
Transition to a different field	Transition to copywriting/ghostwriting, Future instructor of IT, Future academic instructor, become a researcher, Taking up Ph.D.	This describes that this was just a means to earn money and become their training ground for something else they have always wanted.
Nothing was mentioned		

Suggestion/s: _____

Validated by:

CRISTINE N. BOBIER, MA, RGC, LPT
(Signature Over Printed Name)

Appendix G:

Data Gathering Tool

Data gathering tool

This will be the instruction to them in making the narrative.

Focus: My life story as an academic server

Tell me how did you discover academic service. In your narrative, focus on your experiences before and during as an academic server. Include as well your motivations and challenges in doing it. Your written personal story must have a minimum of 2 paragraphs and five sentences per paragraph. More importantly, tellme your story as much as you want. Also, include your future plans in your narrative.

Upon completion, please submit the signed consent form and the final life narrativeto my

Gmail: Gocotano.ekg@pnu.edu.ph



Instruction:	Suggestion
This will be the instruction to them in making the narrative. Focus: My life story as an academic server Tell me how did you discover academic service. In your narrative, focus on your experiences before and during as an academic server, also, include your future plans in the narrative. Include as well your motivations and challenges in doing it. Your written personal story must have a minimum of 3 paragraphs and five sentences per paragraph. More importantly, tellme your story as much as you want.	



Interview Guide Questions

Follow up Interview Guide Questions

Research Question #1
1. Describe the life of an academic server before;
What would be the most significant life experience that made you decide to pursue academic serving?
What would be the most significant life motivation that made you decide to pursue academic serving?
What would be the most significant life challenge that made you decide to pursue academic serving?
Can you provide an overview of your previous professional experience or job role before transitioning into academic serving? (Suggested by Dr. Bersoto)
How did your previous job or professional background contribute to your decision to pursue a career in academic serving? (Suggested by Dr. Bersoto)
In what ways do you believe your past job experiences have equipped you with skills or knowledge that are beneficial in your current role as an academic server? (Suggested by Dr. Bersoto)
What are your activities before being an academic server? (Suggested by Ms. Bobier)
Where did you learn the concept of academic serving? (Suggested by Ms. Bobier)
What is academic serving for you? (Suggested by Ms. Bobier)
Research Question #2
2. Describe the present life of an academic server; and
How do you feel doing academic serving?
What is an experience that you recognize is only possible if you are an academic server?
What can you say about your service? how do you evaluate your service/ outputs?
What are the services that you offer to your clients?
What is the most memorable client that you've had?
What are the challenges that you experience in academic serving and how did you overcome it?

What is your motivation to continue doing it?
What will you tell yourself if you meet your younger self who is just starting to be an academic server
How would you describe your overall experience and emotions while engaging in academic serving? (Suggested by Dr. Bersoto)
Can you share a specific experience or situation that you believe is unique to being an academic server, and that you wouldn't have encountered in any other profession? (Suggested by Dr. Bersoto)
Reflecting on your service as an academic server, how would you characterize the impact you have made on the individuals or communities you serve? (Suggested by Dr. Bersoto)
What specific services do you offer to your clients as an academic server, and how do you ensure their needs are met effectively? (Suggested by Dr. Bersoto)
What significant activity/ experience you can only have if you are an academic server?
Research Question #3
3. Describe the plans for an academic server.
Where do you see yourself 5 or 10 years from now? -Do you still see yourself doing academic serving?
What will you tell yourself if you meet your future self if you meet them right now?
What is your career plan for the future?
How do you envision your future roles and responsibilities in the rapidly changing academic landscape?
What strategies or advancements do you anticipate in the field, and how are you preparing yourself to meet these future challenges and opportunities?
How do you plan to proactively prepare yourself for the challenges and opportunities that may arise in your career over the next 5 or 10 years?
Can you describe the specific skills or knowledge you aim to develop or acquire to support your career plan in the future?
What are your aspirations for leadership roles or increased responsibilities within your chosen career path in the coming years?



What is your motivation to continue doing it?
What will you tell yourself if you meet your younger self who is just starting to be an academic server
How would you describe your overall experience and emotions while engaging in academic serving? (Suggested by Dr. Bersoto)
Can you share a specific experience or situation that you believe is unique to being an academic server, and that you wouldn't have encountered in any other profession? (Suggested by Dr. Bersoto)
Reflecting on your service as an academic server, how would you characterize the impact you have made on the individuals or communities you serve? (Suggested by Dr. Bersoto)
What specific services do you offer to your clients as an academic server, and how do you ensure their needs are met effectively? (Suggested by Dr. Bersoto)
What significant activity/ experience you can only have if you are an academic server?
Research Question #3
3. Describe the plans for an academic server.
Where do you see yourself 5 or 10 years from now? -Do you still see yourself doing academic serving?
What will you tell yourself if you meet your future self if you meet them right now?
What is your career plan for the future?
How do you envision your future roles and responsibilities in the rapidly changing academic landscape?
What strategies or advancements do you anticipate in the field, and how are you preparing yourself to meet these future challenges and opportunities?
How do you plan to proactively prepare yourself for the challenges and opportunities that may arise in your career over the next 5 or 10 years?
Can you describe the specific skills or knowledge you aim to develop or acquire to support your career plan in the future?
What are your aspirations for leadership roles or increased responsibilities within your chosen career path in the coming years?



Appendix H:
Certification of English Editing

CERTIFICATION OF ENGLISH EDITING

This is to certify that this manuscript titled **SCHOOL WORKS FOR SALE: THE
LIFE NARRATIVE OF ACADEMIC SERVERS** prepared by **GOCOTANO,
EDUARD KYLE G.** was edited by the undersign nuscript has been found
to be acceptable according to the rules of grammar and composition.


KIRCK MICHAEL B. DE LEON, LPT, MAE
Date: August 3, 2023



KIRCK MICHAEL BRITOS DE LEON



Objectives

- To seek a challenging position in a well-established institution with an environment conducive to continued personal and professional growth in the field of education/teaching.
- To acquire a teaching and writing job that will enable me to contribute to the creative development of a publication and teaching.
- To gain more exposure essential to my career advancement.



Work Experiences

Position: **Teacher II, Senior High School**

School: **Gregorio T. Crespo Memorial High School**

Address: **Brgy. Entablado, Cabiao, Nueva Ecija**

Inclusive Years: July 2019 to present

- Focal Person, Senior High School (2019-Present)
- Coordinator, School Learning Action Cell (2022-Present)
- Member, School Research Committee (2021-Present)

Position: **Junior High School Teacher**

School: **St Christopher Montessori School of Santa Rosa**

Address: **Mabini, Santa Rosa, Nueva Ecija**

Inclusive Dates: June 2016 to April 2019

- Coordinator, SRA Reading Laboratory (2017-2019)



Educational Background

Graduate School: **Nueva Ecija University of Science and Technology**

Address: **General Tinio Street, Cabanatuan City, Nueva Ecija**

Degree: **Master of Arts in English- Major in Applied Linguistics**

Inclusive Dates: December 2019- January 2023

- Best in Thesis Awardee

College: **College of the Immaculate Conception**

Address: **Sumacab Este, Cabanatuan City, Nueva Ecija**

Degree: **Bachelor of Secondary Education - Major in English**

Inclusive Dates: July 2014- May 2016

- Dean's Lister (2014-2016)
- Photojournalist, The Immaculate (2014-2016)

Secondary: **Sta Barbara National High School**

Address: **Sta Barbara, San Antonio Nueva Ecija**

Inclusive Dates: June 2007- April 2011

- Class Honorable Mention
- Campus Journalism Awardee in Feature Writing (English)
- Boy Scout of the Year Awardee
- Associate Editor, The St Barbara's Scroll
- Campus Journalist, The St Barbara's Scroll (2007-2011)

Elementary: **Banaoang Community School**

Address: **Rizal, Santa, Ilocos Sur**

Inclusive Dates: June 2001- April 2007

- Class Valedictorian
- Leadership Awardee
- Academic Excellence Awardee
- Best in English
- Editor-in-Chief, The Trumpet



SEMINARS/WORKSHOPS/CERTIFICATES

International Training on Reading

Philippine Professional Linkage from Various Discipline, Inc.
January 28-30, 2022

Sociolinguistics in Education: Investigating Unequal Englishes

Mindano State University
August 31, 2021

2021 Division Training Workshop on Campus Journalism

Department of Education- SDO Nueva Ecija
June 2-4, 2021

English Language and Culture

Language Skills Institute – TESDA
September 2018 (100 hours)

Contact Center Serviced NCII

Nueva Ecija Institute of Foreign Language, Inc.
June 4- 29, 2018



HONORS RECEIVED AND RECOGNITIONS

2022 Cabiao District Schools Press Conference

Bagong Silang Elementary School, Cabiao, Nueva Ecija
Coach - 2nd Place, Feature Writing- English
November 26, 2022

2022 Cabiao District Schools Press Conference

Bagong Silang Elementary School, Cabiao, Nueva Ecija
Coach - 3rd Place, Feature Writing- Filipino
November 26, 2022

District Training on Reading Assessment and Remediation
SDO Annex – Cabiao, Cabiao, Nueva Ecija
Resource Speaker
August 10-12, 2022



KEY SKILLS

- Comprehensive Teaching basic education learners
- Problem Solving/Decision Making
- Classroom Management
- Curriculum Development
- Academic and Journalistic Writing, Editing and Proofreading

I hereby attest that the above-mentioned information is true and correct. These are for your perusal.



Appendix I:

Compliance Certificate

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 eprdc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPR	CERTIFICATE OF COMPLIANCE	
		QAC No. CC-09242018-027

BASIC INFORMATION

REC Code:	07192023-051
Title of the Research Project/Thesis/Dissertation:	School works for sale: the life narrative of academic servers
Researcher/Project Leader and Designation/Affiliation:	Eduard Kyle G. Gocotano

The following items [v] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- ☒ Thesis
- ☐ Dissertation
- ☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **July 19, 2023**


DR. EDNA LUZ R. ABULON
 Secretary
 Research Ethics Committee


DR. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix J:

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63 2-312-1218 loc. 750/751 esrc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPR	CLEARANCE TO PROCEED		
		QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	05292023-158
Research Proposal Title:	School works for sale: the life narrative of academic servers
Researcher / Project Leader and Designation/Affiliation:	Eduard Kyle G. Gocotano

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **May 29, 2023**


Dr. EDNA LUZ R. ABULON
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix K:

Certificate of Authenticity Result 1 (colloquium)



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: May 23, 2023
Result Code: 2023-0964
Submission ID: 2099130076
Title of Output: School Works For Sale: The Life Narrative
of Academic Servers
Author (s): Eduard Kyle G. Gocotano

Authenticity Report:

Similarity Report: 7%

- Interpretation: A similarity of 7% means that 7% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (5%), publications (5%), and student papers (5%) for the remaining similarity percentage.

- Highlighted text in the Manuscript:

- Red marks and highlights are set of texts directly or exactly copied from online sources.
- Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director



Appendix L:

Certificate of Authenticity Result 2 (oral defense)



Philippine Normal University
The National Centre for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: July 17, 2023
Result Code: 2023-1025
Submission ID: 2130386822
Title of Output: School Works For Sale: The Life Narrative of Academic Servers
Author (s): Eduard Kyle Gocotano

Authenticity Report:

Similarity Report: 1%

- Interpretation: A similarity of 1% means that 1% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (0%), publications (0%), and student papers (0%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Marie Paz E. Morales, Ph.D.
Director



Appendix M:

Revisions Colloquium Summary of Comments go

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave., Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63 2-317-1768 local: 539 gradres_center@pnu.edu.ph www.pnu.edu.ph	Reference No.	PNU-MN-2017-GRO-FM-005
	Issue No.	01
	Rev. No.	03
	Date:	09/22/2020
	Page	1 / 2
GRO	REVISION COLLOQUIUM SUMMARY OF COMMENTS	DC. No. CC09222020-1155

Student: Eduard Kyle G. Gocotano

Program: BSMA Psychology and Counseling

Date of Colloquium: May 4, 2023

Comments/Suggestions/ Recommendations	Action Taken	Page no. reflecting the changes done	Panelists who Suggested
Finding the participants will be hard	Already looked for prospects as the participants in the research	Not applicable	Dr. Tito Baclagan
Handling the participants should follow the ethical guidelines	Ethical guidelines of PNU will be followed	16-17 (Ethical considerations)	Dr. Tito Baclagan
The main focus should be the before, during and after of their life narrative as an academic server	Followed the comments through using it on the guide questions that will be used.	14 (Data Collection)	Ms. Jeryll
Changed the statement of the problem and Conceptual framework	Changed it	13-14	Dr. Abulon, Dr. Mangaoil and Dr. Roxas
Delete a sub topic title on review of related literature	Removed it	10	Dr. Abulon
Add another paragraph for personal rationale	Added	Page 5 (introduction)	Dr. Abulon
Introduction- page 05- last paragraph - missing statement starting- With... (complete this statement)	Revised it	Page 5 (introduction)	Dr. Roxas
Subject to language editing	Used the help of Grammarly and assistance of an LPT		Dr. Roxas

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

CURRICULUM VITAE



EDUARD KYLE G. GOCOTANO

Dasmariñas City, Cavite

09456329110

Eduardkyle.gocotano@gmail.com



EXPERIENCE

Accenture, Muntinlupa (WFH) — Customer Service Associate
August 2022–Present

I was handling paperwork for annuities, setting up systematic financial request. Making sure that the information submitted are correct and no mistakes or missing information on the paper work, outbound calls for denials.

Teleperformance, Pasay (Onsite) — Technical Support Representative
May 2022–August 2022

I was handling billing, technical support for a mobile carrier

Teletech, Santa Rosa (WFH) — Customer Service Representative II
November 2021 – May 2022

I was handling a call for the health insurance – billing department. Aside from billing inquiries, I also handle requests pending to other departments.

Teletech, Pasay (WFH) — Customer Service Representative I
August 2021 – October 2021

The account that I was working for was a Pharmacy's Hotline for COVID-19. I handle incoming calls that ask inquiries and schedule setting for testing, vaccination, and other related inquiries for COVID 19

EDUCATION

Philippine Normal University — BSMA Psychology and Counseling
June 2018 – June 2021

This course allowed me to learn the importance on confidentiality of information and that there are certain things that we have to limit in disclosing client's information. Further, I was trained here to be able to facilitate learning environment

Congressional Integrated High School, Dasmariñas City — SHS
June 2016 – April 2018

I was on health strand during this year and I was able to experience handling medical missions during the internship on this senior year.

SKILLS

Inbound calls
Outbound calls
Email writing
Teaching
Research

AWARDS

**Academic Excellence
Awardee
STEM Strand
With Honors

LANGUAGES

English and Filipino